

# FEDERAL AID TO EDUCATION

## A CHRONOLOGY SUMMARIZING IMPORTANT FEDERAL ACTS

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#### FOREWORD

While Federal aid for education has been a reality since the passage of the Morrill Act in 1862, few realize the rapid development in Federal support that has come about since 1963. Dr. Kurth has not listed all acts of the Federal Government concerning education; only the ones that appear most important. Of the 47 acts listed, 26 were passed in a three-year period—1963 to 1965. Chart in the center of this brochure indicates the major purposes of each act and reveals graphically the interrelationship and duplicating functions of many of the laws. Federal agencies are attempting to coordinate many of the duplicating functions of several of these acts.

The Florida Educational Research and Development Council is grateful to Dr. Kurth for the meticulous work required to prepare this publication.

J. B. White, Executive Secretary  
March, 1966

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# FEDERAL AID TO EDUCATION

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By E. L. Kurth, Associate Professor of Education  
University of Florida

The Federal government has assisted in programs preparing people for vocations and professions since the Morrill Act of 1862. However, until the present decade the aid and participation have been limited to a few selected programs and/or the assistance of only a few age groups. The newer programs represent a radical shift in Federal policy toward education. The Federal government is now utilizing educational programs deliberately to help national defense; to aid the economic development of the country; to eliminate the disadvantages of the culturally deprived; to provide for the nation's manpower needs; to promote the development of vocational, technical, and scientific knowledge and skills; and to create new knowledge by research.

The Federal acts aiding education are administered by a number of different agencies. However, there has been a tendency in recent years to place more responsibility on the United States Office of Education. Genevieve O. Dane, Chief of the Budget Management Section of the United States Office of Education reported recently that during fiscal year 1966 the U. S. O. E. will distribute more than \$3 billion in Federal funds to schools and colleges, to teachers and students, and to libraries and librarians. This monograph includes certain Federal acts aiding education which are administered by Federal agencies other than the U. S. O. E. This chronology does not include every Federal act aiding education directly or indirectly. Only the more important acts are included.

Attached to this monograph is a chart showing the purpose for which the funds provided under 47 Federal acts must be expended. It will be noted that all of the appropriations are restricted to special purposes except the funds provided under P. L. 81-874, School Assistance in Federally Affected Areas, and even these funds can be allocated only to school districts in Federal impact areas. While thirty-six different purposes were identified, this list might not cover all of the specific purposes; many differ-

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Federal acts are aimed at accomplishing the same purpose or poses. In fact there is an amazing amount of duplication. It makes it difficult for a local school system to use Federal aid efficiently in developing a balanced school program. A consolidation and simplification of the Federal acts aiding education, especially the public schools and junior colleges would no doubt prove the efficiency of their administration.

A brief resume of the most important acts from 1862 to 1965 follows with some detailed information on specific provisions of use passed and extended since World War II, which have a for impact on vocational and technical education, manpower training, elementary and secondary education.

1862 **THE FIRST MORRILL ACT.** Provided that 30,000 acres of land for each senator and representative then in Congress be made available to the several states for the purpose of establishing agricultural and mechanical colleges. Annual appropriations to land grant colleges have continued to support instruction in agriculture and mechanic arts.

1887 **THE HATCH ACT.** Established agricultural experiment stations in connection with land grant colleges.

1890 **THE SECOND MORRILL ACT.** Made an appropriation of \$15,000 with an annual increase of \$1,000 until the amount reached \$25,000, to be paid to each state and territory for the purpose of further maintaining agricultural and mechanical colleges.

1906 **THE ADAMS ACT.** Provided for the further endowment of agricultural experiment stations within the various states and an additional grant of \$15,000 for these stations.

1907 **THE NELSON AMENDMENT.** Amended the Adams Act increasing the appropriation to \$50,000.

1914 **THE SMITH-LEVER ACT.** Provided for instruction in agriculture and home economics for farmers and their wives (persons not attending college.) An annual appropriation of \$4,610,000 was divided among the states, which were required to match this sum by the expenditure of a like amount for instruction in these programs.

1917 **THE SMITH-HUGHES ACT.** (P. L. 64-647 Administered by U.S.O.E.) Provided for establishing a system of

vocational education in the various states with an initial appropriation of \$1,700,000 in 1917-18, and a maximum of \$9,800,000 in 1933. This amount had to be matched on a dollar for dollar basis by the states. The act was amended to include Hawaii in 1924 and Puerto Rico in 1931. The act was a continuing appropriation and is still in effect. It includes agriculture, home economics and trade and industrial education.

8. 1925 **THE PURNELL ACT.** Provided for the more complete endowment and maintenance of agricultural experiment stations. Beginning with 1926 each station received \$30,000 with an annual increase of \$10,000 until 1930 when the annual appropriation reached \$60,000.

9. 1929 **GEORGE-REED ACT.** (Administered by U.S.O.E.) Authorized on an increasing scale for a period of four years, appropriations for agricultural and home economics education in addition to those made available by the Smith-Hughes Act of 1917, and extended the benefits of Federal aid to vocational education in the Territories. This was the first Federal act which supplemented on a national basis the Smith-Hughes Act.

10. 1934 **GEORGE ELLIZY ACT.** Authorized an appropriation for three years to replace those provided by the George-Reed Act and increased aid to trade and industrial education. The total authorized was \$3,000,000 with agriculture, home economics and trade and industrial education receiving equal shares.

11. 1936 **GEORGE-DEAN ACT.** (Administered by U.S.O.E.) Authorized on a permanent basis increased appropriations to the states and territories for vocational education in the fields already aided and in addition authorized appropriations for use in *distributive occupations*. The District of Columbia was included in the Act. The annual appropriation was \$14,200,000.

12. 1946 **GEORGE-BARDEN ACT.** Vocational Education Act of 1946. (P. L. 79-586 Administered by U.S.O.E.) Amended the George-Dean Act adding many new provisions. The funds could be used more flexibly than before with reimbursement for: (1) the securing of information and data

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needed for developing new programs; (2) for administration, supervision, teacher training, counseling and guidance functions necessary for programs; and (3) salaries and travel expenses of personnel in the programs. The funds authorized but requiring a biennial appropriation were as follows:

Vocational Agriculture .....	\$10,000,000
Home Economics .....	8,000,000
Trades and Industrial .....	8,000,000
Distributive Occupations .....	2,500,000

The funds appropriated were distributed to the various states and territories according to formulas: for agricultural education, the ratio of each state's farm population to the national farm population; for home economics education, the ratio of the state's rural population to the national rural population; for trades and industrial education the ratio of the state's non-farm population to the national non-farm population; for distributive education and the ratio of the state's total population to the total national population. Since these ratios change each year, the amount each state receives also changes.

At the state and local level the funds are used according to a state plan (a contract) approved by the U. S. Office of Education.

**1946 NATIONAL SCHOOL LUNCH ACT OF 1946.** (P. L. 79-396. Administered by U.S.D.A.) Authorized regular Federal appropriations for cash grants to the states for non-profit school lunch programs in public and private schools. Part of the funds could be used by the U. S. Department of Agriculture for the purchase and donation of commodities but at least 75 percent of the funds were to be reserved for cash grants to purchase foods locally.

The purpose of the Act was to safeguard the health and well-being of the nation's children and encourage the consumption of nutritious agricultural commodities and other foods through grants to states. Allocations were based on state need and the number of children of school age.

In 1954 P. L. 87-823 amended this act to change the allotment formula to be based on state need and the number of children participating rather than on the number of school age children. This amendment also established a new pro-

gram to increase the use of fluid milk and other dairy products in public and private schools.

**14. 1950 NATIONAL SCIENCE FOUNDATION ACT.** (P. L. 81-507. Administered through the National Science Board). This law created the National Science Foundation to develop and encourage the pursuit of a national policy for the promotion of basic research and education in the sciences; and to initiate and support programs to strengthen scientific research potential in the mathematical, physical, medical, biological, engineering and other sciences, through contracts, loans or grants to support such scientific activities.

Support programs for such activities are institutes, scholarships and graduate fellowships in the science areas identified for research, teacher education and curriculum revision.

Beginning with \$3.5 million in 1950 the appropriation rose to \$323 million in 1963, and \$420 million in 1965.

**15. 1950 SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS (S.A.F.A.)** (P. L. 81-815. Administered by U.S.O.E.) This law provides assistance for school construction. Originally passed in 1950 it has been amended and extended several times. As presently administered it can provide a local district with funds in time to meet a need when evidence indicates that Federally affected children will be without educational housing unless additional facilities are built.

Eligibility for benefits under this law is based on a minimum of at least 20 pupils who live on Federal property or whose parents work on Federal property and a minimum of 5 percent of the average daily membership. If the average daily membership was over 35,000 in 1957 the requirement is increased to 10 percent.

Eligibility is determined by establishing average daily membership during the year preceding and must include figures for the Federally affected pupils as well as the non-federally affected. It should be noted that P. L. 81-815 statistics were to be based on average daily membership while P. L. 81-874 requires average daily attendance.

**16. 1950 SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS (S.A.F.A.)** (P. L. 81-874. Administered through

*Sub-Sub-Procedure-2*

J.S.O.E.) This has been one of the most wide-spread programs of Federal aid to education. It benefits more than 4,000 school districts throughout the country. Payments are made directly to local school districts for current operating expenses and average more than \$300 million annually. Current expenses included building maintenance and teacher salaries.

Benefits from this law are based on the average daily attendance of pupils who live on Federal property and/or whose parents are employed on Federal property. The minimum number of pupils must at least be 10. The total number must be at least 3 percent of the average daily attendance unless the A.D.A. in 1957 exceeded 35,000, in which case the total must be 6 percent.

**1954 COOPERATIVE RESEARCH PROGRAM.** (P. L. 83-531. Administered through the U.S.O.E.) Established to encourage research and related activities which are of significance to education. It authorizes the U. S. Commissioner of Education to enter into contracts and jointly financed cooperative arrangements with universities, colleges and State education agencies for the conduct of research, surveys and demonstrations in the field of education. The program includes: (1) basic and applied research; (2) demonstration of new techniques and materials; (3) curriculum improvement through developing and refining instructional materials and methods; (4) small contract proposals for departmental research, surveys, demonstrations and curriculum studies; (5) research and developmental centers; and (6) developmental activities which may result in new methods, techniques and devices to solve long existing problems.

**1958 NATIONAL DEFENSE EDUCATION ACT.** (P. L. 85-864. Administered by the U.S.O.E.) This act was passed in 1958, was amended and extended in 1963, amended again in 1964 and 1965. It encompasses many types of aid in various programs some of which provide direct benefits to local public schools, although all benefits do not take the form of cash payments. There are ten titles in the original act. Titles III, V, VII, and VIII of the initial law and the amendments provide direct benefits to school districts. Title XI was added by amendment and provides for training for public school teachers.

A brief listing of the various titles as amended is given here:

**Title I**—furnishes a guide to the general provisions of the Act.

**Title II**—authorizes a loan program of \$180 million to assist college students for fiscal year 1966.

**Title III**—authorizes \$90 million annually for the next three years for the purchase of equipment and materials to strengthen instruction in science, mathematics, history, civics, geography, modern foreign languages, English and reading. Allotments to states are based on their school age population and the average income per child of school age. Payments are made to state departments of education on a matching grant basis for expenditures incurred under the approved state plan.

Funds can be used for test grading equipment and audiovisual libraries for elementary and secondary schools but not for textbooks or consumable supplies.

**Title IV**—provides for graduate fellowships for the preparation of college teachers.

**Title V**—supports guidance and counseling programs in public schools and provides funds for guidance training institutes.

Part (a) provides a program for testing all students attending public elementary and secondary schools. Depending on state laws students attending technical institutes and junior colleges may also be tested. The objective is to identify students with outstanding or exceptional abilities and aptitudes.

Part (b) provides special training for guidance counselors or teachers preparing to become guidance counselors through short term or regular session institutes. Grants for such institutes include stipends for participants and their dependents.

**Title VI**—provides support for preparing college teachers of foreign languages.

**Title VII**—authorizes direct grants in aid to local school districts for experimentation and development of new educa-

tional media, including new methods of utilizing audio-visual systems. These grants are for media used in public schools and institutions of higher education. Grants are also available to train teachers to use such media more effectively.

**Title VIII**—dealing with technical education and area vocational schools was included in the Vocational Education Act of 1963, P. L. 88-810. In the original act it was an extension of the Smith-Hughes and George-Barden Act and was identified as Title III of the George-Barden Act for administration of the funds. Its purpose was "to provide vocational education to residents of areas inadequately served and also to meet national defense requirements for personnel equipped to render skilled assistance in fields particularly affected by scientific and technological developments." It authorized an appropriation of \$15 million for the fiscal year ending June 30, 1959 and each of the three succeeding years.

The annual allotment to each state was in proportion to the total apportionment of other funds provided by George-Barden and Smith-Hughes Acts, including reallocation of funds unused by any states. The funds had to be matched on a dollar for dollar basis by each state. The equipment and tools purchased with these funds became the property of the state. In 1962 the Act was extended to June 30, 1964. There was some variation in the emphasis states put on the use of the funds. In Florida they continued to be used for technical education for youth and adults in high schools, area schools, and in junior colleges where the instruction was not part of a baccalaureate degree program.

**Title IX**—authorizes the National Science Foundation to provide for general science information services.

**Title X**—provides grants for the improvement of the statistical services of state departments of education.

**Title XI**—provides for short term and regular session teacher training institutes for improvement in teaching techniques and study and use of new materials. Grants to institutions of higher education include stipends for teachers enrolled in the programs.

Those who may enroll are: (a) supervisors and teachers of history, geography, modern foreign language, reading, English and other critical subjects; (b) teachers specializing

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in instruction of disadvantaged youth, particularly in schools with a substantial number of culturally, economically, socially and educationally handicapped; (c) personnel including supervisors, engaged in providing library services in public schools, and (d) personnel desiring to become qualified as educational media specialists.

**1961 AREA REDEVELOPMENT ACT.** (P. L. 87-27. Administered by the U.S.O.E. and the U. S. Departments of Commerce and Labor.) Its purpose was "To establish an effective program to alleviate conditions of substantial and persistent unemployment and underemployment in certain economically distressed areas." The U. S. Department of Commerce was to stimulate expansion of old businesses and introduce new business and industries in redevelopment communities to provide new jobs. Loans to industry and business could be financed through the Small Business Administration.

The Department of Labor, Bureau of Employment Security, was to identify needed skills, screen training applicants and provide subsistence funds for trainees in each occupational training project.

The Department of Health, Education and Welfare was responsible for administering and training and for providing training facilities. Advice and assistance to the states, and through the states to local communities was provided through the U. S. Office of Education Department of Vocational and Technical Education. Prior approval of each training proposal had to be made by the Department of Labor and the Office of Education before Federal Funds could be allocated. The amount of subsistence payments to persons undergoing occupational training or retraining could not exceed the amount for weekly unemployment compensation or be continued for longer than sixteen weeks. This more or less limited training programs to sixteen weeks. The total amount of money appropriated for this was \$4,500,000, annually. This act specified that if existing educational facilities could not provide the occupational training, contracts could be entered into between the U. S. Office of Education and private agencies to provide such training.

Although over-all economic development was the primary emphasis of A.R.A., skill training of the unemployed and

underemployed received encouragement to aid in economic redevelopment. It also directed the Secretary of Commerce to do research and studies as to the cause of unemployment. The act was to terminate June 30, 1965.

**1962 MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962** (P. L. 87-415. Administered by the U.S.O.E. and the U. S. Department of Labor.) Authorized a three-year \$485 million nationwide program to train the unemployed and upgrade the skills of the underemployed. Its basic objective was to reduce hard core unemployment by enabling workers whose skills have become obsolete to receive training which will qualify them to obtain and hold full-time jobs.

It authorized Federal funds for necessary research, for training programs and training allowances; \$100 million for fiscal year 1963 and \$165 million for each of the next two fiscal years. Training costs and training allowances for the unemployed were to be financed entirely by Federal funds through fiscal 1964. In 1965 financing was to be on a 50-50 Federal-State matching basis.

Distribution of Federal expenditures among the states for this act was to be determined by considering for each state the size of its labor force, the proportion of unemployment, the availability of full-time jobs and the amount of average weekly unemployment compensation benefits. Sub-sistence payments to those in training was limited to 52 weeks and could not exceed the amount the trainee could draw for unemployment.

Although designed primarily to provide occupational training or retraining for unemployed adult workers and to encourage manpower planning based on research, this act also provided for "the testing, counseling, and selection of youths, 16 years of age or older, for occupational training and further schooling."

This act is administered jointly by The Department of Labor and the U. S. Office of Education. The State Employment Services play a key role in identifying the occupations in which there is a reasonable expectation of employment for the people when trained, identifying the people who could reasonably profit from training, and in placing them on jobs after they were trained. Training projects had

90% + completion  
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to be approved by regional office representatives of the U. S. Department of Labor and the Department of Health, Education and Welfare Division of Vocational and Technical Education.

The formula for distribution of funds limited the share of states where the unemployment had not been high. However, by June 30, 1964, in Florida which had a low unemployment rate, over 800 individuals were trained in public vocational school facilities and programs varying in length from two weeks to 52 weeks and from waitress training to calculating machine operators; from alterationists to machine shop inspectors. The Florida Employment Service reported over 80 percent placement of those completing training.

**21. 1963 FEDERAL COMMUNICATIONS ACT.** (P. L. 87-447. Administered through the U.S.O.E.) Provides \$32 million for matching grants for modification, acquisition or construction of educational television facilities over a five-year period ending in 1968. Grants can include 50 percent of the cost of new facilities and up to 25 percent of the value of educational television facilities already owned by the applicants. The cost of legal and engineering counsel can be included as a part of the construction cost.

**22. 1963 MANPOWER DEVELOPMENT AND TRAINING ACT AMENDMENTS OF 1963.** (P. L. 88-214. Administered by the U.S.O.E. and the U. S. Department of Labor.) The amendments reflect the new information gained by experience and improved the program. The original authorization was increased and the states' contributions were postponed until 1966 when they must match one-third of the cost. The most important changes make the program more accessible to out-of-school youth through special programs to test, counsel, select and refer 16 year old youths and older for occupational training. The age requirement for eligibility for allowance for travel and clothing has been lowered from 19 to 17 and 20 hours of other employment per week is also permissible.

For 17 year olds to be eligible for attendance they must be high school graduates or if they are not, they must have been out of school a year and be considered beyond the reach of traditional schooling.





For adults the amendments make this one of the first laws to provide allowances to gain basic education skills in arithmetic and language. Twenty weeks of allowances may be allocated for this. In addition, loans and grants are available for helping them relocate where jobs are. The amendments also lowered the work experience requirement for eligibility for adults from three years to two and increased the subsistence allowance to \$10 above the unemployment compensation payment.

**1963 HEALTH PROFESSIONS EDUCATION ASSISTANCE ACT.** (P. L. 88-129. Administered by the U. S. Department of Health.) Authorized matching grants for the construction of teaching facilities for the training of persons for specified health professions, and loans to students of medicine, dentistry and optometry.

**1963 LABOR, HEALTH, EDUCATION AND WELFARE APPROPRIATIONS FOR FISCAL 1964.** (P. L. 88-136.) Includes \$219 million plus for grants, loans and payments under the NDEA, and \$110 million for manpower development and training activities of the Office of Manpower, Automation and Training of the Department of Labor.

**1963 MENTAL RETARDATION FACILITIES AND COMMUNITY MENTAL HEALTH CENTERS CONSTRUCTION ACT.** (P. L. 88-164.) Included authorization of grants for the construction of university facilities for demonstration programs, for teachers of mentally retarded; expanded the program for training teachers of the handicapped to include all handicapped children. Includes fellowships, traineeships, research and demonstration programs.

**1963 PEACE CORPS ACT AMENDMENTS.** (P. L. 88-200.) Authorized for fiscal 1964 an appropriation of \$102 million for the Peace Corps program which operates largely through educational institutions.

**1963 HIGHER EDUCATION FACILITIES ACT.** (P. L. 88-204. Administered by the U.S.O.E.) The Act authorized under Title I \$230 million a year beginning with 1964 and continuing for three years. At the end of this period Congress is to review the Act before authorizing appropriations for two more years. Of this \$230 millions, \$50.6 mil-

ion is reserved for construction at public community colleges and public technical institutes. Each state's share is based on an allotment ratio, the factors of which are the number of high school graduates and state and national per capita income.

Section 102 of the Act earmarks 22 percent of the appropriations for use in providing facilities for public community junior colleges and public technical institutes. Of this amount 40 percent is available for development costs (construction and land acquisition) of approved projects.

As with other Federal appropriations, a state plan must be submitted to U. S. O. E. for approval. It will be administered by a State Commission which is "broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State." The State Commission determines priorities and sets Federal share allotments.

Institutions eligible for assistance funds are institutions of higher education, public or other non-profit, including those with two-year "terminal occupational" programs in engineering, math, or sciences. Such institutions admit as regular students only those who have completed high school. These institutions must be accredited, or have satisfactory assurance of accreditation after construction.

Under the provisions of this act the term "construction" is interpreted to mean the erection of new or expansion of existing structures and acquisition and installation of initial equipment; acquisition of existing structures; rehabilitation, alteration, conversion, or improvement (including the acquisition and installation of initial equipment, or modernization or replacement of built-in equipment) of existing structures; or a combination of any two or more of the foregoing. Facilities include any structure suitable for use as classrooms, laboratories, libraries, and related facilities appropriate for instruction or research, or for administration of the educational or research programs and maintenance, storage, or utilities essential to operation of the foregoing.

28. **1963 VOCATIONAL EDUCATION ACT OF 1963.** (P. L. 88-210 Morse-Perkins Bill; Administered by the U.S.O.E.) Authorized a new permanent program of Federal assistance for vocational education. Appropriations for this bill were

not made until September, 1964. The amounts designated in the bill were \$118.5 million for the fiscal year 1965; \$177.5 million for fiscal year 1966; and \$225 million for subsequent fiscal years.

These funds will be allotted among the states on the basis of population groups and per capita income. Programs provided for under the Act are to be administered by the State Board for Vocational Education. After fiscal 1964 Federal funds must be matched dollar for dollar by a combination of state and local monies. No state may decrease the amount spent for vocational education below that spent in 1963. One-third of each state's allocation prior to 1968 must be expended for adult vocational education training and the construction of area vocational educational facilities.

The funds are granted to accomplish two major purposes: (1) to provide occupational training for persons of all ages and achievement levels in any occupational field that does not require a baccalaureate degree, for related services which will help to insure quality programs, and to assist in the construction of area vocational education facilities which must be matched with state and local funds; and (2) to promote and assist in supporting work-study programs and residential schools. Appropriations for this second purpose were deleted by the Senate.

Ten percent of each year's appropriation will be reserved for grants by the Commissioner of Education for research and demonstration projects in vocational education. At least one-third of a state's allotment prior to July 1, 1968 must be used for construction and may be for post high school programs. After that the proportion must be at least twenty-five percent unless a lesser percentage is approved. Three percent must also be used for services and activities related to program administration and improvement. This may include teacher education, development of instructional materials and program evaluation.

To receive funds a state must have an approved State Plan. A new feature, however, is the requirement that a cooperative arrangement to be developed between vocational education agencies and public employment offices under which occupational information will be available to vocational agencies in counseling students and determining occupations for which persons are to be trained. Information

on the qualifications of persons completing training will be made available to employment offices for use in counseling and placement. Policies for determining priority in the expenditure of funds are also to be included. In addition, to participate in the work-study program each state must have an approved supplementary plan including the policies and procedures to be followed in approving work-study programs.

Amendments to George-Barden and Smith-Hughes Vocational Education Acts, liberalize the regulations for vocational agriculture, home economics, business, office, and distributive education, and trade and industrial education so that training for the job entry will involve a greater number of persons and can provide for participation of persons over 14 years of age who are in school. Any amounts allotted or apportioned under such titles may be transferred to other allotments or may be used for the following:

- a. Occupational training in agriculture without directed or supervised practice on a farm.
- b. For home economics for any occupation involving knowledge and skills in home economics subjects but 10 percent must be used for vocational home economics training after July, 1965.

This law provides for the several Federal agencies which are charged with providing occupational preparation and support for youth and adults while in school to combine their efforts or work cooperatively.

The vocational-education work-study program, however, is limited to students in programs that qualify for Federal support under the 1963 legislation. This means that 13th and 14th-year students may be included. Eligible students must also be between 15 and 21 years of age, when accepted for enrollment as full-time students; be in need of earnings to start, or continue, their vocational-education program; and be in good standing, or be considered capable of maintaining good standing, while employed on a part-time basis.

According to the law, and the regulations issued by U.S.O.E., work-study students may work up to 15 hours per week while classes are in session and receive up to \$45 per month or \$350 per school year. If the school "is not within reasonable commuting distance from his house," the work-

study student may be paid as much as \$60 per month or \$500 per school year subsistence.

**1963 MATERIALS FOR NATIONAL HIGH SCHOOL AND COLLEGE DEBATE TOPICS** (P. L. 88-246. Administered by the U. S. O. E.) Provides for preparation and printing of materials relating to annual national high school and college debate topics.

**1964 APPOINTMENTS TO THE MILITARY, NAVAL AND AIR FORCE ACADEMIES** (P. L. 88-149 and 276) Changes the provisions for the nomination, selection and appointment of candidates. Provides funds for training personnel in the various vocational and technical support occupations.

**1964 LIBRARY SERVICES AND CONSTRUCTION ACT.** ★ (P. L. 88-269. Administered by the U.S.O.E.) Increases Federal aid through matching grants from 33 percent to 66 percent for the development of library services, extends such aid to urban as well as rural areas and for construction of public library buildings, as well as service. Such libraries may be integrated with public education centers.

**1964 THE CIVIL RIGHTS ACT.** (P. L. 88-352. Administered by the Office of Equal Education Opportunity.) Contains several titles affecting education. Title IV requires the U. S. Commission of Education to conduct a survey on any lack of equal educational opportunity on all levels. Provides for technical assistance in the form of materials, and advice to achieve desegregation and prepare teaching staffs and communities for the transition. Title VI outlaws discrimination in all Federally assisted programs.

**1964 JUVENILE DELINQUENCY AND YOUTH OFFENSES CONTROL ACT.** (Extended.) (P. L. 88-368. Administered through the Department of Health, Education and Welfare.) Extends for two years and provides for a special study of school attendance and child labor laws. Also provides for a national juvenile delinquency demonstration project which may include occupational training. Includes grants for training persons who work with delinquent and other young people.

**1964 ECONOMIC OPPORTUNITY ACT OF 1964.** (P. L.

88-452. Administered by the Office of Economic Opportunity.) "To mobilize the human and financial resources of the nation to combat poverty in the United States." Section 2 of the bill declares, "That it is the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone opportunities for education, training, work, and a life of decency and dignity, and that the purpose of the Act is to strengthen, supplement, and coordinate efforts in furtherance of that policy."

The Act establishes an Office of Economic Opportunity in the Executive Office of the President. This office is headed by a director who has a planning and coordinating staff responsible for coordinating the poverty related programs of all government agencies. Within the O.E.O., the separate staffs operate a Job Corps, a program for Volunteers in Service to America (VISTA), a Community Action Program, and special programs for migrant workers. In addition the O.E.O. distributes funds to existing agencies to operate other programs authorized under the Act; work-training programs administered through the Labor Department; work-study programs and adult basic education through the Department of Health, Education and Welfare; special rural anti-poverty programs through Agriculture; small business loans through the Small Business Administration; and community work and training projects for welfare recipients through the Department of Health, Education and Welfare.

The state agencies designated to administer this are similar to the ones in the Federal government.

The types of occupational training programs included under this and the age groups are as follows:

**Youth Programs:** Part A, which is administered by the Office of Economic Opportunity, establishes a Job Corps to provide education, work experience, and vocational training in conservation camps and residential training centers; anticipated a first-year enrollment of 40,000 young men and women, age 16-21, and 100,000 the second year.

Part B establishes a **Work-Training Program**, to be administered by the U. S. Department of Labor, under which the Director of O.E.O. enters into agreements with the state

and local governments or non-profit organizations to pay part of the cost of full or part-time employment to enable an estimated 200,000 young men and women, 16-21, to continue or resume their education, or to increase their employability.

Part C establishes a **Work-Study Program** to be administered by the U. S. Office of Education under the Director of J.E.O. who enters into agreements with institutions of higher learning to pay part of the costs of part-time employment to permit an estimated 140,000 students from low-income families to enter upon or continue higher education.

**Adult Programs:** Work-experience Programs authorize the Director of O.E.O. to transfer funds to the U. S. Office of Education to pay costs of experimental, pilot or demonstration projects designed to stimulate the adoption in the states of programs providing constructive work experience or training for unemployed fathers and needy persons. Two hundred (\$200) million are allocated to initiate programs for instructing adults in reading and writing.

This act will require continuing legislation each biennium on both national and state level.

#### 1964 PUBLIC HEALTH SERVICE ACT AMENDMENT.

(P. L. 88-531. Administered by U. S. Public Health Service.) Increases the opportunities for training professional nursing personnel. Provides construction grants to increase capacity in colleges, universities, junior colleges. Authorizes teaching improvement projects, experimental methods with new teaching techniques, student loans and traineeships.

#### 1964 PUBLIC HEALTH SERVICE ACT AMENDMENT

**TO TITLE VII.** (P. L. 88-654. Administered by U. S. Public Health Service.) Extends to qualified schools of optometry and students of optometry those provisions relating to student loan programs.

1964 **NDEA AMENDMENTS TO TITLE I-XI.** (P. L. 88-665. Administered by U.S.O.E.) Extends and broadens the provisions in Title I through XI and in Title III includes history, civics, geography, English and reading.

1965 **NATIONAL DEFENSE EDUCATION ACT.** (P. L. 88-665, Administered by U.S.O.E.) Title VIII, Technical Education. As amended in 1964 Title VIII of this act be-

came a part of the Public Law 88-210, the Vocational Education Act of 1963. Part A, Section 4, makes permanent the fifteen million dollar appropriation for technical education which is funded as Title III of the George Barden Act, which provides matching grants to states.

The amendments also make permanent the five million dollar annual appropriation for practical nurse training.

#### 39. 1965 ELEMENTARY AND SECONDARY EDUCATION

**ACT.** (P. L. 89-10. Administered by U.S.O.E.) This is regarded by many as the greatest legislative commitment to the improvement of elementary and secondary education ever made by the Federal government. It also provides the largest amount of general aid in contrast to previous categorical aid for special purposes and special programs. The Act is keyed to aiding the children and youth, disadvantaged because of poverty. School districts with a concentration of low income families will benefit the most.

The appropriations will double the financial aid previously given to education. It is estimated that 90 percent of the nation's schools will qualify for some aid. It is a support program, not to buy equipment, raise salaries or build buildings. It is and must be in addition to planned local spending, not a substitute for it.

An approved state plan is required before monies can be used. There are five major provisions in this legislation. Funds under the first three titles will go to local school districts while those for Titles IV and V will go to institutions of higher education and state departments of education. Projects under any of these titles could also be used to strengthen and improve vocational education programs.

Title I, a three year program, provides for payment of one-half the average per pupil expenditure for children from families with an income below \$2000 per year or who are receiving welfare aid for dependent children. Payments will be made through state education agencies.

Title I amends P. L. 81-874 (1950) Federal Impact Act, by inserting a new Title I and Title II for that law. It supports programs and projects which are designed to meet the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low income families. This provision is appli-

cable to an acquisition of equipment and construction of facilities to support the special education programs, and to broaden the curriculum in areas such as industrial arts. An alphabetical list of the kinds of programs possible or permitted under Title I includes over 40 categories.

Title II, a five-year program, is to distribute \$100 million the first year for the acquisition of library resources, including textbooks and audio-visual materials. It provides for appropriate objective measurements of educational achievement for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of educationally deprived children. A state plan for the use of these funds must be approved by the U. S. Office of Education.

Title III, a five-year program, provides \$100 million to local school districts for the establishment of supplementary education centers to provide additional services to public and non-public students and out of school youth and adults. These centers may include experimental programs which can serve as models for regular schools and link existing schools to sound educational research so that improved educational practices become a part of regular programs.

Provides for the establishment, maintenance, and operation of comprehensive guidance and counseling designed to enable and encourage persons to enter, remain in, or re-enter educational programs. It includes vocational guidance and counseling for continuing adult education.

Also provided is specialized instruction for students interested in studying advanced scientific subjects, foreign languages and other academic subjects not taught in the local schools or which can be more effectively taught on a centralized basis, or for persons who are handicapped or of preschool age. Persons in rural areas or who are or have been otherwise isolated from normal educational opportunities are eligible for benefits. Provision is made for the acquisition of materials to implement the programs.

Title IV, a five year program, also makes \$100 million available for regional education research and training facilities. These grants may be to institutions of higher education or other educational and non-profit organizations to initiate programs which will benefit public education, and

*resources*

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government  
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youth adults  
years*

would include the construction of large-scale national and regional research laboratories in which the most advanced educational techniques and curricula could be tested; training of research personnel; improving the dissemination of sound educational developments; training teachers in the use of innovations.

Title V, a continuing program depending on needs, appropriates \$25 million to strengthen state departments of education. Grants may be for special projects which will improve services to local school districts in either general or special areas of education.

Provisions are made for planning in the identification of educational problems including guidance, counseling and testing. These sections also support requirements to collect, process, analyze and interpret state and local educational data which would include that obtained through Guidance, Counseling and Testing. Provision is also made for the dissemination of information relating to the condition, progress and needs of education. Support is provided for statewide programs designed to measure the educational achievement of pupils.

40. 1965 MANPOWER ACT OF 1965. P. L. 89-15. Administered by U.S.O.E. and U. S. Department of Labor.) Amended the MDTA Act of 1962. Extended training programs from 52 to 104 weeks and extended the Act through 1969. Broadened the age categories and employment categories of participants so that 20 hours of employment per week are permitted for those in programs including on-the-job training. Increased the subsistence allowance for those qualifying for training. Required no matching funds by states until after June 1966 and then only 10 percent of institutional training costs. Reimburses states 100 percent of training allowances. Repealed the Area Redevelopment Act to make it part of MDTA.

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41. 1965 NATIONAL TECHNICAL INSTITUTE FOR THE DEAF ACT. (P. L. 89-36. Administered by U.S.O.E.) Provided for the establishment and operation of a National Technical Institute for the Deaf. Any qualified institution of higher learning may establish and operate such a technical institute as specified by the law.

**1965 TECHNICAL AMENDMENTS TO LAWS RELATING TO R.O.T.C.** (P. L. 89-55, Amends and expands 1965, P. L. 88-647, administered by Headquarters A.F.P.T.R.E.) Provides for junior college graduates to enter the program at the junior year level in a four year institution. This amendment provides for 1,000 scholarships for R.O.T.C. students each year. Four hundred (400) of these will be for four years and 600 for two years.

**1965 STATE TECHNICAL SERVICES ACT.** (P. L. 89-182. Administered by U. S. Dept. of Commerce.) Provides \$60 million over three years for matching purposes to states which establish technical information programs in connection with state universities, land grant colleges, technical institutions and business administration schools. The state must submit a five-year plan and must designate a state agency to administer it. The Florida agency is the Board of Regents.

The purpose of the Act is to appraise business and industry of opportunities to apply new and known scientific and technical information to create new products, improve sales, and improve production. State centers for business oriented, scientific and technical libraries and information resources would be established. Junior colleges and state universities could be centers and could also participate in research grants and contracts.

**1965 NATIONAL VOCATIONAL STUDENT LOAN INSURANCE ACT.** (P. L. 89-287. Administered by U.S.O.E.) Provided insured loans and direct loans for students engaged in post high school business, trade, technical and other vocational education. Students must be attending an accredited institution at least half time. They may borrow up to \$1500 per academic year with a \$3000 total limit.

**1965 HEALTH PROFESSIONS EDUCATION ASSISTANCE AMENDMENTS OF 1965.** (P. L. 89-290. Administered by the U. S. Department of Health.) To amend the Public Health Service Act to improve the educational quality of schools of medicine, dentistry, and osteopathy, to authorize grants under that Act to such schools for the awarding of scholarships to needy students, and to extend expiring provisions of the Act for student loans and for aid

in construction of teaching facilities for students in such schools and schools for other health professions, and for other purposes.

The Public Health Service Act is further amended by adding grants to improve the quality of schools of medicine, dentistry, osteopathy, optometry, and podiatry. Basic improvement and special improvement grants are included. A National Advisory Council, under the chairmanship of the Surgeon General of the U. S. on Medical, Dental, Optometric, and Podiatric Education, shall be established. Nursing education is included.

P. L. 88-291 amended this Act to provide funds to improve medical library facilities. This law can be as far-reaching in its effects on the health professions as the Elementary and Secondary Education Act on the public schools.

**46. 1965 HIGHER EDUCATION ACT OF 1965.** (P. L. 89-329. Administered by U.S.O.E.) Authorized insured loans and scholarships for students, establishment of community service programs by institutions of higher education to attack problems of urban and suburban communities, expanded college construction programs, provided for improvement of libraries and assistance to developing institutions for improvement of instruction, transferred the college work-study program from the Office of Economic Opportunity to Office of Education.

**47. 1965 VOCATIONAL REHABILITATION ACT AMENDMENTS OF 1965.** (P. L. 89-333. Administered by U.S.O.E.) Amended the Vocational Rehabilitation Act to assist in providing more flexibility in the financing and administration of state rehabilitation programs, and to assist in the expansion and improvement of services and facilities provided under such programs, particularly for the mentally retarded and other groups presenting special vocational rehabilitation problems, and for other purposes. The other services include grants for the construction of rehabilitation facilities and workshops, innovation of services, improvement of facilities, technical assistance.

*see grants*

## CONCLUSION

The foregoing chronology represents an increasing concern in education from the Federal level. This in turn is reflected at the state and local level through matching funds and/or increased educational opportunities through expanded programs and services.

It reflects the national purpose both expressed and implied at not only must there be an increase in the availability of opportunities for education for all, but each person must in fact receive this education.

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