than we are able to supply. So in that area there is no problem, and we would just as soon, I think, stay out of it.

The greater need for funds in this area is for the training and development of Cooperative Education programs in developing institutions, where you could perhaps use the funds under title III to institute and develop a program of Cooperative Education in an institution which does not have one. The funds could be used to train the staff people, help them to set up the machinery for doing this, for going out and recruiting the initial industrial firms to come into the program, and in effect, act as seed money that would be actually withdrawn after 3 or 4 years when the program is in full operation.

We attempted a proposal of this nature which combined funds for the training of cooperative people, the research on the effects of Cooperative Education on attendance, the value of it, with a financial aid package that would encourage the recruitment of students from low-income families, from high-need areas.

It was an interagency or an interbureau committee, but we didn't get it funded. This is a thing where dealing with private industry, you are financing the recruitment of the industry into the program, but let them pay for the people——

Mr. GUNNESS. The one attempt we had this last summer was with a number of the graduates of the School of Design. We would have liked to have placed all the students on jobs, on building sites around the city. It seemed to us that even if the money had been available to pay for something such as this, that this is a recruiting effort on the part of the construction and architectural industry, and a part of the curriculum which it seems to me they should finance.

Mr. GIBBONS. You say there is plenty of demand in this area of the country for that type of operation anyway?

Mr. KATES. Right. Private industry has a wide range of positions which could be filled by Cooperative Students because they in most programs go into industry with 1 year of college under their belt and have a little bit of background and can enter industry without any hardship to industry. They can generally get their money's worth out of a pair of Cooperative Students. They have a year's service. It is tied in with the educational program. There is no lack of demand there. The problem is simply to get more schools to participate in this program so that the demand in major industrial areas can be satisfied.

Mr. GIBBONS. Fine. My pusher is pushing me back here again. Father McHugh is here.

Do you have some other points you want to cover very briefly?

Mr. KATES. One point on the collection. There is no provision that we know of for actually writing off a bad loan when we have determined that it is bad. We are just stuck with reporting that year after year. The other final thing perhaps would be to emphasize again the importance of eliminating the nonsense from the statistical reports, the great burden of administration on us. It creates a problem.

Mr. GIBBONS. What kind of nonsense are you talking about? Give us an illustration.

Mr. KATES. For example, on the educational opportunity grant program, they come around in October and say, "OK, now what have