

rangements which would enable groups of students to spend several weeks each year in on-the-job training situations. Students might combine such non-paying industrial training periods with regular part-time work in public and non-profit agencies, for which work they could be compensated from Vocational Education Act funds.

Furthermore, many businessmen simply cannot afford to participate in student training programs because of the time involved in directing and supervising trainees. If each small group of trainees were accompanied by a full-time teacher supervisor, who would remain with the student group on the job, merchants and small local industries would be more interested in making their premises available for student trainee groups. Full-time teacher supervision is, of course, expensive. Certainly, it would entail adding vocational teachers to most high school faculties involved in such programs. The best we can do in White Plains at this time, for example, is to provide general supervision by vocational counselors who regularly visit firms where work-study pupils are on the job. Federal assistance in the area of student trainee supervision, on-the-job, would be very helpful.

Additionally, nominal monetary grants might be given to participating businesses and industries. This would compensate the employer for the time he and his employees must spend working with student trainees. Regulations governing the conduct, length and conditions of such trainee programs could be written into the legislation to insure that student work-study programs would not jeopardize the employment of adult workers. On the contrary, such grants could stimulate considerable interest in the student trainee program, among employers and owners and among adult workers and union representatives. Two-part grants, including a sum for the employer and a sum for the adult employee in charge of trainees on plant premises, might well be considered.

Again, in the case of vocational assistance, we would urge the Committee to allocate all funds through state vocational boards and state education departments. We would also urge that federal assistance be limited explicitly to public local and regional high schools and vocational schools which are under the authority of state vocational boards and state education departments. Conditions could be established whereby students who regularly attend independent and parochial schools could enroll in the federally assisted vocational programs conducted by the public schools.

Finally, I would ask the Committee to consider, in funding all existing and future programs, the very considerable overhead, administrative and planning costs incurred by state education departments and local school systems participating in federally aided projects. Staff time and consultant services required in the planning and application stages, clerical, accounting and administrative costs incurred as the program moves into the operative stage—all these add up. Allowance should be made for these costs when funding. Moreover, a significant proportion of the total federal grant should be available immediately upon approval of each local project, so that monies will be at hand to meet financial obligations. In New York and some other states, federal funds cannot be comingled with other local budget funds, nor can the local school district borrow money required to meet immediate obligations, since no part of federal grants may be used to pay interest. Therefore, the importance of substantial, immediate funding of local projects is obvious.

I am gratified that the Committee has recognized the need for research and innovation in its proposed amendments. This is one area of very great potential, but an area for which there is seldom sufficient local money.

Systematic research and development in new materials, methodology and programs must be undertaken, coordinated and sustained at federal, state and local levels if education is to meet the challenge of a rapidly changing world. Funds to help state education departments and local school systems train personnel in these new techniques and new fields should also be considered in planning future federal allocations. The knowledge is available; but we must have men and women who know *where* to find it and how to apply it.

In short, we need any assistance that will enhance and enrich the kindergarten through 12th grade program for *all* children, any help that will enable us to take closer account of each child's unique needs and talents, any support which will help educators keep abreast of new developments, evaluate them wisely, and apply them to the benefit of all the boys and girls in our schools.

I personally feel—and I know that most of my colleagues would agree—that the continuing interest the Congress has taken in federal aid to education dur-