

we will solve that problem because the students have provided a tremendous amount of assistance for them. They are not make-work jobs with these agencies. They are allowing them to expand programs that otherwise might not be expanded. They are perfectly willing to come up with the 25 percent.

As I say, from our standpoint we would almost encourage the increase simply to make the program more meaningful to them. If you give it away there is a tendency perhaps not to evaluate it quite so highly and perhaps not pay quite so much attention. But on campus we would be definitely hurt drastically if it went above the 10-percent level.

Mr. HATHAWAY. You must have had a difficult problem persuading the Office of Education where you have a cooperative program anyway, that these were all new jobs at Northeastern.

Mr. KATES. The bulk of our jobs are off campus and on campus part time. The co-op program in terms of full-time assignments for students while they are not in school is a limited part of our total cooperative program, and I feel can be justified in several areas.

One, it is finding jobs for people in the social agency field that the agencies could not afford at the hundred percent rate. It also provides us with a buffer in that we are totally committed to Cooperative Education for upper classmen and must find assignments for these people. So a limited number of co-op assignments gives us this flexibility of putting fellows in a job that must be done for this period while we are searching for a job in one of the industrial firms or one of the other areas.

Mr. HATHAWAY. All of your cooperative employment is off campus?

Mr. KATES. Well, say the greatest, probably 90 or 95 percent of our cooperative employment is off campus.

Mr. HATHAWAY. In private industry?

Mr. KATES. In private industry, in the same social areas, in municipal agencies, Federal Government. It covers a wide range of fields. Our general way of encouraging institutions to participate in the Work-Study Program is to do it on a combination basis where they will not simply fund their entire program through Work-Study in the case of a school system but would use a fair amount of their own funds to take people who would not be eligible for Work-Study because a student going on Work-Study must meet the same need of employment. If a student can finance his education without the earnings of cooperative education, then he is not eligible for a cooperative full-time job. That Work-Study co-op is a limited aspect, but one that was a great benefit because it is of assistance in an area where the agencies need these people but could not afford a hundred percent.

Mr. GIBBONS. May I ask about the Work-Study? We have limited it to private, nonprofit corporations or governmental agencies. Is it possible or is it desirable to perhaps extend that into some of the other organizations, profitmaking?

Mr. KATES. Conceivably, from one standpoint, if you are dealing with youngsters who need a great deal of training and who perhaps don't have much to offer industry. But our basic philosophy would be no, the demand from private industry for students is far greater