

important learning—perhaps more realistic and relevant than that in the classroom—takes place through extra-curricular or out-of-school situations.

Rapidly changing and evolving technical developments in industry, business, government, and education which affect society make it increasingly difficult, but also increasingly important, to keep education intimately related to these developments. These demands place greater emphasis on cooperative education as a method by which this relationship can be achieved and maintained.

Cooperative education is that method of higher education which involves regularly planned alternation of full-time academic study with essentially equal periods of full-time experience in career-related work assignments. This exposes the student to the world of work and provides a broader and richer preparation for work and life than does the conventional program. The experience in an industrial and professional environment contributes to the maturity and breadth of the student and enables him more clearly to define his educational and career interests and objectives. Experience is secured during the formative years of life which probably would not be possible after graduation, and this experience makes a significant contribution to the student's total education.

This plan of education has been conducted successfully in the United States since 1906, and evaluation of the plan has confirmed distinct advantages of the study-experience educational method. Educational institutions and employers experienced in cooperative education welcome recent moves to expand the utilization of this concept to include additional educational institutions and additional academic and professional fields. In this situation, care must be exercised that overemphasis on size and quantity may jeopardize the improvement in existing programs as well as encourage initiation of ill-conceived or poorly administered programs.

It is in the spirit of earnestly desiring to build effectively on the superior qualities of cooperative education for a greater fulfillment of well-established principles and objectives and a greater realization of the full potential of cooperative education that this statement has been prepared.

PRINCIPLES

The placement of the student is the most important ingredient in bringing about successful educational and personal development experience for the student. As a result, the foremost consideration in any cooperative education program should be to provide the student with educationally-related work experience—experience that will enhance the student's knowledge, personal development, and professional preparation. Cooperative education should not be considered a financial aid program. Although students are paid during their work-experience terms—at rates established according to the work performed—the financial gain to the student is an incidental by-product of the cooperative system.

The work experience in cooperative education programs often develops greater maturity of the student, along with higher motivation and improved academic performance.

After initial placement, coordination of work experience with academic progress is essential. This is accomplished by visits of institutional representatives to the employers to discuss with employer representatives the student's progress, by visits with the students while they are at work, and by work reports which are written by the students. Interviews with students after their return to the campus are also important to assure successful progress of the student.

Some institutions offer cooperative education on an optional basis, while other institutions enroll all of their students on a cooperative basis. In optional programs, scholastic requirements for continued enrollment in the cooperative program may be established which are higher than requirements for enrollment at the institution. It is not felt, however, that only students who are exceptional academically may benefit from the experiences which are provided by cooperative education.

Admission of students to a cooperative program is the responsibility of the educational institution and not the employer, whether or not the program is offered on an optional basis. The student must be accepted by the institution before placement with an employer. It is not felt that placement prior to com-