

the expense and the necessity of staffing so I will not repeat what I have stated here, except to say that in colleges where work-study programs operate for economically disadvantaged students within a conventional noncooperative program, the cost of administration will be in the range of \$10,000 for 100 students served.

Federal funds earmarked for cooperative and work-study programs are a tremendous help in making cooperative education available for the disadvantaged and for other students.

The cost of developing this kind of education is relatively small when compared to the economic and educational benefits provided for students, employers, colleges, and for society.

I, therefore, urge the endorsement by the House Special Subcommittee on Education of the provisions in H.R. 15067 for the continued extension of student aid in the form of grants, loans, and work-study opportunities for the economically deprived students and especially for the broadening provision to use work-study funds for these students in a cooperative education program.

I also strongly urge the endorsement of the new amendment, part E, of title IV, of the Higher Education Act, which is entitled "cooperative education programs."

In my view, this new amendment will enable significant changes to be made in the quality of higher education throughout the Nation.

Thank you very much, Mr. Chairman.

(Mr. Stokes' prepared statement follows:)

STATEMENT OF REMBERT E. STOKES, PRESIDENT, WILBERFORCE UNIVERSITY, MEMBER
NATIONAL COMMISSION FOR COOPERATIVE EDUCATION

Mr. Chairman and Distinguished Members of the Committee, I am Rembert E. Stokes, member of the National Commission on Cooperative Education and President of Wilberforce University, the oldest predominantly Negro college in the country. Since becoming President of Wilberforce in 1957, I have experienced, with loyal faculty and administrative colleagues, a period of definite revitalization, one important feature of which was the decision taken in 1964 to add to our program the alternation of periods of full time study and of full time work experience, best known as Cooperative Education. I have discussed our progress in this new style of education before a National meeting of the Cooperative Education Association, and before a "Plans for Progress" assembly in Atlanta, Georgia.

I continue my strong support of Cooperative Education in this appearance before you on behalf of House Bill HR-15067, especially the provision known as the Educational Opportunity Act and Special Services for Disadvantaged Students. This provision enables not only direct financial grants and loans to needy students but also makes funds available to provide Cooperative employment experience jobs with non-profit agencies concurrent with their studies and/or during alternate work periods in a cooperative program. The practice by a college such as Wilberforce with a Cooperative Education Program provides practical opportunity to test in the field students aspirations and prepares them for realistic careers. This is in addition to basic financial aid which permits college entry and continuation. It is difficult, if not impossible, to conceive of greater educational benefits to students from deprived backgrounds than the opportunities to work in career related jobs which enables them to find suitable vocational aims and to direct their academic studies and job experience accordingly. It is now an actual fact that a wide range of career opportunities beyond the older established professions are open to Negroes that did not exist a few years ago. They do need however the opportunity and guidance through actual experience to explore these widening possibilities and career alternatives.

Wilberforce, with counsel and staff cooperation from a nearby college, introduced Cooperative Education in the Fall semester of 1964, with the help of a generous grant from the Ford Foundation and a private donor. An experienced professional was borrowed from an on-going program for a period of two years to initiate the program. The change was not easy—from a traditional academic program of over 100 years duration, preparing students for limited opportuni-