

ties for Negro college graduates, to a deliberate attempt through Cooperative Education to expand career goals and possibilities for new generations of Negro students.

Students, faculty and parents—all were uncertain of the wisdom of the departure from known, safe educational procedures. Attempts at more rhetorical persuasion, what Cooperative Education had meant elsewhere, for other students, had little utility. It was necessary for students to move off campus to jobs, return, discuss their experiences with counsellors, faculty, and fellow students; it was necessary to live through the time required for crystallization and understanding by students of the values to be expected. As momentum has increased, Wilberforce now is the only predominantly Negro college in the country with a full scale, required Cooperative Education Program.

At this point, I should like to suggest what Cooperative Education can do for the development of predominantly Negro colleges. I can not over stress the impact and momentum which the introduction of a Cooperative program has brought to the regeneration of our college in terms of stimulating changes in the curriculum, in the quality of teaching and in maturing the attitudes of students toward learning and toward becoming productive members of society. What has happened at Wilberforce can happen in other colleges serving predominantly Negro students.

Although the aim was clear, the beginning was gradual. Only 19 students were ready and willing to take the first plunge in February, 1965. After the first year of planning, employer recruitment, student and faculty education, the college changed to a trimester system, with academic terms all year round which could be interspersed with terms of full time employment. The following is a breakdown on the student job placement for the periods indicated:

Fiscal year:	Number placed
64 to 65.....	82
65 to 66.....	168
66 to 67.....	324
67 to 68 (plus).....	332
Anticipated in spring.....	275
Total	1,181

Total enrollment of the undergraduate college was 415 in 1964. By the Fall of 1967 the total enrollment, including students on jobs, had increased to 939. Over the 3½ years of Cooperative Education development, a total of 1,181 students have been engaged in the cooperative plan. Earnings for Wilberforce students on cooperative jobs in 1967-68 will be approximately \$933,000.

All students entering in the Fall of 1967 and later are required to have at least 3 successful Cooperative work periods. Many will have more than three work periods by their own choice.

A most important feature of Cooperative Education is the educational and developmental counselling which each student receives before and after each job holding, including staff visits with him and his employer while he is on the job and including also the culminating counselling for purposes of full-time plans after graduation. There is also special orientation of Freshmen to work-study. The post-job consultation on the employer's evaluation of the student's performance and on the student's own written evaluation of his educational gain during the job period is an integral part of the Cooperative Education process.

Among significant jobs available to students are the following:

The Ford Motor Company, Detroit/Rochester, Management Intern.
 Lockheed Missiles & Space Co., Sunnyvale, California, Management Intern.
 Grace Hill Settlement House, St. Louis, Missouri, Group Work Aide.
 Carnation Company, Oakland, California, Management Trainee.
 Manhattanville Community Centers, New York City, Group Work Aide.
 Metropolitan State Hospital, Boston, Mass., Mental Retardation Aide.
 Government of the District of Columbia, Washington, D.C., Program Aide.
 Cleveland Public Schols, Cleveland, Ohio, Teacher Aide.
 U.S. National Aeronautics & Space Administration, Cleveland, Ohio, Laboratory Aide.

Enough experience has been accumulated to know the profound educational improvement in the lives of our students and to predict the following educational outcome from their cooperative work-study experiences.

1. Dispelling of doubt and disbelief that real, new career opportunities exist.