

Education at Detroit Institute of Technology has always been interwoven with the life of the young people of Detroit who are struggling to advance themselves.

Seventy-five percent of our 1,600 students are earning their way through school. Our classrooms are busy from 8 a.m. in the morning until 11 p.m. at night offering courses in engineering, business administration, and the arts and sciences.

It has been said of us in a Parade magazine article that we are housed in drab office buildings in one of the drearier downtown sections of this industrial city of Detroit, it has no campus, no dormitories, and no rah-rah college atmosphere.

Detroit Institute of Technology, as an institution, had a hard uphill struggle to become an accredited institution in 1963, after 70 years of giving educational service to Detroit's people.

Henry Ford taught blacksmithing three evenings a week in the early days. Starting as a YMCA-sponsored institution and having no endowment, its total income, the year before I became president in 1958, other than tuition and fees, was less than \$2,000.

During my years of service in Detroit industry, before I went to DIT, I had become keenly aware of the value of cooperative education programs for colleges and industry as well as for the students.

It is out of this background that I came to the conclusion that institutions, like Detroit Institute of Technology, could assume a viable existence, serve their community best, and provide a real opportunity for students otherwise unable to go to college by joining industry in programs of cooperative education.

I call your attention to the previous testimony and statements to this committee by Dr. Ralph W. Tyler, chairman of the National Commission for Cooperative Education, and the testimony that was presented out of this publication on the usefulness of cooperative education in meeting many of our difficult educational problems.

I was especially impressed by the relevance of the conclusions that Dr. Tyler has reported from a 2-year research study of cooperative education which found:

Cooperative education gives a student an education qualitatively superior in some respects to a conventional college education. Cooperative education students, through their educationally related job experience, become more mature; and their records in graduate school and in employment show that cooperative education is a first-rate college education.

A program which increases student motivation, helps the student to find more meaning in his school studies, attracts more able young people into higher education and enables more of them to go to college should be extended far beyond the relatively small number of colleges now using cooperative education.

I agree with Dr. Tyler.

As I studied the problems of how Detroit Institute of Technology could best serve our students and improve our educational program, and after I inspected the successful programs operated in Boston by Northeastern University—the largest of the institutions of higher education with cooperative education—I became convinced that the Detroit Institute of Technology needed to make this great change in its operations in order to become more useful and more relevant to our young people.

But with our limited resources we could not hire the professional staff to organize a program of educationally related jobs. I was fortu-