

Under the direction of this 20-year-old student, the production of the cores which they are producing tripled without any additional employees or new equipment.

I asked him how he did this. He said that the men had not liked the previous foreman and would not work for him, but that he got the men to work hard for him by treating them fairly.

This student told me that because of personal problems he had become convinced that he was not going to finish college. However, he had found this job a real challenge. He knew that he was a success at meeting it.

The Ford Motor Co. personnel officer wants him to return to their employ. His ambition now is to become a plant manager; and he believes that he has found his career. He also knows that getting a college degree is a needed step toward reaching his goal.

May I say that both these students illustrate fully what Dr. Ralph Tyler points to as characteristic educational values of cooperative education.

The information given to me by our students who have just returned from their first cooperative education job assignments has convinced me of the validity of our decision to transform the Detroit Institute of Technology into a fully cooperative educational institution.

I turn from these important educational considerations to some of the economic facts about cooperative education.

The dollar figures which are proposed in the amendment that I understand Congressman Gibbons is introducing are modest. But Congressman Gibbons' amendment to title IV of the Higher Education Act of 1965 for expanding cooperative education programs would have significant results.

Let me detail the following facts:

1. At the present time in 1968 there are 61,000 students in cooperative education programs in 119 colleges, universities, and community colleges (list is attached) earning \$104 million this year in their full-time jobs in the alternative full-time work periods away from the classroom.

I point out that they pay at least 10 percent of this total in taxes to the Federal and State Governments. The remainder of this \$104 million pays for all or most of the cost of their education this year.

2. The proposed amendment by Congressman Gibbons would enable more than 400 additional institutions of higher learning to move vigorously into programs of cooperative education and offer the opportunity for an additional 250,000 students to become part of this educationally valuable program.

Institutions could receive grants of up to \$75,000 a year to arrange and establish programs of cooperative education for their students.

As a consequence, total annual student earned income from cooperative jobs would amount to the impressive sum of over \$500 million a year, 6 to 8 years from now.

The expansion which would be made possible by Congressman Gibbons' amendment would result in about 5 percent of the total of college and university students participating in cooperative education programs.

I believe that cooperative education is a multivalued educational innovation which has advantages for many different people in many