

different kinds of educational programs presented by our diverse educational institutions.

It has the advantage of great flexibility—the type of programs are so varied that each institution can adopt the kind of program and schedule it desires and adapt it to fit its particular needs, facilities, faculty, and existing programs.

Cooperative education programs are at present at work in men's colleges, women's colleges, coeducational institutions, community colleges, liberal arts colleges, universities, and so forth, and in the full range of curriculum offerings.

In advocating the expansion of cooperative education we are not advancing one particular kind of education—we are urging that real experience be added to the existing educational offerings and that this be done by decision of the individual institution drawing on not one—but on many different practical models of cooperative education.

This proposal will, therefore, have a broad economic and educational effectiveness on wide and diverse levels.

Let me cite an example: A grant to set up a cooperative program can organize an important new relationship in which potential student teachers have full-time work periods in schools as assistants to successful and experienced teachers—periods which will alternate with the needed academic work to establish their general education and their teaching skills.

How are we ever to get enough good teachers when so many bright young people quit teaching jobs after the shock and frustrations of the first year of the difficult task of being a teacher in a typical urban slum teaching post?

In a cooperative education program, a student works full time as an assistant to an experienced, competent teacher—then after this work period he goes back to campus and can discuss and reflect on how to meet the problems he has seen firsthand.

Educational excellence and effective financial assistance—both are the true meaning and educational significance of a properly administered cooperative education program—staffed by qualified full-time coordinators who are negotiating, arranging, and supervising full-time educationally related jobs for young students.

A relatively small total Federal outlay over a 5-year period—\$8 million per year as the initiating fund in the first year rising to an annual funding of \$15 million in each of the last 2 years, would make possible grants to a wide number of individual universities, colleges, and community colleges.

This is needed to take advantage of the educational usefulness of cooperative education for our youth. Funds from present budgets are just not available to pay for the initial outlays to start such programs.

In my judgment, it is imperative that our institutions of higher education have the financial help to accommodate their programs to the needs of a vast number of potentially able young people who could come to college and continue in higher education if they could participate in programs of cooperative education.

The public interest and the welfare of our Nation call for this kind of aggressive approach by the Federal Government toward making the mixture of experience and education available and effective for more and more of our young people.