

It has been determined that one faculty or administrative position can service between 100 and 125 cooperative education students while a university is in a growth position. At more established institutions, the figure increases to more than 150 and a national survey two years ago placed this figure at 147. With the demand for teachers in the classroom, it has not been possible to finance the administrative costs of an expanded cooperative education program even though most desirable. A program that would assist colleges and universities in increasing their administrative positions in order to expand their cooperative education programs would not only serve hundreds of additional students at the University of South Florida but serve additional thousands throughout this country.

Under the proposed amendment, I believe some cooperative education leaders visualize more than 400 institutions having cooperative education programs within six or seven years, serving more than 240,000 students. This is in comparison to some 116 institutions with cooperative education programs today serving some 60,000 students.

Under the expanded program, these 240,000 students should have a gross income of more than \$624,000,000 and from this the Federal Government should have a return of \$60,000,000 in income tax based on \$250 per student whose average co-op earnings are approximately \$100 per week. This would be approximately \$40,000,000 more than is currently being returned to the Federal Government by the present 60,000 students. This is a very reasonable return on the proposed investment of \$8 million to \$15 million a year when the educational value received by the students is considered. Furthermore, the savings they have accumulated for their educational expenses frees them from lining up for the various financial aid programs, including those federally sponsored. This would then allow others to make use of those financial aid dollars.

You are probably aware that it has been determined that the World War II veterans who financed their education on the G.I. Bill educational benefits are earning more on the average than high school graduates and the extra Federal income taxes they have paid reimbursed the Federal Government for its expenditure by 1963. And these veterans are still productive and will continue to pay income taxes on their extra income for the remainder of their productive lives.

Let me break down the average income of a cooperative education student and show you where his gross earnings go. During our fall cooperative education term at the University of South Florida, a term 13 weeks in length, the average cooperative education student had gross earnings of approximately \$1,300, spent \$180 on food, \$206 on housing, \$81 on transportation, had \$220 taken out of his pay by withholding for income tax, social security and retirement purposes, and had miscellaneous expenditures of \$230. This provided the student with a savings of about \$383 to cover his school expenses for the following quarter. As these cooperative education trainee positions are filled the year round by an alternating team of students, the annual figure for a co-op position would be gross income of approximately \$5200, \$720 for food, \$825 for housing, \$325 for transportation, \$880 for withholding for income tax, social security and retirement, and a miscellaneous expenditure of \$920. This provides for the team of two students an annual sum of \$1532 in savings toward their educational expenses or \$766 each.

Many, after being assisted by NDEA loans and CWSP funds during their freshman year, have moved to our cooperative education program, become self-supporting, and no longer need the support of these NDEA and CWSP funds. This gives me a feeling of great satisfaction, also.

It is my belief those opening remarks establish a justification for the expansion of cooperative education, but I would like to bring additional points to your attention to strengthen the case for cooperative education.

A recent study at Northwestern University was aimed at determining the effect of the cooperative education program on the academic performance of the students. Two groups similar in academic potential in the Technological Institute of Northwestern University were selected and their general classroom performance was compared. This study showed that approximately 10 per cent of the cooperative students dropped out of school while 25 per cent of the non-cooperative education students dropped out before completing their degree work.

In addition to this, the average number of hours failed per student was less for each academic term for the cooperative education student than for the non-cooperative education student. The failure rate and times on probation were also lower for the cooperative education group.

The study further showed that there was continuous improvement in the grade point average of the cooperative education students as they progressed through