

tion must be given to the improvement of teaching in central city schools.

We believe in programs designed to help teachers understand the problems of diverse urban subcultures and to recognize the roles they must play in cooperative efforts to solve these problems.

We believe that urban colleges particularly must seek ability however hidden among those who are underemployed because of financial pressure, financial fear, the lack of opportunities or the lack of confidence.

We welcome the addition of the section on experimental projects. This should encourage the questioning of educational orthodoxies so that creative teachers will feel free to find new solutions to vexing problems.

The impact of experiment will also be important in the exploration of educational media under title VI. The use of media to reach students who do not initially respond to an essentially verbal structure needs a great deal of attention.

We favor the national defense student loan program in title IV. We find that many of those who need loans most come from backgrounds which make them most reluctant to incur debts. They are particularly fearful if a private lending agency is involved. The forgiveness feature of those who will teach has drawn the attention of many of these students to the rewards of careers in teaching.

Among the many high school graduates who do not look with favor upon teaching as a career, there are a large number who exhibit great interests by the end of the sophomore year. The flow of badly needed teachers into the schools of our great cities has been greatly increased by the availability of this loan program. No guaranteed loan program would do this job.

We are in general agreement on most of the phases of the very valuable work-study program which we have used to great advantage. We have brought people into our college who could not have come or who would not have thought of college, and we have kept people in college when they felt they could not manage financially by providing work which is appropriate for prospective teachers.

We strongly urge that the Federal matching be kept at 90 percent rather than 80 percent or 75 percent (sec. 432).

Work-study which is professionally useful to the student is generally done at an off-campus agency. Some of these agencies can contribute 10 percent but if the support goes to 20 percent or 25 percent they will be unable to meet this demand.

Most colleges, then, will be forced to bring such programs back to the campus so that the college share can be financed out of normal budget for student employees.

This work which is largely clerical, will not be professionally beneficial to the student or useful to the community.

There has been a considerable body of testimony in favor of the continuation and expansion of the Teachers Corps and I would like to go on record as favoring this continuation and expansion. I base this judgment on my experience with the Chicago consortium of six colleges and universities which in conjunction with the Chicago public school system has the most promising series of internships in the classroom.