

We are enthusiastic at our college about the graduate fellowship programs. The experienced teacher fellowship program has made it possible for us to try a completely new approach, combining the efforts of specialists in anthropology, sociology, history, literature, education, psychology, and communications.

The program with 25 fellows is now at the end of the first year, and has attracted a great deal of attention in the city and the demands from teachers in service have been met by the college out of operating funds by providing classes like those in the fellowship program for more than 200 Chicago teachers.

Visitors from almost every State attest to the fact that the time is right for experiments and innovation. The other fellowship programs, for example, our prospective teacher fellowship program with a language emphasis, and short programs and institutes, give great promise for a major attack on the manifold problems of the urban schools.

It seems appropriate here to seek financial support for some more mature undergraduates at the same level as support for graduate students. Through the economic opportunity legislation, there are many people who have managed to achieve positions as teacher aids, or parent-teacher coordinators.

Some of these people have the ability, the ambition, and the confidence to go on with professional teacher education. If they have families, and most of them do, they cannot plan toward degrees without being assured of a reasonable level of support.

As a final part of my speech, I would like to cite three cases in which loans and work-study have played really significant roles.

John A. is the oldest of a family of 11 children living in a public housing project. His father is employed but needs a relief supplement for an inadequate income.

Without work-study John could not have come to college. He did not think of college until he met our recruiter looking for needy students of ability and heard about work-study. John is well on his way to becoming a teacher.

In the same housing project lives Jean B. Jean who came to our college on her own. We discovered her when she went on academic probation because she was trying to work 30 hours a week and carry a full academic load.

It was difficult to convince Jean that she should use the loan program. She had too much bitter experience with debt. After a great deal of persuasion, a flexible combination of loan and work-study was arranged. Her average came up quickly. With this kind of support she is now on the dean's honor list.

Her work assignment is in the college library where she is making a real professional contribution. Jean is planning to bring her younger brother to the college. She is helping him to prepare for entrance and she has informed our work-study coordinator that she will pay his way out of her earnings as a teacher. Jean and John are now working co-operatively in their housing project to try to find other youths who should go to college to help them prepare and find promising opportunities for them.

The third case is that of Mr. C. who is a veteran who came to college after his discharge but found the financial obstacles overwhelm-