

by tutoring outside the classroom, and by working with children in a variety of ways that can stimulate their interest in learning.

And there are many who are willing and eager to volunteer. In fact, the number of high quality applicants for the Teacher Corps exceeded authorized positions by more than 8 to 1.

From over 10,000 applicants, 1,213 Corps members were selected. They are teaching in 29 States, the District of Columbia and Puerto Rico. Nine hundred and forty-five of these Corps members are teacher-interns receiving teacher training at 50 colleges and universities. These interns are grouped into 277 Teacher Corps teams working under the guidance of 268 experienced teachers. They spend part of every week working in an elementary or secondary school and part at a nearby university working toward their Master's degree.

The interns come from a wide variety of backgrounds—some volunteered immediately after completing college—others worked for a few years first. They include former Peace Corps Volunteers, secretaries, VISTA workers, writers, artists, and others. More than 75 percent majored in subject fields other than education.

In answer to a questionnaire on their career goals, fifty-six percent of these interns stated that they did not consider a career in teaching the disadvantaged prior to their membership in the Corps. Now 83 percent have stated that they plan to continue teaching in the slum schools where they are assigned. They share a common goal—to become the very best teachers possible for the disadvantaged children of our Nation.

The team leaders represent a different facet of the Corps. For the most part, they were nominated for the Corps by their principals and superintendents because they were the most talented teachers in their own schools. They are certified, usually have a Master's degree, and have taught in slum schools for about 5 years. The responsibility for the Corps' steady progress depends on them. The team leaders' classrooms are often used as learning laboratories for interns and for any regular teachers who wish to observe. They supervise three to ten teacher-interns. During both pre-service and in-service training it is their job to share the lessons they have learned from previous years of teaching youngsters from deprived areas.

These teacher-interns and team leaders are now engaged in service in 275 schools in 111 school systems in the Nation. They are working with the children of migrant laborers, Indians, and Spanish-American immigrants. They are serving in deprived areas in 20 major cities, Appalachian towns, and the Ozarks. Seventy percent of the teams are engaged in preschool and elementary school projects; the remainder deal with secondary school children.

The Teacher Corps is this country's first, full-scale teacher internship program. Although student-teaching has been a long-standing practice, its structure has seldom provided trainees with a substantial, deeply-involved teaching experience; internships have not ordinarily given trainees the opportunity to develop and practice new methods of instruction for reaching disadvantaged children. The two-year combined preservice and inservice program of the Teacher Corps incorporates year round academic instruction with practical classroom experience. It develops a competency and interest on the part of trainees which gives them the incentive to continue teaching and reinforces the conviction that the disadvantaged can be educated.

The Teacher Corps program is also generating new insights into teacher preparation. The university training centers have developed special programs, courses and curricula geared to the needs of neglected schools in their areas—courses which many have desired in the past but never could afford. Deans of education and presidents of the universities now look to their Teacher Corps programs as a means of testing new concepts for teacher training. The Corps training centers stimulate new thinking which leads to healthy changes in teacher preparation.

Almost without exception, teacher training institutions that are working with the Corps have made changes in curriculum that will apply not only to Teacher Corps training programs but also to programs for other students preparing for teaching.

These changes have been brought about because colleges and universities are introducing into the regular teacher education programs promising innovations learned in the Teacher Corps training centers.

The diverse and flexible nature of the program enables local project directors and local teachers and principals to design programs to meet the particular needs of their own communities. It is one of the important characteristics of the Teacher Corps that the resources of the community where Teacher Corps mem-