

of duty in the Peace Corps and come home to seek another area of public service. Many of them have told me that conditions in some American schools are far worse than anything they saw in foreign countries.

The Teacher Corps was created to help poor children in the big cities, in nearly dead mining towns, in trailer villages, and an Indian reservation.

All of the money spent for education in this country depends, in the last analysis, on two people—the child and the teacher. That is where you find the Teacher Corps. Our job is to help universities train teachers who are dedicated to the job of making children not only learn but want to learn.

In the past few days, we have received our first tangible progress reports from the field on how well we are doing that job. Copies of these reports will be given to the committee, but I would like to summarize what officials of the schools and universities where Corpsmen are working have to say about the program:

First, seventy-five per cent of both the schools and universities say the Teacher Corps is a better program for teacher training than any other they have used.

Second, the principals of the schools which now have corpsmen want more. The average request is for three times more Corpsmen than are now available.

Third, the Teacher Corps already has inspired significant changes in curricula at colleges where Corpsmen are studying for their degrees. Among colleges reporting, an average 37% of the courses offered interns had never been offered before.

An assistant principal in Detroit told a recent visitor: "I really don't know how we would have survived this year without the Teacher Corps. They have really helped us out, especially in problem cases. When problems get tough, I frequently go to them for help."

A Cincinnati principal wrote to us: "It is one of the greatest training programs I have ever witnessed because it gives trainees experience they would never have gotten in a normal training program."

The superintendent of schools in Rio Grande City, Texas, told us our Corpsmen are "enthusiastic, prepared and willing to work with underprivileged children and we are in dire need of their help."

And the principal of a school in Chicago says the Corps has made at least one big difference in his school: "Our teachers see these Corps kids here until 5:30 or 6 o'clock. Now, nobody runs out when the bell rings and we're all doing a better job."

I am pleased to say that this sort of enthusiasm for the Teacher Corps is typical of the reports from the men and women who know the Corps best—the people in the schools where our Corpsmen are working.

The Corps is making itself felt in the colleges as well.

Dr. Evan Sorber, who teaches at Temple University, tells us: "If the Corps should end tomorrow, the College of Education at Temple would never be the same. We are constantly incorporating the new techniques we've learned with Teacher Corps into the regular curriculum for all education majors."

And the assistant dean of Education at Temple said recently: "It's very safe to predict that the fringe benefits of the Teacher Corps money will be to revitalize teacher education throughout the United States."

What makes the principals so enthusiastic about the Teacher Corps is the way it is able to focus on the problems of each student in the school.

For example, in Ben Bolt, Texas, Corpsmen are tutoring small groups of Mexican-American children in elementary school who have trouble reading English. Local school officials gave this higher priority.

In Detroit, 43 students at Spain Junior High School with records of repeated failures were selected by Principal Theodore Myer and classroom teachers for special instruction. A team of Corpsmen instructs this group every morning for three consecutive periods.

In Canada, North Carolina, a town without newspapers or telephones, interns are working with alternate grade levels under the supervision of their team leader. Before the Corps arrived, there were only four teachers stretched over eight grades.

The work of the interns goes beyond the classrooms to establish new relations between the school and the community.

In Detroit, interns organized a "book fair" at which they sold low-priced books to youngsters who had never owned a book; perhaps had never wanted one. They sold 1000 books.