

For the past four years my principal assignment has been working with and developing projects that have either been funded through Federal or State sources. I have seen many projects in operation, but as far as I am concerned the Teacher Corps stands far in the forefront as an excellent example of a joint partnership between the local school district, the University and the Federal government. The dedication and commitment on the part of the Corps members is truly outstanding. The Corps is a beacon light for those of us who have worked for many years in disadvantaged areas. Don't allow this light to burn out!—Don Hodes, Assistant Superintendent, Enterprise City School District, Compton, California.

Teachers and residents of the Willowbrook School District are requesting additional teams of National Teacher Corpsmen. Their ability to work with teachers, parents and pupils has strengthened the total educational program. We have never witnessed such radical changes in a school district in such a short period of time.—Thurman C. Johnson, Assistant Superintendent, Special Projects, Willowbrook School District, Los Angeles, California.

The program is an excellent one, for it has brought into the field of education people who are very much interested in the educational program for the disadvantaged. In order to really evaluate the success or failure of the program, it should be extended.

I would recommend that the school district be brought in to aid in the program of the interns' university work. There is a need for much closer communication with the university and also to strengthen the role of the team leader.—Robert L. Seaton, Director, Special Projects, Jurupa United School District, Riverside, California.

The National Teacher Corps offers an outstanding opportunity to use a full year or more of intensive training or internship for potential teachers. This method of developing creative young people into professional educators to meet one of our country's great needs is imperative.

Unfortunately Colorado does not have a program operating by which direct comparison can be made.—Carl E. Slatt, Director Special Services, Sheridan Public Schools, Fort Logan, Colorado.

My major reason for writing this letter is to suggest that as your program expands you might find members of the Teacher Corps who might be interested in coming to Hartford. When and if this occurs we will cooperate in every way. Perhaps as people leave the Teacher Corps they may be looking for permanent positions. If they are, I hope you will place Hartford on your list, for we will be interested in people who have warmth, concern, and a special love for kids.—Medill Bair, Superintendent of Schools, Hartford, Connecticut.

We believe the National Teacher Corps is serving several needs in education. 1. Many who would not otherwise enter teaching, are enrolled and are getting very fine training. 2. Children are receiving more individual help and direction which is already proving worthwhile in our schools here in Centralia. 3. The use of Corps teachers is causing services to be given to students and teachers which could not be given in the past for lack of personnel. The value is now obvious and Boards of Education will provide some of these services to their schools in the future. 4. By having 21 Corpsmembers in our schools, we have seen orientation and innovation really in operation. This is good. I believe, since we're prone to continue exactly the same year after year. Teachers who hardly knew how to use assistance are definitely expanding their room programs, to the good of the youngsters.—W. E. McAllister, Superintendent, Centralia City Schools, Centralia, Illinois.

The AFT is still keenly interested in the National Teacher Corps and we will do every thing possible to help make the NTC a vital force in American education . . .

Confusion regarding the purpose of the Teacher Corps has been responsible for much of the opposition to it. Teacher professionalists have feared that poorly trained youngsters trying to teach on enthusiasm alone will be put into positions which should be filled by fully certificated teachers . . . Other opponents have claimed that the Corps takes teachers out of the classroom instead of putting more teachers to work.

. . . The NTC should not be in the business of supplying "cannon fodder" for the high casualty sectors of the educational wars. Instead, the Corps should be a training ground for highly motivated and specially prepared new teachers who could not only survive but could also succeed in their educational missions . . .