

The NTC will begin to inject better prepared additional teachers into the nation's teaching force beginning with the 1968-69 school year, and the job cannot be done in any less time. Teacher Corps graduates can be expected to be more likely to make teaching their career than would teachers who have not had the benefit of such training. Thus teacher turnover would be reduced, and the total number of active teachers would be increased.

Experience has shown that it is wasteful to send beginning teachers with only a term of practice teaching into the schools on a sink-or-swim basis. The National Teacher Corps can perform a function not now being done adequately by our teacher training institutions. Furthermore, this is the proper function of the Corps, a function which fills a great and pressing national need.—Charles Cogen, President, American Federation of Teachers, Chicago, Illinois.

The Citizens Schools Committee voted at its board meeting of January 4 that it "affirm continuation of the National Teacher Corps," and that a committee be appointed to plan procedures toward this end.—Robert J. Ahrens, President, Chicago Citizens Schools Committee, Chicago, Illinois.

As an administrator in charge of two (Teacher Corps) teams functioning in our school district, I am not just a casual observer. The work of the interns has been well accepted by the children and teachers in our schools.

The head-teacher (team leader) constitutes a weak link in the program.—H. T. Peterson, Special Assistant to the Superintendent, Maywood Public Schools, Maywood, Illinois.

Wolfe County School System was denied the N.T.C. for school year 1966-67 because of no housing. We are very sorry, for we need the program badly.—Frank Rose, Superintendent, Wolfe County Schools, Compton, Kentucky.

It is a little program that is making a big difference in our system.—John W. Ambrose, Acting Superintendent, Lexington City Schools, Lexington, Kentucky.

The Teacher Corps has every mark of being an effective and efficient means of solving one of our most serious national problems. It brings the university, the local education agency, the teachers in service, and corpsmen to grips with the *real* situation. Things will never be the same once the Corps has been there. We are all growing because of the Teacher Corps.—Sister M. Loyola, Director, Teacher Education, Xavier University, New Orleans, Louisiana.

There are no National Teacher Corps persons in the State of Maine. We had applied, but were refused because none were trained for this area. We feel that the National Teacher Corps could perform a definite service in our system and we hope that the program will be continued so that our children will benefit.—Raymond Brennich, Superintendent of Schools, Madawaska, Maine.

I am writing this letter to you as a general plea for the continuation of the National Teacher Corps established under the Higher Education Act of 1965. As a counselor to students in their senior year of college, I have an excellent opportunity to discuss their career choices with them. As you may realize, a significant portion of them are interested in a teaching career. What may interest you even more is that many of these students want to be able to combine the teaching experience with the more general aspect of social service to the people in underdeveloped and impoverished areas. As the federal programs stand presently, students interested in such a program are forced to go into the Peace Corps.

However, many students feel that in addition to the opportunities provided by the Peace Corps, there are many places in the United States (E.G., Appalachia) which would provide just such an opportunity. At its inception, the National Teacher Corps satisfied the need for this type of program. It combined all the good aspects of the teaching profession with the needs of the impoverished areas in this country. Students were interested in the program when it was organized and, if anything, they are even more interested in it now. I hope that as the year progresses, the need for the continuation of this program will be realized and that it will receive the support from the Congress that it so rightly deserves.—Lawrence F. Stevens, Assistant Director, Office for Graduate and Career Plans, Harvard University, Cambridge, Massachusetts.

Our participation in a program with the National Teacher Corps has provided a new avenue in which we might mutually attack problems inherent in disadvantaged areas.

In the opinion of those of us working closely with these problems, Corpsmen have made a very vital contribution toward making life richer for the children of poverty.