

I suggest 1) that during the two-year period, a well structured, formalized practice teaching period be incorporated; and 2) that a much closer working relationship between the local education agency and the participating college be effected.—John E. Deady, Superintendent of Schools, Springfield Public Schools, Springfield, Massachusetts.

We have some great people in our Teacher Corps and I hope to find similar competence in Minneapolis.—John B. Davis, Jr., Former Superintendent of Schools, Worcester Public Schools, Worcester, Massachusetts; Superintendent of Schools, Minneapolis, Minnesota.

We had the opportunity of having four members of the National Teachers Corps join our staff in September of 1966. We have found their services to be extremely helpful and beneficial to the students with whom they have been working.

The members of our team have a sincere dedication to their work and their contributions have been many.

They have worked with children with reading disabilities, offered opportunities in creative dramatics, provided individual help to students in Language Arts, participated in an after school study center, cooperated with Head-Start teachers in creative dramatics, worked with individuals and small groups in elementary science projects and given help to students in creative writing activities.

We have found our Teacher Corps members to be very interested in this program and have devoted many hours over and above that normally expected in helping students they service.

As stated above, their contributions have been many. We are proud to be a part of the National Teacher Corps program and have witnessed the progress children can make under the guidance and influence of people in this program.—Robert E. Bailey, Assistant for Instruction, Oak Park School District, Oak Park, Michigan.

The work of the three Teacher Corps teams in the Pontiac area has been outstanding. As a method of teacher training and community service it is one of the most useful innovations implemented by the federal government.—B. C. VanDoughnet, Director, Community Action Programs, Pontiac School District, Pontiac, Michigan.

I think the N.T.C. is a very fine program and can do lots of good in our schools. It will help train people to go into the teaching profession that are needed so badly now. The team we have in our county is doing a wonderful job. I hope there will be money appropriated to continue this worthy program.—Carl Loftin, Superintendent, Marion County Schools, Columbia, Mississippi.

The National Teacher Corps is the brightest beam of hope the children on the (Indian) reservation have yet seen. Our remote locale and the low salaries we pay have impeded our attempts to get qualified teachers.—Alfred Gilpin, President of Tribal Council, Member of the School Board, Macy, Nebraska.

The Teacher Corps is one of the most practical ways of training teachers specifically for poverty and under-privileged children that I have encountered. It takes degreed people who desire to serve in this capacity and places them in situations where they get practical experience in methods and further attitude development. The Corps is essential to metropolitan school districts because no other agency is adequately facing this problem in this time of teacher shortage. This work, which supplements the work done at the colleges and universities, must continue if we are to face the problem of educating children in poverty area schools at this time.—Paul J. Turnquist, Assistant Superintendent, Omaha Public Schools, Omaha, Nebraska.

I am most pleased to endorse the concept of the National Teacher Corps. While we have had a number of problems with the program this first year in Trenton, we have been generally pleased with the progress being made. The inner city school today needs assistance from the federal level in many ways, and the National Teacher Corps is a dramatic way of expressing federal concern for our problems. The Teacher Corps team at our Jefferson School is beginning to make a significant contribution. We have recently set up a planning committee in this school to assist this team in learning better ways of meeting the needs of the inner city child and in carrying out a number of innovative programs.

My only suggestion is that there should be more participation in the early stages by the public school personnel before a Teacher Corps team is sent to a community.—Richard T. Beck, Superintendent of Schools, Trenton, New Jersey.

The Teacher Corps team assigned to our school district has been of outstanding help in working with low-income, Spanish-speaking children who are in need