

of extra help and encouragement in school work. Additionally, we view the Corps as an exceptionally practical way to prepare teachers who have both the techniques and understanding needed to work with such children.

We feel that the team leader's salary is set too high. For example, our team leader is paid more than the principal of the school in which he works. Let me emphasize, however, that the program has been very worthwhile, and that our principal in this situation would not for one moment give up his team because of the compensation factors. It is *my* feeling that he is being dealt with unfairly when he contributes freely so much time and effort on behalf of a group whose leader is being paid more than he is for doing a much smaller job.—James P. Miller, Assistant Superintendent, Gadsden Independent School District, Anthony, New Mexico.

We feel that the Teacher Corps team at Hatch Valley Municipal School, Hatch, New Mexico, is fulfilling the expectations we had in requesting it.

In personal qualities and professional dedication the interns are the kind of prospective teachers we are happy to employ.—M. E. Linton, Superintendent, Hatch Valley Municipal School District #11, Hatch, New Mexico.

I know an arithmetic teacher named Mr. Fenton Strickland, who is a Teacher Corps intern. He is a nice man. I like when he comes to get me to go with him. He never scolds me, so I am good with him. I am good all the time and also I do my homework. He only helps me with the problems. I do all the rest. I hope that I can go to arithmetic with him every day.—Anthony Strickland (no relation), Sixth Grade, School 8, Buffalo, New York.

Numerous Columbia students are inquiring at this office about the National Teacher Corps, but we have been able to give them little current information. They are interested in applying, but when I telephoned headquarters last week they said the future is uncertain.

As far as Columbia University goes, the uncertainty of your future programs is a shame, since National Teacher Corps appeals to many here as a first-class introduction to teaching and service together. There is so much enthusiasm for the program among some of our best students that we would hate to see it founder. With what they could offer the program and what the program could offer them, we hope the kinks get ironed out. Please keep us posted.—Richard M. Gummere, Jr., Director, Career Planning Division, Columbia University, New York, New York.

One of the most encouraging aspects of education today is the interest which both professional educators and enlightened members of the community are taking in finding better approaches to the solution of our problems. It is only natural, therefore, that we should be interested in the National Teacher Corps and what it is trying to do not only to increase the supply of competent teachers but also to stimulate further improvement in those who are already teaching.—Harry N. Rivlin, Dean of the School of Education, Fordham University, New York, New York.

We have been pleased and impressed with the manner in which the National Teacher Corps program is operating at the present time. Not only are the corpsmen being gradually inducted into the teaching profession, but they have been getting fine training in successful ways in which to teach disadvantaged children. Moreover, they have been rendering valuable community service working directly with children from the schools to which they are assigned. We feel confident that at the end of their training period the corpsmen will develop into outstanding teachers of disadvantaged youth.

We suggest that the program be shortened to consist of an initial preservice summer program, a full school year of internship, and a second summer of course work. At the end of this full calendar year the corpsmen should be ready to take over full-time teaching assignments.—Theodore H. Lang, Deputy Superintendent of Schools, New York City, New York.

I should like to call your attention to the outstanding service the Teacher Corps is performing at our school. Not only are they doing very effective work in their small-group instruction, but they also help out in time of special need or emergency situations. They have been most helpful and cooperative. They have become good teachers and are performing an essential service to the school.—Joseph Strell, Principal, Public School 155, New York, New York.

While it is too early to base support of the National Teacher Corps on actual performance, there is no doubt whatever as to the usefulness and the value of this program. Because of uncertainties over funding, difficulties were en-