

countered in New York City last summer but those teachers who were trained and placed, according to preliminary reports, are living up to the high expectations that accompanied the plan.

NTC can make a tremendous contribution to the improvement of the education and well-being of children in the disadvantaged areas of New York and other large cities and it is our fervent hope that Congress can be brought to understand the importance of this project and to arrange for adequate long-term support.—Frederick C. McLaughlin, Director, Public Education Association, New York, New York.

We have the Teacher Corps in our school system and it is doing a wonderful job for us. Corpsmen are helping the minority groups in our school develop a better self-image of themselves and also their work has improved immensely with the aid of the Corps. We have been able to offer many things for these students which we were unable to do before this time.

I think it has been handled very well this year. The only thing wrong was the delay in funding the program which caused a delay in our plans. However, I realize that it was not your fault in this matter.—Marvin Stokes, Superintendent of Schools, Byng School, Ada, Oklahoma.

The team from the National Teacher Corps that has been working in our school during the 1966-67 school year is doing fine work. Corpsmen have assessed the school situation here well and in most instances have cooperated in an excellent way with our school faculty, students, parents, and other citizens of this community. I feel that it is a very worthwhile program.—A. W. Barrett, Superintendent, Konawa Public Schools, Konawa, Oklahoma.

What we are doing at the college is learning from National Teacher Corps. Oh, we are teaching. We have some very good teachers working with the Corpsmen. No doubt! But more than that, *we are learning*. What Dr. Sorber said about the already visible effects of NTC upon our programming is truer than even he knows. Truer, perhaps, than even I know, but I do know that we are even now planning to revise our total undergraduate and graduate teacher education program. The kinds of things we are learning through NTC about involving potential teachers with people in the community—the kinds of things we are learning about involving potential teachers with other teachers in the school in which these potential teachers are working, and with administrators and students in these schools, the kinds of things we are learning about giving these people an opportunity to use their own creative abilities and intelligences instead of constantly telling them precisely what it is that they ought to do so that they can be made in our mold. It is teaching us what we need to do in teacher education. I think it's very safe to predict that the fringe benefit of the NTC money will be to revitalize teacher education throughout the United States.—Leon Osview, Assistant Dean, College of Education, Temple University, Philadelphia, Pennsylvania.

I have had the pleasure of seeing several of our Teacher Corps teams in operation during the past four months.

I have been delighted with their services to the school, and especially their services to the community.

I would very much like to see this program not only continued but expanded greatly because of what it is doing to help disadvantaged children.—Thomas C. Rosica, Director of Federal Programs, Board of Education, The School District of Philadelphia, Pennsylvania.

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.—Dr. Evan Sorber, Assistant Professor of Early Childhood and Elementary Education, Assistant Director, Teacher Corps Project, Temple University, Philadelphia, Pennsylvania.

While the National Teacher Corps has been plagued with a variety of problems, I am one who still stands strongly behind the program. It is a fine beginning toward improved practices of recruiting and training of teaching personnel for schools in our country serving substantial numbers of disadvantaged boys and girls. I still look for this program to change for the better but I think it would be a mistake to stop what we have begun.

You might well borrow the President's phrase which he used shortly after taking office, "Let us continue."—Philip Eby McPherson, Director of Development, Pittsburgh Public Schools, Pittsburgh, Pennsylvania.