The Teacher Corps has been a boon in the Moore Elementary School. Small groups working with the interns have been provided with individualized instruction in art, science and reading. Teachers are delighted with their competence and cooperation.

We hope that this innovative program will continue and that we can secure the services of more interns.—Wheler Matthews, Principal, Moore Elementary School, Sumter School District #17, Sumter, South Carolina.

We are pleased to have a Teacher Corps program in operation in our school district and hope that the program will be continued and, if possible, expanded.—Morgan E. Evans, Superintendent, Galveston Independent School District, Galveston, Texas.

My school was fortunate in being able to secure the services of two teachers from the National Teacher Corps program. These two teachers are working in our elementary schools with children from low income families. Marked improvement, after four months, is noted in the attitudes and learning processes of these children as a result of the work of these two Corps members. My school's finances could not have made possible the services of these teachers except for the Teacher Corps.

I need one more teacher from the Teacher Corps for high school work, especially in the field of choral music and speech.—F. C. Burnett, Superintendent, Fannindel Schools, Ladonia, Texas.

Our school has one Corps teacher. He is working with seven teachers as a trainee which relieves them for a few minutes each day and helps over two hundred students from grades one to six. The Corps makes this possible. Just arrange for more.—John R. Meadows, Superintendent, Simms Common School District #6, Simms, Texas.

Staff members from two school systems where the NTC members are employed have stated that these new employees have enriched their curriculum and express the desire to continue the employment of Corps members.—Rex Smith, State Superintendent of Schools, West Virginia.

The National Teacher Corps as I know it in my district has made a definite contribution to the education of educationally disadvantaged children. An investment in education is certainly not money misused.—Henry A. Ray, Assistant Superintendent, Wayne County Schools, Wayne, West Virginia.

As principal of an inner city elementary school, I have greatly appreciated our Teacher Corps team and their efforts this year. Being able to have greater individualization of instruction, starting community school activities for our children, and enriching the experiences of disadvantaged youth are just a few of the present benefits. The greatest good will be realized when these specially trained personnel become inner city teachers.—Roger M. Jones, Principal, Harfield Elementary School, Racine, Wisconsin.

The Corpsmen come prepared to accept the situation. They have a very realistic approach to teaching, and their work on a one-to-one basis has lessened the demand on the students who are beginning to think of the school in a new light—one of helpfulness. The Corps is very important to this school.—Kenneth Place, Principal, Vieau School, Milwaukee, Wisconsin.

Our Teacher Corpsmen have made tremendous progress in remedial work and speech therapy. They are providing services in the community that could not have been accomplished through regular school finances.— T. O. Adams, Superintendent, Nemo Vista Public School, Center Ridge, Arkansas.

Our district feels the National Teacher Corps is of great value to our students and to our community as a whole. This group is able to get to the heart of many problems—but better still—they are able to use preventive methods and prevent many things from even becoming problems. Our regular teaching staff have great praise for these people, as do our parents and community leaders.

These programs should always be set up on a two year basis—giving both the school districts and National Teacher Corps a chance for better planning and removing the uncertainty attached.—Arlene M. Bitley, Member, Garvey Board of Education, Monterery Park, California.

Should the Teacher Corps need affirmation of the continuing need for its existence for endorsement of its merit and valuable assistance to local education agencies provided in the first year of operation, please do not hesitate to call on me at any time.—Thomas J. Pollino, Director, Instructional Development, Monterery County, Monterey, California.