

The ten corpsmen and the three team leaders currently assigned to our school system are rendering significant educational and community services to the high schools where they are assigned. The principals have expressed their interest in the continuation of the program and their appreciation of the services rendered.

It would be helpful if the administrative and fiscal arrangements could be settled prior to the beginning of the program each year. We realize that there were many exigencies beyond the control of the Teacher Corps staff and that you did the best you could under difficult circumstances.—George F. Ostheimer, General Superintendent, Indianapolis Public Schools, Indianapolis, Indiana.

It is one of the greatest training programs I have ever witnessed because it gives the trainees experiences that they would never have gotten in a normal training program. The Teacher Corps has helped to interrelate the various communities. We have six distinct types who have only these things in common: one parent, distrust and aggressive behavior.

Corpsmen have organized many additional after-school clubs (Corpsmen carry from two to three clubs per week) and taken over the noon lunch program where they have introduced a variety of activities to break the routine of that program.—Robert Wagner, Principal, Heinhold Junior High School, Cincinnati, Ohio.

Lincoln Heights Local School District in Cincinnati should be saturated with Corpsmen.—Dr. William L. Carter, Dean, School of Education, Teacher Corps Program Director, University of Cincinnati.

I wish that I had about 10 more Corps members just like the ones I have. Then I would have the most swinging program in the state.—William Smith, Principal, Patrick Henry Junior High School, Cleveland, Ohio.

The Corpsmen have exhibited "staying power" through very trying circumstances and we hope to keep them in our system.

Let us examine our school and community activities and see if we can broaden these. Let's make sure these interns get a chance to work in every area of a school day and become more involved in the community.—Principals, teachers and Corps team leaders in the Cleveland Public Schools.

We are pleased to be a part of the efforts being made through the Teacher Corps and hope that we shall be able to continue in this outstanding endeavor. We are thoroughly convinced that it is a practical and effective type of program.—F. H. Gorman, Dean, College of Education, Municipal University of Omaha, Omaha, Nebraska.

The five young people sent to me are exceptional. You have to realize that I had four classrooms from September to Christmas without qualified teachers. I placed Teacher Corpsmen in these schools to help with remedial work in Language Arts, to help with better relationship between the schools and the parents, and they have done a magnificent piece of work.

I am writing to all the congressmen from this region to help make the Teacher Corps a broader and bigger project because the professional personnel problem is predicted to get much worse. These young people are enthusiastic, prepared, and willing to work with underprivileged children and we are in dire need of their help.—R. A. dela Garza, Superintendent of Schools, Rio Grande City Consolidated Independent School District, Rio Grande City, Texas.

Phyllis Strick, the team leader, is helping me to get ready for my high school equivalency test. I didn't even know I could take a test.—Lydia Gonzales, Ben Bolt, Texas.

Our teachers see these Teacher Corps kids here till 5:30, 6 o'clock . . . They are beginning to get competitive, now nobody runs out when the bell rings, all doing a better job.—Principal, A Chicago Public School.

There is no question, in our minds, that the National Teacher Corps is doing a fine job and will serve a real need in providing qualified teachers of a caliber never before equaled. Keep up the good work—we need more forward-thinking people to get education to those who need it—to get education to them in a way that they will understand.—Charles E. Skidmore, District Superintendent, Santee School District, Santee, California.

They (the Corpsmen) have an entirely different attitude—they are not always right—but they bring us something we need.—Miss Maude Carson, Principal, Jensen School, Chicago, Illinois.

One Assistant Principal bluntly said, "I really don't know how we would have survived this year without the National Teacher Corps. They have really helped