

Corps team in the Marian Anderson School organized itself on Saturday and after school to work with the high school youngsters who oftentimes are the source of the problem and organized them into taking leadership and in providing, if you will, a protection against other outsiders coming in to destroy school property.

Community involvement has meant more than just working with juvenile delinquents. It has actually meant in many of these schools that the parents have been involved, have been brought in. They have actually been in special classes of reading, of art, of speaking, and the interns have had a major responsibility. Special attention for discipline has been given to the interns. Special afterschool study hall and playground duty during recess with organized activities, special noon-hour athletic programs, general assistance to the total school staff, especially teaching English as a second language, speech classes—all of these things are working well.

One specific example in another district where they had taken a survey, they found there were no movie houses, and one of our interns being affiliated with the movie industry previously was able to get a projector and film and set up afterschool Saturday movies for the youngsters in the neighborhood. These are a few of the things which our interns are doing. They are assisting the regular classroom teacher and they are doing many things outside the classroom involved in community affairs.

In Garvey, the teams and especially the team leaders are serving more or less as catalysts involving several youth agencies, both public and private. Each has a representative on the council and the team leaders are president and vice president of the council. They are developing a youth center for the teenagers, and some form of educational program will evolve.

There is a new program involving the teaching of English as a second language. There is also a program to teach people about the economic system in which they live—the relationship of their money and the community to the running of the country.

I could list many other specific activities that the interns are engaged in. They are engaged in these activities for many reasons. First of all, they are concerned with children. They want to help. There is a relatedness. Also, it serves as a very valuable laboratory for the course work they are taking at the university in sociology, psychology, and so on, and this can be related to their actual field experiences.

Moving to still another area in terms of questions, how does this affect teacher education? I would say primarily it has served as a catalytic agent and set off a chain reaction not only at the university level but at the community level and in the school. First of all, the University has moved from the ivory tower into the actual field experience. We think this is good. The National Teacher Corps at the university has prompted us to move in this direction. We have been able to staff the program as we think a program should be staffed. In other words, the University of Southern California, a private institution, would not be able to provide such a program for all of its students. It has been primarily community centered. It has taken an interdisciplinary approach. It has cut across the academic fields,