

interns and teacher leaders before the public schools opened in September. More important than the magnitude of the task was its success.

Thanks to the National Teachers Corps, Chicago has the services of a group of young college graduates who not only want to teach but who want to teach in those schools that many teachers shun. There are young people who are more interested in service than in prestige or affluence and who do not regard teaching as a 9 o'clock to 3:15, 5-day-a-week job but one that extends far beyond the school-hours and the physical limits of the schoolhouse.

During their preservice training last summer, the interns combined academic studies with teaching in Chicago's summer schools and getting to know the people and problems of the inner city. Now these interns and their leaders are demonstrating the effectiveness of this training. They know that children don't understand their teachers unless the teachers understand the children, and the teachers can't understand the children without understanding the families and the communities from which they come. In the short time since the Chicago interns started their training, they have learned much about the language and the mores of the slums and have gained enough insight and acceptance by the community to organize and participate in some of its activities. It seems obvious that this approach must affect improvements in schools where it is applied and that it can also permeate the whole school system and lead to many new techniques.

Interns are now assisting teachers, helping to plan programs in the schools to which they are assigned, and doing tutoring that not only raises a child's grade level, but also raises the level of his self-respect and his chance for greater accomplishment. One Teacher Corps team has taken on the additional task of teaching modern mathematics to adults in a public housing project adjacent to the school. Another team is working with a group of college students who were having trouble with their studies and had become members of a gang. Not all the work is so dramatic but it is proceeding with vigor and skill in the day-to-day job of helping children who are in dire need of help.

The citizens schools committee believes that the National Teacher Corps has attracted superior young people, many of whom would never have entered the teaching profession if they had not been given the opportunity to perform a significant service. And now when they complete their training and are ready for assignment as regular classroom teachers they will already have had 2 years of invaluable experience. Unlike many beginning teachers, they will not be shocked and appalled by the prospect of teaching in an inner city school but will have the confidence that results from knowledge and practice. They will not be inclined to resign or to ask for a transfer at the first possible moment since they know the worst—and the best—of their job and it is the job that they want to do.

Teacher Corps teams are now operating to the satisfaction of the principals and the teacher whom they assist, in 16 Chicago elementary schools. These schools were selected by the board of education because they had the greatest concentration of ADC mothers and families whose annual income was no more than \$2,000. The citizens schools committee greatly appreciates what the National Teacher Corps is