

1286 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

way as to permit the Harvard Graduate School of Education to play a significant part in realizing the aims of this legislation.

THEODORE R. SIZEE,
*Dean, Graduate School of Education,
Harvard University.*

Mr. PERKINS. Our next witness is Mr. Edward Kline.

Mr. BRADEMAs. Might I ask unanimous consent to insert in the record at this point, the fact that we are discussing the Teacher Corps and an editorial which concerned this in Life magazine, on that subject?

Chairman PERKINS. Is there any objection to inserting the Life editorial? Hearing no objection, it is so ordered.

(The document referred to appears on page 1719.)

Chairman PERKINS. We will also place in the record at this point your complete statement, Mr. Buchanan.

Mr. BUCHANAN. Thank you, sir.

STATEMENT BY R. P. BUCHANAN, SUPERINTENDENT, JACKSON COUNTY SCHOOLS,
SYLVA, N.C.

I would like to thank you for giving me the opportunity to talk with you about the NTC program. We at the local level are pleased that you who have such a busy schedule will spend time on examining proposals and gathering information that is vital in making decisions that are in the best interests of this country.

I have prepared no statement to present to you but I would like to relate some of our experiences with NTC. When the idea of incorporating the National Teachers Corps into our program was presented to us, we were skeptical and proceeded with caution. Frankly, we questioned the wisdom of becoming involved. We recognized that we had an immediate obligation to do all we could to meet the needs of our pupils. We also knew that it was impossible to meet some of these needs because of the lack of financial assistance. NTC did offer another way of getting personnel and other help that we need.

With some reluctance we began to examine the possibility of using what the NTC had to offer. "Midnight oil" was burned in examining their proposal of NTC to strengthen educational opportunities for children in areas with concentrations of low-income families, and encourage colleges and universities to broaden their teacher preparation program.

We were interested not only in the immediate effects this might have on our pupils, teachers, and other facets of our school program but also the aftereffects that it might have. We knew we had areas in our school unit that could qualify and that we needed all the help we could get to strengthen educational opportunity in many areas.

We had conferences with the people from Western Carolina College, the college given the grant to train NTC in our State. This was not difficult to do because the college is located in Jackson County and they use one of our county schools as a laboratory school in the training of teachers.

We wanted to see if they had indeed been able to recruit competent people for their program and if they had been able to organize their program in such a way as to broaden their teacher training program to the point that it would give special training in the teaching of the deprived. We were convinced that they had been able to do effective recruiting and that their training program would help train teachers to work with the deprived.

After holding conferences with other superintendents in the area and discussing the opportunity offered by NTC with our school personnel, we decided to apply for a grant.

We then burned some additional "midnight oil" in trying to incorporate the opportunity we now had into our program in an effective way.

This program plan simply stated is to incorporate every phase of school that is relative to the community into this one activity.

Through a cooperative effort among regular teachers, NTC personnel, college personnel, county school personnel and others to make of the self-contained classroom a modern-day institution in which many research people are involved.