

to accomplish some of the goals that we did not see any other way of accomplishing in our school systems.

We proceeded with a rather large plan for the Teacher Corps program but after its funding we found that it was necessary to reduce it somewhat. So our emphasis during this year has been with a series of teams that are working in our kindergarten program.

We started here because of a full realization that if we are to put into effect and set in motion those things that will bring about some correction in terms of culturally deprived children coming into our schools, we believe that the most effective place to start is in the pre-school, certainly the primary years.

We had some other areas that we were hoping to implement but did not do so because of the unavailability of resources with which it could be accomplished.

It has been true in school systems throughout the Nation that for some strange reason there has developed a feeling on the part of many teachers that to be assigned to a school in a culturally deprived area or neighborhood is somewhat an indication of a lack of approval by the school system or that there is something somewhat less than socially desirable.

As a result, if teachers in many instances are given a choice they would prefer the other schools in the other kinds of neighborhoods in our community. This is understandable because in many respects we have made the teaching job in these culturally deprived neighborhoods a very difficult one.

We have assumed in general that we could maintain somewhat the same pupil-teacher ratio, and in most instances, our more overcrowded schools, seriously crowded schools are located in these areas.

There may be an explanation for it but I think certainly at this moment it would take a rather long discussion to arrive at that explanation but I think it is sufficient here to say it is probably true that we have made the teaching job almost impossible in some of these communities in a situation where we need more resources and must have more resources if we are to provide an effective educational program.

We saw the Teacher Corps as one of those opportunities and we believe that it has proven its worth in our situation in helping to accomplish this purpose.

I think as you hear some of the discussion on the part of the other members of this team that they can give some of the specific details in terms of how it has operated and what it has really meant to the young people in our schools. I would not want to close this brief review without saying that certainly there have been problems in relation to this. I think most of the problems that we have faced have been the direct result of uncertainty and indefiniteness.

We have had some misgivings on the part of the corpsmen at the beginning as to financing and whether it would be continued or not continued. There have been some problems that have been the direct result of timing because the resources were not made available at a time or on a time schedule that permitted in many instances the kind of preparation that would have been desirable.

We do not feel that this is a fault of the program itself. It is one that is certainly within the reason to correct. The individuals who