

have been assigned to the Teachers Corps in Atlanta have in the main performed well. Now not all of them have done so.

We have not had, however, any reason or any problem as far as the local school system is concerned about bringing about a decision and in taking whatever remedial action was necessary in many of the cases involved.

As I look to the future, recognizing that if we are truly going to educate all of the children of all of the people, it cannot be accomplished by business as usual. It is going to take some new approaches, it is going to take some more effective approaches than we have made in the past and certainly the efforts that I mentioned in terms of title I and other resources have been helpful but I think that it is appropriate that we urge the continuation of any program that offers a hope for the local school systems throughout this country to do the kind of job that we feel must be done.

Mr. Chairman, if it is appropriate, I would like to call on the other members of the panel to make a statement in terms of their written statement or oral statement if they prefer.

Dr. Newman.

Mr. BRADEMAS. I might suggest to you and your colleagues that you might try to summarize your statements in order to give all of you an opportunity to be heard and to give the members of the committee a chance to ask you questions.

Dr. NEWMAN. Thank you, Mr. Chairman. I will be happy to summarize mine if I may and then to call your particular attention to some of the statement that we have written before us.

In general, the University of Georgia has last summer attempted to orient 27 teacher interns into working with the disadvantaged, train them particularly to work in Atlanta's disadvantaged poverty areas schools.

These were taught by regular faculty members of the University of Georgia, by five Atlanta experienced teachers who were carefully selected and highly qualified, who were given the rank of instructor at the University of Georgia during the summer session, and by visiting lecturers and consultants.

These 27 interns who came to the University of Georgia presented a wide background of interests and of preparation. We had about half who were Negro and half who were white. Our experienced lay teachers—three were Negro and two were white. All of us, faculty and staff, lived in a self-contained facility there on the campus of the University of Georgia.

Then we came to Atlanta for the last part of the summer session and lived and worked in the poverty sections of Atlanta. During the summer these teacher interns earned 16 quarter hours of graduate credit.

Now looking at the specific statements brought about by the problems that we might have had, I think this is appropriate at this time. Traditionally those who have endeavored to help the poor have encountered many difficulties. The problems faced by the 27 teacher interns who reported to the University of Georgia were brought about by the pressure of time upon the United States Office of Education in selecting Teacher Corps interns for the first year's operation. This