

time pressure was due to the fact that the Congress did not pass an appropriation for the implementation of the Teacher Corps early enough to permit the Office of Education to engage in deliberate implementation.

The plans for the Teacher Corps were well formulated by the Office of Education, cooperating school systems, and the universities involved, but a period of several months was needed to implement these plans adequately. If the Congress will provide funds for the continuance and further development of the Teacher Corps, a first rate program can be developed by the Office of Education, cooperating school systems, and the universities involved. The major problems encountered in this first year of operation should not be construed as being a measure of the soundness of the National Teacher Corps program.

These were the major problems:

1. Lack of time for adequate communication with Teacher Corps applicants resulted in inadequate information regarding background and personal readiness for participation in such a program.
2. Insufficient time to process applications for Teacher Corps applicants for full admission to the graduate schools resulted in inappropriate actions.
3. Insufficient time to work out with institutions, school systems, and individual Teacher Corps interns the necessary financial arrangements resulted in confusion.

The factors I have just mentioned resulted in insecurity on the part of many of the Teacher Corps interns who were selected to participate in the program. Without question many were assigned who should not have been selected for participation. The result was a high drop out rate.

In spite of these handicaps it is believed that some progress has been made toward the objectives of the Early Childhood Teacher Training Center. All five experienced teachers are leading teams in schools in low income areas. Twenty-one of the original twenty-seven teacher interns satisfactorily completed the Preservice Institute and were recommended at the end of the summer to the Atlanta public school system for the 2-year work study inservice program.

Of the 15 teacher interns still in the program six are Negro. Of the 15, nine have been admitted to graduate school and hope to earn the master's degree in early childhood education in June 1968.

The six who are not qualified to enter the graduate school hope to have earned professional teaching certificates before September 1967. All of the 15 plan to continue working with the disadvantaged child either in or out of the school setting. In a very effective way, day by day, experienced teachers are leading their teams in reaching and teaching the children in poverty.

The University of Georgia would like to bring two recommendations:

1. It is recommended that sufficient funds then be provided to permit the presently enrolled qualified teacher-interns to complete the master's degree and to permit those interns currently working toward professional certificates in early childhood education to attain their objectives.