

2. It is recommended that early funding be provided for the purpose of continuing the National Teacher Corps, so that well-formulated guidelines may be effectively and deliberately followed in attracting and training teachers who can strengthen the educational opportunities available to children in areas having concentrations of low-income families.

Early authorization and adequate funding are prerequisites for success. The University of Georgia appreciates this opportunity to speak on behalf of the National Teacher Corps.

Mr. BRADEMAs. Thank you very much.

Dr. LETSON. Mr. Chairman, I am assuming you would like the paraphrasing of the written statement?

Mr. BRADEMAs. Yes, please. We do not have as much time as we would like to have and we have other witnesses.

(The document referred to follows:)

TESTIMONY BY DR. RHODA SPRUCE NEWMAN, ASSISTANT PROFESSOR AND DIRECTOR OF THE NATIONAL TEACHER CORPS CENTER, UNIVERSITY OF GEORGIA, ATHENS, GA.

The National Teacher Corps is theoretically sound, but it is a difficult concept to translate into action.

The University of Georgia has established an Early Childhood Teacher Training Center of the National Teacher Corps in a cooperative arrangement with the Atlanta Public School System and the United States Office of Education. Purposes of the Early Childhood Teacher Training Center are the same as those set forth in Section 511, Part B, Title V, in the Higher Education Act of 1965: " * * to strengthen the education opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation by—

(1) attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas; and

(2) attracting and training inexperienced teacher-interns who will be made available for teaching and inservice training to local educational agencies in such areas in teams led by an experienced teacher."

During the summer session of 1966 the University of Georgia held a Preservice Institute for the purpose of orienting teacher-interns into kindergarten teaching in schools in low-income areas of Atlanta. Teacher-interns were guided and taught by regular faculty members (two white and three Negro), by five carefully selected, highly qualified experienced teachers from the Atlanta Public School System who held the rank of instructor, and by visiting professors, lecturers, and consultants.

At the close of the Preservice Institute teacher-interns under the supervision of experienced teachers and members of the University faculty began work in the Atlanta Schools with regularly organized groups of children from low-income families and will continue to work with them throughout two academic years. Accordingly, the program provides qualified graduate students a twenty-four month period of continuous study and work in early childhood education which meets the requirements of the Master's degree and the fifth-year certificate in this area.

The 27 teacher-interns who reported to the Preservice Institute brought a wide range of interests and various backgrounds of preparation. Six men and 21 women comprised the group which was about one-half white and one-half Negro. All except three were in their twenties and most were single. Less than one-third had majored in elementary education. None had majored in early childhood education. For five weeks during the first session of summer school experienced teachers, teacher-interns, and University faculty lived, studied, and carried on the Preservice Institute within one building on campus. During the second session the Preservice Institute moved to Atlanta where each teacher-intern arranged for his own housing. Headquarters for the Institute were provided by the Atlanta Public School System.

Throughout the Preservice Institute actual laboratories for observation and participation were poverty area schools and neighborhood. The procedure used