

was work-study-seminar in which theory was distilled from practice and professional skill refined from continuous assessment. During the first summer session teacher-interns observed young children from affluent, privileged urban and rural backgrounds as well as young children from deprived, underprivileged urban and rural backgrounds. During the second summer session teacher-interns worked each morning as an aide in Head Start classrooms in Atlanta, thus gaining 40 contact hours of direct exposure to children in poverty.

During the summer teacher-interns were enrolled in four academic courses for 16 quarter hours credit. A ten-hour workshop in educational planning and development for the disadvantaged was designed to develop within each intern an understanding of deprivation in its many forms and professional skills to offset impoverishment. Regular faculty and experienced teachers cooperatively planned broad areas of content and structured the workshop to include a study of the physical, emotional, social, and intellectual nature of the young child; the relationship between early environmental conditions and child development; causes and effects of poverty and the influence of the forms and intensity of deprivation on young children; language and concept development; organizational structure of the kindergarten; development and use of different materials appropriate for kindergarten; and the historical and cultural heritage of the Negro with implications for enhancing the self-concept of young Negro children from limited environments.

A five-hour course in urban sociology was designed to use the problems and resources of Atlanta as a laboratory. Two objectives of this course were to develop the competence of teacher-interns in comprehending many factors in community organization which result in various forms of deprivation and to work positively toward remediation of its effects. Teacher-interns and experienced teachers devoted 30 contact hours to visiting various community facilities and service organizations. During this phase of the Preservice Institute each teacher-intern worked with young children in deprived neighborhoods.

The one-hour research and evaluation seminar provided teacher-interns with knowledge of the well-documented disparity between capacity and achievement of children from low-income areas, and introduced teacher-interns to skills in experimental research.

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 Preservice Institute at 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 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 of 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 mentioned on the preceding page 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