

experienced teachers are leading teams in schools in low-income areas. Twenty-one of the original 27 teacher interns satisfactorily completed the Preservice Institute and were recommended at the end of the summer to the Atlanta Public School System for the two-year work-study Inservice program. Of the 15 teacher-interns still in the program, 6 are Negro. Of the 15, 9 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 brings two recommendations:

1. It is recommended that sufficient funds 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.

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.

Miss HORNSBY. Mr. Chairman, it has long been a matter of principle and concern to the faculty of the Mary McLeod Bethune Elementary School that the children who entered the kindergarten have been deprived of many of the cultural advantages of the average 4- or 5-year-old child and have not brought with them those experiences of readiness deemed necessary in a form-learning situation.

The children come from disadvantaged families in a low socioeconomic neighborhood. Being deeply concerned about these problems, the faculty welcomes any group or program that would assist in enriching the kindergarten program.

At the beginning of the year we were assigned a team of five and a lead teacher. As I said before, we were very happy because we were happy to do something in order to improve them so that they would be ready for formal education.

It has been very fortunate that the team has operated quite successfully in the school. I am interested in them from the standpoint of what has been done for the teachers in the school, what has been done for the pupils, and mainly, what has been done for the community.

At Bethune they have welcomed the team. Being concerned about the teacher-pupil ratio, having the team there has reduced the ratio very low, in fact 8 to 1. This gives our children the opportunity of receiving better education. Therefore the faculty is very happy because even those in the upper grades feel that if the children get this low ratio at the beginning it will help them even when they get up higher.

Then, too, it has had a great impact upon the teachers themselves because they have grown. They have had many experiences and they are very happy over the progress.

The community has really received help. First of all, the parents have had an opportunity. The team realizes that any effective program must involve the parents as well as the children and make a contribution to the community. One of their first tasks was to become