

age four or five-year old child and have not brought with them those experiences of readiness deemed necessary in a formal learning situation. The children come from disadvantaged families in a low socio-economic 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 1966-67 school term, the National Teacher Corps Program in the area of Kindergarten Education was introduced to the deprived areas in Atlanta by offering internships through the Atlanta Public Schools to college graduates interested in working with culturally deprived children. Bethune School was fortunate in receiving a team. A study of the program reveals some interesting facts concerning the impact the program has had on the team, the kindergarten pupils, the faculty, the total school program, the parents and on the community.

The original team consisted of an experienced teacher from the Atlanta Public Schools and five interns from six states: California, Delaware, Florida, Georgia, Virginia, and Washington. One of the interns married during the Christmas Holidays and moved to another city. The team and the three regular teachers complete the kindergarten staff. The interns are all young and seem to possess most of the character traits which are desirable and necessary for working together in a culturally disadvantaged community. It is apparent that they not only have an abiding love for children, but they enjoy and respect each other. One evidence of this is seen in the fact that they have organized themselves into a choral group which performs occasionally on formal programs such as the Parent-Teacher Association and other faculty programs.

They work together under the efficient leadership of their experienced teacher. It is apparent that they have grown tremendously in the ability to perform their routine duties as classroom teachers as well as carry the additional professional schedule outlined for all interns by the University of Georgia.

Much of the success of the program has been due to the dedicated service given by the experienced teacher. She has grown tremendously in her ability to lead the team and takes a personal interest in each member, supervises each closely, and effectively counsels each concerning personal and professional problems.

The impact of the program on the pupils has been significant. There is no doubt in the mind of any person observing the program that the pupils are recipients of love, guidance and understanding from the team and all others who work with the program.

The program operates on two three-hour sessions in two classrooms. Each room has a morning and an afternoon session. The total kindergarten enrollment is 123. The pupil-teacher ratio has been reduced from approximately thirty-five to one to a ratio of eight pupils to one teacher. The reduced ratio permits each pupil to receive a greater amount of individual attention.

Pupils are exposed to many cultural experiences. An evening spent at the Tiny Tots Concert, which was given by the Atlanta Symphony Orchestra, was an enriching experience for the kindergarten children. A visit to the theatre to see a fine ballet thrilled them. A Saturday afternoon matinee at the ice show, followed by a luncheon at a nearby restaurant, fascinated all of them. A trip to the Post Office to mail valentine cards to their mothers, quiet browsing in the main library of the city, and a morning watching the operation of a nearby laundromat, are all experiences which have greatly increased the insights of the pupils into the world around them. All of these experiences have been enjoyed because of the National Teacher Corps Program.

The members of the faculty have a renewed interest in teaching as they observe the kindergarten children. They are looking forward to receiving children whom they believe will be more ready for formal education than any pupils we ever had at the first grade level.

The first grade teachers, however, are having misgivings over the fact that they might not be able to accomplish nearly as much because of the greater teacher-pupil ratio in the first grade.

It is also amazing to notice the enthusiasm shown not only by the members of the team but by the regular kindergarten teachers. There is a good relationship between the team members and the other faculty members; in fact, no difference is shown. Members of the team participate in meetings, make clerical reports, and participate in any other activity. They have all learned to love the school, feel close to their co-workers and cooperate with the other faculty members in advancing the total school program for the good of the children. The beautiful