

Early and complete funding for 2-year programs such as this one in order to avoid disappointment, frustration, and hardship for the interns and to provide time for adequate planning.

Two, more care in the screening of interns with sufficient time for the institute of higher learning and the local education agency to review transcript before final selection.

Three, better communication with prospective interns, particularly with regard to the following: First, specifically, orientation to such programs as the one in Atlanta which offered experience only in the kindergarten and a degree program only in early childhood education.

Secondly, more communication with regard to requirements for admission to graduate school with certification requirements with individual State boards of education.

We strongly urge that the second year of this program be funded so that the young people who came in good faith will be able to complete their studies.

Thank you.

Mr. BRADEMAS. Thank you very much.

Dr. LETSON. Mr. Brademas, I would like to ask Miss Thomasine Haskins if she would like to tell a little about herself.

Miss HASKINS. I am from Richmond, Va., and I did my undergraduate at Petersburg, Va. I was a sociology major. I was not in education. This is a challenge to me because I know I have to work harder in teaching because I have to gain some of the skills that those who were already in education already had.

I have always had a sincere desire to work with people, especially with children, and the National Teacher Corps gave me an opportunity to do these two things, to do a service to people and to work with children.

I am open to any questions you might have.

Mr. BRADEMAS. Thank you very much.

Thank you, Dr. Letson, and all of you for this most impressive set of statements about the Teacher Corps. I must say I am struck by several conclusions and I will set them forth and then ask you a couple of questions before yielding to my colleagues.

(The document referred to follows:)

TESTIMONY BY DR. JOHN W. LETSON, SUPERINTENDENT, ATLANTA PUBLIC SCHOOLS, ATLANTA, GA.

The following comments concerning the National Teacher Corps Program, which is currently operating in the Atlanta Public School System, are in relation to (1) the purpose of the Corps as set forth in the Higher Education Act of 1965 and (2) the operational experience of the School System and the University of Georgia, the institution of higher education which is assisting with the training of the corpsmen. Care will be exercised in order to comment fairly concerning the intent of the Act, in spite of the many operational problems which have consumed an amount of time disproportionate to the size of the program.

The main purposes of the National Teacher Corps have significant educational implications. They focus attention on (1) the need to strengthen the educational opportunities available to children in areas having concentration of low-income families and (2) the need to encourage colleges and universities to broaden their programs of teacher preparation. The attainment of these purposes involves the development of a partnership composed of the local educational agencies and the institutions of higher education. The use of experienced and inexperienced