

teachers, as provided for in the Act, is the liaison between the pupil who comes from an area having high concentration of low-income families and the college professor who has traditionally been charged with the responsibility of preparing teachers. The experienced teachers supplement both the instructional program of the local educational agency and the professional program for preparing teachers of the institution of higher education. The inexperienced teachers, or the interns, bring special interests and diverse backgrounds based on nation-wide experiences. The process of developing a team composed of experienced teachers and interns brings the local educational agency and the institution of higher education into a partnership which charts a new approach to the preparation of teachers and to the improvement of instruction.

The design of the National Teacher Corps Program in Atlanta incorporates the operation of the program into the master plan for improving the educational opportunities for boys and girls in Atlanta. This design prevents fragmentation of programs, promotes attainment of unity of effort, and maximizes the benefits derived from programs which are financed from various sources. The overall objectives of the master plan is the improvement of the training of teachers and is based on the assumption that the greatest and most enduring benefits become available to pupils when the competencies of teachers are improved.

The development of the National Teacher Corps Program in Atlanta involved representatives of the local staff and the University of Georgia. Principals, teachers, and system-wide instructional and administrative personnel, after evaluating existing efforts to develop an instructional program to lessen educational deprivation, designed the National Teacher Corps Program to promote the services in the kindergarten area. This decision is appropriate for the longitudinal program which supplements the services provided for by the Head Start and pre-kindergarten programs financed by the Office of Economic Opportunity and Title I, Elementary and Secondary Education Act, respectively. Further, the Corps program in the kindergarten serves as a foundation for the main thrust of the Title I program: improving the communicative and linguistic skills of pupils in grades one through three by improving the skills of teachers in the teaching of reading and by providing for them supportive services such as counseling, social work, psychological, and clerical. The University of Georgia was selected as the cooperating institution of higher education because of its close cooperation with the Atlanta Public School System and because it is the nearest institution to Atlanta that has a program to prepare kindergarten teachers. The desire of the officials of the University to develop further the partnership between the University and the Atlanta School System is evidenced by the fact that two members of the faculty have been placed on a full-time basis in the Institutional Division of the System. These and other faculty members have worked diligently to develop and provide the pre-service and in-service preparation needed by the interns.

Implementation of a new program and the incorporation of it into the operation of a school system are difficult and time-consuming tasks. The difficulty and time increase as the number of agencies increase. In the case of the National Teacher Corps Program four agencies are involved: the Atlanta Public School System, the University of Georgia, the U.S. Office of Education, and the Congress. The officials of the U.S. Office of Education are to be commended for the manner in which the program has been administered. They involved representatives of the School System and the University while formulating plans to mount the program. These plans included recruiting, screening, and selection procedures of interns and experienced teachers and their admission to the University and employment by the School System. The responsibilities of each agency were carefully delineated to the satisfaction of each party. Realistic and sufficient time intervals to accomplish each procedural step for implementing the program were determined according to the requirement of each organization. However, the appropriation of funds by Congress at extremely late dates for both the pre-service and the in-service program has tremendously hampered and complicated implementation and operation. The late appropriation also caused anxieties on the part of the corpsmen which could have been disastrous had not the U.S. Office of Education, the University of Georgia, and the Atlanta Public School System worked diligently to counteract them. It is believed that most of the problems encountered have stemmed from the failure of Congress to finance the program in sufficient time to permit wholesome public relations, communication, movement of people, and accomplishment of organizational processes.

The structure of a National Teacher Corps program has two significant features: personnel and program. The Atlanta program was designed to recruit