

five experienced teachers from among the Atlanta kindergarten teachers whose performance in the classroom had exhibited proficiency in instructional procedures; in relationships with other professional personnel, pupils, and parents; and in professional growth and development. Five highly qualified teachers were identified and are serving as experienced teachers. The program was designed to recruit from throughout the Nation thirty interns or inexperienced teachers. The U.S. Office of Education during the limited time between funding and the pre-service program was able to recruit only 27 interns; and this number is now 15 because of various reasons. One of the interns was not recommended by the staff of the University and the experienced teachers to continue in the program at the end of the pre-service period; others have terminated their relationships with the Corps because of reasons such as indefiniteness of funds, marriage, maternity, personal reasons, assignments to other teaching positions in the Atlanta School System because of the desire to teach in areas other than kindergarten, and general lack of interest in pursuing a teaching career. The program was designed for the pre-service program to be conducted during this past summer with the first six-week period on the campus of the University and the last three weeks in Atlanta. The in-service program was designed to begin in mid-August when regular faculty members of the School System reported for duty. The experienced teachers assisted the faculty of the University in teaching the interns while they were on the campus of the University and in Atlanta during the pre-service period. The experienced teachers have assumed leadership in the various activities of the interns during the in-service period, including classroom duties, community and home visitations, and seminar discussions. The interns serve in seven schools and work as members of five teams, each team under the leadership of an experienced teacher.

The pre-service period proved to be very beneficial and represented an innovative approach in teacher preparation. About a third of the interns had taken a few professional education courses during their undergraduate years. Many had not decided on their careers and had pursued a liberal arts undergraduate program. Only one had previously entertained a career as a kindergarten teacher. Most of them were not familiar with communities which have high concentrations of low-income families. Hence, during the pre-service period, the faculty of the University, with the assistance of the experienced teachers, endeavored to familiarize the interns with teaching as a career, behavioral traits of kindergarten pupils, communities of low-income families, community resources available to help with personal and educational problems, and policies and regulations of the Atlanta Public School System. The interns thus had opportunities to know themselves better, their aspirations and goals, and to perceive themselves in relation to exemplary models of effective teaching. The theory-practice approach to preparing teachers related the abstract to the concrete and resulted in the interactions among the interns with pupils and communities becoming meaningful. The staff and experienced teachers lived with the interns. Their personal relations grew and developed so that when employment time came at the end of the pre-service period, the staff and experienced teachers were able to recommend which interns should be continued in the program and which should not. Their recommendations were particularly valuable when the compositions of the teams were being determined. They knew the interns sufficiently to know who would work cooperatively with whom. Also, the interns had formed informal groups among themselves, and these groups served as a basis for the composition of the teams. Thus, the corpsmen began their in-service work with close personal relationships among themselves and with the experienced teachers and staff members of the University.

The in-service period has been characterized by many difficulties. Possibly the most perplexing to all parties is the fact that Congress did not appropriate funds for the operation of the in-service phase of the program until the middle of October. Here was a group of enthusiastic people who had faith in the program, in the U.S. Office of Education, the University, and the School System, but had no income. Much effort had gone into developing the program; it could not be terminated until funds became available and then started again. The administration of the Atlanta Public Schools did not wish to have the interns abused and to depart from the City of Atlanta. The administration felt a moral obligation, from a personal and a program point of view, to meet the crisis some way, to carry out its part of the agreement, if only funds could be found. The U.S. Office of Education approved the continuance of the stipend which the