

interns were receiving from the University of Georgia during the pre-service period, and the Atlanta Public Schools supplemented the stipend to make the monthly salary equal to that which was stipulated in the proposal—the basis on which the interns had joined the National Teachers Corps. Federal funds did not become available until October 23, 1966, and now, the administration of the school system has been informed that Federal funds cannot be used to reimburse the School System for the supplements it paid while trying to preserve the program and the image of all parties concerned. The decision that the System cannot be reimbursed is very difficult to comprehend.

Other than problems arising because of the manner in which the program has been funded, the National Corps Program in Atlanta is resulting in many benefits to the schools it serves. The corpsmen are having a wholesome effect on other teachers. New practices are appearing, and participation in team activities is serving as a means to improve instructional procedures. The value of planning in groups in order to use effectively the interests and talents of the members of the group is being demonstrated. Involvement of parents and contacts with community resources are becoming greater. More pupils are attending kindergarten. Male teachers are serving in the significant role of father-image for many pupils who do not have a father in the home. Improvement in the utilization of instructional media and materials is noticeable. Use of problem-solving seminars is helping interns to make theoretically based decisions of actual situations. Lower pupil-teacher ratios are permitting pupils to receive more individualized attention. Solutions to personal problems are lessening as the interns gain security and confidence in their ability to teach. Most, if not all, of the interns wish to remain in the System, some in different assignments. Experienced teachers are improving their competencies because of the leadership responsibilities during this year. Nine of the remaining fifteen interns gained admission to the Graduate School of the University of Georgia and are pursuing a Master's Degree in Early Childhood Education; six have already become certificated to teach; the remaining nine are working toward certification. It is anticipated that the interns will accomplish these objectives if the program is funded for the two-year period as initially proposed and if funded in sufficient time for the interns to thus plan. Pupils are benefiting by the services rendered by the corpsmen.

The National Teacher Corps Program in Atlanta is having an impact on existing procedures for identifying, recruiting, and preparing teachers. It is making possible the development of team relationships among teachers who have a background of nation-wide experiences. It is serving as a career development program in which theory and practice are combined for individuals who, in general, have a liberal arts background. The college staff has the assistance of experienced teachers who have realistic views of appropriate procedures for teaching pupils from low-income families. In giving this assistance, the experienced teachers serve as exemplary models, demonstrating effective teaching procedures and utilization of modern technology in the classroom. During the pre-service period, an interdisciplinary approach to preparing teachers was extended, combining training in the liberal arts with the behavioral sciences, with the sociological influences in communities, and with the policies and procedures of school systems and local school units. Visitations into the homes, into communities, with community agencies, and with pupils gave the interns knowledge of the pupils and their environments prior to the interns' assuming instructional responsibilities. Personal knowledge concerning the competencies of the interns enabled the staff of the college and the experienced teachers to be of tremendous value to the local educational agency in the employment and placement processes. During the in-service period, the college and local agency continue to share the responsibilities for training, supervising, and assisting interns in determining solutions to classroom problems, either those of a professional or personal nature. More and more, educators recognize that college students who complete prescribed teacher preparation programs are not ready to assume the full responsibilities of a classroom. They do not represent finished products. They need assistance and guidance in order to cope with the many problems which are not included in teacher preparation programs, and which arise while teaching. A partnership composed of the local educational agency and the institution of higher education, and as set forth in the National Teacher Corps, is one means for analytically and concretely relating the improvement of instruction to the preparation of teachers.