

Educators are examining many ideas concerning the improvement of instruction and the preparation of teachers. The overall approach by the National Teacher Corps might be viewed as one approach to two very complex problems. As in the case of any approach, sufficient lead and operational time and sufficient funds guaranteed well in advance of the implementation date are needed for a period longer than one year in order to evaluate the effectiveness of a program.

The staffs of the Atlanta Public Schools and the University of Georgia and the corpsmen appreciate the opportunity to make these comments about the National Teacher Corps. It is believed that all parties concerned will profit by the exchange of information and, regardless of the direction taken in the future for the Corps, ideas concerning teacher preparation and pupil instructional programs will have been strengthened.

Mr. BRADEMAs. First of all I was struck by a statement, Dr. Letson, and your comments that the Teacher Corps has been designed by teachers, principals, and educational people and you had gotten a lot of people at the local level involved in the shaping of the program.

That may be one of the reasons some of the others indicated there did not seem to be much friction among the Teacher Corps members and the schoolteachers in your system. I think, also, running through your entire comments, those of all of you, was one major criticism of the Corps; namely, that we have not funded the program early enough to enable you to do an effective job of recruiting the best possible interns.

Am I wrong in either of those conclusions?

Dr. LETSON. No, sir, Mr. Chairman; you are quite right.

We feel most of the problems we have had have been directly related to the timing of the funding problem. I know there was a period of several months where there was some uncertainty on the part of some of the interns about where their pay was going to come from.

I know in our situation, the Atlanta school system said we felt we had an obligation to help see this thing through if necessary and we made a positive commitment to the interns that we were not going to go back on the original commitment that had been made. We felt that this helped us get over that trying period for a few months but it certainly was related to the point you mentioned.

Mr. BRADEMAs. Miss Haskins, in your conversations with your fellow interns, what, in your judgment, persuaded them to become members of the Teacher Corps, as distinguished from becoming schoolteachers in other situations?

Miss HASKINS. I think the fact that this program was designed to help the disadvantaged children was one of the main factors in their entering the program and also they would be pursuing a master's degree. These two things working together caused many people to apply to the program.

It was a good idea to get into it.

Mr. BRADEMAs. Could we get some comment either from you, Mrs. Goodwin, or from you, Miss Hornsby, on the attitude of the other teachers toward the interns?

Miss HORNSBY. The teachers have received the members of the team very well and I believe the main reason is the fact that they knew it was going to reduce the size of the teacher-pupil ratio, No. 1.

No. 2, the children who entered the school had not been exposed to any cultural activities and when they come to school they are just not ready for the formal program. With the Corps, they have been ex-