

Mrs. GREEN. But your slides show the necessary elements of co-operation between the colleges and the districts.

Mr. GRAHAM. Yes. In some cases the local school systems are 120 or 130 miles away from the local institution. The Corps members in such cases generally leave their schools on a Friday afternoon, come to the university, and take courses late Friday afternoon and all day Saturday.

Mrs. GREEN. Then you do not anticipate just this being a big-city program?

Mr. GRAHAM. No.

Mrs. GREEN. Let me say while I have not been friendly to the Teacher Corps, I do appreciate the effort you have made in the amendments which you have offered. I would hope that perhaps, on a co-operative spirit between the executive and the legislative branch, some other changes might be made to supply teachers.

I am not sure we are really looking at the total problem. For example, have you made a study of why teachers leave the slum schools and how many go? What is the exodus from your very disadvantaged area?

Mr. HOWE. This is a truly complex matter, Mrs. Green. Many school districts operate a system of preferential assignment in which teachers gain the opportunities for choosing their assignments on the basis of years of service and they tend to select themselves out of these difficult districts because of that arrangement.

There are arrangements in existence between teacher organizations and school districts, and contracts which set up this preferential system.

Mrs. GREEN. But isn't it true that there is a tremendous exodus of teachers from the very schools that we are trying to help with the Teacher Corps?

Mr. HOWE. This is true. These schools tend to have substandard staffs to a higher degree than other schools.

Mrs. GREEN. I am just suggesting that I don't think this necessarily goes to the heart of the problem. I don't think we have made enough of a study of the slum school to know how we can attract and retain teachers there. Maybe it is going to be by a big salary increment. Maybe it is going to be through the means of compensatory education, as the chairman suggested, with very small classes. There are a lot of alternatives that should be explored.

I think to say that the Teacher Corps is the answer is perhaps a superficial answer.

Mr. HOWE. I would quite agree the Teacher Corps is not the sole answer. Title I in itself represents a vastly larger and more significant answer than the Teacher Corps.

Chairman PERKINS. I would like to comment on that very point. The Teacher Corps in my judgment is a part of it. You ought to come to my office and read my mail. You don't have to make a study to show why there is an exodus of the best schoolteachers from eastern Kentucky. It is because of a lack of facilities and lack of resources in the area.

Our best teachers go to Florida, Ohio, Detroit, and all over the country. It has been that way for years and years.