

I would say that broadly speaking there is no larger turnover in our schools that are de facto segregated Negro than there is in the de facto segregated whites. Other factors, merely, than race affect this condition, and I have mentioned those factors.

Mrs. GREEN. Does the teacher with the greatest seniority have the right of choice in which he or she will teach?

Dr. MARLAND. Almost every teacher in Pittsburgh has a right of choice where he or she will teach. We like it that way. We tend to keep it that way. We feel teachers should teach where they want to teach.

Fortunately, we have no school in Pittsburgh that has more than 50 percent Negro teachers, including those that are 100 percent Negro children. Unfortunately, we don't have enough Negro teachers to go around and to have all of our schools represented by integrated faculties.

We search desperately for more Negro teachers. We recruited widely for this, and we are making some progress. But there are not enough people coming into the teaching profession to serve all the needs if we are to have integrated schools throughout the country.

Mr. SCHEUER. Will my colleague yield on this point?

Mrs. GREEN. Yes.

Mr. SCHEUER. On page 3 of your testimony you say:

There must be a high order of selectivity in the assignment and training of teachers and principals in the schools serving the deprived.

Isn't there something of a contradiction here between the right of the teacher who accrues seniority to select their schools and the high priority that you properly place on the flexibility of the school system to assign the most talented and experienced teachers in schools where their skills are most needed?

Dr. MARLAND. I think talent takes many forms, Mr. Scheuer. The teacher who might be most skillful in working with Negro boys and girls is not necessarily the one who would be most skillful in working with white, and conversely. When we say "most talented," we have to say "most talented for what." We have many splendid white teachers who choose to teach in segregated schools. This is part of what I call the National Teachers Corps spirit. It is what the National Teacher Corps means, I think.

This is a new dimension in the teaching profession, and it is good. We have been involved in this kind of thing before it was called the National Teacher Corps. We would develop and discover in their undergraduate years young men and young women who wanted to work in this kind of circumstance. We would train them finitely in the conditions of the ghetto.

They would come to us and accept our invitation to begin to teach there. This could be a superior teacher. But that teacher might not have the motivation or indeed the style to work in a very favored, exclusive suburb. There are different kinds of people.

So the freedom of choice, while it is largely applied in Pittsburgh, I think gives us a distribution of people who want to go where they are working and, broadly speaking, are effective there.

Mr. SCHEUER. Aren't there many teachers with the understanding and experience to deal with disadvantaged children who, for under-