

standable human reasons, would rather opt to serve in middle-class schools with kids who will go to Harvard, Yale, and Princeton, where from the point of view of the school system it would be best to channel that wonderful experience and understanding into the education of the deprived kids in less-attractive neighborhoods, perhaps in old and deteriorated buildings, but where, with their wisdom and experience, they are needed the most?

How do you reconcile that apparent conflict to me between the need for this wisdom and talent in the slum areas with the deprived children and the understandable human desire of these teachers to serve in more attractive surroundings with kids who come from homes that are educational factories themselves?

Perhaps the teacher, from her point of view, would have more satisfaction in knowing they are going right on to college and graduate schools, and so forth.

Dr. MARLAND. Mrs. Koontz will answer that and I will try to, also, if you wish.

Mrs. KOONTZ. We must admit that we have not always admitted to the fact that there was any difference with these children who lived in the ghetto or the disadvantaged. I think perhaps we, as educators, have said that there were some greater needs, but we were not able to identify them because we have not really given attention to the nature of poverty, if you will.

I think we were so willing to say all children are alike that we were almost defensive about it. We have come to realize that there are cultural conditions that alter whatever performance there may be, as well as the attitudes.

To have the understanding of these children demands from teachers an additional skill. We don't have it, and I will admit that we as teachers don't have it, generally. I will say that we have an understanding of children, but as to the peculiar needs of children in a peculiar setting, this must be taught because it demands opening up a completely new arena of discussion.

We haven't discussed in our American democracy, the differences among children that are native, that are racial, that are ethnic, to the extent that we could be open and honest. Now we are beginning to do this because title I is making funds available, and we should give services to these children.

So we have, by force, needed to look at the understanding that we have of the children to whom these services mean the most, and in so doing it has demanded a retraining.

Mr. SCHEUER. My point is that there are plenty of teachers who have this understanding and this wisdom and experience, but unfortunately, due to the fact that they have the choice of where they are going to serve, frequently don't wish to serve where the need is the most desperate.

Mrs. KOONTZ. If you would allow me, as teachers, we have discussed this. Our own national teachers organizations have looked at it and discussed it. We know there must be incentives given to teachers who already have this in order to make even an initial impact. This does not mean that we are going to make a separate salary schedule. But we offer incentives of many types to people in all aspects of life and living.