

Then why not offer this kind of incentive if we can bring to a faculty the skills of a teacher who may be the instrument through which that entire faculty learns?

So we are not talking about putting a person in to whom we attach a label of "I am great. I am better than all of you on the scene, and you have done nothing." Of course, that is not the idea. But it is a recognition of the fact that if, as teachers, we need help in art, we bring in a person who has this talent. This is to be likened to any other skill or talent.

Mrs. GREEN. When I asked you about the transfer of teachers and turnover, do you include transfer when you say there is no difference?

Dr. MARLAND. Transfer between schools within the city?

Mrs. GREEN. In a school which is over 90 percent nonwhite.

Dr. MARLAND. Yes, I include that. I would say that there are satisfactions in teaching in segregated schools that appear to be rewarding to some teachers that make them want to teach there, and that the transfer rate is not any higher, broadly speaking, across the board, in segregated Negro-populated schools than in white.

In certain schools, yes, but not classified by Negro or white.

Mrs. GREEN. In certain schools, then, there is a remarkable difference in the number of transfers or turnover?

Dr. MARLAND. Yes, there is some difference. It might be 15 or 10 percent.

Mrs. GREEN. Then there is no appreciable difference.

Dr. MARLAND. I would say this is not a serious problem, nor is it a serious problem, to respond to Mr. Scheuer's companion question, to find able, dedicated teachers that will teach in either situation. I don't think this is a major factor.

I think I could name you now, in some of our segregated Negro high schools, teachers whom I would match against any teacher in the most favored of our city schools.

Mrs. GREEN. If I understand you correctly, then, in Pittsburgh first, and then if you will generalize, you do not, as a superintendent, face any problems in securing adequate staff for, let me term them, the most difficult school situations than you do in staffing your regular schools?

Dr. MARLAND. That is a correct statement. We should be certain, however, to note that we always find difficulty in getting adequate staff; yes.

Mrs. GREEN. But there is no difference.

Dr. MARLAND. No significant difference.

Mrs. GREEN. Do you think the situation in Pittsburgh is unique, or do you think this is the common experience of superintendents of large city schools across the country?

Dr. MARLAND. I am sorry I can't answer that. My impression would be that it is not unique.

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

Mrs. GREEN. Yes. I will yield in a moment.

In the Advisory Committee, has any study been made of this?

Dr. MARLAND. In what committee?

Mrs. GREEN. Has any study of the difficulty of obtaining adequate staff been made?