

no more difficult than it was to get math teachers or science teachers, but what you are saying is you just need more good teachers at all levels.

Dr. MARLAND. In terms of numbers.

Mrs. GREEN. Then why don't we have a Teacher Corps to recruit teachers, period?

Dr. MARLAND. I would welcome this, but I don't think we can spread ourselves that thin. The Teacher Corps, to recruit teachers in general, would be good, but the desperate need for special competency, special training, special sensitivity, special approaches to the classroom task are more discrete and, therefore, call for a different order of training than for conventional teaching.

Mrs. GREEN. Well, I guess I will drop that.

Mrs. KOONTZ. Mrs. Green, I would like very much, if you will permit me, to make a comment.

I think Dr. Marland is right. I think he thinks that Pittsburgh is typical. But I assure you that people in other school systems do have a problem of recruiting teachers to go into these schools serving disadvantaged children.

One of the first problems is that they are dealing with something they don't know how to handle. It is a lack of security on the part of the teacher. They don't have in every school system the procedure they have in Pittsburgh for involving community and teachers, administrators, et cetera, in the planning and approach to many of their problems. They do not have it.

Consequently, there is a special problem of the teacher for these areas. There are teachers whose hearts are willing but they feel inadequate to serving the needs of these children because we have not properly identified them in even the preservice training.

Mrs. GREEN. Let me ask you, then: Do you feel that there is a larger turnover, transfer, or exodus from the schools that have a high percentage of nonwhite and who are in the low economic group than there is in the average school?

Mrs. KOONTZ. From what we have heard teachers say, there appears to be a large turnover or request for it. But I would submit to you that there is an additional factor that perhaps if we examined the qualifications, there are more temporary teachers working in those schools, or teachers working on conditional certificates.

Consequently, they remain in many of those situations because it is rather difficult to transfer out without permanent certificates. This is, again, bound up in a different kind of problem.

Mrs. GREEN. You have articulated the problem we have in Portland. It has been my impression that this is true. That there is a much greater transfer and greater turnover in what I would call "difficult teaching situations."

You said "incentives." You said you would not give them a salary increment. What kind of incentive would you give the teacher?

Mrs. KOONTZ. Smaller numbers of children to work with, which can in itself affect the success of a classroom effort, shorter hours, auxiliary personnel available to them at the time when it is most needed, the kind of social agency help that is available oftentimes but because of the large numbers of schoolchildren is not available when the child needs it most.