

Mr. ERLBORN. Let me interrupt for a moment. The question is either providing more facilities or better use of facilities, but both come down to the use of money, don't they?

Dr. MARLAND. Yes.

Mr. ERLBORN. Which would have produced the more goods for the educational system, funds for staff and greater utilization of your facilities, or the construction of new facilities?

Dr. MARLAND. Immediately, more funds for staff. That is the spirit of title I. But I also add quickly that by the very nature of the way our cities have grown, the ugliness of the inner cities from which people have gradually moved out to the periphery, remains there. That is where the poorer people are. They are attending ugly, ill-equipped, substandard schools to do the very things we are hoping to do under title I. It is not either/or. The first priority should go for operating money for staff.

But a second priority on this subject, close behind it, is to restore dignity to the school buildings where these things happen.

Mr. ERLBORN. Thank you very much.

Mr. HAWKINS. On the question of availability of competent teachers in the disadvantaged areas, this morning I think you responded to Mrs. Green's questions in such a way that it at least gave the impression to me that this was not in some way related to the problem of the difficulties of getting competent teachers to go into disadvantaged areas. I think you were giving the Pittsburgh experience and perhaps relative to that experience throughout the country.

There were some factors, I believe you indicated, other than race that seemed to operate in this particular problem. I think you spoke of the difficulties of getting teachers to go into some areas in which there was instability, hostility, tensions, I believe you mentioned, and so forth, which almost defined the slum ghettos.

I don't know of any in which there are not such tensions, hostility, and so forth, based primarily on unemployment, family disorganization, and so forth. But it did lead me to believe that there was no problem that could not be met by the ordinary teacher.

This is not to speak with disfavor on the profession as such, because I have a very high regard for the teaching profession. It seems to me we need a little clarification of how it is that your response was what it was, in view of the fact that we are experiencing in a lot of areas a very difficult problem of getting competent teachers to go to these areas. I think this needs to be clarified.

You did make a very glowing tribute to the Teacher Corps. I think you spoke of a spirit that they possessed with which it is very difficult to build this case if at the same time we are going to say that another teacher does not have such spirit.

I think we must distinguish between that type of spirit that we attach to the Teacher Corps as distinguished from, I think, a dedication that all teachers may have. But this seems to be not just a dedication to a professional approach but a desire on the part of some individuals to want to go to a particular area as distinguished from those who merely want to go into the teaching profession.

I would like to have your comments on this. I have stated the impression that was given to me. I just want you to either correct