

this impression or to amplify the remarks made this morning that led me to gain such an impression.

Dr. MARLAND. I will try to do that, sir.

The question was couched in the first place, from Mrs. Green, I believe, on the basis of segregated Negro schools as distinguished from schools serving deprived children. I make that distinction only to make the point that I was trying to make this morning, and obviously did not make as clearly as I should.

What I wanted to say was that the very fact that a segregated Negro school may be difficult to staff does not mean that it is just because it is a segregated Negro school. There are other situations equally forbidding to some teachers, often in other parts of the community that may be white, that would also be depressed and deprived and equally forbidding.

I was simply recalling from my own catalog of schools in my community where there are schools that are all white serving depressed neighborhoods that are more difficult in some cases to sustain a good faculty than those in which there are substantially Negro segregated youngsters.

I may be making more of a point than I need to, to clear it up. I merely wanted to advise Mrs. Green that the presence of Negroes wasn't in and of itself forbidding necessarily to the staffing of a school.

Chairman PERKINS. You made the point, as I understand it, that it is difficult to get competent teachers to go to depressed areas, whether they are Negro or white.

Dr. MARLAND. In many cities I am sure it is. She had asked me specifically about Pittsburgh and I said because we work at this intensively it is not as severe as it is in some cities. The truth of it is, as I said to her this morning, it is always difficult to get good teachers for any school system, and we never have enough.

Detroit opened its schools last September, I believe, with 1,000 teachers short of its needs; Philadelphia with 1,200. These are things that we have to face as facts. There is a shortage of good teachers. There is especially a shortage of teachers trained in the theories that are supported by the National Teachers Corps.

Mr. HAWKINS. From that point, let's get to the next phase of it. How is it that the Teachers Corps is able to attract and recruit individuals to go into the teaching profession and to accept these assignments when conventional institutions apparently cannot do this?

Dr. MARLAND. I will try to answer that one very clearly. I have tried that twice before today but I don't think I have made it as I should.

Our young people coming up through college all over this country by and large are enrolled in liberal arts situations. A great majority of them have not yet decided when they go to college what they are going to do afterward, or at least they are openminded on it. Very often the young person, as a freshman or a sophomore in college, has no interest whatsoever in being a teacher. He does not want to take the conventional teacher training courses or those offered in a teacher college, the education courses that are often considered dull. They disdain teaching.