

tinued at the local level insofar as the cost of operations was concerned?

Dr. LETSON. I would certainly propose, Mr. Ayres, that we proceed as far as we can to continue somewhat the same program. I am not at all certain that we could continue as it is now established. I know that the resources with which we could approach it would not make it possible to do what needs to be done in this area.

I would want to emphasize again that one of the greatest contributions that the Teacher Corps can make and is making is to establish a sense of pride on the part of a particular group to move into these culturally deprived areas.

This has been the source of a large part of our problem, that our better people would prefer to go to the easier, more socially acceptable areas of the community. If we can establish as I think the Teacher Corps has made a good beginning in doing, if we can establish that there is a badge of recognition and approval on the part of a dedicated group that moves into these areas, then I am convinced that we will make tremendous strides in other areas of the school system in attracting more capable people to the culturally deprived areas, and that in the final analysis is our greatest need.

Mr. AYRES. Are you saying, Doctor, that it is not necessarily a lack of funds but a lack of incentive and dedication that has prevented these deprived children from having people with the qualifications of those going into the Teachers Corps filling the gap?

Dr. LETSON. I am saying that regardless of whether we wanted this to be the case or not, it has been generally accepted down through the years that the better teachers would be recognized as being better teachers by an assignment to a more culturally deprived community.

I think this is a hard thing to attack. It has been generally felt by a large part of our professional staff, for example, that to be assigned to a culturally deprived school was just some evidence that possibly the teacher had not done as effective a job as he should have done, as untrue then as that may have been.

I do feel that it is urgent that we develop a kind of spirit and a kind of opportunity to recognize the dedication that many teachers really feel by establishing the fact that service in a culturally deprived school or neighborhood is a rewarding professional service that carries with it the kinds of professional rewards that would be recognized generally throughout the community. I think the Teachers Corps has helped us accomplish this. I think the national aspect of it helps to give it that image.

Mr. AYRES. Many of us here in the Congress who were here through the National Defense Education Act provided a special incentive for those who wanted to go into teaching. Many of us felt at that time that perhaps it might be advisable to even give a further incentive or inducement for those who wanted to follow the teaching profession to go into these areas that are not necessarily the easiest ones to teach in.

Do you feel that perhaps we could pursue that line under the National Defense Education Act?

Dr. LETSON. Mr. Ayres, I do not believe it is a matter that is solved solely by salary. I think that the intangible evaluations of this kind of service are more potent in attracting people, capable people, to these positions than the money aspect of it.