

I think that progress is being made in direct proportion to our ability to give a sense of accomplishment and achievement and belonging and real participation to dedicated people as they are placed in these culturally deprived schools and are recognized for the value for the service they render and are given a working situation that makes it possible for them to do an effective job.

Mr. AYRES. Perhaps I should direct this question to the young lady from Richmond. Do you feel that those with whom you are associated are just as interested in pursuing their additional graduate work as they are in teaching in the deprived areas?

In other words, is the real incentive the opportunity to go ahead and be teaching in these deprived areas while at the same time, as you stated, working toward your master's?

Miss HASKINS. I think their first interest is in teaching the disadvantaged. Here you can see the gain. Most of these children need help very badly and it is a motivation to go to school every day to try to help them.

Of course we are very interested in pursuing our education because most good teachers are always trying to improve themselves, but our main interest lies with the children.

Mr. AYRES. If you get your master's degree you will continue in the field of education?

Miss HASKINS. Yes.

Dr. LETSON. May I comment, Mr. Ayers, Thomasine did not have the goal in college or objective to become a teacher and she would have been lost to the teaching profession, in my judgment, had it not been for this program that gave her an opportunity to see what opportunities were available in this field.

Mr. AYRES. Do you feel there are a number of those now in the Corps who fall basically into the same category as this young lady?

Dr. LETSON. Yes, sir; I do, and I feel if we can accomplish the financing of the program in order to permit the kind of recruiting and the kind of evaluation, that we will get an increasingly large number of young people in this same category who would not otherwise have been teachers.

You see, many of them remember or know about teaching only in terms of their own experience in going through school. Many of them have no understanding of the kind of rewards that would be involved in helping children in these deprived neighborhoods. As they experience it under a condition that makes it possible for them to work effectively and under the guidance of an experienced teacher, they begin to recognize these rewards and appreciate them and I am convinced that it would attract many capable people in the teaching profession.

Mr. FORD. Mr. Ayres came toward the end to this question of what is most likely to motivate teachers to work now in the areas we are talking about. Maybe Atlanta is not the best part of our country to solicit an answer to this because you stand out in the part of the country that I come from as a fine example not only for the South but the rest of the country. The frustration over finding a way to encourage teachers to want to go into and stay in the tough schools has been felt in some of our large cities. In Detroit, where I again have