

some familiarity with the situation, a teacher looks forward the second time he signs a contract to go into a nicer school and he works closer and closer to working outside the city all the time, looking for nicer facilities and surroundings, and this is human nature.

In some feeling of frustration, there has been a suggestion in the past you might try combat pay. It has actually been described in this fashion. For some of our teachers who have to teach in some large areas, there are these problems.

Perhaps you have seen what has been going on in New York City the last few days. Perhaps the way to keep teachers in these areas would be to compensate them. Of course this is opposite to the concept of the Teachers Corps which follows the great success we have found in the Peace Corps and VISTA, where people who are very obviously far better qualified than the average to go out and be a success in almost anything they try, are working not only for lower compensation, but generally in alien surroundings, and they have been very successful.

I notice you have six States represented in the interns that you now have working in Atlanta. Recognizing that you are a rather large city for your part of the country, would you have this kind of a mixture in your general teaching group in the elementary schools or would they tend mostly to be local product?

Dr. LETSON. Yes, Mr. Chairman, I think we would have that large distribution in our teachers generally. We engage each teacher in an extensive recruiting program that involves all of the Southern States and most of the border States. We do have a fairly cosmopolitan group.

I would comment that in my judgment the combat pay approach is not the answer. I think the most effective answer is to create the circumstances and the conditions in our culturally deprived schools and neighborhoods that will make it possible for good professional teachers to effectively perform their jobs.

Mr. FORD. There is a second aspect of this that you touched on. You mentioned that you picked as the leaders people who were familiar with their community and were recognized in your system as outstanding teachers.

Is there evidence that the interns are likely to be capable of infecting other people when they leave your system or even if they stay in your system with the new thoughts and new ideas about dealing with young people with special problems approaching the normal educational factories that we run in this country?

Dr. LETSON. We have no statistical evidence, Mr. Chairman, that this is true. We have on the basis of subjective judgment, however, a firm conviction that it is true.

Mr. FORD. Mr. Meeds of New York used the expression esprit de corps in here the other day, and he felt this was an important factor in having a national type Teacher Corps. Is there evidence that there is a prestige factor operating with regard to the interns and lay teachers in your system that would indicate that they as people identified as committed to the Teacher Corps enjoy some prestige as the result of this, with the other teachers, that is?

Dr. LETSON. There is some evidence that this is true. I think that our program has been in operation for too brief a period to really have