

question. We have roughly 5,000 professional people in the Pittsburgh public schools, and I would say easily up to 1,000 could level off sometime in the distant future who would have come in teaching this year, and could be extremely advantageous to us.

I also agree with you that all teachers, conceivably, could profit from this kind of experience. It is like the illustration we used this morning of this being a specialty. The degree to which you have everyone specialized, this would be somewhat wasteful.

Mr. GIBBONS. I imagine you have about 4,000 teachers in your system; is that right?

Dr. MARLAND. About 5,000, counting everybody. That includes paraprofessionals.

Mr. GIBBONS. That would be about a 1-to-5 ratio, roughly, you feel that can be absorbed in your school system; is that right?

Dr. MARLAND. That is right.

Mr. GIBBONS. Do you have any comments as to the relationship or the effect of these Teacher Corps people upon the other staff, the other instructional staff, at the school?

Dr. MARLAND. I find it very comfortable. I fail to perceive the implication that one of the members of the committee drew this morning, that there was some kind of an aura attached to this that made the Teacher Corps people different.

I do not find this whatsoever. I find that conventional teachers welcome these young people as new colleagues, treating them very much as they would with beginning teachers joining our system, and profiting from their presence.

These are exciting young people who bring a new and lively concern to their schools. It is a very compatible relationship. I see no hitches.

Do you wish to comment, Dr. McPherson?

Mr. McPHERSON. No, I would agree with that substantially.

Mr. GIBBONS. Thank you for the information on the Teacher Corps. I am a little more assured about how it works now.

Next I would go to the phenomenon we keep seeing, about 30 percent of our people who enter the fifth grade never graduating from the 12th grade. You can't generalize or put it all on one specific point. I now want to relate that to early identification and early childhood development, teaching child development, really.

What would you say about the wisdom of placing much more emphasis from the Federal categorical level in early childhood teaching? Would these be dollars well spent?

Dr. MARLAND. Yes, it would, and there would be those social scientists and psychologists—we are getting back to Mr. Dellenback's point of priorities—who would put this on priorities.

High emphasis should be given to the early child education. I include here preprimary, or the Headstart level, on up through grades 3 or 4. That is where the difference can be made.

It doesn't mean that we sacrifice the needs of the other children, but that is where the big difference can be made.

Mr. GIBBONS. Roughly, in any school situation, half of the children will succeed, and the dropout rate doesn't exceed a half on a national average. What would you think are the tools that you need to work