

That is basically the question you are asking. Could we spend the same number of dollars that has been devoted to the Teacher Corps and secure a larger educational return in any way?

It is almost impossible to give a simple yes-or-no answer. I think in some instances it might be possible. In general, on a nationwide basis, I doubt it. I doubt it in Atlanta.

Mr. DELLENBACK. Don't hit other areas, but in Atlanta you feel you would not have done as well?

Dr. LETSON. I am afraid we would not.

Mr. BRADENAS. We must now recognize the gentleman from Wisconsin, Mr. Steiger.

Mr. STEIGER. In trying to briefly go through all of your testimony you raise some interesting points and do a good job in supporting your position.

Dr. Letson, if I may, how many teachers in the Atlanta school system usually request a transfer out of whatever you call it, the core area, the disadvantaged area? What kind of a problem do you have with teacher transfers?

Dr. LETSON. We have a sizable problem in that we do have a considerable number of teachers each year who request a transfer. We cannot honor all of those transfer. We do to the extent possible in terms of what we feel is for the best interests of the school system.

We honor the transfers if we can, but have more requests for such transfers than we can honor.

In all honesty, I would have to acknowledge the fact that the race issue has been a part of this factor and has stimulated some of these requests. It has also stimulated some of the reverse kind of action that have brought some teachers into these deprived areas, also.

Mr. STEIGER. On page 6 of your statement you say lower pupil-teacher ratios help, and so forth. How do you work your program with the Teacher Corps in creating this lower pupil-teacher ratio?

Do you put a Teacher Corps team into an area where now you have 30 or 35 pupils per teacher? Can you give me any indication of just how you have tried to work this?

Dr. LETSON. We have staffed all of our schools the same as had we not had a Teacher Corps team. Then the Teacher Corps team moves in as an additional personnel and as an additional resource for that particular school which means that instead of—and our kindergarten is on a two-group basis, one group coming in the morning and one in the afternoon. This means 30 children for 1 teacher in the morning and 30 children for 1 teacher in the afternoon.

With the Teacher Corps we have been able to divide this group of 30 children in both sections into smaller groups in order that the Teacher Corps corpsmen could work with them on an individual or more individual basis and engage in a lot of those activities that were referred to here.

Mr. STEIGER. We had some testimony yesterday in regard to the program of the Bank State College in New York in conjunction with the Office of Education, which is the development of what we can call paraprofessional, or teachers aids, or what title you wish to give them.

May I ask for your own assessment as to the value of a teacher-aid type of program? Let me point to the testimony that Mrs. Goodwin