

Mr. ROSS. We would be glad to do it any way that the committee might feel it is best.

Mr. GIBBONS. It may be interesting. We can spend this money here and then compare your statistics, if you could get them compatible.

Mrs. GREEN. Congressman Hathaway?

Mr. HATHAWAY. Thank you.

Dr. ROSS, your shortage figures are based on certain teacher-student ratios. Are those yours or the States' or the communities', or whose? There would have to be a certain assumption that there should be one teacher for so many students.

Mr. ROSS. Mr. Swerdloff could answer that.

Mr. SWERDLOFF. We first projected requirements on the basis that there wouldn't be any change at all in the teacher-pupil ratio. Then we have alternate projections which assume changes in the trend in pupil-teacher ratios.

Mr. ROSS. These figures that we have in my statement are based on a small decrease in present teacher-student ratios.

Mr. SWERDLOFF. If you read the statement, we said if you improve the ratios to an even more desirable level then you need even more teachers.

Mr. ROSS. I might, in connection with your question, sir, add a little bit. I would like to say a little bit about the Department of Labor's view on improving the situation of teaching among areas of poverty and disadvantaged.

We think it is important to improve the situation there because there is a crippling out-migration of teachers from those schools even when the salaries are relatively high. With the aid to schools in poor districts available under legislation, progress is being made in making teaching in those schools more satisfactory as a professional assignment, but intensified efforts are needed.

We feel that one such effort is to reduce the size of the classes in these schools and to employ assistant teachers and teaching aides so that the teacher can give each child the attention needed for his individual progress. And less of the teacher's time would be spent in custodial and administrative activities and more in the individual coaching and individual attention that these children need so much.

So that in our view, the reduction in the size of classes is an important need in many schools in areas of poverty and disadvantage.

Mr. HATHAWAY. You have answered one aspect of my second question, but before I got to my second question, I wanted to find out a little bit more about those teacher-student ratios.

You don't base it on any study of what an ideal ratio would be, do you? You just take what is empirically there and say that if they don't have teachers to come up with that ratio, then there is a shortage?

Mr. ROSS. Yes, sir.

Mr. SWERDLOFF. There are statistics on the long-range trends in the ratios.

Mr. BRADENAS. If the gentleman will yield, I would like to observe that I was surprised and somewhat annoyed a couple of years ago in trying to get from the Office of Education some justification for their continued reduction of research projects aimed at trying to figure out what the happiest classroom size would be; that is, the teacher-pupil ratio.