

Dr. CARROLL. This has not been raised to us, I think if the principal felt it was going to be something that the students had reason, in terms of their interests, to listen to, they might be authorized to come in only if they went in by the rules of the game, fair presentation and open to questioning.

Mr. DOWDY. In other words, whether any given person can come in and talk, or "lecture" is the word that is being used—whether a person could come in and "lecture," you would leave it up to the principal of the individual schools and you would not have anything to say about it?

Dr. CARROLL. We would have something to say about it, but it has been our policy to allow considerable freedom of action and discussion, particularly on the senior high level where these people are going to be drafted next year often, seniors, and take on responsibilities of citizenship.

TEACHER-PUPIL RATIO

Mr. DOWDY. There is one other point. You mentioned that you presently had a teacher-pupil ratio of 28 to 1. How many students do you have enrolled at the present time?

Dr. CARROLL. Our total enrollment is approximately 151,000. I have a breakdown which I can insert in the record. The 28 to 1 applies to the elementary schools. We have different ratios on the secondary schools.

Mr. DOWDY. You have about 150,000 students?

Dr. CARROLL. Just a little over 150,000 total enrollment.

Mr. DOWDY. The reason I asked that question is that it seems to me this would break down to 20 to 1 ratio.

Dr. CARROLL. In our secondary level we have about 21 to 1, on the secondary level, and in shop and home economics we have about 17 to 1 or 18 to 1 because those are special, and vocational is lower, also, because they have smaller class sizes. The 30 to 1 you mentioned before is the elementary figure.

Mr. DOWDY. With 7,511 teachers, 20 to 1 would mean 150,000 pupils.

Dr. CARROLL. Yes. I think that is a class 15 figure that you gave there, Mr. Weinberg, the total class 15, and that includes counselors, librarians and certain special teachers, as well, not just the classroom teacher.

Mr. DOWDY. Are there any questions, Mr. Nelsen?

COST

Mr. NELSEN. Yes. To pursue further the funding aspects of the pay bills, is H.R. 14526 similar to the pay bill that passed the Senate?

Mr. BACK. H.R. 14526 is the same as the Senate.

Mr. NELSEN. I see. Now, the cost involved in the Senate bill and the cost involved in H.R. 14526, the bill that you are now recommending are identical, is that right?

Mr. BACK. \$13 million for the full fiscal year.

Mr. NELSEN. Now, according to Commissioner Washington, your testimony on page 5, we will be short \$8 million in 1968 and \$12 million for the fiscal year 1969 when you go up to the \$7,000 figure, is that right?