

What, in essence, she said—these five students or four or whatever number percentage-wise it would be, should be put in special groups and special consideration be given them.

Are you and Dr. Manning doing some work in this area? Is there going to be an effort made to getting qualified teachers to come in to work on some of these problem situations and isolate them from the majority of the students who are desirous of learning and trying to get an education?

Dr. CARROLL. Yes, sir. This is a short question but it will take a long time to really answer it correctly.

Mr. SISK. I recognize that it deals in areas in which there are many intangibles, but having talked to so many people, it seems to me that in the final analysis—as I say, this lady has left the system not because of salary but because there were some problems—I was hopeful that this “beefing up” of some of these other things would tend to eliminate some of those problems.

Dr. CARROLL. In complete candor, this will give us the ability for the central staff and the Board to make some decisions on what they would like to have happen because we will have communication systems that will work, let's put it that way, in terms of the particularly difficult children in our schools and we do have large numbers of these. We have attempted to establish some special classes called social adjustment classes, which are still carried with us. This has not been eliminated.

We are also trying a new type of approach to have a smaller class size, and another thing, the use of aides and other types of professionals in supporting teachers and counselors so that we can get to the 5 percent or 4 percent of these children who may be causing the greatest difficulty and who are children who are in the greatest difficulty, and see if we can give them a very individualized, personal attention to see if they can not just isolate them and maybe we don't want to isolate them. We want to correct them and cause them to come into a more conforming type in the school and that can only be done by a very careful and individualized contact between the teacher and the children. We are working on it.

Mr. SISK. I recognize that it is a big subject and one that you certainly cannot give me any ready answer on. The point I wanted to make is this: unfortunately, among teachers, just as we have among politicians and people of every walk of life, there are those who enter the business and are looking for five o'clock and that is about all the interest they have. Merely raising the starting salary of teachers is not the answer for that group of teachers—and unfortunately, there are a few of those but I hope not too many, but we know there are some—you are not going to do too much unless we are able, through efficient use of the monies we make available, to concentrate on people who are qualified to deal with some of these hard-core problems.

Having watched this system here for the last 14 years, I certainly recognize, I think, the need for more and more emphasis in that area, and I hope you will be looking carefully at it.

Dr. CARROLL. Yes, we are.

Mr. SISK. That is all, Mr. Chairman.

Mr. DOWDY. Mr. Broyhill?

Mr. BROYHILL. Mr. Commissioner, I would like to associate myself with the earlier remarks made by the gentleman from California in