

The numbers do not adequately reflect the terrible drain on teacher competence of 471 resignations. Too many of these resignations represent the best of our teachers since it is axiomatic that competing systems are looking for our best staff. Dr. Passow, an educational expert who extensively studied the District School System, found that . . . "there were some teachers and instructional leaders who are as well informed as any the consultants had ever seen. The District, however, does not have its fair share of such people . . ." We must not only stop this drain of our leadership teachers from the system, but the District Schools must be able to offer salary benefits which will reverse this trend and attract leadership teachers to the District.

Dr. CARROLL. Last year, 17.6 percent of the teachers.

Mr. FUQUA. That was for all reasons?

Dr. CARROLL. Yes.

Mr. FUQUA. Deaths, retirements, et cetera. Do you know how many resignations you had or people who taught and did not come back or maybe went to another school system—not the retirements or the deaths?

Dr. CARROLL. 40.2 percent of the total resigned as distinct from leaves of absence, retirement or terminated—which means we let them go—death—

Mr. FUQUA. Out of those who left the school system?

Dr. CARROLL. Those who left on resignation, only 40 percent of that 17.6, and 471 teachers last year was the actual number.

Mr. FUQUA. Have you had a follow-through or do you have a program follow-through to inquire as to their reasons for leaving the school system? I am speaking of these who plain quit, the one that Congressman Sisk was mentioning a while ago.

Dr. CARROLL. We do not have—we keep them only in these categories I indicated there. We group them there. We do not have a detailed listing on the reasons, as such, and where they went. We only have the fact that they resigned, which meant they left in good standing and did not leave to leave the profession, necessarily. They went to other places or other jobs.

Mr. FUQUA. Would not it be helpful for the administration of our school systems to have some follow-up of the teachers who resign, to find out why they are leaving, what are their reasons? Is it salary? Is it morale, or is it poor school conditions? Or they are not satisfied in the teaching profession? Would not this be very helpful?

Dr. CARROLL. Yes, it would, and I think this could be set up. It has been a problem to keep our administration going, as it is, so we have been more or less limiting it to this rather rough categorization of this part. I am the first to say that some of these people who left, the salary was not the major consideration, but I do point out that salary, again, is one of the important factors. I could name people I know working in Prince George's County where the salary was a key factor in their leaving, and also people in Montgomery County we know have left us.

Mr. FUQUA. That is all, Mr. Chairman.

Mr. SISK. Could I ask this one question. I do not want to delay the Committee, but unfortunately, my attention was distracted. I believe, Mr. Commissioner, you were talking with Mr. Broyhill about the dangerous compression of salaries here, and I am somewhat concerned about just how much money we put in in view of the needs—of course, we will never have enough money to meet all of these needs. There is a risk in getting starting salaries too high, because I know and we all