

know of the lawyer who decides he wants to practice law starves to death for several years but he feels that in the future that he is going to make it in the long run because he enjoys the profession, or the doctor or dentist or anyone else in a profession. My concern, as I indicated earlier, has to do with what I feel is a need here, a need for real expertise. I would rather see them starting at \$5,500 or \$6,000; if he is a dedicated teacher who plans to make a life career teaching—he is going into it anyway—we might hold the plum out in the higher steps, because when that person becomes qualified and is doing a real job, we need some people qualified to do a special type of job here in this school system. Sure, we need it everywhere else, and I just hope we are not becoming, let's say, so desperate to get new teachers in the system that we get too compressed and we just have a whole bunch of clock-watchers. Are you satisfied with the in-grade steps and so on here that we are not compressing it too much and that you not using too much money just to get a bunch of new teachers rather than specialized teachers?

Mr. WASHINGTON. I think this, Mr. Sisk. We must look at both of them. The question is now, I think, at least it appears to me, to get our system in a competitive position so that we do not take undue advantage of the dedicated teacher who might prefer to follow the profession but would be ruled out of even following it because of the sheer weight of financial circumstances and I think that we have got to continually watch this.

I think the point has been made that a great number of teachers are staying on. I think the average is \$7,800 so that a number of them are staying on. At the same time, I think it is a balance that I am trying to look for here between the benefits from teachers that are in as well as being in a competitive position to at least recognize those that wish to follow this as a career. If we do not put them in a competitive position, you might find them in some other avenues of employment, even though they prefer to teach, and we simply want to put them in a position to at least have a financial standing sufficient to function as a profession.

Mr. SISK. Then you are satisfied that in the bill which I understand you to be supporting here, which you and Mr. Broyhill discussed, that there is not too much compression; that there is still sufficient incentive; that you are still able to get out and get that special technique and the expertise required; and that we are not putting all the money—or too large a percentage of it—into the starting grade?

Mr. WASHINGTON. I am satisfied, but at the same time, I call your attention to the fact that this is a factor we must watch carefully and study very carefully, and it may be that in the very near future we should come back to it and say that we need to look at this again and will you support us.

Mr. SISK. Thank you, Mr. Chairman.

TEACHER-PUPIL RATIO

Mr. DOWDY. I have a couple of short questions. We have to adjourn. Dr. Carroll, I am still disturbed about what you stated, the 28 to 1 ratio for teachers. You mentioned librarians and counselors are included with the teachers. How many librarians and counselors do you have in the school system, just roughly?