

or as we call them here averages, that that is only part of the question. The other question is the measure of dispersion, and to bring that point home, I always point out that an average is such that if you put one foot on a block of ice and one on a hot plate, on the average you should be relatively comfortable. The dispersion is what we have to look at in many cases to see what things amount to. So when we look at averages, and we look at the average school district, and what the average salaries are, we also have to recognize that some school districts have a salary schedule such that people that have been around for awhile, or who have advanced degrees are remunerated fairly well, but if we have very low entry levels, that average comes down and doesn't look particularly enticing to the general public, and so the idea that I offer to you today is, if you remember right, when we calculated what a school district was eligible for, however much money, and this isn't a question of how much money is in the pool, it is how the money is distributed, and if we took a school district, and using an example, if we took a school district that had an average teacher salary of \$28,000, but that teacher salary range went from 20,000 to 36,000, that would give them, in essence, a \$28,000 average. Now if it goes to the local school district, and we provide a bonus, and let's say that bonus is such that that school qualifies for 700 dollars worth of bonus for each teacher. That is the average that goes out and we assume, in many cases, that is the average that gets distributed. But many schools, as I have been informed, when that went to the bargaining unit at the local level, they distributed it as per a proportionality associated with their current salary schedule. And when you do that, if you had a situation, like I say, where you had the ability to pay \$700 to each teacher, but then distributed based on your salary schedule, the highest paid teacher, the \$36,000 a year teacher, would get \$900, and the \$20,000 teacher would get 500. I don't think that that type of distribution pattern really addresses what we thought we were doing or what we were attempting to do, and that being bringing up those entry level salaries, trying to get that lower paid teacher more enticed, or people who aren't even in the profession being enticed into the profession because they know they are going to start off at a higher rate. And so what I offer to you is something relatively simple. Rather than having...and many school districts do what I am offering, and I think many of you are well aware of those that do that, but simply to mandate rather than having it turned over to the local negotiating committee, to mandate that the amount of money,