

1350 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

We propose that the article be amended by including the following phrase:

Except that no teacher shall be paid less than the teacher would have received for similar services by the original school agency.

We have always been complimentary of legislation that specified that employment of personnel shall be at the prevailing wage. In all of our previous testimony we called specific attention to the fact that one of the unfortunate omissions in each of these legislative proposals was the failure to provide direct funds or incentives for increased teacher salaries.

As in the past, we sincerely urge that a professional teacher's salary beginning at an amount of no less than \$7,000 and increasing to at least \$14,000 in no more than 10 steps be established as a national norm and that funds and incentives be incorporated to make such a salary schedule possible.

It is a known fact that many teachers shun assignment to disadvantaged schools. To attract teachers to these areas, some officials have proposed "combat pay," aggregating \$1,000 to teachers who would accept such transfers. We oppose such devices as demeaning to the students and as besmirching the dignity of a teacher.

Instead, we strongly urge the adoption of the AFT more effective schools program, now in highly successful operation in some 35 New York City slum area schools and recently approved for introduction into the Baltimore schools; and I have a copy of this report which I should like to file with my testimony.

The American Federation of Teachers' more effective schools program is based on an overall plan devised to meet the needs of the disadvantaged school of today. It makes recommendations as to housing, class size, staffing, and instruction.

The very fact that requests by teachers for transfer to the more effective schools exceeds the number of vacancies attests to the effectiveness of the program.

Housing is an important element of the more effective schools program. Yet H.R. 6230 makes no provision for school construction, generally. Available data shows that we are now short 104,000 classrooms throughout the Nation. This means that between 2 and 3 million students are crowded into already overcrowded classrooms, thereby depriving 5 to 6 million students from functional educational opportunities.

The inadequacy of the vocational education allocation and incentives constitutes an equally serious omission. At a time in our history when automation and technology are rapidly changing job demands, our Nation sorely needs skilled craftsmen and technicians. Anyone who recently has tried to get his automobile repaired will painfully learn of the shortage of auto mechanics. Try to repair minor malfunctions in your your home and you will soon learn of the shortage of plumbers. These are but two examples of our need for expanded vocational training opportunities. Many other equally obvious presentations could be made in support of increased vocational education needs. We urge inclusion of additional revenue for this purpose.

In conclusion, Mr. Chairman, we extend our appreciation for the opportunity we have had to present our point of view.