

in the Washington Metropolitan Area. This is particularly essential because suburban areas provide other advantages, such as savings in travel time and a higher socio-economic climate for which large city school systems must in some way compensate if they are to attract and retain capable and enlightened teachers and school officers.

2. That salaries of District of Columbia school teachers and officers should be in a very favorable competitive position with those of other cities having a population over 500,000, particularly those large cities which are likely to recruit personnel from the same areas as the District (e.g., Philadelphia, Pittsburgh, Baltimore, New York).

3. That salaries of District of Columbia school teachers and officers should be in reasonable alignment with salaries paid to classified employees of the Federal and District Governments whose positions entail comparable duties and responsibilities and/or require similar qualifications.

I believe this policy to be important since it establishes a sound direction for salary administration for educational employees. Just as supply and demand affect commodity prices, so does it play a major role in influencing salary levels. In a strong seller's market, characterized by a scarce supply coupled with a heavy demand for a technical knowledge, such as qualified urban teachers, economic forces will override the results of any formula that seeks arbitrarily to determine the salary levels that must be paid.

III. TRENDS IN TEACHERS' SALARIES

A. Local Jurisdictions

The six local school systems (Alexandria, Arlington, Fairfax, Falls Church, Montgomery, and Prince George's) have recently increased their salary schedules for the 1967-68 school year. This will be the fifth consecutive year that most or all of the local school systems have increased teachers' salaries.

Table 1 indicates the trend in the beginning salaries offered classroom teachers by area school systems since the 1963-64 school year:

TABLE 1.—TREND IN THE SALARY FOR BEGINNING BACHELOR OF ARTS TEACHERS BY SCHOOL SYSTEMS IN THE WASHINGTON METROPOLITAN AREA

School System	63-64	64-65	65-66	66-67	67-68
Alexandria.....	\$4,900	\$5,100	\$5,300	\$5,500	\$6,000
Arlington.....	5,000	5,000	5,300	5,500	5,740
Fairfax.....	4,900	5,000	5,200	5,500	5,900
Falls Church.....	4,800	5,200	5,200	5,500	5,629
Montgomery.....	4,820	5,040	5,400	5,500	5,880
Prince George's.....	4,900	5,000	5,400	5,600	5,800
Washington, D.C.....	5,000	5,350	5,350	5,840	5,840
Median (except D.C.).....	4,900	5,020	5,300	5,500	5,880

The increases placed into effect by the six area school systems average approximately six percent, with median salary levels increasing an average of seven percent.

Annual increases placed into effect by most of the local systems for the fifth straight year have placed constant pressure on the District to make annual salary recommendations to Congress. All signs indicate that this treadmill of annual salary adjustments for teachers will continue.

In the Washington Metropolitan Area the District now ranks in fifth place for the 1967-68 school year. This is not an advantageous position for the District to be in if it is to abide by its salary policy.

B. Trends in Major City School Systems

The median starting salaries in 1967-68 for teachers in large city school systems (generally over 500,000 population) increased more than 8 percent over the previous year. The average increase for these 20 cities (excluding the District of Columbia) was 9.1 percent for the 1967-68 school year over the previous year. It is interesting to note that fifteen of these school systems, or 75 percent, placed increases into effect in 1965-66, and eighteen of the same twenty, or 90 percent, raised teachers' salaries in 1966-67. The annual salary cycle noted in the local Metropolitan area is taking place in the city school systems which the District traditionally uses for comparative purposes.