

degrees have lost salary by reason of delays in the submission of pertinent evidence from the college or university granting such degree, or because of omissions from the records of the school system. This amendment would allow the employee to be paid on the effective date of receiving such degree, or 12 months prior to the approval of the Board of Education, whichever date occurs later.

E. Change in Methods of Payment for Employees Working in Summer Schools and the Adult Education School

The proposed amendment of section 13(a) changes the manner of designating rates in the summer school and adult education school from a per diem basis to a per period basis.

At the present time teachers who work in the summer school and adult education schools are paid a per diem rate which is computed on the basis of four and one-half hours. With the growing remedial and enrichment programs taking place in the summer program, there is a need for certain teachers to work beyond the summer teaching day. By establishing a per period rate, the school administration has a greater flexibility in the use of teachers, especially in the summer school program. In the past, the lack of flexibility has necessitated shortening programs because no authority existed to pay beyond the four and one-half hours per diem period.

VI. ESTIMATED COST OF INCREASES

The estimated cost for the increases based on a full fiscal year is estimated at \$5.6 million.

The estimates in detail are as follows:

Increased salaries.....	\$5, 409, 000
Civil Service Retirement (Temporary teachers).....	95, 000
Summer and evening schools.....	165, 000
Life Insurance.....	15, 000
Total.....	\$5, 684, 000

VII. CONCLUSION

It is clear that no single factor establishes a school system's competitive position; it is also clear that salary is not the primary attractor of staff, though it is one of the important factors. In short, the staffing problems cannot be solved only with salaries, but it cannot be solved without a salary advantage. A superior salary schedule is the only major competitive factor which the District Schools can turn to their advantage quickly. Buildings take years to plan and build. Reputations may be lost rapidly and may take years to rebuild. "Challenge" as an attractor is the opportunity to participate in a program of significance, and programs take time to develop and initiate. Compared with these factors, highly competitive salaries can be established quickly.

Urban teaching demands the most capable and dedicated teachers. Every child should have the benefit of an educational program designed to suit his capacities and to develop him to the limit of his potentialities. Ultimately, education serves all of our purposes, but the one it serves most directly is equality of opportunity. I believe that education is the high road of this opportunity, the great avenue that all must travel to succeed. It is essential that the District have the best teachers for this job.

CHART INDEX

Comparison of present and proposed minimum and maximum salaries paid teachers by seven local school systems in the Washington Metropolitan Area.

Chart 1—Bachelor's degree.

Chart 2—Master's degree.

Comparison of minimum and maximum salaries paid teachers by twenty-one cities over 500,000 population.

Chart 3A—Bachelor's degree, minimum salaries.

Chart 3B—Bachelor's degree, maximum salaries.

Chart 4A—Master's degree, minimum salaries.

Chart 4B—Master's degree, maximum salaries.

Footnotes:

Chart 5—Estimated annual starting salaries paid graduates with the Bachelor's degree; June 1967.

Chart 6—Comparison of Salaries of Mayor (City Managers) and Superintendents of schools.