

privileged Americans have been crowding in these areas with great rapidity. Children in this environment, with their handicapped background, naturally pose educational problems less prevalent in other areas. As a consequence, a special effort must be made to secure capable individuals who are willing to work under such conditions. A more adequate salary will be an inducement for facing this challenge.

Instead of spending less on these schools than on others, it will help our situation to make more money available for them. The deterioration of the central parts of our great cities is working like a cancerous growth to impair the health of the whole social part of the whole national structure. They must, consequently, take an important part in preserving and strengthening it. Attracting teachers who are able and willing to function in this environment will help immeasurably.

Referring specifically to the provisions of H.R. 15511 which we support, it would place the Washington school system in a favorable position to compete with others nearby. The starting salary of \$7,000 for the beginning teacher with a B.A. Degree would put us in the forefront of the Metropolitan Area. The initial M.A. salary of \$7,700 would likewise place the District public school system ahead of others in this region.

Aside from improvement in the salary scale, H.R. 15511 contains other amendments to the present law, which we support. It is not necessary to make a detailed analysis of all of them. There is one, however, to which the Teachers' Union has given special attention. It is the proposed deletion of the last sentence of Section 5 (D.C. Code sec. 31-1522) (c).

This would remove the five percent limitation on the number of teacher aides, who could be employed in the school system. At the beginning of our testimony, we emphasized the serious problem of work unconnected with teaching. As has frequently been pointed out, these activities have mushroomed to the point that it is impossible to perform them and also really teach. There is no way to tell how many capable and dedicated men and women are being driven out of the profession by the proliferation of trivial, unprofessional chores.

We have perhaps emphasized clerical work more than other such petty, time-consuming tasks. There are others too numerous to mention. For instance, supervising children during the lunch period may deprive the teacher of a lunch period free from distraction. These aides help take part of such intolerable burdens off the teacher. We should have as many of them as we need. The five percent limitation should, therefore, be removed. Local #6, American Federation of Teachers, strongly supports this amendment.

The maximum salaries provided in H.R. 15511 likewise compare favorably to those granted in Public Law 90-206, to the grades in the Civil Service which would compete with the D.C. School System for the services of highly trained professional personnel.

The most significant comparisons, however, may be made with compensation available to teachers in cities of comparable size with Washington. Perhaps, we should elaborate that a little. We have mentioned the problems existing in the centers of our large cities. We certainly have them here. The crucial situation in the District of Columbia makes comparison with salaries in metropolitan areas