

and taxpayers, and students themselves are asking more of the teachers in our schools. Today we are urging the *best* of our young college-trained people to consider teaching, and particularly teaching in our urban schools, as the exciting new frontier where so much needs to be done. As you know, however, we face a national teacher shortage, the result of having for so long placed the position of teacher at the lower end of the public servant pay scale.

We pay our starting policeman more than our starting teacher. Both positions are vital to the community. We would like to be able to say that if we were attracting the best persons possible to our classrooms, eventually the policeman's lot would be a happier one.

In New York City, the point was made many times in a week that sanitation workers who remove the city's trash and garbage are paid more than the school teachers. And although someone could always ask, "But would you like to be a garbage collector?", we do require considerably more professional preparation of our teachers.

This same question can be asked about teaching in our urban schools. Would you like to be a teacher in one of our urban schools today? In too many cases, the answer is easy—today, young men and women, trained as teachers, might well choose to be policemen or bus drivers, or make the more obvious choice of working for much more pay in much happier surroundings in government or industry.

Dr. A. Harry Passow's report on D.C. schools documents the problems we must solve and suggests ways to move "Toward Creating a Model Urban School System", the title of his study.

He makes it clear that if the District of Columbia is going to build a model urban school system, we must be able to recruit the best young people possible, to attract more *new* teachers, and to assure our teachers that they can consider their teaching a rewarding life-time career. In Washington, we are competing not only with the surrounding school districts but with the multiple opportunities offered the college-trained person by the Federal government and the research industries. Over the past several years, the salary increases we have given our teachers have tended to be cost-of-living increases, which still leave them far behind other professional fields.

We know that salary is not the only factor a prospective teacher considers, but an attractive salary is a good beginning. In most of the District's schools, we can offer them little else. The changes we know are needed in our schools will take time. We need to attract new teachers, we need to retain the effective teachers we have in order to make these changes. We feel your removal of limitations on the number of teacher aides we can bring in to release teachers to teach will be most helpful. Expansion of this teacher aide program is strongly recommended by the Passow report.

It is unfortunate that neighboring school districts must seemingly be engaged in salary wars, but as long as they are, the urban centers must pay the highest scale to obtain and keep good teachers. D.C. Citizens believes that the people of the District are willing to pay all the costs of high quality education. We believe the good teacher in the classroom is where quality education begins.

Mr. Dowdy. Mr. W. F. Strong, President, Meatcutters Union?

Mr. Strong. We will file.