

68061008
TEACHERS' PAY INCREASE

HEARING

BEFORE A

SPECIAL INVESTIGATING SUBCOMMITTEE

OF THE

COMMITTEE ON

THE DISTRICT OF COLUMBIA

HOUSE OF REPRESENTATIVES

NINETIETH CONGRESS

SECOND SESSION

ON

H.R. 14051, H.R. 15511, and H.R. 15747

**TO AMEND DISTRICT OF COLUMBIA TEACHERS' SALARY ACT
OF 1955 TO PROVIDE ONE-STEP SALARY INCREASES**

AND

H.R. 14526 and H.R. 15183

**TO AMEND DISTRICT OF COLUMBIA TEACHERS' SALARY ACT
OF 1955 TO PROVIDE TWO-STEP SALARY INCREASES**

MARCH 20, 1968

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TEACHERS' PAY INCREASE

WEDNESDAY, MARCH 20, 1968

HOUSE OF REPRESENTATIVES,
SPECIAL INVESTIGATING SUBCOMMITTEE OF THE
COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, D.C.

The special investigating subcommittee met, pursuant to notice, at 10:30 a.m., in room 1310, Longworth House Office Building, Hon. John Dowdy (chairman of the Special Investigating Subcommittee) presiding.

Present: Representatives McMillan (chairman of the full committee), Dowdy, Sisk, Fuqua, Nelsen, Broyhill, and Gude.

Also present: James T. Clark, clerk; Hayden S. Garber, counsel; Sara Watson, assistant counsel; Donald Tubridy, minority clerk; and Leonard O. Hilder, investigator.

Mr. Dowdy. This subcommittee will come to order. This is a hearing for several bills on teachers' salary increases; H.R. 14051, H.R. 15747, H.R. 14526, H.R. 15183 by Mr. Broyhill, and H.R. 15511 by Mr. Fraser.

I hope we can get through with the hearing as soon as we can. I understand our colleague, Mr. Broyhill, has a statement he would like to place in the record and make some remarks on preliminary to the hearing and we would recognize Mr. Broyhill.

Staff memoranda and the various bills will be included in the record at this point.

(The documents referred to follow:)

STAFF MEMORANDUM—PROPOSED TEACHER SALARIES—MARCH 20, 1968

Under Commissioner's original bill (H.R. 14051):

(1) An average increase of salaries to start at \$6400—over-all coverage would be 8.3% increase.

Estimated cost: \$5.7 million for full year.

Increases broken down:

	Average increase (percent)	Present	Proposed
For entering teachers.....	9.2		
With B.A. degree.....		\$5,840	\$6,400
With M.A. degree.....		6,385	7,030
With M.A. plus 30 hours.....		6,605	7,345
With M.A. plus 60 hours, or Ph.D.....		6,825	7,660
For Assistant Principals.....	9.3		
For Principals.....	11.0		
For Deputy and Assistant Superintendent.....	13.6		
For Superintendent.....	19.2		

(2) In modified bill (H.R. 15511), starting at \$7,000—over-all coverage would be a 19.2% increase.

Estimated cost: \$13 million for a full year.

(3) H.R. 15747, providing 23.5% increase, would cost an estimated \$15.8 million for a full year.

TEACHERS SALARIES—PRESENT AND PROPOSED

Increase	B.A. Degree		M.A. Degree		M.A.—30 Hrs.		M.A.—60 Hrs., or Ph.D.		Superintendent of Schools
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	
Present law.....	(\$5840—10, 185)		(\$6385—10, 730)		(\$6605—10, 950)		(\$6825—11, 170)		(\$26, 000)
ONE-STEP INCREASE									
H.R. 14051.....	\$6400—10, 000		\$7030—11, 430		\$7345—11, 745		\$7660—12, 060		\$31, 000 (19.2% increase)
H.R. 15511.....	\$7, 000—12, 040		\$7700—12, 740		\$8050—13, 090		\$8400—13, 440		\$34, 000 (30.7% increase)
H.R. 15747.....	\$7, 000—12, 460		\$7700 13, 160		\$8400—13, 860		\$9100—14, 560		\$35, 000 (34.6% increase)
TWO-STEP INCREASES									
H.R. 14526.....	\$6400—10, 800/		\$7030—11, 430/		\$7345—11, 745/		\$7660—12, 060/		\$31, 000/ (19.2%/30.7% increase)
	\$7, 000—12, 040		\$7700—12, 740		\$8050—13, 090		\$8400—13, 440		\$34, 000
H.R. 15183.....	\$6400—10, 800/		\$7030—11, 430/		\$7345—11, 745/		\$7660—12, 060/		\$31, 000/ (19.2%/34.6% increase)
	\$7, 000—12, 460		\$7700—13, 160		\$8400—13, 860		\$9100—14, 560		\$35, 000

FURTHER PROVISIONS OF TEACHER PAY BILLS

I. *Teacher-Aides:*

(1) *Amends education requirements* so that they must have 60 semester hours of college credits "or the equivalent thereof."

(2) *Repeals limitation on number of aides.*

Present law: at no time shall the number "exceed 5% of the number of classroom teachers"

II. *Credit for Previous Service:*

Amends present law to give fair credit for former service upon appointment, reappointment or reassignment in the D.C. system in salary class 15.

Present law: permits credit up to 9 years "in the same type of position". This language prevents, for example, a counsellor in the D.C. schools, receiving credit for as much as 9 years previous service as a teacher.

The proposed change would carry out the original intent and allow credit for previous service in "any position covered in salary class 15" (which includes not only teachers but other personnel, such as counsellors).

III. *Amends effective date of promotions* into Group B, C, or D of any salary class, so that such promotions will be effective on the date of the Board meeting of the 12th month prior to the approval, or on the effective date of the master's degree, doctor's degree, etc., whichever is later.

Present law: such promotions may not become effective earlier than one month prior to the date of approval by the Board. It has been pointed out that in some instances, this Board approval lags behind by more than a year the time the extra credits or degrees are actually earned.

The proposed amendment seeks to provide just treatment in these cases.

IV. *Increases salaries for summer school programs, adult education school programs, and veterans' summer high school center educational employees, and also places all such salaries on basis of "per period".*

Under *present law* all these are on a "per diem" basis, except at adult education schools, which are "per period".

SALARY INCREASES: ONE STEP

(H.R. 14051, 90th Cong., first sess., by Mr. Broyhill on Nov. 16, 1967)

A BILL To amend the District of Columbia Teachers' Salary Act of 1955, as amended

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "District of Columbia Teachers' Salary Act Amendments of 1967."

SEC. 2. The District of Columbia Teachers' Salary Act of 1955 (69 Stat. 521), as amended (D.C. Code, sec. 31-1501 et seq.), is amended as follows:

(1) Section 1 (D.C. Code, sec. 31-1501) is amended by striking the salary schedules contained therein and inserting in lieu thereof the following:

[illegible]

"Salary class and group	Service step								
	1	2	2	4	5	6	7	8	9
Class 7—Continued									
Supervising director, adult education and summer school.									
Supervising director, subject field.									
Supervising director, reading clinic.									
Supervising director, athletics.									
Director, school attendance.									
Supervising director, curriculum.									
Director, elementary education.									
Director, elementary education (ad- ministration).									
Class 8:									
Group B, master's degree.....	\$12, 520	\$12, 830	\$13, 140	\$13, 450	\$13, 760	\$14, 070	\$14, 380	\$14, 690	\$15, 000
Group C, master's degree plus 30 credit hours.....	12, 835	13, 145	13, 455	13, 765	14, 075	14, 385	14, 695	15, 005	15, 315
Group D, doctor's degree.....	13, 150	13, 460	13, 770	14, 080	14, 390	14, 700	15, 010	15, 320	15, 630
Dean of students, teachers college.									
Professor, teachers college.									
Registrar, teachers college.									
Statistical analyst.									
Assistant principal, senior high school.									
Assistant principal, junior high school.									
Assistant principal, elementary school.									
Assistant principal, vocational high school.									
Assistant principal, Americanization school.									
Assistant principal, health school.									
Class 9:									
Group A, bachelor's degree.....	11, 390	11, 700	12, 010	12, 320	12, 630	12, 940	13, 250	13, 560	13, 870
Group B, master's degree.....	12, 020	12, 330	12, 640	12, 950	13, 260	13, 570	13, 880	14, 190	14, 500
Group C, master's degree plus 30 credit hours.....	12, 335	12, 645	12, 955	13, 265	13, 575	13, 885	14, 195	14, 505	14, 815
Group D, doctor's degree.....	12, 650	12, 960	13, 270	13, 580	13, 890	14, 200	14, 510	14, 820	15, 130
Assistant director, food services.									
Class 10:									
Group B, master's degree.....	11, 470	11, 780	12, 090	12, 400	12, 710	13, 020	13, 330	13, 640	13, 950
Group C, master's degree plus 30 credit hours.....	11, 785	12, 095	12, 405	12, 715	13, 025	13, 335	13, 645	13, 955	14, 265
Group D, doctor's degree.....	12, 100	12, 410	12, 720	13, 030	13, 340	13, 650	13, 960	14, 270	14, 580
Assistant director, audiovisual in- struction.									
Assistant director, subject field.									
Assistant director, adult education and summer school.									
Supervisor, elementary education.									
Class 11:									
Group B, master's degree.....	10, 950	11, 260	11, 570	11, 880	12, 190	12, 500	12, 810	13, 120	13, 430
Group C, master's degree plus 30 credit hours.....	11, 265	11, 575	11, 885	12, 195	12, 505	12, 815	13, 125	13, 435	13, 745
Group D, doctor's degree.....	11, 580	11, 890	12, 200	12, 510	12, 820	13, 130	13, 440	13, 750	14, 060
Assistant director, practical nursing.									
Associate professor, teachers college.									
Chief librarian, teachers college.									
Class 12:									
Group B, master's degree.....	10, 430	10, 740	11, 050	11, 360	11, 670	11, 980	12, 290	12, 600	12, 910
Group C, master's degree plus 30 credit hours.....	10, 745	11, 055	11, 365	11, 675	11, 985	12, 295	12, 605	12, 915	13, 225
Group D, doctor's degree.....	11, 060	11, 370	11, 680	11, 990	12, 300	12, 610	12, 920	13, 230	13, 540
Chief attendance officer.									
Clinical psychologist.									
Class 13:									
Group B, master's degree.....	9, 360	9, 740	10, 120	10, 500	10, 880	11, 260	11, 640	12, 020	12, 400
Group C, master's degree plus 30 credit hours.....	9, 675	10, 055	10, 435	10, 815	11, 195	11, 575	11, 955	12, 335	12, 715
Group D, doctor's degree.....	9, 990	10, 370	10, 750	11, 130	11, 510	11, 890	12, 270	12, 650	13, 030
Assistant professor, teachers college.									
Assistant professor, laboratory school.									
Psychiatric social worker.									

"Salary class and group	Service step							
	1	2	3	4	5	6	7	8
Class 14:								
Group A, bachelor's degree	\$7,150	\$7,830	\$8,150	\$8,470	\$8,790	\$9,110	\$9,430	\$9,750
Group B, master's degree	8,140	8,460	8,780	9,100	9,420	9,740	10,060	10,380
Group C, master's degree plus 30 credit hours	8,455	8,775	9,095	9,415	9,735	10,055	10,375	10,695
Group D, doctor's degree	8,770	9,090	9,410	9,730	10,050	10,370	10,690	11,010
Coordinator of practical nursing.								
Census supervisor.								
Class 15:								
Group A, bachelor's degree	6,400	6,600	6,800	7,050	7,435	7,750	8,065	8,380
Group B, master's degree	7,030	7,230	7,430	7,680	8,065	8,380	8,695	9,010
Group C, master's degree plus 30 credit hours	7,345	7,545	7,745	7,995	8,380	8,695	9,010	9,325
Group D, master's degree plus 60 credit hours or doctor's degree	7,660	7,860	8,060	8,310	8,695	9,010	9,325	9,640
Teacher, elementary and secondary schools.								
Attendance officer.								
Child labor inspectors.								
Counselor, placement.								
Counselor, elementary and secondary schools.								
Librarian, elementary and secondary schools.								
Librarian, teachers college.								
Research assistant.								
School social worker.								
Speech correctionist.								
Instructor, teachers college.								
Instructor, laboratory school.								
School psychologist.								

"Salary class and group	Service step					Longevity step	
	9	10	11	12	13	X	Y
Class 14:							
Group A, bachelor's degree	\$10,070	\$10,390	\$10,710	\$11,030	\$11,350	-----	-----
Group B, master's degree	10,700	11,020	11,340	11,660	11,980	-----	-----
Group C, master's degree plus 30 credit hours	11,015	11,335	11,655	11,975	12,295	-----	-----
Group D, doctor's degree	11,330	11,650	11,970	12,290	12,610	-----	-----
Coordinator of practical nursing.							
Census supervisor.							
Class 15:							
Group A, bachelor's degree	8,695	8,950	9,200	9,450	9,700	\$10,200	\$10,800
Group B, master's degree	9,325	9,580	9,830	10,080	10,330	10,830	11,430
Group C, master's degree plus 30 credit hours	9,640	9,895	10,145	10,395	10,645	11,145	11,745
Group D, master's degree plus 60 credit hours or doctor's degree	9,955	10,210	10,460	10,710	10,960	11,460	12,060
Teacher, elementary and secondary schools.							
Attendance officer.							
Child labor inspectors.							
Counselor, placement.							
Counselor, elementary and secondary schools.							
Librarian, elementary and secondary schools.							
Librarian, teachers college.							
Research assistant.							
School social worker.							
Speech correctionist.							
Instructor, teachers college.							
Instructor, laboratory school.							
School psychologist.							

(2) Section 5(c) (D.C. Code, sec. 31-1522(c)) is amended (a) by inserting immediately before the period at the end of the third sentence the words "or the equivalence thereof", and (b) by striking out the fifth sentence.

(3) The third sentence of paragraph (1) of subsection (a) of section 7 (D.C. Code, sec. 31-1532(a)(1)) is amended by striking out "the same type of position" and inserting in lieu thereof "any position covered in salary class 15".

(4) Section 8(a) (D.C. Code, sec. 31-1533(a)) is amended by inserting immediately after the word "position", each time it appears in the subsection, the words "or class".

(5) Section 10(a) (D.C. Code, sec. 31-1535(a)) is amended to read as follows:

"(a) On and after the effective date of the District of Columbia Teachers' Salary Act Amendments of 1967, each promotion to group B, group C, or group D, within a salary class, shall become effective—

"(1) on the date of the regular Board meeting of the twelfth month prior to the date of approval of promotion by the Board, or

"(2) on the effective date of the master's degree or doctor's degree or on the completion of thirty or sixty credit hours beyond the master's degree, as the case may be, whichever is later."

(6) Section 13(a) (D.C. Code, sec. 31-1542(a)) is amended to read as follows:

"(a) The Board is authorized to conduct as part of its public school system the following: summer school programs, extended school year programs, adult education school programs, and an Americanization school, under and within appropriations made by Congress. The pay for teachers, officers, and other educational employees in the summer school programs, adult education school programs and veterans' summer high school centers shall be as follows:

"Classification	Per period		
	Step 1	Step 2	Step 3
Summer school (regular):			
Teacher, elementary and secondary schools; counselor, elementary and secondary schools; librarian, elementary and secondary schools; school social worker; speech correctionist; school psychologist; and instructor, District of Columbia Teachers College.....	\$5.48	\$6.12	\$6.68
Psychiatric social worker and assistant professor, District of Columbia Teachers College.....	6.58	7.34	8.02
Clinical psychologist.....	6.85	7.65	8.35
Associate professor, District of Columbia Teachers College.....	7.12	7.96	8.68
Assistant principal, elementary and secondary schools, and professor, District of Columbia Teachers College.....	7.95	8.87	9.69
Supervising director.....	8.22	9.18	10.02
Principal, elementary and secondary schools.....	8.77	9.79	10.69
Veterans' summer school centers: Teacher.....	5.48	6.12	6.68
Adult education schools:			
Teacher.....	6.03	6.73	7.35
Assistant principal.....	8.74	9.76	10.66
Principal.....	9.65	10.77	11.76

SEC. 3. The provisions of this Act shall take effect the first day of the first month following its enactment.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, November 14, 1967.

The Honorable, the SPEAKER,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. SPEAKER: I have the honor to submit herewith a draft bill "To amend the District of Columbia Teachers' Salary Act of 1955, as amended."

The purpose of this bill is to strengthen the competitive salary position of the District of Columbia Public School System and to provide District teachers and school officers a basis for continued professional growth and development in order that each child shall have the benefit of teachers qualified to develop him to the limit of his potentialities.

The draft bill¹ amends the Act in the following manner:

Section 1 of the bill gives the legislation the title "District of Columbia Teachers' Salary Act Amendments of 1967".

Section 2(1) of the bill amends section 1 of the Act by increasing the salaries of teachers and school officers by approximately 8.3 percent.

Section 2(2) amends section 5(c) by adding at the end of the third sentence the words "or the equivalence thereof". This will allow the teacher-aides experience to be substituted for certain academic credit hours now required by the Act. In addition, the fifth sentence of the subsection is deleted, thereby removing the limitation on the number of teacher-aides.

Section 2(3) amends section 7(a) by deleting the words "the same type of position" and inserting "any position covered in salary class 15". This amendment gives experience credit to counselors and librarians coming from outside the D.C. Public School System who have compatible educational experience, such as teaching, in like manner as there presently exists interchangeability within salary class 15 for employees appointed from within the D.C. Public School System.

¹ Introduced as H.R. 14051.

Section 2(4) amends section 8(a) by adding after the word "position" each time it appears in the sub-section the words "or class". This will allow an employee in salary class 15 who changes from one position to another within the same class to be credited for the total experience in both positions toward the satisfaction of the 2-year probationary period.

Section 2(5) amends section 10(a) to allow the Board of Education to credit educational attainment of a teacher or school officer 12 months prior to the date of Board approval.

Section 2(6) amends section 13(a) by changing the manner of designating rates in the summer school and adult education school from a per diem to a per period basis.

Section 3 of the draft bill makes the legislation effective on the first day of the first month following its enactment.

I am attaching hereto a justification for the salary schedule proposed in the draft bill and an analysis of the other provisions incorporated therein. I strongly urge that the Congress enact this much needed raise for District public school teachers. The District of Columbia Board of Education endorses this proposal.

The estimated cost for the pay raises is \$5,685,000 on a full year basis. Should the effective date of the proposed bill be January 1, 1968, the additional cost to the District of Columbia will be \$3.4 million for the last six months of Fiscal Year 1968. The funds required to meet such additional cost for this portion of Fiscal Year 1968 have been reserved in the 1968 Appropriation Bill, as reported by the Senate Appropriations Committee. The financing for Fiscal Year 1969 will have to be considered in conjunction with the preparation of the 1969 budget.

I have been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this legislation to the Congress.

Sincerely yours,

WALTER E. WASHINGTON,
Commissioner of the District of Columbia.

JUSTIFICATION FOR TEACHER PAY RAISES AND ANALYSIS OF DRAFT BILL

I. BASIS FOR RECOMMENDATION

The basis for my recommending this proposed legislation adjusting salaries for D.C. teachers and school officers are several and are cited as follows:

1. The increases, averaging 7 percent, in salary levels approved by the six local school jurisdictions for the 1967-68 school year.
2. The increase, averaging 8.2 percent, made by all of the 20 other cities over 500,000 in population for the 1967-68 school year.
3. The marked increase, averaging 8.3 percent higher in June 1967 for nontechnical occupations and 7.5 percent for technical fields, in beginning salaries offered college graduates by private industry.
4. The high employment qualification requirements for teachers and the overall economic status of teachers.

The primary consideration in the preparation of the draft legislation is to insure quality education in the District of Columbia. With the continual increase in school enrollment, an adequate number of teachers is only part of the problem. The other part is quality. I believe that the quality of the teacher is the key to good education.

II. RESTATEMENT OF SALARY POLICY

The effectiveness of any sound salary administration program is its ability to recruit its share of qualified employees in the labor market, retain highly competent employees who are giving quality performance and provide a salary level which gives employees relative economic security.

"Setting salaries" is a phrase having several different meanings; however, for the purpose of salary setting for D.C. teachers and school officers, the following philosophy is used as a general guide:

1. That the minimum salaries for District of Columbia public school teachers should be significantly higher than minimum salaries paid by school systems in the Washington Metropolitan Area and that the maximum salaries for the District of Columbia public school teachers should be close to the highest rates paid in this area. That the salaries for District of Columbia school officers should be close to the highest salaries paid by school systems

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.

A continued upward thrust in salary levels for teachers is quite predictable, especially in the light of increased activity in teacher unionization. As a result, teachers are more prone than in the past to take concerted action to press their demands. The catalyst for the exercise of increased organized pressure has been the receptivity of Boards of Education and public officials to determine wages through collective bargaining. This pressure is quite evident by the recent increases given teachers in New York and Detroit. Both contracts provide for increases over the next two school years.

At the present time, in comparison with the twenty other cities over 500,000 population, the District ranks in 15th place for beginning teachers. This is an extremely undesirable position to be in and it leaves little hope of recruiting the District's share of qualified teachers in this highly competitive labor market. The District will also have a difficult time in meeting its second policy guide that the District should be in a favorable competitive position with the 20 other cities over 500,000 population.

C. Trends in Beginning Salaries Paid by Private Industry

Frank S. Endicott, in his 21st annual report entitled, "Trends in Employment of College and University Graduates in Business and Industry," notes that, in addition to federal, state, county, and local government needs for new college talent, there is very great demand in 1967 by private industry for new college graduates. This same market for women college graduates has increased 21 percent over 1966.

Table 2 indicates the average annual starting salaries for men and women graduates in various fields. It should be noted that some of these fields can and do attract graduates in education who qualify in chemistry, mathematics, and other technological subjects.

TABLE 2.—AVERAGE ANNUAL STARTING SALARIES PAID TO MEN¹ AND WOMEN² GRADUATES WITH BACHELOR'S DEGREES, JUNE, 1967

Field	Men	Women
Engineering.....	\$8,544	\$8,208
Accounting.....	7,344	6,984
Business Administration.....	6,864	-----
Liberal Arts.....	6,780	6,000
Chemistry.....	7,896	7,452
Physics.....	8,196	-----
Mathematics-Statistics.....	7,632	7,104
Economics-Finance.....	7,088	6,630
Secretaries.....	-----	5,088
Teaching.....	5,142	5,142

¹ Based on "Trends in Employment of College and University Graduates in Business and Industry" by Frank S. Endicott, Dec., 1966.

² Based on 1966 salaries since companies recruit women individually through direct application and projections cannot be made as in the case of men.

The College Placement Council (a highly computerized service) indicates even higher salary levels for these curriculum fields. The levels for all technical fields average 7.5 percent over 1966, while for all nontechnical fields they average 8.3 percent over 1966.

As can be seen from Table 2, private industry can be very attractive from a monetary standpoint to technically trained graduates who are also in a shortage category in the teaching field.

IV. PROPOSED SALARY ADJUSTMENT FOR D.C. TEACHERS AND SCHOOL OFFICERS

A review of the information contained in the first part of this study indicates that the trend in teachers' salary levels has changed rather significantly in the surrounding school jurisdictions as well as in the other major cities over 500,000 populations. If the District is to abide by its salary policy, then a salary increase of approximately 8 percent seems justified and highly desirable.

The impact of this increase on the salaries of teachers and school officers is indicated below:

A. Salary Increases for Classroom Teachers—Salary Class 15

An increase of approximately 8 percent would change the current salary ranges for teachers in the following manner:

Class 15	Present		Proposed		Amount of Increase	
	Min.	Max.	Min.	Max.	Min.	Max.
Bachelor's degree (BA).....	\$5,840	\$10,185	\$6,400	\$10,800	\$560	\$615
Master's degree (MA).....	6,385	10,730	7,040	11,430	655	700
Master's degree plus 30 credit hours (MA plus 30).....	6,605	10,950	7,345	11,745	740	795
Master's degree plus 60 credit hours or doctor's degree (MA plus 60 or Doctorate).....	6,835	11,170	7,660	12,060	835	890

1. Salary Comparisons—Local School Systems

The most vigorous competition for the recruitment of new teachers and the retention of experienced teachers comes from the six surrounding school jurisdictions. The District, like many urban centers, must compete for teachers with its more affluent neighbors, who pay higher, or at least comparable salaries, have less difficult teaching problems, and generally have newer school buildings.

Although numbers and quality of teachers are particularly critical issues, their shortage can never be adequately alleviated if teaching continues to be an unattractive career for those individuals with the high qualities of mind and character needed in the profession.

Charts 1 and 2 illustrate graphically how the District competes with the surrounding school jurisdictions at the minimum and maximum salary levels for bachelor and master degrees. Without an increase for the 1967-68 school year, the District lost the favorable position it held during the 1966-67 school year, as illustrated in Table 3.

TABLE 3.—RANKING OF THE DISTRICT OF COLUMBIA WITH SIX AREA SCHOOL SYSTEMS FOR MINIMUM SALARIES PAID CLASSROOM TEACHERS

Levels	D.C. Position 1966-67	Ranking for 1967-68 School Year without D.C. Change	Ranking for 1967-68 School Year with Proposed 8 percent Increase
	(1)	(2)	(3)
BA.....	1st	5th	1st
MA.....	1st	5th	1st
MA plus 30.....	2nd	6th	2nd
MA plus 60 or Doctorate.....	3rd	5th	2nd

Without a change, as indicated in Column 2 of Table 3, the District has lost its salary advantage and has gone into the 1967-68 school year in very poor competitive position. However, as shown in Column 3, the District would retain its first place position for the BA and MA minimum salaries paid teachers and be in 2nd place for MA plus 30 and MA plus 60 levels, respectively.

A comparison of the District's position at the maximum levels is indicated by Charts 1 and 2 and Table 4 below.

TABLE 4.—RANKING OF DISTRICT OF COLUMBIA WITH SIX AREA SCHOOL SYSTEMS FOR MAXIMUM SALARIES PAID CLASSROOM TEACHERS

Levels	D.C. Positions for 1966-67	Ranking for 1967-68 School Year without D.C. Change	Ranking for 1967-68 School Year with Proposed 8 percent increase
	(1)	(2)	(3)
BA.....	2nd	3rd	1st
MA.....	4th	6th	5th
MA plus 30.....	4th	6th	5th
MA plus 60 or Doctorate.....	6th	6th	4th

2. Salary Comparisons—Major City School Systems

It has been the District Government's policy that District Public School teachers' salaries should be competitive with the 20 cities over 500,000 population. Charts 3A through 4B provide a comprehensive comparison with these 20 cities for both minimum and maximum salaries paid at the various academic preparation levels.

Table 5, below, summarizes the District's position, related on the basis of the 1967-68 school year salaries.

TABLE 5.—RANKING OF THE DISTRICT OF COLUMBIA WITH 20 CITIES OVER 500,000 POPULATION FOR MINIMUM AND MAXIMUM SALARIES PAID CLASSROOM TEACHERS, 1967-68

	Present D.C. Position		D.C. Position using Proposed Salary Changes	
	Minimum	Maximum	Minimum	Maximum
	(1)	(2)	(3)	(4)
BA	15th	6th	4th	2nd
MA	13th	6th	5th	5th
MA plus 30	12th	10th	6th	3rd

At the end of the 1966-67 school year, the relative position of the District was near the median or middle for many of the educational levels. However, as noted in columns (1) and (2) of Table 5, as the large city school systems adjust salaries, the District finds itself in an extremely disadvantageous position as it drops below the median, especially for minimum salaries paid.

Purely from a recruiting standpoint, the District cannot afford to be in a position as low as 15th place, since it is competing with many other school systems for a limited supply of quality college graduates. During the 1966-67 school year, D.C. Public School recruiting teams visited approximately 80 colleges and universities as far west as Lincoln, Nebraska. Many other school systems (including high-paying suburban systems) were also recruiting at the same time. A salary which is not fully competitive makes the job of recruiting even more difficult. Chart 5 illustrates the salaries offered June 1967 college graduates in selected jobs compared to the average starting salaries for teachers.

The graphic charts (3A through 4B) indicate that if salaries were adjusted as proposed, the District's competitive position, although good nationally, would generally be excellent with respect to the large cities on the east coast.

Therefore, the attached proposed legislation increasing teachers salaries 8.3 percent not only seems highly justified but also highly desirable.

B. Salary Increases for School Officers—Salary Classes 2 through 14

Accepted practice has been to develop the remainder of the salary schedule for school officers by establishing relationships between salaries of teachers and salaries of certain "benchmark positions" (i.e., key positions used for comparison purposes) which are found in school systems in other large cities. These ratio, or index, differentials form the basis for maintaining the proper class relationships. Table 6, below, indicates this relationship for certain selected key jobs in the school system.

TABLE 6.—INDEX RELATIONSHIP OF PROPOSED MAXIMUM SALARIES FOR KEY JOBS AS A PERCENTAGE OF SALARY STEP 13 FOR CLASSROOM TEACHERS WITH A MASTER'S DEGREE

Key Job	Class	Maximum Salary	Index
Teacher.....	15B	\$10,330	1.00
Assistant Professor.....	13B	12,400	1.20
Assistant Principal.....	8B	15,315	1.50
Principal, Level III.....	6B	16,730	1.62
Dean, Teachers College.....	4	18,565	1.80
Assistant Superintendent.....	3	22,000	2.10
Deputy Superintendent.....	2	25,000	2.45
Superintendent.....	1	31,000	3.10

¹ Service Step 13.

Since the establishment of the school officer levels is based on a rational index relationship above the teachers' level at class 15, it is recommended that the rates

for such officers in the draft legislation be approved. Slightly more than 29 percent of school systems with enrollments of 100,000 or more derived their salary schedules on an index or ratio basis in 1966-67.

C. Salary for the Superintendent of Schools

For a number of years the Board of Commissioners has approved and supported higher salary levels for the Superintendent and Deputy Superintendent. In doing so, the Commissioners have recommended a salary level for the Superintendent higher than their own. Congress, however, has been reluctant to provide a higher salary for the Superintendent than that received by the Commissioners, and therefore, no salary increase was given either the Superintendent or Deputy Superintendent by Congress in 1966. The Superintendent's salary has not been adjusted since 1964.

I also take the position that the Superintendent's salary is too low in comparison with his responsibilities. I am informed that the salary presently authorized for the Superintendent of Schools of the District of Columbia ranks in a tie for 18th place with the 20 other cities over 500,000 population and fourth with the six other local school systems. This certainly does not correlate with either the size of the system or its problems. Accordingly, I vigorously support the \$31,000 salary recommended in the draft legislation.

A survey recently conducted by the D.C. Personnel Office has disclosed that 14, or 70 percent, of the major cities pay the Superintendent of Schools a higher salary than they pay their mayor or city manager, as the case may be, which indicates that it is not unusual for the Superintendent to receive a higher salary than the top administrative position in a city (Reference Chart 6).

For the school year 1966-67 the average salary paid superintendents in systems with enrollments of 25,000 or more was \$25,151. This indicates the need for a salary increase for the D.C. Superintendent of Schools when it is considered that the enrollment in the District is approximately 149,000. I find it of interest to note that the lowest salary paid a superintendent by any one of the 20 other cities over 500,000 population was the \$25,000 paid by San Antonio and St. Louis whose enrollments are substantially below the District's (i.e., 76,000 and 115,000, respectively).

The proposed salary level of \$31,000 for the Superintendent would rank the position in thirteenth place nationally and second place locally, but continue to be below the median of \$32,500.

V. PROPOSED AMENDMENTS OTHER THAN SALARY

A. Removal of Teacher-Aide Limitations

Section 202(4) of Public Law 89-810, approved November 13, 1966, added a section 5(c) to the District of Columbia Teachers' Salary Act of 1955, authorizing the position of teacher-aide (noninstructional) to be established at a grade not higher than GS-4, requiring that the minimum qualification for appointment to this position shall be the successful completion of at least 60 semester hours from a recognized institution of higher learning, and providing that the number of teacher-aides shall at no time "exceed 5%" of the number of classroom teachers in salary class 15" under the Teachers' Salary Act or any other act.

The proposed legislation amends such section 5(c) by allowing either 60 semester hours "or the equivalence thereof" as satisfaction of the educational requirement for teacher-aides. The National Education Association reports that approximately two-thirds of the systems using paid teacher-aides require at least a high school education, although some have no educational requirements, and others require a college degree. Table 7 indicates educational requirements of teacher-aides in 217 systems with 12,000 or more enrollment.

TABLE 7.—EDUCATIONAL REQUIREMENTS FOR PAID TEACHER-AIDES IN 217 SCHOOL SYSTEMS WITH 12,000 OR MORE ENROLLMENT, 1966-67

Educational Requirements	Percent of Systems
Elementary Education.....	38
High-School Education.....	65
Some college but no degree.....	32
College degree.....	18

Source: NEA Research Bulletin; Vol. 45, No. 2, May 1967.

Currently, approximately 311 teacher-aides are employed in the D.C. Public School System. These individuals were employed prior to the passage of Public Law 89-810, and paid from funds authorized by other legislation. The requirement of 60 semester hours has necessitated the reduction in grade of teacher-aides, who, although having experience, do not have the educational attainment. The amendment would allow equivalent experience as qualifying in the same manner as other GS-4's qualify under the Classification Act.

The amendment in the proposed legislation would also eliminate the 5 percent limitation on the number of teacher-aide positions allowed to be established by the D.C. Public School System. This restriction has seriously curtailed the program, since funds from many sources, such as the Elementary and Secondary Education Act, are available and cannot be used. Table 8 provides a summary of fund sources for teacher-aide programs in other school systems.

TABLE 8.—SOURCES OF FUNDS FOR TEACHER-AIDE PROGRAMS, 1965-66—SCHOOL SYSTEMS ENROLLING 12,000 OR MORE PUPILS

[In percent]

Source of funds	Provides partial funding	Provides total funding
Public school funds.....	63.1	25.3
ESEA (Elementary and Secondary Education Act).....	63.6	24.9
Office of Economic Opportunity.....	27.2	1.4
Foundations.....	7.4	-----
Special state funds.....	3.2	0.5

Source: NEA Research Bulletin, vol. 45, No. 2, May 1967.

The teacher-aide program can only be effective if it can give teachers more time for teaching. This concept has been well explained in the Title I, Model School Proposal, in the following manner:

"Teachers who are overburdened with the extraordinary range of tasks demanded of them are not in a position to meet the many instructional and developmental needs of deprived children. It is therefore essential to offer these teachers some help, so as to free them to use the talents and insights they possess * * * If the children have the chance to relate to more than one adult in a classroom, and if they have available to them the attentions of more than one adult, it stands to reason that they will receive more highly individualized instruction."

I am informed that the proposed amendment of section 5(c) of the Teachers' Salary Act of 1955 will materially enhance the teacher-aide program in the D.C. Public School System.

B. Service Step Assignment

An amendment of section 7(a) of the Teachers' Salary Act of 1955 is being requested in order that those persons in positions in Class 15, appointed from outside the D.C. Public School System, such as librarians and counselors, can be given experience credit for educational experience other than as librarians or counselors.

There is already interchangeability within Class 15 positions for those appointed from within the D.C. Public School System.

C. Probationary Tenure Credit

The proposed amendment of section 8(a) allows an employee to be given credit toward satisfaction of the 2-year probationary period when serving in different positions in a salary class.

For example, the Act currently provides that a teacher in order to attain permanent status must serve two years of probationary service in *that position*; however, if the teacher should have also served as a counselor or librarian within the two-year period he or she must continue as a probationary employee until two years have been served in a single position. This amendment will allow a teacher, school officer, or other employee under the Act to be given credit for serving two years in any position in the class as satisfaction of the probationary tenure requirement.

D. Correction of Effective Date for Educational Attainment

The proposed amendment of section 10(a) allows the Board of Education to credit the educational attainment of a teacher or school officer 12 months prior to the date of approval by the Board. Employees who have acquired advanced

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.

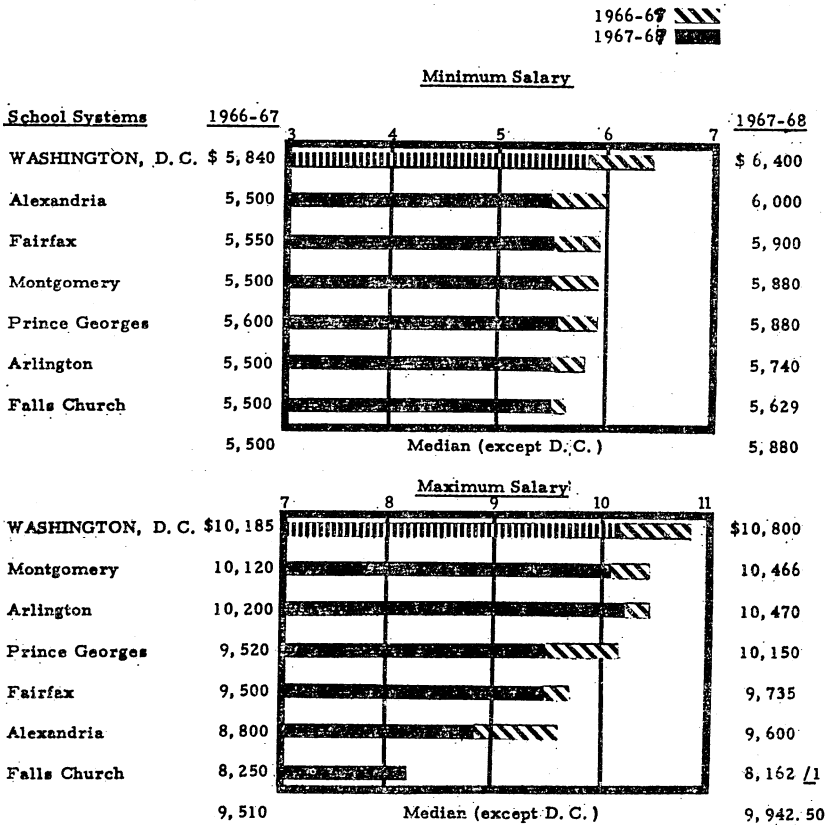
Chart 4B—Master's degree, maximum salaries.

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.

**COMPARISON OF PRESENT AND PROPOSED MINIMUM AND MAXIMUM
SALARIES PAID TEACHERS WITH BACHELOR'S DEGREES
BY SEVEN LOCAL SCHOOL SYSTEMS IN THE
WASHINGTON METROPOLITAN AREA**



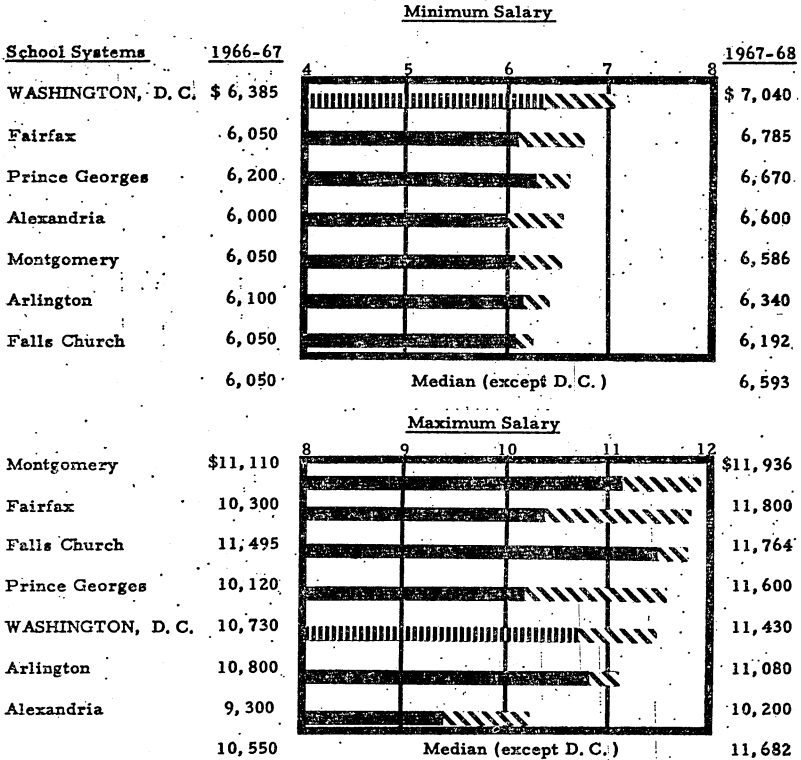
^{/1} The city of Falls Church has dropped the 10th step from the pay schedule for this class.

Source: National Education Association Research Report, 1966-67; 1966-R-17;
Current Salary Schedules for Classroom Teachers and Certain School
Officers; D. C. Public Schools, May 1967; Unpublished Data from survey.
October, 1967

¹² See footnotes on p. 21.

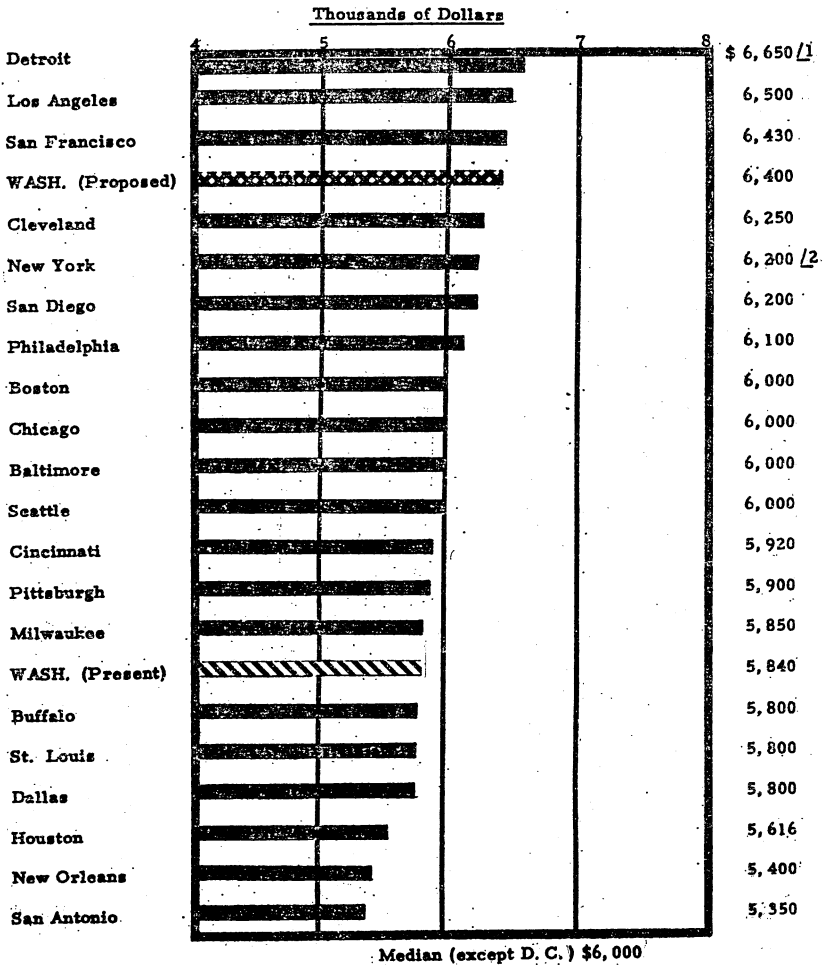
**COMPARISON OF PRESENT AND PROPOSED MINIMUM AND MAXIMUM
SALARIES PAID TEACHERS WITH MASTER'S DEGREES
BY SEVEN LOCAL SCHOOL SYSTEMS IN THE
WASHINGTON METROPOLITAN AREA**

1966-67 
1967-68 



Source: National Education Association Research Report, 1967-68; 1967-R-16;
Current Salary Schedules for Classroom Teachers and Certain School
Officers, D. C. Public Schools, May 1967; Unpublished Data from survey
October, 1967.

**COMPARISON OF MINIMUM SALARIES PAID TO TEACHERS WITH
BACHELOR'S DEGREES BY TWENTY-ONE CITIES OVER 500,000 POPULATION**

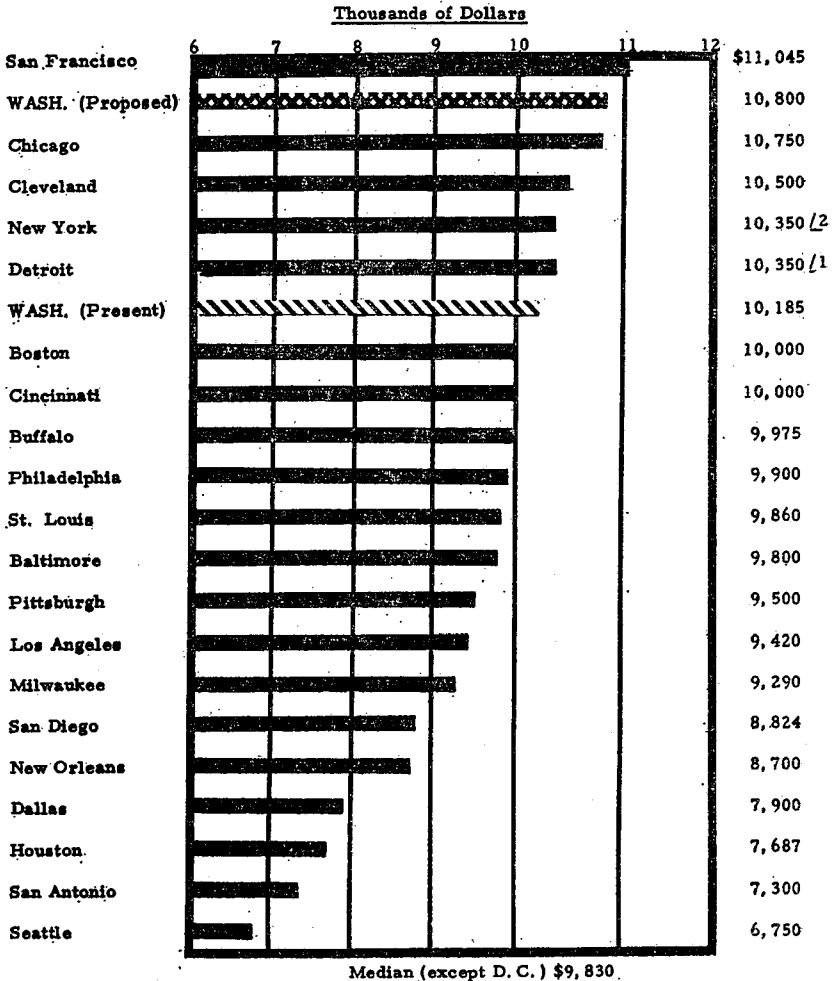


Source: National Education Research Report, 1967-68; 1967-R16;
Current Salary Schedules for Classroom Teachers and Certain School
Officers; D. C. Public Schools, May 67.

October, 1967

¹² See footnotes on page 21.

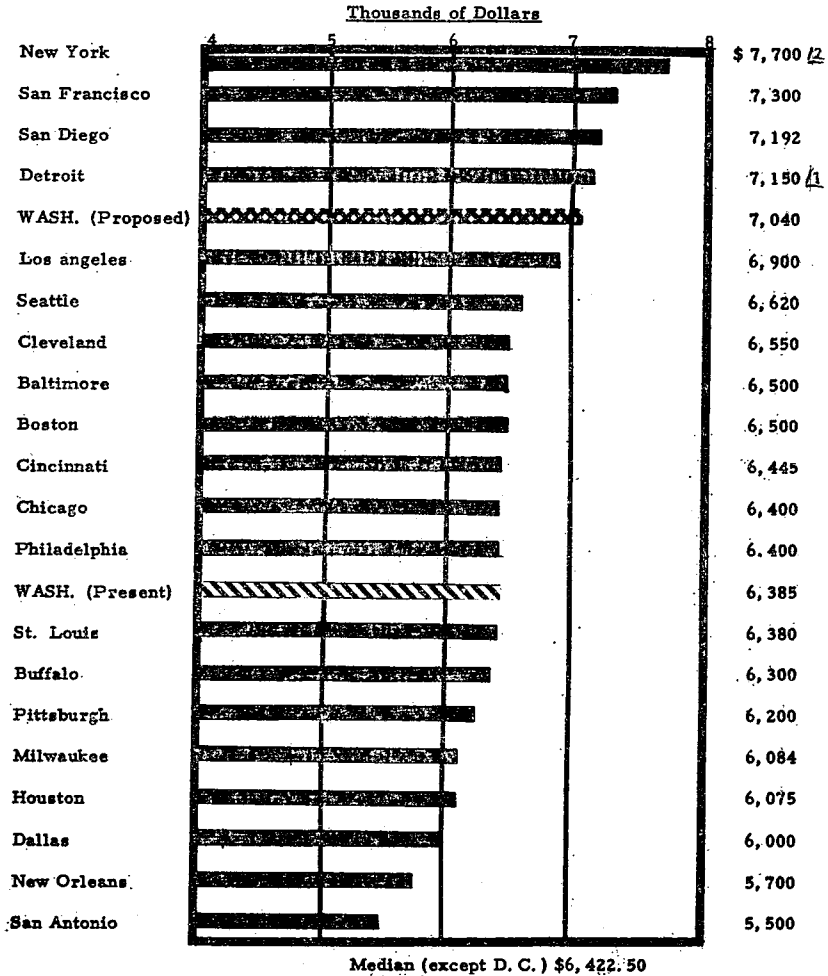
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Source: National Education Research Report, 1967-68; 1967-R-16
Current Salary Schedules for Classroom Teachers and Certain School
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¹² See footnotes on page 21.

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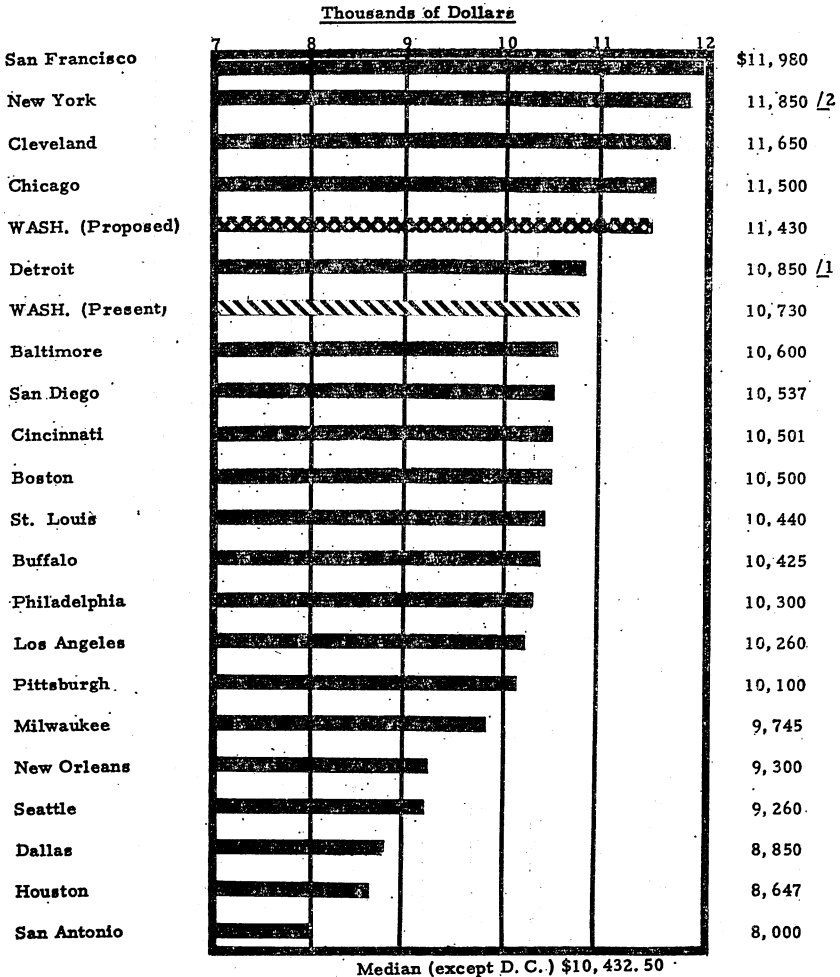


Source: National Education Association Research Report, 1967-68: 1967-R-16;
Current Salary Schedules for Classroom Teachers and Certain School
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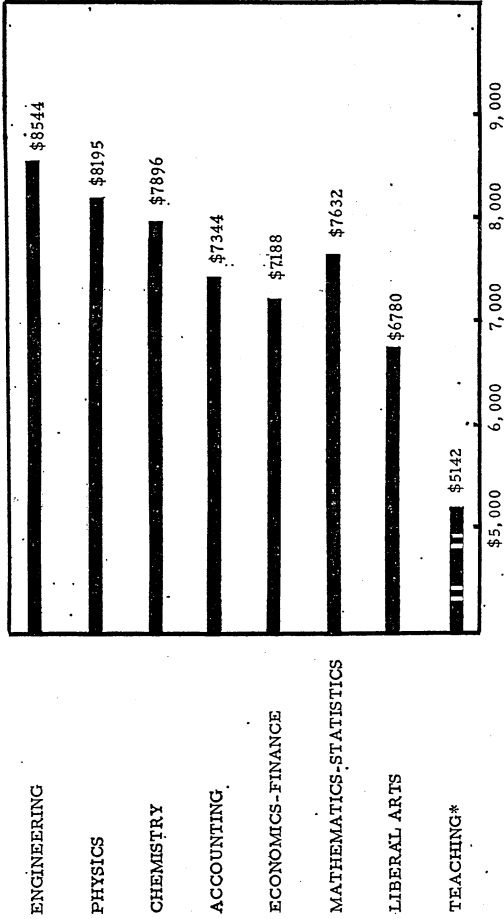
**Source: National Education Association Research Report, 1967-68; 1967-R16
Current Salary Schedules for Classroom Teachers and Certain School
Officers: D. C. Public Schools, May 1967**

October 1967

¹ Bachelor degree salaries for Detroit teachers as of September 1, 1967 range from \$6,650 to \$10,350 in 11 steps. However, the salary levels for the 1968-69 school year will again be increased and will range from \$7,500 to \$11,200. Teachers with masters' degrees now receive from \$7,150 to \$10,850 and next year will receive from \$8,000 to \$11,700.

² New York's newly ratified contract provides for a basic pay scale for teachers with bachelors' degrees ranging from \$6,200 to \$10,350 in 14 steps, effective September 1, 1967. September 1, 1968, the 14-step scale becomes \$6,600 to \$11,000, and on March 1, 1969, additional pay increases will provide for a \$6,750 to \$11,150 scale. Teachers with masters' degrees plus 30 additional credits will now receive a maximum salary of \$12,600. September 1, 1968, this will be increased to \$13,600, and to \$13,900 on March 1, 1969.

ESTIMATED AVERAGE ANNUAL STARTING SALARIES
PAID TO GRADUATES WITH THE BACHELOR'S DEGREE: JUNE 1967



*Estimated for both men and women teachers in school systems with pupil enrollment of 6000 or more based on a 10 month year, NEA Research Division.

SOURCE: Annual salaries calculated by NEA Research Division by conversion of monthly data furnished in Trends in Employment of College and University Graduates in Business and Industry. Twenty-first Annual Report. Evanston, Illinois: Frank S. Endicott (Director of Placement, Northwestern University), December, 1966.

COMPARISON OF SALARIES OF MAYORS (CITY MANAGERS) AND SUPERINTENDENTS OF SCHOOLS FOR TWENTY-ONE CITIES OVER 500,000 POPULATION AND NEARBY COMMUNITIES

Cities (in order of population)	Mayor-city manager	Salary	Salary for superintendents of schools
New York.....	Mayor.....	\$50,000	\$40,000
Chicago.....	Mayor.....	35,000	48,500
Los Angeles.....	Mayor.....	35,000	45,000
Philadelphia.....	Mayor.....	30,000	32,500
Detroit.....	Mayor.....	35,000	33,000
Baltimore.....	Mayor.....	25,000	35,000
Houston.....	Mayor.....	20,000	35,000
Cleveland.....	Mayor.....	25,000	30,500
Washington, D.C.....	Mayor-Commissioner.....	28,500	26,000
St. Louis.....	Mayor.....	25,000	25,000
San Francisco.....	Mayor.....	38,365	35,000
Milwaukee.....	Mayor.....	26,842	32,000
Boston.....	Mayor.....	20,000	30,000
Dallas.....	City Manager.....	30,760	35,000
New Orleans.....	Mayor.....	25,000	27,500
Pittsburgh.....	Mayor.....	25,000	32,500
San Antonio.....	City Manager.....	25,000	25,000
San Diego.....	City Manager.....	32,000	45,000
Seattle.....	Mayor.....	23,000	26,000
Buffalo.....	Mayor.....	26,000	28,000
Cincinnati.....	City Manager.....	35,000	30,000
Median (Without D.C.).....		26,421	32,500
Mean (Without D.C.).....		29,348	33,525

NEARBY COMMUNITIES

Montgomery.....	County Manager.....	\$33,415	\$30,000
Fairfax.....	County Executive.....	32,000	28,000
Arlington.....	County Manager.....	26,500	25,720
Alexandria.....	City Manager.....	25,000	22,200
Falls Church.....	City Manager.....	¹ 18,635	19,500
Prince Georges.....	(?).....		34,000
Washington, D.C.....	Mayor-Commissioner.....	28,500	26,000

Source: Information Please Almanac—1967; Salary Schedules For Administrative Personnel, 1966-67, National Education Association, 1967; Independent Survey D.C. Personnel Office.

¹ Minimum salary is \$16,964 and Maximum is \$22,635.

² No valid comparison can be made.

(H.R. 15511, 90th Cong., second sess., by Mr. Fraser, on Feb. 21, 1968)

A BILL To amend the District of Columbia Teachers' Salary Act of 1955, as amended

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "District of Columbia Teachers' Salary Act Amendments of 1967".

SEC. 2. The District of Columbia Teachers' Salary Act of 1955 (69 Stat. 521), as amended (D.C. Code, Sec. 31-1501 et seq.), is amended as follows:

(1) Section 1 (D.C. Code Sec. 31-1501) is amended by striking the salary schedules contained therein and inserting in lieu thereof the following:

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 1	\$34,000								
Superintendent.									
Class 2	27,000								
Deputy superintendent.									
Class 3	19,320	\$19,780	\$20,240	\$20,700	\$21,160	\$21,620	\$22,080	\$22,540	\$23,000
Assistant superintendent.									
President, teachers college.									
Class 4	16,400	16,800	17,200	17,600	18,000	18,400	18,800	19,200	19,600
Director, curriculum.									
Dean, teachers college.									
Executive assistant to superintendent.									
Class 5:									
Group A, bachelor's degree	15,260	15,640	16,020	16,400	16,780	17,160	17,540	17,920	18,300
Group B, master's degree	15,960	16,340	16,720	17,100	17,480	17,860	18,240	18,620	19,000
Group C, master's degree plus 30 credit hours	16,310	16,690	17,070	17,450	17,830	18,210	18,590	18,970	19,350
Group D, doctor's degree	16,660	17,040	17,420	17,800	18,180	18,560	18,940	19,320	19,700
Chief examiner.									
Director, food services.									
Director, industrial adult education.									
Executive assistant to deputy superintendent.									
Class 6:									
Group B, master's degree	15,540	15,910	16,280	16,650	17,020	17,390	17,760	18,130	18,500
Principal, level IV	15,540	15,910	16,280	16,650	17,020	17,390	17,760	18,130	18,500
Principal, level III	15,040	15,410	15,780	16,150	16,520	16,890	17,260	17,630	18,000
Principal, level II	14,540	14,910	15,280	15,650	16,020	16,390	16,760	17,130	17,500
Principal, level I	14,040	14,410	14,780	15,150	15,520	15,890	16,260	16,630	17,000
Group C, master's degree plus 30 credit hours	15,890	16,260	16,630	17,000	17,370	17,740	18,110	18,480	18,850
Principal, level IV	15,890	16,260	16,630	17,000	17,370	17,740	18,110	18,480	18,850
Principal, level III	15,390	15,760	16,130	16,500	16,870	17,240	17,610	17,980	18,350
Principal, level II	14,890	15,260	15,630	16,000	16,370	16,740	17,110	17,480	17,850
Principal, level I	14,390	14,760	15,130	15,500	15,870	16,240	16,610	16,980	17,350
Group D, doctor's degree	16,240	16,610	16,980	17,350	17,720	18,090	18,460	18,830	19,200
Principal, level IV	16,240	16,610	16,980	17,350	17,720	18,090	18,460	18,830	19,200
Principal, level III	15,740	16,110	16,480	16,850	17,220	17,590	17,960	18,330	18,700
Principal, level II	15,240	15,610	15,980	16,350	16,720	17,090	17,460	17,830	18,200
Principal, level I	14,740	15,110	15,480	15,850	16,220	16,590	16,960	17,330	17,700
Assistant to assistant superintendent (elementary schools.)									
Assistant to assistant superintendent (junior and senior high schools.)									
Assistant to assistant superintendent (general research, budget, and legislation.)									
Assistant to assistant superintendent (pupil personnel services.)									
Assistant to assistant superintendent (industrial and adult education, vocational education, evening and summer school.)									
Director, elementary education (supervision and instruction).									
Director, health, physical education, athletics, and safety.									
Director, special education.									
Principal, senior high school.									
Principal, junior high school.									
Principal, elementary school.									
Principal, vocational high school.									
Principal, Americanization school.									
Principal, boys' junior-senior high school.									
Principal, Capitol Page School.									
Principal, health school.									
Principal, laboratory school.									
Principal, veterans' high school.									
Class 7:									
Group B, master's degree	14,070	14,405	14,740	15,075	15,410	15,745	16,080	16,415	16,750
Group C, master's degree plus 30 credit hours	14,420	14,755	15,090	15,425	15,760	16,095	16,430	16,765	17,100
Group D, doctor's degree	14,770	15,105	15,440	15,775	16,110	16,445	16,780	17,115	17,450
Supervising director, elementary education (supervision and instruction).									

"Salary class and group	Service step							
	1	2	3	4	5	6	7	8
Class 14:								
Group A, bachelor's degree.....	\$8,160	\$8,505	\$8,850	\$9,195	\$9,540	\$9,885	\$10,230	\$10,575
Group B, master's degree.....	8,860	9,205	9,550	9,895	10,240	10,585	10,930	11,275
Group C, master's degree plus 30 credit hours..	9,210	9,555	9,900	10,245	10,590	10,935	11,280	11,625
Group D, doctor's degree.....	9,560	9,905	10,250	10,595	10,940	11,285	11,630	11,975
Coordinator of practical nursing.								
Census supervisor.								
Class 15:								
Group A, bachelor's degree.....	7,000	7,280	7,560	7,840	8,120	8,400	8,750	9,100
Group B, master's degree.....	7,700	7,980	8,260	8,540	8,820	9,100	9,450	9,800
Group C, master's degree plus 30 credit hours..	8,050	8,330	8,610	8,890	9,170	9,450	9,800	10,150
Group D, master's degree plus 60 credit hours or doctor's degree.	8,400	8,680	8,960	9,240	9,520	9,800	10,150	10,500
Teacher, elementary and secondary schools.								
Attendance officer.								
Child labor inspectors.								
Counselor, placement.								
Counselor, elementary and secondary schools.								
Librarian, elementary and secondary schools.								
Librarian, teachers college.								
Research assistant.								
School social worker.								
Speech correctionist.								
Instructor, teachers college.								
Instructor, laboratory school.								
School psychologist.								

"Salary class and group	Service steps					Longevity step	
	9	10	11	12	13	X	Y
Class 14:							
Group A, bachelor's degree.....	\$10,920	\$11,265	\$11,610	\$11,955	\$12,300		
Group B, master's degree.....	11,620	11,965	12,310	12,655	13,000		
Group C, master's degree plus 30 credit hours..	11,970	12,315	12,660	13,005	13,350		
Group D, doctor's degree.....	12,320	12,665	13,010	13,355	13,700		
Coordinator of practical nursing.							
Census supervisor.							
Class 15:							
Group A, bachelor's degree.....	9,450	9,800	10,150	10,500	10,850	\$11,410	\$12,040
Group B, master's degree.....	10,150	10,500	10,850	11,200	11,550	12,110	12,740
Group C, master's degree plus 30 credit hours..	10,500	10,850	11,200	11,550	11,900	12,460	13,090
Group D, master's degree plus 60 credit hours or doctor's degree.....	10,850	11,200	11,550	11,900	12,250	12,810	13,440
Teacher, elementary and secondary schools.							
Attendance officer.							
Child labor inspectors.							
Counselor, placement.							
Counselor, elementary and secondary schools.							
Librarian, elementary and secondary schools.							
Librarian, teachers college.							
Research assistant.							
School social worker.							
Speech correctionist.							
Instructor, teachers college.							
Instructor, laboratory school.							
School psychologist.							

(2) Section 5(c) (D.C. Code, sec. 31-1522(c)) is amended (a) by inserting immediately before the period at the end of the third sentence the words "or the equivalence thereof", and (b) by striking out the fifth sentence.

(3) The third sentence of paragraph (1) of subsection (a) of section 7 (D.C. Code, sec. 31-1532(a) (1)) is amended by striking out "the same type of position" and inserting in lieu thereof "any position covered in salary class 15".

(4) Section 8(a) (D.C. Code, sec. 31-1533(a)) is amended by inserting immediately after the word "position" each time it appears in the subsection, the words "or class".

(5) Section 10(a) (D.C. Code, sec. 31-1535(a)) is amended to read as follows:

"(a) On and after the effective date of the District of Columbia Teachers' Salary Act Amendments of 1967, each promotion to group B, group C, or group D, within a salary class, shall become effective—

"(1) on the date of the regular Board meeting of the twelfth month prior to the date of approval of promotion by the Board, or

"(2) on the effective date of the master's degree or doctor's degree or on the completion of thirty or sixty credit hours beyond the master's degree, as the case may be, whichever is later."

(6) Section 13(a) (D.C. Code, sec. 31-15432(a)) is amended to read as follows:

"(a) The Board is authorized to conduct as part of its public school system the following: summer school programs, extended school year programs, adult education school programs, and an Americanization school, under and within appropriations made by Congress. The pay for teachers, officers, and other educational employees in the summer school programs, adult education school programs, and veterans' summer high school centers shall be as follows:

"Classification	Per period		
	Step 1	Step 2	Step 3
Summer school (regular):			
Teacher, elementary and secondary schools; counselor, elementary and secondary schools; librarian, elementary and secondary schools; school social worker; speech correctionist; school psychologist; and instructor, District of Columbia Teachers College.....	\$6.00	\$6.66	\$7.37
Psychiatric social worker and assistant professor, District of Columbia Teachers College.....	7.02	7.79	8.62
Clinical psychologist.....	7.20	7.99	8.84
Associate professor, District of Columbia Teachers College.....	7.50	8.33	9.21
Assistant principal, elementary and secondary schools and professor, District of Columbia Teachers College.....	8.40	9.32	10.32
Supervising director.....	8.70	9.66	10.69
Principal, elementary and secondary schools.....	9.35	10.39	11.50
Veterans' summer school centers: Teacher.....	6.00	6.66	7.37
Adult education schools:			
Teacher.....	6.60	7.33	8.11
Assistant principal.....	9.24	10.26	11.35
Principal.....	10.30	11.44	12.65"

SEC. 3. The provisions of this Act shall take effect as of October 1, 1967.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, March 19, 1968.

HON. JOHN L. McMILLAN,
Chairman, Committee on the District of Columbia,
House of Representatives, Washington, D.C.

DEAR MR. McMILLAN: The Government of the District of Columbia has for report H.R. 15511, a bill "To amend the District of Columbia Teachers' Salary Act of 1955, as amended." The salary schedule contained in H.R. 15511, effective October 1, 1967, would cost \$11.5 million for Fiscal Year 1968, or \$13 million for a full fiscal year, providing a 19.2 percent salary increase for teachers.

The District cannot support increases of this size at this time but has recommended an increase, to be effective October 1, 1968, averaging 8.3 percent, and an additional increase effective July 1, 1968, averaging 11 percent. These raises would cost \$5 million for Fiscal Year 1968 and an additional \$7.3 million for Fiscal Year 1969. For the reasons stated in its letter to you dated March 18, 1968, the District believes its proposals to be the highest that can be supported by the District at this time.

The Government of the District of Columbia has been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely yours,

THOMAS W. FLETCHER,
Assistant to the Commissioner
(For Walter E. Washington, Commissioner).

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "District of Columbia Teachers' Salary Act Amendments of 1968".

(1) Effective on October 1, 1967, the salary schedule contained in section 1 of the District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1501) is amended to read as follows:

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 1..... Superintendent.	\$35,000								
Class 2..... Deputy superintendent.	28,000								
Class 3..... Assistant superintendent. President, teachers college.	20,160	\$20,640	\$21,120	\$21,600	\$22,080	\$22,560	\$23,040	\$23,520	\$24,000
Class 4..... Director, curriculum. Dean, teachers college. Executive assistant to superintendent.	17,960	18,390	18,820	19,250	19,680	20,110	20,540	20,970	21,400
Class 5:..... Group A, bachelor's degree..... Group B, master's degree..... Group C, master's degree plus 30 credit hours..... Group D, doctor's degree..... Chief examiner. Director, food services. Director, industrial adult education. Executive assistant to deputy superintendent.	16,260 16,990 17,355 17,720	16,665 17,395 17,760 18,125	17,070 17,800 18,165 18,530	17,475 18,205 18,570 18,935	17,880 18,610 18,975 19,340	18,285 19,015 19,308 19,745	18,690 19,420 19,785 20,150	19,095 19,825 20,190 20,555	19,500 20,230 20,595 20,960
Class 6:..... Group B, master's degree..... Principal, level IV..... Principal, level III..... Principal, level II..... Principal, level I..... Group C, master's degree plus 30 credit hours..... Principal, level IV..... Principal, level III..... Principal, level II..... Principal, level I..... Group D, doctor's degree..... Principal, level IV..... Principal, level III..... Principal, level II..... Principal, level I..... Assistant to assistant superintendent (elementary schools). Assistant to assistant superintendent (elementary schools). Assistant to assistant superintendent (junior and senior high schools). Assistant to assistant superintendent (general research, budget, and legislation). Assistant to assistant superintendent (pupil personnel services). Assistant to assistant superintendent (industrial and adult education, vocational education, evening and summer school). Director, elementary education (supervision and instruction). Director, health, physical education, athletics, and safety. Director, special education. Principal, senior high school. Principal, junior high school. Principal, elementary school.	16,475 16,475 16,120 15,765 15,410 17,175 17,175 16,820 16,465 16,110 17,875 17,875 17,520 17,165 16,810	16,870 16,870 16,515 16,160 15,805 17,570 17,570 17,215 16,860 16,505 18,270 18,270 17,915 17,560 17,205	17,265 17,265 16,910 16,555 16,200 17,965 17,965 17,610 17,255 16,900 18,665 18,665 18,310 17,955 17,600	17,660 17,660 17,305 16,950 16,595 18,360 18,360 18,005 17,650 17,295 19,060 19,060 18,705 18,350 17,995	18,055 18,055 17,700 17,345 16,990 18,755 18,755 18,400 18,045 17,690 19,455 19,455 19,100 18,745 18,390	18,450 18,450 18,095 17,740 17,385 19,150 19,150 18,795 18,440 18,085 19,850 19,850 19,495 19,140 18,785	18,845 18,845 18,490 18,135 17,780 19,545 19,545 19,190 18,835 18,480 20,245 20,245 19,890 19,535 19,180	19,240 19,240 18,885 18,530 18,175 19,940 19,940 19,585 19,230 18,875 20,640 20,640 20,285 19,930 19,575	19,635 19,635 19,280 18,925 18,570 20,335 20,335 19,980 19,625 19,270 21,035 21,035 20,680 20,325 19,970

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 6—Continued									
Group D, doctor's degree—Con.									
Principal, vocational high school.									
Principal, Americanization school.									
Principal, boys' junior-senior high school.									
Principal, Capitol Page School.									
Principal, health school.									
Principal, laboratory school.									
Principal, veterans' high school.									
Class 7:									
Group B, master's degree.....	\$15,010	\$15,365	\$15,720	\$16,075	\$16,430	\$16,785	\$17,140	\$17,495	\$17,850
Group C, master's degree plus 30 credit hours.....	15,710	16,065	16,420	16,775	17,130	17,485	17,840	18,195	18,550
Group D, doctor's degree.....	16,410	16,765	17,120	17,475	17,830	18,185	18,540	18,895	19,250
Supervising director, elementary education (supervision and instruction).									
Supervising director, audio-visual instruction.									
Supervising director, adult education and summer school.									
Supervising director, subject field.									
Supervising director, reading clinic.									
Supervising director, athletics.									
Director, school attendance.									
Supervising director, curriculum.									
Director, elementary education.									
Director, elementary education (administration).									
Class 8:									
Group B, master's degree.....	14,495	14,840	15,185	15,530	15,875	16,220	16,565	16,910	17,255
Group C, master's degree plus 30 credit hours.....	15,195	15,540	15,885	16,230	16,575	16,920	17,265	17,610	17,955
Group D, doctor's degree.....	15,895	16,240	16,585	16,930	17,275	17,620	17,965	18,310	18,655
Dean of students, teachers college.									
Professor, teachers college.									
Professor, teachers college.									
Registrar, teachers college.									
Statistical analyst.									
Assistant principal, senior high school.									
Assistant principal, junior high school.									
Assistant principal, elementary school.									
Assistant principal, vocational high school.									
Assistant principal, Americanization school.									
Assistant principal, health school.									
Class 9:									
Group A, bachelor's degree.....	13,980	14,315	14,650	14,985	15,320	15,655	15,990	16,325	16,660
Group B, master's degree.....	14,680	15,015	15,350	15,685	16,020	16,355	16,690	17,025	17,360
Group C, master's degree plus 30 credit hours.....	15,380	15,715	16,050	16,385	16,720	17,055	17,390	17,725	18,060
Group D, doctor's degree.....	16,080	16,415	16,750	17,085	17,420	17,755	18,090	18,425	18,760
Assistant director, food services.									
Class 10:									
Group B, master's degree.....	13,505	13,825	14,145	14,465	14,785	15,105	15,425	15,745	16,065
Group C, master's degree plus 30 credit hours.....	14,205	14,525	14,845	15,165	15,485	15,805	16,125	16,445	16,765
Group D, doctor's degree.....	14,905	15,225	15,545	15,865	16,185	16,505	16,825	17,145	17,465
Assistant director, audiovisual instruction.									
Assistant director, subject field.									
Assistant director, adult education and summer school.									
Supervisor, elementary education.									
Class 11:									
Group B, master's degree.....	12,990	13,300	13,610	13,920	14,230	14,540	14,850	15,160	15,470
Group C, master's degree plus 30 credit hours.....	13,690	14,000	14,310	14,620	14,930	15,240	15,550	15,860	16,170
Group D, doctor's degree.....	14,390	14,700	15,010	15,320	15,630	15,940	16,250	16,560	16,870
Assistant director, practical nursing.									
Associate professor, teachers college.									
Chief librarian, teachers college.									
Class 12:									
Group B, master's degree.....	12,475	12,775	13,075	13,375	13,675	13,975	14,275	14,575	14,875
Group C, master's degree plus 30 credit hours.....	13,175	13,475	13,775	14,075	14,375	14,675	14,975	15,275	15,575
Group D, doctor's degree.....	13,875	14,175	14,475	14,775	15,075	15,375	15,675	15,975	16,275
Chief attendance officer.									
Clinical psychologist.									

"Salary class and group"	Service step							
	1	2	3	4	5	6	7	8
Class 13:								
Group B, master's degree.....	\$10,720	\$11,165	\$11,610	\$12,055	\$12,500	\$12,945	\$13,390	\$13,835
Group C, master's degree plus 30 credit hours.....	11,420	11,865	12,310	12,755	13,200	13,645	14,090	14,535
Group D, doctor's degree.....	12,120	12,565	13,010	13,455	13,900	14,345	14,790	15,235
Assistant professor, teachers college.								
Assistant professor, laboratory school.								
Psychiatric social worker.								
Class 14:								
Group A, bachelor's degree.....	8,665	9,035	9,405	9,775	10,145	10,515	10,885	11,255
Group B, master's degree.....	9,365	9,735	10,105	10,475	10,845	11,215	11,585	11,955
Group C, master's degree plus 30 credit hours.....	10,065	10,435	10,805	11,175	11,545	11,915	12,285	12,655
Group D, doctor's degree.....	10,765	11,135	11,505	11,875	12,245	12,615	12,985	13,359
Coordinator of practical nursing.								
Census supervisor.								
Class 15:								
Group A, bachelor's degree.....	7,030	7,350	7,700	8,050	8,400	8,750	9,100	9,450
Group B, master's degree.....	7,700	8,050	8,400	8,750	9,100	9,450	9,800	10,150
Group C, master's degree plus 30 credit hours.....	8,400	8,750	9,100	9,450	9,800	10,150	10,500	10,850
Group D, master's degree plus 60 credit hours or doctor's degree.....	9,100	9,450	9,800	10,150	10,500	10,850	11,200	11,550
Teacher, elementary and secondary schools.								
Attendance officer.								
Child labor inspectors.								
Counselor, placement.								
Counselor, elementary and secondary schools.								
Librarian, elementary and secondary schools.								
Librarian, teachers college.								
Research assistant.								
School social worker.								
Speech correctionist.								
Instructor, teachers college.								
Instructor, laboratory school.								
School psychologist.								

"Salary class and group"	Service step					Longevity step	
	9	10	11	12	13	X	Y
Class 13:							
Group B, master's degree.....	\$14,280						
Group C, master's degree plus 30 credit hours.....	14,980						
Group D, doctor's degree.....	15,680						
Assistant professor, teachers college.							
Assistant professor, laboratory school.							
Psychiatric social worker.							
Class 14:							
Group A, bachelor's degree.....	11,625	\$11,995	\$12,365	\$12,735	\$13,105		
Group B, master's degree.....	12,325	12,695	13,065	13,435	13,805		
Group C, master's degree plus 30 credit hours.....	13,025	13,395	13,765	14,135	14,505		
Group D, doctor's degree.....	13,725	14,095	14,465	14,835	15,205		
Coordinator of practical nursing.							
Census supervisor.							
Class 15:							
Group A, bachelor's degree.....	9,800	10,150	10,500	10,850	11,200	\$11,760	\$12,460
Group B, master's degree.....	10,500	10,850	11,200	11,550	11,900	12,460	13,160
Group C, master's degree plus 30 credit hours.....	11,200	11,550	11,900	12,250	12,600	13,160	18,860
Group D, master's degree plus 60 credit hours or doctor's degree.....	11,900	12,250	12,600	12,950	13,300	13,860	14,560
Teacher, elementary and secondary schools.							
Attendance officer.							
Child labor inspectors.							
Counselor, placement.							
Counselor, elementary and secondary schools.							
Librarian, elementary and secondary schools.							
Librarian, teachers college.							
Research assistant.							
School social worker.							
Speech correctionist.							
Instructor, teachers college.							
Instructor, laboratory, school.							
School psychologist.							

(3) Section 5(c) of such Act (D.C. Code, sec. 31-1522(c) is amended (a) by inserting immediately before the period at the end of the third sentence "or the equivalence thereof", and (b) by striking out the fifth sentence.

(4) The third sentence of paragraph (1) of subsection (a) of section 7 of such Act (D.C. Code, sec. 31-1532(a) (1)) is amended by striking out "the same type of position" and inserting in lieu thereof "any position covered in salary class 15".

(5) Subsection (a) of section 8 of such Act (D.C. Code, sec. 31-1533(a)) is amended by inserting "or class" immediately after "position" each time it appears in that subsection.

(6) Section 10(a) of such Act (D.C. Code, sec. 31-1535(a)) is amended to read as follows:

"(a) On and after the effective date of the District of Columbia Teachers' Salary Act Amendments of 1968, each promotion to group B, group C, or group D, within a salary class, shall become effective—

"(1) on the date of the regular Board meeting of the twelfth month prior to the date of approval of promotion by the Board, or

"(2) on the effective date of the master's degree or doctor's degree or on the completion of thirty or sixty credit hours beyond the master's degree, as the case may be, whichever is later."

(7) Effective on October 1, 1967, the salary schedule contained in section 13(a) of the District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1542 (a)) is amended to read as follows:

"Classification	Pay period		
	Step 1	Step 2	Step 3
Summer school (regular):			
Teacher, elementary and secondary schools; counselor, elementary and secondary schools; librarian, elementary and secondary schools; school social worker; speech correctionist; school psychologist; and instructor, District of Columbia Teachers College	\$6.18	\$6.90	\$7.61
Psychiatric social worker and assistant professor, District of Columbia Teachers College	7.42	8.28	9.13
Clinical psychologist	7.73	8.63	9.51
Associate professor, District of Columbia Teachers College	8.03	8.97	9.83
Assistant principal, elementary and secondary schools, and professor, District of Columbia Teachers College	8.96	10.00	11.03
Supervising director	9.27	10.35	11.42
Principal, elementary and secondary schools	9.89	11.04	12.13
Veterans' summer school centers: Teacher	6.18	6.90	7.61
Adult education schools:			
Teacher	6.80	7.59	8.37
Assistant principal	9.86	11.00	12.14
Principal	10.88	12.14	13.39 "

SEC. 3. (a) Retroactive compensation or salary shall be paid by reason of this title only in the case of an individual in the service of the Board of Education of the District of Columbia (including service in the Armed Forces of the United States) on the date of enactment of this Act, except that such retroactive compensation or salary shall be paid (1) to any employee covered in this title who retired during the period beginning on October 1, 1967, and ending on the date of enactment of this Act, for services rendered during such period, and (2) in accordance with the provisions of subchapter 8 of chapter 55 of title 5, United States Code (relating to settlement of accounts of deceased employees), for services rendered during the period beginning on October 1, 1967, and ending on the date of enactment of this Act, by any such employee who dies during such period.

(b) For purposes of this section, service in the Armed Forces of the United States in the case of an individual relieved from training and service in the Armed Forces of the United States or discharged from hospitalization following such training and service, shall include the period provided by law for the mandatory restoration of such individual to a position in or under the municipal government of the District of Columbia.

SEC. 4. For the purpose of determining the amount of insurance for which an individual is eligible under the provisions of chapter 87 of title 5, United States Code (relating to Government employees group life insurance), all changes in rates of compensation or salary which result from the enactment of this title shall be held and considered to be effective as of the date of the enactment of this Act.

SEC. 5. The amendments made by paragraphs (3), (4), (5), and (6) of section 2 of this Act shall take effect on the first day of the first month following the date of the enactment of this Act.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, March 19, 1968.

Hon. JOHN L. McMILLAN,
*Chairman, Committee on the District of Columbia,
House of Representatives, Washington, D.C.*

DEAR MR. McMILLAN: The Government of the District of Columbia has for report H.R. 15747, a bill "To amend the District of Columbia Teachers' Salary Act of 1955 to provide salary increases for teachers and school officers in the District of Columbia public schools, and for other purposes."

The salary increases provided by this bill would cost \$15.8 million for a full fiscal year, with pay raises averaging 23.5 percent. These increases are to be effective October 1, 1967, resulting in a Fiscal Year 1968 cost of \$13.9 million. The District cannot support increases of this size at this time but has recommended an increase, to be effective October 1, 1968, averaging 8.3 percent, and an additional increase, effective July 1, 1968, averaging 11 percent. These raises would cost \$5 million for Fiscal Year 1968 and an additional \$7.3 million for Fiscal Year 1969. For the reasons stated in its letter to you dated March 18, 1968, the District believes its proposals to be the highest that can be supported by the District at this time.

The Government of the District of Columbia has been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely yours,

THOMAS W. FLETCHER,
Assistant to the Commissioner
(For Walter E. Washington, Commissioner).

TEACHERS' SALARY INCREASES: TWO STEP

(H.R. 14526, 90th Cong., first sess., by Mr. Broyhill on Dec. 15, 1967)

A BILL To amend the District of Columbia Teachers' Salary Act of 1955 to provide salary increases for teachers and school officers in the District of Columbia public schools, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "District of Columbia Teachers' Salary Act Amendments of 1968".

SEC. 2. The District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1501 et seq.), is amended as follows:

(1) Effective on the first day of the first month following the date of the enactment of this Act, the salary schedule contained in section 1 of the District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1501) is amended to read as follows:

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 1..... Superintendent.....	\$31,000	-----	-----	-----	-----	-----	-----	-----	-----
Class 2..... Deputy Superintendent.....	25,000	-----	-----	-----	-----	-----	-----	-----	-----
Class 3..... Assistant superintendent. President, teachers college.	18,480	\$18,920	\$19,360	\$19,800	\$20,240	\$20,680	\$21,120	\$21,560	\$22,000

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 4:-----	\$15,625	\$15,995	\$16,365	\$16,735	\$17,105	\$17,475	\$17,845	\$18,215	\$18,585
Director, curriculum.									
Dean, teachers college.									
Executive assistant to superintendent.									
Class 5:-----									
Group A, bachelor's degree-----	14,120	14,470	14,820	15,170	15,520	15,870	16,220	16,570	16,920
Group B, master's degree-----	14,750	15,100	15,450	15,800	16,150	16,500	16,850	17,200	17,550
Group C, master's degree plus 30 credit hours-----	15,055	15,415	15,765	16,115	16,465	16,815	17,165	17,515	17,865
Group D, doctor's degree-----	15,380	15,730	16,080	16,430	16,780	17,130	17,480	17,830	18,180
Chief examiner.									
Director, food services.									
Director, industrial adult education.									
Executive assistant to deputy superintendent.									
Class 6:-----									
Group B, master's degree-----	14,320	14,660	15,000	15,340	15,680	16,020	16,360	16,700	17,040
Principal, level IV-----	14,320	14,660	15,000	15,340	15,680	16,020	16,360	16,700	17,040
Principal, level III-----	14,010	14,350	14,690	15,030	15,370	15,710	16,050	16,390	16,730
Principal, level II-----	13,700	14,040	14,380	14,720	15,060	15,400	15,740	16,080	16,420
Principal, level I-----	13,390	13,730	14,070	14,410	14,750	15,090	15,430	15,770	16,110
Group C, master's degree plus 30 credit hours-----	14,635	14,957	15,315	15,655	15,995	16,335	16,675	17,015	17,355
Principal, level IV-----	14,635	14,975	15,315	15,655	15,995	16,335	16,675	17,015	17,355
Principal, level III-----	14,325	14,665	15,005	15,345	15,685	16,025	16,365	16,705	17,045
Principal, level II-----	14,015	14,355	14,695	15,035	15,375	15,715	16,055	16,395	16,735
Principal, level I-----	13,705	14,045	14,385	14,725	15,065	15,405	15,745	16,085	16,425
Group D, doctor's degree-----	14,950	15,290	15,630	15,970	16,310	16,650	16,990	17,330	17,670
Principal, level IV-----	14,950	15,290	15,630	15,970	16,310	16,650	16,990	17,330	17,670
Principal, level III-----	14,640	14,980	15,320	15,660	16,000	16,340	16,680	17,020	17,360
Principal, level II-----	14,330	14,670	15,010	15,350	15,690	16,030	16,370	16,710	17,050
Principal, level I-----	14,020	14,360	14,700	15,040	15,380	15,720	16,060	16,400	16,740
Assistant to assistant superintendent (elementary schools).									
Assistant to assistant superintendent (junior and senior high schools).									
Assistant to assistant superintendent (general research, budget, and legislation).									
Assistant to assistant superintendent (pupil personnel services).									
Assistant to assistant superintendent (industrial and adult education, vocational education, evening and summer school).									
Director, elementary education (supervision and instruction).									
Director, health (physical education, athletics, and safety).									
Director, special education.									
Principal, senior high school.									
Principal, junior high school.									
Principal, elementary school.									
Principal, vocational high school.									
Principal, Americanization school.									
Principal, boys' junior-senior high school.									
Principal, Capitol Page School.									
Principal, health school.									
Principal, laboratory school.									
Principal, veterans' high school.									
Class 7:-----									
Group B, master's degree-----	13,020	13,330	13,640	13,950	14,260	14,570	14,880	15,190	15,500
Group C, master's degree plus 30 credit hours-----	13,335	13,645	13,955	14,265	14,575	14,885	15,195	15,505	15,815
Group D, doctor's degree-----	13,650	13,960	14,270	14,580	14,890	15,200	15,510	15,820	16,130
Supervising director elementary education (supervision and instruction).									
Supervising director audio-visual instruction.									
Supervising director, adult education and summer school.									
Supervising director, subject field.									

“Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 3:----- Assistant superintendent. President, teachers college.	\$19,320	\$19,780	\$20,240	\$20,700	\$21,160	\$21,620	\$22,080	\$22,540	\$23,000
Class 4:----- Director, curriculum. Dean, teachers college. Executive assistant to superintendent.	16,400	16,800	17,200	17,600	18,000	18,400	18,800	19,200	19,600
Class 5:----- Group A, bachelor's degree----- Group B, master's degree----- Group C, master's degree plus 30 credit hours----- Group D, doctor's degree----- Chief examiner. Director, food services. Director, industrial adult educa- tion. Executive assistant to deputy superintendent.	15,260 15,960 16,310 16,660	15,640 16,340 16,690 17,040	16,020 16,720 17,070 17,420	16,400 17,100 17,450 17,800	16,780 17,480 17,830 18,180	17,160 17,860 18,210 18,560	17,540 18,240 18,590 18,940	17,920 18,620 18,970 19,320	18,300 19,000 19,350 19,700
Class 6:----- Group B, master's degree----- Principal, level IV----- Principal, level III----- Principal, level II----- Principal, level I----- Group C, master's degree plus 30 credit hours----- Principal, level IV----- Principal, level III----- Principal, level II----- Principal, level I----- Group D, doctor's degree----- Principal, level IV----- Principal, level III----- Principal, level II----- Principal, level I----- Assistant to assistant superin- tendent (elementary schools). Assistant to assistant superin- tendent (junior and senior high schools). Assistant to assistant superin- tendent (general research, budget, and legislation). Assistant to assistant superin- tendent (pupil personnel serv- ices). Assistant to assistant superin- tendent (industrial and adult education, vocational educa- tion, evening and summer school). Director, elementary education (Supervision and instruction). Director, health, physical educa- tion, athletics, and safety. Director, special education. Principal, senior high school. Principal, junior high school. Principal, elementary school. Principal, vocational high school. Principal, Americanization school. Principal, boys' junior-senior high school. Principal, Capitol Page School. Principal, health school. Principal, laboratory school. Principal, veterans' high school.	15,540 15,540 15,040 14,540 14,040 15,890 15,890 15,390 14,890 14,390 16,240 16,240 15,740 15,240 14,740	15,910 15,910 15,410 14,910 14,410 16,260 16,260 15,760 15,260 14,760 16,610 16,610 16,110 15,610 15,110	16,280 16,280 15,780 15,280 14,780 16,630 16,630 16,130 15,630 15,130 16,980 16,980 16,480 15,980 15,480	16,650 16,650 16,150 15,650 15,150 17,000 17,000 16,500 16,000 15,500 17,350 17,350 16,850 16,350 15,850	17,020 17,020 16,520 16,020 15,520 17,370 17,370 16,870 16,370 15,870 17,720 17,720 17,220 16,720 16,220	17,390 17,390 17,890 16,390 15,890 18,110 18,110 17,610 17,110 16,610 18,090 18,090 17,590 17,090 16,590	17,760 17,760 17,260 16,760 16,260 18,110 18,110 17,610 17,110 16,610 18,460 18,460 17,960 17,460 16,960	18,130 18,130 17,630 17,130 16,630 18,480 18,480 17,980 17,480 16,980 18,830 18,830 18,330 17,830 17,330	18,500 18,500 18,000 17,500 17,000 18,850 18,850 18,350 17,850 17,350 19,200 19,200 18,700 18,200 17,700
Class 7:----- Group B, master's degree----- Group C, master's degree plus 30 credit hours----- Group D, doctor's degree----- Supervising director, elementary education (supervision and instruc- tion). Supervising director, audio-visual instruction.	14,070 14,420 14,770	14,405 14,755 15,105	14,740 15,090 15,440	15,075 15,425 15,775	15,410 15,760 16,110	15,745 16,095 16,445	16,080 16,430 16,780	16,415 16,765 17,115	16,750 17,100 17,450

"Salary class and group"	Service step								
	1	2	3	4	5	6	7	8	9
Class 7—Continued									
Supervising director, adult education and summer school.									
Supervising director, subject field.									
Supervising director, reading clinic.									
Supervising director, athletics.									
Director, school attendance.									
Supervising director, curriculum.									
Director, elementary education.									
Director, elementary education (administration).									
Class 8:									
Group B, master's degree.....	\$13,580	\$13,905	\$14,230	\$14,555	\$14,880	\$15,205	\$15,530	\$15,855	\$16,180
Group C, master's degree plus 30 credit hours.....	13,930	14,255	14,580	14,905	15,230	15,555	15,880	16,205	16,530
Group D, doctor's degree.....	14,280	14,605	14,930	15,255	15,580	15,905	16,230	16,555	16,880
Dean of students, teachers college.									
Professor, teachers college.									
Registrar, teachers college.									
Statistical analyst.									
Assistant principal, senior high school.									
Assistant principal, junior high school.									
Assistant principal, elementary school.									
Assistant principal, vocational high school.									
Assistant principal, Americanization school.									
Assistant principal, health school.									
Class 9:									
Group A, bachelor's degree.....	12,380	12,695	13,010	13,325	13,640	13,955	14,270	14,585	14,900
Group B, master's degree.....	13,080	13,395	13,710	14,025	14,340	14,655	14,970	15,285	15,600
Group C, master's degree plus 30 credit hours.....	13,430	13,745	14,060	14,375	14,690	15,005	15,320	15,635	15,950
Group D, doctor's degree.....	13,708	14,095	14,410	14,725	15,040	15,355	15,670	15,985	16,300
Assistant director, food services.									
Class 10:									
Group B, master's degree.....	12,600	12,900	13,200	13,500	13,800	14,100	14,400	14,700	15,000
Group C, master's degree plus 30 credit hours.....	12,950	13,250	13,550	13,850	14,150	14,450	14,750	15,050	15,350
Group D, doctor's degree.....	13,300	13,600	13,900	14,200	14,500	14,800	15,100	15,400	15,700
Assistant director, audiovisual instruction.									
Assistant director, subject field.									
Assistant director, adult education and summer school.									
Supervisor, elementary education.									
Class 11:									
Group B, master's degree.....	12,180	12,470	12,760	13,050	13,340	13,630	13,920	14,210	14,500
Group C, master's degree plus 30 credit hours.....	12,530	12,820	13,110	13,400	13,690	13,980	14,270	14,560	14,850
Group D, doctor's degree.....	12,880	13,170	13,460	13,750	14,040	14,330	14,620	14,910	15,200
Assistant director, practical nursing.									
Associate professor, teachers college.									
Chief librarian, teachers college.									
Class 12:									
Group B, master's degree.....	11,680	11,970	12,260	12,550	12,840	13,130	13,420	13,710	14,000
Group C, master's degree plus 30 credit hours.....	12,030	12,320	12,610	12,900	13,190	13,480	13,770	14,060	14,350
Group D, doctor's degree.....	12,380	12,670	12,960	13,250	13,540	13,830	14,120	14,410	14,700
Chief attendance officer.									
Clinical psychologist.									
Class 13:									
Group B, master's degree.....	10,700	11,050	11,400	11,750	12,100	12,450	12,800	13,150	13,500
Group C, master's degree plus 30 credit hours.....	11,050	11,400	11,750	12,100	12,450	12,800	13,150	13,500	13,850
Group D, doctor's degree.....	11,400	11,750	12,100	12,450	12,800	13,150	13,500	13,850	14,200
Assistant professor, teachers college.									
Assistant professor, laboratory school.									
Psychiatric social worker.									

"Salary class and group	Service step							
	1	2	3	4	5	6	7	8
Class 14:								
Group A, bachelor's degree.....	\$2, 160	\$8, 505	\$8, 850	\$9, 195	\$9, 540	\$9, 885	\$10, 230	\$10, 575
Group B, master's degree.....	8, 860	9, 205	9, 550	9, 895	10, 240	10, 585	10, 930	11, 275
Group C, master's degree plus 30 credit hours.....	9, 210	9, 555	9, 900	10, 245	10, 590	10, 935	11, 280	11, 625
Group D, doctor's degree.....	9, 560	9, 905	10, 250	10, 595	10, 940	11, 285	11, 630	11, 975
Coordinator of practical nursing. Census supervisor.								
Class 15:								
Group A, bachelor's degree.....	7, 000	7, 280	7, 560	7, 840	8, 120	8, 400	8, 750	9, 100
Group B, master's degree.....	7, 700	7, 980	8, 260	8, 540	8, 820	9, 100	9, 450	9, 800
Group C, master's degree plus 30 credit hours.....	8, 050	8, 330	8, 610	8, 890	9, 170	9, 450	9, 800	10, 150
Group D, master's degree plus 60 credit hours or doctor's degree.....	8, 400	8, 630	8, 960	9, 240	9, 520	9, 800	10, 150	10, 500
Teacher, elementary and secondary schools. Attendance officer. Child labor inspectors. Counselor, placement. Counselor, elementary and secondary schools. Librarian, elementary and secondary schools. Librarian, teachers college. Research assistant. School social worker. Speech correctionist. Instructor, teachers college. Instructor, laboratory school. School psychologist.								

"Salary class and group	Service steps					Longevity step	
	9	10	11	12	13	X	Y
Class 14:							
Group A, bachelor's degree.....	\$10, 920	\$11, 265	\$11, 610	\$11, 955	\$12, 300	-----	-----
Group B, master's degree.....	11, 620	11, 965	12, 310	12, 655	13, 000	-----	-----
Group C, master's degree plus 30 credit hours.....	11, 970	12, 315	12, 660	13, 005	13, 350	-----	-----
Group D, doctor's degree.....	12, 320	12, 665	13, 010	13, 355	13, 700	-----	-----
Coordinator of practical nursing. Census supervisor.							
Class 15:							
Group A, bachelor's degree.....	9, 450	9, 800	10, 150	10, 500	10, 850	\$11, 410	\$12, 040
Group B, master's degree.....	10, 150	10, 500	10, 850	11, 200	11, 550	12, 110	12, 740
Group C, master's degree plus 30 credit hours.....	10, 500	10, 850	11, 200	11, 550	11, 900	12, 460	13, 090
Group D, master's degree plus 60 credit hours or doctor's degree.....	10, 850	11, 200	11, 550	11, 900	12, 250	12, 810	13, 440
Teacher, elementary and secondary schools. Attendance officer. Child labor inspectors. Counselor, placement. Counselor, elementary and secondary schools. Librarian, elementary and secondary schools. Librarian, teachers college. Research assistant. School social worker. Speech correctionist. Instructor, teachers college. Instructor, laboratory school. School psychologist.							

(3) Section 5(c) of such Act (D.C. Code, sec. 31-1522(c)) is amended (a) by inserting immediately before the period at the end of the third sentence "or the equivalence thereof", and (b) by striking out the fifth sentence.

(4) The third sentence of paragraph (1) of subsection (a) of section 7 of such Act (D.C. Code, sec. 31-1532(a)(1)) is amended by striking out "the same type of position" and inserting in lieu thereof "any position covered in salary class 15".

(5) Subsection (a) of section 8 of such Act (D.C. Code, sec. 31-1533(a)) is amended by inserting "or class" immediately after "position" each time it appears in that subsection.

(6) Section 10(a) of such Act (D.C. Code, sec. 31-1535(a)) is amended to read as follows:

"(a) On and after the effective date of the District of Columbia Teachers' Salary Act Amendments of 1968, each promotion to group B, group C, or group D, within a salary class, shall become effective—

"(1) on the date of the regular Board meeting of the twelfth month prior to the date of approval of promotion by the Board, or

"(2) on the effective date of the master's degree or doctor's degree or on the completion of thirty or sixty credit hours beyond the master's degree, as the case may be, whichever is later."

(7) Effective the first day of the first month following the date of the enactment of this Act, the salary schedule contained in section 13(a) of the District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1542(a)) is amended to read as follows:

"Classification	Per period		
	Step 1	Step 2	Step 3
Summer school (regular):			
Teacher, elementary and secondary schools; counselor, elementary and secondary schools; librarian, elementary and secondary schools; school social worker; speech correctionist; school psychologist; and instructor, District of Columbia Teachers College	\$5.48	\$6.12	\$6.68
Psychiatric social worker and assistant professor, District of Columbia Teachers College	6.58	7.34	8.02
Clinical psychologist	6.85	7.65	8.35
Associate professor, District of Columbia Teachers College	7.12	7.96	8.68
Assistant principal, elementary and secondary schools, and professor, District of Columbia Teachers College	7.95	8.87	9.69
Supervising director	8.22	9.18	10.02
Principal, elementary and secondary schools	8.77	9.79	10.69
Veterans' summer school centers: Teacher	5.48	6.12	6.68
Adult education schools:			
Teacher	6.03	6.73	7.35
Assistant principal	8.74	9.76	10.66
Principal	9.65	10.77	11.76"

(8) Effective on the first day of the twelfth month following the effective date of the amendment made by paragraph (7) of this section, such salary schedule is amended to read as follows:

"Classification	Per period		
	Step 1	Step 2	Step 3
Summer school (regular):			
Teacher, elementary and secondary schools; counselor, elementary and secondary schools; librarian, elementary and secondary schools; school social worker; speech correctionist; school psychologist; and instructor, District of Columbia Teachers College	\$6.00	\$6.66	\$7.37
Psychiatric social worker and assistant professor, District of Columbia Teachers College	7.02	7.79	8.62
Clinical psychologist	7.20	7.99	8.84
Associate professor, District of Columbia Teachers College	7.50	8.33	9.21
Assistant principal, elementary and secondary schools and professor, District of Columbia Teachers College	8.40	9.32	10.32
Supervising director	8.70	9.66	10.69
Principal, elementary and secondary schools	9.35	10.39	11.50
Veterans' summer school centers: Teacher	6.00	6.66	7.37
Adult education schools:			
Teacher	6.60	7.33	8.11
Assistant principal	9.24	10.26	11.35
Principal	10.30	11.44	12.65"

SEC. 3. The amendments made by paragraphs (3), (4), and (5) of section 2 of this Act shall take effect on the first day of the first month following the date of the enactment of this Act.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, March 19, 1968.

HON. JOHN L. McMILLAN,
Chairman, Committee on the District of Columbia,
House of Representatives, Washington, D.C.

DEAR MR. McMILLAN: The Government of the District of Columbia desires to report on H.R. 14526, a bill "To amend the District of Columbia Teachers'

Salary Act of 1955 to provide salary increases for teachers and school officers in the District of Columbia public schools, and for other purposes."

The first section of the bill gives the legislation the title "District of Columbia Teachers' Salary Act Amendments of 1968."

Paragraphs (1) and (2) of section 2 of the bill provide for salary increases for teachers in two phases. The first phase pay schedule, to be effective on the first day of the month following the date of enactment, provides an average increase of 8.3 percent, costing approximately \$5.7 million per year. This schedule is identical to that proposed by the District Government in draft legislation submitted to the Congress by letter dated November 14, 1967 to the Speaker of the House of Representatives and introduced as H.R. 14051. The District accordingly supports the increases provided in the first phase pay schedule in H.R. 14526, but recommends that such increases become effective October 1, 1967. With such an effective date, the cost of these increases for Fiscal Year 1968 would be approximately \$5.0 million. Funds have been reserved in the District of Columbia budget for fiscal year 1968 to pay the increases provided by this first phase pay schedule, assuming an effective date of January 1, 1968, and additional funds to pay these salaries retroactive to October 1, 1967 can be obtained from a number of the District's reserve accounts, provided that such funds are reimbursed in increased revenue provided in Fiscal Year 1969. The District's proposed budget for fiscal year 1969 also contains a reserve to cover teacher salaries during such fiscal year at the rates of this first phase schedule.

The second phase pay schedule, provided by paragraph (2) of section 2 of H.R. 14526, to be effective twelve months after the first phase, provides for an additional increase, averaging 11 percent and costing an additional \$7.3 million per year. The Government of the District of Columbia, as was stated in the letter to you dated March 18, 1968 respecting District recommendations for pay increases for teachers, police, and firemen, supports the second phase pay schedule for teachers contained in this bill, if made effective July 1, 1968. Additional funds have been sought and are being sought from the Congress to pay for these increases in Fiscal Year 1969.

Paragraphs (3), (4), (5), and (6) are substantially similar to provisions recommended by the District Government in its November 14, 1967 letter to the Speaker, and the District accordingly, for the reasons stated therein, endorses their enactment.

Paragraph (7) provides for a higher pay schedule for the summer and adult education schools, effective on the first day of the month following enactment of the bill. This pay schedule is identical to the one proposed by the District Government in its letter of November 14, 1967 to the Speaker, and accordingly the District endorses its inclusion in teacher pay legislation, but recommends that this pay increase be effective October 1, 1967, the effective date recommended by the District for general teacher pay increases.

Paragraph (8) provides a second phase pay increase for teachers in the summer and adult education schools, to be effective twelve months after paragraph (7), in conjunction with the general second phase pay raise contained in paragraph (2). The District recommends that this provision be made effective July 1, 1968.

Section 3 of the bill makes paragraphs (3), (4), and (5) of section 2 effective on the first day of the month following enactment of H.R. 14526. The District offers no objection to this provision but reiterates its recommendations that paragraphs (1) and (7) be effective October 1, 1967 and that paragraphs (2) and (8) be effective July 1, 1968.

In connection with its recommendation that paragraphs (1) and (7) of section 2 be effective October 1, 1967, the District recommends the addition to the bill of several standard provisions which are uniformly incorporated in legislation providing for retroactive compensation. Accordingly, the District proposes that section 3 be renumbered section 5 and that the following sections be inserted:

"Sec. 3. (a) Retroactive compensation or salary shall be paid by reason of this Act only in the case of an individual in the service of the Board of Education of the District of Columbia (including service in the Armed Forces of the United States) on the date of enactment of this Act, except that such retroactive compensation or salary shall be paid (1) to any employee covered in this Act who retired during the period beginning on October 1, 1967, and ending on the date of enactment of this Act, for services rendered during such period, and (2) in accordance with the provisions of subchapter 8 of chapter 55 of title 5, United States Code (relating to settlement of accounts of deceased employees), for services rendered during the period beginning on October 1, 1967, and ending date of enactment of this Act, by any such employee who dies during such period.

"(b) For purposes of this section, service in the Armed Forces of the United States in the case of an individual relieved from training and service in the Armed Forces of the United States or discharged from hospitalization following such training and service, shall include the period provided by law for the mandatory restoration of such individual to a position in or under the municipal government of the District of Columbia.

"Sec. 4. For the purpose of determining the amount of insurance for which an individual is eligible under the provisions of chapter 87 of title 5, United States Code (relating to Government employees group life insurance), all changes in rates of compensation or salary which result from the enactment of this Act shall be held and considered to be effective as of the date of enactment of this Act."

With the foregoing amendments the Government of the District of Columbia would recommend enactment of H. R. 14526.

The Government of the District of Columbia has been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely yours,

THOMAS W. FLETCHER,
Assistant to the Commissioner
(For Walter E. Washington, Commissioner).

(H. R. 15183, 90th Cong., second sess., by Mr. Broyhill, on Feb. 7, 1968)

A BILL To amend the District of Columbia Teachers' Salary Act of 1955 to provide salary increases for teachers and school officers in the District of Columbia public schools, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "District of Columbia Teachers' Salary Act Amendments of 1968".

SEC. 2. The District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1501 et seq.), is amended as follows:

(1) Effective on October 1, 1967, the salary schedule contained in section 1 of the District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1501) is amended to read as follows:

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 1.....	\$31,000								
Superintendent.....									
Class 2.....	25,000								
Deputy superintendent.....									
Class 3.....	18,480	\$18,920	\$19,360	\$19,800	\$20,240	\$20,680	\$21,120	\$21,560	\$22,000
Assistant superintendent.....									
President, teachers college.....									
Class 4.....	15,625	15,995	16,365	16,735	17,105	17,475	17,845	18,215	18,585
Director, curriculum.....									
Dean, teachers college.....									
Executive assistant to superintendent.....									
Class 5:									
Group A, bachelor's degree.....	14,120	14,470	14,820	15,170	15,520	15,870	16,220	16,570	16,920
Group B, master's degree.....	14,750	15,100	15,450	15,800	16,150	16,500	16,850	17,200	17,550
Group C, master's degree plus 30 credit hours.....	15,065	15,416	15,765	16,115	16,465	16,815	17,165	17,515	17,865
Group D, doctor's degree.....	15,380	15,730	16,080	16,430	16,780	17,130	17,480	17,830	18,180
Chief examiner.....									
Director, food services.....									
Director, industrial adult education.....									
Executive assistant to deputy superintendent.....									
Class 6:									
Group B, master's degree.....	14,320	14,660	15,000	15,340	15,680	16,020	16,360	16,700	17,040
Principal, level IV.....	14,320	14,660	15,000	15,340	15,680	16,020	16,360	16,700	17,040
Principal, level III.....	14,010	14,350	14,690	15,030	15,370	15,710	16,050	16,390	16,730
Principal, level II.....	13,700	14,040	14,380	14,720	15,060	15,400	15,740	16,080	16,420
Principal, level I.....	13,390	13,730	14,070	14,410	14,750	15,090	15,430	15,770	16,110
Group C, master's degree plus 30 credit hours.....	14,635	14,975	15,315	15,655	15,995	16,335	16,675	17,015	17,355
Principal, level IV.....	14,635	14,975	15,315	15,655	15,995	16,335	16,675	17,015	17,355
Principal, level III.....	14,325	14,665	15,005	15,345	15,685	16,025	16,365	16,705	17,045
Principal, level II.....	14,015	14,355	14,695	15,035	15,375	15,715	16,055	16,395	16,735
Principal, level I.....	13,705	14,045	14,385	14,725	15,065	15,405	15,745	16,085	16,425

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 6—Continued									
Group D, doctor's degree.....	\$14,950	\$15,290	\$15,630	\$15,970	\$16,310	\$16,650	\$16,990	\$17,330	\$17,670
Principal, level IV.....	14,950	15,290	15,630	15,970	16,310	16,650	16,990	17,330	17,670
Principal, level III.....	14,640	14,980	15,320	15,660	16,000	16,340	16,680	17,020	17,360
Principal, level II.....	14,330	14,670	15,010	15,350	15,690	16,030	16,370	16,710	17,050
Principal, level I.....	14,020	14,360	14,700	15,040	15,380	15,720	16,060	16,400	16,740
Assistant to assistant superin-									
tendent (elementary schools).									
Assistant to assistant superin-									
tendent (junior and senior high									
high schools).									
Assistant to assistant superin-									
tendent (general research,									
budget, and legislation).									
Assistant to assistant superin-									
tendent (pupil personnel serv-									
ices).									
Assistant to assistant superin-									
tendent (industrial and adult									
education, vocational educa-									
tion, evening and summer									
school).									
Director, elementary education									
(supervision and instruction).									
Director, health (physical educa-									
tion, athletics, and safety).									
Director, special education.									
Principal, senior high school.									
Principal, junior high school.									
Principal, elementary school.									
Principal, vocational high school.									
Principal, Americanization									
school.									
Principal, boys' junior-senior									
high school.									
Principal, Capitol Page School.									
Principal, health school.									
Principal, laboratory school.									
Principal, veterans' high school.									
Class 7:									
Class B, master's degree.....	13,020	13,330	13,640	13,950	14,260	14,570	14,880	15,190	15,500
Group C, master's degree plus 30									
credit hours.....	13,335	13,645	13,955	14,265	14,575	14,885	15,195	15,505	15,815
Group D, doctor's degree.....	13,650	13,960	14,270	14,580	14,890	15,200	15,510	15,820	16,130
Supervising director, elementary									
education (supervision and instruc-									
tion).									
Supervising director, audio-visual									
instruction.									
Supervising director, adult education									
and summer school.									
Supervising director, subject field.									
Supervising director, reading clinic.									
Supervising director, athletics.									
Director, school attendance.									
Supervising director, curriculum.									
Director, elementary education.									
Director, elementary education (ad-									
ministration).									
Class 8:									
Group B, master's degree.....	12,520	12,830	13,140	13,450	13,760	14,070	14,380	14,690	15,000
Group C, master's degree plus 30									
credit hours.....	12,835	13,145	13,455	13,765	14,075	14,385	14,695	15,005	15,

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 10:									
Group B, master's degree.....	\$11,470	\$11,780	\$12,090	\$12,400	\$12,710	\$13,020	\$13,330	\$13,640	\$13,950
Group C, master's degree plus 30 credit hours.....	11,785	12,095	12,405	12,715	13,025	13,335	13,645	13,955	14,265
Group D, doctor's degree.....	12,100	12,410	12,720	13,030	13,340	13,650	13,960	14,270	14,580
Assistant director, audiovisual instruction.									
Assistant director, subject field.									
Assistant director, adult education and summer school.									
Supervisor, elementary education.									
Class 11:									
Group B, master's degree.....	10,950	11,260	11,570	11,880	12,190	12,500	12,810	13,120	13,430
Group C, master's degree plus 30 credit hours.....	11,265	11,575	11,885	12,195	12,505	12,815	13,125	13,435	13,745
Group D, doctor's degree.....	11,580	11,890	12,200	12,510	12,820	13,130	13,440	13,750	14,060
Assistant director, practical nursing.									
Associate professor, teachers college.									
Chief librarian, teachers college.									
Class 12:									
Group B, master's degree.....	10,430	10,740	11,050	11,360	11,670	11,980	12,290	12,600	12,910
Group C, master's degree plus 30 credit hours.....	10,745	11,055	11,365	11,675	11,985	12,295	12,605	12,915	13,225
Group D, doctor's degree.....	11,060	11,370	11,680	11,990	12,300	12,610	12,920	13,230	13,540
Chief attendance officer.									
Clinical psychologist.									
Class 13:									
Group B, master's degree.....	9,360	9,740	10,120	10,500	10,880	11,260	11,640	12,020	12,400
Group C, master's degree plus 30 credit hours.....	9,675	10,055	10,435	10,815	11,195	11,575	11,955	12,335	12,715
Group D, doctor's degree.....	9,990	10,370	10,750	11,130	11,510	11,890	12,270	12,650	13,030
Assistant professor, teachers college.									
Assistant professor, laboratory school.									
Psychiatric social worker.									

"Salary class and group	Service step							
	1	2	3	4	5	6	7	8
Class 14:								
Group A, bachelor's degree.....	\$7,510	\$7,830	\$8,150	\$8,470	\$8,790	\$9,110	\$9,430	\$9,750
Group B, master's degree.....	8,140	8,460	8,780	9,100	9,420	9,740	10,060	10,380
Group C, master's degree plus 30 credit hours.....	8,455	8,775	9,095	9,415	9,735	10,055	10,375	10,695
Group D, doctor's degree.....	8,770	9,090	9,410	9,730	10,050	10,370	10,690	11,010
Coordinator of practical nursing.								
Census supervisor.								
Class 15:								
Group A, bachelor's degree.....	6,400	6,600	6,800	7,050	7,435	7,750	8,065	8,380
Group B, master's degree.....	7,030	7,230	7,430	7,680	8,065	8,380	8,695	9,010
Group C, master's degree plus 30 credit hours.....	7,345	7,545	7,745	7,995	8,380	8,695	9,010	9,325
Group D, master's degree plus 60 credit hours or doctor's degree.....	7,660	7,860	8,060	8,310	8,695	9,010	9,325	9,640
Teacher, elementary and secondary schools								
Attendance officer.								
Child labor inspectors.								
Counselor, placement.								
Counselor, elementary and secondary schools.								
Librarian, elementary and secondary schools.								
Librarian, teachers college.								
Research assistant.								
School social worker.								
Speech correctionist.								
Instructor, teachers college.								
Instructor, laboratory school.								
School psychologist.								

"Salary class and group	Service step					Longevity step	
	9	10	11	12	13	X	Y
Class 14:							
Group A, bachelor's degree	\$10, 070	\$10, 390	\$10, 710	\$11, 030	\$11, 350	-----	-----
Group B, master's degree	10, 700	11, 020	11, 340	11, 660	11, 980	-----	-----
Group C, master's degree plus 30 credit hours	11, 015	11, 335	11, 655	11, 975	12, 295	-----	-----
Group D, doctor's degree	11, 330	11, 650	11, 970	12, 290	12, 610	-----	-----
Coordinator of practical nursing.							
Census supervisor.							
Class 15:							
Group A, bachelor's degree	8, 695	8, 950	9, 200	9, 450	9, 700	\$10, 200	\$10, 800
Group B, master's degree	9, 325	9, 580	9, 830	10, 080	10, 330	10, 830	11, 430
Group C, master's degree plus 30 credit hours	9, 640	9, 895	10, 145	10, 395	10, 645	11, 145	11, 745
Group D, master's degree plus 60 credit hours or doctor's degree	9, 955	10, 210	10, 460	10, 710	10, 960	11, 460	12, 060
Teacher, elementary and secondary schools.							
Attendance officer.							
Child labor inspectors.							
Counselor, placement.							
Counselor, elementary and secondary schools.							
Librarian, elementary and secondary schools.							
Librarian, teachers college.							
Research assistant.							
School social worker.							
Speech correctionist.							
Instructor, teachers college.							
Instructor, laboratory school.							
School psychologist."							

(2) Effective on July 1, 1968, such salary schedule is amended to read as follows:

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 1..... Superintendent.	\$35,000								
Class 2..... Deputy superintendent.	28,000								
Class 3..... Assistant superintendent. President, teachers college.	20,160	\$20,640	\$21,120	\$21,600	\$22,080	\$22,560	\$23,040	\$23,520	\$24,000
Class 4..... Director, curriculum. Dean, teachers college. Executive assistant to superintendent.	17,960	18,390	18,820	19,250	19,680	20,110	20,540	20,970	21,400
Class 5:..... Group A, bachelor's degree..... Group B, master's degree..... Group C, master's degree plus 30 credit hours..... Group D, doctor's degree..... Chief examiner. Director, food services. Director, industrial adult education. Executive assistant to deputy super- intendent.	16,260 16,990 17,355 15,765 17,220 17,220	16,665 17,395 17,760 16,160 18,125	17,070 17,800 18,165 16,555 18,530	17,475 18,205 18,570 18,935	17,880 18,610 18,975 19,340	18,285 19,015 19,380 19,745	18,690 19,420 19,785 20,150	19,095 19,825 20,190 20,555	19,500 20,230 20,595 20,960
Class 6:..... Group B, master's degree..... Principal, level IV..... Principal, level III..... Principal, level II..... Principal, level I..... Group C, master's degree plus 30 credit hours..... Principal, level IV..... Principal, level III..... Principal, level II..... Principal, level I..... Group D, doctor's degree..... Principal, level IV..... Principal, level III..... Principal, level II..... Principal, level I..... Assistant to assistant superin- tendent (elementary schools.)	16,475 16,475 16,120 15,120 15,410 17,175 17,175 16,820 16,465 16,110 17,875 17,875 17,520 17,165 16,810	16,870 16,870 16,515 16,860 15,805 17,570 17,570 17,215 16,860 16,505 18,270 18,270 17,915 17,560 17,205	17,265 17,265 16,910 17,255 16,200 17,965 17,965 17,610 17,255 16,900 18,665 18,665 18,310 17,955 17,600	17,660 17,660 17,305 17,650 16,595 18,360 18,360 18,005 17,650 17,295 19,060 19,060 18,705 18,350 17,995	18,055 18,055 17,700 17,345 16,990 18,755 18,755 18,400 18,045 17,690 19,455 19,455 19,100 18,745 18,390	18,450 18,450 18,095 18,740 19,380 19,150 19,150 18,795 18,440 18,085 19,850 19,850 19,495 19,140 18,785	18,845 18,845 18,490 18,835 17,780 19,545 19,545 19,190 19,835 18,480 20,245 20,245 20,245 19,535 19,180	19,240 19,240 18,885 18,530 18,175 19,940 19,940 19,585 19,230 18,875 20,640 20,640 20,640 19,930 19,575	19,635 19,635 19,280 19,285 18,570 20,335 20,335 19,980 19,625 19,270 21,035 21,035 21,035 20,325 19,970

"Salary class and group"	Service step								
	1	2	3	4	5	6	7	8	9
Class 6—Continued									
Group D, doctor's degree—Continued									
Assistant to assistant superintendent (junior and senior high schools.)									
Assistant to assistant superintendent (general research, budget, and legislation.)									
Assistant to assistant superintendent (pupil personnel services.)									
Assistant to assistant superintendent (industrial and adult education, vocational education, evening and summer school.)									
Director, elementary education (supervision and instruction).									
Director, health, physical education, athletics, and safety.									
Director, special education.									
Principal, senior high school.									
Principal, junior high school.									
Principal, elementary school.									
Principal, vocational high school.									
Principal, Americanization school.									
Principal, boys' junior-senior high school.									
Principal, Capitol Page School.									
Principal, health school.									
Principal, laboratory school.									
Principal, veterans' high school.									
Class 7:									
Group B, master's degree.....	\$15, 010	\$15, 365	\$15, 720	\$16, 075	\$16, 430	\$16, 785	\$17, 140	\$17, 495	\$17, 850
Group C, master's degree plus 30 credit hours.....	15, 710	16, 065	16, 420	16, 775	17, 130	17, 485	17, 840	18, 195	18, 550
Group D, doctor's degree.....	16, 410	16, 765	17, 120	17, 475	17, 830	18, 185	18, 540	18, 895	19, 250
Supervising director, elementary education (supervision and instruction).									
Supervising director, audio-visual instruction.									
Supervising director, adult education and summer school.									
Supervising director, subject field.									
Supervising director, reading clinic.									
Supervising director, athletics.									
Director, school attendance.									
Supervising director, curriculum.									
Director, elementary education.									
Director, elementary education (administration).									
Class 8:									
Group B, master's degree.....	14, 495	14, 840	15, 185	15, 530	15, 875	16, 220	16, 565	16, 910	17, 255
Group C, master's degree plus 30 credit hours.....	15, 195	15, 540	15, 885	16, 230	16, 575	16, 920	17, 265	17, 610	17, 955
Group D, doctor's degree.....	15, 895	16, 240	16, 585	16, 930	17, 275	17, 620	17, 965	18, 310	18, 655
Dean of students, teachers college.									
Professor, teachers college.									
Registrar, teachers college.									
Statistical analyst.									
Assistant principal, senior high school.									
Assistant principal, junior high school.									
Assistant principal, elementary school.									
Assistant principal, vocational high school.									
Assistant principal, Americanization school.									
Assistant principal, health school.									
Class 9:									
Group A, bachelor's degree.....	13, 980	14, 315	14, 650	14, 985	15, 320	15, 655	15, 990	16, 325	16, 660
Group B, master's degree.....	14, 680	15, 015	15, 350	15, 685	16, 020	16, 355	16, 690	17, 025	17, 360
Group C, master's degree plus 30 credit hours.....	15, 380	15, 715	16, 050	16, 385	16, 720	17, 055	17, 390	17, 725	18, 060
Group D, doctor's degree.....	16, 080	16, 415	16, 750	17, 085	17, 420	17, 755	18, 090	18, 425	18, 760
Assistant director, food services.									

"Salary class and group	Service step								
	1	2	3	4	5	6	7	8	9
Class 10:									
Group B, master's degree.....	\$13,505	\$13,825	\$14,145	\$14,465	\$14,785	\$15,105	\$15,425	\$15,745	\$16,065
Group C, master's degree plus 30 credit hours.....	14,205	14,525	14,845	15,165	15,485	15,805	16,125	16,445	16,765
Group D, doctor's degree.....	14,905	15,225	15,545	15,865	16,185	16,505	16,825	17,145	17,465
Assistant director, audiovisual instruction.									
Assistant director, subject field.									
Assistant director, adult education and summer school.									
Supervisor, elementary education.									
Class 11:									
Group B, master's degree.....	12,990	13,300	13,610	13,920	14,230	14,540	14,850	15,160	15,470
Group C, master's degree plus 30 credit hours.....	13,690	14,000	14,310	14,620	14,930	15,240	15,550	15,860	16,170
Group D, doctor's degree.....	14,390	14,700	15,010	15,320	15,630	15,940	16,250	16,560	16,870
Assistant director, practical nursing.									
Associate professor, teachers college.									
Chief librarian, teachers college.									
Class 12:									
Group B, master's degree.....	12,475	12,775	13,075	13,375	13,675	13,975	14,275	14,575	14,875
Group C, master's degree plus 30 credit hours.....	13,175	13,475	13,775	14,075	14,375	14,675	14,975	15,275	15,575
Group D, doctor's degree.....	13,875	14,175	14,475	14,775	15,075	15,375	15,675	15,975	16,275
Chief attendance officer.									
Clinical psychologist.									

"Salary class and group	Service step							
	1	2	3	4	5	6	7	8
Class 13:								
Group B, master's degree.....	\$10,720	\$11,165	\$11,610	\$12,055	\$12,500	\$12,945	\$13,390	\$13,835
Group C, master's degree plus 30 credit hours.....	11,420	11,865	12,310	12,755	13,200	13,645	14,090	14,535
Group D, doctor's degree.....	12,120	12,565	13,010	13,455	13,900	14,345	14,790	15,235
Assistant professor, teachers college.								
Assistant professor, laboratory school.								
Psychiatric social worker.								
Class 14:								
Group A, bachelor's degree.....	8,665	9,035	9,405	9,775	10,145	10,515	10,885	11,255
Group B, master's degree.....	9,365	9,735	10,105	10,475	10,845	11,215	11,585	11,955
Group C, Master's degree plus 30 credit hours.....	10,065	10,435	10,805	11,175	11,545	11,915	12,285	12,655
Group D, doctor's degree.....	10,765	11,135	11,505	11,875	12,245	12,615	12,985	13,355
Coordinator of practical nursing.								
Census supervisor.								
Class 15:								
Group A, bachelor's degree.....	7,000	7,350	7,700	8,050	8,400	8,750	9,100	9,450
Group B, master's degree.....	7,700	8,050	8,400	8,750	9,100	9,450	9,800	10,150
Group C, master's degree plus 30 credit hours.....	8,400	8,750	9,100	9,450	9,800	10,150	10,500	10,850
Group D, master's degree plus 60 credit hours or doctor's degree.....	9,100	9,450	9,800	10,150	10,500	10,850	11,200	11,550
Teacher, elementary and secondary schools.								
Attendance officer.								
Child labor inspectors.								
Counselor, placement.								
Counselor, elementary and secondary schools.								
Librarian, elementary and secondary schools.								
Librarian, teachers college.								
Research assistant.								
School social worker.								
Speech correctionist.								
Instructor, teachers college.								
Instructor, laboratory school.								
School psychologist.								

"Salary class and group	Service step					Longevity step	
	9	10	11	12	13	X	Y
Class 13:							
Group B, master's degree.....	\$14,280						
Group C, master's degree plus 30 credit hours.....	14,980						
Group D, doctor's degree.....	15,680						
Assistant professor, teachers college.							
Assistant professor, laboratory school.							
Psychiatric social worker.							
Class 14:							
Group A, bachelor's degree.....	11,625	11,995	12,365	12,735	13,105		
Group B, master's degree.....	12,325	12,695	13,065	13,435	13,805		
Group C, master's degree plus 30 credit hours.....	13,025	13,395	13,765	14,135	14,505		
Group D, doctor's degree.....	13,725	14,095	14,465	14,835	15,205		
Coordinator of practical nursing.							
Census supervisor.							
Class 15:							
Group A, bachelor's degree.....	9,800	10,150	10,500	10,850	11,200	11,760	12,460
Group B, master's degree.....	10,500	10,850	11,200	11,550	11,900	12,460	13,160
Group C, master's degree plus 30 credit hours.....	11,200	11,550	11,900	12,250	12,600	13,160	13,860
Group D, master's degree plus 60 credit hours or doctor's degree.....	11,900	12,250	12,600	12,950	13,300	13,860	14,560
Teacher, elementary and secondary schools.							
Attendance officer.							
Child labor inspectors.							
Counselor, placement.							
Counselor, elementary and secondary schools.							
Librarian, elementary and secondary schools.							
Librarian, teachers college.							
Research assistant.							
School social worker.							
Speech correctionist.							
Instructor, teachers college.							
Instructor, laboratory school.							
School psychologist.							

(3) Section 5(c) of such Act (D.C. Code, sec. 31-1522(c)) is amended (a) by inserting immediately before the period at the end of the third sentence "or the equivalence thereof", and (b) by striking out the fifth sentence.

(4) The third sentence of paragraph (1) of subsection (a) of section 7 of such Act (D.C. Code, sec. 31-1532(a) (1)) is amended by striking out "the same type of position" and inserting in lieu thereof "any position covered in salary class 15".

(5) Subsection (a) of section 8 of such Act (D.C. Code, sec. 31-1533(a)) is amended by inserting "or class" immediately after "position" each time it appears in that subsection.

(6) Section 10 (a) of such Act (D.C. Code, sec. 31-1535(a)) is amended to read as follows:

"(a) On and after the effective date of the District of Columbia Teachers' Salary Act Amendments of 1968, each promotion to group B, group C, or group D, within a salary class, shall become effective—

"(1) on the date of the regular Board meeting of the twelfth month prior to the date of approval of promotion by the Board, or

"(2) on the effective date of the master's degree or doctor's degree or on the completion of thirty or sixty credit hours beyond the master's degree, as the case may be,

whichever is later."

(7) Effective on October 1, 1967, the salary schedule contained in section 13(a) of the District of Columbia Teachers' Salary Act of 1955 (D.C. Code, sec. 31-1542 (a)) is amended to read as follows:

"Classification	Per period		
	Step 1	Step 2	Step 3
Summer school (regular):			
Teacher, elementary and secondary schools; counselor, elementary and secondary schools; librarian, elementary and secondary schools; school social worker; speech correctionist; school psychologist; and instructor, District of Columbia Teachers College.....	\$5.48	\$6.12	\$6.68
Psychiatric social worker and assistant professor, District of Columbia Teachers College.....	6.58	7.34	8.02
Clinical psychologist.....	6.85	7.65	8.35
Associate professor, District of Columbia Teachers College.....	7.12	7.96	8.68
Assistant principal, elementary and secondary schools, and professor, District of Columbia Teachers College.....	7.95	8.87	9.69
Supervising director.....	8.22	9.18	10.02
Principal, elementary and secondary schools.....	8.77	9.79	10.69
Veterans' summer school centers: Teacher.....	5.48	6.12	6.68
Adult education schools:			
Teacher.....	6.03	6.73	7.35
Assistant principal.....	8.74	9.76	10.66
Principal.....	9.65	10.77	11.76"

(8) Effective on July 1, 1968, such salary schedule is amended to read as follows:

"Classification	Per period		
	Step 1	Step 2	Step 3
Summer school (regular):			
Teacher, elementary and secondary schools; counselor, elementary and secondary schools; librarian, elementary and secondary schools; school social worker; speech correctionist; school psychologist; and instructor, District of Columbia Teachers College.....	\$6.18	\$6.90	\$7.61
Psychiatric social worker and assistant professor, District of Columbia Teachers College.....	7.42	8.28	9.13
Clinical psychologist.....	7.73	8.63	9.51
Associate professor, District of Columbia Teachers College.....	8.03	8.97	9.98
Assistant principal, elementary and secondary schools, and professor, District of Columbia Teachers College.....	8.96	10.00	11.03
Supervising director.....	9.27	10.35	11.42
Principal, elementary and secondary schools.....	9.89	11.04	12.18
Veterans' summer school centers: Teacher.....	6.18	6.90	7.61
Adult education schools:			
Teacher.....	6.80	7.59	8.37
Assistant principal.....	9.86	11.00	12.14
Principal.....	10.88	12.14	13.39

SEC. 3. (a) Retroactive compensation or salary shall be paid by reason of this title only in the case of an individual in the service of the Board of Education of the District of Columbia (including service in the Armed Forces of the United States) on the date of enactment of this Act, except that such retroactive compensation or salary shall be paid (1) to any employee covered in this title who retired during the period beginning on October 1, 1967, and ending on the date of enactment of this Act, for services rendered during such period, and (2) in accordance with the provisions of subchapter 8 of chapter 55 of title 5, United States Code (relating to settlement of accounts of deceased employees), for services rendered during the period beginning on October 1, 1967, and ending on the date of enactment of this Act, by any such employee who dies during such period.

(b) For purposes of this section, service in the Armed Forces of the United States in the case of an individual relieved from training and service in the Armed Forces of the United States or discharged from hospitalization following such training and service, shall include the period provided by law for the mandatory restoration of such individual to a position in or under the municipal government of the District of Columbia.

SEC. 4. For the purpose of determining the amount of insurance for which an individual is eligible under the provisions of chapter 87 of title 5, United States Code (relating to Government employees group life insurance), all changes in rates of compensation or salary which result from the enactment of this title shall be held and considered to be effective as of the date of enactment of this Act.

SEC. 5. The amendments made by paragraphs (3), (4), (5), and (6) of section 2 of this Act shall take effect on the first day of the first month following the date of the enactment of this Act.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, March 19, 1968.

Hon. JOHN L. McMILLAN,
*Chairman, Committee on the District of Columbia,
House of Representatives, Washington, D.C.*

DEAR MR. McMILLAN: The Government of the District of Columbia desires to report on H.R. 15183, a bill "To amend the District of Columbia Teachers' Salary Act of 1955 to provide salary increases for teachers and school officers in the District of Columbia public schools, and for other purposes."

The first section of the bill gives the legislation the title "District of Columbia Teachers' Salary Act Amendments of 1968."

Paragraphs (1) and (2) of section 2 of the bill provide for salary increases for teachers in two phases. The first phase pay schedule, to be effective on October 1, 1967, provides an average increase of 8.3 percent, costing approximately \$5.7 million per year. This schedule is identical to that proposed by the District Government in draft legislation submitted to the Congress by letter dated November 14, 1967 to the Speaker of the House of Representatives and introduced as H.R. 14051. The District accordingly supports the increases provided in the first phase pay schedule. With a January effective date, the cost of these increases for the last half of fiscal year 1968 would be approximately \$3.3 million. Funds have been reserved in the District of Columbia budget for fiscal year 1968 to pay the increases provided by this first phase pay schedule, assuming an effective date of January 1, 1968 and additional funds to pay these salaries retroactive to October 1, 1967 can be obtained from a number of the District's reserve accounts, provided that such amount is reimbursed in increased revenue provided in Fiscal Year 1969. The District's proposed budget for fiscal year 1969 also contains a reserve to cover teacher salaries during such fiscal year at the rates of this first phase schedule.

The second phase pay schedule, provided by paragraph (2) of section 2 of H.R. 15183, to be effective July 1, 1968, provides for an additional increase averaging 13.8 percent and costing an additional \$10.1 million per year. The Government of the District of Columbia, as was stated in the letter to you dated March 18, 1968 respecting District recommendations for pay increases for teachers, police, and firemen, supports a second phase pay schedule for teachers such as that contained in H.R. 14526 (rather than H.R. 15183), if made effective July 1, 1968. Additional funds have been sought and are being sought from the Congress to pay for these increases in Fiscal Year 1969.

Paragraphs (3), (4), (5), and (6) are substantially similar to provisions recommended by the District Government in its November 14, 1967 letter to the Speaker, and the District accordingly, for the reasons stated therein, endorses their enactment.

Paragraph (7) provides for a higher pay schedule for the summer and adult education schools, effective October 1, 1967. This pay schedule is identical to the one proposed by the District Government in its letter of November 14, 1967 to the Speaker, and accordingly the District endorses its inclusion in teacher pay legislation, but recommends that this pay increase be effective October 1, 1967, the effective date recommended by the District for general teacher pay increases.

Paragraph (8) provides a second phase pay increase for teachers in the summer and adult education schools, to be effective July 1, 1968 in conjunction with the general second phase pay raise contained in paragraph (2). The District recommends the adoption of the second phase pay increases provided by paragraph (8) of H.R. 14526, rather than those of H.R. 15183.

Sections 3 and 4 are standard provisions used in legislation providing for retroactive compensation and accordingly the District supports their inclusion in H.R. 15183.

Section 5 of the bill makes paragraphs (3), (4), and (5) of section 2 effective on the first day of the month following enactment of H.R. 15183. The District offers no objection to this provision but reiterates its recommendations that paragraphs (2) and (8) of H.R. 14526 be substituted for those of this bill.

The Government of the District of Columbia has been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely ours,

THOMAS W. FLETCHER,
Assistant to the Commissioner
(For Walter E. Washington, Commissioner).

**STATEMENT OF HON. JOEL T. BROYHILL, A MEMBER OF
CONGRESS FROM THE STATE OF VIRGINIA**

Mr. BROYHILL. Thank you, Mr. Chairman. I will be as brief as possible because I know we have several witnesses here who have a lot to contribute to this testimony this morning.

I should like to thank the Chairman for arranging these prompt hearings. I regret that we do not have more members of the committee present this morning, but that is not indicative of the interest of the Committee because I have talked with most members of this Subcommittee and they have expressed keen interest in this bill. There were just many unavoidable conflicts with the scheduling this morning. On the minority side, there is a Republican conference and that, of course, makes it difficult for them to be here.

Mr. Chairman, my own very strong interest in this legislation is indicated by the fact that I have introduced four bills on the subject. Now, that is not a case of "on-again, off-again". There is a consistency among these four bills, and I will explain in just a moment or two the differences in them, but I have primarily supported the latest bill introduced, which is H.R. 15747.

The school teachers and other member of the professional staff of the District of Columbia educational system have not had a pay increase since 1966. Since that time, every school system in the metropolitan area has had at least one increase, and the District of Columbia school system with its present salary schedule would start the coming school year with the lowest pay scale in the entire metropolitan area.

This is a very serious problem, particularly when I imagine at this time they are in the process of trying to recruit the new teachers for the 1968-69 term.

In addition, in the other major cities of the nation, since 1966 there have been pay increases to such an extent that the District of Columbia now ranks No. 15 among the 21 largest cities in the United States, for starting salaries for teachers with the bachelor's degree, which leaves the city in a very poor competitive position with the other large cities.

In addition to this unfavorable competitive position in which we now find ourselves in the District of Columbia, recruitment would be difficult even if we were competitive from a salary standpoint. It is quite difficult to recruit teachers here in the nation's capitol because such a large segment of our school population, unfortunately, come from substandard and underprivileged homes, and do not have the background of culture and discipline that they should have in the home.

This means that our teachers must spend a large part of their time and energy in trying to maintain order and discipline, instead of teaching. Furthermore, this problem is worsened because to some extent the school children in the District of Columbia are being made the targets of the insidious propaganda of the militant black power advocates. They seek to instill in the young children their doctrine of racial hatred, resistance to authority, and contempt for law and order.

For example, all recall that just a few months ago the infamous Stokely Carmichael actually was invited to address some high school classes in the District. This is not the fault of the rank and file of the

teachers in the District of Columbia, but it is they who must face the additional burdens in their work that are caused by such that are permitted by such incredible administration.

So it is going to make it most difficult, as I have said to recruit the young, well-qualified teachers here in the Nation's Capital when we are not even in competition, salary-wise, with the schools in the suburbs.

Effective October 1, 1967, the Congress approved a pay raise for practically everyone, including the military personnel and the classified employees in the District Government, which provided a three-stage increase for all District employees except policemen, firemen, professional employees of the D.C. Board of Education. We took care of the policemen and the firemen, so far as the House of Representatives is concerned, back on February 26th of this year. So now, we have the teachers and the other professional employees of the Board of Education as the only ones left. Obviously, simple justice calls for prompt action on our part on behalf of these dedicated public servants.

And even if we bring these salaries up to a competitive level, Mr. Chairman, I think most of us would agree that the members of the teaching profession in the suburbs throughout the United States have not received their proper share of the cost of operating the community, the proper proportion of the distribution of the community's wealth. Teachers' salaries nation-wide have lagged far behind those of other professions requiring a similar amount of training and education.

I hope, Mr. Chairman, that when the Congress recognizes the element of equity and fairness involved in these measures that we are proposing, they will not be reluctant or hesitant to go along with them because of any dissatisfaction with the unfortunate action taken by some of the teachers here a few weeks ago when they engaged in a "walkout" and came up to Capitol Hill to lobby among the members of Congress to stress the need for this legislation. I want to point out, Mr. Chairman, that this was not the fault of anyone in an administrative capacity in the District Government. Certainly, the Commissioner of the District of Columbia and all his staff could not have done any more to cooperate with the school teachers and to assure them that they were aware of the problems and that within the framework of the financial limitations existing in the District of Columbia, they were going to do everything possible to get this pay bill through. The same is true of the Board of Education. It is my understanding that continuous meetings were held, and the maximum assurance given to the representatives of the teachers' union that everything possible would be done to get this bill approved by the Congress as quickly as possible.

Concern was expressed also by many Members of the Congress, including the member who is now privileged to testify. It is most unfortunate that the leader of this particular teachers' union did not understand the legislative process here nor the fact that although the Congress was sympathetic to this problem, it did take time to get this legislation through.

The chairman, as well as most of the members of this Committee, knows that the District of Columbia Education Association has for years maintained an excellent relationship with the Congress and

particularly with this Committee, and has done a magnificent job in seeing to it that the Congress did recognize the teachers' problems and in due course get appropriate legislation approved.

Now, I have heard some of our colleagues point out that they felt that they should not reward the type of activity that this recent "walkout" represents, and that they would not want to be too hasty in approving legislation because this might encourage such activity in the future. I believe that we could overcome that, Mr. Chairman, by stating in our report, that while we recognize the right of organizations and individuals to petition their government, the Congress, and to come up here and lobby, the act of actually striking or closing down the school is not the type of approach that gets legislation more rapidly, and that whatever action we are taking in regard to this legislation is solely because of the merits involved, and not because of any demonstrations or any threat that there might even be further closing of the schools in the future.

Mr. DOWDY. If the gentleman might yield. It would be my attitude that these bills would be considered on the merit and not because of any threats of strikes.

Mr. BROYHILL. Of course. I know that is the Chairman's position, and I don't want any inference drawn by anyone that that type of activity on the part of the teachers' union is going to be productive. In fact, on the contrary, it could very well be counter-productive.

Actually, Mr. Chairman, there was a large number of teachers who did not go along with that walkout. They did report for work the next day, and were very much disappointed when the schools were closed.

Mr. DOWDY. Would the gentleman yield at that point. It would be my opinion without having talked to any of them that the vast majority being dedicated teachers dedicated to the profession would resent such action on the part of the minority of their people.

Mr. BROYHILL. I understand there were absent a thousand who did come up to the Hill that day. I regret, Mr. Chairman, that the school teachers were represented by people who do not fully understand legislative technique and the way that we must go about legislating in the Congress, and I am certain if the teachers themselves understood more fully the problems of conducting a bill properly through the legislative process, they would not support this type of leadership.

Mr. NELSEN. Would the gentleman yield at this point. What will the need be in the way of revenues if we increase the firemen, policemen, and teachers' pay—is there revenue enough to cover the increases or will legislation be necessary to provide increased revenue?

Mr. BROYHILL. I might say in answer to the question that the bill I am supporting, the one I hope that the Committee will approve, will cost an additional 15.8 million dollars per year. I have said on many previous occasions that it is my opinion that the Federal Government must furnish whatever funds are required to properly finance the operation of this Nation's Capitol, beyond the point where the economy of the District of Columbia cannot stand further taxation. I do not mean that even then we should milk them for all that we can, but I think the proper ratio is what the similar businesses and individuals pay in the suburbs. Beyond that point, I think we are going to have to increase Federal contribution.

Mr. NELSEN. Would you yield further. You recall the bind we got into in previous sessions where the Appropriations Committee delayed action on approving the D.C. budget because they have to report a balanced budget. This always came about because they awaited prior approval of revenue authorization. Wouldn't it then be necessary for us to proceed to consider revenue proposals at an early date so we do not run into a similar bind again?

Mr. BROYHILL. I think I would have to agree with what the gentleman says.

Mr. NELSEN. Thank you for yielding.

Mr. BROYHILL. I did not mean to take this long, Mr. Chairman, but I did want to point out that there are very few basic differences in the four bills that I introduced.

The first bill, H.R. 14051, was the original proposal that was recommended by the Board of Education with the support of the District Government. Then subsequent to that, taking into consideration that a three-step pay increase had been granted the other employees of the District of Columbia Government, it was felt that it was fair to introduce a bill providing a two-step increase for school teachers. That brought about the second bill, H.R. 14526, which provided for the first step in the bill recommended by the Board of Education, and a second step, an increase of starting salaries to \$7,000. This particular proposal is practically identical to the bill which has been approved by a Senate Subcommittee as an amendment to our police and firemen's pay bill. The only difference is that in their bill the first phase is retroactive to October 1 and the second stage effective next July 1. My bill was intended to be just exactly that way, but it there was a drafting error.

The third bill is practically identical to my second bill, except that in the second step, which is to become effective next July, I felt that we should do a little bit more in the area of the more experienced teachers. We know we have a problem of recruitment, and that we must do something to make it a little less difficult to get young people to come into the District of Columbia school teaching system, but we also need to be equally concerned with those who have more experience and have obtained additional training and education, and the District of Columbia Education Association advised me that we should have a little greater increase in salaries for the more experienced teachers.

I introduced my fourth bill after we had made a more substantial pay increase for the policemen and firemen. I felt for this reason that this second step proposed in my original bills should become retroactive to October 1, 1967, and that is what H.R. 16747, the bill that I hope the Committee will approve, provides.

This bill is quite similar to the one sponsored by Mr. Fraser, the gentleman from Minnesota, except that it does have little higher increases for those teachers with additional experience and training.

If the Committee and the Chairman will look very quickly at the chart showing a comparison of teachers' salaries in the District and in the suburbs—Mr. Hilder prepared this at my request, I believe, so that we could compare these salary schedules—you will see that the minimum salaries, and the salaries at the top annual increment are all there, as well as the maximum salaries attainable at the top of the longevity steps. On separate sheets are the seals for the Bachelor's Degree, the Master's Degree, the Master's Degree plus 30 hours, and

the Master's Degree plus 60 hours. You will note that while these bills will, as far as the starting salary is concerned for the D.C. teachers, bring about a position of fair competition with the suburbs. When you get to the top of the annual increment on each sheet, however, you will find that the District still compares less favorably, particularly when we reach the top of the longevity steps. And this is an area in which I think we should concern ourselves. This is the reason why I am hopeful that the Committee will consider the schedule I have in H.R. 15747, which not only aid in the recruitment of young teachers, but also will help to keep these teachers after they have become more proficient by obtaining more education.

Actually, Mr. Chairman, even a teacher coming into the system at the \$7,000 schedule would have to stay here for 19 years, and obtain a Doctor's Degree, or a Master's degree plus 60 hours, in order to merely double his or her salary. That is not a very aggressive scale, when a person with that many years of service and that much additional education cannot do better than merely double his income within that time. So I feel that this is the minimum that we can do in trying to improve the educational standards here in our Nation's Capitol.

Mr. Chairman, I apologize for taking more of the Committee's time than I intended, but I do feel very strongly on this subject.

Mr. DOWDY. It helps to have the information about the increased revenues. I notice that we have a report or recommendation from the Commissioner that these bills—to pay for these bills—to increase the general sales tax from 3 to 4 percent, and to eliminate the present 1 percent tax on food sales, and to increase the sales tax on liquor sales from 4 percent to 5 percent. These three together would bring an estimated income totaling \$10.6 million (See p.95.)

Mr. DOWDY. Now, do you have a question, Mr. Sisk?

Mr. SISK. No question, Mr. Chairman.

Mr. DOWDY. Mr. Fuqua?

Mr. FUQUA. No questions.

Mr. DOWDY. Mr. Nelsen?

Mr. NELSEN. Mr. Chairman, do the provisions of the last D.C. Revenue Act that we passed, authorize adequate funds or will it be necessary to authorize additional funding? I think we should research that for the information of the Committee members, but no doubt that point will be developed as we proceed with the hearing.

Mr. WASHINGTON. I think it will

Mr. DOWDY. I am certain it will.

We have a statement of Congressman Machen, which we will insert in the record at this point.

STATEMENT OF HON. HERVEY G. MACHEN, A REPRESENTATIVE IN CONGRESS
FROM THE STATE OF MARYLAND

Mr. Chairman, the President outlined a broad program for strengthening the educational system of the District of Columbia in his recent message on the State of the City. Today, the House District Committee is holding hearings on legislation which I believe is a "must" if this program is to be carried out and achieve long range success. The legislation to which I refer would provide for substantial increases in the salaries paid to District of Columbia teachers. Passage of this legislation is necessary so that the City can become more competitive with other jurisdictions in the area and throughout the country in recruiting top-notch personnel.

I believe that we are now at a historic moment in the history of American education and the District public schools are the focal point. If you pick up any of the daily newspapers, you will find at least one lead article dealing with education. The great test in American education is about to begin. The questions as to whether we can bring our schools in the large urban centers up to the standards of the 20th Century and provide them with the tools to advance into the 21st Century will be answered in the next few years.

The public schools of the District of Columbia are the repositories for a great variety of hopes, plans and expectations. In the past six months, much has been said and written about the D.C. public schools. Summing it all up and being perfectly candid, I believe it can be said that Washington is fast developing yet another monument: a living monument to failure, its public school system. Much that has been said about the D.C. schools can be said about all urban education. But there is a difference, I believe. This is the nation's capital.

The salaries of teachers is money to pay the bills. In these times of rising costs, this is important and reason enough for salary increases. But, salary as we all know is much more than money to meet the bills. Salary is a direct reflection of the importance placed on individuals and their work. Salary is prestige, it is morale, it is incentive, it is hiring, and it is the power to retain high quality personnel in the District's school system.

I believe that the eyes of the nation are on the District's schools. The citizenry of the nation, and particularly the educators are concerned. Everyone wants to help. I believe that the District must recruit and hold the highest quality teachers available. In order for these teachers to come, we must provide a salary level that is adequate.

It is certainly true that we cannot change the character of the District's schools merely by providing an increase in teachers' salaries. Surely many other things must be done as well. But one thing is certain, none of these things will come about if the District does not have the ability to be competitive in recruiting top quality staff to carry these plans to fruition. The lessons of the past are clear. It may be possible to attract a few of the highest quality teachers to tackle the toughest teaching job in the nation for equal money or perhaps a little less than they would earn in more affluent areas. But we do not need just a few of these people in the District. We need a goodly number. Certainly, it is not reasonable to expect teachers to take on a more difficult job for less money.

Mr. DOWDY. We are pleased to have with us today the Commissioner of the District of Columbia, Mr. Walter Washington, and he is accompanied by the Assistant Superintendent of Schools, Budget, Research and Legislation, Dr. Joseph M. Carroll. We will be glad to hear from you.

STATEMENT OF HON. WALTER E. WASHINGTON, COMMISSIONER, DISTRICT OF COLUMBIA, ACCOMPANIED BY DR. JOSEPH M. CARROLL, ASSISTANT SUPERINTENDENT OF SCHOOLS; KENNETH BACK, DIRECTOR, DEPARTMENT OF GENERAL ADMINISTRATION; JOHN H. EATON, PERSONNEL OFFICER; DONALD H. WEINBERG, CHIEF, PAY SYSTEMS AND LABOR RELATIONS, PERSONNEL OFFICE; AND JOHN POYNTON, PERSONNEL OFFICE

Mr. WASHINGTON. I might say before I get into the prepared text that I am delighted to have this opportunity to appear before this Committee and testify in behalf of H.R. 14051 and H.R. 14526, amending the Teachers' Salary Act, and to comment with respect to the other bills that are before us that have been identified.

I would like to note that our government has had some difficulty in trying to put all of the bills together and come out with a package that we think is reasonable and we think is good. I agree with Congressman Broyhill; we should do everything possible to promote our teachers and see that they are placed in a competitive position.

Unfortunately, in the four months of our new government, we have seen so many pay increases escalate that we are not hardly able to keep up with them with respect to revenue and yet we want to do everything we can with respect to our employees.

Without mentioning the bills specifically at this moment, I would like to say in trying to clarify our recommendation, we have recommended—and I think that this is certainly reflective of the attitude of our citizens, that our teachers have been paid \$5,840 over these years—that the salary go to \$6,400 retroactive to October 1, 1967, and we will identify that with respect to the bills very shortly, which would mean that all teachers would receive a lump sum, those that are in; and we propose as a second step that teachers go from \$6,400 to \$7,000 effective July 1st. 1968.

As you know, the 1968 budget gave some reference and provision for salaries for police, fire and teachers, but that was not adequate and we have had, therefore, to find additional revenue. And I don't make this in the way of excusing anyone, it is just the nature of the situation that we find ourselves in with respect to revenues.

The steps that we have taken, first, would put all of the teachers, police and fire, in a consistent position with all other federal employees who receive salary increases back to October and will receive another one in July. That is not that the consistency need be the thing we always follow, but it does turn out that our proposals will leave us in that position.

Secondly, and I agree with Congressman Broyhill, our relative position with respect to salaries has been bad. What we propose would place the D.C. Teachers ahead of our neighboring jurisdictions. That is, they would be far out in front, because as of July 1, the closest salary—minimum salary to our \$7,000 would be \$6,400, and we would be in a competitive position with respect to neighboring jurisdictions; and for the reasons the Congressman pointed out, we should be in this position.

Our proposal moves our school system from 15th place to 2nd place in the Nation, and I think that in this period of time that that is something to be looked upon with some favor and I do not believe even that is a position that we should stand on, but I am only suggesting to Mr. Chairman and members of the Committee that we are in motion and within a period of time that we have I do not think that we can cover the neglect which has existed over the years in this short period of time. But I believe that it is something to be said for our position that we have moved from 15th place to 2nd place in the Nation and even the 1st place.

I am mindful of the fact that Detroit is in 1st place, but they are in litigation, I understand, because of the problem of revenue. We have looked carefully into that to put ourselves in a position where, even though it squeezes us, we will have the revenue there, so that even though we are in 2nd place we may wind up in 1st place with respect to the condition. I simply call this to the Committee's attention because I believe that we are moving in the right direction.

I am not saying here that we are doing everything that should be done. I am saying that we are doing everything that we can do within our means and within the circumstances in the period of time that we have had to act on this.

This movement, from \$5,840 to \$7,000, results in a 19.2 increase for teachers. It has the retroactive feature in it. It places the adminis-

tration in the position, if this bill is acted on expeditiously which I know that we all would like to see occur—we would leave the administration in a position to recruit at the \$7,000 figure with some promise that this salary would be available when they reported for duty.

I would think, Mr. Chairman, that under the circumstances, we have moved a great distance. I am not here to say that we have done all that might be done. I am saying that we have done all that I think we can do and I think we are in the right direction and I, for one, pledge myself with your cooperation to do even more to put our teachers, indeed all of our employees, not only in a competitive position but the best position as far as their conditions are concerned. And I think that we must recognize that salary is not the only indication of a good system, that the conditions as the teachers indicated to me when they visited with me, that many of the conditions must be improved. They pointed out there has been some progress. We must continue to make progress, however, with respect to the conditions under which these dedicated public servants have to work.

I further pledge myself to do all I can in this regard because I am indeed concerned about, not only the teachers but all of our employees having the best conditions and the best salaries.

I hope, Mr. Chairman, you will forgive me for my somewhat unprepared statement but I speak a little better in terms of what I believe in when I am not going with the prepared text and I hope you will forgive me for this.

Mr. DOWDY. Most of us do.

BASES FOR RECOMMENDATIONS

Mr. WASHINGTON. I would like to get back to the prepared text and point out that the bases for my recommending legislation adjusting salaries for the current and coming year for D.C. teachers and school officers are several:

First, the increases, averaging 7 percent, in salary levels approved by the six local school jurisdictions for the 1967-68 school year, and the increases for the next school year which average almost 8 percent.

Second, the increases, averaging 8.2 percent, made by all the 20 other cities over 500,000 in population for the 1967-68 school year and the marked changes for next year by such cities as New York, Detroit, Milwaukee and others.

Third, the marked increase, averaging 8.3 percent higher in June 1967 for nontechnical occupations and 7.5 percent for technical fields, in beginning salaries offered college graduates by private industry and the 8.4 percent increase in starting salaries being offered this June to college graduates.

Fourth, the high employment qualification requirements for teachers and the overall economic status of teachers.

The primary consideration in the preparation of the proposed legislation is to insure quality education in the District of Columbia. With the continual increase in school enrollment, an adequate number of teachers is only part of the problem. The other part is quality. I believe that the quality of the teacher is the key to good education.

At this point we would like to indicate by our charts where we are compared with other local jurisdictions. Could you, sir, kindly indicate? You might tell them what that chart is.

Mr. POYNTON (pointing to chart 1). Presently we are at \$5,840 for the minimum salary for a teacher with a Bachelor's Degree. The maximum level we are at, for persons with a Bachelor's Degree, is \$10,185.

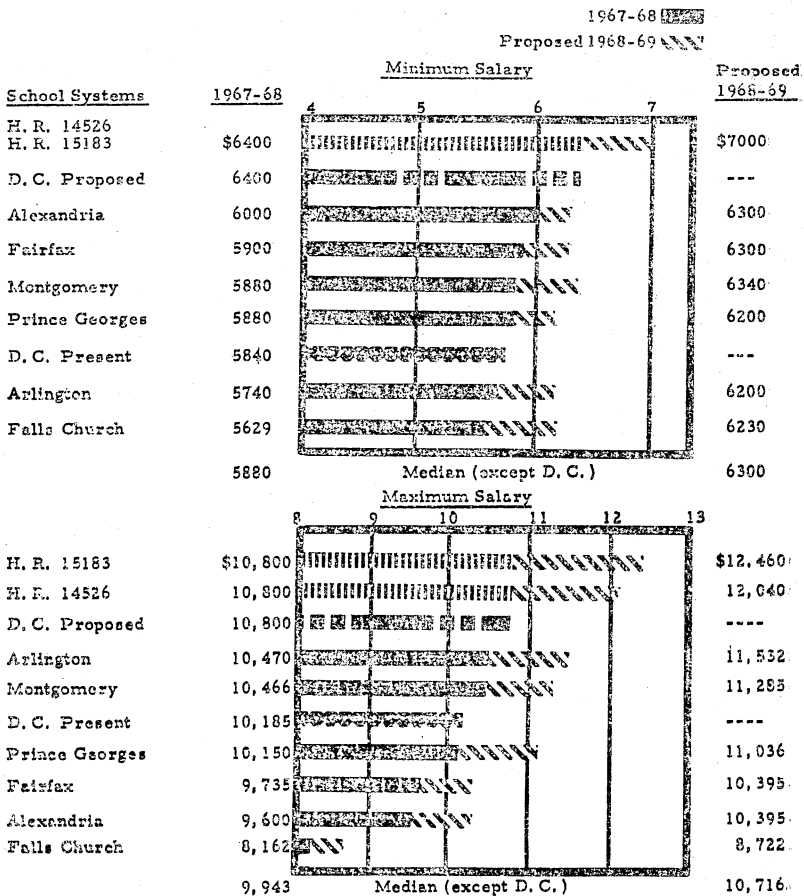
Mr. WASHINGTON. What position is that?

Mr. POYNTON. We are in 5th place when compared with the surrounding jurisdiction.

Mr. WASHINGTON. I certainly am not happy about that, and that is what we are proposing to correct, Mr. Chairman.

Again all the local school systems will increase or are proposing increasing their teachers' salaries for the 1968-69 school year as can be seen by the chart.

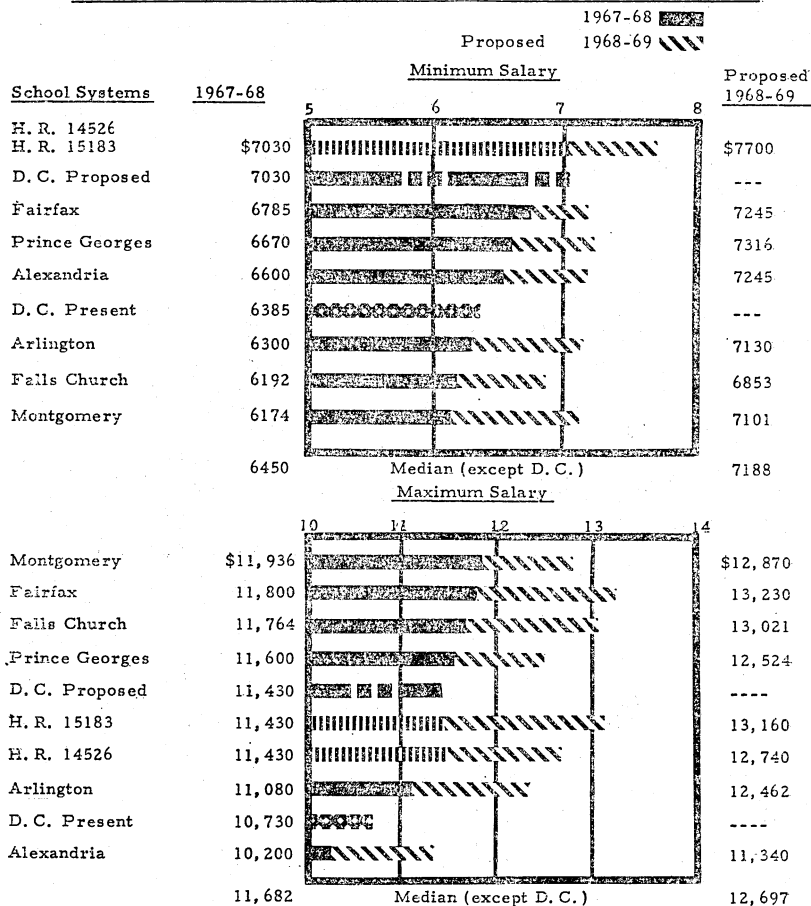
CHART 1
COMPARISON OF PRESENT AND PROPOSED MINIMUM AND MAXIMUM
SALARIES PAID TEACHERS WITH BACHELOR'S DEGREES
BY SEVEN LOCAL SCHOOL SYSTEMS IN THE
WASHINGTON METROPOLITAN AREA



Source: National Education Association Research Report, 1967-68; 1967-R-17.
Unpublished Data from survey.

February, 1968

CHART 2
COMPARISON OF PRESENT AND PROPOSED MINIMUM AND MAXIMUM
SALARIES PAID TEACHERS WITH MASTER'S DEGREES
BY SEVEN LOCAL SCHOOL SYSTEMS IN THE
WASHINGTON METROPOLITAN AREA



Source: National Education Association Research Report, 1967-68; 1967-R-17.
Unpublished Data from survey.

February, 1968

In the Washington Metropolitan Area, the District now ranks in fifth place for the 1967-68 school year. This is not an advantageous salary position for the District and without a change for next year the District Public Schools will be in last place, \$360 below the 6th place school system.

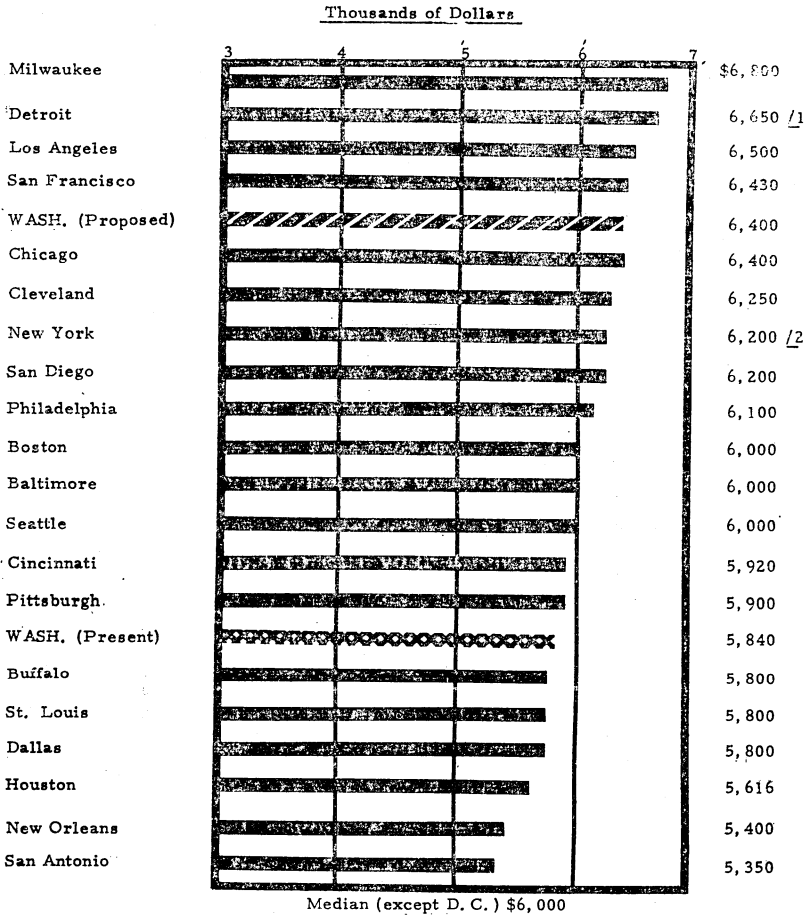
The median starting salaries in 1967-68 for teachers in large city school systems (generally over 500,000 population) increased more than 8 percent over the previous year. It is interesting to note that fifteen of these school systems, or 75 percent, placed increases into effect in 1965-66, and eighteen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

A continued upward thrust in salary levels for teachers is quite predictable, especially in the light of increased activity in teacher unionization. This pressure is quite evident by the recent increases given teachers in New York and Detroit. Both contracts provide for increases over the next two school years.

At the present time, in comparison with the twenty other cities over 500,000 population, the District ranks in 15th place for beginning teachers, as can be seen by the Chart #2 before you. (See Charts 3 and 4.) This is what I referred to in my opening remarks as being somewhat reprehensible. This is an extremely undesirable position in which to be and it leaves little hope of recruiting the District's share of qualified teachers in this highly competitive labor market.

Chart 3

COMPARISON OF MINIMUM SALARIES PAID TO TEACHERS WITH
BACHELOR'S DEGREES BY TWENTY-ONE CITIES OVER 500,000 POPULATION



Source: National Education Association Research Report, 1967-68; 1967-R-16;
Unpublished data collected by D. C. Personnel Officer; Unpublished
data assembled by D. C. Personnel Office.

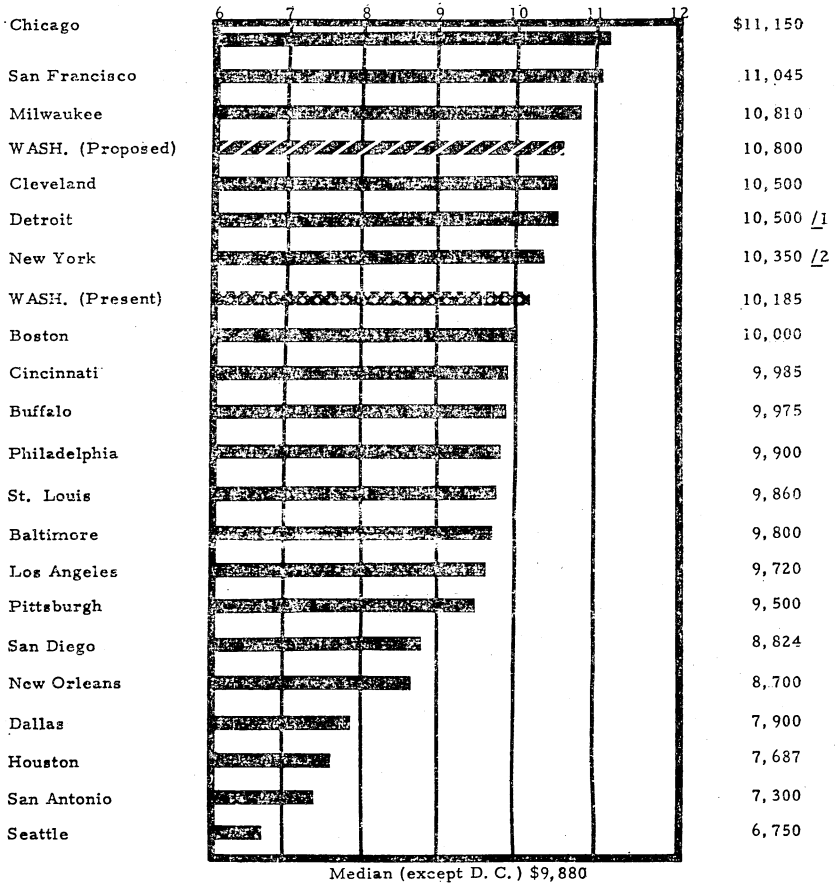
January, 1968

¹ Bachelor degree salaries for Detroit Teachers as of September 1, 1967 range from \$6,650 to \$10,500. However, the salary levels for the 1968-69 school year will again be increased and will range from \$7,500 to \$11,350 for the Bachelor's degree. Teachers with masters' degrees now receive from \$7,150 to \$11,000 and next year will receive from \$8,000 to \$11,850.

² New York's newly ratified contract provides for a basic pay scale for teachers with bachelors' degrees ranging from \$6,200 to \$10,350 in 14 steps, effective September 1, 1967. September 1, 1968, the 14-step scale becomes \$6,600 to \$11,000 and on March 1, 1969, additional pay increases will provide for a \$6,750 to \$11,150 scale. Teachers with masters' degrees plus 30 additional credits will now receive a maximum salary of \$12,600 September 1, 1968, this will be increased to \$13,600, and to \$13,900 on March 1, 1969.

Chart 4

COMPARISON OF MAXIMUM SALARIES PAID TO TEACHERS WITH
BACHELOR'S DEGREES BY TWENTY-ONE CITIES OVER 500,000 POPULATION



Source:-- National Education Association Research Report, 1967-68; 1967-R-16;
Unpublished data collected by D. C. Personnel Officer; Unpublished
data assembled by D. C. Personnel Office.

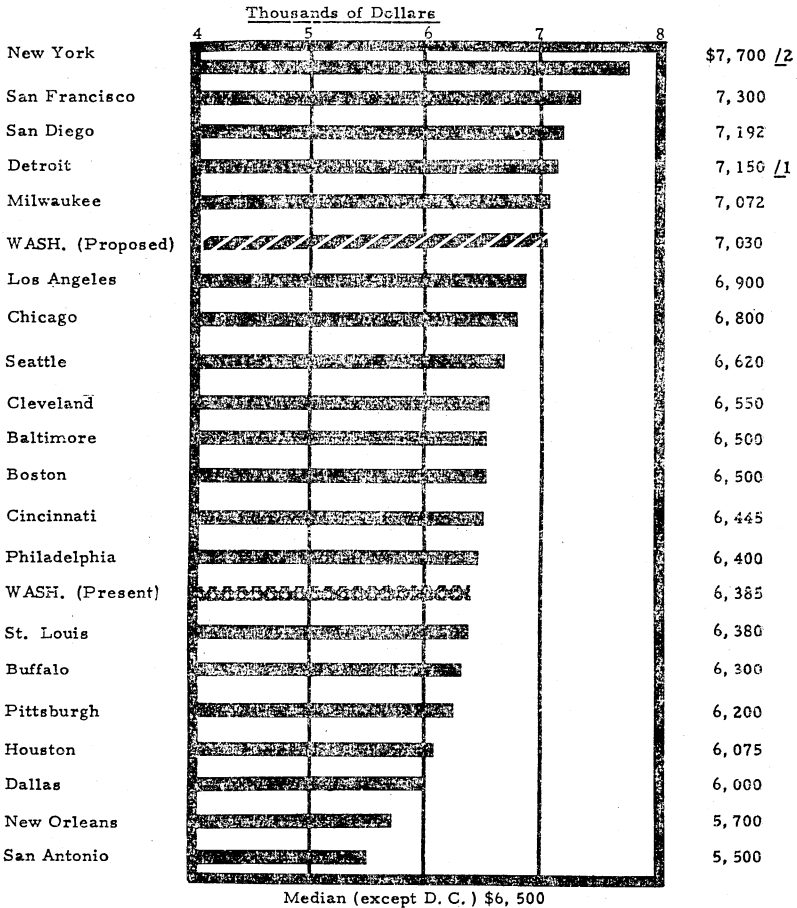
January, 1968

¹ Bachelor degree salaries for Detroit Teachers as of September 1, 1967 range from \$6,650 to \$10,500. However, the salary levels for the 1968-69 school year will again be increased and will range from \$7,500 to \$11,350 for the Bachelor's degree. Teachers with masters' degrees now receive from \$7,150 to \$11,000 and next year will receive from \$8,000 to \$11,850.

² New York's newly ratified contract provides for a basic pay scale for teachers with bachelors' degrees ranging from \$6,200 to \$10,350 in 14 steps, effective September 1, 1967. September 1, 1968, the 14-step scale becomes \$6,600 to \$11,000 and on March 1, 1969, additional pay increases will provide for a \$6,750 to \$11,150 scale. Teachers with masters' degrees plus 30 additional credits will now receive a maximum salary of \$12,600. September 1, 1968, this will be increased to \$13,600, and to \$13,900 on March 1, 1969.

Chart 5

**COMPARISON OF MINIMUM SALARIES PAID TO TEACHERS WITH
MASTER'S DEGREES BY TWENTY-ONE CITIES OVER 500,000 POPULATION**



Source: National Education Association Research Report, 1967-68; 1967-R-16;
Unpublished data collected by D. C. Personnel Officer; Unpublished
data assembled by D. C. Personnel Office.

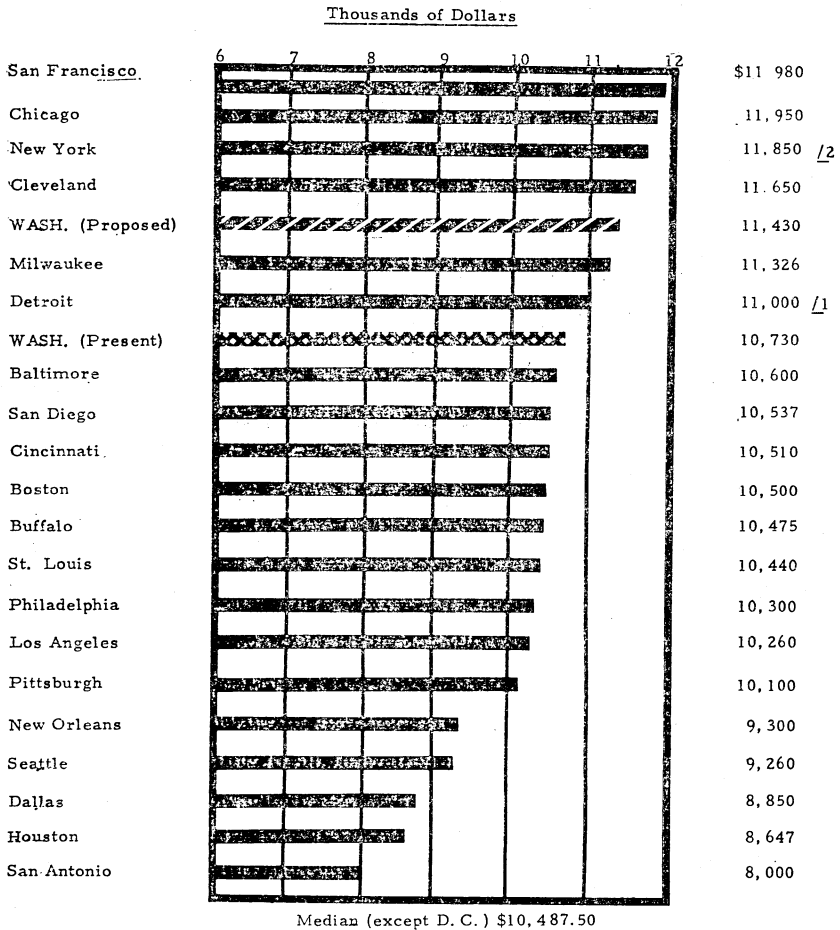
January, 1968

¹ Bachelor degree salaries for Detroit Teachers as of September 1, 1967 range from \$6,650 to \$10,500. However, the salary levels for the 1968-69 school year will again be increased and will range from \$7,500 to \$11,350 for the Bachelor's degree. Teachers with masters' degrees now receive from \$7,150 to \$11,000 and next year will receive from \$8,000 to \$11,850.

² New York's newly ratified contract provides for a basic pay scale for teachers with bachelors' degrees ranging from \$6,200 to \$10,350 in 14 steps, effective September 1, 1967. September 1, 1968, the 14-step scale becomes \$6,600 to \$11,000 and on March 1, 1969, additional pay increases will provide for a \$6,750 to \$11,150 scale. Teachers with masters' degrees plus 30 additional credits will now receive a maximum salary of \$12,600. September 1, 1968, this will be increased to \$13,600, and to \$13,900 on March 1, 1969.

Chart 6

COMPARISON OF MAXIMUM SALARIES PAID TO TEACHERS WITH
MASTER'S DEGREES BY TWENTY-ONE CITIES OVER 500,000 POPULATION



Source: National Education Association Research Report, 1967-68; 1967-R-16;
 Unpublished data collected by D. C. Personnel Officer; Unpublished
 data assembled by D. C. Personnel Office. January, 1968

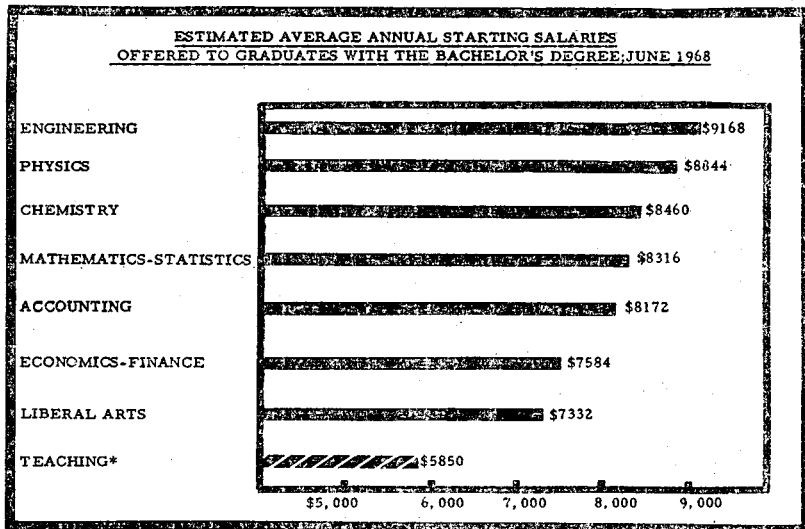
¹ Bachelor degree salaries for Detroit Teachers as of September 1, 1967 range from \$6,650 to \$10,500. However, the salary levels for the 1968-69 school year will again be increased and will range from \$7,500 to \$11,350 for the Bachelor's degree. Teachers with masters' degrees now receive from \$7,150 to \$11,000 and next year will receive from \$8,000 to \$11,850.

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Mr. WASHINGTON. Chart #7 before you on the easel indicates the average annual starting salaries being offered for graduates in various fields for June, 1968. It should be noted that some of these fields can and do attract graduates in education who qualify in chemistry, mathematics, and other technological subjects. Comparing the average starting salary of \$5,850 for teaching with \$8,844 for physics or \$7,332 for Liberal Arts leaves little room for effective competition by public school systems.

As can be seen by the chart, private industry can be very attractive from a monetary standpoint to technically trained graduates who are also in a shortage category in the teaching field.

Chart 7



*Estimated for both men and women teachers in school systems with pupil enrollment of 6000 or more based on a 10 month year, NEA Research Division.

SOURCE: Annual salaries calculated by NEA Research Division by conversion of monthly data furnished in Trends in Employment of College and University Graduates in Business and Industry. Twenty-second Annual Report. Evanston, Illinois: Frank S. Endicott (Director of Placement, Northwestern University), February, 1968.

COST ESTIMATES

Mr. Chairman, the proposals which I have submitted to both the Senate District Committee and the House District Committee provide for an 8.3 percent increase for teachers (\$6,400 entrance salary) costing \$3.4 million for fiscal year 1968 if retroactive to January 1, 1968 and \$5.7 million for a full Fiscal Year. Funds to finance these salary increases have been provided in the appropriation action for Fiscal Year 1968.

Enactment of H.R. 15511 providing a 19.2 percent increase for teachers (\$7,000 entrance salary) retroactive to October 1, 1967, would cost \$11.5 million for Fiscal Year 1968, or \$8.1 million more than provided for in the 1968 budget. H.R. 15747 with a 23.5 percent proposed increase is estimated to cost \$15.8 million for a full Fiscal Year or \$12.4 million more than budgeted. The total additional cost

for police and firemen and teachers would be substantially above the reserves carried in the District's budget for this fiscal year for salaries.

The District's proposed budget for Fiscal Year 1969 includes \$9.0 million in reserves to cover the cost of the District's salary proposals for police and firemen and for teachers. H.R. 15511 and H.R. 15131 would require \$8.8 million in addition to those reserves. In our review of the city budget we have not been able to identify sufficient funds to finance the additional cost of the higher salaries for Fiscal Year 1968. The Congress will be requested to provide additional revenues to finance the District's proposals for salary increases in Fiscal Year 1969. More revenue will be required if H.R. 15511 is enacted effective October 1, 1967.

Mr. Chairman, H.R. 14526 includes my proposal and that of H.R. 15511 in two stages. If funding as I have discussed can be arranged I strongly support H.R. 14526 retroactive to October 1, 1967 for the first phase which would start a teacher at \$6,400, and July 1, 1968 for the second phase which would increase the teachers' starting salary to \$7,000.

As you know, Mr. Chairman, I am dedicated to build the finest educational system in the nation. I pledge to make every effort in finding the additional resources required for enactment of H.R. 14526, which has now, I believe, cleared the Senate Committee.

In addition to H.R. 14051 (my original proposal of November 14, 1967) and H.R. 14526 which I have just discussed, H.R. 15183, 15511 and 15747 have also been introduced. These bills would give teachers much higher salaries either retroactively to October 1, 1967 as in the case of H.R. 15511 and H.R. 15747 or give much higher salaries in the second phase as in the case of H.R. 15183. Mr. Chairman, if these bills were to be enacted, the fiscal consequences would be such that other vital services could well be affected. I respectfully request that these bills not be considered favorably at this time.

SUPERINTENDENT OF SCHOOLS

I would like at this time to discuss the salary of the Superintendent of Schools (chart 8). The Superintendent's salary has not been adjusted since 1964 and certainly is too low in comparison with his responsibilities. The salary presently authorized for the Superintendent of Schools of the District of Columbia ranks fourth with the six other local school systems. This certainly does not correlate with either the size of the system or its problems. Accordingly, I vigorously support the \$31,000 salary recommended in the draft legislation and the \$34,000 proposed in H.R. 14526 for the 1968-69 school year.

CHART 8

Comparison of salaries of mayors (city manager) and superintendents of schools for 21 cities over 500, 000 population and nearby communities

Cities (In order of Population)	Mayor-city manager	Salary	Salary for superintendents of schools
New York.....	Mayor.....	\$50,000	\$45,000
Chicago.....	do.....	35,000	45,500
Los Angeles.....	do.....	35,000	47,000
Philadelphia.....	do.....	40,000	40,000
Detroit.....	do.....	35,000	35,000
Baltimore.....	do.....	25,000	35,000
Houston.....	do.....	20,000	35,000
Cleveland.....	do.....	25,000	39,500
Washington, D.C.....	Commissioner.....	\$29,500	\$28,000
St. Louis.....	Mayor.....	25,000	25,000
San Francisco.....	do.....	38,365	35,000
Milwaukee.....	do.....	26,842	33,000
Boston.....	do.....	40,000	33,000
Dallas.....	City manager.....	28,000	35,000
New Orleans.....	Mayor.....	25,000	27,500
Pittsburgh.....	do.....	25,000	32,500
San Antonio.....	City manager.....	27,500	25,000
San Diego.....	do.....	32,000	45,000
Seattle.....	Mayor.....	23,000	26,000
Buffalo.....	do.....	26,000	28,000
Cincinnati.....	City manager.....	35,000	30,000
Median (without D.C.).....		27,750	35,000
Mean (without D.C.).....		30,855	35,000
NEARBY COMMUNITIES			
Montgomery.....	County manager.....	33,415	30,000
Fairfax.....	County executive.....	32,000	28,000
Arlington.....	County manager.....	26,500	26,500
Alexandria.....	City manager.....	25,000	22,200
Falls Church.....	do.....	¹ 18,635	19,500
Prince Georges.....	(²).....	-----	34,500
Washington, D.C.....	Commissioner.....	29,500	26,000

¹ Minimum salary is \$16,964 and maximum is \$22,635.

² No valid comparison can be made.

Source: "Information Please Almanac—1968"; "Salary Schedules For Administrative Personnel, 1966-67"; National Education Association, 1967; Unpublished data from the National Educational Association, January 1968; independent survey District of Columbia Personnel Office.

In line with this, the Columbia University Study of the D.C. Public School System recommended certain organizational changes in the higher administrative positions. Dr. Carroll will provide the details in his statement in addition to a proposed amendment.

OTHER PROPOSED AMENDMENTS

With respect to the proposed amendments, most of the amendments being proposed are technical amendments which would clarify already existing provisions except for the provision relating to Teacher-Aides.

Section 202(4) of Public Law 89-810, approved November 13, 1966, added a section 5(c) to the District of Columbia Teacher's Salary Act of 1955, authorizing the position of teacher-aide (non-instructional) to be established at a grade not higher than GS-4. This amendment required that the minimum qualification for appointment to this position shall be the successful completion of at least 60 semester hours from a recognized institution of higher learning, and provided that the number of teacher-aides shall at no time "exceed 5 percent of the number of classroom teachers in salary class 15" under the Teachers' Salary Act or any other act.

Because of these restrictions the expansion of the Teacher-Aide Program in the District is seriously threatened. The proposed legis-

lation would amend section 5(c) by allowing either 60 semester hours "or equivalent experience" to meet the qualifications requirements for teacher-aides and would eliminate the 5 percent limitation on the number of teacher-aide positions. The National Education Association reports that approximately 38 percent of the school systems require only elementary school education.

In conclusion, Mr. Chairman and Members of the Committee, I would like to say that 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 problem 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, 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. And it is essential, I believe, that we move as expeditiously as possible to see that they are in a competitive position with salaries.

I thank you, Mr. Chairman. I have with me staff and Dr. Carroll from the schools who will be able to answer questions such as you have.

Mr. DOWDY. Do any of you other gentlemen have statements you would like to make before questions?

Dr. CARROLL. Yes, sir. Dr. Manning asked me to express his regrets that he did have an appointment which he just could not change. He asked me if I would present this statement in his behalf.

May I read this statement, and I will try to move as fast as I can, but he asked if I would present it.

STATEMENT OF DR. WILLIAM R. MANNING, SUPERINTENDENT OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS, READ BY DR. JOSEPH M. CARROLL, ASSISTANT SUPERINTENDENT OF SCHOOLS, BUDGET, RESEARCH, AND LEGISLATION

Dr. CARROLL. Mr. Chairman and Members of the House District Committee:

I very much appreciate having the opportunity to appear before this Committee on behalf of the educational staff of the District of Columbia Public Schools. I speak, of course, with heavy emphasis on the needs of the teachers because more than any other single group of people in this city, I believe the teachers can have more influence than any others, for better or worse, on the lives and futures of our children.

Let me put the problems of the Washington, D.C. schools in a broad National context. We are at a historic moment in American education and the public schools in Washington are the focal point. In Washington, education has truly reached a time of momentum and possibility. We need to bring our schools into the 20th Century. More important, we need to prepare our students for living in the 21st Century.

In the past six months much has been said and written about the Washington, D.C. Public Schools, not only here but throughout the nation.

I think this must be emphasized. It is true we are the focal point. It has been under close scrutiny and much comment has been made about it. If we wanted to sum this up, I think we could say that our school systems are a failure at the present time, not to every child but to too many children.

In essence, that is what the recently completed Columbia University study of the Washington, D.C. Schools stated.

While we believe that much has been said about our schools can be said about all urban education; there is a difference. This is the Nation's Capital. It is an international center. At this point I would like to consider one aspect of this failure, and that is the teachers' salary structure.

Salary for teachers is money to meet the bills. In a time of rising costs, this is important and reason enough for salary increases. But salary is more than just money to meet the bills. Salary is a reflection of the importance placed on individuals and their work. Salary is prestige. It is morale. It is incentive. It is hiring power to retain staff for our school system.

The measure of the adequacy of our teacher salary scale is best viewed from the adequacy of the staff which the District Schools has been able to recruit.

The area of our greatest critical concern is the teaching staff, for central to the instructional program is the teacher in the classroom. Nothing happens in education until it happens to a child, and it is the teacher who has this direct contact with children.

This is where we have had our greatest problems and nothing happens in this business until it happens with children and it is the teacher that deals with the children. So that is the key here.

PASSOW REPORT

Unfortunately, the District of Columbia has competed at a disadvantage for educational staff over a long period of years. The attrition on quality is apparent. In saying this, I do not rely solely upon my own observations, but rather upon one of the most searching, detailed, and in-depth studies of a school system that has been made in the history of this Nation. A review of the recently completed Columbia University Study of the Washington, D.C. Schools, generally referred to as the Passow Report, finds that the major single problem concerns the quality of our staff. And by staff, the report refers to all staff, teaching and administrative.

This is the group that has been down here for over a year. They are some of the best experts in the Nation. They are not people we employ and they have said we are in deep and worsening trouble and I think we have to respect their judgment.

A quotation from the Passow Report is instructive:

Despite some examples of good quality education, of dedicated and creative professionals at all levels, of a pattern of improving financial support and of efforts to initiate new programs, education in the District is in deep and probably worsening trouble. Unlike most large city systems which have a core of "slum" schools surrounded by a more affluent ring, the District has a predominance of so-called "inner-city" schools. These schools include large concentrations of economically-disadvantaged children, a largely resegregated pupil population, a predominantly Negro staff, a number of overaged and inadequate school buildings and inappropriate materials and programs. The consequence, as the Panel on Education Research and Development, President's Science Advisory Committee, noted on such schools across the nation, is that "adolescents depart . . . ill-prepared to lead a satisfying, useful life or to participate successfully in the community". The panel concluded its judgment of such schools by observing that "by all known criteria, the majority of urban and rural schools are failures.

Among specific problems the report lists:

Staffing patterns which have left the schools with large numbers of "temporary" teachers and heightened the District's vulnerability at a time of national teacher shortage.

In fact, the proportion of temporary teachers, those who are not fully qualified, rose from 16 percent in 1955 to 48 percent in 1966 and it declined only when the teacher certifications standards were eased. The Passow Report comments further on this matter:

The District School System is faced with a number of serious interrelated personnel problems. Foremost among these is the shortage of qualified teachers. Ninety-five percent of the teachers new to the system in 1965-66 were certified as "temporary" employees. Obviously, a recruitment and selection problem of major proportions exists.

Dr. Passow's own public statements have re-emphasized the problem of obtaining quality staff and he has said this publicly in many places and it's been in the papers and some of you have encountered these comments.

The facts concerning the turnover of teachers indicates that the problem of retaining quality staff is getting worse. During the last fiscal year, the District Schools turnover rate was 17.6 percent. This is the highest turnover rate for any year for which records have been kept and the records go back forty years. A total of 471 teachers resigned, as distinct from other reasons for leaving such as retirement, leaves of absence, death, marriage, terminated, or temporary teachers not returning. Whenever one of our teachers resigns, the schools are usually losing one of the better teachers since those are the teachers that people are trying to recruit from us. So these resignations constitute loss of quality not just a loss of an individual in our school system.

Two things must be done in order to create the quality staff this school system needs. First, the massive turnover rate of teachers must be stopped.

We have to be able to hold them, not lose them.

Second, the key to developing a quality staff is having a salary schedule with which to recruit effectively among the best qualified teachers. The Passow Report states that the District Schools must recruit a new breed of teachers. These new urban teachers must be willing as well as able to teach effectively in the most difficult section of a major city. And when we employ and further train these superior teachers, we must be in a position to retain them.

The eyes of the Nation are on the Washington, D.C. Schools to see whether an exemplary, a model, school system can be created in one of our major cities. This will not occur until the D.C. Schools can recruit some of the best teachers in the Nation. We must, however, promise a salary that is adequate.

It is certainly true that all of this will not come about only because of salaries, and this I think the Mayor has pointed to properly.

Surely many other things must be done as well; but it is absolutely certain that none of these will be forthcoming if the District Schools cannot compete for staff with a superior salary scale. The lessons of the past are patently clear. It may be possible to attract a few teachers of the highest quality to tackle one of the toughest teaching jobs in the Nation for equal money or perhaps a little less than what they could earn in the more affluent areas. But, we need not a few but a large number of these leadership teachers. Certainly, it is not reasonable to expect teachers to take on the more difficult job for less money.

If our surrounding suburbs pay approximately the same as the District, they compete at an advantage over the District in the search for teachers. Again, let me reiterate that there is more than just dollars in the psychology of recruitment affecting our problem. The dollars represent how a community views the importance of teaching. It represents an element of position within the profession. It is part of the symbol of success which permeates many aspects of our national life and from which teaching is not immune, although it has been my observations that this is less of a factor in teaching than in other professions. Indeed, this must be the case for so many capable teachers to remain in teaching when they learn that the garbage collectors in New York City are now paid a beginning salary of \$6,424, approximately \$600 more than beginning teachers presently earn in the District.

We do not say this is the whole thing, we just say this is an important part of it.

SPECIFIC RECOMMENDATIONS

The Committee is considering five bills today. The Board of Education supports, with some modification, H.R. 14526. It should be noted that H.R. 14526 provides for salary increases in two phases. The first phase provides for salaries equivalent to those provided in H.R. 14051; the second phase provides for salaries equivalent to those in H.R. 15511. Thus, in supporting H.R. 14526, the Board also supports these two bills.

The other two bills that I think Mr. Broyhill mentioned, H.R. 15183 and H.R. 15747, present very desirable salary levels. We are personally convinced, publicly and privately, that the Mayor and the District Government have made a real effort to find as much money as possible and we do not see how this can be financed, at least they have not been able to find it, so we feel that the bills we are supporting present the strong competitive position that we can achieve within present financial limitations.

The Board of Education recommends that the effective dates of H.R. 14526 be amended to provide for the first phase to become effective retroactive to October 1, 1967, and for the second phase to become effective July 1, 1968.

We feel that the \$6,400 beginning salary becoming effective on October 1 is just simple justice. This is equivalent to what was done for other employees and we need this \$7,000 starting salary as a competitive factor for next year's recruitment, which is underway now.

It should be observed carefully that the passage of H.R. 14526 will not establish the District Schools as the salary leader, nationally, or even among the six other Washington Metropolitan Area school systems.

I have an exhibit, if you have the statement there (Exhibit I) at the end of the statement you might want to turn to. I will be making comment on that.

EXHIBIT I.—A COMPARISON OF THE COMPETITIVE POSITION OF TEACHER SALARIES PROVIDED IN H.R. 14526, PHASE I AND II, AND THE SALARIES PROPOSED FOR D.C. METROPOLITAN SCHOOL SYSTEMS FOR THE 1968-1969 SCHOOL YEAR AND THE PRESENT SALARIES OF THE OTHER 20 MAJOR CITY SCHOOL SYSTEMS

PROPOSED SALARY SCHEDULE

	H.R. 14526—Phase 1				H.R. 14526—Phase 2			
	B.A.	M.A.	M.A.+30	Doctorate	B.A.	M.A.	M.A.+30	Doctorate
STEP 1								
(Beginning salary).....	\$6,400	\$7,030	\$7,345	\$7,660	\$7,000	\$7,770	\$8,050	\$8,400
Rank/D.C. Metro. Area.....	1.5	6	7	7	1	1	1	4
Rank/Big City Systems.....	4.5	5	6	13	1	1	2	4
STEP 10								
(Maximum living level).....	\$8,950	\$9,580	\$9,895	\$10,210	\$9,800	\$10,500	\$10,850	\$11,200
Rank/D.C. Metro. Area.....	4	7	7	7	3	6	6	6
Rank/Big City Systems.....	4	3	5	7	2	2.5	4	5
STEP 13								
(Highest regular step).....	\$9,700	\$10,330	\$10,645	\$10,960	\$10,850	\$11,550	\$11,900	\$12,250
Rank/D.C. Metro. Area.....	5	7	7	7	3	6	7	7
Rank/Big City Systems.....	10	10	13	13	2	3	3	5
STEP "Y"								
(Maximum possible salary)...	\$10,800	\$11,430	\$11,745	\$12,060	\$12,040	\$12,740	\$13,090	\$13,440
Rank/D.C. Metro. Area.....	3	6	7	7	2	4	4	6
Rank/Big City Systems.....	3	5	4	7	1	1	1	1

Exhibit I shows that the District Schools will be totally outclassed in the competition for teachers, nationally and in the Washington Metropolitan Area. Note that the \$6,400 to \$12,060 leaves this school system in about sixth place in this area. Since the District Schools must compete for experienced staff and can grant credit to step 10 on the salary scale, the total schedule needs to be competitive. Phase one of H.R. 14526 is not competitive. It is a holding action and holding actions will not meet our needs.

Phase two of H.R. 14526 improves the competitive position of the District School System at the minimum and competes well among the large city systems. However, it is still weak in terms of salaries at step 10, step 13, and at the maximum.

This is a very important factor, that we can hire an experienced teacher coming in with three, four or five years' experience in another system and can start higher up on the salary scale here than in suburban areas.

The District School System is still in sixth place at these higher levels. However, phase two will allow the District to recruit much more effectively, particularly for younger teachers.

And I point out that we can hire teachers at step 10 if they have had experience and these are some of the experienced and capable teachers we are trying to compete for. So the fact is that we are strong on the bottom and still not in a strong position at the top in this particular area. Although it does greatly improve our competitive position, but it certainly is not out of line or does it put us in top level.

It should be observed that the salary comparisons that you have before you are comparisons of existing salaries. We know that a large number of school systems are considering salary changes at the present time.

At least four large city school systems, Detroit, Chicago, Milwaukee, and New York City have already approved new salary scales for the 1968-69 school year since the attached table was prepared. And these four cities will have starting salaries ranging from \$6,800 to \$7,500 next September.

Approvals of salary increase in the District, that's the beginning not the end step of the process, and so if we had a little lead in any particular salary I am sure that by the time the next bill got through the others would catch up with us and we need to have lead time if possible. That is the only way I can say it.

It is our opinion that the salaries proposed in H.R. 14526 are necessary in order to prevent the District from again falling seriously behind in the salary comparisons in the next few months. Since the District must receive its salaries through the legislative process, and of necessity, this is a slower process than the salary approval procedures in other school systems, this bill actually represents a modest improvement in competitive position.

I also wish to make comments on one of the non-salary features which appears in both of the bills before you. This concerns the removal of the 5 percent limitation on the number of teacher aides which the District of Columbia Public School System can employ. We face a serious problem in staffing and the school administration needs to have the flexibility to employ different kinds of staff and to utilize them in different configurations than has been traditional in the management of schools in past years.

The fact of the matter is we want to try new types of classroom patterns. We would like to have more aides and be able to use aides effectively. We would also like to get rid of the 60 hours requirement because we feel this restricts our ability to get competent aides.

It should be observed that there are no other limitations placed in any of the authorizations on the numbers of staff which can be employed. The numbers of staff is a matter which has been considered by the Appropriation Committee in its evaluation of specific requests.

We are authorized to hire teachers but there is no limitation on the number of teachers that can be hired. And I think this Committee can be assured that the Appropriation Committee will scrutinize any requests we make for aides and will make us justify these properly. So we would like to have the opportunity to use this category of staff flexibly.

SCHOOL ADMINISTRATION

In conclusion, a few comments about the recent organization of our school administration and the impact that this has on the current salary legislation would seem to be appropriate. This was referred to previ-

ously by Mayor Washington in his statement. The Passow Report recommended that two levels of administration be established between the Superintendent and the Assistant Superintendent. Presently only the Deputy Superintendent, or one level, is provided for the Teachers' Salary Act. In developing the proposed reorganization plan, the administration followed the recommendations of the Passow Report and established two levels of administration, the Deputy Superintendent and a new level called the Associate Superintendent. The Board of Education has approved a request to amend the Teachers' Salary Act to provide for salary levels which are appropriate to this reorganization plan. You have attached a copy of the Board of Education's action. This action divides Class 2 into two groups, one for the Deputy Superintendent and one for the Associate Superintendent. The salary levels that were selected are patterned on the median salaries paid for equivalent positions among the 21 large school systems of the Nation.

(The recommendations referred to, of the Board of Education and of the Commissioner, are as follows:)

SUPERINTENDENT OF SCHOOLS,
Washington, D.C., February 1, 1968.

Poll of the Board of Education.

TO THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

LADIES AND GENTLEMEN: The Board of Education at its regular January meeting approved a plan of reorganization. This plan established two levels of administration between the Superintendent and the Assistant Superintendents. The Teachers' Salary Act now provides for only one salary level between the Superintendent, Class 1, and the Assistant Superintendent, Class 3. The Teachers' Salary Act should be amended to reflect this additional level of administration. Legislation to amend the Teachers' Salary Act has already been approved by the Board of Education and by the District of Columbia Government and is pending before Congress at the present time. Hearings are scheduled on February 14, 1968. Therefore, it appears desirable to take this action as rapidly as possible.

It is recommended that the following classes and salaries be approved as an amendment to the Teachers' Salary Act:

Class TSA 1—Superintendent.

Class TSA 2A—Deputy Superintendent.

Class TSA 2B—Associate Superintendent.

These classifications and titles are consistent with the plan for reorganization of the central staff recommended in the Passow Report. The salary levels are based on a study of comparable positions in the 20 other urban school systems in cities of over 500,000 population. The table on the following page is a comparison of median salaries for these positions and the salaries recommended in this amendment:

Position	Median salaries for comparable school systems	Recommended District of Columbia
Superintendent.....	\$35,000	\$35,000
Deputy superintendent ¹	30,000	28,000
Associate superintendent ²	25,900	25,000
Assistant superintendent ³	22,040	22,000

¹ 17 of these school systems have 2 levels of administration between the superintendent and assistant superintendent.

² 14 of these school systems have 1 level of administration between the superintendent and assistant superintendent.

³ All of these school systems have assistant superintendents but information was available on only 19 systems.

These salaries are average for comparable positions in similar school systems across the Nation.

The Superintendent recommends approval of this report and further recommends that a copy of this approved report be submitted for approval and review

by the Mayor and for development of appropriate language by the Corporation Counsel.

Respectfully submitted.

WILLIAM R. MANNING,
Superintendent of Schools.

MARCH 14, 1968.

Hon. WILLIAM B. SPONG,
*Chairman, Subcommittee on Fiscal Affairs, Committee on the District of Columbia,
U.S. Senate, Washington, D.C.*

DEAR SENATOR SPONG: On February 14, 1968, in the course of hearings before subcommittee on S. 2659 and S. 2679, bills increasing the salaries of District teachers and school officers, the Superintendent of Schools proposed the inclusion in the teachers' salary schedule of the position of Associate Superintendent. This proposal was in accordance with a recent reorganization of the top administrative functions in the school system, recommended in the Columbia University Study of the District of Columbia Public School System.

The Commissioner of the District of Columbia, in recognition of the fact that this aspect of the reorganization of the school system meets with the approval of the Board of Education, accordingly recommends that the position of Associate Superintendent be included in teacher pay legislation.

The District is informed that your subcommittee has incorporated both the teacher salary schedules of S. 2659 (effective October 1, 1967) and S. 2679 (effective July 1, 1968) in pay legislation for police and firemen, H.R. 15131. Therefore, the District recommends that Class 2 in the first phase salary schedule for teachers in H.R. 15131 be amended to read as follows:

"Class 2:

A. Deputy Superintendent.....	28,000
B. Associate Superintendent.....	25,000"

In addition, the District recommends that Class 2 in the second phase salary schedule for teachers in H.R. 15131 be amended to read as follows:

"Class 2:

A. Deputy Superintendent.....	30,000
B. Associate Superintendent.....	27,000"

Sincerely yours,

THOMAS W. FLETCHER,
Assistant to the Commissioner.
(For Walter E. Washington, Commissioner).

The Board's request has been reviewed and adjusted by the District Government to fit the salaries in H.R. 14526. Phase one salaries were approved by the District Government at \$28,000 for the Class 2A, Deputy Superintendent, and at \$25,000 for the Class 2B Associate Superintendent. Phase two salaries provided \$30,000 for the Deputy Superintendent and \$27,000 for the Associate Superintendent. The Superintendent salary was left as presently in this bill, which closely approximates the Board of Education request. We urge this Committee to amend the legislation before it to include these new salary classifications.

I would like to point out that the biggest problem we have had in the reorganization is that about 30 positions report to a Deputy Superintendent who then reports to a Superintendent. This is a totally unmanageable method of control. We would be grouping the management of the school system under five positions and they would report to the Deputy Superintendent. We feel that this is an important action which is necessary if we are going to be able to give the kind of organization and direction which the school system, frankly, just has not been able to achieve in the past.

The need for reorganization was strongly recommended by the Columbia University Report and was placed in high priority by Dr.

Passow in his advice to the Board and in his public statements to the community. We need to have support for this reorganization effort at all levels, and thus we request the assistance of this Committee in the development of appropriate salary legislation.

In closing, I would like to thank this Committee for its attention and consideration. The Superintendent would have like to have been here to present this personally but he has confidence that you will help us to get the salaries we need to be able to bring the school system to the point which I know you want us to achieve, also.

Thank you very much, Mr. Chairman.

Mr. DOWDY. Thank you. Is there any other statement?

Mr. WASHINGTON. That concludes our statements.

TEMPORARY TEACHERS

Mr. DOWDY. I had a question or two. There is some information which was given to our Committee hearing—I believe it was two years ago—which indicated that 43.3 percent of all teachers in the District of Columbia schools were temporary. What percentage of the teachers are temporary now?

Dr. CARROLL. At the present time it is about 30 percent. I think I have the exact figure—32 percent. The number of temporary teachers hit 48 percent shortly after that figure, in 1967, the following year.

Mr. DOWDY. I knew it later went above 43 percent.

Dr. CARROLL. So a new system of becoming probationary was introduced—which what we call a contract—a teacher would sign a contract promising to complete the requirements to become probationary within a two-year period and so this really does not change much. I would say 45 to 48 percent is still the realistic figure.

Mr. DOWDY. Around 48 or 50 percent of them still really are temporary?

Dr. CARROLL. Certainly over 40 percent are still in that category.

Mr. DOWDY. Then the 32 percent of the total number of temporary teachers really has not been reduced?

Dr. CARROLL. Not in any appreciable amount, no, sir.

Mr. DOWDY. I believe the number in 1965-66 was 2,470 and the current number is 2,426 and the 2,426 does not include the probationary teachers?

Dr. CARROLL. No, it does not include the probationary teachers.

Mr. DOWDY. How many are probationary teachers? Do you have that information?

Dr. CARROLL. Do you have that?

Mr. WEINBERG. According to a report of October 19, 1967, Mr. Chairman, there were 2,428 probationary teachers.

Mr. DOWDY. What is your total number of teachers now? I have 7,511, is that right?

Mr. WEINBERG. Yes, this is on an actual count from data processing, sir.

Mr. DOWDY. So almost 5,000 of that 7,500 are either temporary or probationary?

Mr. WEINBERG. Yes. The breakdown that we have shows a little higher percentage of temporary teachers. It would be 2,426 temporary

teachers, and the report that we had from school shows about 2,428 probationary.

Mr. DOWDY. That makes 4,854 together?

Mr. WEINBERG. Right. And then the rest would be in the permanent category.

Mr. DOWDY. So actually that is about 65 percent are probationary or temporary?

Mr. WEINBERG. That's right, sir.

Mr. DOWDY. In 1966 when we compared the ratio of pupils to teachers it was 30 to 1, and what is the present ratio?

Dr. CARROLL. About 28 to 1.

Mr. DOWDY. And during this period, as I take it, in the last two years there has been an increase in the number of probationary teachers?

Dr. CARROLL. Yes, I believe that is the case because there are more probationary teachers.

Mr. WEINBERG. Yes, sir. Mr. Chairman, I have a report of November 1, 1966, as compared to the report that I was talking to you about from October 19, 1967. In November 1, 1966, about 20.7 percent of the school system at the time, or approximately 1,313 teachers, were probationary. As of October 19, 1967, 2,428 teachers were probationary, an increase of about 14 percent, and this was a result, I believe of a change in the qualification requirements which put more teachers on probationary status.

Mr. DOWDY. When a teacher is placed on probationary status, what qualifications must he meet?

Dr. CARROLL. When he becomes probationary he must have met every qualification in terms of the educational credits, the course work done, practice teaching required, everything that is required except he has to have two years—he must spend two years as a probationary teacher before he becomes permanent. So he has met every qualification when he is probationary except the time that he has to serve to become permanent.

Mr. DOWDY. He must meet all the qualifications?

Dr. CARROLL. All the qualifications established by the Board of Education for the position he holds.

Mr. DOWDY. I take it from what has been stated already that there has been a transfer of a number of teachers from temporary to probationary status?

Dr. CARROLL. This is correct.

Mr. DOWDY. And other temporary teachers were employed to take their place which keeps about level the number of temporary teachers?

Dr. CARROLL. There has been a total increase in the number of teachers, so I would say that the percentage of temporary teachers technically listed as temporary has gone down because there has been an increase in the number of teachers.

Mr. DOWDY. I am talking about the total number of temporary teachers, those whom you have transferred to probationary status and other temporary teachers you have employed in their place, which keeps the number to about the level it was two years ago?

Dr. CARROLL. That would be correct, yes, sir.

Mr. Dowdy. Did you have particular means or criteria which you used to select those to be transferred to probationary status? That is, how were they selected?

Dr. Carroll. These were teachers whom we notified—all temporary teachers—that if they wished to become probationary they should come to the Department of Personnel and discuss a contract to complete the requirements. Those who were fairly close to completing the requirements did come down because of the fact there was a salary advantage many of them could achieve by becoming probationary teachers. So that the individual teacher had to apply and we would not put such a person on contract if we felt he could not meet the requirement within a two-year period. In effect, it was done individually, teacher by teacher. We did not select them. They volunteered.

Mr. Dowdy. Did you make a change in the qualifications that were required for probationary appointment?

Dr. Carroll. No, we did not basically change the requirements. There may have been some adjustments, and I would like to check that for the record. I don't think there has been any major change in terms of the qualifications required. I think it was only how you achieved the qualifications that was changed.

(Subsequently, Dr. Carroll submitted the following additional information respecting transfer of teachers from temporary to probationary status:)

TEACHERS CONVERTING FROM TEMPORARY TO PROBATIONARY STATUS

The Board of Education on May 23, 1966, approved a change in procedure for obtaining probationary status. Any temporary teacher, a teacher who did not meet all qualifications, was offered an opportunity to become probationary without completing all academic requirements formerly required for probationary status. The teacher gained the probationary status by signing a contract which listed the specific individual course deficiencies and indicated that the signee was willing to correct them within a two-year period. It was agreed that any teacher who failed to complete his contract within the two-year period would be terminated.

The change in obtaining probationary status was an incentive procedure designed to improve the teaching competence and encourage teachers to become fully qualified. Approximately 1200 teachers were in the first group that undertook to sign these contracts, which did not reduce the requirements for probationary status, but rather instituted a change in the procedure for obtaining it.

Mr. Dowdy. There was a change made in that?

Dr. Carroll. Yes. In effect, we said that if persons had only two or three courses to complete before they would have met all of the qualifications, then we would let them become probationary for a two-year period. But they had to complete those courses within the two-year period or they would be terminated for failing to do so, and they signed contracts agreeing to complete their work and thus we made them probationary teachers on that basis.

Mr. Dowdy. Do I understand this correctly now? The teachers who were transferred from temporary to probationary met all of the requirements that were previously required of probationary appointment?

Dr. Carroll. No, sir. They have agreed to complete those gaps in their training within a period of time. They were transferred before they met every requirement, but they have agreed in a contract, written contract, to complete those requirements within a given period of time upon threat of being terminated if they failed to do so.

Mr. DOWDY. And two years ago you did not let them do this? In other words, they had to meet requirements *before* they became probationary?

Dr. CARROLL. Yes, sir. They had to meet requirements before they became probationary two years ago.

Mr. DOWDY. How many teachers were made probationary in this two-year period who did not meet the former requirement?

Dr. CARROLL. I thought 1,200 to 1,400, and I could get that accurately for the record, but it was in that bracket.

Mr. DOWDY. I think that is close enough. There is one question that I had. I am wondering who was responsible for the invitation to Stokely Carmichael to lecture—and I use the word “lecture” with some apprehension because I doubt that it is a proper word—at Western High School a few months ago?

Dr. CARROLL. Well, no one issued an invitation, as I understand it, and I am going by what I heard in some staff meetings and by memory, but I think I am correct on this. The request was made to the principal by either students—I believe they were students in the school that they would like to hear Stokely Carmichael. We do bring in speakers from all ranges of opinion and they do meet with students.

Mr. DOWDY. Even a troublemaker, one who is liable to inflame the students?

Dr. CARROLL. Well, I think you might be interested in the results of this. We have a choice here of a group of students—and there is a movement and actually an organization of students by black power people underway at the present time—if a student comes up and says, “We would like to have this man speak as you let other people speak before the students,” and you turn them down or the principal—and the principal is the person we allow to make this choice—then, that man can meet on the street or he can meet in a house or someplace else, and the schools have kept him out.

The story I get—and I think I get it properly—is that when Mr. Carmichael walks into our school and stands before our students, he comes in under the rules of the game which we play, which means he has to make his statements correctly. He has to answer questions from the students. As a matter of fact, the evidence is that he got a pretty hard time from one of the students. One girl got up and said, “Just what makes you think you can represent me, Mr. Carmichael?” He had a hard time. He has not applied in too many schools since his visit. The question of what is proper open discussion and who is able to speak and the ideas of intellectual freedom and to have students to have contact with a variety of ideas in American life, is a serious one, but we feel that we have to treat students as if they do have some maturity and judgment.

All we ask when people come in and talk to our students is that they abide by the rules. They answer the questions and they open themselves up to this scrutiny. I do not feel from the reports we have got that there has been any loss and possibly strength in the student maturity which appear daily in the newspapers all over. We felt that this was a necessary and proper action.

Mr. DOWDY. Not that I would approve, by any means, but would you allow somebody from the Ku Klux Klan or the American Nazi Party to come into the schools and “lecture”?

Dr. CARROLL. This has not been raised to us, I think if the principal felt it was going to be something that the students had reason, in terms of their interests, to listen to, they might be authorized to come in only if they went in by the rules of the game, fair presentation and open to questioning.

Mr. DOWDY. In other words, whether any given person can come in and talk, or "lecture" is the word that is being used—whether a person could come in and "lecture," you would leave it up to the principal of the individual schools and you would not have anything to say about it?

Dr. CARROLL. We would have something to say about it, but it has been our policy to allow considerable freedom of action and discussion, particularly on the senior high level where these people are going to be drafted next year often, seniors, and take on responsibilities of citizenship.

TEACHER-PUPIL RATIO

Mr. DOWDY. There is one other point. You mentioned that you presently had a teacher-pupil ratio of 28 to 1. How many students do you have enrolled at the present time?

Dr. CARROLL. Our total enrollment is approximately 151,000. I have a breakdown which I can insert in the record. The 28 to 1 applies to the elementary schools. We have different ratios on the secondary schools.

Mr. DOWDY. You have about 150,000 students?

Dr. CARROLL. Just a little over 150,000 total enrollment.

Mr. DOWDY. The reason I asked that question is that it seems to me this would break down to 20 to 1 ratio.

Dr. CARROLL. In our secondary level we have about 21 to 1, on the secondary level, and in shop and home economics we have about 17 to 1 or 18 to 1 because those are special, and vocational is lower, also, because they have smaller class sizes. The 30 to 1 you mentioned before is the elementary figure.

Mr. DOWDY. With 7,511 teachers, 20 to 1 would mean 150,000 pupils.

Dr. CARROLL. Yes. I think that is a class 15 figure that you gave there, Mr. Weinberg, the total class 15, and that includes counselors, librarians and certain special teachers, as well, not just the classroom teacher.

Mr. DOWDY. Are there any questions, Mr. Nelsen?

COST

Mr. NELSEN. Yes. To pursue further the funding aspects of the pay bills, is H.R. 14526 similar to the pay bill that passed the Senate?

Mr. BACK. H.R. 14526 is the same as the Senate.

Mr. NELSEN. I see. Now, the cost involved in the Senate bill and the cost involved in H.R. 14526, the bill that you are now recommending are identical, is that right?

Mr. BACK. \$13 million for the full fiscal year.

Mr. NELSEN. Now, according to Commissioner Washington, your testimony on page 5, we will be short \$8 million in 1968 and \$12 million for the fiscal year 1969 when you go up to the \$7,000 figure, is that right?

Mr. WASHINGTON. That is right.

Mr. NELSEN. And the letter that I have here, signed by Mr. Fletcher, Assistant to the Commissioner, for the Commissioner, makes revenue proposals that would meet the budget needs?

Mr. WASHINGTON. That is right, sir.

Mr. NELSEN. Now, as to the suggested increase in the general sales tax; Would this put the City of Washington on a poor competitive position economically with the neighboring communities in Maryland and Virginia?

Mr. WASHINGTON. As far as taxes?

Mr. NELSEN. Yes, sir.

Mr. BACK. Mr. Nelsen, in Virginia, the jurisdictions in Virginia will be at 4 percent rate effective July 1. The State rate goes automatically to 3 percent and assuming that the local jurisdictions still retain their 1 percent rate the Virginia jurisdictions will be at 4 percent. The sales tax rate of Maryland is 3 percent, so to the extent that we compete with Maryland we will be slightly higher than Maryland in sales tax and on a par with the Virginia jurisdiction.

Mr. WASHINGTON. Of course, eliminating food tax to 1 percent.

Mr. NELSEN. I note, for example, your proposed increase of sales tax on restaurant meals and liquor. I can recall the last revenue bill which we authorized. It contained an increase in the cigarette tax. The tax was increased on the assumption that the cigarette revenue would increase, but the law of diminishing returns took hold and as a result the city received less revenue from cigarettes than before in spite of the increase in taxes. Now, is it possible that if the proposed tax on restaurant meals is authorized, you might find the law of diminishing returns taking effect again? Has that been taken into account?

Mr. BACK. Yes, Mr. Nelsen, we have taken that into account, and I believe the record would show that with regard to the cigarette tax, while we did not get the revenue we predicted we would get, we certainly got more than we received before. There are several factors there. As you may recall, the time we testified to that bill there had had been a cigarette bootlegging ring operating on the Eastern Seaboard here and Columbia was one place where you could buy cigarettes and pay our tax and still haul them north and make a nice profit. Steps have been taken to prevent this bootlegging and much of our revenue laws would have been lost by this—as a result of this regardless of the fact that our rate was increased.

It is also true that when our rate was increased from two cents a pack to three cents a pack we did go ahead of the Virginia rate. The Virginia rate is two and a half cents per pack. But far under the Maryland rate which is six cents per pack. The national average is eight cents per pack. So compared nationally, we are certainly low on cigarettes. Food—and I call it—beverages, we do not feel that this additional increase in the sales tax rate will throw us out of competitive position with the surrounding areas.

Mr. NELSEN. Now, most of us on the committee felt reasonably assured that the revenue bill that we passed in the last Congress would take care of increased costs; however, the testimony today indicates that this is not true and that we will need additional revenues as set out in the Commissioners letter in order to meet the increased costs that are proposed in the legislation we are considering.

Mr. BACK. Yes, sir, that is true.

Mr. WASHINGTON. That is correct.

Mr. NELSEN. Now, dealing with the school system, it was my information that some of the students put Mr. Carmichael in his place, which is one good thing. I did hear about the appearance and the fact that some of the students took him on and did a pretty good job of making him look rather ineffective, is that true?

Dr. CARROLL. It is my understanding that the students—I am sure some of you have had an opportunity to speak to a high school audience. They are a pretty tough audience.

Mr. NELSEN. You're telling me.

Dr. CARROLL. They won't buy anything for nothing, and as I say, the rules of the game are, you present your case and then you have to open yourself up for questioning, and this is not a good place to use demagoguery because it just does not go. Plus the fact that the teachers are there and many times the students have discussed the issues that are being presented in their classes, so they are somewhat prepared for the presentation. Life presents people with different ideas. I think that the school is the proper place to consider different ideas.

Mr. NELSEN. Thank you very much.

Mr. DOWDY. Yes, I must say, I always enjoy talking to high school assemblies. They are seemingly, many of them, well-informed about what is going on, and it is a pleasure to talk to them. I enjoy their questions.

SCHOOL ADMINISTRATION

Mr. SISK. Mr. Chairman, let me first commend Commissioner Washington and Dr. Carroll, both, for very good statements. I had planned on inquiring into this financial situation, but I think my colleague from Minnesota pretty well brought that into focus.

There are some problems here on financing, even the proposal which you are supporting, as I understand it?

Mr. WASHINGTON. Yes, sir.

Mr. SISK. Now, I certainly am in support of some increases here. I do not think there is any question but what you are going to have to be brought into a better competitive position with reference to the acquisition of qualified teachers, and certainly it is essential.

I wanted to ask two or three questions, though, in connection with the fact that, of course, a high salary scale is not the sole measure of a good school system, as I believe Mr. Commissioner brought out, and as did Dr. Carroll in his testimony. I wanted specifically to ask you, Dr. Carroll, in reference to your testimony on page 9, and your discussions here, about these positions regarding the Deputy Superintendent and so on. I have not had a chance to go back over it as I hoped to, but do I understand that what you have in mind here is a "beefing up", so to speak, of the administrative end of the school system for better guidance and more control and so on; or what is your intent, basically?

Dr. CARROLL. Our intent basically is to establish the situation where the Superintendent and the Board of Education can actually administer the school system. You might be wondering what has been happening the last few years and as the Columbia University Report says, this is crises administration. You go from one crisis to the next and sometimes you can hardly keep up with them.

At the present time under the organization of the school system, there is a Superintendent and a Deputy Superintendent and there are a total of about 30—I think I am correct—30 positions, 11 assistant superintendents, I believe a Teachers' College President, every Supervisor, Directors of English, Science and all the different subject matter areas, which are reporting directly to that Deputy Superintendent for guidance on a day-to-day basis.

The Columbia Report says no one can manage a business or organization with this span of control. There just is not that much time.

Mr. SISK. I am inclined to agree with that.

Dr. CARROLL. They recommended that we group the management of the school system under five basic divisions—under a number of basic divisions—and each of these would be headed by an Associate Superintendent who would be above an Assistant but below a Deputy Superintendent. So, in effect, we are introducing another level of administration between the Deputy Superintendent and the Assistant Superintendent for better management of the system (see p. 74).

Mr. SISK. I well appreciate that. As I understand it, the Study has indicated a very strong need for "beefing up" in this area, and this is what I assumed that you had in mind here.

I say this primarily because as one who has long been interested in the educational system I have supported, I think, every proposal that has been presented here to improve and increase funds for schools. I very much enjoyed my relationship with Dr. Hanson over the years and expect to continue sharing concerns with Dr. Manning and yourself. My question concerns a statement made to me recently by one whom I believe to be a very able teacher. She had had many years of experience in the West, in California, and she came into this school system because her husband actually came to the Government. She lasted one year and basically she said to me it is not altogether salary. It is the problem of the school system in Washington. And I am sure you recognize this. This happened to be a lady who had had vast experience in teaching in areas with substantial minority groups. This was not a completely radical change from one type to another, and she did feel she had a contribution to make because she was a dedicated teacher, but I cite her statements because I wanted to come to one question.

Maybe it is a little aside directed from teachers salaries, but I think it is terribly important. It has to do with the emphasis you are placing on so-called problem areas or problem children from the standpoint of getting qualified teachers and isolating them to some extent from, let's say, the average student where special attention is needed. Maybe I am wrong but it seems to me I have heard statements from teachers that this is an area that needs very great consideration. Certainly I, for one, would like to see more money put into that.

This teacher indicated she was actually teaching in, I believe it was, a junior high school; that 80 percent of her students were there and wanted to learn, they wanted to get an education; but about one out of every five was there wasting time; she spent all the time in the world that she could spend on those people—denying the other 80 percent who really did desire to get an education—and still with no apparent progress.

What, in essence, she said—these five students or four or whatever number percentage-wise it would be, should be put in special groups and special consideration be given them.

Are you and Dr. Manning doing some work in this area? Is there going to be an effort made to getting qualified teachers to come in to work on some of these problem situations and isolate them from the majority of the students who are desirous of learning and trying to get an education?

Dr. CARROLL. Yes, sir. This is a short question but it will take a long time to really answer it correctly.

Mr. SISK. I recognize that it deals in areas in which there are many intangibles, but having talked to so many people, it seems to me that in the final analysis—as I say, this lady has left the system not because of salary but because there were some problems—I was hopeful that this “beefing up” of some of these other things would tend to eliminate some of those problems.

Dr. CARROLL. In complete candor, this will give us the ability for the central staff and the Board to make some decisions on what they would like to have happen because we will have communication systems that will work, let's put it that way, in terms of the particularly difficult children in our schools and we do have large numbers of these. We have attempted to establish some special classes called social adjustment classes, which are still carried with us. This has not been eliminated.

We are also trying a new type of approach to have a smaller class size, and another thing, the use of aides and other types of professionals in supporting teachers and counselors so that we can get to the 5 percent or 4 percent of these children who may be causing the greatest difficulty and who are children who are in the greatest difficulty, and see if we can give them a very individualized, personal attention to see if they can not just isolate them and maybe we don't want to isolate them. We want to correct them and cause them to come into a more conforming type in the school and that can only be done by a very careful and individualized contact between the teacher and the children. We are working on it.

Mr. SISK. I recognize that it is a big subject and one that you certainly cannot give me any ready answer on. The point I wanted to make is this: unfortunately, among teachers, just as we have among politicians and people of every walk of life, there are those who enter the business and are looking for five o'clock and that is about all the interest they have. Merely raising the starting salary of teachers is not the answer for that group of teachers—and unfortunately, there are a few of those but I hope not too many, but we know there are some—you are not going to do too much unless we are able, through efficient use of the monies we make available, to concentrate on people who are qualified to deal with some of these hard-core problems.

Having watched this system here for the last 14 years, I certainly recognize, I think, the need for more and more emphasis in that area, and I hope you will be looking carefully at it.

Dr. CARROLL. Yes, we are.

Mr. SISK. That is all, Mr. Chairman.

Mr. DOWDY. Mr. Broyhill?

Mr. BROYHILL. Mr. Commissioner, I would like to associate myself with the earlier remarks made by the gentleman from California in

commending you on an excellent statement—an excellent presentation here this morning.

Mr. WASHINGTON. Thank you.

Mr. BROYHILL. I commend you also for your efforts to work out a proposed solution to the problem of financing within the framework of a very complicated fiscal situation. And as I stated earlier, I particularly want to commend you for your prompt response during this recent crisis in assuring the representatives of the teachers' union of your awareness of the problem and your sympathy with it, and that you are doing everything possible to overcome it. This includes not only you, but the members of your staff as well.

Mr. WASHINGTON. Thank you, sir.

Mr. BROYHILL. I was very much impressed with your activities in that regard, and I think the community owes you an appreciation for what you did.

Mr. WASHINGTON. Thank you, sir.

Mr. BROYHILL. I understand that you do support the bill.

H.R. 14526 is the two-step proposal which included the original proposal by the Commissioner and the Board of Education, and I can see how that can fit better into the fiscal problem or could be more easily solved than the other proposals. However, although we may well have to resign ourselves to that being the maximum we can do unless Congress is willing to be a little more lenient in its own Federal payment, in view of the testimony of Dr. Carroll, about the problem of turnover, the fact that the more experienced teachers are resigning and leaving and going to the suburbs, I wonder if we might consider again talking about the two-step phase that you are supporting instead of the part that is in H.R. 15183 which is identical except for the second step.

The second step is identical at the beginning but, it does have the \$350 increment, and Dr. Carroll's—or Dr. Manning's statement, did show that in the upper levels the District is still ranking fourth, fifth, sixth, and seventh in the Metropolitan area.

I know we cannot please everyone in these schedules, and we may get into a lot of complication, but how much more would it cost, Mr. Commissioner—and again, we are talking about that being the second phase beginning in July 1—how much more would that cost per year?

Mr. WASHINGTON. I am advised that the difference would be \$2.8 million.

Mr. BROYHILL. Per year more?

Mr. WASHINGTON. Yes, sir.

Mr. BROYHILL. Now, how much is that in ratio to the total salary structure cost?

Mr. WEINBERG. Right now we are showing a payroll of over \$64 million. The difference in the second stage of the bill, for example, would be increased to \$79 million payroll—to increase salaries from their present level to the level we are talking about right now—about five percent.

Mr. WASHINGTON. About five percent.

Mr. BROYHILL. I was hoping we could, if possible, help to get this thing a little more in those ranges, because I know that in the classified pay scale it was extremely difficult to stop or limit the compression that we had in let's say the GS-18 and GS-1. So obviously, it will be

difficult here in the teachers' schedule, but I think it is something that, at least we should get into, and I am hopeful that we might do it at this time.

Mr. WASHINGTON. I certainly agree with you, Congressman Broyhill, that we must get into this and it is a question of whether or not we can do it at this time. If there is any way possible I certainly would support it, as well as support the further increase. We just at this point—where I am forced to look at the realities of the situation, how far can we tax our families or on the other hand, what do we have to do to cut down our services, which are at a minimum now. And I don't like to complain but I am just in a bind with respect to this problem and it is—

Mr. BROYHILL. I do not envy you, Mr. Commissioner, for the task that you have, the challenge that it imposes, and I say the Committee commends you for what you have done.

Mr. WASHINGTON. One of the most unfortunate things that it just happens to arise with relation to the teachers, but some of us forget—certainly not me because I have to deal with it—it is the total impact of the conditions of our revenue and our budget that are involved. The teachers and policemen and firemen just simply come at the tailend of it, and sort of lose—they are forcing it but in fairness to them I must say that that is not the condition—it is the impact of the total budget and our total revenue. I think that for a Government less than six months old we have done pretty substantially in trying to get most of the employees in a competitive position and in a reasonable and decent position with respect to salaries which has caused, as you know, in addition to the amount of money here that we need, we have got another revenue package that will go with our budget of some \$30 million; and taken together, we are going to have to do all we can to meet these problems. I am certainly sympathetic and would want to do everything we could with the teacher problem, and if there is any way that we can consider the within-step increases I would like to see it worked out with the great support of this Committee.

I must just digress for one moment, Mr. Congressman, and personally again thank you for your intervention in connection with the teacher problem there. You responded practically instantly, and I think the Committee should realize that you went personally there to intervene and try to negotiate and I think the City owes you a great debt of gratitude and I know that as we spoke that day you were trying everything possible, and even when we spoke late in the afternoon you said that, "I am just hopeful that the matter can be resolved." And I think the citizens in this town, not only owe you a debt of gratitude for that action on your part, but should know about it.

Mr. BROYHILL. Thank you. One more brief question, Mr. Chairman.

Dr. Carroll, the position of Associate Superintendent that you were talking to Mr. Sisk about—was this included in the bill that was approved by the Senate Subcommittee? Do you know?

Dr. CARROLL. I believe the amendment is up there now and will be included in the full Senate action. It was not included in the Senate Subcommittee action because certain information had not yet arrived from downtown, but I think it is there now.

Mr. BROYHILL. And Mr. Back, you mentioned the matter of taxes in the suburbs. Just recently, when there was a proposal to add more

liquor tax in the State of Virginia, the question was raised on the floor of one of the Houses of the State Legislature as to whether this new tax would drive the people in Virginia across the Potomac into Washington to purchase liquor. Have you considered this in your proposal? I think we should attempt to determine whether to further local tax increases on alcoholic beverages, cigarettes, and beer, will cause this going back and forth and prevent each community from getting its proper revenues in a practical manner.

Mr. BACK. I couldn't agree more, Mr. Broyhill, that comparability within the area of tax levels is certainly desirable rather than to force some economic consideration based on the amount of tax. As I understand what the Virginia Legislature did, and I am really not sure of this—that they did subject their whiskey sales to their sales tax which had not been the case heretofore, which is really what we are proposing to do here. But maybe our proposal here would be at five percent instead of four as it is in Virginia on alcoholic beverages.

Mr. BROYHILL. I will appreciate it if you will check it out to make sure that we have the same taxes on beer and whiskey. I may not be able to make Virginia and Maryland and the District all agree.

Mr. BACK. It is difficult in Virginia because they have State stores, as you know, and do not really levy a tax on alcoholic beverages, as such. I believe this will probably be their first effort to levy a tax on alcoholic beverages that are sold in State stores.

Mr. BROYHILL. Not many Virginians drink, but for those few who do, we would like to encourage them to buy in Virginia.

Mr. DOWDY. Mr. Fuqua, do you have any questions?

Mr. FUQUA. Yes. I would like to tell Commissioner Washington, I think you made a very excellent statement. I certainly appreciate your giving your time and coming up to the Committee and giving us your views on this very important matter. I think we will have some action in this area, and I hope it is very soon.

TEACHER-AIDES

Dr. Carroll, there are a couple of questions relating back to what Mr. Sisk said. I hope that something can be done in this area of doing something for the problem children, because otherwise I think we will greatly retard the opportunities of some of those who are interested in learning. You mentioned the teacher-aides, and you stated that you would like to have the requirement, 60 semester hours of college credits "or the equivalent thereof." What do you mean by the "equivalent thereof"?

Dr. CARROLL. At the present time it requires that there be 60 semester hours of college credit shown before they can be employed as a teacher-aide, which is a GS-4 level. The equivalent thereof would be if these people who would be aides had received special training in the work that we would expect of the teacher-aide, given by the school system or arranged possibly with a local college, and if they have had the experience possibly at a lower level, even possibly a GS-2 or even in secretarial work, which we consider gives them a knowledge of how schools operate, we would consider it helping them to become fully qualified. In other words, it would not be a rigid 60-hour qualification but a combination of experience.

Mr. FUQUA. Would this be experience gained in the school system or out of the school system?

Dr. CARROLL. In the school system or a special course of some sort that would train aides.

Mr. FUQUA. Where would you train them?

Dr. CARROLL. With our own in-service courses in the school system.

Mr. FUQUA. What does this training consist of, and how long would it last?

Dr. CARROLL. It might vary considerably depending on the type of work. We might have a person who would work at a lower level in a science lab setting up the equipment, taking the equipment down and cleaning it and putting it away and watching the instruction and possibly learning even how to explain what is going on and help students set up their experiments. If a person spent a year working in this way with a science teacher we felt that—and also took some in-service courses which might be given by the science supervisor in the science department, we felt that he might well qualify as a GS-4 as a teacher-aide. This would vary considerably. A librarian aide might have a very different arrangement than the science aide.

Mr. FUQUA. How many of these aides do you have? I notice someplace in the statement by Commissioner Washington that the National Education Association reports approximately 38 percent of the school systems require of aides only elementary school education. This is relating to this equivalent experience. Is that true in what you plan to do?

Dr. CARROLL. Excuse me, I missed that.

Mr. FUQUA. Is this what you are planning to do? I refer to page 8 of the Commissioner's statement, at the top of the page, end of that paragraph: "The National Education Association reports that approximately 38 percent of the school systems require only elementary school education." This is for the teacher-aides, I assume. Is this working out, this equivalent experience, then, I assume—

Dr. CARROLL. Yes, we would not require—we have been thinking about this as having a high school graduation or certification equivalent. We had not been thinking about having the elementary level being all that is required. But most important, we want to have the training and we have many people in this City who may have had eight grad training and done a great deal of work and now would like to work with us and we would like not to have highly rigid requirements, and certainly not at the 60-hour level. We would like to be able to say, in our judgment on the training that has been set up you can be an effective classroom aide to a teacher to perform certain work. The GS-4 is the level we bring in most of our clerk-typists in our school system.

Mr. FUQUA. How many schools throughout the school system have so-called teacher-aides?

Dr. CARROLL. I think 38 percent.

Mr. WEINBERG. We have the report from the N.E.A., sir, which indicates that since 1960, the greater growth in the teacher-aide program was the enactment of the education and—Elementary and Secondary Education Act, and that in 217 schools that were surveyed there were 44,000 teacher-aides.

Now, the survey that we recently made in the local jurisdictions indicates that all the school systems are using teacher-aides in one

form or another, anywhere from the lunchroom aide in Montgomery County to the instructional aide in the libraries in other systems, but it is one of the areas of fastest growth as far as assistance to the teacher to give her time to teach.

Mr. FUQUA. This is a new trend, then, in education that is growing all over the country?

Mr. WEINBERG. Especially with the legislation passed by Congress which gave it the impetus that it needed.

Mr. FUQUA. Dr. Carroll, I understand, now, that the starting salary is \$5,840 in the District of Columbia for teachers with a Bachelor's Degree, is that correct?

Dr. CARROLL. That is correct.

Mr. FUQUA. What is the average salary of teachers in the District of Columbia now?

Dr. CARROLL. \$7,300, I believe. Have you the correct figure there?

Mr. WEINBERG. The average salary, overall average salary, for teachers as of June of 1967 was \$7,888, sir.

Mr. FUQUA. So, in effect, then, if my arithmetic is correct, the average salary is some \$2,000 a year more than the beginning salary; hence, we have many teachers who have stayed within the school system. This would indicate that.

Dr. CARROLL. Yes, it would indicate that we have teachers who have stayed with us.

Mr. FUQUA. Yes, I know that, but it would be a rather good percentage. You were giving a percentage of a turnover rate of 17.6 percent of the teachers.

TEACHER TURNOVER

(Subsequently, Dr. Carroll submitted the following additional information respecting loss of teachers:)

TURNOVER AND LOSS OF LEADERSHIP TEACHERS

Last year 1,172 teachers left the system. This amounts to a turnover rate of 17.6% of the 6,661 teachers. This is the highest rate in 40 years, the next highest being 15.2% in FY 1963. There is no question that the District Schools' low salary levels are a major contribution to this signally high rate of turnover.

An analysis of those teachers leaving the service of the District Public School System this past year indicates the following reasons for leaving.

	Number	Percent of total
Reasons for leaving (1966-67):		
Leave of absence.....	206	17.6
Resignation.....	471	40.2
Retirement.....	107	9.1
Terminated.....	20	1.7
Death.....	11	.9
Employment ended (temporary teachers not returning, relocation, marriage, family reasons, other).....	357	30.5

While the lack of adequate staffing has prevented a more sophisticated follow up study of those leaving the system school officials are in strong agreement that most of those resigning and many of those ending employment do so to take up positions in school jurisdictions offering better financial rewards and more favorable working conditions.

The numbers do not adequately reflect the terrible drain on teacher competence of 471 resignations. Too many of these resignations represent the best of our teachers since it is axiomatic that competing systems are looking for our best staff. Dr. Passow, an educational expert who extensively studied the District School System, found that . . . "there were some teachers and instructional leaders who are as well informed as any the consultants had ever seen. The District, however, does not have its fair share of such people . . ." We must not only stop this drain of our leadership teachers from the system, but the District Schools must be able to offer salary benefits which will reverse this trend and attract leadership teachers to the District.

Dr. CARROLL. Last year, 17.6 percent of the teachers.

Mr. FUQUA. That was for all reasons?

Dr. CARROLL. Yes.

Mr. FUQUA. Deaths, retirements, et cetera. Do you know how many resignations you had or people who taught and did not come back or maybe went to another school system—not the retirements or the deaths?

Dr. CARROLL. 40.2 percent of the total resigned as distinct from leaves of absence, retirement or terminated—which means we let them go—death—

Mr. FUQUA. Out of those who left the school system?

Dr. CARROLL. Those who left on resignation, only 40 percent of that 17.6, and 471 teachers last year was the actual number.

Mr. FUQUA. Have you had a follow-through or do you have a program follow-through to inquire as to their reasons for leaving the school system? I am speaking of these who plain quit, the one that Congressman Sisk was mentioning a while ago.

Dr. CARROLL. We do not have—we keep them only in these categories I indicated there. We group them there. We do not have a detailed listing on the reasons, as such, and where they went. We only have the fact that they resigned, which meant they left in good standing and did not leave to leave the profession, necessarily. They went to other places or other jobs.

Mr. FUQUA. Would not it be helpful for the administration of our school systems to have some follow-up of the teachers who resign, to find out why they are leaving, what are their reasons? Is it salary? Is it morale, or is it poor school conditions? Or they are not satisfied in the teaching profession? Would not this be very helpful?

Dr. CARROLL. Yes, it would, and I think this could be set up. It has been a problem to keep our administration going, as it is, so we have been more or less limiting it to this rather rough categorization of this part. I am the first to say that some of these people who left, the salary was not the major consideration, but I do point out that salary, again, is one of the important factors. I could name people I know working in Prince George's County where the salary was a key factor in their leaving, and also people in Montgomery County we know have left us.

Mr. FUQUA. That is all, Mr. Chairman.

Mr. SISK. Could I ask this one question. I do not want to delay the Committee, but unfortunately, my attention was distracted. I believe, Mr. Commissioner, you were talking with Mr. Broyhill about the dangerous compression of salaries here, and I am somewhat concerned about just how much money we put in in view of the needs—of course, we will never have enough money to meet all of these needs. There is a risk in getting starting salaries too high, because I know and we all

know of the lawyer who decides he wants to practice law starves to death for several years but he feels that in the future that he is going to make it in the long run because he enjoys the profession, or the doctor or dentist or anyone else in a profession. My concern, as I indicated earlier, has to do with what I feel is a need here, a need for real expertise. I would rather see them starting at \$5,500 or \$6,000; if he is a dedicated teacher who plans to make a life career teaching—he is going into it anyway—we might hold the plum out in the higher steps, because when that person becomes qualified and is doing a real job, we need some people qualified to do a special type of job here in this school system. Sure, we need it everywhere else, and I just hope we are not becoming, let's say, so desperate to get new teachers in the system that we get too compressed and we just have a whole bunch of clock-watchers. Are you satisfied with the in-grade steps and so on here that we are not compressing it too much and that you not using too much money just to get a bunch of new teachers rather than specialized teachers?

Mr. WASHINGTON. I think this, Mr. Sisk. We must look at both of them. The question is now, I think, at least it appears to me, to get our system in a competitive position so that we do not take undue advantage of the dedicated teacher who might prefer to follow the profession but would be ruled out of even following it because of the sheer weight of financial circumstances and I think that we have got to continually watch this.

I think the point has been made that a great number of teachers are staying on. I think the average is \$7,800 so that a number of them are staying on. At the same time, I think it is a balance that I am trying to look for here between the benefits from teachers that are in as well as being in a competitive position to at least recognize those that wish to follow this as a career. If we do not put them in a competitive position, you might find them in some other avenues of employment, even though they prefer to teach, and we simply want to put them in a position to at least have a financial standing sufficient to function as a profession.

Mr. SISK. Then you are satisfied that in the bill which I understand you to be supporting here, which you and Mr. Broyhill discussed, that there is not too much compression; that there is still sufficient incentive; that you are still able to get out and get that special technique and the expertise required; and that we are not putting all the money—or too large a percentage of it—into the starting grade?

Mr. WASHINGTON. I am satisfied, but at the same time, I call your attention to the fact that this is a factor we must watch carefully and study very carefully, and it may be that in the very near future we should come back to it and say that we need to look at this again and will you support us.

Mr. SISK. Thank you, Mr. Chairman.

TEACHER-PUPIL RATIO

Mr. DOWDY. I have a couple of short questions. We have to adjourn. Dr. Carroll, I am still disturbed about what you stated, the 28 to 1 ratio for teachers. You mentioned librarians and counselors are included with the teachers. How many librarians and counselors do you have in the school system, just roughly?

Dr. CARROLL. I have some information on that, I believe.

Mr. DOWDY. Just a round figure is all—

Dr. CARROLL. What's that?

Mr. DOWDY. Just a round figure.

Dr. CARROLL. We have about 121 elementary counselors at the present time, maybe 120, one for every 750 to 800 students. We have high school counselors, one for every 500 students, which I suppose runs another 100 or so, maybe 200 and some other counselors in the total. We have special teachers in our elementary grades. We have music teachers, art teachers, science teachers, and physical education teachers. These are four specialties which the average classroom teacher does not handle too well in every case, and we have about one of these for every administrative unit. Sometimes there is more than one school administrative unit but, in effect, we have four special teachers and these work in special areas, and again trying to get highly individualized and better programs in these specialty areas. Those are the two major areas.

As to librarians, we have one librarian for every secondary school, and we now have 190-some in our elementary schools. We hope to have one for every elementary school—they are Class 15, too—so there will be 1,300 or 1,400 of them.

Mr. DOWDY. The reason I was asking is that by simple arithmetic, with 150,000 students, 28 students per teacher would only require 5,037 teachers. That leaves 2,174 others which would be actually one out of three or nearly a third who would be teachers that are doing something besides teaching.

Dr. CARROLL. You indicated that in 1930 the ratio was 30 to 1, and I assumed you were referring to the elementary regular classroom teachers, Class one to six, so I gave the 28 to 1, which is the equivalent figure now and I will insert for the record a list of current ratios for various kinds of classes, plus the fact that I will give you all our information on special teachers in Class 15, then I think you will see part of the picture.

Mr. DOWDY. That will be made part of the record.

(The material referred to follows:)

*Summary of Teachers Salary Act, class 15 positions, in fiscal year 1967-68
for D.C. public schools*

Elementary Schools:

Kindergarten.....	216
Grades 1-6.....	2, 826
Sight and Braille.....	7
Hearing.....	3
Occupational.....	6
Social adjustment.....	38
Severely Mentally Retarded.....	43
Music (vocal).....	118
Art.....	118
Science.....	118
Health and Physical Education.....	118
Foreign Languages.....	64
Mathematics.....	28
Music (instrumental).....	23
Librarians.....	88
Counselors.....	124

Total, Elementary Schools..... 3, 938

*Summary of Teachers Salary Act, class 15 positions, in fiscal year 1967-68
for D.C. public schools—Continued*

Junior High Schools:	
Academic and Art	1,315
Shop and Home Economics	194
Social Adjustment	51
Music (instrumental)	29
Sight and Hearing	5
Librarians	29
Counselors	76
Total, Junior High Schools	1,699
Senior High Schools:	
Regular Academic	878
Shop and Home Economics	106
Music (instrumental)	11
Military Science	24
Driver Training	19
Sharpe Health Teachers	18
Librarians	15
Counselors	48
Total, Senior High Schools	1,119
Vocational High Schools:	
Regular Academic	94
Shop and Home Economics	99
Music (instrumental)	4
Military Science	5
Librarians	5
Counselors	9
Driver Training	5
Health and Physical Education	2
Total, Vocational High Schools	223
Various Levels:	
Boys Junior Senior High	5
Counselors	3
Librarians	1
Reading clinic (diag.)	135
Visiting instruction	36
Speech and hearing	77
Music (city-wide orchestra)	3
School Social Workers	24
Attendance Officers	32
Research Assistant	1
Psychologists	36
Counselors (Lab. School)	3
Librarians (Teachers College)	7
Regular Academic:	
(Teachers College)	103
(Capitol Page)	6
(Americanization)	12
Child Labor Inspector	2
Psychometrists	2
Audio Visual	4
Total, Various Levels	492
Grand Total	7,471

Mr. DOWDY. One other point, Mr. Commissioner, should we put—should an amendment be made in this bill about teachers striking so we can avoid any problem along that line in the future?

Mr. WASHINGTON. I don't know, sir. I have not studied—I do not think that is necessary, as I see it. There is some—

Mr. WEINBERG. Public Law 330, which was in the 84th Congress, prohibits strikes by, among other things, government employees. Then, under Public Law 637 of the 84th Congress the Congress brought the employees of the District of Columbia under the provisions of Public Law 330.

Mr. DOWDY. Then you can take care of teacher strikes if you want to?

Dr. CARROLL. Yes. It is illegal now.

Mr. WEINBERG. It is illegal by law.

Mr. DOWDY. All right. We have some reports here by the Commissioner on various bills. They will be made part of the record.

(For these reports, see pp. 7, 27, 32, and 39 hereof.)

Also, a letter to the chairman from the Commissioner dated March 18, 1968.

(The letter referred to follows:)

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, March 18, 1968.

Hon. JOHN L. McMILLAN,
*Chairman, Committee on the District of Columbia,
House of Representatives, Washington, D.C.*

DEAR MR. McMILLAN: The Government of the District of Columbia desires to provide recommendations on (1) the financial ability of the District of Columbia to pay increased salaries for policemen, firemen and teachers during Fiscal Year 1968, and (2) revenue proposals to pay such increased salaries in Fiscal Year 1969.

Recognizing that salary, budget and revenue proposals are the joint responsibility of the Commissioner and the City Council, this matter was discussed on March 13, 1968 by a joint committee of my office and the City Council, it was formally acted upon by the City Council at a special meeting that night, and this action of the Council has my complete support.

The Commissioner and the City Council have made the following determinations. It is the desire of the Government of the District of Columbia to provide the highest salaries possible for District employees that are commensurate with our needs and commensurate with our ability to pay. We feel that all District employees should be treated equally in relation to other District employees and Federal employees in general. Based on these determinations, we feel that it is imperative that salary increases be provided policemen, firemen and teachers retroactive to October 1, 1967 so that they will be treated the same as all other District employees and Federal employees in general.

Second, it was found that the District's ability to assume increased financial obligations for Fiscal 1968 is severely limited. Sufficient reserves were provided by Congress to pay for the increased salaries originally recommended by the District Government to be effective January 1, 1968. Resources are limited for any earlier retroactivity and can only be used if restored in Fiscal 1969.

We recommend the following: (1) The base pay of policemen and firemen be raised to \$7500 per annum and the base pay for teachers be raised to \$6400 per annum retroactive to October 1, 1967. This recommendation will cost the District Government an additional \$1.8 million dollars over that money already reserved by Congress for salary increases. It is proposed that this money will be absorbed by the District through a number of its reserve accounts providing it is reimbursed in increased revenue provided in Fiscal Year 1969.

(2) Recognizing that other Federal employees and a large number of District employees will receive an additional salary increase July 1, 1968, and in addition recognizing that other competitive jurisdictions are currently providing for substantial increases in these critical professions, we recommend that the base pay for policemen and firemen be raised to \$8000 per annum and a base pay for teachers be raised to \$7000 per annum effective July 1, 1968. These recommended pay levels have been strongly endorsed by the President in his State of the National Capital message. With the effective date recommended above, this will cost \$8.8 million dollars.

(3) The above recommendations will present a financial obligation, if approved by Congress, of \$10.6 million dollars. It is recommended the following additional revenue sources be used to fund this obligation:

[In millions of dollars]

(a) An increase in the general sales tax from 3 percent to 4 percent-----	\$10. 6
(b) The elimination of the present 1 percent tax on food sales-----	(3. 3)
(c) An increase in the sales tax on restaurant and liquor sales from 4 percent to 5 percent-----	3. 3
Total-----	10. 6

The Government of the District of Columbia has been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely yours,

THOMAS W. FLETCHER,
Assistant to the Commissioner.

(For Walter E. Washington, Commissioner).

Mr. DOWDY. Now, we have some other witnesses on the list. We cannot hear them all today. Do you want to file your statements or have another hearing? Among them are the National and D.C. Education Associations. Would you like to file a statement or do you want to be heard?

Miss GRIFFITH. We would be glad to file, but we would like to be heard just briefly. We do not have to read the statement.

Mr. DOWDY. I regret that we cannot hear you today. I am past time in my office and the bells for the session of the House have already rung.

Miss GRIFFITH. We will file our statement.

Mr. DOWDY. All right. Miss Samuels?

Miss SAMUELS. I will be happy to file mine, sir. I would like to make one point for the record and suggest to the Mayor—tell him first that we appreciate his cooperation—but to suggest to him in addition to working for better salaries of teachers that he take a look at the timing of it and the percent of the City budget which is devoted to the Public Schools if we are to have excellence in education.

Mr. DOWDY. Your statements will be included at this point.

STATEMENT OF MISS ELIZABETH D. GRIFFITH, EXECUTIVE SECRETARY, ACCOMPANIED BY MISS HELEN SAMUELS, LEGISLATIVE CONSULTANT, DISTRICT OF COLUMBIA EDUCATION ASSOCIATION

The District of Columbia Education Association strongly supports H.R. 15747, because it offers the highest pay of all bills introduced for D. C. Public School teachers and school officers. Salaries for teachers in the surrounding area and across the country have been moving upward through fast action taken by local Boards of Education and state legislatures. Although H.R. 15747 was introduced on March 5, 1968, providing a salary range of \$7,000 to \$14,560 for teachers, its maximum salary has already been surpassed by Fairfax County's \$16,000 top salary for teachers.

It has been asserted that the schools in Washington, D. C. should be a model for our nation, yet across the years, the salaries of urban teachers have not kept pace with the competition offered in suburban communities, private industry, other professions or the government. Outstanding young people, who are so desperately needed in the field of education, and especially in the teaching profession in big cities, are seeking more financial security in professions and occupations offering higher remuneration. Fewer are selecting teaching as a career.

The National Education Association in its 1967 Resolution on "Professional Salaries" states:

"Still greater efforts are needed to increase teachers' salaries to levels which will retain competent teachers in the schools and attract persons of outstanding ability to the profession.

The association believes that teachers' salaries should compare favorably with income in other professions and occupations requiring comparable preparation."

D.C. teachers salaries must be dramatically raised to top place in both minimum and maximum if we are to obtain the finest teachers for our children and youth. There is a direct relationship between the salaries paid to educators and the quality of education in our schools. People with highest qualifications and training are leaving teaching for higher paying positions. We need such people in the teaching profession where there is a definite teacher shortage.

As of October 1967, there were 685 vacancies in the teaching staff and 70 vacancies in officer positions in D.C. Public Schools. There were 1,129 temporary teachers employed or 27.1%—a drop from 43.2% in October 1965-66.

At present, D.C. teachers' salary minimums for the four educational levels, i.e., AB, MA, MA+30 hours, and MA+60 hours, range from 3rd to 6th place among the seven area school systems; these minimums range from 5th to 10th among the 21 largest school systems.

It is very important that the public upgrade the salary status of teachers promptly, making their salaries commensurate with the importance of the nature of their tasks in our democratic society. Higher salaries for D.C. teachers would lift morale, give added prestige, increase recruitment power and encourage teachers to remain in the classroom to work with children who need skilled teaching.

PROPOSED LEGISLATION

H.R. 15747 would place teachers in Washington, D.C. in first place in minimum salaries. However, it would not give first place to those eligible for maximum salaries since Fairfax teachers will receive \$16,000. The proposed bill, H.R. 15747, provides 12 increments @ \$350 and an increase of \$560 for the X and \$700 for the Y levels. There is a differential of \$700 between the AB, MA, MA+30 credits and MA+60 or Doctorate levels. Its maximums are higher by \$420, \$420, \$770, and \$1,120 respectively than the other bills which provide a range of \$7,000 to \$13,440.

This salary bill is needed *now* if serious educational problems faced by D.C. Public Schools are to be solved.

This proposed legislation also contains the following proposals:

1. Elimination of the 5% limitation on the employment of teacher aides.

2. Amendment of the educational requirement for teacher aides from 60 semester hours beyond high school to 60 semester hours or *equivalent experience*.

3. Authorization to pay salary increases to any employee who shows evidence of completion of courses or degrees qualifying him for placement at a higher educational salary level, retroactive to the date upon which the course work was completed or one year, whichever is earlier. Presently, teachers lose increases if the evidence of completion of requirement is delayed.

4. Provide for hourly summer pay rates to allow for more flexible assignments.

It should be noted that the Superintendent's salary is listed as \$35,000 in H.R. 15747. The present salary for this position is 3rd from the lowest salary paid to superintendents in the 21 largest cities. It is essential that the Superintendent of the D.C. Public Schools should receive a salary commensurate with his responsibilities for the educational program of 149,222 pupils and a professional staff of 7,700.

We know that diploma school nurses are receiving a beginning salary of \$7,000. We know also that the salary of government employees is being raised to comparable levels with industry. It is being recommended that some District employees, who are required to have a high school diploma or a certificate of equivalency, will be given a starting wage of \$8,000. D.C. teachers should be paid in accordance with the degree of responsibility placed upon their shoulders for educating children and youth to meet the demands in an American society. The Association believes that it is only just to place the teachers and administrators salaries in top place, too.

RECOMMENDATIONS

The National Education Association recommends that:

"Starting salaries for qualified degree teachers should be at least \$8,000., and salaries for experienced teachers with a master's degree should range at least to \$16,000 followed by continuing scheduled increases for career teachers of advanced qualifications."

D.C. teachers have been waiting since October 1967 to see how their salaries will be raised by the 90th Congress. Until final action is taken on this matter, the District of Columbia Education Association will work to have bills designed to give the *best salaries* to D.C. school personnel enacted into law. The DCEA urged the introduction of S. 2679 early in November 1967 and we testified in favor of this bill on February 14, 1968. It was the bill providing the highest salaries for teachers at this hearing. However, when maximums were lifted to new heights within this metropolitan area, we felt the need to obtain legislation in the House to provide higher maximum salaries for D.C. teachers.

The District of Columbia Education Association urges the speedy enactment of H.R. 15747 and if possible, providing a salary range for teachers of \$8,000 to \$16,000 within one year from the date of the passage of this bill. Appropriate ratios for school officers are included in this legislation lifting teacher salaries.

Miss SAMUELS. Mr. Chairman, before presenting my statement urging passage of H.R. 15747 to increase the salaries of the teachers of the District, I wish to express my sincere appreciation for the cooperation the District of Columbia Education Association has received in its legislative endeavors over the years from the House Committee on the District of Columbia. We are deeply grateful for the interest of the members of the committee in the welfare of the teachers and the children they serve and for the effort they have expended in their behalf.

COMPARATIVE SALARIES

First, I want to emphasize that, since January 1, 1968, all of the hospitals in the city have had to go to a starting salary of \$7000 for *diploma school* nurses. This is for a forty hour week. They receive time and one-half for overtime work in addition to other fringe salary benefits. B.S.-degree nurses usually start at a higher salary.

In February, there appeared in the Evening Star an advertisement for nurses at Junior Village offering salaries of \$7053 for nurses with no experience, \$7572 with one year of experience, and \$8084 with two years of experience. Lest I be misunderstood or misquoted, I wish to state that I approve of these salaries. The significant fact about them is that the District Government realizes that it must pay these salaries to fill necessary positions and that local hospital boards have learned they must pay a starting salary of \$7000 if they are to staff the hospitals in order to take care of the sick adequately. Surely District teachers deserve as much.

On July 1, 1968 minimum salaries in grades 7, 8, 9 and 10 of the classified service were \$6981-\$7699—\$8462-\$9297 respectively.

The average starting salary in 1968-69 for teachers throughout the country has been estimated at \$5850 by the National Education Association. This is \$10 higher than the present minimum of \$5840 for local teachers.

The Endicott Research Report gives the average starting salaries which are being offered in 1968-69 to men in the various professions. The range is \$7464 to \$9168. (See attached NEA Research Bulletin, Vol. 46, Number 1, March, 1968, pp 8 and 12)

I fail to understand what it is in the thinking of the public in general, and of the District Government in particular, which make them feel teachers should be willing and happy to accept pay scales lower than those of other professional groups and that they should be satisfied to receive them after all others have received them. Six months have passed since the employees in the classified service of the Federal and District Governments, including all employees of the school system not under the Teachers' Salary Act, received raises. Teachers have no unseen means for meeting their financial responsibilities, for educating their children, etc. They cannot pay their bills with psychic income or a promise of a pay raise. As taxpayers, why should teachers be expected to subsidize raises for others at the expense of their own?

Mayor Washington has promised cooperation in securing the funds to finance raises for teachers. I suggest that he take a look in the future at the timing so that teachers will receive raises when all other employees of the District Government receive them. Present references to finding the necessary funds make it appear to the public that teachers are forcing tax increases so they can secure pay raises. The public loses sight of the fact that others received raises last October.

The restlessness among local teachers and others throughout the country should be ample evidence that they have reached the breaking point. They are no longer willing to be the after-thought as far as their own economic welfare and that of the children in their classrooms are concerned.

It is ironic that classroom teachers, rather than parents and local governments, are leading the struggle to secure adequate funds to provide the best possible education and the most highly qualified teachers for children—the nation's most precious heritage.

The extent to which this city will move forward tomorrow, indeed, the extent to which our country will move forward depends upon today's children. We must not neglect our duty to them.

Mayor Washington has stated that the quality of the teacher is the key to good education. I suggest that, if the Mayor wants quality teachers and excellence in the local educational program, he should take a long look at the percent of the local budget which is allotted to the school system. For many years the District of Columbia Education Association has maintained that the public schools do not receive their fair share of the budget.

Passage of H.R. 15747, with a minimum of \$7000 and a scale for the career teacher which should begin to keep more of them in the classrooms, could have the effect of pointing out to citizens everywhere the seriousness of the situation in the teaching profession. If education is to serve the nation as it should, there must be excellence in it; there will be excellence only if we attract to and retain in our classrooms the most highly qualified teachers. Surely, our children deserve no less.

Mr. Dowdy. Mr. McLin, how about your statement?

Mr. McLin. Mr. Chairman, the National Education Association would be happy to file its statement in the interest of economy of time and to indulge just 30 seconds longer, I may—

Mr. Dowdy. We will not have time for further oral presentations. The House is already in session.

Mr. McLin. I just wanted to call Mr. Broyhill's attention to page 2 of our statement which has a paragraph in there dealing with the plight of the experienced teacher.

STATEMENT OF WILLIAM H. McLIN, SENIOR CONSULTANT, OFFICE OF LEGISLATION AND FEDERAL RELATIONS, NATIONAL EDUCATION ASSOCIATION

Mr. McLin. Mr. Chairman, my name is William H. McLin. I am Senior Consultant in the Office of Legislation and Federal Relations of the National Education Association.

The National Education Association has long contended that the basic element in the strengthening and the improvement of schools is the establishment and maintenance of adequate salaries for teachers. Its latest policy statement on the subject is found in the Resolutions adopted by its Representative Assembly in Minneapolis in July, 1967. For the sake of the record, the entire text is quoted, as follows:

PROFESSIONAL SALARIES

The National Education Association commends those state and local legislative bodies and boards of education that have recognized the importance of higher teacher salaries as a means of promoting improved competence and performance in teaching. Still greater efforts are needed to increase teachers' salaries to levels which will retain competent teachers in the schools and attract persons of outstanding ability to the profession.

The Association believes that teachers' salaries should compare favorably with income in other professions and occupations requiring comparable preparation. Starting salaries for qualified degree teachers should be at least \$8,000, and salaries for experienced teachers with a

master's degree should range at least to \$16,000 followed by continuing scheduled increases for career teachers of advanced qualification.

A professional salary schedule should—

(a) Be based upon preparation, teaching experience, and professional growth.

(b) Provide a beginning salary adequate to attract capable young people into the profession.

(c) Provide increments sufficient to double the bachelor's minimum within ten years for professionally qualified teachers with the master's degree, with further salary increases for additional preparation and experience.

(d) Include specific salary scales for the bachelor's, master's, and doctor's degrees, with intermediate scales for the fifth, sixth, and seventh years of preparation.

(e) Be developed cooperatively by members of boards of education, administrators, and teachers.

(f) Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

(g) Relate salary scales for supervisory and administrative positions to the teacher-salary schedule by ratios which recognize differences in responsibility and other appropriate factors.

(h) Be revised by methods which prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials to beginning salaries.

(i) Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

(j) Allow full credit for teaching experiences outside the district.

Briefly and simply, the adequate staffing of our schools comes down to the problem of recruiting skilled manpower. The gap between teaching assignments to be filled and the qualified candidates available to fill these assignments has steadily increased over the past few years from about 135,000 to nearly 200,000 at the present time, according to the NEA Research Division. The type of skills a young person acquires in teacher-training institutions is also highly marketable outside the teaching profession, with the result that over 27% of the graduates of such institutions do not enter the teaching profession as shown by NEA tabulations. However much a person may be possessed of a "vocation" to teach, the call to economic competence can soon become a siren song that drowns out all others.

The Bureau of Labor Statistics in the Department of Labor has recently compiled *A City Worker's Moderate Standard of Living Budget*. Checking against this *Budget*, it will be found that the starting salaries of public school teachers in our ten largest cities averaged 60.2 percent *below* the stated requirement for a six person family, 41.9 percent *below* for a four person family, 29.1 percent *below* for a three person family, and 3.1 percent *below* for a two person family. This would suggest that not only is the problem one of catching the interest of young people about to enter upon their careers but also one of holding those who have already entered the profession when increasing personal family responsibilities subject them to such relentless economic pressures.

The question of what we can afford for some of our neglected priorities, especially in the field of education, is explored in a 1966 release entitled "*A Freedom Budget for All Americans*" published by

the A. Philip Randolph Institute and prepared for publication largely by the Conference on Economic Progress. This study points out that compared with the average mean teachers' salary of \$7,810 in our ten largest cities in 1967, the projected goals of 1970 range between \$10,547 and \$16,874.

There have been numerous comparisons over the past few days between the salary request of teachers in this and in other jurisdictions with the new pay scale set up for garbage collectors in New York City and the degree to which the "sanitation workers" pay will exceed that of many teachers even under liberalized stipends for the latter. Even closer to home, the new pay scale for policemen and firemen entering service in the District is considerably in excess of that proposed for beginning teachers. Let it be clearly pointed out that there is no intention that other essential public servants should suffer from such pay comparisons, but only that teaching be made truly competitive salary-wise with these other occupations. To do so adequately, attention must be paid to the occupational preparation required of candidates for each type of work.

Dr. Sam M. Lambert, Executive Secretary of the National Education Association, speaking in Arizona last week, had this to say:

"The number one problem in education is manpower. You can talk all you want about teaching machines and other improvements but not much happens in the educational system unless you have a qualified person to teach."

The National Education Association therefore urges the immediate reporting of H.R. 15747 as being the most liberal in its provisions of any measures now pending before this Committee in the field of teachers' salaries for the District of Columbia.

Mr. DOWDY. The Washington Teachers Union No. 6?

Mr. SIMONS. Mr. Chairman, we would file our statements in the interest of getting the legislation moved along. I would say that another hearing is not necessary but rather you have enough information on which to act, and I would hope that you would do everything to speed it up so that we would simply file our statements for the record, as such.

Mr. DOWDY. Mr. Goodloe, will you file your statement?

Mr. GOODLOE. We will file our statement and hope the Committee proceeds with all deliberate speed.

STATEMENTS OF WILLIAM H. SIMONS, PRESIDENT, AND DON B. GOODLOE, LEGISLATIVE REPRESENTATIVE, WASHINGTON TEACHERS' UNION, LOCAL NO. 6, AMERICAN FEDERATION OF TEACHERS

Mr. SIMONS. Mr. Chairman, I am William H. Simons, President of the Washington Teachers' Union. As a result of an election on April 27, 1967, the Washington Teachers' Union was chosen by the teachers to represent them for the purpose of collective bargaining. A contract with the Board of Education was ratified on December 20, 1967 and signed on January 17, 1968.

My colleague, Don Goodloe, Legislative Representative for the Union, has prepared and submitted in detail justifications for our support of H.R. 15511 introduced by Congressman Donald M. Fraser.

I am pleased to note that the Union and the Board of Education are in complete agreement on this bill. I am sure that the members of this Committee, as well as most of the members of Congress, are aware of the necessity of swift enactment of legislation to increase the financial remuneration for teachers. It will suffice here for me to say that this is an absolute must if the educational system of the Nation's Capital is to be improved.

The Union is pleased to note that President Johnson supports our position on the \$7000 starting salary. The Mayor and the Board of Education are also supportive of our request. The Mayor, of course, expressed reservations insofar as the revenue to finance the proposals are concerned. For that reason, he is compelled to support the two-phase bill as reported by the Senate District Sub-committee on Fiscal Affairs. I would further point out to you that the Union and the Board of Education have reached agreement as provided for in our Collective Bargaining contract on this salary proposal. However, since the Board must coordinate its activities with the city government, it too must support the Mayor on the two-phase proposal as approved by the Senate District Subcommittee on Fiscal Affairs. However, the Union feels that a \$7000 salary effective October 1, 1967, is not unrealistic and requests your serious consideration of the matter.

The Union is cognizant of the fact that there have been four additional salary bills introduced by Congressman Joel T. Broyhill. H.R.15183 and H.R.15147 both would provide higher maximum salaries than would H.R.15511. These, of course, would be acceptable and desirable. However, I would call to your attention that the Union has reached agreement with the Board of Education and the City Government to support H.R.15511. I have noted previously that the Mayor and the Board of Education modified their positions in light of the revenue picture in the District.

This proposed legislation indicates that there are members in the House of Representatives who are much more concerned with combating the causes of the educational problems rather than merely dealing with the symptoms. This attitude is essential if change is to be accomplished.

Once again, I must emphasize the fact that I would hope the day will soon come to pass that the valuable time of the Congress of the United States will not be taken up with matters which could be dealt with by the citizens of this city.

For example, an elected School Board with fiscal authority could handle these matters effectively. The citizens in the District do not have anyone who is directly responsive to them. It is true that we can vote for the President and Vice-President of the United States. However, this is not comparable to electing Representatives for Congress, or more important, the leaders of our city government. There are no valid reasons why these basic rights should be denied any longer.

Finally, I would respectfully request that in the future the Committee wait until negotiations between the Board of Education and the Washington Teachers' Union have been completed before introducing legislation which affects teachers in the District of Columbia. This will permit the collective bargaining procedure to follow an orderly process. Once agreement has been reached, there will be one

proposal submitted which would have the support of the teachers and the Board of Education.

In conclusion, I would urge that every effort be expended to secure the enactment of H.R. 15511 by the end of this month.

Mr. GOODLOE. Mr. Chairman the need for an increase in the salaries of District public schoolteachers is urgent. Such action is necessary to attract capable individuals to our system as well as to retain the superior teachers we already have. The Washington school system is faced with severe competition to bring in the ablest type of men and women. We are surrounded by wealthy suburban counties which can offer attractive conditions of employment to prospective teachers. The Federal Government moreover is able to give lucrative employment to highly trained individuals. This is especially true in the scientific and technical areas. In addition, there is always remunerative employment in the private area of our economy and the compensation offered by public service is not always adequate to outweigh such advantages.

Teaching has, furthermore, become a very strenuous occupation. Indeed, that is quite an understatement. The art of instruction itself is a time-consuming occupation. There is no need to elaborate the fact that preparation for a teaching career is long, hard and costly. Efficient performance on the job, moreover, has always required more than the time actually spent in the classroom. Adequate preparation for class work has always been essential to successful instruction. Constant reading and study, to keep abreast of the bewildering advance of knowledge in all fields of human endeavor, is also a *sine qua non* for all individuals who expect to remain in this profession.

The professional work of the present-day American public schoolteacher, however, is only a part of what he does. All kinds of tasks unconnected with the teaching process have been piled upon the men and women in the public school systems throughout our country. For instance, time-consuming clerical work saps the energy necessary for the best type of teaching. There are many other miscellaneous activities that have steadily been imposed on top of regular teaching duties. The one just mentioned has, however, become so onerous as to be exhausting. These petty chores are, in fact, driving capable and brilliant individuals out of the field of education. They are leaving the classroom to secure employment more rewarding financially and otherwise.

Incidentally, this brings out the point that financial compensation is not the only factor in hiring and keeping the type of people we need to teach our children. It is, nevertheless, very important in getting hold of the kind of teachers we need in the Nation's Capital.

At this point, we should emphasize the fact that the salaries established by H.R. 15511 are not adequate to recompense individuals of the calibre needed to set up and maintain a school system worthy of our Federal City. We regard this as a temporary adjustment, which will help to keep our schools from deteriorating.

In addition to the problems confronting all public school systems throughout the United States, the District of Columbia is faced with others existing in the centers of our large cities. As is well known, under-

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

of similar population more logical than that with remuneration received in other communities. The difficulties requiring solution here are very similar to those prevailing in other underprivileged urban areas. They necessitate the use of the same educational techniques. They would, consequently, call on the services of teachers with the same talents which prove effective in handling the situations confronting school personnel in communities like ours.

In other words, our success in the public schools of the Nation's Capital will depend on meeting intelligently the situation we actually face in this city. We have, accordingly, prepared testimony showing the progress made in upgrading the salaries of teachers in four large American cities. It should be explained that we have produced the latest figures available. Teachers' salaries are being adjusted so rapidly that information may be out of date almost as soon as it is compiled.

FIGURES FOR MINNEAPOLIS

BA Degree effective January 1, 1968—Minimum \$6,000, Maximum \$9,645
 BA+15 effective January 1, 1968—Minimum \$6,150, Maximum \$9,885
 BA+30 effective January 1, 1968—Minimum \$6,300, Maximum \$10,735
 MA Degree effective January 1, 1968—Minimum \$6,600, Maximum \$11,920
 MA+15 effective January 1, 1968—Minimum \$6,750, Maximum \$12,925
 MA+30 effective January 1, 1968—Minimum \$6,900, Maximum \$13,210
 Doctor's effective January 1, 1968—Minimum \$7,200, Maximum \$13,785

FIGURES FOR NEW YORK

BA Degree effective September 1, 1967—Minimum \$6,200, Maximum \$10,350; effective September 1, 1968—Minimum \$6,750, Maximum \$11,150
 BA+30 effective September 1, 1967—Minimum \$6,700, Maximum \$10,850; effective September 1, 1968—Minimum \$7,250, Maximum \$11,650
 BA+60 effective September 1, 1967—Minimum \$7,450, Maximum \$11,600; effective September 1, 1968—Minimum \$8,350, Maximum \$12,750
 MA Degree or equivalent effective September 1, 1967—Minimum \$7,700, Maximum \$11,850; effective September 1, 1968—Minimum \$8,250, Maximum \$12,260
 MA+30 effective September 1, 1967—Minimum \$8,450, Maximum \$12,600; effective September 1, 1968—Minimum \$9,350, Maximum \$13,750; effective March 1, 1969—Minimum \$9,500, Maximum \$13,900

CHICAGO SALARY SCALE

BA Degree—Minimum \$6,000, Maximum \$10,750
 MA Degree—Minimum \$6,400, Maximum \$11,500
 MA+36 Maximum \$12,050.

The above figures for Chicago are out of date. Very recently an agreement has been negotiated, by which salaries and fringe benefits have been considerably improved. For example, there has been an immediate increase of \$40.00 per month; and another raise of \$60.00 monthly will be effective in September. This will provide for a minimum salary of \$7,350 and a maximum of \$13,969.

The following are the figures for Detroit:

FIGURES FOR DETROIT

Less than Master's Degree effective September 1, 1967—Minimum \$6,650, Maximum \$10,350; effective September 1, 1968—Minimum \$7,500, Maximum \$11,200
 Master's or equivalent effective September 1, 1967—Minimum \$7,150, Maximum \$10,850; effective September 1, 1968—Minimum \$8,000, Maximum \$11,700
 Master's +30 effective September 1, 1967—Minimum \$7,450, Maximum \$11,550; effective September 1, 1968—Minimum \$8,300, Maximum \$12,400
 Doctor's Degree effective September 1, 1967—Minimum \$7,750, Maximum \$11,850; effective September 1, 1968—Minimum \$8,600, Maximum \$12,700

H.R. 15511 compares favorably with what teachers are being paid in other large cities. To be sure, the maximum and minimum salaries fall short of those to be paid in Chicago. Still this bill is effective as of October 1, 1967. This would mean a great deal to our teachers.

Incidentally, this is not true of all of the bills introduced in the House by Representative Broyhill. In fact, the language of these bills must be modified, if the interest of the teachers is protected. The way they read, they will be effective the first day of the month after enactment.

Perhaps the bills were drawn in the expectation that they would be passed in December. Still that did not happen; and if this language were not changed, several months of salary would be left out of the compensation due our teachers. To elaborate, they would be deprived of money already made available by Public Law 90-134, the D.C. Appropriation Act passed toward the end of the last session of Congress.

To summarize our testimony, we strongly urge the enactment of H.R. 15511 as soon as possible by Congress. It does not go far enough. Still higher salaries will be necessary to attract enough first-class teachers to put the schools of the District of Columbia in the forefront of educational progress. Yet, the enactment of this bill into law would go far to deal with the present situation here. As we have pointed out, it would put Washington in a strong competitive position with cities which require teachers possessing the talents and techniques necessary to make the D.C. Public Schools function effectively.

A very critical situation faces the 90th Congress in the Capital of the Nation. Our schools should be a shining example, not only to others throughout the United States, but all over the world. On the other hand, the District of Columbia faces a Herculean task in securing the personnel and equipment to accomplish this. One of the greatest difficulties, as we have pointed out, is to secure competent teachers, in competition with other great metropolitan cities. Still, the obstacles are not insurmountable. It is a challenge to Congress. We hope this Committee will meet it by reporting H.R. 15511 favorably and working for its enactment into law as early as possible.

The lawmakers of our Nation face an almost unprecedented challenge in our Federal City, and it will never be met by salaries and other benefits that are too little and too late.

Mr. Dowdy. The Federation of Citizens Associations of the District of Columbia? (No answer.) Mrs. Lawrence E. Malone, of the Citizens Association for Better Public Education; do you have a statement? All these statements will be filed.

Mrs. MALONE. We will be happy to file.

STATEMENT OF MRS. LAWRENCE MALONE, CHAIRMAN, BUDGET LEGISLATION, DISTRICT OF COLUMBIA CITIZENS FOR BETTER PUBLIC EDUCATION, INC.

Mrs. MALONE. Mr. Chairman, the D.C. Citizens for Better Public Education, Inc. is grateful to this committee for its support of a higher salary scale for the District's teachers. It urges you to pass as soon as possible, the best pay scale possible.

It is evident to all of us, with the events of the past six months in the District and elsewhere in the country that citizens, as parents

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.

STATEMENT OF WOODROW F. STRONG, PRESIDENT, AMALGAMATED MEAT CUTTERS AND BUTCHER WORKMEN OF NORTH AMERICA, LOCAL NO. 593, AND FIRST VICE PRESIDENT, GREATER WASHINGTON CENTRAL LABOR COUNCIL

Mr. STRONG. Mr. Chairman, I am Woodrow F. Strong, President of the Amalgamated Meat Cutters and Butcher Workmen of North America, Local #593, and First Vice-President of the Greater Washington Central Labor Council.

The Central Labor Council of the Greater Washington Area has always been interested in adequate salaries for public schoolteachers in the District of Columbia. In fact, organized labor has always placed great emphasis on education. The pioneers of our movement, from the beginning, realized that public schools were the vehicle through which the average individual with ability could elevate himself in the world. More important still, real education requires competent teachers, and an adequate salary is one means of attracting men and women able to give our children the schooling they need in this rapidly changing society.

To be sure, it is not the only way to secure individuals of the highest calibre in our schools. Dedicated teachers desire other benefits, such as satisfactory working conditions, including fringe benefits. Still, adequate financial remuneration is a sine qua non, if we expect to fill the vacancies in our system with competent personnel. As a matter of fact, we probably cannot hold the best teachers we now have in our system unless we make better salaries available. Other large cities, with problems like ours, are offering them more.

The specific area, however, in which the testimony of the Central Labor Council will be concentrated, is that of comparison with the wage scales in other areas of employment. We believe in fair pay and a high standard of living for all American workers. We are, nevertheless, acutely conscious of the relatively poor compensation paid to our public schoolteachers. They must spend large sums of money to prepare themselves for their work.

Teachers, moreover, cannot stand still in their profession. Qualifying for a position and starting to work is only a beginning. In this age of advancing knowledge, they must constantly study to keep abreast of the times. That takes time, energy and money—particularly the last. They simply cannot be expected to make the requisite initial financial outlay and, then, keep on spending, on their present salaries.

Referring again to wages paid in other occupations, meatcutters start with \$6000 a year and work up to \$12,000 annually. Another example is that of employees in the retail sales area. They begin with similar wages and benefits as the ones we have just mentioned. After a short period, however, they advance to pay scales above those of teachers with similar work experience. Neither group has to spend the initial outlay of a four-year college education before entering their work.

We wish our children to get the best education possible. Organized labor, furthermore, realizes that it cannot get this with our paying what it is worth. Dedication and self-sacrifice will no longer be enough to get what we need in this changing civilization.

The American spirit of fair play, as well as ordinary self-interest both demand a more realistic system of pay and other benefits for our public schoolteachers.

We hope Congress acts in time to meet the present crisis. We strongly urge this Subcommittee to act favorably on H.R. 15511 and do its best to secure its early enactment into law by the 90th Congress.

Mr. Dowdy. Thank you. All statements will be filed. We appreciate all of you coming, and I am sorry we could not get to you and hear all of you, but we appreciate your time.

Also, we have some correspondence to the Chairman from The Association of Oldest Inhabitants of the District of Columbia, which will be inserted at this point. (The matters referred to follow:)

THE ASSOCIATION OF THE OLDEST INHABITANTS OF THE
DISTRICT OF COLUMBIA,
Washington, D.C., February 14, 1968.

Hon. JOHN L. McMILLAN,
U.S. House of Representatives, Washington, D.C.

DEAR CONGRESSMAN McMILLAN: Enclosed please find copy of a letter our President, Burton M. Langhenry, sent to Dr. William R. Manning, Superintendent of the District of Columbia schools. We want you to know how our patriotic organization (over 100 years old) feels regarding Stokely Carmichael.

Wishing you continued success, I remain

LEO F. DIEGELMANN, *Secretary.*

THE ASSOCIATION OF THE OLDEST INHABITANTS
OF THE DISTRICT OF COLUMBIA,
Washington, D.C., February 3, 1968.

Dr. WILLIAM R. MANNING,
*Superintendent of Schools,
Franklin Administration Building,
Washington, D.C.*

DEAR DR. MANNING: I am addressing this letter to you by authority of The Association of Oldest Inhabitants of the District of Columbia. Our Association was organized in 1865 and numbers among its members over 500 of Washington's prominent and influential citizens.

We read with amazement in a recent issue of the "Evening Star" that Stokely Carmichael had lectured two classes at Western High School. As a justification for this invitation the principal, Mr. Zevin, stated in the newspaper article that it's better to have Carmichael talking to the students in a classroom than outside the classroom. Also a school official stated that the students "tore Carmichael to pieces", which statement is a little hard to believe. Nevertheless, these explanations are little justification for inviting into a school building to address our school children, many of whom are still impressionable, a man who has advocated the overthrow of our Government and the destruction of our way of life—a man whose inflammatory statements have contributed to rioting, bloodshed and the destruction of property and one who in the opinion of many should be behind bars. The publicity, recognition and support provided by this invitation is just what is needed to encourage Stokely Carmichael to continue his campaign to destroy our way of life. Granting him this opportunity was a disservice to the Washington community and our school children, and raises a serious question as to the soundness of the policies you allow to be followed in our public schools. We are awaiting an explanation from you on this matter.

Very truly yours,

BURTON M. LANGHENRY, *President.*

Mr. Dowdy. The hearing will now adjourn.

(Whereupon, at 12:30 p.m., the Special Investigating Subcommittee adjourned, subject to the call of the Chair.)

(Subsequently, the following letter was received for the record:)

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE
Washington, March 21, 1968.

HON. JOHN L. McMILLAN,
Chairman, Committee on the District of Columbia,
United States House of Representatives, Washington, D.C.

DEAR MR. McMILLAN: On March 20, 1968, in the course of hearings before Mr. Dowdy's Special Investigating Subcommittee on several bills to increase the salaries of District teachers and school officers, Dr Joseph M. Carroll, speaking for the Superintendent of Schools, proposed the inclusion in the teachers' salary schedule of the position of Associate Superintendent. This proposal was in accordance with a recent reorganization of the top administrative functions in the school system, recommended in the Columbia University Study of the District of Columbia Public School System.

The Commissioner of the District of Columbia, in recognition of the fact that this aspect of the reorganization of the school system meets with the approval of the Board of Education, accordingly recommends that the position of Associate Superintendent be included in teacher pay legislation.

The District has recommended the enactment of H.R. 14526 with the first phase pay schedule effective October 1, 1967 and the second phase pay schedule effective July 1, 1968. Therefore, the District recommends that Class 2 in the first phase salary schedule for teachers in H.R. 14526 be amended to read as follows:

"Class 2:
A. Deputy Superintendent..... 28, 000
B. Associate Superintendent..... 25, 000"

In addition, the District recommends that Class 2 in the second phase salary schedule for teachers in H.R. 14526 be amended to read as follows:

"Class 2:
A. Deputy Superintendent..... 30, 000
B. Associate Superintendent..... 27, 000"

The additional cost of the District's proposal, if these amendments are incorporated, would be \$45,450 for Fiscal Year 1968 and \$96,600 for Fiscal Year 1969.

Sincerely yours,

THOMAS W. FLETCHER,
Assistant to the Commissioner
(For Walter E. Washington, Commissioner).