

and \$8,500 salary for the chief planning officers for this billion dollar title I program, it has obvious implications as to the quality, the excellence and the leadership you get at the State level, as to the type of innovation, leadership or change that you are going to get when you are restricted to salary levels of that kind.

I would say the thrust should be up from the bottom rather than down from the top.

Mr. ERLNBORN. I would agree if what we were talking about was establishing salary levels if we had any control over that. But I think we now have salary levels established and we are competing for the personnel available. I think it is just as true as night follows day that if you have a good man who is employed as a director of the regional office in the Office of Education, who is limited to \$20,000 a year, who can get a job for \$30,000 a year with a regional lab, human nature is going to dictate that he will at least be quite interested in leaving his present employment and seeking the higher paid employment.

I take it we are talking about a field where there is a dearth of talent. If we had a surplus, there might not be a problem.

Mr. SCHEUER. If my colleague will yield, it seems to me there are two concentric circles of competition. There is the one circle of competition within the educational fraternity and there I think we might have a problem. But we also have the problem of attracting able and dedicated, thoughtful, and creative people into the field of education.

I think what we have to do, considering the long-term goals that the Commissioner has discussed, is to enlarge the pool of excellence from which we are going to staff all levels of education, Federal, State, county, and local.

It seems to me unless we can raise the bottom level of these salaries at the county and State levels to attract more people into the educational arena, we are never going to solve our problem.

We are always going to be faced with the problem that you rightly point to, of competition by the various levels for the present pool of talent that has been attracted into the field of education to begin with.

This is too small a pool of talent. I think we have to set our sights at vastly enlarging the attractions of a career in education at all levels.

When we do that, we won't have to worry about the forms of competition within a particular area.

Mr. ERLNBORN. So that some of my other colleagues may have an opportunity for their 5 minutes, I would like to yield at this time.

Mr. SCHEUER. Mr. Chairman, may I make one more comment?
Chairman PERKINS. Yes.

Mr. SCHEUER. I would like to emphasize and reemphasize the point my chairman has made, the points my colleague from Oregon made, and the point my colleague from Minnesota made, about the necessity of extending the act so that we can encourage the school systems to have the confidence of continuity of our programs so that they will get with it, so to speak.

In connection with this, I would like to read three sentences on page 16 of your testimony, Mr. Commissioner:

Systematic, comprehensive, long range educational planning at all levels is essential if our nation's educational needs are to be met. If present programs are to be effectively coordinated and improved to fill the needs of each