

to improve not just the preparing and training of teachers, but to really supplement and improve the work of those who are already teaching?

Mrs. KOONTZ. Mr. Dellenback, I suppose this kind of question evokes the kind of answer that many people cannot really accept simply because it is so involved. Yet, if I were to be as direct as I think I possibly can be, I would suggest that the kind of Federal payments that are initiated to care for the problems of children are essential, but that the problems of those who would teach them must be considered at the same time.

Many young people are not entering the profession because they cannot afford to teach. The inducements of business and industry compel them to be rational, to be reasonable, and to forgo their heartfelt desires, perhaps, until such time as they can financially afford.

Our shortage of teachers, you see, is not due to the fact that we don't have young people interested in teaching. But it is due to the fact that they don't see much chance of competing with salaries of other industries, business, government, the professions, as long as the ceilings in most States for salaries remains at such a low level.

Mr. DELLENBACK. Has this not improved a considerable amount in recent years?

Mrs. KOONTZ. Yes; but not as compared with others. When a youngster can start with a salary of \$5,000 in one field, but within a period of 8 years he can reach \$10,000, there isn't much inducement in entering a profession in which he is willing to accept employment beginning at \$4,500, but whose ceiling in 8 years offers him no more than \$6,000.

You see, Mr. Dellenback, what I am talking about would be construed perhaps by him as saying money is the total answer. But we have already eliminated from what has been said here that which is essential.

So I am talking about the kind of situation that offers appeal to people to come into the profession, as well as the first-year teachers who leave after the first year and those who leave before the first five. This would be one.

But the conditions under which they teach that makes it possible so that there is satisfaction from the work for which they have been trained is just as essential. This involves interpersonal relationships, it involves flexibility within a school system, as Dr. Marland has indicated, which is not true of a lot of schools; the involvement of the people who must implement programs, as well as the time to do the thinking about where education is going, what the school system is trying to do, what should be our role in this whole effort. These are three essentials.

If you raise the salary and get them there but make conditions so that the job cannot be done, they will leave. If there is an open-mindedness toward the involvement that they will have in seeking solutions there is the likelihood they will remain because they want to be a part of it.

Mr. DELLENBACK. To keep it on the most relevant track in this particular format, what is it that should be done in the way of Federal legislation to assist?