

Mrs. KOONTZ. I believe the Federal Government has as much obligation to offer subsidies in the teaching profession, especially to bring the salaries of teachers to the kind of minimum, at least, that we can attract teachers into all States, into all sections of States, as much as it has to offer subsidies to the program.

Programs without trained personnel to carry them out will indeed be ineffective.

Mr. DELLENBACK. Recognizing that dollars are limited, even on the Federal level, would you put this as a top priority?

Mrs. KOONTZ. Recognizing that dollars are limited, I think we have to place priorities. I think the programs we offer to children are our priority. This is essential.

But the degree to which we show a willingness, you see, is going to be just as important as the degree to which we accomplish the highest objective in the area of subsidy to teachers that I am thinking of.

There was introduced a bill by Mrs. Mink on sabbatical leave for teachers. I think what this would do, if every 5 to 7 years a teacher in a location having given satisfactory service, or an educator, would have time to renew himself, to observe what is going on, to study, to think, and to work. Think what this does to advancement.

Mr. DELLENBACK. That is a good example. Let me ask you a question along that line. As I recall Mrs. Mink's bill, it asks for \$50 million. Say that it did. Is this the top priority for the \$50 million? Let's remember that the premise from which we proceed is that there is a limitation and something is going to have to give.

Is this the thing, then, that you really are saying to us, that teaching supplements, salary subsidies, sabbaticals, this type of thing should be at the very top of the list of priorities?

Mrs. KOONTZ. If you will pardon me, Mr. Dellenback, I think this is what education is suffering from today.

We have established education as the priority agency through which this Nation shall achieve its purposes. But immediately when we begin talking about how we correct what has been wrong with the situation for so very long in the face of change, immediately we force the educators to place a priority rating within the whole scope when we know that it is a big, total problem, and we can't piecemeal it.

I am not naive by any means. Mr. Dellenback, and I know that the total Federal budget cannot be diverted to education alone. But I must ask that the priorities for education not be considered perhaps quite as much within education as in comparison with a number of other projects that we seem to be giving priority to over the amounts.

True, we spend a great deal of our budget on education. True, a large percentage does go for education. But then I would ask where is the greatest need to effect the kind of change in other areas?

Mr. DELLENBACK. I am not really sure whether we are proceeding from the same premise or whether you are avoiding the premise that there must be limitations.

Mrs. KOONTZ. Yes; there must be limitations. But I still would not feel that I should have to place a priority on a specific one in education when at the same time this priority may intend to mean that the investment of funds in title I programs is not as essential as a