

substantial increase in salaries of teachers so that there will be a base minimum in every State.

I certainly would not want them put even on a comparative basis. Yet, this is exactly what happens when we begin to establish statements, though in questioning, I think your intent is different.

But when heard or read it is assumed to be something else. I do not attempt to evade the question that you have placed, but we have not been placed in this position as educators sufficiently for me to feel that I speak for all educators. Yet, we have the means through which we, as educators, study these problems.

Perhaps it is a matter of establishing priority, but I would rather think that it is a matter of submitting five priorities that have equal status.

I am not sure that I would be willing off the top of my head to assess those priorities for educators.

Mr. DELLENBACK. Yet you realize that this is, in the final essence, what those of us who sit temporarily at this side of the table are forced to do by virtue of the role that we fill. We must balance off not only the priorities within education but priorities between fields, and then the complications that are involved in raising funds versus the ease of spending funds, and out of this must come a decision which finally boils down to an intraeducational priority establishment.

Mrs. KOONTZ. Indeed, sir, and I do recognize this, it was for this reason that I said I am not naive because I think we establish priorities at all times in most of our activities.

However, as we look at this, what are the programs that we are considering from which we will select priorities? Are we considering programs of essential interest to the welfare of teachers?

Are we considering priorities of activities or programs that would relieve the conditions under which the urban schools are suffering mainly?

Are we considering the agencies that are already established and various titles?

What are these things that we are spreading out, that we are looking at for priorities? This must be a part of the answer.

Mr. DELLENBACK. And yet we must expect from you, not as a teacher in an individual district but wearing the various hats that Dr. Marland has stated you wear, tied to teachers in the broad—and we look to Dr. Marland not as superintendent of a given area, of a given city's program, but as part of a study group, as part of a council—we expect from you broader scale evaluation on a comparative basis than we would if we were talking to you as a teacher in school X in district Y.

Mrs. KOONTZ. But as we speak there about the Advisory Council of title I funds, is this the limitation that we place on it?

Mr. DELLENBACK. Your role is broader than that, I would surmise?

Mrs. KOONTZ. It is. This is what I am saying. If I am speaking in context of this, I look at the inservice training program of teachers as being very vital here in this particular program. I would establish it.

Mr. DELLENBACK. All right.

Mrs. KOONTZ. If we are talking of general Federal aid to education, speaking in terms of what? What educators generally have said?