

If we have a problem in there it is only that the schools in which we are operating under the Elementary and Secondary Act are becoming the schools that other principals would like to administer and other kids would like to go to school too simply because the funds that are becoming available for the activity in these disadvantaged schools in many cases are providing the kinds of programs that should go in many other schools, not necessarily disadvantaged.

Mr. BRADEMAS. Is that observation you have just made not one, I don't say the only, of the answers to the problem of de facto segregation?

Mr. DAKE. Correct. That is one.

Mr. BRADEMAS. If you so greatly insure excellence of instruction in a given school which may be attended by many Negro youngsters, you create a great inducement for white children to come to that school because the teaching is so good.

Mr. DAKE. That is correct. Every school program I presume is somewhat unique but in our case, we have provided what we call an instructional resource staff in these schools, a group of people who do nothing but try to improve the instruction in that school and are not handicapped in carrying this out by having a group of children to instruct every day. They can devote their full attention to working with other teachers, with materials and staff in producing the highest quality of education that we can provide.

Mr. QUIE. How many private and how many public?

Mr. DAKE. We have in our whole corporation 49 public schools. I cannot give you the exact figure on the number of parochial schools in our district. I presume there are probably around 20.

In the title I program, of course, we are working as you note here with eight, these are all parochial schools.

Mr. BRADEMAS. Do you get along all right with them?

Mr. DAKE. Very well.

There is one comment I would make in reference to title II under the act. There has been some discussion relative to a central depository for title II materials. We think that this would be a most difficult thing to administer and a real handicap to the use of materials if all materials had to be sent in and out of a central depository and on a short-loan basis.

As it is in our local community, all of the title II materials that are being used in parochial schools are all inventoried and all cataloged and are all on loan from a public school to a parochial school for a certain length of time, so we know where every piece of material is and we know for how long it is going to be used in a parochial situation.

Mr. QUIE. When you say for a certain length of time, say a year, they don't have to bring it back at the end of the year?

Mr. DAKE. We ask them to bring it back at the end of the year. In essence, I suppose we have a central depository for every one of the 12 schools that are in the corporation and the parochial schools. This functions because it is not so big and burdensome, but to put all this in a central center we feel this would be just a little bit more than we could adequately handle and manage under the present setup.

There is another comment that I would like to make that is of quite a bit of concern to us under our manpower training program, which is an excellent one; when these various programs run out, we have