

difficulty in retaining a skilled staff, which is very difficult to secure at the moment.

If we have a good training program going and we are not sure that we are going to be funded for another go-around in that same area, we have no way of holding onto the staff. They come and go from us pretty rapidly.

This may be a problem that cannot be alleviated but it is a problem in carrying out a good instructional program.

Mr. QUITE. It is a severe problem and especially in the programs which are of short duration, it must be even more severe, like those that only run 15 weeks or so.

Mr. DAKE. That is true. When you have some of the skill areas to develop to retain the staff over a year's period it is quite some concern.

Mr. BRADEMAS. Mr. Dake, could you make a comment on the kinds of relationships you have had with respect to regional Office of Education and the State department of public instruction in Indiana, particularly in respect to ESEA funds—but also any other Federal-aid programs?

Mr. DAKE. We have had an excellent relationship with the State department in Indiana. I feel that we know as soon as they know what the problem is. Within our corporation we have a man assigned to just State and Federal projects.

He keeps very close to all of these programs and to these various offices. We, I suppose, are closer to the State office and the staff there and the friendly give-and-take relationship keeps us informed about what is going on.

In the regional office we are not as close to that situation, and the staff changes rapidly in those offices so we don't develop the rapport as much as we do with our State offices.

However, I find we have had nothing but good workable relationships.

Mr. QUITE. In your efforts to fund the program under title III, how do you view the future of this program where the funds are not tied to the number of economically or educationally deprived children, but just to improve the excellence of education?

What kind of use would you like to see made of this in the future? We have had a suggestion that the vast expansion transfers the emphasis to this.

Mr. DAKE. Well, I think that title III of course has been referred to as "the golden title," the title in which you can dream and education can be upgraded or uplifted with creative and innovative projects.

I certainly think there is a need for this, providing we can spread whatever is exciting and successful in other areas to the rest of our cities, and I believe there must be an opportunity for this to take place.

I think adequate funds going into the every day on-going programs of the schools are essential. Certainly title II, library books, is a tremendous asset to school corporations. If we poured more money into title III, I think you would have to take it out of title II or out of title I, and here the on-going every day program that is getting a great deal of impetus at the moment out of title I and title II might have to be reduced.

Title III funds, I think, should be kept. I am not so sure there are tremendous sums of money unless it might be in the form of school-house construction.