

Mr. ERLBORN. I know across the country generally probably without exception, the director of the regional lab is paid far more than the head of the State department of education or for that matter the director of the regional office of education or for that matter Mr. Howe himself, the Commissioner of Education.

Is that true in your area, as well?

Dr. MATTHEIS. I think it would be true in most areas. In ours I think it is nearly a 2-to-1 ratio. The school district in Minneapolis has a 2-to-1 ratio with the State commissioner of education. This goes back to some of the problems we worked with in a State alluded to earlier by Congressman Brademas.

Mr. ERLBORN. Is the most important man in education the director of the regional lab and should we pay him more than anyone else?

Dr. MATTHEIS. I think some of these things get a little out of kilter when they are getting underway and the difficulty of getting a new program started has many difficulties. I worked with the regional lab for I—in recruiting a director. I also worked within the State in recruiting a director for the Higher Education Facilities Act, and the problems of recruiting people for these new programs are very great. As a result, very often they pay more than the going market in other areas of responsibility.

We just are not able to even get them otherwise. It is a supply and demand situation, and I think they just have to pay that if the programs are going to be established at all.

Mr. ERLBORN. One last question on title IV. I find there seems to be a great divergence of the mission of the regional labs.

Is the regional lab in a better position to disseminate information than the State departments of education? Are they really doing the State's job when they do this?

Dr. MATTHEIS. I think I could concur with your assumption. I really do not see that they would be able to do a much better job than State departments could or should.

Again it boils down to the availability of funds in many instances where the State departments of education have not had funds available from the State resources to disseminate information. As a matter of fact Minnesota used a portion of their funds under title V to establish a unit in our department of education for the dissemination of public information.

I think we could do an excellent job if we had the resources to do it.

Chairman PERKINS. Mr. O'Hara.

Mr. O'HARA. Dr. Mattheis, you advocate a State plan for title I ESEA. Given the remarkable variances between the different kinds of school districts and different kinds of title I problems encountered by school districts: for instance, in your State, one located in the inner city area of Minneapolis-St. Paul as compared to one located up in the Mesabi range as compared to one located in the southwestern part of the State, I wonder what advantages the State plan would have over permitting local school officials to attempt to develop on their own a program that seems to be best suited for the particular needs of the children in their own schools.

Dr. MATTHEIS. I think as I indicated, the prime advantage to this; because title I is working relatively well now that we are underway;