

fore November. They did have notice considerably before that that we were going to add other factors to the formula, and there was no reason that they could not have been proceeding to collect data long before November that would be needed to get their allocation formula.

I think that this delay is very important, and I am sure it is creating problems at the local level. Perhaps we should not make radical changes in this formula if we don't make decisions until November.

Mrs. GREEN. I wonder if I might ask for two things: First, the list of services from which you read a moment ago in response to Mr. Scheuer's question, the services provided in the private school.

Dr. MARLAND. I wish I had known I would be asked these questions. I happen to have a bit of notes that I had in my briefcase.

Mrs. GREEN. Would you supply it?

Dr. MARLAND. I would be pleased to, Mrs. Green. I listed about six or eight as illustrations in responding to Mr. Scheuer. I would go on. I mentioned elementary counselors, employment supervisors, adaptive physical education, eyeglasses for the poor, speech and hearing therapy, library aids—I might add this is a very effective one—teachers of unwed mothers, educational camping—which, incidentally, is a remarkably and most satisfying response to ESEA in that we bring together jointly Negro and white children through deliberately mixing a parochial school and a public school for 4 or 5 days in winter and fall camping, using local YMCA facilities.

Family related education—this is for mothers—nongraded planning, which is research work, and educational television. These are illustrations. I will supply the full list.

(For the information requested see part 2.)

Mrs. GREEN. Second, I wonder if I might ask the Executive Director to furnish the list of the 27 consultants and their background, with their immediate previous employment.

Mr. CARR. Mrs. Green, that is included as an appendix to our summer report, the buff-colored report.

Mrs. GREEN. Thank you. The recommendations on the bottom of page 2 and the top of page 3, your last recommendation, would you explain that to me? I am having trouble interpreting what you mean. I am referring to the regulatory measures at the top of page 3.

Dr. MARLAND. The one on integration?

Mrs. GREEN. Yes (reading):

There must be ingenious regulatory . . .

Dr. MARLAND. Very well. That is a certain amount of persuasive verbalism that does not offer a solution. It says there must be ingenious regulatory measures. These are my words to say somebody had better get on the stick and find a way for the distribution of these funds to avoid segregating children by means of the compensatory education program.

In other words, I do not know the answer, but I know that if in my community we work out a way to integrate heretofore white elementary schools, and there are 100 Negro youngsters brought from another part of the city for reasons of overcrowding, to that otherwise white school, those Negro youngsters brought from another part of the city have probably come from a heavily enriched program working under ESEA with counselors, with psychological services, with reme-