

had the chance, then we are going to have to provide the funds where the children are rather than providing the funds where they are most easily managed.

Consequently, I think the term "ingenious means" is placed here because we recognize that there are some barriers, whether we like them or not—many are personal barriers, many are administrative barriers—that come outside education, but they must be dealt with just as firmly as if they were educational.

Mrs. GREEN. Thank you for your explanation of the paragraph there. The part that bothered me was "denied the advantages of the new Federal programs." That really would be limited to title I.

Dr. MARLAND. Largely title I. That is where the large sums of money are.

Mrs. GREEN. They would still be eligible for all other Federal programs.

Dr. MARLAND. They would, indeed.

Mr. QUIE. Will the gentlelady yield on that point?

Listening to the colloquy, I have come to the conclusion that "ingenious regulatory" measures mean you don't know what ought to be done.

Dr. MARLAND. If you are pressing me that far, I will give you a suggestion, sir.

Mr. QUIE. All right.

Dr. MARLAND. This is not the Council speaking. This is a school superintendent.

If a school system is able to work out a valid, rational, nonthreatening form of bringing about integration in a heretofore nonintegrated situation for the good of children, that the funds that normally would have been available to serve those children in their segregated school apply to the school to which they go in the same measure.

If we have a 25-percent dollar advantage in the heart of the ghetto, if we remove children from that situation to an integrated situation, that makes sense and holds up, the same 25-percent differential applies to that whole school.

I can't put a counselor in a school to work with three children in each grade, rationally. You can't begin to segregate once you get them there and provide certain programs for the Negro children, certain other programs for the white children, "All the Negro children gather in here now and we will have a counseling session."

This would defeat what we are trying to do through integration. The ingenious regulatory measure may suggest, in other words, that incentive money be established in ESEA to insure that if new integration situations occur, the same degree of fiscal support would surround the whole school in which those children are integrated.

Mrs. GREEN. As long as I can talk to you as a superintendent of schools, you are wearing that hat for the moment. I am sorry I don't know the complete situation in Pittsburgh. How many schools do you have where there would be, for lack of better words, token integration, or small integration? How many schools do you have more than 75 percent nonwhite?

Dr. MARLAND. Three out of eighteen high schools; about 27 out of 80 elementary schools.