

Mrs. GREEN. They have more than 75 percent nonwhite?

Dr. MARLAND. Yes.

Mrs. GREEN. Do you operate by freedom of choice in Pittsburgh?

Dr. MARLAND. Yes, we do; wherever there is space. We have been on what we call the open enrollment or pupil assignment policy since 1963. Currently, about 2,000 Negro children who otherwise would have remained in segregated schools have taken advantage of this, sometimes by busing provided by the board of education, sometimes by their own initiative, depending on distance and situations.

About 2,000 out of roughly 28,000 segregated children have been able to profit from this arrangement. But they have exhausted the space we have.

Mrs. GREEN. Do you have any schools where there would be 90 percent or more nonwhite pupils?

Dr. MARLAND. Yes; we have.

Mrs. GREEN. How many?

Dr. MARLAND. We have two high schools that would be 90 percent or more nonwhite, and we have 22 schools that would be elementary, more than 90 percent nonwhite.

Mrs. GREEN. There are two high schools in the 22?

Dr. MARLAND. They are part of the 22.

Mrs. GREEN. Would they also be in areas of low economic status?

Dr. MARLAND. They would, indeed.

Mrs. GREEN. Now, I would like to go to the problem of recruiting and maintaining teachers in these schools.

Dr. MARLAND. We work very hard at this, Mrs. Green.

Mrs. GREEN. What is the situation? What is the turnover, for example, in a high school that is 90 percent nonwhite? What would be the teacher turnover compared to a school that is 90 percent or more white?

Dr. MARLAND. You are asking for a larger generalization than exists because there are some schools that are almost entirely segregated Negro-serving schools, where the holding power of faculty is very good. There are other schools where it is not so good.

Mrs. GREEN. This is exactly the point I would like to make. What makes it good, the retaining power in some schools and what makes it poor in other schools?

Dr. MARLAND. The degree of pride, self-esteem, self-satisfaction, and fulfillment that comes to the faculty of that school which often rests in the leadership and in the parent environment of that school.

If there is hostility, if there is strife, if there is argumentation and constant tension in the community surrounding the school, whether white or Negro, it will tend to discourage teachers from finding fulfillment there. If there is compatibility with the community, if the community is supportive, concerned, participating, not merely accepting but constructively involved in the schools, it will tend to encourage a stable faculty.

I would say you may be implying that there is an excessively large turnover in all such schools. We do not find it so. We are merely talking about a matter of degree. Our turnover, citywide, is about 15 percent in Pittsburgh, which is not a great deal different from most industries, and it is better than many school systems. I would say that 15 percent is not categorically pertinent to segregated schools.