

The other day we had reference to the universe of education.

You indicate that there are 15 million disadvantaged children. Is that correct?

Dr. MARLAND. Yes.

Mr. QUIE. What criteria did you use and how did you identify them?

Dr. MARLAND. I will pass this to one of my colleagues.

Mr. CARR. This information was provided at our request by the Office of Education. If you will note the footnote 2, it states that the disadvantaged are defined as those whose educational achievement is substantially below that normally expected of children of their age and grade.

Dr. MARLAND. This is not necessarily a poverty-related definition. It has to do with underachievement by young people.

Mr. QUIE. I recognize that. We are distributing money based on a poverty definition, but you are supposed to reach the educationally deprived children. I think we would all admit that it would be a more accurate distribution of the funds if we distributed it on the basis of education deprivation. Then you wouldn't have the problem you referred to earlier of some schools being left out and the others being included in the large cities to the extent you have now.

I wondered, since you did use that figure, if you believe there is any way of determining who they are. I have heard it said by some that it could not be determined, except that they knew pretty well in the administration of certain programs who were educationally deprived and who were not.

Dr. MARLAND. You will find a high correlation between the educationally deprived and the economically deprived. I think that was contained in the original formula. I am sure there are educationally disadvantaged children, however, who are not touched by the present formula.

Mr. QUIE. Evidently, since there are about twice as many educationally deprived than those who are counted by the formula.

Dr. MARLAND. I think that is very likely true. For example, there would be up to 8 percent of our population in favored as well as ill-favored circumstances, who are emotionally disturbed, for whom virtually nothing is being done in our society.

These would be educationally disadvantaged children, in my opinion.

Mr. QUIE. Nothing is being done under title I for these children?

Dr. MARLAND. Very little. Not for reason of intent but for reason of lack of resources.

Mr. QUIE. I don't see the lack of resources when the school is receiving half of the normal cost of educating the child.

Dr. MARLAND. This returns, again, to the supply of professional people, the numbers of psychiatric social workers, the numbers of psychiatrists, the numbers of psychologists, the numbers of guidance people, who are all still in short supply.

To mount a program that would reach all of the emotionally disturbed children to profit from specialized help would call for at least tripling or quadrupling the numbers in the schools right this minute, to say nothing of the supply of psychiatrists, which is almost nil in terms of the needs of society.

Mr. GOODELL. Will the gentleman yield?