

Mr. QUIE. Yes.

Mr. GOODELL. Do you think that full funding of the total authorization would create a situation which would mean, in all likelihood, unwise expenditure of funds?

Dr. MARLAND. Would you please repeat that question?

Mr. GOODELL. I think you said the present allocation formula would mean \$2.3 billion full funding.

Do you think this would lead to unwise expenditure of funds in the present circumstances?

Dr. MARLAND. Speaking as the superintendent from Pittsburgh, I do not, really, Mr. Goodell. I think the experience we have had over 2 years of judicious expenditures of relatively modest levels of Federal support have given us the know-how to increase this judiciously.

Mr. GOODELL. If I may, Mr. Chairman, I would just quote the Commissioner of Education from yesterday in his statement as follows:

I presented testimony here last year to the effect that full funding of the total authorization would create a situation which would mean in all likelihood unwise expenditure of funds. I still believe that is the case.

This was in response to a question as to why they had not asked for the full authorization of funds.

The question implied was, is this for budget reasons, and Commissioner Howe said no; he felt that the expansion was about what could be done in view of the human resource problem and the other problems, and that if we went to \$2.3 billion now there would be unwise expenditures of funds.

I take it you disagree.

Dr. MARLAND. I would have to disagree with my good friend Commissioner Howe. I think there is a sufficient procedure now, and 100 years of the utmost monetary caution on the part of boards of education and school administrators has made the judicious use of money a part of our life, and I do not think they would be abused.

Mr. QUIE. When title I is administered in your schools now you determine where the greatest incidence of educational deprivation exists in various schools and assign the money to those schools?

Dr. MARLAND. According to the formula, yes, sir. We make that determination and certainly that those schools have met the criteria and the guidelines.

Mr. QUIE. The criteria and the guidelines are not limited to the income of the parents in the neighborhood around that school, are they? Is there an attempt to determine what educational deprivation really is?

Dr. MARLAND. The measure has been largely structured by the economic circumstances of that area. It doesn't mean that all the people served by that school have to be poor, but in our case the formula works out that something like 20 percent have to meet the economic criteria in order for that school to receive the services.

Mr. QUIE. What if the requirement of income was removed from your administering of the funds, and you had the responsibility to see that the funds went to the areas where the greatest educational deprivation existed.