

of the country, including the rural areas, but I am intimate with the problems of the big cities.

I think there must be a much, much larger investment of public funds, particularly Federal funds, in the big cities than there has ever been at this point or yet contemplated.

Mr. DELLENBACK. Could you give me any estimate of a percentage or dollars, or would this be an unfair question?

Dr. MARLAND. It is a reasonable question.

I would like to give you a little background to it, if I may have 3 or 4 minutes more to respond to this without abusing your time.

Mr. DELLENBACK. It is fine with me, if the chairman does not object.

Chairman PERKINS. You will not get away as early as I told you, so you can take all the time you want.

Mr. DELLENBACK. I will not go on indefinitely, but if you would touch on this point, I would appreciate it.

Dr. MARLAND. I would hope I might have more listeners for this information, Mr. Chairman, and that is the reason I hesitated a little bit.

If the chairman wishes, I will be pleased to submit a statement of what I am about to suggest in describing some of the problems of the cities.

Chairman PERKINS. Is that satisfactory if he submits it for the record?

Mr. DELLENBACK. Yes.

Chairman PERKINS. Without objection, it may be submitted for the record.

(The information appears in part 2 of the hearings.)

Mr. DELLENBACK. May I ask if you would have any comment you would make of a general or specific nature relative to the change in control that would come with the increase of Federal involvement dollarwise? Should this be done with increased direction from the Federal level?

I am recognizing what you said about categorical versus general aid. Does this mean really in the long run for education a change of control from the Pittsburgh district to the Pennsylvania district to Federal in anywise?

I am not attaching moral values to it. I am just asking you.

Dr. MARLAND. At this stage, I see no threat to what I see as a workable balance of governments in the arrangements on education.

I think that the involvement of the Federal Government so far has been sufficiently judicious and flexible, and has not substantially damaged what I think to be the essence and the genius of American education, the local board of education. It has not so far.

I think there have been controls and cautions built in to avoid that. I think that the power of education must rest very close to the people. I think it is important that boards of education, as conceived historically in America, do perform the function I am speaking of and perform it well, broadly speaking.

I think the increased Federal funding could, if it were allowed to fall into less responsible hands, damage the authority and responsibility of boards of education. But I see no sign of it yet.