

with at this early level? What are the types of services that you need at this early level?

Dr. MARLAND. To begin with, we need fresh, new schools, not necessarily built in the heart of the ghetto, but schools that can be so placed and so conceived as to give promise of some kind of integration of the races, and also to be happy places for children to go to, rather than the bleak towers of melancholy that are now the schools in most of our inner cities.

This is very important. I would say that is one of the tools.

Mr. GIBBONS. How large are these institutions that you are talking about?

Dr. MARLAND. If we are speaking of elementary schools in big cities, I would hope that they could be limited to 700 or 800 youngsters, the grades of kindergarten or preprimary through grades 5 or 6.

Mr. GIBBONS. You said not particularly within the ghetto. Would you explain what you mean there?

Dr. MARLAND. There is a concept that we call Education Park. It is defined in different ways in different parts of the country, but it does suggest that they can be articulated with great, powerful centers of instruction that would be at the high-school level and that would go on up through the technical institute level, large enough in their influence that in the service area they serve they reach across the traditional boundaries that have separated people within cities. This automatically creates a mix, which is good, social, economic, as well as racial.

Flowing out from these schools and into the various parts of the city, being served in the concept of education park, as we define it, would be radial connectors, streets of lovely walkways, regenerated city, a displacement of the ugliness by regeneration and replacement.

These can be so located, if they are permitted to be reconstructed along the lines that we are describing, and not incompatibly, with the theories of HUD, to locate those schools where there will be a maximum opportunity for natural integration.

It has to be done broadly sweeping. It can't be done spottily here and there. It calls for massive capital funds. But that is the beginning point of regenerating the city, regenerating the city through education and through a new commitment to the schools on the part of teachers.

Mr. GIBBONS. Perhaps you are already doing something that I am going to describe in your school system but it is not being done in mine, and in a lot of other places in the United States. I so often see the school where it operates 180 days a year, it operates from 8:30 in the morning until 3 or 4 in the afternoon, and it is closed, and its playgrounds and facilities closed to any kind of public use after that.

There is a great waste of facilities which has always struck me. I found in one city that I visited a year or so ago that the city fathers had taken their schools and had built into them gymnasiums, fine auditoriums, swimming pools, and, in effect, turned them into community centers for rendering all kinds of things from emergency health care and day care to using their school system for tutorial services in the afternoons and evenings, integrating the community functions into the school.