

not able quickly to say what that might be, but I would urge that there are agencies in health, education, and welfare that could put themselves to work at such a task and come up with something constructive.

Mr. GIBBONS. One of the problems that worries me is the great proliferation—and maybe this is a mistake on my part, but you can correct me if it is—on the numbers of school districts. I find as I go around the United States that there are some extremely small school districts and some extremely large school districts.

How many school districts are in the city of Pittsburgh?

Dr. MARLAND. Just one, sir. I might add that what you say is true, but I would also say that there is a splendid movement afoot, and it has been going on now for about 5 years, in which virtually every State is moving firmly in the direction of reducing its number of school districts.

This is a State-level operation, as a rule. For example, in Pennsylvania we reduced from 670 school districts 3 years ago to something in the neighborhood of 190.

Mr. SCHEUER. New York City is one school district.

Dr. MARLAND. Yes.

Mr. GIBBONS. But Los Angeles is some 75 school districts, I think. I have forgotten how many are in Mr. Quie's State.

We found in Maine one that didn't have any schools in it.

What prompted that observation on my part was this: Do you detect anything in the operation of this act that would tend to encourage seeing an end to these small school districts?

Dr. MARLAND. At quick glance, I do not, sir. I think it would be wrong, for example, to withhold moneys from needy rural areas because they are too small to be efficient. I think they need money.

In other words, you could not, in my judgment, justify having a coercive effect on putting them out of business. I think that is the State's responsibility. I think you could, however, through title V, perhaps, see to it that States get about their business of insuring efficient school organization in their State.

The truth of it is that most of them are. You may have to encourage some States. You could, I would think, with built-in guidelines, if not laws, say that over a period of time States must show good intent on becoming efficient in terms of school district organization.

They have a long history and a large collection of research in all States on this subject. It would be something with which they were all familiar.

Mr. GIBBONS. You mentioned the program Upward Bound, or you mentioned the words Upward Bound, a number of times in your testimony. I am familiar with the program Upward Bound. I want to ask you a question about Upward Bound.

Upward Bound, of course, is now administered by the Office of Economic Opportunity. You testified earlier that you thought Headstart should be incorporated in the office of Economic Opportunity and also the Followthrough. Am I correct in that?

Dr. MARLAND. Yes.

Mr. GIBBONS. How about Upward Bound? What do you think should be done with it?