

I may never get to talk to you again and I was interested in what you had to say about the big cities. Would you mind discussing some of those ideas that you have talked about?

Dr. MARLAND. Thank you, I will.

Since I have been asked twice, Mr. Chairman, I will offer this testimony for the record and still send you a copy of it, if you like. I do think it is significant.

I will take 2 or 3 minutes to review a paper that I think is very important. It is a piece of recent research and it is extremely disturbing. Forgive me for reading.

The quality of education in a particular city depends more on what can be locally afforded and on what is locally demanded than on what is needed or desired ideally. Until the means are found to reverse that equation and let social policy for education determine the revenues to be allocated to education the continuing decline of the cities is certain.

Declining financial ability to support education and increasing requirements for educational services have placed the public schools of America's great cities in a double bind so serious that only drastic increases in State and Federal aid can permit city schools to meet the educational needs of their pupils.

With that generalization, I would offer you a few statistics.

Mr. GIBBONS. May I ask you a question there? Why is it different for the cities than for the rural areas?

Dr. MARLAND. This paper deals solely with the cities. But I think the evidence that I will show shortly will indicate that is where most of the people are going to be in the next few years.

They tell us that 80 percent of the people of America will be living in the metropolitan areas by 1975, and the cities are the reason for metropolitan areas to be.

There is something very serious happening to our cities. For example, while pupil expenditures, or expenditures per pupil in the Nation as a whole have risen 331 percent from 1930 to 1960, the per capita value of taxable property in our large cities during the same period rose 97 percent.

In other words, the support for education in our cities is not increasing nearly as fast as the average cost of educating children.

To continue to show you what is happening, again, over the past 30 years: We have in each State what might be called parity, the average per pupil cost for that State. Typically, let's say in Pennsylvania, it is around \$550 per child, and it will vary around the country. Here is what has happened over the past 30 years:

The money used to be in the cities. That is where the treasure was, that is where the people were, that is where the favored people were, by and large. That is where schools could be readily supported.

New York City was 110 percent of State parity 30 years ago. It is now 90 percent of State parity.

Los Angeles was 115 percent of State parity and now it is 95 percent.

Philadelphia was 130 percent and it is now 80 percent.

Baltimore used to be 115 percent and it is now 82 percent.

Cleveland, 130, and now it is 94 percent.

Down in my own city of Pittsburgh, in 1930, we were 132 percent of State parity and we are now at 80 percent of State parity.