

schools. That happens on occasion. So I don't think you can go wrong making schools better. I don't think you are necessarily imposing a segregation pattern. What may be happening in the set of circumstances you described is that an inadequate job is being done in the so-called upperclass white school.

It probably would lead us to the conclusion which I think would be borne out, that generally speaking we are really not satisfied with what our schools are doing. It is just that we are much more dissatisfied in the areas of so-called economic disadvantaged. If we turn around and look at these things on a performance standard and measure schools against performance and such as you are talking about, and plan on the basis of raising to the standard, then I think we tend to find a way with the segregation question and we are focusing on education, and we would not be, I don't believe, perpetuating de facto segregation.

This is a specific basic problem that our board is dealing with where we have rapidly changing neighborhood patterns in the Miami area and where we are concerned about the kinds of programs being offered in order to maintain the balance that exists within the community. There is no simple answer.

Mr. SPARKS. The studies that have been made on the equalization of educational opportunity would not support his testimony in the fact that the specialized school with higher standards would create a de facto segregation more extensive than we have at present. It means the possibility of wide comprehensive offerings would tend to eliminate this much more than specialized programs in certain schools.

Mr. GORDON. If I could expand, if you had a school of technology that had fine technical training programs in a comprehensive high school that was located in what is now a disadvantaged area so that its programs would be designed to attract white students and advantaged students because this is where the best program was taking place in border areas and in areas that are tending to become segregated, one race or the other, you would tend to provide a mixture in a secondary school that could perhaps alter the housing patterns.

I personally am very much involved in the housing business and think it is an undue burden on schools to expect them to do all of the change in housing patterns that are necessary to provide for integrated neighborhoods. But they can imaginatively assist.

I am not suggesting that you put these schools out in advantaged areas and ask the few disadvantaged kids who can qualify to travel to get here. I am saying let us put those in the disadvantaged areas and change the character of the neighborhood that way.

Mr. GOODELL. The trouble with your argument, Mr. Gordon, is that you get school A with 55 percent of the students disadvantaged in a relatively concentrated area of poverty. Nearby is school B with 5 percent. Now under this act, you are under an obligation to allocate the bulk of the money to the school that has 55 percent. You are not talking about specialized services at a level that is going to attract the 95 percent in school B. You are talking about remedial type programs that are designed especially to help the 55 percent disadvantaged in school A.

So, by putting this money in school A you have a specialized program aimed at the 55 percent disadvantaged at a relatively low level.