

it is just not as easy when we become familiar with it as it is before we become familiar with it.

Mr. President, I believe that we should conclude further consideration of this tax bill at this time. In the event someone might want to make a further statement, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. ROBERT C. BYRD. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

ADDITIONAL SUPPORT FOR THE SCHOOL INTEGRATION INNOVATION ACT OF 1976

Mr. GLENN. Mr. President, on April 14, 1976, I introduced S. 3319 the School Integration Innovation Act of 1976. S. 3319 extends the Emergency School Aid Act through August 31, 1978, at an authorized funding level of \$1 billion per year. The bill also amends the ESAA by clarifying and adding to the activities for which ESAA funds can be used by communities implementing both court ordered and voluntary desegregation plans. These activities are:

First. The construction and/or operation of "magnet" schools.

Second. The pairing of schools and programs with specific colleges and universities and with leading businesses.

Third. The construction and development of educational parks and neutral site schools.

Fourth. Educational programs especially designed to improve the quality of education in inner city schools.

My bill provides that nothing in this act shall be construed in a manner that is inconsistent with the full enforcement of the 5th and 14th amendments of the Constitution and of title VI of the Civil Rights Act of 1964.

The text of S. 3319 has been introduced in the House of Representatives as H.R. 14700 by my colleagues from Ohio, Mr. SEIBERLING and Mr. WHALEN. I am very pleased that congressional leaders from Ohio are taking the initiative in providing constructive approaches to the school desegregation problem. It is my hope that these measures will help our State and others avoid some of the recent turmoil experienced in desegregating communities.

I am also very pleased to note that in addition to the authors of H.R. 14700 there are already 16 cosponsors including the distinguished Congresswoman from California (Mrs. YVONNE BURKE) chairperson of the Congressional Black Caucus. Here in the Senate, I am pleased to add the distinguished Senator from Colorado (Mr. GARY HART), the distinguished Senator from Massachusetts (Mr. KENNEDY), and the distinguished Senator from Minnesota (Mr. HUMPHREY) as cosponsors. I am hopeful that our efforts with S. 3319 and H.R. 14700 mark the beginning of a broad effort to bring an end to the divisive and dangerous rhetoric over busing.

I introduced S. 3319 because I wanted to provide a positive direction and some practical solutions in the overheated area of school desegregation. Public and national debate on this issue has too often deteriorated to irrationality and emotionalism when the discussion should be on how best to provide a good education for all students and at the same time desegregate our schools under the law.

S. 3319 makes no claim of "solving" the "busing problem." The purpose of the bill is to help provide for and encourage a range of desegregation remedies, suited to locales, that when properly implemented would improve schools in both black and white neighborhoods to the point that school integration would occur more naturally. We could have avoided much of the turmoil we have today if school authorities years ago had recognized that they had to desegregate under the law and determined creative ways of doing so—without waiting for courts to impose busing.

Increased use of the methods authorized in S. 3319 could significantly cut down our reliance on busing to achieve desegregation. I believe, and documentation mentioned in my April 14, 1976 statement indicates, that desegregation is possible with a minimum amount of busing. The thrust of S. 3319 is to provide communities with the specific tools and funding necessary to achieve this result.

S. 3319 is a direct and positive approach in an area that has often been muddled in this highly political year by misguided and unfortunate efforts to roll back the clock on civil rights protections, undermine constitutionally protected remedies and place restrictions on court jurisdiction.

Will the methods authorized in S. 3319 work? Are they educationally sound? My staff has assembled a selection of materials, particularly on "magnet schools." These materials represent a good cross-section of commentary on various cities' experiences and success with innovative methods of school integration. It should be stressed that only sound local community planning and administration can bring these methods to full fruition as successful educational programs that also help accomplish desegregation.

I ask unanimous consent that a series of articles and letters pertaining to the activities authorized in S. 3319 and H.R. 14700 be printed at this point in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

EXCERPTS FROM REP. BARBARA JORDAN'S INTRODUCTORY REMARKS TO THE NATIONAL CONFERENCE ON MAGNET SCHOOLS IN HOUSTON, TEX.

SIMPLE JUSTICE REQUIRES AN ALL OUT EFFORT TO FOSTER INTEGRATION AND QUALITY EDUCATION

As I was coming in from Washington, I began to read a book by the title, Simple Justice. It's a big book. The book is all about the decision of Brown versus the Board, what that decision means and how it was arrived at.

The cover of the book is very interesting. On it are two photographs. One of the Warren Court and one of Linda Brown, the plaintiff in the case. And as I began to reflect on that cover, I thought about what the photographers went through as they tried to capture that subject matter for the cover of the book. They probably had a sturdy tripod. They probably spent several minutes trying to decide which combination of speed and distance and aperture setting would be useful in bringing the subject matter into focus and providing the best photographs.

Well we, I think, are like those photographers in a way. We have a tripod—three legs. The first is the constitution. It is a constitution which requires each generation to struggle to preserve the American idea of equality. There is a second leg, the courts. The courts have acted as the conscious of the nation when people have been denied their legitimate rights. The third leg: the support integration receives from the people.

If you notice the latest polls in the west, and Texas is included, 64 percent of the people favor desegregation of our schools. And like those photographers, we must determine a way to approach the subject. Just as the different aspects of the camera have to be brought into focus—distance, speed, adjustment—setting, so we must adjust all integration tools to bring into focus the subject matter. Magnet schools, pairing, cluster, busing, others. Work with them. Bring them into focus. Try to get the proper arrangement so that somehow we can meet the requirements of each particular school district. Our dilemma is we don't know how to approach the subject. We don't know how to bring that subject into focus. How can we best adjust the tools which are available to us?

Well you are here in Houston to talk about the magnet school concept and how it can be made to work better. How you can work it in conjunction with other integration tools to bring into focus the subject matter which is quality education. It is an important task that brings all of you here. It is a task which forces us to focus on the most enduring problem of America—equality. There is no problem more enduring facing society than equality. It's a much used word in this year of celebration.

It is to some people just words on dried parchment in the national archives, that people can pass by and gawk at in the Declaration of Independence. It's familiar words, "We hold these truths to be self evident that all men are created equal." Equal. One sentence and that one sentence seems to capture the lifeblood and spirit of America.

Equality is an abstract term. It can only be given meaning through the efforts of each generation. For the first 97 years of this country, black people were treated with indifference. And then in the second 91 years, we have tried to reverse the trends set in 1896 in Plessy versus Ferguson and separate versus equal or separate but equal. Ninety one years of indifference highlighted by Plessy. And then in 1954, Brown versus the Board.

[Materials from National Conference on Magnet Schools in Houston, Tex.]

EXCERPTS FROM A SPEECH BY DR. GORDON CAWELTI, EXECUTIVE DIRECTOR, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, WASHINGTON, D.C.

WE CAN MAKE EDUCATION MORE PALATABLE THAN IT NOW IS THROUGH ALTERNATIVES, RESPECT FOR OTHERS

Today's trend toward alternative and magnet schools and voluntary programs contrasts with the historic position of American education as it related to the melting pot theory. What a change from the traditional concept when we see the schools across the