

the educational level of this entire Nation with the assistance of Federal funding. Our appearance here today is designed to help the members of this committee and the Members of Congress in their search for the types of legislation which will really meet the critical educational needs of the Nation.

The great cities of the country are represented here today by eight superintendents of schools. A ninth superintendent, Dr. Marland, of Pittsburgh, testified before you last Friday. In addition, we are prepared to submit to the committee, statements prepared by eight other great city superintendents whose official duties within their own school systems prevented their being with us today but who are keenly concerned with the work of the committee.

Chairman PERKINS. Without objection, those statements will be included in the record.

(The documents referred to follow :)

STATEMENT OF E. C. STIMBERT, SUPERINTENDENT, MEMPHIS CITY SCHOOLS
MEMPHIS, TENN.

Mr. Chairman—Distinguished Members of the House Education and Labor Committee. In concert with my colleagues of The Research Council of The Great Cities Program for School Improvement, it is a pleasure and an honor to be afforded the opportunity to present this statement in support of H.R. 6230, The Elementary and Secondary Education Amendments of 1967.

TITLE I

Within a *tentative basic allocation* of \$2,550,000, we are providing instruction, guidance and/or psychological services to 23,892 educationally disadvantaged school children; 518 of whom are from non-public schools. 411 teachers have received (or will receive) In-Service Training. A total of 476 personnel have been employed in administrative or instructional positions. Forty-one vacancies exist. We continue to experience difficulty in obtaining qualified personnel in the areas of Special Education, Reading, School Psychology and Elementary Guidance. For a detailed analysis of the eight projects which comprise our Title I Program, I respectfully refer you to a summary which is attached. A tally of all costs indicates that 6.8% of funds are budgeted for Administration; 84.23% for Instruction; 1.12% for Capital Outlay; 6.38% for Other Costs (excluding food) and 1.47% for Food Service. It becomes readily apparent that the Memphis City School System is placing emphasis upon *Instruction* to school children. We believe this to be the primary purpose of Title I as enacted, and the intent of Congress.

With Title I funds we are providing instruction and services to children, teachers and parents that we simply could not provide otherwise. Daily we observe evidence of the fact that educational thought has been triggered and the results, in part, are qualitative improvement in curriculum and teaching processes attuned to the capabilities of disadvantaged students.

We are utilizing in excess of a quarter million dollars for a Comprehensive Special Education project which benefits 735 children in six areas of exceptionality—Educable Mentally Retarded; Trainable Mentally Retarded; Perceptually Handicapped; Speech, Deaf and Visually Limited. Additionally, with our own Board of Education funds, we are serving approximately 2,300 children—yet some 600 remain on waiting lists. We appreciate the fact that this Committee is not responsible for appropriations; however, we should like to be counted among those who *strongly support* and *urge* the full funding of Title VI, Education of Handicapped Children.

Although not a unique project but one that is very exciting to the Memphis City Schools is our Elementary Guidance and Psychological Services Project funded with \$454,641.00 under Title I. The services provided by this project constitute a new dimension in our guidance and psychological services program which previously was limited to the secondary level. Many of the children referred to the project staff by teachers and principals are, after appropriate testing, diagnosis and evaluation recommended for special education classes.