

STATEMENT OF WILLIAM KOTTMAYER, SUPERINTENDENT OF INSTRUCTION, ST. LOUIS
PUBLIC SCHOOLS

There is little question that education in St. Louis has been considerably strengthened by the help we have received from Congress. We are particularly grateful to this Committee and to its counterpart in the Senate. Without your dedication and hard work the educational legislation would have been far less workable than it proved to be. Our schools are truly in your debt.

The children in St. Louis have begun to realize great benefits from this legislation and we expect even greater benefits to spring from it in the future as we in the schools and Congress work to accomplish its laudable purposes.

In the St. Louis Public Schools we enroll about 118,000 students from Kindergarten through the fourth year of our Harris Teachers College. There are in addition another 40,300 private and parochial students attending school in the City of St. Louis. In company with the other great cities of the Nation, St. Louis is gaining large numbers of poor, unskilled, and undereducated persons and losing middle-class taxpayers to the surrounding suburbs. The effects of these conditions have already been well documented and so I will not repeat them today. The need, however, not only continues but grows more acute each day it is not met.

Let me discuss the items included in the Elementary and Secondary Education Amendments of 1967.

National Teacher Corps

The St. Louis Public Schools are not now participating in this program. We are, however, very favorable toward it and might have been able to persuade a local university to cooperate with us in establishing a National Teacher Corps in our city if there had been more time last year. At the present time we are working closely with the University of Missouri in St. Louis for this purpose. Certainly any program which can develop dedicated, perceptive, trained teachers to work in the inner city will be completely welcome.

Comprehensive educational planning

There seems to be little question that long-range and comprehensive planning is a necessity at both state and local levels. Without such planning imbalances and waste of funds will surely result. We are now developing the means by which we can pinpoint instructional difficulties in our schools. We have interpreted the evaluation requirements of the Federal educational programs as feedback of information to individual schools as well as feedback to State and Federal authorities. We feel that only when the schools themselves are provided this information can really important changes in pupil achievement occur. Since funding of education is also a state responsibility, information on the condition of education in the state must also be provided. We hope that this information will encourage state legislators to join with the Federal government and the cities in more adequately supporting the schools. Long-range planning at the state level will certainly strengthen the states' hand in the local, state, and Federal partnership to improve education.

Innovation in vocational education

Under this amendment to the Vocational Education Act of 1963 public school systems can establish model vocational education programs. We in St. Louis have the need to increase the quantity and range of vocational training opportunity in our city. Thousands of technically trained workers are needed to serve the burgeoning industry in the St. Louis area. The types of jobs require more specialization than we have ever been able to provide.

Another problem also troubles us. The racial pattern in St. Louis fits that of the other major cities. Rapid increases in Negro population and a flight of white, middle-class residents to the suburbs or to private schools. In the last decade the St. Louis Public Schools have lost about 11,000 white pupils and have gained about 33,000 Negro pupils. Today about two out of three of our elementary pupils are Negro. The secondary schools are almost evenly divided between Negro and white pupils. The O'Fallon Technical High School, the only vocational high school in the city had approximately even numbers of white and Negro pupils (48.6%) four years ago. Last year