

We would also like to take this opportunity to request that the Congress insure a larger appropriation for Title I of the Elementary and Secondary Education Act which would allow Buffalo and other areas vitally affected by the problems of educating the disadvantaged to proceed with their programs to solve these problems. We also urge that the Congress act earlier to appropriate funds to the states so that planning can be carried out with knowledge of the available funds.

The amendments to the Elementary and Secondary Education Act which we are concerned with today fall into five categories:

(1) The first category concerns the National Teacher Corps. Buffalo, in cooperation with State University of New York College at Buffalo, has had an N.T.C. program operating since the summer of 1966. At present there are five teams of interns each headed by a master teacher, twenty-five Corps members in all, working in the core area schools of Buffalo. We have been pleased with the efforts of each of these teams and we are in favor of those amendments which would allow us to improve the use of Corps personnel in our schools. We feel that our control over the placement of personnel, although not at present a problem, would be better served by the proposed amendment stipulating local control over the placement of N.T.C. members. We are also in agreement with the proposed amendments concerning changes in compensation, State educational agency approval, and the use of N.T.C. members in migrant schools and schools operated by the Bureau of Indian Affairs.

(2) The amendments which promote planning and evaluation at the state level appear to be in the interests of our local efforts. Therefore we wish to be noted as being in favor of these amendments.

(3) Buffalo Public Schools have long been leaders in vocational education. The institution of innovative vocational programs would be in accord with our long established program of providing new vocational opportunities as the economic and technological features of our society change. We applaud any efforts made to assist the states in establishing at a local level innovative vocational programs designed to bring vocational education into accord with the rapidly changing modern industrial world. I have attached to this statement a recent interview I have given for Urban School Notes published by Western Reserve University. This presents a summary of my present thinking on the subject of innovation in vocational education.

(4) In the area of education of the handicapped, Buffalo has long been in the forefront in providing increasingly greater educational opportunities for both physically and mentally handicapped children. We take great interest in any effort which would be of value in this important educational area.

The establishment of Regional Resource Centers to aid in the education of the handicapped should prove to be of value to local educational agencies. We anticipate that our staff would find such a Center in our area of New York of great value. We have already, under Title III of the E.S.E.A., established an innovative Demonstration Center for Teachers of the Mentally Retarded. This serves our geographic area as a Resource Center for Inservice Education. Providing such Centers for this purpose and for planning would, on the basis of our experience, be of great value.

The amendments dealing with Recruitment and Dissemination of Information should also help us. However the authorization of only one million dollars for this purpose in 1968 appears to be too small to be very effective in achieving the stated goals.

(5) The remaining amendments do not directly concern Buffalo and therefore we are not making any statement regarding these.

In conclusion I would like to thank the Committee for inviting me here today. I trust that my statements, based as they are on the experiences and needs of Buffalo, will prove helpful in the development of appropriate legislation.

Again we wish to urge the early appropriation and funding to the limits of authorization in order to improve the use of ESEA monies.