

Dr. DONOVAN. The 16 great cities we represent contain within them a total population of 25 million people. They have within them a public school enrollment of approximately 4,500,000 children, exclusive of higher education. It is apparent from these figures that the superintendents here today speak for a large segment of the school population of America. This segment has attempted to support its schools to the best of its ability on a local and State basis.

Each of us has appeared on previous occasions before this committee as a separate superintendent telling the story of his own city in relation to Federal funding and in order to save the committee some time and to indicate the common interests of the great cities of this country in the Federal programs we have changed our approach for this hearing.

As chairman of the committee to coordinate Federal legislation activities of the research council of the great cities improvement program, I have been designated to present to the committee the consensus of the thinking of the great cities of the country on certain important matters of Federal legislation.

Each of the other city superintendents present will follow me with a brief presentation of Federal funding problems as they pertain to his particular city. We each have different programs and we each react to Federal legislation in terms of our own local and State needs. Because of our common problems however we have found through our research that we do have common interests in some of the problems of Federal legislation and it is these common concerns that I will present to you this morning.

In previous testimony before this committee and other committees of the Congress, the superintendents of the cities of this Nation have indicated the great needs which are particular to those cities. I do not intend to belabor the matter of the needs of the cities but I must summarize them because they are at the basis of any continuing or amended legislation which you have under consideration.

The cities of this Nation have been and are now the melting pots of America. They have drawn to them those who seek social improvement, economic opportunity, political change, equality of opportunity, cultural uplift, and social acceptance. In the cauldron of the great cities, the poor, the handicapped, the illiterate, the foreign born, the political exile, rub elbows and share experiences with longer established residents whose forebears went through the same procedures.

This constant shift of population and the attendant delicate complicated problems which it brings to the city reflect directly on the educational program of these school districts.

The development of productive, educated citizens through these melting pots is welcomed by the cities as their contribution to national progress. It does place upon each city, however, a tremendous financial burden for the amount of a public school system which must face these unique problems.

The large cities have been faced, within the last several years, with this same melting-pot problem but now with an added ingredient. The cities find themselves having shifted from a multinational origin problem to a multiracial problem. This has caused the large cities to adjust their educational programs to a considerable degree to meet the new problems.