

Language and social custom barriers have given way to considerations of human relations and equality of opportunity. In many of our large cities a sizable segment of the former population has moved to the suburbs. This has increased our difficulty in maintaining racial balance in our schools and in handling our educational problems.

The vocational education needs of the great cities need no description. Changing job opportunities, the influx of thousands and thousands of students from rural areas of the country, the inability of large cities to keep up with changing techniques and equipment in vocational education has posed a tremendous problem in the effective vocational training of youth so that when they do graduate they are acceptable in industry.

The cities have also become the mecca for children with handicaps. Because the cities have traditionally attempted to provide services for all types of handicapped children, there has been a concerted movement by people with handicapped children to move to the city so as to avail themselves of these services.

We now find ourselves unable to support all of the programs for the handicapped which we would like to support. These programs are extremely expensive but they are necessary. We have a responsibility to every child and a particular one to the visually, mentally, physically, socially, or emotionally handicapped child.

In addition to these great needs facing the cities of the country, we are also bound by antiquated tax structures. In most cases the city's tax structure is based upon real property which at this moment is taxed at the point where it is hardly likely to be able to absorb any further tax increases. We must compete within the city for the tax dollar with every other metropolitan service that must be provided. The municipal overburden which is unique to cities prevents the city from putting all the tax money it would like to into its educational program.

State aid to the city varies throughout the Nation. In most cases it is a minor part of the financial structure of the local school system. In my own State of New York the city of New York carries approximately two-thirds of the cost of their local school system.

The declining ability of the city and the State to finance the educational program reflects itself in a considerable construction backlog in our cities. The shifting of our populations and the increase in our size has made it most important for us to put money into the building of new buildings to accommodate our new population. This has left us with a very large backlog of antiquated buildings which need either replacement or complete rehabilitation.

We are also faced with a teacher shortage in the great cities at a time when it is so essential that we expand our services to children. Salaries are only one part of the recruitment of teachers.

The adequacy of educational facilities and the adequacy of materials of instruction are also important in the recruiting of teachers. The financing of our schools today on city and State levels with the very minimal help we are getting from the Federal Government does not permit us to attack this total problem on the vast scale that is demanded.

With these general needs of the cities in mind, I would respectfully draw to your attention those aspects of continued or amended Federal