

in Detroit. They go to the private schools and offer the service. If the number of private children who need speech correction were included, our needs would be even greater. We need today more than 100 speech correction teachers to enable these youngsters in school to do their work successfully.

The accepted standard for visiting teachers' service to help youngsters with emotional problems is one teacher to 2,500 pupils. This is also provided for public and private schools. To do this job for Detroit would require a minimum of 100 additional visiting teachers.

We have as of today, then 700 pupils, who are not receiving adequate schooling because they are simply waiting for testing by our psychological clinic. We need an additional 50 diagnosticians in order to handle this basic service. We know that many teachers are working with youngsters in their classrooms who should have the services of specially trained teachers, but they are doing the best they can with them simply because the schools know the waiting list is long.

Detroit is one of the few cities that has libraries in its elementary schools. Yet the American Library Association recommends \$18 per year per pupil to meet a standard of 10 library books for every pupil. This amounts approximately to \$18 per child. Detroit is spending \$1.25 per pupil for library books each year.

In his message last week the President mentioned the need to expand educational funds and opportunities for handicapped children. Detroit has approximately 10,000 pupils in various special education classes. We have at least another 5,000 who require similar services.

Properly trained teachers, space and cost of the transportation, which we do not receive within the city, impede our efforts to enable these youngsters to become useful and productive citizens in our community. I stated at the outset in addition to funds we must do better with what we have. I would like to conclude with the following:

Academic excellence, social development, and social responsibility still remain our objectives. But to succeed we must be sensitive to the implications that changes in our society have upon children, and we must clarify the relationship of the school to the community and involve the community.

Schools do not make laws about housing, employment, or discrimination. Yet these acts are performed by individuals who are the products of our schools. Therefore, along with the home, religious institutions, and other institutions; it becomes the responsibility of the school, in a large city, not merely to achieve academic excellence but also to see to it that the products of our school act in a manner that is in harmony with our national heritage and our Democratic value.

Forgive the capital "D." My secretary has indicated her party.

In addition to recruitment of new teachers, we must think of new teaching resources, teaching aids, and interns and also technological aids, such as teaching machines and educational television if the job is to be done. If anyone, Mr. Chairman, ever invents a machine that can replace a teacher or a superintendent, then we should be replaced.

Yet, in the meantime, the dedicated teacher and principal still remain the very heart of our school program. Emerson once wrote the truth of civilization is not the census nor the size of cities nor the country, but the kinds of man the country turns out.