

Good education is an important ingredient for the fulfillment of Emerson's goal. It is our common objective that schools will contribute to the fulfillment of the individual in playing an important role in developing the kind of men and women who will forge and determine the future of our country.

I hope that when the citizens of the 1970's and in particular their children, will look back upon the 1960's, they will find that we, Members of Congress, citizens and educators, those responsible today for the education of our youngsters, will have left to them a bequest not of illiteracy and poverty, not a record of half fulfilled promises in education, and not lasting scars that will bear hatred and mistrust.

It is our hope that our children will look back at these 1960's and will find personal fulfillment for the individual, equal opportunity, excellence in education for every youngster, and human understanding and good will as our generation's heritage to them.

Thank you, Mr. Chairman.

(Chairman PERKINS. That was a great statement.

(The documents referred to follow:)

STATEMENT OF NORMAN DRACHLER, SUPERINTENDENT OF DETROIT PUBLIC SCHOOLS

Mr. Chairman: I have presented to you and to Members of the Committee our testimony and some materials expanding upon the issues before us today.

I appreciate the opportunity to express some facts concerning the status of our schools and their needs as these relate to the issues under discussion today.

1. *National Teacher Corps*

Detroit has a school enrollment of approximately 300,000 children with about 11,000 teachers. Our basic premise is that all children are educable. Lack of motivation, poverty, physical handicaps, and even lack of funds—must serve not as explanations for our shortcomings, but as guidelines for developing skills, attitudes and programs necessary for the success of each student. I constantly remind myself and our staff that we can do better with what we have.

Nevertheless, I have to be fair with the community and the staff when I face the realities of our present situation:

(a) Over 800 of our 11,000 teachers are emergency substitutes on regular positions simply because we have been unable to hire qualified certificated teachers.

(b) Despite our inservice training program, many of our teachers are teaching subject matters such as Math, Science and foreign languages—for which they are not adequately prepared.

(c) If we in Detroit were to have the same ratio of teachers to pupils as exists in the rest of the state—we would need an additional 1,650 teachers in our schools tomorrow morning. At an average salary of \$8,000 per year, this amounts to about \$13 million.

(d) If we could hire these 1,650 teachers we would need at least an additional 1,000 classrooms in order to house them.

(e) We have in Detroit over 4,000 elementary classrooms. Of these, 51%—more than half—have between 35 and 49 youngsters per classroom. In junior high schools, 20% of our classrooms run between 35 and 49, and in our senior high schools, over 32% have between 35 and 39 in a room.

(f) Each of our grades in the elementary schools, particularly grades 3 through 6, operate on one basic textbook to two children. One class uses these in the morning, while others are in special rooms, and then in the afternoon the classes switch and the second group in the homeroom uses the same textbook. Simply to make it possible for each child to be able to take home to study his basic textbook, a reader, a speller or an arithmetic book, we need an additional \$3 million next year in Detroit.

(g) Detroit is spending about \$516 per child per school year. The suburban areas are spending six to eight hundred dollars per year. It is our task to produce quality education for city youngsters, most of whom come from