

disadvantaged homes with less, than neighboring schools have, in services for their children who come from middle-class environments.

It is quite obvious that a child from a lower socio-economic home, be he white or Negro, is much more dependent upon his school success, upon the quality of teacher services, facilities and educational program than is a youngster from a lower socio-economic situation.

2. *Innovation in vocational education*

(a) The ratio of counselors to students as recommended by the North Central Association should be one to 300. To achieve this for all pupils in grades 7 through 12, Detroit needs 90 more counselors to do the job.

(b) Innovation in Vocational Education calls for adequate facilities, buildings, machinery and teachers to do the job. Out of approximately 315 school buildings now in use in Detroit, 30 were constructed between 1874 and 1912; and 153 between 1913 and 1930. Many of these buildings require renovation, modernization and equipment in order to achieve the very worthy goals included in your proposed legislation. Fifty-seven of our schools now have boilers 30 years or older. Safety and efficiency call for replacement. Replacement costs for each of these 57 boilers is approximately \$100,000.

3. *General observations relating to title VI and other aspects under discussion*

(a) Ten thousand pupils in Detroit Public Schools need speech correction help. Our teachers serve both public and private schools. If the number of private children who need speech correction were included, our needs would be even greater. More than 100 speech correction teachers are necessary to enable these youngsters to do their work successfully.

(b) The accepted standard for visiting teacher service to help youngsters with emotional problems is one teacher for each 2,500 pupils. To do this job for Detroit both for public and private schools which we service would require a minimum of 160 visiting teachers. Our present staff consists of 47 full-time and 13 part-time visiting teachers.

(c) Nearly 700 pupils are not receiving adequate schooling while awaiting testing by the Psychological Clinic. We need an additional 50 diagnosticians in order to handle this basic service. And we know that many teachers are working with youngsters in their classrooms should have the services of specially trained teachers, but they are doing the best they can with them simply because schools know that the waiting list is long.

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

(e) In his message, the President has mentioned the need to expand educational opportunities for handicapped children. Detroit has approximately 10,000 children in special education classes. We have another 5,000 at least who require similar services. Properly trained teachers, space and cost of transportation impede our efforts to enable these youngsters to become useful and productive citizens in our community.

I stated at the very outset that in addition to funds we must do better with what we have. In light of the subjects under discussion, I would like to conclude with the following.

Academic excellence, social development and social responsibility still remain our major objectives. But to succeed we must be sensitive to the implications that changes in our society have upon education, and we must clarify the relationship of school to 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 not merely to achieve academic excellence but also to see to it that the products of our schools act in a manner that is in harmony with our national heritage and our Democratic values.

In addition to recruitment of new teachers we must think of new teaching resources, teaching aids, interns, and also technological aids such as teaching machines and educational television if the job is to be done. If anyone ever invents a machine that can replace a teacher or a superintendent—than they should be. The dedicated teacher or principal still remain the very heart of our school program.