

Emerson once wrote "The truth of a civilization is not the census, nor the size of cities, nor the country; but the kind of man the country turns out." 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 and play an important role in developing the kind of men and women who will forge and determine the future of our community. I hope that when the citizens of the 1970's, and particularly their children, will look back upon the 1960's they will find that we, those responsible today for the education of our youngsters, will have left unto them a bequest not of illiteracy and poverty, not a record of half-fulfilled promises in education, and not lasting scars bearing 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 unto them.

TESTIMONY OF NORMAN DRACHLER, SUPERINTENDENT OF DETROIT PUBLIC SCHOOLS

Mr. Chairman and members of the committee, I am Norman Drachler, Superintendent of Schools, Detroit, Michigan. I appreciate this opportunity to appear before your Committee to discuss the amendments to the Elementary and Secondary Education Act of 1965.

The Elementary and Secondary Education Act of 1965 has made possible a direct thrust at the problems confronting the educationally and economically deprived child. Thousands of such children located in the great cities of this nation are now participating in compensatory educational programs. These programs, if continued and expanded, could provide thousands of children the opportunity to emerge from the environments in which they otherwise are forced to exist as a sort of substream in the total community.

The expansion and extension of the aims and objectives of the Elementary and Secondary Education Act can do much toward bettering our society. Hopefully, this law can be expanded in terms of authorizations that will provide massive expenditures of educational dollars in school districts where local and state support programs do little more than meet the ongoing costs of the regular school program.

The large city school districts are faced with the almost impossible task of providing more services to more students with a decreasing local tax base. These changes that must be effected in large cities are extremely costly. The programs can best be accomplished through individualized and specialized instruction. The schools must be refinanced to meet the needs of the child. The legislation that we are discussing here today has provided seed funds to put such programs in operation. While each of us here today could expand this general discussion, the time limitation suggests that I report to you only some of the specifics of what has happened in Detroit. I will also comment on the specific amendments that are suggested in H.R. 6230.

I would be remiss, however, if I did not, before proceeding further, say something about appropriations. Recognizing that appropriations are necessary for the implementation of legislative enactments, I would make a strong plea that all authorizations be supported by full appropriations. New programs should not be funded from appropriations designed to maintain effective levels of operations in established programs. The competition for appropriated federal funds to finance the many newly-authorized, unfunded programs should not be permitted to diminish the financial support originally made available for the excellent programs provided by the Elementary and Secondary Education Act. Public Laws 815 and 874 should be fully funded at the earliest possible date.

The Elementary and Secondary Education Act Amendments of 1967 are divided into five major divisions:

1. National Teacher Corps.
2. Comprehensive Educational Planning.
3. Innovation in Vocational Education.
4. Expanded Educational Opportunities for Handicapped Children.
5. Miscellaneous Amendments to the Elementary and Secondary Education Act and the Federally Impacted Areas Program.

Since the Committee has heard much discussion on each of the points, my remarks will be based on our evaluation of the proposals in terms of how they would affect the Detroit Public Schools.