

The proposed legislation to continue and expand the National Teacher Corps is highly desirable, since it affords a new training program that should provide additional manpower for the education of disadvantaged children. The involvement of veteran teachers and college-graduate interns in professional training programs for the teaching of disadvantaged children could open the door to a rewarding professional career. It could also do much to fill the teaching void that exists in the schools of the core city. The program, since its inception, has been broaching a difficult new area with limited resources and, in many instances, questionable support.

The Teacher Corps program is a direct, desirable service for the disadvantaged children of this nation. We would hope that our program of sixteen teachers could be expanded to many times that number. While the amendments propose to eliminate any question of federal control, I would assure the Committee that this has not been a problem in our program.

The amendment to provide comprehensive educational planning recognizes the need for rational planning at all levels of the educational process. Funds to carry out such a planning program will do much to provide the continuity that so often is missing from programs that require careful long-range planning. While the basic approach suggested, places the guiding responsibility in the hands of the state agency, the possibility for grants to a metropolitan area makes possible studies and the development of programs heretofore limited by the lack of funds. I would point out that the authorization of \$15 million for this very important work does appear to be small if the objectives outlined are to be accomplished.

The section amending the Vocational Education Act of 1963 will permit exploratory programs and projects that should do much to help students understand the current and long-term demands of the world of work. Some of the type of programs suggested as being possible under this section have been part of the programs carried out in the large city school districts; however, the wherewithal to make possible extensive programs has not been available. I would point out that the tremendous needs of the unemployed and underemployed youth cannot be met with a single program, but must be a combination of many efforts. The funds in the several federal programs related to this type of training are all limited. The appropriation of \$30 million for this particular section might possibly be reviewed in terms of the number of pupils that might be reached throughout the nation.

The section pertaining to expanded educational opportunities for handicapped children is highly desirable, since it does recognize the needs of multiple-handicapped children, along with the shortage of trained personnel in the special education field. The regional resource centers can provide a valuable service in those areas where there are presently limited or no facilities available. Possibly, the expansion of such services could be hastened if the large city centers now in operation could be expanded to cover a broader service area. The enlargement of the recruitment and dissemination aspect is important if more effective techniques and procedures are to be developed.

The miscellaneous amendments to the Elementary and Secondary Education Act and the Federally Impacted program have been previously discussed and appear to be of a technical nature. I would endorse the amendments to the disaster assistance section and would hope that Public Laws 874 and 815 could be expanded by additional amendments to provide much-needed funds for the large cities of the nation. Since these two programs will be covered by specific testimony relating to the desirability of such expansions, I will not go beyond an endorsement of such expansion.

It is difficult to provide this Committee with new and unique testimony on each of the several programs that have provided so many benefits to the educationally and economically deprived child. In Detroit, the programs that are proving to be so effective really are offered under a number of federal programs and have been reported to this Committee at other times.

The Detroit Public Schools have been the initiators of many programs which have dealt with the unique educational problems of disadvantaged youth. The Detroit Job-Upgrading Program, the School-Community Behavior Project, and the Great Cities Project are primary examples of such endeavors. The Job-Upgrading Program and the School-Community Behavior Project were initiated in Detroit before the relatively current resurgence of concern for disadvantaged youth, and the Detroit Great Cities Program began prior to funding by the Ford Foundation and the federal government.