

On elementary school libraries, the Cleveland school system 3 years ago had no libraries in its elementary schools. Now it has libraries open and serving children in 120 of its 138 elementary schools.

Under title II, new moneys were made available for the purchase of library material. This money was used to supplement a local effort which may well have been the Nation's largest single library project. Last year \$300,000 was donated by individuals in Cleveland to open libraries to Cleveland children.

Last year over 800,000 volumes were withdrawn in the elementary school libraries. This year the circulation will exceed 1 million volumes. Three years ago there were none.

Supplementing and supporting this program have been the services of more than 2,000 volunteers who daily come into the inner city and serve the children in the library program.

A reaction to the Elementary and Secondary Education Act amendments as proposed for 1967: On the whole, we endorse these amendments and urge their favorable consideration by this committee and by the Congress.

The National Teacher Corps: In Cleveland we have four teams of 20 members, five to a team, all located in the inner city schools under the direction of a university in Akron. This program, on the whole, is a good program and is an important program.

We have as many problems in staffing Cleveland schools as probably any city. Our number of professional staff members per thousand students were brought to the average of the metropolitan area of Cleveland, we would need to expend this year \$13 million more on staffing than what we are now spending just to come to the average.

We have only 37 professionals per thousand students. The median for our country is 50. It costs us \$1 million for the addition of each professional per 1,000 students.

We have several Teacher Corps teams functioning in some of our schools in the most disadvantaged sections of the city. This program, on the whole, is most satisfactory. We are worried about its funding, continued funding.

In the field of comprehensive educational planning, the need for comprehensive educational planning is great if we are to carry out more effectively the necessary coordinated system in attacking the problems of education in our urban centers.

Innovations in vocational education: We like what the amendments say in the area of vocational education in the great urban centers, stricken as they are with massive youth unemployment and despair. They feel keenly the need for developing new methods of vocational opportunities.

We must prepare youth not only for the jobs presently available, but the rapidly changing labor demands resulting from the rapid technological advances.

On handicapped children: The handicapped children in the cities such as Cleveland often have their difficulties from physical and emotional handicaps compounded by intense poverty and other social and economic problems.

We have today in Cleveland an outstanding program for handicapped children, but its expansion to meet the needs of the city are hampered because of poorly prepared personnel, inadequate personnel,