

Our school system also has availed itself of the other Federal funding under the Economic Opportunity Act and other acts through such programs as Headstart, the Neighborhood Youth Corps, an intensive casework project, and improvements in instructional materials through NDEA.

Our 1967 budget for all fully or partially federally funded programs anticipates an amount of \$7,157,092. To this should be added \$500,000 under Public Law 874, as amended, but not yet funded. However, we will be short of this total by over \$1 million because of insufficient funding under ESEA title I and Public Law 874.

It is important, therefore, that these projects be fully funded if pupils are to receive full benefits.

Thank you, Mr. Chairman and members of the committee, for your courtesy.

Chairman PERKINS. Thank you.

Mr. DONOVAN. The next speaker will be the superintendent of the Baltimore public schools, Dr. Laurence Paquin.

Mr. PAQUIN. Dr. Donovan, in his initial statement, gave an excellent overview of the problems of the large cities. Consequently, in my statement today I want to comment briefly on four of the amendments being considered in connection with possible changes in the Elementary and Secondary Education Act.

First, I support the idea of having the National Teacher Corps program become a part of title I of the Elementary and Secondary Education Act of 1965. I also support the extension of this program for a 3-year period.

Like most large urban centers, Baltimore is having difficulty in recruiting teachers. Not only are we having difficulty getting enough teachers, we also are having trouble getting teachers with the special personal qualifications and professional skills which it takes to function effectively in inner city schools.

Last fall, for example, the Baltimore City public schools opened with a shortage of nearly 200 teachers. Furthermore, many of the individuals we had to assign to classrooms were substandard in terms of their preparation for teaching. In Baltimore, about one out of every four teachers lacks the minimum requirements for State certification. They are in classrooms simply because without these people, we would have to close down.

At the present time, the Baltimore City public schools have no National Teacher Corps teams—even though we desperately need such help. I am told that the principal problem is to secure university cooperation to provide the necessary training program.

I am hopeful that bringing the National Teacher Corps into the mainstream of the Federal aid program will do much to give this important program the status and support it needs.

Second, I support completely and with great enthusiasm the idea of amending title V of the Elementary and Secondary Education Act to provide for systematic, comprehensive, and continuous planning by State and local educational agencies. I see this proposed amendment as a way of increasing the responsibility of the State for what happens—or does not happen—in the large urban school systems.

The Baltimore City public schools enroll about 1 out of every 4 Maryland children enrolled in public schools. Furthermore, the Bal-