

effectively with disadvantaged children. In addition, they are spending a considerable portion of their time in community activities, afternoons, evenings and weekends, which directly affect children in their schools. Finally, in their college course work they are receiving the theoretical training which will sharpen their skills as teachers of disadvantaged youth.

We, of the New York City Board of Education, have been greatly impressed both with the quality of the training they are receiving and with the effectiveness of their work. We are most anxious that this National Teacher Corps program be continued for the coming school year and urge that you support Congressional action which will provide the necessary funds.

Sincerely,

BERNARD E. DONOVAN,
Superintendent of Schools.

Chairman PERKINS. Mr. Esch.

Mr. ESCH. Thank you, Mr. Chairman.

Gentlemen, I just have the one or two areas of interest. First of all, there has been general discussion as to the problems relating to the predictability of funding.

You suggested part of this was from the appropriations aspect. Other parts may have been in terms of relationship with the Department. Would you care to comment on how we might develop better communications between HEW and your own districts on these matters?

Mr. WHITTIER. Let me make this one comment, if I might. I think one of the problems, the same one we have alluded to before, is that there needs to be as intense an understanding of the problems of the big cities as possible.

We think this is not the case. I think this is a problem both as we have implied here at the State level as well as the Federal level. I think that we who live with this problem every day feel this intensity that one, more remote from the problem does not feel.

Therefore, we are back to what is always a problem in our operation. That is a matter of adequate communications, not only of facts but of the emotional responses necessary to make those facts a reality. I think this is one of the things at least I would—say is an important aspect of it.

The mechanics of how to do it is a pretty difficult thing to come by. But I think this is part of the real problem that we face.

Mr. DONOVAN. May I suggest, sir, that we have had discussions with the U.S. Commissioner of Education, as a result of which he has appointed some large city superintendents to an advisory committee, so that the points of view of the large cities would be prevented.

Sometimes it is not just that part that counts. That gets across at the top, but between there and the bottom layers it gets lost in interpretations at times. So we are working on that aspect.

Mr. ESCH. I seemed to sense that there was somewhat a consensus that this is a problem but you don't want to discuss details at this time. Let's go to another area.

The question was raised earlier as to the nature of involving State planning. I just want to reemphasize what you have reemphasized: that there has been improvement generally in terms of State planning in relationship to large districts and that you generally favor the further development of this area; that is, utilization of statewide planning in relationship to the large cities?