

sonnel that we could use during the internship program, and that ultimately they could be recruited as regular teachers in the school system.

We also would like to make the point that we feel that this type of internship program working with local universities might make a change in the training of teachers. We would hope ultimately that all teachers certified would have had sufficient background to be knowledgeable of the problems confronting educators in slum areas, of the large cities. We have in our region where we recruit teachers only one public college that is making any systematic attempt to train their young people to go into the urban community.

We worked out internship programs with them and we have about a 50 percent record in hiring those who do take their practice teaching in those areas. We also have a group of private colleges, small colleges, who agreed to band together some 14 of them, and under the regional laboratory work out a plan where students will take internship in Kansas City, Mo., and Kansas City, Kans.

So we think we see some values, not only practically but ultimately, in teacher training in the national Teacher Corps, and agree that it should be under title I because it is working with the kinds of students that are the objectives of the efforts of title I.

The expansion of the Vocational Act to do more planning and development in the field of vocational training is especially significant to us, I think, in the area of work study. We have one project involving the Rotary Club where some 47 dropouts this year on a part-time, part-time school basis have made complete changes in their attitudes toward school working with adults.

Some of them have gone to night school and some have actually reentered the regular school program. We need to experiment with guidance programs at earlier ages, vocational guidance programs at earlier ages, than presently we do and the availability of funds to work with young people in terms of vocational information would be very important, particularly with the disadvantaged.

There is one other comment I would like to make with respect to comprehensive planning at the State levels, this, in our judgment, would be very valuable to subsidize State departments of education. I am somewhat concerned that the wording, which implies possibly it could be some other State agency than the State department of education, is indicated.

In our judgment, the existing State departments should have the privilege of the overall planning. There are a number of matters which I have listed in my printed testimony which would be very appropriate for study in the State of Missouri.

I think, Mr. Chairman, that concludes my statement—any statement I care to make at this time.

(The document referred to follows:)

TESTIMONY OF JAMES A. HAZLETT, SUPERINTENDENT OF SCHOOLS, KANSAS CITY, MISSOURI

My name is James A. Hazlett, Superintendent of the School District of Kansas City, Missouri. The District occupies 80 square miles, most of which is in a Kansas City municipality comprising 320 square miles, but part of it is in the city of Independence. The enrollment is 75,000 pupils from kindergarten through