

Mr. BRADEMAs. Would you make any comment on suggestions that have been made, and some of which have been discussed, about the possibility of developing teacher aides to enable you to make more effective use of scarce professionally trained teachers?

Mr. HOLT. Yes. We are bogged down now. We have a shortage of teachers now because of budget limitations.

We have introduced teacher aides in 10 schools. We added three last week. We propose to add as quickly as possible teacher aides. We need help. We can't go 50 schools, but we are relieving teachers of nonteaching duties.

Mr. BRADEMAs. Would you be sympathetic to Federal support to help you enable some of these teacher aides?

Mr. HOLT. I would. It would help us do it much faster.

Mr. BRADEMAs. You were about to make a comment on vocational education a little earlier. I don't know what you were going to say, but you might say what you had in mind at this point.

Mr. HOLT. Mrs. Green's concern, one of our problems seems to me, in answer to Mr. Dent, is that I think we have made too many cabinets, more than we need, perhaps, and one of the things we have not known is what are those things, because we have not studied them well enough, pure and simple, and it is our fault.

We have not studied well enough to know what are the negotiable skills needed. Now how would I have known in my district that there was a need for television production people, which the vocational technical institute is going into now?

I see a lot of beauty shops. How would I know that we need a great many more beauticians if the girls could be trained?

We had not studied. We need to make a study and then get the programs, instead of what we have been doing.

Mr. BRADEMAs. One other question and one observation. My observation simply is that I have been struck by the fact that you leaders of middle-size American cities and school districts, most of you, have indicated strong support for the Teacher Corps, while yesterday the leaders of the great urban schools took the same position.

The day before that, the State superintendents of public instruction were in and also indicated their sympathy with this program.

Dr. HOLT, have you any comment to make on a very thorny problem for all of us, especially in the North, of de facto segregation in schools?

That is a huge one to throw at you, but have you any observation? It has not been touched upon in our hearings this morning.

Mr. HOLT. Yes; this is, of course, a problem of great concern and one that we spend as much time on at present as any other single problem.

In regard to these schools that the teachers go to, I would say that the most frustrating single problem I have today is to staff the schools where we have disadvantaged children.

I simply have not been able to do it because, as I have indicated, the experienced teacher has said, those with seniority, "I don't want to go to that school." The young ones are not equipped to deal with the problem. Part and parcel of any problem we face is the matter of de facto: in South Bend, for example, is a study of how the effects, what will be the effects, of any action we may take.