

lic Law 89-10 has been marked with considerable success. It is our feeling that these main points have been accomplished:

1. Under title I the educational needs of deprived children attending nonpublic schools have begun to be served by a variety of imaginative and educationally sound programs.

2. That new and strong lines of communication and partnership have been effected between public and nonpublic school personnel.

3. That nonpublic school education at large has become more aware and considerate of the educational problems of public education.

4. That there has been a strong willingness to modify and even abandon traditional administrative and educational patterns that for all too long have been hallmarks of separation rather than cooperation between the public and nonpublic sectors, which serve America's educational needs.

5. There has been a willingness on the part of nonpublic schools to expend additional moneys to implement new programs and services initiated and stimulated by 89-10.

6. Under title II, there has been a concentrated effort to establish a State list of approved textbooks and other instructional materials, which meet the requirements of current legislation and which are of immediate service to the children who attend both public and nonpublic schools.

7. The implementation of title III in New England has not met with the immediate success of titles I and II because of the very nature of supplementary centers, which involves careful planning and the inclusion of educational agencies other than formalized educational institutions.

At this point, I would like to offer some positive suggestions as to the improved operations of the Office of Education.

1. That nonpublic school personnel be encouraged to take a more positive role in the initial planning of programs of service to children.

2. That the Office of Education enlist in a positive manner the advice and counsel of nonpublic school administrators at every level of program approval and evaluation.

3. That the Office of Education encourage State departments of education to enlist the advice and counsel of nonpublic school personnel in their role as program evaluators.

4. That the Office of Education establish clearer and more constant lines of communications with non-public-school administrators in the establishment of regional offices of the Office of Education.

My testimony today is deliberately brief in order to afford the members of the committee ample opportunity for information and questioning. In summary, may I say that the ingenuity of Congress in composing this legislation has not found in the Office of Education any less ingenuity in the implementation of this legislation for which many children in America, previously unrecognized, will be afforded the educational opportunities for developing into intelligent and participative citizens.

Mr. GIBBONS. Father, I thank you. That is a very fine statement and very well delivered. It almost leaves me questionless. I certainly