

On my immediate left is Mr. Richard Graham, whom I am sure members of the committee have met, but he has not testified before the committee before. He is Director of the National Teacher Corps.

I believe the committee has met all of the other people who are here from the Office of Education.

Mr. Chairman, I have a little bit of dilemma in that the testimony we have to present to you numbers something over 50 pages, and it seems to me that were I to read this entire testimony, it might use too much of the committee's time.

Chairman PERKINS. Without objection, the prepared statement will be inserted in the record at this point and you can summarize it or add lib from it in anyway you care to.

(Mr. Howe's prepared statement follows:)

STATEMENT BY HAROLD HOWE II, U.S. COMMISSIONER OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and members of the committee, one hundred years ago today, President Andrew Johnson signed into law "An Act to Establish a Department of Education." The functions of the Department were several:

Collecting such statistics and facts as shall show the condition and progress of education in the several States and territories;

Diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems; and

Otherwise promoting the cause of education throughout the country.

In the past century, the Office of Education has indeed striven to "promote the cause of education." In so doing, it has grown considerably from the original Commissioner—who earned the munificent sum of \$4,000 per annum—and his three clerks. Today, the Office of Education has a staff of nearly 2,800 and an annual budget of almost \$4 billion for the administration of over 75 educational programs.

As indicated by the dollar and staff growth, the functions and responsibilities assigned by law to the Office of Education have been increased significantly over the decades and particularly in the past few years.

It is a pleasure for me to appear before you this morning to discuss and support the Administration's legislative proposals as embodied in the Elementary and Secondary Education Amendments of 1967, H.R. 6230, which represent a further broadening of functions as well as a renewal of some expiring existing authority.

Before I detail these legislative proposals, however, I should like to highlight some of the accomplishments of the past year by State and local educational agencies under the Elementary and Secondary Education Act. This important piece of legislation has had a profound impact on the educational system of this Nation. Programs conducted under its authority have reached, directly or indirectly, nearly every schoolchild and teacher in the country. Last year, President Johnson noted that "Educational deprivation cannot be overcome in a year. And quality cannot be achieved overnight." But I feel we have come a long way in our efforts to provide high-quality educational opportunity for all.

TITLE I—EDUCATION FOR THE DISADVANTAGED

The first year of operation of Title I of the Elementary and Secondary Education Act of 1965 saw the beginning of major changes in the Nation's elementary and secondary schools, to meet the special needs of the children of poverty. Nearly \$1 billion—\$987,596,171—was spent to provide special services and programs for 8.3 million children who needed them most—the educationally deprived. The greatest concentration of funds went into poor rural counties in the South and into the ghettos of our major cities. In the past, these isolated areas and slums have too often had the most inadequate schools, when they needed the best schools we could provide.