

dialogue. The Office of Education learned much from these meetings, becoming better able to appreciate the problems of our Nation's major cities, which accounted for over \$200 million in Title I funds and almost 3 million of the children served. The communication links developed at these meetings are being continued as the present fiscal year progresses, and Title I field staff have recently visited each of the 21 cities to gain a first-hand understanding of their programs.

A conference was held in July 1966 for 500 local, State and Federal educators and administrators concerned about compensatory education for disadvantaged children in general and Title I in particular. This National Conference on Education of the Disadvantaged was the first such attempt to get these people together with USOE personnel and other related representatives from OEO, Department of Labor, Bureau of Indian Affairs, and Bureau of the Budget. Consultants from universities and independent groups were also brought in to discuss the philosophy of compensatory education. I am submitting for the record a report on this conference.

Amendments

Last year, Title I of the Elementary and Secondary Education Act of 1965 was amended to include Indian children enrolled in schools operated by the Bureau of Indian Affairs of the Department of the Interior. These children—some of the most disadvantaged in the country—have been substantially aided by the inclusion of Title I funds in their school programs this fiscal year. We estimate that 37,000 Indian children will be reached by special programs to combat their educational deprivation this school year, at a total cost of more than \$5 million.

Provision for the participation of Indian children enrolled in BIA schools will expire at the end of this fiscal year. In order to make this provision uniform with the rest of the Title I authorization, we are requesting its extension through Fiscal Year 1968. An interdepartmental task force is currently studying the entire field of Indian education and will make further recommendations to the Congress later this year.

We are also proposing that the minimum amount allowed for State administration expenditures be increased from \$75,000 to \$150,000. Past experience has shown that the current allowance is insufficient in States with sparsely scattered school populations where program administration costs are high.

TITLE II—TEXTBOOKS, LIBRARY BOOKS, AND OTHER INSTRUCTIONAL MATERIALS

Title II of the Elementary and Secondary Education Act made available to the States a total of \$100 million in Fiscal Year 1966 and \$102 million in Fiscal Year 1967. Of the three types of materials eligible for acquisition under the Title—school library resources, textbooks, and other instructional materials—library resources have been given highest priority by most approved State plans. In fact, 45 States have authorized more than 50 percent of their allotments for this category. The State plans submitted indicate that an estimated 49 million students and 1.9 million teachers in public and private elementary and secondary schools now have access to books and materials acquired under Title II.

States have used a variety of patterns to allocate resources for the use of children and teachers according to relative need. In some States, materials are provided for the use of children and teachers in all elementary and secondary schools to meet minimum standards within the State, and additional materials are made available for children and teachers in specific categories. Categories of need have been established in some States by comparing available materials with established State standards. Other States have established priorities that include elementary schools which lack basic resources and schools with special program needs.

Up to 5 percent of each State's allotment, or a minimum of \$50,000, is available for administrative expenses. In addition to meeting administrative costs, State educational agencies are using administrative funds to conduct workshops, to provide consultative services, and to prepare publications for inservice teacher education in the selection and utilization of instructional materials. Thirteen States are developing instructional materials centers for demonstration and evaluation. Title II funds have also allowed States to strengthen their staffs by adding school library supervisors and other specialists with competencies in instructional materials. Nineteen States, six for the first time, have added school library supervisors to their staffs.