

you recall, the National Catholic Welfare Conference. We now are the United States Catholic Conference. It is so noted here.

I would like to express to you and the committee my deep appreciation and that of my colleagues here today, for the opportunity to be heard by the Congress as it considers its future actions on the provision of Federal aid to education.

We welcome the opportunity to express to the members of this committee and your congressional colleagues, the gratitude of the 6,027,756 elementary and secondary school children and their parents whom we represent, for your efforts to raise the educational standards of all segments of American education, both private and public, with the assistance of Federal programs.

In the short span of 2 years, the Elementary and Secondary Education Act of 1965 has brought educational services to over 1,200,000 private school students. Eighty-five percent of the children in non-public schools have received, on loan, library books, textbooks and audiovisual materials. Almost 40,000 private school teachers have participated in inservice training programs. From a study underway at the Office of Education of the United States Catholic Conference, the following examples of title I participation by parochial school children are most encouraging:

Denver, Colo.: 1,225 educationally deprived children participating in language arts and reading programs at the elementary level and tutorial programs at the secondary level. Participation in teacher workshops and the use of such equipment as reading machines, tape recorders, overhead projectors, and film projectors.

Dubuque, Iowa: 2,552 students in corrective reading programs; 7,249 students participate in health services and 239 in speech therapy classes. Other services available to students include counseling and remedial reading, math, and English; 100 teachers attend inservice education classes.

Santa Fe, N. Mex.: Remedial reading and mathematics, guidance and counseling, speech therapy for 11,605 students.

Youngstown, Ohio: 44 schools and 852 children participate in a wide variety of programs such as psychological services, health and guidance services, visiting teacher services, speech and hearing services, junior high shop and home economics programs.

Pittsburgh, Pa.: 13,702 elementary school students and 1,083 secondary school students participate in remedial reading and math, special services such as speech, hearing and psychological, language arts, and educational TV.

It is significant to note that in all of these cases there has been a high degree of consultation and cooperation between public and private school educators.

Before this committee last year, I noted that there were areas of the Nation where participation of children in private schools was less than equitable. At that time, I ventured the confidence that more experience under the act would help to improve these situations.

I am happy to report that in several circumstances this confidence was justified. In California, Maryland, Kansas, Missouri, to name a few, our permissible participation has improved during 1966. These results derive in no small measure from the effective efforts of the U.S.