

Office of Education and I would like to pay tribute to Commissioner Howe and his staff for their concern and fair handling of these problems.

There are still some problem areas where participation is less than realistic and a few places where it is all but nonexistent. Some State constitutional prohibitions are still a major roadblock to equitable treatment for private school students.

In other areas there persist mistaken impressions barring permissible programs for private school children. Each area requires, now, patient efforts at implementation, to fully achieve the congressional purpose.

We are encouraged, too, by the new regulations published last month and feel the clarified language and more positive approach to private school participation will help resolve many of the remaining difficulties. It is now clear that each local education agency shall provide educational services to meet the special educational needs of the educationally deprived children enrolled in private schools.

Genuine opportunities to participate will be improved by the provision for consultation with persons knowledgeable of the needs of those children.

One of the largest problems being faced in the implementation of ESEA programs is lack of adequately trained personnel. I am sure you have heard this from every public school administrator who has appeared before you.

There is a large, trained, able, and willing body of educators which has not been tapped. I am speaking of more than 177,000 private elementary and secondary school teachers who could be available at least on a part-time basis, and in many cases on a full-time basis, to staff ESEA programs.

There is no question in my mind that private schools, and their teachers, can offer valuable additional services to the community. I think this has been proved by our involvement in Headstart.

Throughout the country, countless nonpublic agencies have responded with eagerness and imagination. The legislation has encouraged all agencies, public and nonpublic, to pool their resources by lending whatever skills, talents, and personnel available to help all children wherever they may be.

Side by side, public and nonpublic personnel, facilities, and resources enter daily into this community effort. The same potential is available for broadened educational programs. If the passage of the ESEA of 1965 told nonpublic school educators anything it told them they were partners in the total American education effort. We would like to be not only receiving partners but contributing partners as well.

I would now like comment briefly on five of the amendments being considered in connection with possible changes in the Elementary and Secondary Education Act.

First, we support the Teacher Corps program enthusiastically and agree it should be placed in title I of ESEA. We also support the extension of the program for a 3-year period. A number of our colleges, including Trinity College here in Washington, are participating as training centers for Teacher Corps volunteers.

Talking with people on these campuses has led me to believe the status of the program can affect the morale and commitment of the young people in training. Bringing the Teacher Corps into the