

mainstream of the Federal aid program will do much to give it the status and support it needs.

Second, we support amending title V of ESEA to provide for a comprehensive statewide program of systematic planning toward achievement of opportunities for high quality education for all segments of the population. This comprehensive approach is recognition of the pluralistic character of the American education community.

Total educational needs and goals cannot be set if the States do not have any idea of what the private schools are expected to do and what the special educational needs of children who attend those schools may be.

The presence of parallel education systems in an area has consequences for the form and quality of educational services in that area. Failure of the two systems to develop an adequate exchange of ideas on education and to plan jointly for the future can reduce the effectiveness of that education for the entire population.

Third, we endorse fully the proposal to provide greater educational opportunities for handicapped children. I think it is significant to note that the wholehearted and enthusiastic cooperation between the public and private sector in this field proceeded by many years the educational ecumenism engendered by the ESEA.

Fourth, we commend those who would amend the disaster school assistance authority of Public Law 81-815 to authorize construction assistance to the local educational agency where private school facilities are destroyed and will not be replaced. This is an eminently fair and just provision.

Fifth, we certainly applaud all the programs and projects in vocational education. We solicit earnest consideration by the committee for inclusion in the law of provisions comparable to title I, section 205(a)(2) of Public Law 89-10, which under H.R. 6230 would become section 105(a)(2). This would merely assure that to the extent consistent with the enrollment in private schools of educationally deprived children residing in the school district receiving a project grant, that provision be made for their participation in these programs.

Thank you, Mr. Chairman and members of the committee for giving me the opportunity to appear before you today. My colleagues and I will be happy to answer any questions you might have. We recognize your sincere concern for the educational well-being of the children of our country. We too are concerned. We stand ready to assist you in any way possible.

Chairman PERKINS. I want to thank you, Monsignor, for your appearance and Monsignor McManus and all of the distinguished who have come here to assist us.

Mr. Quie?

Mr. QUIE. I would like to ask a question of you with regard to the followup program as being proposed by the President and we have not yet heard from the administration how they are going to implement that.

We have the private schools involved directly in Headstart and we have the title I language now which permits shared time and mobile services and even in some cases the public school paying the teacher providing remedial services, conducting his or her activities within the private school.