

A study of these figures makes several things clear: the funds appropriated for grants to public schools usually have been fully used. Funds set aside for loans to nonpublic schools generally have not been used—for the reasons previously cited.

You will note that in every year of the program's operation except 1964, the amounts lapsing were greater than the actual loan expenditures. In 1961, 1962 and 1963, the amounts which went unused were *ten times* the amount actually loaned out to nonpublic schools.

It takes no great amount of imagination to see what has happened over the 8 year period. Because of title III, the defense-related education of public school children has been tremendously benefited. At the same time, the defense-related education of non-public school children has been assisted minimally.

The result of this provision of the National Defense Education Act, therefore, has been to widen the gap between the public and nonpublic schools in providing an education geared to national security needs. It is a classic example of the rich getting richer and the poor, poorer.

Today about 7 million American boys and girls attend nonpublic elementary and secondary schools. This is about 14 percent of the total national school population.

This 14 percent of American youngsters have received a little over 1 percent of the funds which the Government has expended under title III of NDEA. And even that small amount must be paid back, with interest.

There is only one inescapable conclusion: Those schoolchildren who attend non-public schools are being tragically shortchanged.

No one can pretend that the fullest development of the mental resources and technical skills of our young men and women—specifically prescribed in the policy declaration of the National Defense Education Act—is being accomplished when 14 percent of our school children have little opportunity to obtain needed laboratory and other special equipment.

This situation must not be allowed to continue.

For that reason I have introduced H.R. 8203, legislation which would amend NDEA to give adequate, effective aid in defense-related subjects to those American children who do not attend public schools.

This can be done without major alteration of the existing law and without danger that the constitutional prohibitions on church-state relations will be violated.

In amending this act, we have as a guide and precedent the Elementary and Secondary Education Act, passed by the 89th Congress.

Title II of that act provides that grants of Federal funds can be made to purchase textbooks and library aids for non-public schools so long as the ownership of the materials lies with a public education agency. Only the use of these materials is given to the children in private and parochial schools.

This formula easily could be applied to the laboratory and other special equipment provided by title III of NDEA. Who owns the equipment is immaterial. It is the use of this equipment which is so important to the educational welfare of the 7 million students in nonpublic schools.

In the 89th Congress I first authored and introduced legislation amending the NDEA title III program to embody the principle contained in title II of the Elementary and Secondary Education Act. No action was taken.

In the months since the end of the 89th Congress I have been restudying the problem and possible solutions in an effort to strengthen and improve my proposed amendment. Today, therefore, I am introducing new legislation which incorporates the basic concept of the old bill, but incorporates perfecting changes.

Basically, the provisions of the bill are these:

Public authorities would be required to provide laboratory and other special equipment on an equitable basis for the use of children and teachers in private and parochial schools.

The nonpublic schools, or groups of such schools, would be required to prove that they had spent an equal amount themselves for laboratory equipment or remodeling. This provision is necessary to satisfy the matching provisions of the National Defense Education Act.

In any State in which no State agency is authorized by law to provide laboratory or other special equipment for use in nonpublic schools, the Commissioner of Education would be authorized to provide the equipment for use on an equitable and matching basis directly to nonpublic schools. This provision also follows the precedent of the Elementary and Secondary Education Act.