

recommendations regarding the approval of applications and the distribution of funds in the various areas of the handicapped:

- (a) Crippled and other health impaired.
- (b) Deaf.
- (c) Emotionally disturbed.
- (d) Mentally retarded.
- (e) Speech impaired and hard of hearing.
- (f) Visually handicapped.
- (g) Administrators of special education.

8. *Laws and regulations*

Enacted on September 6, 1958, as Public Law 85-926. For amendments and text of the current act, see Compendium of Statutes, pages 82-83. The most recent amendment, Public Law 89-105, was enacted on August 4, 1965.

PART II. DATA BEARING ON ECONOMIC ASPECTS AND IMPACTS OF THE PROGRAM

9. *Economic effects*

(a) *Personal income*.—The personal incomes of two groups are affected by this program.

The direct beneficiaries are teachers, prospective teachers, and others involved in the education of the handicapped. Through special undergraduate and graduate training programs these individuals are able to develop highly needed professional skills and thereby qualify for higher paying positions. Over the first 7 years of this program, handicapped teacher fellowships have supported 11,349 students, and it is expected that 7,538 more will receive assistance through fiscal year 1966 moneys. Approximately \$11,430,000 will be available in 1966 for this purpose.

A partial study, conducted on the 1,556 teachers of the deaf graduating from American universities between 1963 and 1965, shows that 78 percent (1,221) had received support through this program. Other evidence suggests that this percentage is typical of the handicapped field in general. Although some of the students earning graduate and undergraduate degrees in education of the handicapped might have been able to obtain comparable levels of training without this program, the support it has provided has been essential to the majority.

The ultimate beneficiaries of the program are handicapped children and youth. Increasing the number of teachers for the handicapped eventually will lead to higher incomes for the handicapped students too, as they gain the education and learn the skills requisite for higher paying jobs. Almost 10 percent of all school age children in the United States are numbered among the handicapped. Educational programs of the past left a majority of the handicapped inadequately prepared to achieve their full work potentials. Illustrative of this are the facts that almost five-sixths of the deaf adults work at ordinary manual jobs (as contrasted with 50 percent of the hearing population) and that over 50 percent of the hearing-impaired people in the United States have family incomes of less than \$4,000 per year.

In recent years, there has been an awakening interest in providing the handicapped with better education. Special education enrollments in public schools increased 132 percent during the 10 years