

following 1948. By 1963 there were 1,559,000 children attending special education programs in the Nation's public day schools and an additional 111,000 enrolled in public and private resident schools. With more and better teachers, this group undoubtedly will become more productive than their counterparts of the last generation.

(b) *Worker placement and productivity.*—It is estimated that 300,000 special education teachers would be needed to assure adequate "special student" programs this year. Of the 60,000 special teachers available, 30 to 60 percent are essentially untrained or acquiring training on a part-time basis. Because of this critical need, personnel receiving the training sponsored by this program have numerous opportunities for employment and advancement. Also, as a result of their training, they should become more productive in their work.

Investment in education for teachers of the handicapped earns an unusually high return since individuals choosing work in this field are especially devoted to their profession. Recent responses received from 415 individuals, who had received fellowships between 1959 and 1963 to become teachers of the mentally retarded, indicated that 95 percent of this group still are in education and doing work related to the handicapped. Many of these are now with universities where they are teaching others to become teachers of the handicapped.

Improving education of the handicapped can lead to direct increases in productivity by preparing additional productive workers for the labor force. Handicapped persons who have been trained for and matched to their jobs have proved themselves to be highly productive. As training programs increase in effectiveness, there will be some shifting of persons from care institutions, and possibly from specialized small "handicapped" industries, to large-scale industry, small business, and government.

(c) *Other phases of economic activity.*—The handicapped may either contribute to or burden the national economy. Aside from fulfilling a moral obligation, education of the handicapped represents a direct attack on unemployment and underemployment. Therefore preparation of teachers of the handicapped will indirectly reduce future welfare payments. Like most programs that provide training for the unemployed, it also creates the potential for noninflationary growth of the economy.

A final effect of the program is its minor but important role in strengthening the Nation's educational system. Not only does it help upgrade the teaching profession, but it also provides a modicum of direct financial support. Universities conducting teacher training programs in special education receive \$2,000 for each senior traineeship, \$2,500 for support of each graduate fellowship, and \$75 per week for short-term special study institutes. This support is used to help defray university salaries and expenses. As a result of the 7,538 fellowships awarded through the program this year, operating budgets of American universities were increased by a total of \$7,210,000. In addition, \$840,000 was allocated to 55 State educational agencies to help them develop and administer their programs for the education of the handicapped.

10. *Economic classification of program expenditures.* (See table 2.)

Program: Educational improvement for the handicapped.

Department or agency, and office or bureau: Department of Health, Education, and Welfare; Office of Education; Bureau of Elementary and Secondary Education.