

Most impressive among the findings is that over 93 percent (1,736) of the award recipients are currently engaged in programs for the handicapped. Over 62 percent (1,152) of the award recipients are currently employed in special class teaching positions; only thirty-five persons, or less than 2 percent, are employed as regular class teachers. Among this latter group, seven indicated extenuating circumstances for their being in a regular classroom position; i.e., three were in school systems that require a minimum of two years teaching experience with "normal" children before special class teaching is permitted; three were married to military men who were stationed where there were no special classes; and one individual was awaiting the opening of a new building that would accommodate a new special class assigned for her to teach. A number of recipients—19 percent of the group studied—have entered graduate schools to advance their education.

By combining the eighty-six persons under "other", who are currently in non-special education positions, with the thirty-five persons who are currently teaching in a regular classroom, we find that 121 recipients included in this pilot study are currently not active in the field of handicapped children. This number indicates that only 6½ percent of the total study population were reported in positions not directly identified with programs for the handicapped.

This report convinces me that the grant program authorized under P.L. 85-926, as amended, is providing the nation with professional personnel to help meet the needs of programs for the handicapped. The data indicate that more than 93 percent of award recipients surveyed are currently engaged in programs for the handicapped. Professional personnel enrolled in college or university training programs for the education of the handicapped throughout the nation and the graduates of these programs are accepting a wide variety of teaching and leadership positions directly or closely related to the handicapped.

I have specifically mentioned our programs which relate directly to the handicapped. In addition to these activities, the Office administers education programs under the Elementary and Secondary Education Act—particularly titles I and III—in which handicapped children are eligible participants. Title I was specifically amended, in fact, by P.L. 89-313 to provide earmarked funds for children in State-supported or -operated schools for the handicapped. This support amounted to almost \$16,000,000 last year. (Appendix F).

The inclusion of Title IV—"Education of Handicapped Children" in the 1966 amendments to the Elementary and Secondary Education Act of 1965 reflects a serious Congressional concern. We share your concern that thousands of our estimated 5 million school age children limited by one or more handicapping conditions, have not been receiving special educational attention.

Under Title VI, the Office of Education is authorized to grant earmarked funds to assist the States in initiating, expanding and improving education programs and projects for handicapped children at pre-school and elementary and secondary school levels. Title VI promises to be the most significant and far-reaching enactment directly affecting the education of handicapped children. It can fund a variety of projects such as: educational diagnostic services, individual tutoring, mobile units to take services to children in rural areas, special transportation arrangements, professional personnel, small teacher-pupil ratio programs, libraries and materials centers, automated instructional devices and audio-visual aids, and the variety of specialized equipment necessary to the instruction of these children. Many projects will be designed to serve the educational needs of handicapped children on a multi-district or regional basis.

The addition of Title VI to existing legislation, especially P.L. 89-313 for State-supported or -operated schools for the handicapped, provides assurance that every handicapped child within every State will be eligible to receive the benefits of a federally assisted special education program.

Title VI provides for the establishment of a National Advisory Committee on Handicapped Children. This Committee, consisting of the Commissioner of Education and 12 other members, at least half of whom will be persons connected with educational, training or research programs for the handicapped, will review our programs for the handicapped and make recommendations concerning their administration and coordination.

Also in accordance with specific provision of the new Title, a Bureau for Education of the Handicapped was established in the Office and officially announced on January 12. I have every confidence that this new Bureau will admirably meet the leadership, guidance and coordinative demands made upon it as the focal point of our education programs for handicapped children.