

The potentialities of teaching physically handicapped children through new media have not been fully explored. Extension of the special media service as exemplified by the Captioned Films program, however, would provide a basis for the exploration of the potentialities in all areas of handicapping conditions. An expanded Captioned Films media program would provide a program of successive steps from the inception of an idea through research, development, testing and final dissemination of a finished product in an actual educational situation.

The U.S. Office of Education may now support research regarding educational media. This is generally restricted to research concerning the effectiveness of existing media. With the exception of the specific authority under the Captioned Films for the Deaf program there is no authorization to enter into contracts for the development of new media.

There is no authorization which would permit specialized training programs to train specialists in the use of such media nor is there any authorization which would permit involvement in the production of such materials or media except for that under the Captioned Films program. Although the Office of Education has no particular interest in the production and distribution of educational materials there are some instances where this can be important. For example, there is some value in the support of sheltered workshops for adolescent-aged retarded or otherwise handicapped youngsters. Such support would indirectly or directly require support for production of materials produced in the workshops.

The support for the development of instructional media is particularly important at this time. Development costs run high, yet the future of education for the handicapped may well depend upon the availability of media not yet off the drawing boards.

Finally, we propose a change in P.L. 88-164 to include:

Authorization of Contracts under P.L. 88-164

At this time in our efforts to assist in the improvement of education for the handicapped it is not reasonable to exclude from the total effort being made the private sector of the economy which can make a significant contribution. The request for contracting authority with profit-making organizations is based upon the very real need to involve such organizations in the effort to improve the education of these children—the benefactors of educational improvements.

The addition of these two amendments to Title VI and the changes in the Captioned Films legislation and P.L. 88-164 will provide a variety of necessary, expanded educational opportunities for all handicapped children. I am confident that our new Bureau of Education for the Handicapped will ably continue to administer the programs authorized by previous Congresses and will be well equal to the task of administering new programs authorized by Title VI, including the amendments and other changes I proposed and which I consider essential to a comprehensive program of educational and related services for every handicapped child—a primary goal of the Office of Education and of this Congress.

*Technical amendments to Public Laws 815 and 874*

We are also proposing several technical amendments to Public Laws 815 and 874—legislation concerning federally affected areas. Summaries of the proposed amendments appear in Appendix H.

I would like to turn now to the last item to be covered in my testimony. While last, it is certainly not least. It is one of the most promising programs ever placed upon the books and we deal with its future today. I speak, of course, of the Teacher Corps.

TEACHER CORPS

*(Title I of the Elementary and Secondary Education Amendments of 1967)*

Mr. Chairman, last fall, during the early weeks of the school year, the Nation was faced with an unprecedented shortage of almost 170,000 qualified teachers. Some of our major cities were short as many as 2,000 teachers on the opening day of school.

As expected, the teacher shortage was most acute in the urban slums and depressed rural areas. In Philadelphia, for example, a survey at the beginning of the school year showed the overall percentage of vacancies in the teaching staff to be nearly 11 percent. In the elementary schools of the city's ghettos the teacher vacancy rate was almost twice as high; approximately 20 percent of their teaching positions were unfilled.

Various reports and studies have evaluated the problems of the ghetto school and have concluded that it is not enough to overcome the teacher shortage merely by getting people to fill the positions, but new ways need to be explored and