

benefit of handicapped children, and bring to you both a review of our activities in support of the handicapped and some amendments we have to suggest.

Our present activities in support of the education of the handicapped fall into several broad areas—research and demonstration, the training of professional personnel, the development of new educational media, and actual classroom instruction.

The media program is exemplified by the captioned films for the deaf program. Here is a program which is providing very much needed services. We have some 220 educational film titles. We are actively engaged in sponsoring a lending of equipment to benefit the deaf. We have film production going on at a regular rate, including 60 filmstrips for primary reading, 30 cartridge type loop motion pictures for finger spelling instruction and more than 70 loops for lip-reading practice.

This gives you an example of the kind of activity under that relatively small but very important program.

Our research and demonstration activities for the handicapped have moved from a budget item of \$100 million in 1964 to a budget item of some \$8 million in the current year.

Mr. CAREY. Would the Commissioner repeat those figures, from \$100 to \$8 million?

Mr. HOWE. Excuse me, Mr. Carey. It is \$1 million in 1964. I misread the figures.

Mr. CAREY. I knew it was going downhill, but not that fast.

Mr. HOWE. Thank you, sir, and it is \$8,100,000. Roughly, it is an eightfold increase.

We have established 10 instructional materials centers across the country, to distribute materials for the benefit of teachers of the handicapped, so that they have quick and easy access to all kinds of instructional materials, and we have four more such centers in the process of being established.

We have a greatly expanded training program for the preparation of personnel in the area of education of handicapped children.

Since the initial legislative provision in 1958, over 32,000 fellowships and training grants have been awarded in all areas of education for the handicapped.

I am sure that you will be encouraged, as I was, to learn the results of a pilot study survey conducted by the division of training programs to determine the current employment status of 1965-66 academic year recipients of awards made under federally funded training programs. That is programs to bring new personnel into education of the handicapped.

What that study shows, in summary, is that we have a very high retention rate in the service of the handicapped of those people who receive this specialized training. You will find detailed figures on that in the testimony.

The Elementary and Secondary Education Act in its titles I and III also provides possibilities for service to the handicapped, and the number of projects in both titles I and III are resulting in such services.

Title I was specifically amended to provide earmarked funds for children in State supported or operated schools for the handicapped,