

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 1137

That parents be involved in the program both as auxiliaries and as recipients of the services of family workers.

That contacts be established with professional groups.

That a continuing program of interpretation among educators and to the broader community be developed, with emphasis upon feed-back as well as imparting information.

That an advisory committee of school administrators, supervisors, teachers, auxiliaries, parents, community leaders and university consultants be established to evaluate and improve the utilization of auxiliaries in each school where such a program is undertaken.

Mr. BELL. I would like to introduce Dr. Willenberg.

Mr. WILLENBERG. Thank you for the introduction, Mr. Chairman. Would it be the desire of the chairman that I summarize and ask that the statement be placed in the record?

Chairman PERKINS. Without objection, we will insert your prepared statement in the record at this point.

(The statement referred to follows:)

STATEMENT OF ERNEST P. WILLENBERG, PRESIDENT, THE COUNCIL FOR EXCEPTIONAL CHILDREN, NEA

Mr. Chairman and Members of the Committee: The Council for Exceptional Children is grateful to the House Committee on Education and Labor for the gains in the education of handicapped and gifted children which have accrued through the Elementary and Secondary Education Act of 1965 and the amendments to this act of 1966. We are very pleased to present our reactions to the Elementary and Secondary Amendments of 1967.

We believe that there has been no act of greater significance in improving American education than the Elementary and Secondary Education Act of 1965. Furthermore, we have noted that the amendments of 1966 were necessary ones to extend and improve the Elementary and Secondary Education Act. We also are in full agreement with H.R. 6230, The Elementary and Secondary Amendments of 1967.

At this point, we would also like to commend the Honorable Hugh Carey and the members of the Ad Hoc Subcommittee on the Handicapped during the 89th Congress. We believe that the able work of Mr. Carey and his committee did much to clarify the needs for handicapped children and the issues related thereto. When Mr. Carey, joined by the full Committee on Education and Labor, helped to secure Title VI through the Elementary and Secondary Education Amendments of 1966, the basis for sound and continued progress in the education of exceptional children was firmly established.

We are particularly pleased that the amendments this year add to the substantial base already created. Recognizing that the committee will bear much testimony on other phases of the Administration proposals, we will confine our testimony to those which have reference to amending Title VI. We are sure the committee is aware that the programs envisioned under the amendments to Title VI were thoroughly discussed in the Ad Hoc Subcommittee on the Handicapped last year and that a substantial record has already been built with regard to these crucial needs. Our statements regarding these new provisions are as follows:

"1. The new Section 608, providing for Regional Resources Centers, would enable services and improvements in the education of handicapped children which are greatly needed. We have noted that institutions of higher education, state educational agencies, or combinations of such agencies or institutions within particular regions of the United States, are authorized to establish such centers. We would urge that a "combination" feature be emphasized, if not required. Greater cooperation between state educational agencies and institutions of higher education would be fostered by the joint operation of a regional type of center. Furthermore, since these Regional Resource Centers would undoubtedly become resources in higher education, it would be logical for these centers to be developed with the cooperation of regional agencies in higher education, such as the Southern Regional Education Board, Western Interstate Commission on Higher Education, and the New England Board on Higher Education. These agencies are uniquely staffed and equipped to encourage the type of regional action which is