

intended by this provision. We also want to emphasize that two great needs would be met through these centers. These needs are as follows:

"a. A place would be provided for the educational appraisal of children presenting very difficult problems. For example, a deaf-blind child is difficult to assess adequately. Being deprived of both visual and auditory senses, this child is unable to respond to stimuli ordinarily associated with those senses. Determining differential elements in this child's diagnosis is a problem requiring the most astute and knowledgeable medical, psychological, audiological, educational, and other personnel available. There are also other children who present multiple physical, sensory, and learning disabilities and who require extensive and careful appraisal.

"b. Furthermore, the Regional Resource Centers would be authorized to help develop additional programs to meet these needs and to assist appropriate schools and organizations through consultation, periodic reexamination, reevaluation, and other technical services. The worth of this Regional Resource Center assumes even greater proportions when one realizes that the numbers in some categories of multiply handicapped children are so small that even regional and national resources for educational training might be required. We feel certain that these Regional Resource Centers, when established, will become fountains of innovation in terms of developing understanding of, and programs for, the handicapped.

"2. As the Chairman of the Committee indicated in introducing the Administration proposals in the House of Representatives, the best current estimates are that 300,000 teachers of handicapped children are needed and that only approximately 70,000 are currently employed. We join with the Chairman in pointing out the necessity for recruiting the professional personnel needed to assume the task of providing the education these children need. We are fully aware of the competition which already exists, and which may become even greater, for the product of our institutions of higher education. We believe that careers in educating the handicapped must be presented as favorably as possible if we are to secure the teachers we need.

"The Council for Exceptional Children is pleased to report to this committee that we and some of our state units are already at work in this field. The Illinois Council for Exceptional Children has demonstrated that a state organization can have great impact by conducting a concerted recruiting campaign. In cooperation with the State Department of Education and the colleges and universities who train educational personnel for exceptional children in Illinois, the Illinois Council for Exceptional Children has conducted career days and other efforts which have brought major numbers of recruits into Illinois colleges. It is interesting to note that, currently, in 17 colleges with such training programs in Illinois, 3572 students are enrolled with majors in the field of special education. Similar efforts are underway or are being planned by CEC units in other states.

"The Council for Exceptional Children has a Committee on Recruitment which is currently developing a career brochure which we hope to have printed in time for use by high school counselors next fall. These brochures will also be available to our state units and to others who request them. Furthermore, the CEC Committee on Recruitment is considering other ways in which the association may become active in this field.

"Many colleges and universities conduct their own recruitment campaigns. We believe that the financial assistance in H.R. 6230 for recruiting personnel would provide greater substance to the efforts now underway. We hope that the scope of this provision might include short-term stipends for students to work in summer settings for the handicapped, such as schools, camps, and recreation programs, so that a brief experience would be available to assist the student toward a career decision.

"We also hope that information of all kinds, as indicated in the bill, could be disseminated through brochures, career films, radio and television spot announcements, and programs especially designed for educational television stations as well as for public service time on commercial television stations. In short, we hope that all possible media and methods which might have an impact on the recruitment of students would be possible through this legislation.

"3. We are fully in accord with the extension of the provisions of Title VI of the Elementary and Secondary Education Act of 1965 to schools for Indian children and to the Defense Department overseas dependent schools. We have