

had significant correspondence from school personnel in military installations indicating such needs. The committee might be interested in knowing that a number of CEC members are specifically engaged in educational work in Indian schools. We have had occasion to discuss briefly the needs of handicapped children in the Indian schools with personnel from the Bureau of Indian Affairs and feel certain that in appropriate agencies of the government there is some awareness of these needs. Here, again, we commend the committee for its obvious determination to be sure that the full benefits of the Elementary and Secondary Education Act extend to every American child.

"4. We warmly endorse the proposed expansion of the Captioned Films for the Deaf program to include all handicapped persons. The Captioned Films for the Deaf program started first through private resources, but became a Federal program when it became obvious that the needs in this field were so great that the Government had to become responsible for support. We believe that this program has already brought educational benefits to thousands of children in schools as well as to the adult deaf.

"In 1965 this act was broadened to make provision for 'research in the use of education and training films and other educational media for the deaf, for the production and distribution of educational and training films and other educational media for the deaf and the training of persons in the use of such films and media.' Here we have a practical demonstration of how a program has served one of the areas of the handicapped. It seems fairly obvious that if similar advantages were offered the blind, the mentally retarded, the neurologically impaired, and others through the design and production of specialized educational media, great advantages would accrue. We would emphasize that, from the beginning, the program for the deaf should be protected at a level of performance consistent with its present status and reasonable future expansion.

"We would assume that an authorized \$1 million, if appropriated, would become available for laying the foundation for developments in fields of exceptional children other than the deaf. In time, due attention would need to be given for appropriations adequate for a reasonable growth of these new programs. We believe that current and future technological advances, as well as knowledge about the instruction of children, can be applied in an imaginative way through a program of this type. We are sure that, provided this opportunity, educators of the handicapped will combine their ingenuity with the knowledge of technical consultants to produce instructional media and materials which will greatly improve the efficiency of personnel instructing handicapped children."

Inclosing, Mr. Chairman, we would like to assure the committee of the desire of The Council for Exceptional Children to be of further assistance as you may need us. We also pledge ourselves to continue our efforts to assist in mobilizing the field of special education to undertake the great and important tasks that lie before us.

**STATEMENT OF ERNEST P. WILLENBERG, PRESIDENT, COUNCIL
FOR EXCEPTIONAL CHILDREN, NEA, ACCOMPANIED BY WILLIAM
C. GEER, EXECUTIVE SECRETARY**

Mr. WILLENBERG. I am the president of the council for exceptional children and the director of special education for the Los Angeles City Schools.

We appear before you today—Mr. Geer, who is the executive secretary of the Council for Exceptional Children, a department of the National Educational Association—

Chairman PERKINS. We are glad to welcome you here, Dr. Willenberg, and I want to concur in the statement made by my colleague from California, Mr. Bell.

Mr. WILLENBERG. To speak on behalf of the amendments that have been suggested with reference to title 6 of the Elementary and Secondary Education Acts, we are in hearty agreement with the amendments proposed to title 6.