

By authorizing the conducting of research in the use of educational media—by serving to stimulate, encourage, and promote the discovery and devising of new and better instructional instruments, tools, equipment, and apparatus—by authorizing the production and distribution of educational media for the use and benefit of handicapped children and adults—by authorizing the training of persons in the use of educational media for the instruction of the handicapped, and in the use of the newly devised and developed educational instruments, tools, equipment, and apparatus—by making all of this possible, Mr. Chairman, section 156 of H.R. 6230, as Federal law, should result in greatly improved educational progress and programs for the handicapped—for physically and mentally defective children and adults—it should result in greatly advancing and equalizing their educational opportunities.

In conclusion, Mr. Chairman and members of the committee, visually impaired children, children with hearing difficulties, children with malformed limbs, the mentally retarded, the emotionally disturbed, each disability grouping of children presents uniquely different categories of problems and special needs, problems to be resolved, special needs to be met and satisfied, by specially trained and qualified teachers and supportive personnel.

Adequately educated and equipped by these specialists, many disabled children will develop into self-sufficient adults.

Properly prepared to cope with life under adverse circumstances all disabled children will be able to live fuller lives.

President Kennedy once said, in connection with a pending medicare bill, that a nation is judged by the care and consideration it shows its elderly citizens.

But even more, Mr. Chairman, I believe a nation should be judged on the extent to which it assures equality of opportunity to its children made unequal by physical and mental impairment.

Thank you, Mr. Chairman.

Chairman PERKINS. Thank you very much, Mr. Nagle. We appreciate your appearance here this morning. You have made a most eloquent statement. I am most hopeful that we will be able to follow some of your suggestions.

Before we get into questioning, I notice the first witnesses here this morning are Andrew Biemiller and Carl J. Megel of the American Federation of Labor. Do you have any other people with you, Mr. Biemiller?

Mr. BIEMILLER. Yes, I do, Mr. Chairman.

Chairman PERKINS. Let me state for the record that I doubt whether there is a Member in the Congress in or out of Congress who has been a more diligent advocate of Federal aid to education over the past 20 years than Andrew Biemiller.

I make this statement inasmuch as I served with him in the 81st Congress and know of his good work in the 81st Congress on behalf of the Federal aid to education and the old Taft bill, which had passed the Senate and was before the House Committee on Education and Labor in 1949.

Andrew Biemiller was most helpful in trying to get that legislation to the floor on that occasion and he was trying to get legislation through