

programs for the **handicapped**

Secretary's Committee
on Mental Retardation

December 6, 1971

71-10

NATIONAL ADVISORY COUNCIL ON SERVICES AND FACILITIES
FOR THE DEVELOPMENTALLY DISABLED

On October 15, 1971, a new National Advisory Council was established to advise the Secretary of Health, Education, and Welfare on the implementation of Public Law 91-517, Developmental Disabilities Services and Facilities Construction Amendments of 1970.

The Council, which will meet at least twice a year at the call of the Chairman, has two main functions: (1) advises the Secretary with respect to any regulations related to the implementation of the new law; and (2) studies and evaluates programs authorized by the Law with a view to determining their effectiveness in carrying out the purposes for which they were established.

There are 20 members on the Council chosen from leaders in the fields of service to the developmentally disabled. At least five members of the Council represent State or local public or nonprofit private agencies, and at least five represent consumers. A brief biographical sketch of each member appears on the following pages.



Dr. Elizabeth M. Boggs, Chairman, Advisory Council, with John D. Twiname, Administrator, Social and Rehabilitation Service, Francis X. Lynch, Director, Division of Developmental Disabilities, and Edward Newman, Commissioner, Rehabilitation Services Administration

(A list of "Other Items" in this issue appears on page 2.)

OTHER ITEMS

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MEMBERS OF THE NATIONAL ADVISORY COUNCIL
ON SERVICES AND FACILITIES FOR THE DEVELOPMENTALLY DISABLED

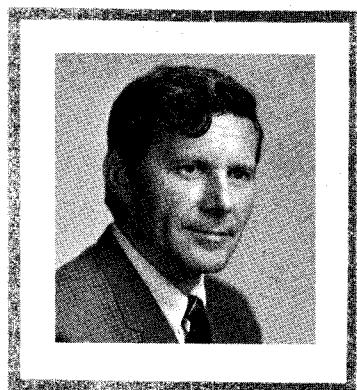


Elizabeth Monroe Boggs
Chairman

Elizabeth M. Boggs (Mrs. Fitzhugh W.) of Hampton, New Jersey, received her Bachelor's Degree from Bryn Mawr College summa cum laude, and her Ph.D. from Cambridge University, England.

Her activities on behalf of exceptional children are numerous and include Past-Presidency of NARC of which she participated in the founding, Past-Presidency of the New Jersey Association for Retarded Children, memberships in Pennsylvania Advisory Council on Construction of Mental Retardation Facilities, President's Panel on Mental Retardation, United Cerebral Palsy of Pennsylvania, Council for Exceptional Children, and the Governor's Advisory Council on Life-Time Disability (N.J.)

Among her awards are the 50th Anniversary of Rehabilitation Medallion (RSA), and the Kennedy International Award for Outstanding Leadership in Mental Retardation.



Francis X. Lynch
Executive Secretary

Francis X. Lynch is the Director of the Division of Developmental Disabilities, Rehabilitation Services Administration, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. He was formerly Deputy Executive Director of the President's Committee on Mental Retardation. Prior to his work there, he was Supervisor of Special Education for the Quincy, Massachusetts public schools, and Executive Director of the Pennsylvania Association for Retarded Children.

He holds a Master's Degree in Special Education from State College, Boston, Massachusetts.

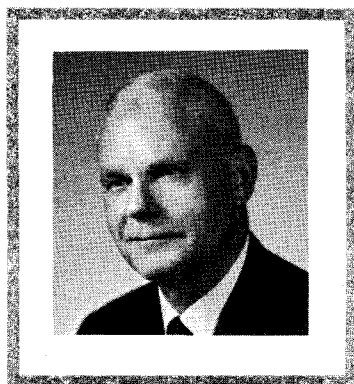


Charles D. Barnett

Charles D. Barnett, Ph.D., is Commissioner of the South Carolina Department of Mental Retardation in Columbia, South Carolina.

Dr. Barnett received his Ph.D. degree in psychology from George Peabody College for Teachers. Besides having university teaching experience, he served in State Schools for the Mentally Retarded in Louisiana and Texas, as psychological consultant to several organizations, and from 1965-1969 as Deputy Commissioner of Mental Retardation.

He has or now holds offices in the American Association on Mental Deficiency, the National Association of Coordinators of State Programs for the Mentally Retarded, the United Cerebral Palsy Association of Texas, and the Council for Exceptional Children of Texas. He is the author or co-author of numerous publications.

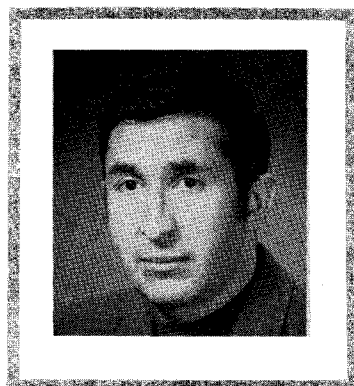


Dill D. Beckman

Dill D. Beckman, LL.B., is Commissioner, South Carolina Vocational Rehabilitation Department, Columbia, South Carolina.

Dr. Beckman was graduated from Presbyterian and Wofford Colleges and also has an honorary LL.D. from Presbyterian College. After a stint in education he entered the rehabilitation field.

He is a member of the South Carolina Rehabilitation Association, the National Rehabilitation Counseling Association, the Council of State Administrators of Vocational Rehabilitation, Mid-Carolina Retarded Association and Advisory Council, the Easter Seal Society for Crippled Children and Adults of South Carolina, Inc., and a member and past-president of the National Rehabilitation Association. He is currently Chairman of the Governor's Committee on Employment of the Handicapped.



Louis A. Bransford

Louis A. Bransford, Ed.D., is Associate Professor of Guidance and Special Education at the University of New Mexico, Albuquerque, New Mexico.

Mr. Bransford holds degrees from the College of Santa Fe and Colorado State College. He began his teaching experience as a teacher of the mentally retarded, moved on to teach adult migrant workers, then on to university teaching at Colorado State College and the University of New Mexico.

He has been a leader in work with Mexican-Americans and Indians, with the Head Start, Upward Bound, and Child Advocacy programs, and in developing special education materials and evaluating projects.

Besides serving as a consultant to the President's Committee on Mental Retardation and several agencies within DHEW, his work has taken him to Japan, Hawaii, and Columbia.



Dale McCoy Engstrom

Dale McCoy Engstrom, Lt. Col., U.S. Army (Ret.) C.L.U., is a member of the House of Representatives, State of Tennessee, Nashville, Tennessee.

Representative Engstrom attended the University of Wisconsin and several schools for officers in the U.S. Army. Besides being a Certified Life Underwriter and commercial pilot, he found time to be President of the Board of Directors of United Cerebral Palsy of Greater Chattanooga, and is now a member of the Board of Directors of United Cerebral Palsy of Tennessee, and is on the Governor's Advisory Council on Mental Retardation.



Doris S. Fraser

Doris S. Fraser, Ph.D., is Director of the Bureau of Developmental Disabilities, State Executive Office for Administration and Finance, Boston, Massachusetts.

Miss Fraser attended McGill University, the Boston University School of Social Work, and received her Ph.D. from Brandeis University. She has been in State Government since September 1967. Prior to entering public service, she was coordinator of the Massachusetts Mental Retardation Planning Project.

She is a member of the Academy of Certified Social Workers and the National Association of Social Workers. For her work in special education, mental health, and mental retardation, she has been honored by the Governor General of Canada, the National Association of Mental Health, and the Massachusetts Association for Retarded Children.



Leonard J. Ganser

Leonard J. Ganser, M.D., is Administrator of the Division of Mental Hygiene, Wisconsin Department of Health and Social Services.

Dr. Ganser received his medical training at the University of Wisconsin Medical School, and received his Diplomate from the American Board of Psychiatry and Neurology.

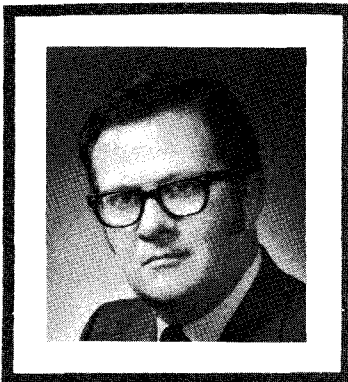
He is a Fellow of the American Psychiatric Association, Past-President of the Wisconsin Psychiatric Association and National Association of State Mental Health Program Directors. He is also a member of the Association for Retarded Children, and on the Board of Directors of the Wisconsin Epilepsy Association.



Virginia Gould

Virginia Gould (Mrs. R. B.) of Camarillo, California.

Mrs. Gould attended several universities, and holds a life teaching certificate from the State of Colorado. She was Director, Assistance League School for Child Development for nine years. She is a consultant on curriculum to the Hospital Improvement Project at Pacific State Hospital in Pomona, California.



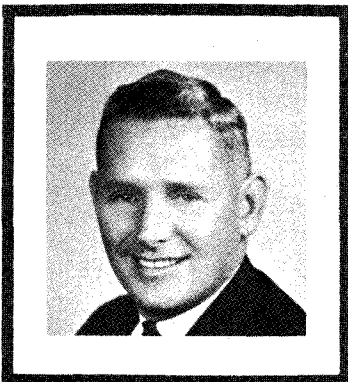
George V. Gray

George V. Gray, American Institute of Architects, of Watervliet, New York.

Mr. Gray is Director of Mental Hygiene Facilities Planning for the State of New York. A graduate of Reusselaer Polytechnic Institute in architecture, he later taught architecture and still later was the recipient of a Millbank Fellowship to study European mental health and mental retardation facilities and programs. At present he is a doctoral candidate at Columbia University.

His interest in handicapping conditions is reflected in his activities in many associations concerned with mental retardation, cerebral palsy, and other handicapping conditions.

Mr. Gray serves as a consultant to the President's Committee on Mental Retardation, the United Cerebral Palsy Association, and the Division of Developmental Disabilities.



Dennis E. Haggerty

Dennis E. Haggerty of Delaware County, Pennsylvania.

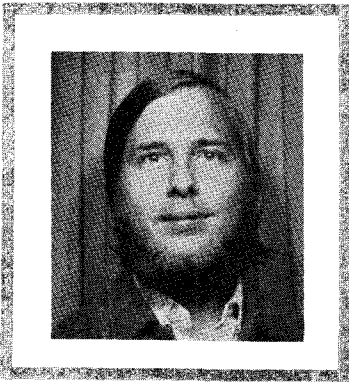
Mr. Haggerty, a graduate of Temple Law School and a practicing attorney in Philadelphia, is a consultant to the President's Committee on Mental Retardation, a member of the Governor's Advisory Council for Construction of Facilities for the Retarded of Pennsylvania, a Board member of the Pennsylvania Association for Retarded Children, and he has been requested to chair a new Committee for the Mentally Retarded and the Law of the American Bar Association.



Jewell B. Hamilton

Jewell B. Hamilton (Mrs. W. Ed) of Frankfort, Kentucky.

Mrs. Hamilton, a former administrative assistant to Governor Louie B. Nunn of Kentucky, earned degrees from Baylor University and the University of Houston. She was Kentucky Chairman of the 1970 White House Conference on Children and Youth, and of the Kentucky Commission on Children and Youth. She is a member of the Women's Commission of Kentucky, of the Advisory Committee of the Kentucky Department of Child Welfare, and a Past President of the Kentucky Federation of Women's Clubs.



Martin Kelp

Martin Kelp, Supervisor of the Rocky River Sheltered Workshop, Rocky River, Ohio.

Mr. Kelp was graduated from Case Western Reserve University in 1969, and since then has been associated with the Cuyahoga County Board of Mental Retardation as Supervisor of a sheltered workshop.



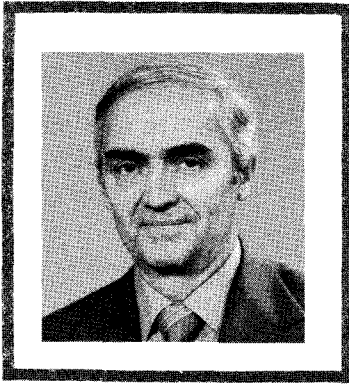
Margaret O. Murray

Margaret O. Murray (Mrs. Clark O., Sr.) of Shawnee Mission, Kansas.

Mrs. Murray attended Kansas City Junior College and has been active since in organizational and church work.

A member of the Board of Directors of the National United Cerebral Palsy Association since 1954, she is presently Secretary of the Board of Officers and Corporations. She is a member of the Board of Directors of the United Cerebral Palsy Association (UCPA) of Greater Kansas City, and a Past-President.

She represented UCPA on the National Health Council, and served as a Board member for the Crippled Children's Nursery School.



Paul H. Pearson

Paul H. Pearson, M.D., M.P.H., C. Louis Meyer Professor of Child Health, University of Nebraska College of Medicine, Omaha, Nebraska.

Dr. Pearson is Director of the Meyer Children's Rehabilitation Institute. He has served in the USPHS as Special Assistant to the Surgeon General on child health aspects, Assistant Program Director of the Mental Retardation Program, NICHD, and Chief, Mental Retardation Branch, DCD.

Board certified in pediatrics, he is a graduate of Northwestern University School of Medicine, University of California School of Public Health. He is active on numerous committees at Federal, State, and local levels on mental retardation, handicapped children, cerebral palsy, day care, and cultural deprivation.

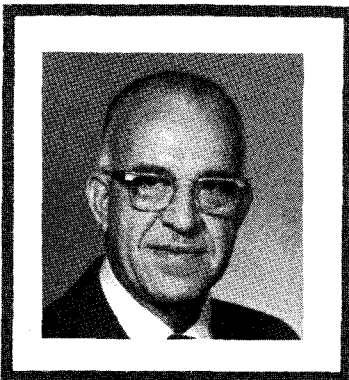


Marcile L. Perrin

Marcile L. Perrin, R.N. (Mrs. Hal G.), Executive Secretary of the Nebraska Epilepsy League, Inc., Omaha, Nebraska.

Mrs. Perrin, mother of two and grandmother of five, received her nursing education at Research Hospital School of Nursing, Kansas City, Missouri.

She has been active as a volunteer in church, hospital, and civic programs for years, and has been employed as Executive Secretary of the Nebraska Epilepsy League since 1969.



R. R. Remboldt

R. R. Remboldt, M.D., Director of the University Hospital School, University of Iowa.

Dr. Remboldt received his medical degree from the University of Nebraska. He is a Fellow in the American Academy of Pediatrics and of the American Academy of Cerebral Palsy, and an Associate Member of the American Academy of Neurology.

He is presently a full professor in both the Department of Pediatrics, College of Medicine, and in the College of Education.

He is a member of the Professional Advisory Council, National Easter Seal Society; Professional Services Program Committee of United Cerebral Palsy; and Past-President of the Iowa Society for Crippled Children and Adults.



Edward L. Taylor

Edward L. Taylor, East Kent Kave School, of Philadelphia, Pennsylvania.

Mr. Taylor holds degrees in Special Education and Educational Administration, and has been working in special education since 1958. He has been active in the affairs of the Neighborhood Youth Corps, Day Nursery, and North Philadelphia Recreation Planning Committee. He is now Job Coordinator for Special Education at the school.

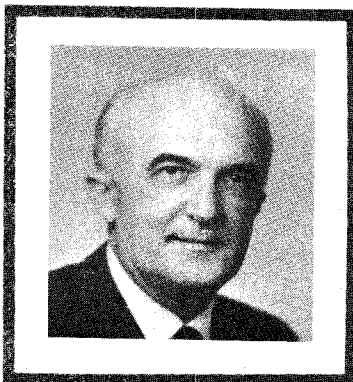


*Clara F. Tubby**

Clara F. Tubby, Epilepsy Society of Massachusetts, Boston.

Miss Tubby, a graduate of Syracuse University, is Public Information and Program Director for the State Epilepsy Society.

* Photo by Bradford Bachrach



Raymond W. Vowell

Raymond W. Vowell, Commissioner, State Department of Public Welfare, Austin, Texas.

Mr. Vowell holds degrees from Mississippi Southern University and the University of Texas, to which he returned as Vice Chancellor for Federal and State Affairs after serving in the public school system special schools as director, superintendent, and executive director.

He is active in the Southern Regional Education Board, Governor's Committees, American Association on Mental Deficiency, and has authored and co-authored numerous articles in the field of mental retardation.



Arthur A. Ward, Jr.

Arthur A. Ward, Jr., M.D., Professor and Chairman, Department of Neurological Surgery, University of Washington School of Medicine.

Board certified in Neurological Surgery and Diplomate of the National Board of Medical Examiners, Dr. Ward is active in numerous scientific societies dealing with problems of the developmentally disabled. Shortly after graduation from Yale Medical School, he entered the field of neurology and neurosurgery.

He is on Advisory Committees on Epilepsy, Neurology, and Spinal Cord Injury, and holds editorial board appointments to several scientific journals.

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Office of New Careers

Introduction

The Department of Health, Education, and Welfare, through its more than 100,000 employees, is constantly seeking to improve and intensify its effort to help Americans everywhere to heighten the quality of their lives and reach their maximum potential.

In trying to accomplish its mission satisfactorily, the Department has used several ways in the past--the most common being the professional approach to delivering health, education, and welfare services.

A shortage of professionally trained persons in some areas has now made it apparent that new ways must be found to increase our service deliveries to ever-growing numbers of this Nation's citizens.

The "new careers process," when properly applied, is one of the newer means of getting things done. To provide a central focus to this Department's concern, the Office of New Careers was established in July 1969. It is under the direct supervision of the Office of the Assistant Secretary for Administration and Management. The Office of New Careers is responsible for overall Departmental leadership and coordination of new careers activities.

The following material was prepared by Harold Harris, Program Analyst, Office of New Careers, Office of the Secretary. Appreciation is extended to Mr. Aaron Alexander, Director, Office of New Careers, and Miss Jane Branch, Deputy Director, for their contributions to the materials presented here.

An Overall View of the Office of New Careers

"Needed - 2,345,000 trained people for human service occupations." An imaginary headline? Yes - but that is the estimated number of persons required between 1966 and 1975 to fulfill U.S. manpower needs in only six major categories of health, education, and welfare occupations.¹

That this is one of the Nation's most important problems is an understatement. We are faced with the paradox of hundreds of thousands of unemployed and underemployed in our cities, towns, and rural areas while severe manpower shortages in human service occupations continue. The fundamental explanation for this serious situation has been described as "the mismatch between the low level skills of these workers and the skills required by available jobs."²

With huge population growth has come the realization that "the systems" that until now have trained workers for human service - the schools of social work, education, nursing, medical technology, city planning, etc. are not producing the required numbers of persons needed to work on and reduce our most serious social problems.

Unseen, but ever present, is the cost to our country if New Careers programs are not established and operated successfully. Such cost, both in money and in dreary, wasted lives of unemployment and social dependency, are difficult

to estimate. However, the cost of providing social and health services stemming from violence, crime, and narcotics addiction may be reduced considerably if such root causes for these problems as lack of vocational education, job training, and jobs with career opportunities are reduced or eliminated.

The number of new professions providing human services has grown rapidly since the New Careers Program was authorized by Title II, Section 205(E) of the 1966 Amendments to the Economic Opportunity Act of 1964. The legislation was introduced by Congressman James Scheuer of New York,³ and enabled development and use of new professionals in New Careers models which provide a career ladder of meaningful jobs. The legislation provides for training and/or educational opportunities allowing workers to advance from one job level to another, or move laterally to a field of work with compensatory pay.

Mr. Scheuer says of New Careers that "What started as a demonstration effort to test some fundamental concepts about human resources development has evolved into an innovative and resourceful approach to manpower utilization. Through the program . . . has come a new opportunity structure to enable disadvantaged people to perform useful work at new entry jobs with assured remedial education and job training to allow maximum advancement opportunities."⁴

"The program has also attempted to foster an approach for reorganizing social service agencies to meet more adequately the needs of its public. It has been estimated that since the original thrust of the program five years ago, upwards of a half million nonprofessional workers have been employed in various public services.⁵ The multiple social goals of this program - liberation of the poor from long-term, hard-core structural unemployment, the rational use of manpower, and the improvement of human services - present a sophisticated, programmatic challenge. Our direction is right, and our timing is good."⁶

Basic support for New Careers programs is also part of the Juvenile Delinquency Prevention and Control Act, and the Vocational Rehabilitation Act. Other legislative acts also provide program support for the training and employment of new careerists.

How have new careerists aided the growing human service areas of health, education, and welfare? The well known phrase "Necessity is the mother of invention" explains clearly the initial use of technicians and aides in the helping professions.

Health teams in a New York City Hospital, comprised of a doctor, public health nurse, and a New Careers family health worker, bring medical care and social services to the neighborhood. This team approach has provided greater flexibility and potential to reach those who have not received adequate health care in the past.

In education many teachers have been freed from clerical and routine tasks for greater use of professional skills by the new careerists in their classrooms. As a result, pupils have benefitted from more individual attention, appraisal, and encouragement from the teacher and aide.

Washington State's public schools employ many teacher aides, two-thirds of whom are in classrooms where they assist in preparation of instructional materials, tutor, and read to children.

The social sciences have been somewhat slower in adopting the New Careers aide concept. Now they are engaged in a transition process towards fuller use of assistants, a change born of the same necessity that characterized the health professions' move to the use of x-ray and medical and dental technicians.

Welfare agencies in various parts of the country assign new careerists to various casework services. With more involved cases, the New Careers worker may handle portions of the work that do not need a professional social work background. These tasks can include assistance in seeking employment, legal referral, seeking housing, consumer education, and counseling with client groups on community problems. An aged client, for example, may have need for a variety of social services or have a transportation problem.

Other tasks that are being expanded for New Careers workers in social welfare include finding foster homes for children, working in day care centers and advancing provision of health services, education, recreation, and employment for older people.

The heart of a good New Careers program shows the effectiveness of combined efforts at training, employment, related education, and career development. The Scheuer amendments provide that New Careers projects must: Aid in developing entry level employment opportunities in the human services; provide maximum prospects for advancement and continued employment; and be combined with the necessary training, education, counseling, and such other supportive services as may be needed to assure the entry into fulltime and permanent employment and careers.

Varied as the programs are, and despite strong efforts by their founders and supporters, certain New Careers programs have been weak, or suffered failure. The use of new careerists has in some cases brought resentment from professionals who question their exact role in human services and the use of new-professionals in dead-end jobs. Fears have been raised about the idea of "make work" efforts in manpower programs.

Thousands of professionals in all fields of endeavor remain unconvinced that persons without credentials working alongside them are not threats to their professional stature - and that these aides allow them to devote their limited time and highly developed skills more completely to the professional aspects of health, education, and welfare while the new careerists perform needed but more routine tasks.

Use of new careerists in various programs has had a two-sided, positive effect: More improved and enlarged services to communities, and better use of the professional manpower that is in short supply. The goal of increasing employment is a vital element of our Nation's New Careers programs, but New Careers programs do not lend themselves to a "numbers game," with concern first for masses of jobs, rather than the quality of jobs. This would "short circuit" the real goals of the New Careers movement.

Jobs in all levels of government, in private agencies and associations, must be provided with the understanding of the philosophy of using new, vast resources of pre-professional manpower to lessen long-term unemployment and underemployment, and provide quality improvement of human services to waiting thousands.

An Example of a New Careers Program

"Say it with flowers," well known advice for remembering loved ones, is an important part of a New Careers vocational training and work experience for mentally retarded persons at the Melwood Horticultural Training Center, Upper Marlboro, Maryland.

Two young men and a woman, all age 18, are the first group undergoing a six-month trainee program to become supervisors of other mentally retarded persons in floral shop, greenhouse, and landscaping work. Progress reports show that at the end of six months they will be hired as permanent employees of Melwood.

Funded by the United Planning Organization (UPO) of Washington, D.C., the New Careerists at Melwood, a United Givers Fund agency, are receiving a combination of on-the-job training and classroom work.



Mr. Will Schulz, New Careers Director of the UPO, notes that "these young people are in a training situation which now allows retarded persons to be functioning to the best of their abilities. Fifteen years ago they would probably have been institutionalized under maximum supervision."

The New Careerists have a busy schedule at the 120 acre training center designed to build their self-confidence and accelerate the learning process. Subjects covered include soil preparation, potting plants, proper watering methods, controlled light and temperature, pottery design and manufacture, floral design, and care of individual types of flowers. In addition, the trainees learn and perform landscape design, retail floral shop management and sales techniques, handling of money, and pricing of orders. An educational and recreational program is designed to complement their vocational training. "Social Survival" academics are stressed, and frequent field trips provide experience for the trainees.

The supervisor trainee group has been kept small in size to provide maximum individualized training and opportunities to assess the progress of the trainees. Because it encompasses a new approach, new techniques had to be devised to provide supervisory training to the retarded persons who in turn will deal with more severely retarded workers.



A new flower shop has been open for business since February featuring all types of seasonal cut flowers, potted plants, arrangements, corsages, wedding designs, and memorial remembrances.

Professional interest in the New Careerists' progress has been high since this New Careers program clearly exemplifies a new approach to the rehabilitation of the mentally retarded. Representatives from Canadian and American agencies have shown much interest in service delivery programs and have visited Melwood. Melwood's Executive Director, Earl Copus, Jr., reports that they plan to establish other programs since this "model" has been very successful.

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1. Yabroff, Bernard and Matland, Marc A., "New Careers for the Subprofessional," *Health, Education, and Welfare-Office of Education, National Center for Educational Research and Development, OE-1028, p. 5.*
 2. *Ibid*, p. 4.
 3. Information received from Congressman James Scheuer's office, May 1971.
 4. Grosser, Charles; Henry, William E.; and Kelly, James G., eds., "Non-professionals in the Human Services," (San Francisco, Jossey Bass, Inc. 1969) p. ix.
 5. *Ibid*, p. x.
 6. *Ibid*, p. xii.



Mental Retardation Funds

Fiscal Year 1972 Appropriations Act

On August 10, 1971, President Nixon signed Public Law 92-80, the DHEW Appropriations Act for FY 1972. This law made funds available for all programs within the Department, including mental retardation. The June 1971 issue of "Programs for the Handicapped" presented the amount of funds for mental retardation programs included in the President's proposed budget for FY 1972; the enactment of Public Law 92-80 changed some of these amounts. The revised summary tables, based on the Appropriations Act, are presented on pages 17 and 18.

Revised tables of agency funds, such as those appearing on pages 6-14 of the June issue of "Programs for the Handicapped," are available on request from the Secretary's Committee on Mental Retardation, Department of Health, Education, and Welfare, Washington, D. C. 20201.

Foster Grandparent Program

The Foster Grandparent Program has been transferred from the Department of Health, Education, and Welfare to the newly created ACTION agency. For that reason, funds related to this program are not included in the accompanying tables. Information about the Foster Grandparent Program should now be secured from ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.

Fiscal Years 1965-1972 Mental Retardation Funds

The accompanying tables on pages 19 and 20 indicate the amount of mental retardation funds obligated by the Department of Health, Education, and Welfare for the Fiscal Years 1965-1972. As is evident, an increase has occurred each year in both categories of grants and services and income maintenance.

The amounts for Federal support of services to or for the mentally retarded have shown the most dramatic increase among the types of activities. The decrease in construction grants reflects the need for increased support of services instead of buildings. The decrease in Fiscal Year 1972 construction funds is the result of estimates made by State agencies on the amount of Developmental Disabilities formula grant funds that will be used for construction programs. Under the Developmental Disabilities authority, States may use up to 50 percent of the formula grant for construction; most States are planning to use less than that amount.

Copies of detailed tables on mental retardation obligations for Fiscal Years 1965-1969 are available on request from the Secretary's Committee on Mental Retardation, Department of Health, Education, and Welfare, Washington, D. C. 20201.

Summary Tables
DHEW Mental Retardation Obligations
FY 1970-1972
(Thousands of Dollars)

1. Agency-Activity Summary	1970	1971	1972
Office of Education			
Services	57,940	63,020	63,110
Training	11,791	11,900	11,900
Research	1,678	1,420	1,600
Other	15	30	30
Total	71,424	76,370	76,640
Health Services and Mental Health Administration			
Services	13,515	12,990	12,990
Training	15,256	17,403	19,736
Research	2,442	1,600	1,600
Other	--	--	7,500
Total	31,213	31,993	41,826
Social and Rehabilitation Service			
Services	178,603	196,239	202,827
Training	6,238	6,230	5,240
Research	1,516	1,271	1,095
Construction	16,993	19,317	5,607
Other	--	--	11,002
Sub-Total	203,350	223,057	225,771
Income Maintenance	79,200	96,000	116,700
Total	282,550	319,057	342,471
National Institutes of Health			
Training	7,642	7,820	6,107
Research	13,884	15,804	16,853
Total	21,526	23,624	22,960
Social Security Administration			
Income Maintenance	145,100	168,200	179,300
Office of the Secretary			
Services	3,963	4,270	4,462
Other	580	550	760
Total	4,543	4,820	5,222

	<u>1970</u>	<u>1971</u>	<u>1972</u>
Grants and Services	332,056	359,864	372,419
Income Maintenance	<u>224,300</u>	<u>264,200</u>	<u>296,000</u>
<u>Total, DHEW</u>	556,356	624,064	668,419

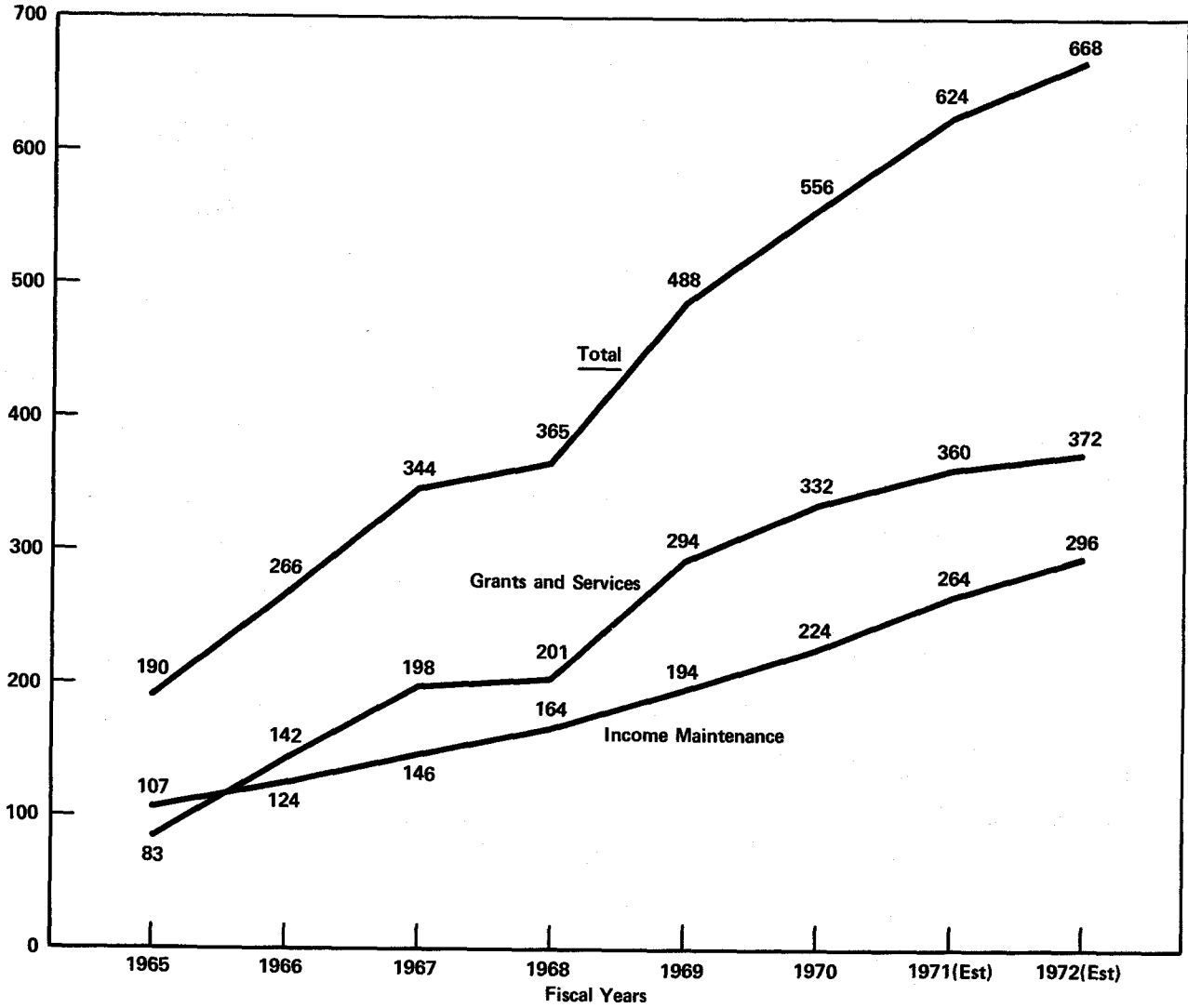
2. Activity Summary

Services	254,021	276,519	283,389
Training	40,927	43,353	42,983
Research	19,520	20,095	21,148
Construction	16,993	19,317	5,607
Other	<u>595</u>	<u>580</u>	<u>19,292</u>
Sub-Total	332,056	359,864	372,419
Income Maintenance	<u>224,300</u>	<u>264,200</u>	<u>296,000</u>
<u>Total, DHEW</u>	556,356	624,064	668,419

Obligations for Mental Retardation Programs
Department of Health, Education, and Welfare

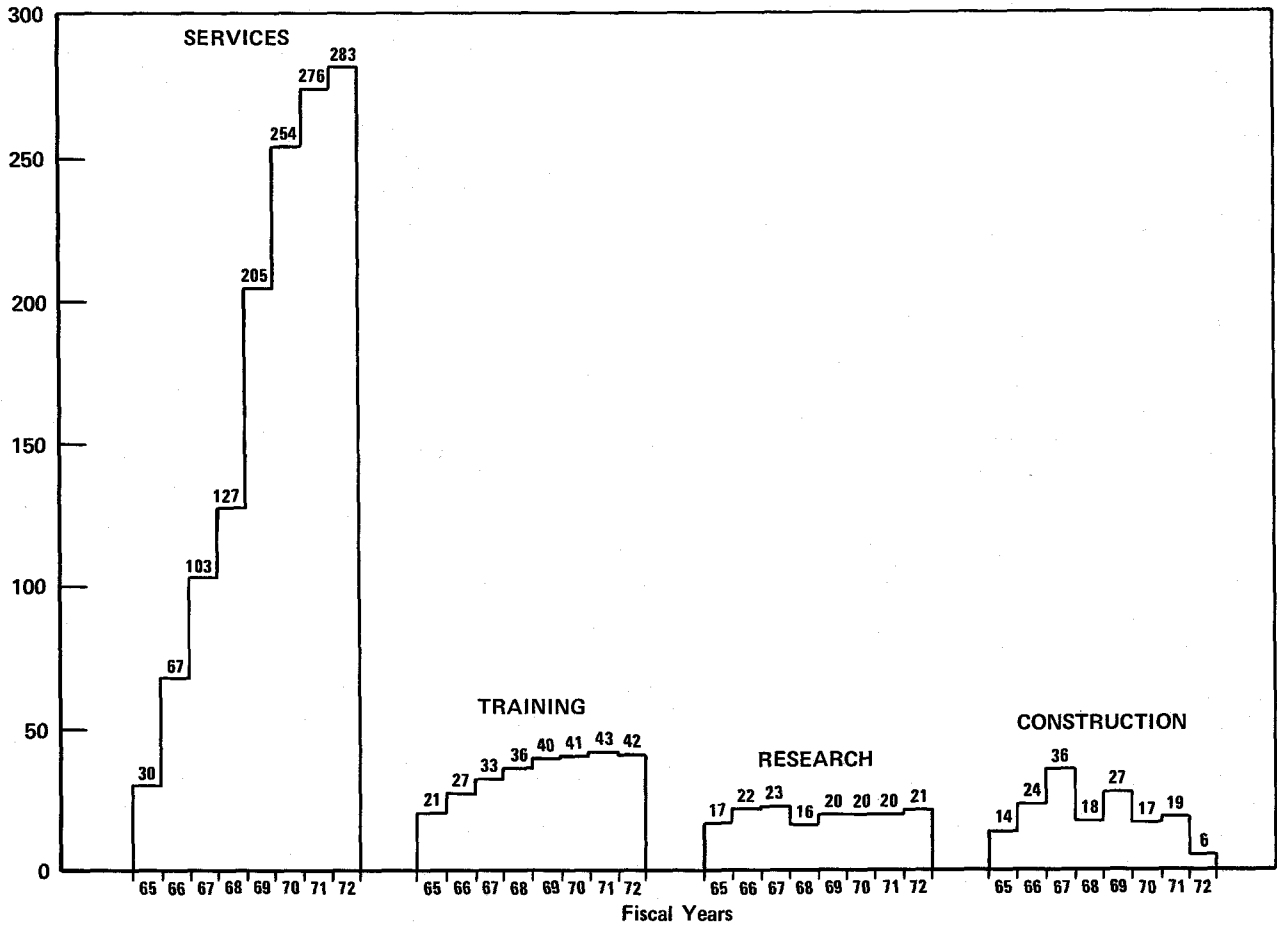
Fiscal Years 1965-1972

Millions of Dollars



Obligations for Mental Retardation Programs by Type of Activity
Department of Health, Education, and Welfare
Fiscal Years 1965-1972

Millions of Dollars

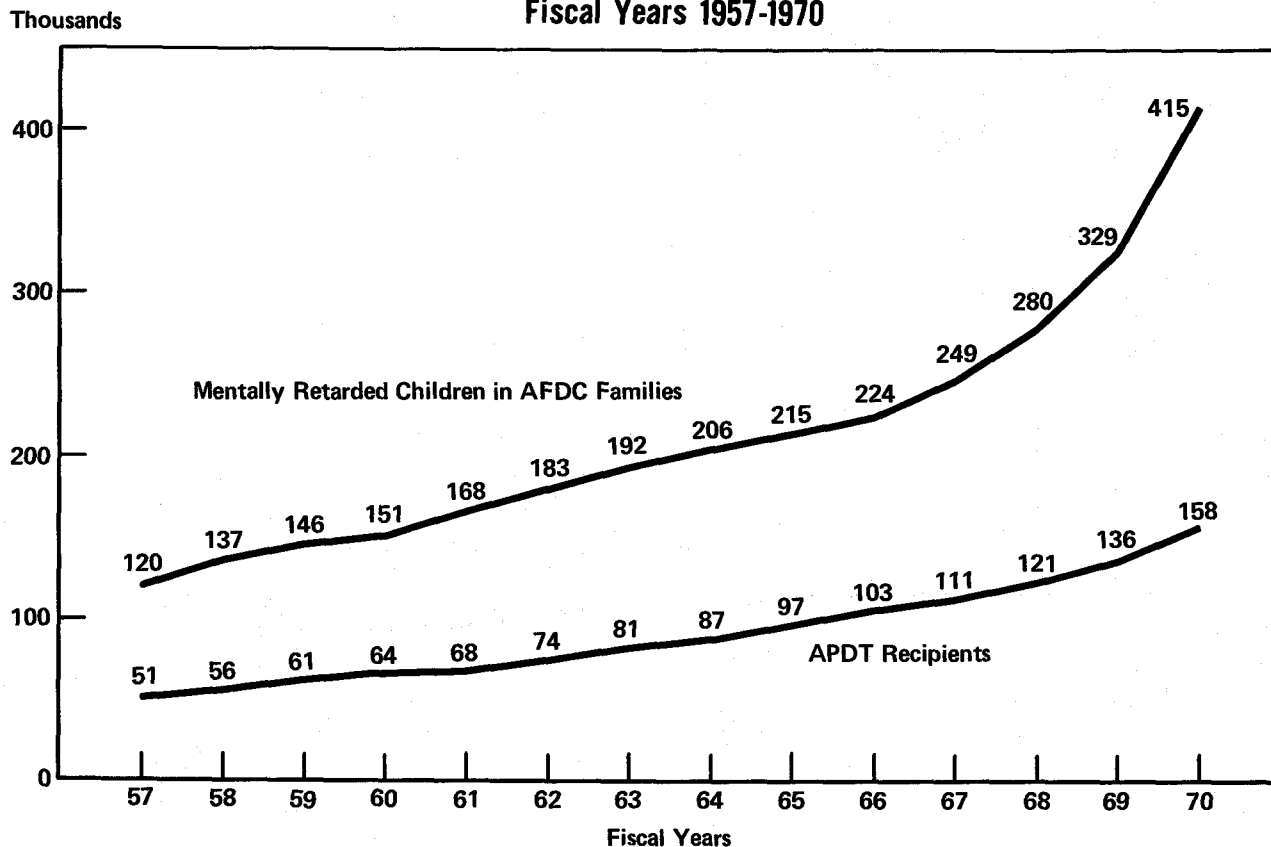


Mental Retardation and Public Assistance

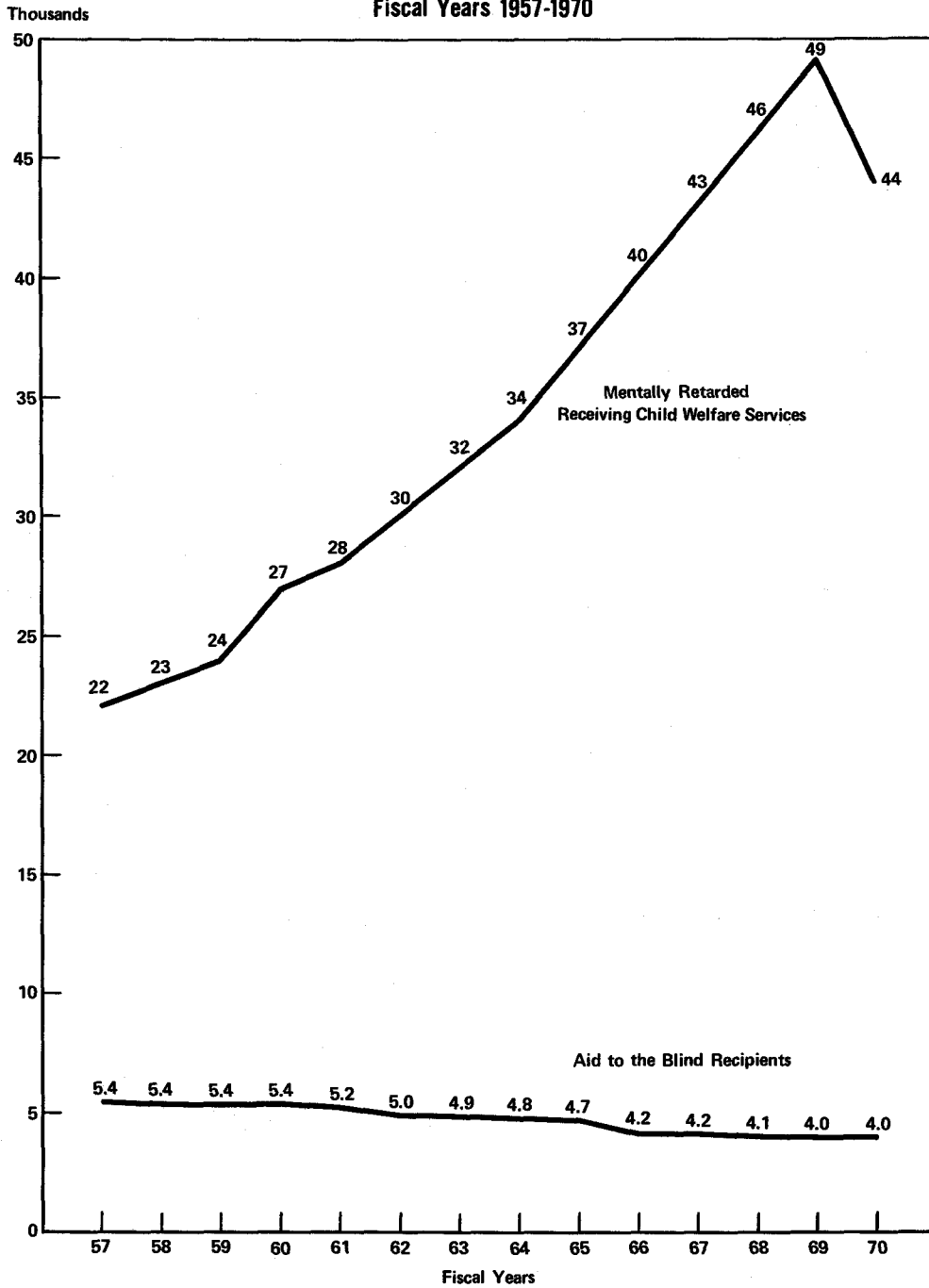
It is important to note that mental retardation is a significant aspect of many programs that are not designed specifically to serve any one disability or condition. Mentally retarded persons participate to varying degrees in all categories of the Federal-State program of public assistance. A discussion of these programs administered by the Social and Rehabilitation Service will be found in the publication, "Mental Retardation Activities, January 1971," available from the Secretary's Committee on Mental Retardation.

The figures on pages 21 and 22 show the involvement of mentally retarded persons from 1957-1970 as recipients of money payments in three public assistance categories and of services in the child welfare services program. It is estimated that 5 percent of the children receiving support under Aid to Families with Dependent Children (AFDC) are mentally retarded, 5 percent of the recipients of Aid to the Blind (AB) are mentally retarded, and 18 percent of those participating in the Aid to the Permanently and Totally Disabled (APTD) program are mentally retarded. An estimated 7 percent of the children receiving child welfare services are mentally retarded.

**Number of Mentally Retarded Persons Participating in Aid to Families with Dependent Children and Aid to the Permanently and Totally Disabled Programs
Fiscal Years 1957-1970**



**Number of Mentally Retarded Persons Participating in Aid to the Blind
and Child Welfare Programs
Fiscal Years 1957-1970**

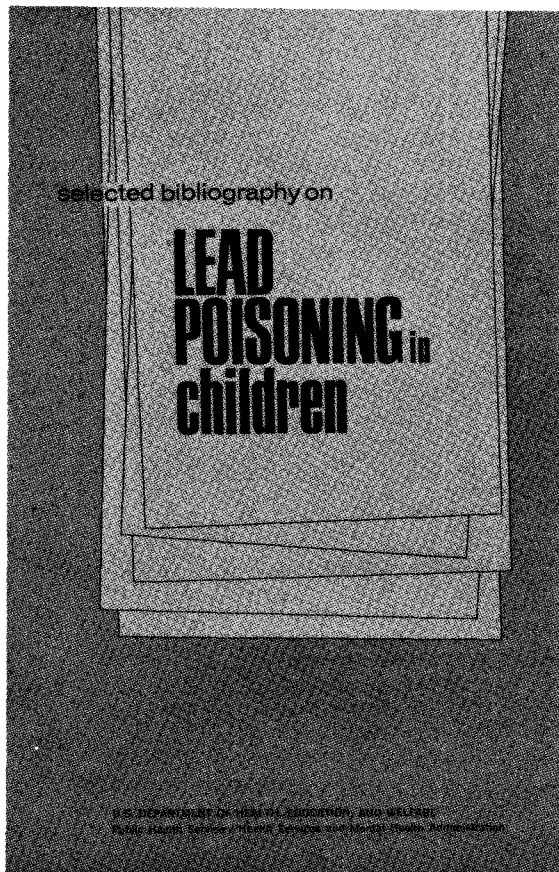


Champus

Under the Handicapped Program segment of the Civilian Health and Medical Program of the Uniformed Services (CHAMPUS), a moderate or severely retarded or seriously handicapped spouse or child of an active duty member of one of the uniformed services may be provided training, rehabilitation, special education, and institutional care and related services and equipment. After approval of a management plan, the benefits are provided on a cost-sharing basis with the Government paying a substantial portion. The benefits normally terminate on the member's discharge, death, or retirement.

On July 29 the President approved Public Law 92-58 as an exception to the general rule. Under this exception, Handicapped Program benefits may now be continued after the member's death in the same manner as though the member were still alive, provided the member died (1) while entitled to receive hostile fire pay or, (2) from a disease or injury which was incurred while he was entitled to receive hostile fire pay. The member must have died subsequent to January 1, 1967 and the benefits terminate when the dependent reaches age 21.

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SELECTED BIBLIOGRAPHY ON LEAD POISONING IN CHILDREN

Compiled by Jane S. Lin-Fu, F.A.A.P.,
Pediatric Consultant, Maternal and Child
Health Service, Health Services and
Mental Health Administration, Public
Health Service, U.S. Department of Health,
Education, and Welfare, 1971, 30 pages.

For sale by the Superintendent of Docu-
ments, U.S. Government Printing Office,
Washington, D.C. 20402 - Price 25 cents,
Stock Number 1730-0014.

Lists the important reports and papers
on epidemiology, sources and indices of
exposure, metabolic disturbances and
toxicity, prevention, treatment and manage-
ment, and other aspects.

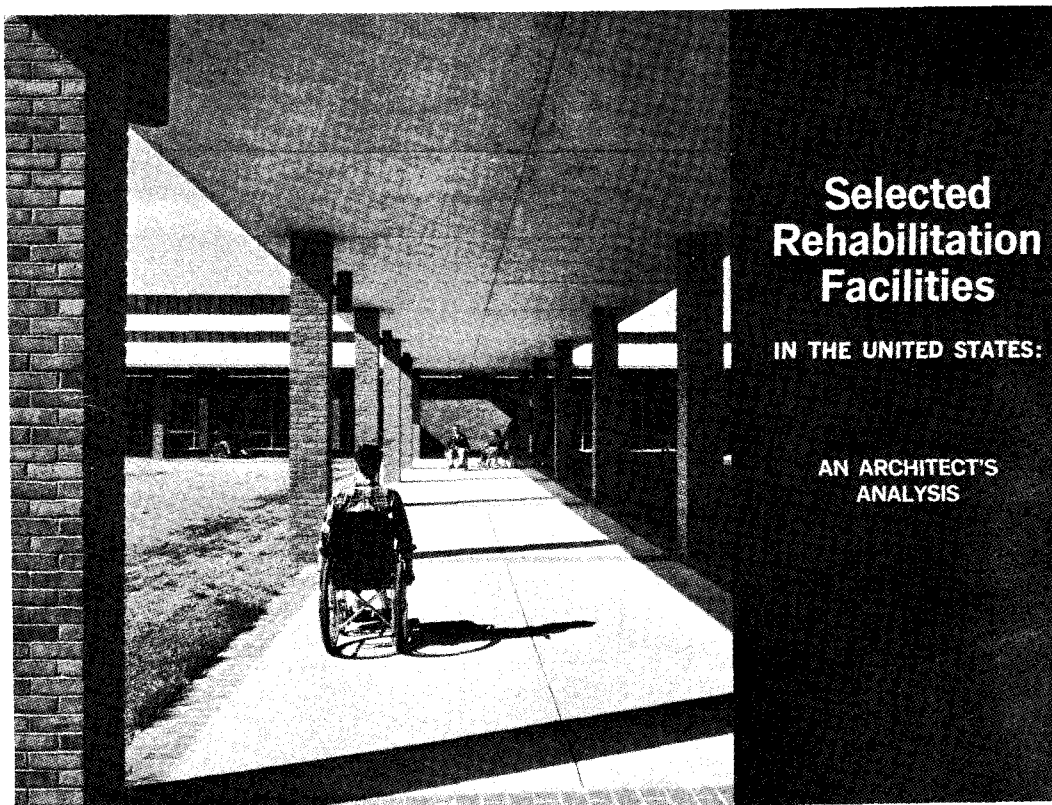
U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
SECRETARY'S COMMITTEE ON MENTAL RETARDATION
WASHINGTON, D.C. 20201

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A publication by Thomas K. Fitz Patrick, F.A.I.A., Dean Emeritus, School of Agriculture, University of Virginia, for the U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, 1971, 58 pages. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 65 cents.

This publication is a valuable addition to the resources available in the field of planning and design of rehabilitation facilities. It should be helpful to architects, planning groups, and to the facility administrator who is planning to build, to renovate, or especially, to add a new service.