NATIONAL INFORMATION AND RESOURCE CENTER FOR THE HANDICAPPED

HEARINGS

BEFORE THE

SELECT SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-FIRST CONGRESS
SECOND SESSION
ON

H.R. 18286

A BILL TO PROVIDE FOR THE ESTABLISHMENT, WITHIN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OF A NATIONAL INFORMATION AND RESOURCE CENTER FOR THE HANDICAPPED

HEARINGS HELD IN WASHINGTON, D.C., OCTOBER 14, 1970

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CARL D. PERKINS, *Chairman*

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NATIONAL INFORMATION AND RESOURCE CENTER FOR THE HANDICAPPED

WEDNESDAY, OCTOBER 14, 1970

House of Representatives,
Committee on Education and Labor,
Select Subcommittee on Education,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:30 a.m in room 2175, Rayburn House Office Building, Hon. John Brademas (chairman of the subcommittee) presiding.

Present: Representatives Brademas (chairman of the subcommittee), Dent, Landgrebe, and Hansen.

Also present. Jack Duncan, counsel; Ronald Katz, assistant staff director; Toni Immerman, clerk; Arlene Horowitz, staff assistant; and Marty LaVor, minority legislative coordinator.

Mr. Brademas. The subcommittee will come to order. Today the Select Subcommittee on Education opens hearings on H.R. 18286, the National Information and Resource Center for the Handicapped Act which has been introduced by the distinguished gentleman from Florida, Mr. Bennett.

H.R. 18286 will appear in the record at this point.

(Text of H.R. 18286 follows:)

[H.R. 18286, 91st Cong., second sess.]

A BILL To provide for the establishment, within the Department of Health, Education, and Welfare, of a National Information and Resource Center for the Handicapped

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Information and Resource Center for the Handicapped Act".

Sec. 2. (a) There is hereby established, within the Department of Health, Education, and Welfare, a National Information and Resource Center for the Handicapped (hereinafter referred to as the "Center").

(b) The Center shall have a Director and such other personnel as may be necessary to enable the Center to carry out its duties and functions under this Act.

Sec. 3. (a) It shall be the duty and function of the Center to collect, review, organize, publish, and disseminate (through publications, conferences, workshops, or technical consultation) information and data related to the particular problems caused by handicapping conditions, including information describing measures which are or may be employed for meeting or overcoming such problems, with a view to assisting individuals who are handicapped, and organizations and persons interested in the welfare of the handicapped, in meeting problems which are peculiar to, or are made more difficult for, individuals who are handicapped.

(b) The information and data with respect to which the Center shall carry out its duties and functions under subsection (a) shall include (but not be limited to) information and data with respect to the following—

(1) medical and rehabilitation facilities and services;

(2) day care and other programs for young children;

(3) education;
(4) vocational training;
(5) employment;
(6) transportation;
(7) architecture and housing (including household appliances and equipment);
(8) recreation; and
(9) public or private programs established for, or which may be used in, solving problems of the handicapped.

SEC. 4. (a) The Secretary shall make available to the Center all information and data, within the Department of Health, Education, and Welfare, which may be useful in carrying out the duties and functions of the Center.

(b) Each other Department or agency of the Federal Government is authorized to make available to the Secretary, for use by the Center, any information or data which the Secretary may request for such use.

(c) The Secretary of Health, Education, and Welfare shall to the maximum extent feasible enter into arrangements whereby State and other public and private agencies and institutions having information or data which is useful to the Center in carrying out its duties and functions will make such information and data available for use by the Center.

SEC. 5. There is authorized to be appropriated for carrying out the purposes of this Act for the fiscal year ending June 30, 1971, the sum of $300,000, and for each fiscal year thereafter such sums as may be necessary.

Mr. BRADEMAS. The bill introduced by Congressman Bennett would establish a National Information and Resource Center for the Handicapped within the Department of Health, Education, and Welfare. Its function would be to collect, review, publish, and disseminate data related to particular problems caused by handicapped conditions with a view to providing a central location in which the handicapped could seek information.

The bill authorizes $300,000 for fiscal year 1971 and such sums as may be necessary for succeeding years.

The Chair is pleased to call as our first witness a Member of the House who has won great respect and admiration on both sides of the aisle for his leadership in a variety of legislative areas, Congressman Charles Bennett of Florida. Mr. Bennett, we are pleased to have you with us this morning.

STATEMENT OF HON. CHARLES E. BENNETT, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA

Mr. BENNETT. Mr. Chairman, I appreciate this opportunity to appear before the committee considering my bill, H.R. 18286, a bill to provide for the establishment of a National Information and Resource Center for the Handicapped within the Department of Health, Education, and Welfare.

The legislation the committee is considering today is identical to the bill S. 4002, authored by Senator Robert Dole of Kansas. I have joined Senator Dole in the sponsorship of this legislation and I believe it is an important and needed bill for all Americans.

The 42 million handicapped persons and their families in the Nation today face not only the burdens that their handicaps present, but also a worse fate—little knowledge of how they can help themselves. I know from personal experience that most handicapped persons only desire an opportunity to help themselves. That is what the legislation before the committee will do.

While we have many public and nonpublic organizations and agencies involved in helping the handicapped, there is no real centralized and consolidated center to help these people in their problems of employment, education, transportation, recreation, and other activities.

The Federal Government is doing an outstanding job in helping the handicapped. The proof in this is in the March 1970 report of the President's Committee on Employment of the Handicapped. Chairman Harold Russell said in his report to the President in presenting Federal handicapped programs:

> I had the feeling we are witnessing a great saga of hope and action for America's handicapped. And, I also had the feeling that the handicapped have kept faith with the ideals of this country. They have made use of government programs and benefits as stepping stones to new lives, to productive lives, to full lives.

The various Federal agencies and departments making their reports on the subject gave a vivid picture of how American taxpayers are assisting in building better and fruitful lives for the handicapped.

However, the programs are so prolific and spread out through the Federal Government that they can become frustrating and remote in doing the job for the handicapped.

The National Information and Resource Center for the Handicapped in the Department of Health, Education, and Welfare will be the vehicle to bring together these varied and diverse programs. A handicapped person, a local agency interested in helping in this field, the Congress, or other governmental or private functions will be able to go to a high level office for information to assist the handicapped.

The information that this Center would collect and distribute on request would include information about day care programs, medical facilities and services, education, vocational training, vocational rehabilitation, employment, transportation, housing, recreation, and many other types of services. When the Center becomes a reality it will be possible for a disabled person or his family who has a special problem to request needed information and be assured of an accurate and reliable response.

This Center would thus establish a single source of authoritative and complete information about governmental or other services available to the handicapped. It would be inconsistent with that mission to identify it with a single agency. The simultaneous operation of a comprehensive health (or) education or rehabilitation program, and a multiple agency information and resource coordination program cannot but result in a narrow and selective information center. In a sense, the Center's function is identical to that of the Secretary of HEW—responsive service regardless of the age grouping, the program's mission, or the services given—or any combinations thereof.

The Department of Health, Education, and Welfare supported the establishment of a National Information and Resource Center in testimony before the House Interstate and Foreign Commerce Committee. Title III of S. 3418, the family practice medicine bill, included Senator Dole's bill, which passed the Senate on September 14. Dr. Robert Q. Marston of HEW said at the hearing:

> This proposal reflects the Senator's finding that disabled people, and groups interested in improving health, housing, recreation, rehabilitation and other services for individuals with handicapping conditions, have no single source of authoritative and complete information about governmental or other services available to them . . .

The establishment of such a Center would be responsive to requests from many individuals and groups for guidance in finding and utilizing all available services and knowledge to meet the many needs of disabled people of all ages.

I would like to add at this point I have talked to the President of the United States about this type of legislation. He has expressed a very keen interest in going forward with something in this field. I am not saying at that point that this represents a presidential report on my bill, but I am just saying in private conversations with him he has exerted strong thrusts for legislation of this general type.

In recent years the Federal Government has spent upward to $10 billion annually through some 80 programs to help the handicapped. These programs help handicapped persons to become useful citizens. The proposal before the committee will be of minimal cost to the taxpayers, and it should not involve a large staff. Primarily, this is so because the Handicapped Information Center will be at the secretarial level, able to bring together experienced and able persons now administering handicapped programs throughout the Department. Coordination of existing agency and departmental information and resource efforts to benefit the handicapped can best be achieved within the framework of a small office, under the Secretary.

Mr. Chairman, this legislation has wide support, not only from the Department of Health, Education, and Welfare, but from national, State, and local organizations, both public and private. It will help to cut through frustrating levels of redtape and identify the hundreds of diverse programs of assistance to the handicapped. It will be a clearinghouse of valuable information to help the 42 million Americans and their families who are handicapped. I hope the committee will approve the bill and I thank you for this opportunity to testify.

As I close I must say it has already been testified before in previous hearings on other legislation before this committee that when you help the handicapped to be self-sustaining, you make taxpayers instead of tax consumers out of them. You bring about a happiness and productivity in the life of people and I think the values that come about through legislation of this sort are hard to measure in any concrete, material way, although they do bring a great deal of money into the Treasury, in my opinion, because of making people productive people who otherwise might be just on the shelf.

Mr. Brademas. Thank you very much, Mr. Bennett.

Mr. Bennett, as you know, earlier in this Congress we passed and the President has signed into law a bill which was considered by this subcommittee that established a National Center on Educational Media and Materials for the Handicapped to be located within the Department of Health, Education, and Welfare, and the purpose of this National Center is to provide—quoting from the report on the bill—"a comprehensive program of activities and services designed to develop, evaluate, coordinate, and facilitate the use of existing and new educational technology and instructional materials and teaching methods and education programs for handicapped persons."

As I understand your bill, however, it would be compatible with the National Center for Educational Media and Materials for the Handicapped to which I have just made reference in that the purposes, though relevant to each other, would not be contradictory.

You are interested in having a center which would provide information on handicapped programs whereas the National Center to which I have just made reference would develop instructional media and materials.

In your judgment, is the analysis I have just suggested of the relationship between the two programs accurate?

Mr. BENNETT. It is. I would think that these two agencies would try to be in as close contact as possible and one should not do the work that the other might ordinarily do. I don't think they are inconsistent at all. I think they both could exist and I think they also could be both under the same heading. In other words, I think one could do the work of the other, if legislatively authorized, but I think it is important to have an agency which would be an agency to which you could go for this type of information. That is not now available and I think it should be.

Mr. BRADEMAS. I note that you proposed in the first fiscal year an authorization of $300,000. Has that been costed? Do you think that is an adequate sum for the purposes which you are suggesting?

Mr. BENNETT. I think it is because it is designed to be a very small agency and it should be tried to be kept as a small agency. That is always the purpose of a person starting an agency, but I see no reason for it being very large.

You know in Congress, as you will probably remember, Mr. Chairman, once we had a Coordinator of Information here on Capitol Hill and now that work is being done largely by the Library of Congress, but new Congressmen coming in don't know where to turn. The same is true about the general population. They come to a Congressman for certain types of advice and this thing is so myriad at the present time there is no one person to put the responsibility upon and this organization would be the organization to which a Congressman could say, "Now here we have this letter from a constituent. Is there any Federal program that would assist them" and they would have the responsibility to answer. Right now, there is none such and therefore it would depend upon the staff of the Congressman, how long he had been here and many other things.

When you realize many of us have constituents who are, frankly, some illiterate, and many who have great apprehension about contacting a Congressman and don't even know it is done or think you have to be a political friend of the Congressman in order to come for assistance, when you realize all that, you realize how frustrating it must be for a lot of people who are disabled and may be not economically very well off, to find answers to their questions.

Mr. BRADEMAS. Where would you locate this proposed Center, Mr. Bennett?

Mr. BENNETT. I think it ought to be right here in Washington in the facilities at the secretarial level. It should be very close to the Secretary.

Mr. BRADEMAS. I certainly have no desire to see more money expended than is necessary. I just think, however, of a county like my own home county in Indiana where there are organizations for the deaf, for the mentally retarded, for the blind, for those with a wide variety of kinds of handicaps, and I am sure that in every community of any size in the United States, especially where there is any degree of population, particularly in the urban areas, there is this broad spectrum of groups whose principal concern is to meet the needs of one kind of handicapped person or another.

I can readily appreciate that if we were to establish the kind of center that you propose in your bill, which would be, I can also appreciate, enormously helpful to us as Congressmen to refer our constituents to, that that is going to be a sort of ombudsman in this particular field. With requests pouring in from all over the United States, the kind of informational center you propose with special responsibility for handicapped programs, it might well prove to be a model for other activities in which Federal funds are involved, such as, housing where once again we, as Congressmen, get requests from people for information on a variety of housing programs. I suppose one could make the same observation with respect to providing information on housing that you have just made with respect to information on the handicapped: where do you send these people?

I am not saying this critically. I am saying your proposal might well establish a model for doing the same sort of thing in other fields.

Mr. **Bennett**. It might well be and I am glad you mentioned the question of housing because it is right pertinent to what you just asked about the geographical location of this central agency because just recently in the district which I represent there has arisen a very serious housing problem with regard to the low-ranked military. We originally approached the matter on a local level to see what could be done and we found out that ordinary FHA facilities were not available. In fact, we got a categorical "No," that nothing could be done about it at all because you couldn't establish this type of housing open to the general public and base it upon military occupancy or prevalence in the area. That is the rule in the Government.

However, this is not stringent rule. It is not locked into law. It is not in cement.

Therefore, when I went to the Washington level with the question, which I only did because of the fact that the need was so great that I thought I ought not to leave any stone unturned, I now have at least a tentative approval of something in this field. If this handicapped agency were located somewhere remote from the secretaries themselves the answers might not come forward. The decision I am referring to about housing in my own district was settled by a secretary, the Secretary of Housing and Urban Development. He was the man who said, "Well, they need it so greatly and even though it is military, we do have the power under the law—it is just our regulations that preclude this—and therefore we are going to see that some answer is found."

If you had this agency not remote from the secretaries where a telephone call or a visit to the office could solve the thing, you would not have full advantage of coordination. Therefore, I feel it should be quite close to the top level of government.

Mr. **Brademas**. Thank you very much.

Mr. Hansen.

Mr. **Hansen**. Thank you very much, Mr. Chairman.

I apologize to my friend from Florida for my late appearance. I had this down on my schedule for a few minutes later and apparently the committee meeting started, but nevertheless I am glad to have the opportunity to extend to you a very warm welcome to the committee.

Mr. BENNETT. Thank you, sir.

Mr. HANSEN. Your reference to the frustrations of a new Member of Congress seeking information has a very familiar ring to it. I have had that experience in these 2 years and have become increasingly aware of the value of some kind of a mechanism that will make the information that is accumulated on a variety of subjects more readily available to those who can make better use of it.

I would also say that I have felt the need to turn to someone for information and guidance at a number of areas and I found no one to whom I could turn with greater confidence and a feeling of deeper respect than my colleague from Florida, and I would not want this opportunity to pass without paying my personal respects to you for your great help to me in these 2 years.

Mr. BENNETT. Thank you.

Mr. HANSEN. In a great many programs that have come before this committee for review and which are the subject of legislation, it seems to me that there is a growing need for the kind of procedure, or machinery, or organization that will permit us to tap the enormous amount of research that is going on and to put it to use. I have the feeling very frequently that we fund and authorize programs of research and studies and we create commissions that make studies and make reports and then a great deal of it is wasted because those who can put the information to best use haven't the vaguest idea of where to find it and that the proposal—that is, the heart of your bill really—might well be adapted in a great many other areas so that somebody who looks for an answer to a problem that has been the subject of this study and has been solved can go find it.

I have no specific questions, but I would want to express my appreciation for your focusing attention on this very real need and presenting to us a constructive proposal that is deserving of the very thoughtful consideration of this committee and the Congress.

Thank you.

Mr. BENNETT. Thank you, sir.

Mr. BRADEMAS. Thank you again, Mr. Bennett. We very much appreciate your being with us today.

The Chair would like to ask unanimous consent that following the statement of Congressman Bennett there be inserted in the record the statement of Senator Dole of Kansas on this bill.

(The statement referred to follows:)

TESTIMONY OF HON. BOB DOLE, U.S. SENATOR FROM THE STATE OF KANSAS

Mr. Chairman, thank you for the opportunity to appear before this Subcommittee in support of a bill which will greatly improve the quality of life for 42 million handicapped Americans. These 42 million people constitute an exceptional group which I joined 25 years ago as a consequence of a world war. This group consists of men, women, and children who cannot achieve full physical, mental and social potential because of disability.

Congressman Bennett's bill would establish a National Information and Resource Center for the Handicapped within the Department of Health, Education and Welfare. I introduced a companion measure which passed the Senate on September 14 as an amendment to S. 3418.

PROBLEM OF INFORMATION

On many occasions I have commented on the severe difficulties and unique problems confronted by this nation's handicapped citizens. A significant and prevailing problem is that of information.

The intent of this bill is to insure that all the knowledge and information regarding services be consolidated and made available to the handicapped person in the form he can best use and at the time when he most needs it. Presently, no one source exists. There is a lack of coordination and centrally available information.

Greater availability and coordination of knowledge is essential to achieving meaningful solutions and progress for the disabled. Information is frequently incomplete, inaccessible, or nonexistent. Too often those in great need do not know where to obtain the information they so desperately need.

Of course, this problem is even further compounded for the majority of the disabled with multiple handicaps, who must search for an even larger number of diversified services and sources of information, and for the many in rural areas where both information and services are highly inadequate and difficult to obtain.

AVAILABLE RESOURCES

A tremendous number of resources, public and private, are available to help meet the needs of these millions of handicapped persons. The many services provided by the Federal Government in conjunction with the state governments in financial assistance, rehabilitation, research, education and training of the handicapped have helped many disabled Americans live as normal and productive lives as possible.

Much also has been done to aid the handicapped through the great voluntary agencies. It is difficult to properly assess the valuable effects of the private sector—in health care, education employment; in research, rehabilitation, by fund-raising drives and through professional groups for the handicapped.

INFORMATION DIFFUSED

However, information on rehabilitation facilities and services is incomplete and often available only through professional channels. Much the same can be said for information on employment, health care and economic aid. In other words, the knowledge about resources, research findings, technical assistance, reports and information about what other governmental units, communities, businesses, professional groups, agencies and universities have done to accommodate the handicapped is diffused and completely lacking in coordination and centralization. The National Information and Resource Center for the Handicapped would provide a point of contact for individual citizens, families of the handicapped, the handicapped themselves, as well as private organizations, professional organizations, city and state officials who desire information or direction.

I recall a portion of a letter received last year from the Mother of a cerebral palsied child in a Midwestern urban area:

There are the never-ending surgeries, braces, orthopedic shoes, wheelchairs, walkers, standing tables, bath tables, and so on . . . We parents follow up on every hopeful lead in clinics and with specialists; we go up and down paths blindly and always expensively . . . I have talked with four major insurance companies who do not insure or infrequently insure cerebral palsied children . . . It was some time before we could find a dentist who would 'bother' with other than normal children . . . We wonder what will become of our daughter when we are no longer able to care for her . . . These are just a few of the problems. I have often said that a central information exchange should be established where parents of handicapped children could apply for information pertaining to their particular cases—We had to start from scratch, going up and down many blind alleys, wasting much effort and money needlessly."

I am sure that every Member of Congress has received similar letters from handicapped individuals or their families. My office receives them regularly. The creation of the center we are discussing today will fill this great void.

COORDINATIVE ROLE OF NATIONAL CENTER

In the framework of the many available services and resources for the disabled, the mounting demand for knowledge about the programs, research and services for the handicapped has resulted in the creation of a variety of highly valuable, though specialized, information systems. Many information sources are available, but most are not comprehensive and are more accessible to professionals in the field than to the handicapped and his family who really need the guidance and information.

The National Information and Resource Center can cope with this need for information most effectively as a coordinating operation which, while developing programs and a date-bank of its own, relies mostly on existing information activities. The center would develop and evolve a coordinated network of existing information efforts. The center would not duplicate the function of any program in the government or private sectors, but would coordinate information, fill gaps in information, and assure that responsive and comprehensive information is available to the handicapped and their families.

The center would maximize support and utilization of existing and effective Federal, state and local and private information systems, which correctly places responsibility for information integrity and completeness on those most closely involved. At the same time, this approach places the responsibility for follow through accountability within the center. Methods would be developed to evaluate the level of public, private and professional knowledge and information systems to form a unified information network for the use of the handicapped community.

ADMINISTRATION OF CENTER

The multi-faceted, multi-disciplined, multi-agency coordinative role of the National Center would deem it most appropriately located in the office of the Secretary of Health, Education and Welfare. This would allow the Center the necessary identity, visibility and latitude to provide comprehensive and responsive information and resource services without agency jurisdictional limitations.

A close liaison is imperative with the Department's operating agencies and the many Federal, state and local government and private handicapped programs. Services and programs for the handicapped are in a constant state of change which, because of the many agencies and disciplines involved, requires an adaptive and responsive center.

The activities and responsibilities of the Department of Health, Education, and Welfare in handicapped programs, as well as other Federal agencies, state and local governments and private sector organizations, relate to each other in varying degrees and aspects. The identification of these relationships and their adroit utilization are the essence of effective coordination.

Perhaps a national advisory committee could guide and advise the Center to assure that all elements of the public and private sectors are represented. On the other hand, perhaps a toll-free telephone system could be available for people to call in their information requests.

CONCLUSION

The establishment of the National Information and Resource Center for the Handicapped is the answer to a well-defined need, and it will meet this need at a reasonable cost. The 42 million Americans who belong to the handicapped minority will be the immediate and long-term beneficiaries of the center's services. America will be the ultimate beneficiary through increased contribution and well-being of the handicapped.

This field truly knows no partisanship. The handicapped are an untapped resource with a tremendous potential for proving an asset rather than a liability to society. Working together, we in the Congress, as well as all interested and concerned individuals and groups, can do much to promote meaningful and productive lives for the handicapped. The National Information and Resource Center for the Handicapped will greatly contribute to the realization of this goal.

PROPOSED FUNDING AND FUNCTIONS OF THE NATIONAL INFORMATION AND RESOURCE CENTER FOR THE HANDICAPPED

FUNDING

The sum of $300,000 recommended for appropriation is for the first fiscal year. It is assumed that funds for ensuing fiscal years will be requested during the initial year. The $300,000 appropriation for the first year would be a "base" allowance, i.e., seed money to initiate the basic activities of the Center, and that appropriations for ensuing years, although not to drop below that amount, might realistically not be increased beyond that amount. The Center must prepare long-range and presumably more costly plans, but it must be prepared to live within its basic allowance from the Federal Government.

The $300,000 figure proposed in this bill is for earmarked funds only, and the Center will compete and solicit for other funds relating to its special activities. (For example, special production runs of resource directories.) Additional appropriations may be considered for special publications or information demands not provided by existing agencies.

Supplementary income will be obtained from publication sales (in accordance with the practices established by the Government Printing Office, ERIC, and/or the Commerce Clearinghouse). No funds will be requested except on behalf of other agencies, for tasks undertaken at the special request of the Center. (Reference the contract awarded by the Division of Mental Retardation, RSA, to the American Association on Mental Deficiency to devise a common classification and coding system to be used by the mental retardation field.)

COORDINATION

Availability of information and data as referred to in the bill (section 4) means that Federal departments and agencies shall deliver information and data, upon request, to the Center or to users of the Center in a form useful to the Center or those requesting information. Special requests for handling data shall be honored by those agencies already chartered to act as special information centers. (See examples below.) The role of the National Information and Resource Center for the Handicapped is *not* to develop a comprehensive computer information capability of its own, but to utilize what is currently available in information systems currently available in the public and private sectors.

It is anticipated that a very modest computer with one operator could be required in the coordination, tracking, and mailing operations of the Center. However, such a computer is not absolutely essential to the coordinative role of the Center. Existing information capabilities are fragmented and disjointed. It will be the task of the Center to pull these together for the benefit of the handicapped and those who serve them.

STAFFING

A permanent staff of thirteen or fourteen persons is estimated. During the first year the majority of the staff will be devoted to the functions of planning, reviewing and evaluating. In succeeding years, it is estimated that one-half of the staff will be devoted to operations, one-quarter to planning, and one-quarter to reviews and evaluations.

PLANNING

Projections of the numbers and frequencies of information requests.
Estimates of information and data capabilities of information systems related to the handicapped.
Conversion of these into manpower needs and budget operations.
Processing of information requests. Routing to proper source.
Publication (by GPO) of resource directories.
Special manpower, facilities, and program summaries.
Special materials and media listings.
Coordination of capabilities of Federal, State, local and private organizations.

REVIEWS AND EVALUATIONS

Compilation of Information Center capabilities, e.g., ERIC, Medlars, MR Abstracts, rehabilitation listings, CEC, etc.
Commonality and compatibility of subject heading lists.
Review of resource directories published.
Contents and utility of resource directories.
Reviews of research paper utilization.
Machine compatibility of information systems processing data of interest to the handicapped.

FEASIBLE COSTS

Approximate cost of 1st fiscal year salaries for 11 positions	$150,000
Reasonable cost for necessary travel, telephones, consultants, mailing, meetings, contract studies, data processing, etc	45,000
Minimum cost of establishing the office—furnishings and rental	5,000
Cost of modest computer (if deemed necessary)	50,000

Since there is no existing national information center of this type, these costs can only be considered as feasible estimates.

EXAMPLES

Data on the morbidity and mortality of low birth weight infants may be requested of the National Center for Health Statistics or the Bureau of the Census on (to be named) computer compatible tape. The Center may elect to collate and run these data with other data of State agencies to determine incompatibilities, gaps, etc.

The Center, acting as an intermediary, might elect to request information from the Lister Hill National Biomedical Information Center and the mental retardation abstracts on dermatoglyphs—that information to be delivered on computer printed 3" x 5" cards.

The Center could request the Government Printing Office to load local resource directory data in computer format in anticipation of user requests for directories or later up-date of that data.

The Center might adopt a standard definition for terms applicable to the handicapped and request that these definitions be accepted and used by other agencies, information systems, and various public and private organizations concerned with problems of the handicapped.

Mr. Brademas. Our next witness is Dr. Samuel Ashcroft, president of the Council for Exceptional Children, who is accompanied by Donald Erickson, assistant executive secretary for information, and Frederick Weintraub, assistant executive secretary, both of the Council for Exceptional Children.

Gentlemen, if you would like to come forward and have seats we would be pleased to hear from you.

STATEMENT OF DR. SAMUEL ASHCROFT, PRESIDENT, COUNCIL FOR EXCEPTIONAL CHILDREN, ACCOMPANIED BY DR. DONALD ERICKSON, ASSISTANT EXECUTIVE SECRETARY FOR INFORMATION, AND FREDERICK WEINTRAUB, ASSISTANT EXECUTIVE SECRETARY, COUNCIL FOR EXCEPTIONAL CHILDREN

Dr. Ashcroft. Mr. Chairman and members of the committee, I am Dr. Samuel Ashcroft, president of the Council for Exceptional Children and professor of special education, George Peabody College. Accompanying me today are Dr. Donald Erickson, assistant executive secretary for the information center, and Fred Weintraub, assistant executive secretary for governmental relations.

The Council for Exceptional Children, a national organization of 35,000 persons involved in and concerned about handicapped and gifted children, is pleased to have this opportunity to endorse the development of a National Information and Resource Center for the Handicapped. We commend you, Mr. Chairman and members of the committee, for your continuing efforts on behalf of exceptional children. We also extend our appreciation to Senator Dole and Congressman Bennett for their efforts on behalf of the handicapped.

It is axiomatic in systems theory that one must have information to benefit from the system. Perhaps the converse is true: that he who has no access to information is incapable of benefiting. This dichotomy between the information "haves" and the information "have nots" is the dilemma to which we hope this bill is addressed.

This committee knows all too well the statistics regarding handicapped children. Sixty percent of the Nation's 6 million school-aged handicapped are not receiving special educational services. A recent survey conducted by the Bureau of Education for the Handicapped of 15,500 school districts indicated that only one-half were providing any special educational services. Further statistics indicate the great need for recruiting and training special teachers and auxiliary personnel as well as the need for sensitizing and improving the capabilities of regular classroom teachers to deal with the unique needs of these children.

These facts should not be considered in despair; we have made progress. However, if we are going to extend full opportunities to all handicapped children, then we must improve information services to parents, professionals, public decisionmakers, and the handicapped themselves.

To this end progress is being made. Information activities now exist and they are being utilized and are having an impact. The efforts of the Office of Education, the National Institute of Mental Health, the Social Rehabilitation Services Administration, the Defense Department, and other agencies as well as the information activities of national, State, and local organizations, and State and local government have made it possible for more handicapped persons to receive the services they need than ever before.

We would like to mention several examples of such information services.

Closer Look is a computerized information service concerning education of handicapped children administered by the Bureau of Education for the Handicapped. The system has reference to approximately 20,000 public and private special educational programs throughout the country and I understand from Dr. Edwin Martin of the Bureau for the Education of the Handicapped that they are now receiving about 1,000 letters a week, inquiries, for information.

Individuals writing to Closer Look, Box 1492, Washington, D.C., can be referred to programs in the area of their homes. Closer Look also provides information to stimulate and assist persons to enter the field of educating the handicapped.

The Council for Exceptional Children operates or coordinates several information services:

The Council for Exceptional Children's Information Center on Exceptional Children is an Office of Education-funded project and part of the ERIC—Educational Resources Information Center—clearinghouse network. The basic purpose of the Center is to gather and store for rapid retrieval the professional literature regarding education of exceptional children and to meet the information demands of the field in this regard.

The Special Education IMC—Instructional Materials Centers—and RMC—Regional Media Centers—network is comprised of 12 regional special education instructional materials centers, four regional media centers for the deaf, the CEC Information Center, and the American Printing House for the Blind. The network is coordinated by a federally supported office located at CEC. The purpose of the network is to translate research into practice and to develop, evaluate, and demonstrate to various educational service units new techniques and materials for working with the handicapped. The network interfaces with over 200 local instructional materials centers.

We would like to underscore that particular aspect of the Information Center's work and we feel that the proposed Information Center, or clearinghouse, as we prefer to have it called, will facilitate that dissemination and research into practices. Dr. Erickson tells me the network is now working with more than 300 local instructional centers.

For more detailed information on its operation, see attachment B.

The State-Federal Information Clearinghouse for Exceptional Children—SFICEC—is an Office of Education-funded project which serves as a computerized information center on State and Federal law and regulations relating to exceptional children. For more detailed information on its operation, see attachment C. To insure effective information services for the handicapped, the Council for Exceptional Children recommends several changes in the proposed legislation.

First, we suggest the deletion of the term "center" from the title and everywhere it appears in the text and the substitution of the term "clearinghouse." As we noted earlier, there presently exist information systems for the handicapped. The problem which consumers face is access into the systems. This is the function of a clearinghouse—to refer persons to appropriate sources to meet their information needs.

Second, we believe that in order for the "clearinghouse" to function effectively, it must be administered at a level above that of any program operation. Realizing the fact that programs for the handicapped are operated throughout the Federal system, ideally the "clearinghouse" should be administered by the executive offices of the President. However, since the greatest proportion of programs exist within HEW, an effective "clearinghouse" could be established if it were to be administered at a position no lower than that of an Assistant Secretary. We do not anticipate the need for creating a new position, if an appropriate home could be located within the present structure.

The Council for Exceptional Children is pleased to have had this opportunity to express our views on this proposed legislation and we extend to the committee any further assistance you may need during your deliberations.

Mr. Chairman, I would just like to supplement this statement very briefly with some personal experiences in my role as President of the Council. I have been traveling to State federation meetings. I was in Sun Valley, Idaho, last week, which I enjoyed very much, and in Pittsburgh, Pa., last week, and I had numerous requests from professionals for sources of opportunities for their further professional growth and development in working with the handicapped.

At the Pennsylvania Federation meeting when I arrived at the hotel I found in my box awaiting me a rather poignant letter from an elderly lady in Pittsburgh asking for information about her young adult son's situation as a mentally retarded individual. So I think there is a dramatic need for a clearinghouse function to make available the kind of information that is proposed in this legislation.

Thank you.

Mr. BRADEMAS. Thank you very much, Dr. Ashcroft, for a most valuable analysis of the need for a program of this kind.

(The attachments follow:)

[Attachment A]

EDUCATIONAL RESOURCES INFORMATION CENTER

THE CEC INFORMATION CENTER

Progress and Potential

Donald K. Erickson, Director

The decade of the 1960's witnessed a sharp increase in national attention to the needs of exceptional children. Federal support of educational research, demonstration, training and program development and the concurrent growth of state, local and private agency efforts on behalf of exceptional children produced the well-known "information explosion" in special education. Thus, the age of the educational information resource center was launched.

CEC INFORMATION CENTER ESTABLISHED

To meet the demand for organized accessibility of pertinent information, the Council for Exceptional Children applied for and received a United States Office of Education grant to establish an Information Center on the Education of Exceptional children. Since its inception in 1966, development of the Center has been guided by its four original objectives:

1. To serve as a comprehensive information resource on research, instructional materials, methods, curricula, programs, administration, teacher education, and services and facilities for handicapped and gifted children.
2. To participate in the ERIC Network[1] as the Clearinghouse on Exceptional Children by cataloguing, abstracting, and indexing documents for ERIC products such as *Research in Education* (RIE) and *Current Index to Journals in Education* (CIJE).
3. To participate in the Special Education IMC/RMC Network, functioning as a central depository for information on professional and instructional materials and providing a link between the ERIC and IMC/RMC Networks.
4. To engage in the development of print and nonprint products designed to analyze and interpret research findings to various practitioners.

Activities of the Information Center during its first three years of existence revolved primarily around the hiring of staff, defining and developing a data base, adopting a retrieval system, contributing to the ERIC publications, and developing several information dissemination and analysis products. In January, 1970, organizational changes were made which resulted in the establishment of three major administrative units in the Information Center. A brief description of each unit will outline the present and projected program directions of the Center.

Information Processing Unit.—Under the direction of Mr. Carl Oldsen, the following activities are performed by this unit:

1. Acquire, abstract, index and prepare for computer storage and retrieval approximately 4000 documents per year. All acquisitions are reported in the quarterly Information Center Publication, *Exceptional Child Education Abstracts* (ECEA), which is available by subscription. Each month, selected documents are processed into the ERIC publications.
2. Answer information requests. Over 600 requests from teachers, administrators, parents, students, researchers, and other interested parties are processed each month. A concerted effort is made to provide appropriate information which may be in the form of computer searches, article reprints, newsletters, brochures

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[1] ERIC—Educational Resources Information Center—twenty separate clearinghouses that form a national, decentralized information system in the field of education.

or bibliographies. Since many requests are similar, special topic bibliographies have been prepared and are provided on a complimentary basis. Currently there are 26 topics covered in the *Exceptional Children Bibliography Series*.

3. Maintain a comprehensive library on the education and exceptional children which includes all processed documents, 175 journals, 200 newsletters, the complete ERIC microfiche file, products of the ERIC Clearinghouses, IMCs, RMCs and many reference documents. Although there are no circulation operations, the library facility is open to individuals wishing to visit the Center and use the collection.

Information Products Unit.—Directed by Dr. June Jordan, this unit was created to develop information summary, review and analysis products primarily for the special education community. To accomplish this goal several functions have been instituted:

1. Constantly monitor current research priorities, trends, issues, projects and practices through a "grapevine" method of person-to-person communication with the research community; analyze research literature; analyze colloquia, symposia and convention content; and analyze information files.
2. Develop state-of-the-art and review products on targeted topic areas as well as on the field in general in order to identify what is known, what is not known and what needs to be known.
3. Prepare and disseminate print products on targeted topics in a variety of formats—research reviews, monographs, journal articles and columns, "occasional papers", newsletters and brochures.
4. Prepare targeted non-print products for training and informational purposes.

Information Utilization Unit.—The goal of this unit, directed by Dr. Terry Lawrence, is to determine, develop and deliver information that has practical implication for classroom practice.

1. *Teaching Exceptional Children (TEC)* is a quarterly journal designed to implement the primary goal of the unit. *TEC* is a joint product of the Information Center and the Special Education IMC/RMC Network.
2. A "market analysis" survey of special education practitioner needs is under way which is designed to have implications for information product and instructional materials development.
3. Evaluation of the Information Center's services are also the responsibility of this Unit.

SPECIAL EDUCATION IMC/RMC NETWORK AFFILIATION

Effective delivery of information to the field from a single national center poses logistical problems which would be discouraging if it were not for the Information Center's participation in the Special Education IMC/RMC Network. The existence of regional, state, and local SEIMCs provides dissemination outlets in the field. More importantly, the SEIMCs have continual, face-to-face contact with teachers, supervisors, administrators, university personnel and other practitioners. Affiliation with the SEIMCs allows the Information Center to go beyond the traditional dissemination of information and aids in the diffusion of more effective educational practice through preservice and inservice training activities, regular follow up with practitioners and constant feedback on needs of the field. Expansion of the Network concept to include additional appropriate units, presently under way, will soon lead to an even more complete and practical dissemination/diffusion communication system.

A LOOK AT THE FUTURE

Continual growth of the Information Center seems inevitable due to widespread acceptance of and demand for information services and products. Several Center priorities can be enunciated which are already being implemented.

1. Systematic, ongoing assessment of the information needs of a wide variety of users will guide all other Center activities.
2. Expansion of the data base at a rate which allows the Center to be current with the generation of knowledge. Information on instructional materials and foreign literature will be significantly increased.
3. Development of print and non-print information products based on the assessment activities mentioned above. Products will be developed by staff and by commissioned specialists in the field.
4. Increased attention to personalizing responses to information requests. New computer operations will be developed to support this activity.

5. Active planning and participation with the Bureau of Education for the Handicapped (BEH) and the Special Education IMC/RMC Network for the development of a more comprehensive communication system in special education.

With the combined efforts of the CEC Information Center, the Network, BEH, professors, teachers, administrators, researchers, communication and computer speicalists, the future in special education is not far off. The usual twenty year lag between discovery and implementation will be reduced to a matter of months. Exceptional children living in the 1970's will not be educated by the discoveries of the 1940's and 1950's, but by those of the 1970's. Vive la difference!

[Attachment B]

IMC/RMC SPECIAL EDUCATION NETWORK

NETWORK RESOURCES FOR TEACHERS OF THE HANDICAPPED[1]

I. OVERVIEW

A. Introduction

Dr. James E. Allen, Jr., the former Assistant Secretary of HEW and Commissioner of Education, emphasized in a recent address, "It would seem that much of what we have so laboriously learned about educational theory and practice has been—to say the least—underadvertised, poorly packaged, and thinly distributed. Thus, our first goal must be to get the good, new ideas and practices into use—and get them there quickly."

It is apparent that the U.S. Office of Education has been committed to these goals to which Dr. Allen refers for a number of years. An illustration of this fact was demonstrated several years ago when the U.S. Office of Education, under the auspices of the Divisions of Research and Educational Services, Bureau of Education for the Handicapped (BEH), established a network of instructional materials and media centers to serve teachers of handicapped children. This network presently consists of the following 19 components:

1. The Special Education IMC/RMC Network Office.
2. Twelve Regional Special Education Instructional Materials Centers (SEIMCs).
3. Four Regional Media Centers for the Deaf (RMCs).
4. The CEC Information Center on Exceptional Children (an ERIC Clearinghouse).
5. The American Printing House for the Blind (APHB) Instructional Materials Reference Center.

To fully appreciate the extensive investment that has contributed to the development of the Special Education IMC/RMC Network, one must trace its evolution from inception to the present time. Therefore, it is necessary for us to go back a few years to identify the catalyst or impetus that gave rise to this needed project.

B. A Needed Impetus

The concept of an instructional materials center has existed in one form or another for many years. This educational program, however, received the impetus needed for its implementation as a result of the report by President John F. Kennedy's Panel on Mental Retardation in 1962. The Panel established task force teams which studied programs for the mentally retarded in Europe. As a consequence, the report of the President's Panel reflected the importance some Europeans place upon the training of teachers in the development and use of educational materials. Although the Panel did not spell out the exact specifications for these centers, the document did recommend that a network of instructional materials centers be established in the United States to make information about instructional materials available to all teachers and supervisors of programs for the mentally retarded.

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[1] Adapted from a presentation given by Dr. Philip F. Newberg at the 94th Annual Meeting of the American Association on Mental Deficiency, May 29, 1970, Sheraton Park Hotel, Washington, D.C.

C. Historical Development

Two experimental mental retardation IMCs were established in 1964 to field test the IMC concept. These centers were established at the University of Wisconsin and at the University of Southern California, respectively. Within two years, these prototype centers demonstrated that they had fulfilled their primary purpose sufficiently to justify the expansion of the development of the Network.

Early in 1966, the Network of Special Education Instructional Materials Centers (SEIMCs) was founded officially with the addition of eight new SEIMCs and the CEC–ERIC Information Center for Exceptional Children. Four more SEIMCs were established in 1967, bringing the total number of Network components to 15. Development of the four Regional Media Centers for the Deaf, established in 1964 and 1966 as a result of the captioned film legislation in 1962, closely parallelled the establishment of the SEIMCs. This program was also sponsored by BEH, but it was developed independently of the SEIMC project. Because of the complementary nature of the SEIMC and RMC programs, both operations were incorporated into a single network of 20 components in 1969.[2] Soon afterward, the name of the network was changed from Instructional Materials Center Network for Handicapped Children and Youth to the Special Education IMC/RMC Network.

D. Purpose of SEIMCs/RMCs

The initial purpose of the instructional materials and media centers was, and is, to provide special educators and related personnel with ready access to valid materials and information related to the education of handicapped children. The major focus has been to serve as a facilitator of communications between the various resource units in the field. A uniqueness of this project lies both in the establishment of individual centers and in the concept of a national network of diverse but cooperating units. Each unit (1) examines various educational needs of handicapped children; (2) employs effective modern methods, media, and materials to meet these needs through consultation services, conferences, in-service training, the development and loan of media and materials, and by providing mobile library units; and, (3) then disseminates its findings throughout the Network. The results are then implemented in the classroom, where they effect change in the learning process.

To more fully implement the major purpose of the SEIMCs/RMCs, the regional centers have devoted increasing attention to establish a cooperating relationship with state departments of education. The intent is to facilitate the development of intra-state associate center networks within their paricular region and to serve as a resource to these associate special education instructional materials centers (ASEIMCs). Regional centers are presently shifting their responsibility of providing direct services to teachers over to their associate centers who are much closer in geographic proximity to the users of media and materials.

II. NETWORK OFFICE FUNCTIONS

Since the establishment of the Network Coordinator's Office in Washington, D.C., in December of 1968, it is becoming increasingly more involved in activities on a national level. The Network Office performs all the following major functions and services in addition to the others too numerous to mention:

A. Facilitates communication among regional centers within the Network.

B. Establishes an awareness and communication with the associate centers through the regional center network.

C. Coordinates center-network related activities by—

  1. providing information in displays for special and general education.
  2. co-sponsoring publications such as *Teaching Exceptional Children* and disseminating network mailings.
  3. exhibiting at 12 national conventions per year in the field of special and general education
  4. interacting with commercial producers through EMPC (Educational Materials Producers' Council)
  5. organizing directors' meetings at the regional center level

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[2] The Network is presently comprised of 19 components since one of the Regional SEIMCs has recently been closed and is being relocated elsewhere. Relocation will take approximately one year.

6. identifying and specifying present and potential resources within the Network to enhance the possibility of providing teachers of the handicapped with a greater supply and wider variety of appropriate materials and services
7. organizing and/or managing and monitoring special Network projects that can be appropriately disseminated and implemented throughout the Network
8. compiling position papers for network growth and development
9. promoting public relations through articles, speeches, appearances, consultation with a variety of agencies, etc.

D. Acts as liaison with related units, such as—
1. USOE/BEH
2. CEC and other professional organizations
3. state departments of education (The Network Office consults with state departments regarding the development of intra-state associate center systems.)
4. colleges and universities

III. NETWORK COMPONENTS

A. *CEC Information Center on Exceptional Children* (*National Responsibility*)

Council for Exceptional Children
CEC Information Center (an ERIC Clearinghouse)
Jefferson Plaza #1, Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia 22202
Dr. Donald K. Erickson, Director
Phone: 703/521–8820

Services:
1. acquires, collects, indexes, abstracts, stores on computer, and retrieves information from a wide variety of sources (unpublished and published research reports, conference symposia, texts, curricula, journals) for use in responding to information requests from users in the field
2. maintains a library that constitutes a broad information data base
3. develops information products
   a. *Research in Education* (*RIE*)—50 abstracts per month
   b. *Current Index to Journals in Education* (*CIJE*)
   c. *Exceptional Child Education Abstracts* (*ECEA*)
   d. topic bibliographies
   e. state of the art and/or information analyses products
4. analyzes user information needs and develops products to meet those needs
5. publishes *TEACHING Exceptional Children*, a journal for teachers

B. *APHB Instructional Materials Reference Center* (*National Responsibility*)

Instructional Materials Reference Center
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206
Mr. Carl Lappin, Director

Services: The American Printing House for the Blind develops a variety of educational aids that are used with the visually handicapped. This center also provides a reference service for teachers and others to locate textbooks and other materials made specifically for visually impaired children.

C. *Regional SEIMCs* (*Multi-state Responsibility*)

With the exception of two state departments of education, Illinois and New York, the regional centers are housed in universities throughout the country and have multi-state responsibility. It should be noted that many of the functions that are being performed presently by the regional centers are being assumed gradually by the associate centers. Moreover, the regional center is slowly evolving into a resource for the inter-network of associate centers. Not all the services listed below are performed by all of the centers. However, all of these services are performed by the aggregate of regional and associate centers. With the exception of #1 and #2, which are performed exclusively by the regional center, the services provided by the regional center and more currently those being performed by the associate centers are as follows:

1. serves as a resource to state departments, associate centers, etc., in a supportive and training capacity
2. serves as a link into the national Network
3. offers consultation services which
    - a. try to personalize all the dissemination of materials with personal contact with teachers and personnel
    - b. serve as a focal point on the effectiveness and the application of methods, media, and materials to the learning needs of handicapped children by (1) demonstration, (2) conferences, and (3) institute services programs
4. maintains loan-by-mail services that:
    - a. loan needed materials to teachers who would otherwise be without them
    - b. provide continual feedback on the needs of children, teachers, and others in special education
    - c. provide interaction which gives directions to development, evaluation, research, and training functions of centers
    - d. provide long-term loans to other centers who, in turn, loan to teachers
5. offers mobile units which bring materials and consultants' services to schools and teachers in outlying locations
6. sends out newsletters which:
    - a. announce new products
    - b. describe available services
7. offers media and materials courses which try to place an appropriate emphasis on methods in university teacher preparation courses
8. maintains browsing catalogues which:
    - a. facilitate location and selection of both print and non-print materials
    - b. permit library users to scan holdings and locate materials
9. maintains circulating libraries that:
    - a. allow teachers to get new materials without having to purchase them
    - b. permit teachers to look at a wide variety of fugitive, traditional, or expensive new materials
    - c. give teachers the opportunities to discuss with the center staff their needs and needs of children in relation to materials, media, and methods
    - d. allow teachers to try different types of media and methods
    - e. save school districts money
10. holds in service training programs which:
    - a. provide a chance for face-to-face exchange between teachers and centers
    - b. let teachers become involved in solving problems in the following ways:
        - (1) by writing behavioral objectives
        - (2) by selecting materials
        - (3) by adopting methods that will meet the needs of individual children
        - (4) by designing and developing materials
        - (5) by evaluating their own performances
11. prepares and distributes instructional packages which include:
    - a. television, video-tapes, overhead transparencies, film loops, film strips, and programmed instructional techniques for use in classes for the deaf
    - b. print and non-print media packages to be used with blind, retarded, emotionally disturbed, language impaired, etc. children
12. prepares pre-packaged materials which give library users specially prepared materials on standard topics (including selected bibliographies)

Addresses for SEIMCs having multi-state responsibility:

Address and director	*Region served*
New England Materials-Instruction Center, Boston University, 704 Commonwealth Avenue, Boston, Massachusetts 02215, Dr. Harold Ruvin, Director	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Rocky Mountain Special Education Instructional Materials Center, Colorado State College, Greeley, Colorado 80631, Dr. Willard Jones, Director	Colorado, Montana, New Mexico, Utah, Wyoming
Mid-Atlantic Region Special Education Instructional Materals Center, George Washington University, Washington, D.C. 20006, Dr. Raymond S. Cottress, Director	Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia
USOE/MSU Instructional Materials Center for Handicapped Children and Youth, 213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823, Mrs. Lou Alonso, Director	Indiana, Michigan, Ohio
Special Education Instructional Materials Center, University of Kansas, 1115 Louisiana, Lawrence, Kansas 66044, Mr. Thomas G. Chastain, Director	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
University of Kentucky Regional Special Education Instructional Materials Center, 641 South Limestone Street, Lexington, Kentucky 40506, Dr. A. Edward Blackhurst, Director.	Kentucky, North Carolina, Tennessee, West Virginia
Northwest Regional Special Education Instructional Materials Center, University of Oregon, Clinical Services Building, Eugene, Oregon 97403, Dr. Wayne Lance, Director	Alaska, Hawaii, Idaho, Oregon, Washington, Guam, and the Trust Territories
Instructional Materials Center for Special Education, University of Southern California, 2120 West Eighth Street, Los Angeles, California 90057, Mr. Charles Watts, Director	Arizona, California, Nevada
Special Education Instructional Materials Center, University of Texas, 304 West 15th Street, Austin, Texas 78701, Mr. Albert W. Fell, Director	Arkansas, Louisiana, Oklahoma, Texas
Special Education Instructional Materials Center, University of Wisconsin, 405 West Gilman Street, Madison, Wisconsin 53706, Dr. LeRoy Aserlind, Director	Minnesota, Wisconsin

D. Regional SEIMCs (*Intra-state Responsibility*)

The centers operated by the Illinois and New York state departments of education offer the same services as the university-based regional centers. However, instead of having multi-state responsibility, they serve only their respective state. When tallying the network components, the two Illinois centers and the three New York centers listed below are counted as one regional center in each of these two states. This procedure is followed because these state departments operate their SEIMCs on a single state budget with Federal funds appropriated to them by USDE/BEH. The addresses are as follows:

Addresses and director

Instructional Materials Center for Handicapped Children and Youth, Office of Superintendent of Public Instruction, 1020 South Spring Street, Springfield, Illinois 62706, Mrs. Lenore E. Powell, Director.

Regional Special Education Instructional Materials Center, Room 111, 2090 7th Avenue, New York, New York 10027, Mrs. Ferne K. Roberts, Director.

Regional Special Education Instructional Materials Center, State University College, 1300 Elmwood Avenue, Buffalo, New York 14222, Mrs. Elizabeth Ayre, Director.

Addresses and director

Educational Materials Center—Visually Handicapped, Office of Superintendent of Public Instruction, 1020 South Spring Street, Springfield, Illinois 62706, Miss Gloria Calovini, Director.

Special Education Instructional Materials Center, New York State Education Department, 800 North Pearl Street, Albany, New York 12204, Mr. Maurice Olsen, Coordinator; Mr. Raphael Simches, State Director.

E. Regional Media Centers for the Deaf (Multi-state Responsibility)

The Regional Media Centers for the Deaf (RMCs), which joined the Network in February, 1969, have as their objective to effect change in the classroom by designing and developing media and materials, and by providing new training for teachers.

Each of the four RMCs serves a geographic region within the United States. The center at New Mexico State University at Las Cruces serves the Southwest and West, and specializes in the development of programmed materials. The center at the University of Nebraska at Lincoln serves the Midwest, and concentrates its major efforts on the design and development of films and training of teachers in the use of films and media. The center at the University of Massachusetts at Amherst serves the Northeast, and emphasizes the use of overhead transparencies for the use of deaf children. This particular center has undertaken to design overhead transparencies to support language development programs in teaching with 16mm captioned films. The center at the University of Tennessee at Knoxville serves the South and is the national clearinghouse for investigation innovative applications of instructional television. This center also assists with the planning and development of appropriate facilities in schools for the deaf.

In addition to each RMC's responsibility for a specific area of media development, the four RMCs provide comprehensive programs of pre-service and in-service training of teachers of the deaf.

The addresses of the RMCs are as follows:

Address and director	*Region served*
Southwest Regional Media Center for the Deaf, New Mexico State University, P.O. Box 3AW, Las Cruces, New Mexico 88001, Dr. Marshall Hester, Director	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming
Northeast Regional Media Center for the Deaf, University of Massachusetts, Amherst, Massachusetts 01003, Dr. Raymond Wyman, Director.	Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont
Midwest Regional Media Center for the Deaf, University of Nebraska, Lincoln, Nebraska 68508, Dr. Robert E. Stepp, Director	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin
Southern Regional Media Center for the Deaf, College of Education, University of Tennessee, Knoxville, Tennessee 39716, Dr. William D. Jackson, Director	Alabama, Arkansas, Florida, Georgia, Louisiana, Kentucky, Mississippi, North Carolina, Ohio, Puerto Rico, South Carolina, Tennessee, Virgin Islands, Virginia, West Virginia

IV. ASSOCIATE CENTERS

As of August, 1970, the Network Office has identified 300 Associate Centers which are located at various addresses throughout the United States and Puerto

Rico. The Network Office has an extensive directory; address your requests to this office if you wish a copy of the Associate Center listing. Additional listings for new centers will be added to this directory as they are established.

The Associate Centers serve as an intermediary between teachers and regional centers. They also provide feedback of the needs, effectiveness of materials, and new classroom-generated ideas. The associate center plays a crucial role in the IMC/RMC Network and is felt to be the key to the effectiveness of the entire system.

V. 60 FILM LIBRARIES

(Not a member of the Special Education IMC/RMC Network.)

National Office: Bureau of Education for the Handicapped, Media Services and Captioned Films Branch, ROB, 7th and D Streets SW., Washington, D.C. 20202.

Services: Offices within most of the states are responsible for distributing hardware and software to schools and teachers of the deaf. Distribution includes techniques, materials and curricula for teaching deaf children and youth.

VI. FUTURE NEEDS AND DEVELOPMENT

Since the establishment of the Network of Instructional Materials Centers and Media Centers in 1966, approximately 300 local or associate centers have been initiated. Widespread acceptance of the Special Education IMC/RMC Network concept has demonstrated to the U.S. Office of Education that a greater effort is needed to build comprehensive communication systems in education, and to design a plan for future development of the systems. With this in mind, the Associate Commissioner of BEH, Dr. Edwin W. Martin, Jr., is supporting a project (Project SPECS) to study the development of communication systems in the field of Special Education. The initial efforts of three other men, two of whom are presently with the Bureau, are also credited with being instrumental in the initiation of this project. They are: Dr. James W. Moss, Director of Research; Dr. Frank B. Withrow, Director, Division of Educational Services; and Dr. James J. Gallagher, a former Associate Commissioner of BEH who recently resigned as USOE Deputy Assistant Secretary/Deputy Commissioner of Planning, Research, and Evaluation.

The USOE/BEH project commonly referred to as Project SPECS (Special Education Communication Systems), is a task force of 14 distinguished men and women representing the field of communication, research, information networks, government, commercial producers, media technology, public relations, and general and special education. They have been assembled for the express purpose of focusing on the possibility of greatly expanding and modifying the Special Education IMC/RMC Network into a more comprehensive communication system in a field of special education. A major purpose of such a system would be to facilitate communication among a maximum number of diverse educational units. This system should ultimately link teachers, supervisors, administrators, state departments of education, researchers, teacher educators, developers and producers of materials, resource agencies, governmental agencies, parents, and other special interest groups.

One reason for the establishment of Project SPECS is that USOE/BEH is seeking ways to improve special education. The field of special education is too big for one organization to try to "do its own thing" without cooperating and collaborating with those who can complement its areas of expertise. Those within the Special Education IMC/RMC Network, and those who work closely with it, desire to bridge the "communications-document explosion gap" that exists between the developers/producers of materials and media, and the users of these educational aids.

[Attachment C]

STATE-FEDERAL INFORMATION CLEARINGHOUSE FOR EXCEPTIONAL CHILDREN

Recognizing the increasing relationship between special education and government, the governmental relations unit of The Council for Exceptional Children is operating through a grant from the Bureau of Education for the Handicapped (U.S. Office of Education) a project which provides for a complete information center on state and federal law and related materials.

The responsibility of this project, the State-Federal Information Clearinghouse for Exceptional Children (SFICEC is to identify, assimilate and store state and federal law in addition to rules and regulations, policies, standards, forms, and other administrative literature used to implement laws pertaining to the education of handicapped children and youth, in an efficient, accurate, and easily accessible form.

The best method of ascertaining the effectiveness of an information system such as SFICEC to evaluate the way in which needed materials are provided to those seeking information. To best insure effectiveness, SFICEC will be using, whenever practical, computer-assisted retrieval. In addition, results of all information requests researched and answered by SFICEC, as well as all dissemination activities and publications, will be evaluated by the recipients.

At the present time SFICEC has the capacity for both computer and manual searches of all state law regarding education of the handicapped. Searches have been run, and information is available, in the following areas:

learning disabled
blind
deaf
mentally retarded
emotionally disturbed
speech handicapped
physically handicapped
personnel standards
compulsory attendance
guardianship of the mentally retarded
early childhood education
finance
private schools
vision and hearing screening
intermediate units
advisory committees
transportation
physical education
state library services for the blind
definitions of handicapped
age ranges
scholarship programs for training of special educators
funding of auxiliary personnel

Planning, development and testing of an information system for related state administrative literature has been started and will continue until approximately the middle of 1971. As a result, although partial searches may now be completed, it will not be possible to search all fifty states until that time.

The project also maintains and has available updated files of all Federal law and administrative literature related to education of handicapped children. As SFICEC develops an effort will be made to broaden the base of this file to include other programs which have a bearing upon special education and handicapped children. Any information requests in this area regarding special education can now be handled by SFICEC.

For further information about SFICEC or to submit information requests call (703–521–8820) or write to: Alan Abeson, Director, State-Federal Information Clearinghouse for Exceptional Children, The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.

Mr. Brademas. Both your suggestion that the term "center" be changed to "clearinghouse," and that the proposed enterprise be administered at a level above that of any program operation make great sense to me. First, I think your analysis of the nature of the program envisaged by Mr. Bennett and Senator Dole is more accurately that of a clearinghouse providing access to existing information systems than it is a center developing new information, if I understand your point correctly, and, second, I do think it intelligent that the proposed clearinghouse, if you will, not be located within a given agency that operates a program. Otherwise, it will get buried and become the captive of that particular enterprise rather than fill the informational functions for which it is obviously intended.

I would also hope, as I take it your statement indicates you do, that in any proposed clearinghouse there would be developed links between the special educational instructional material centers and the regional media centers and similar centers across the country.

I take it you feel that would be very important, so that the left hand knows what the right hand is doing.

Dr. Ashcroft. The clearinghouse should relate to the National Media Center mentioned earlier as well.

Mr. Brademas. Just one final question, Dr. Ashcroft, and again I am not trying to build a case for spending more money but, as you describe your view of this proposed program, do you think the job can be done with the amount of authorization, $300,000 in the first year, contemplated by the authors of the bill?

Dr. Ashcroft. I am very doubtful about that. The information centers that are already operating are spending substantially more than this already. I think it depends on how the clearinghouse function can be developed and what staffing pattern would be required, but it seems doubtful that that kind of appropriation would be adequate for the purpose.

Mr. Weintraub or Dr. Erickson might like to speak to that as well.

Mr. Weintraub. I would say it would relate to the function that the clearinghouse or center would serve. If it is a true clearinghouse then the necessity for massive staff and the necessity for massive production activities might not be necessary since these activities are now occurring. The cost of true clearinghouse activity is not that great.

Now, whether $300,000 or $400,000 would better do the job, I think it is somewhere in that range. I don't think we necessarily need to talk about millions of dollars. If there is continual congressional support and, hopefully, administration support, for the actual information systems that are operating, and these can be bolstered and progressed, the clearinghouse should be able to function at a minimal cost.

Mr. Brademas. Thank you very much.

Mr. Hansen.

Mr. Hansen. Thank you, Mr. Chairman. Let me also welcome you to the committee and extend a belated welcome to Idaho by reason of your recent visit to Sun Valley. I was there early last week in connection with the Idaho Hospital Association meeting and I presume one of the next series of meetings might have been the occasion for your coming to Idaho.

We had the pleasure of welcoming Fred Weintraub to Idaho last year where he was of very great help to our dedicated group of citizens who have applied themselves to some of these problems in assisting the handicapped.

I would elicit your comment on one or two of the purposes that it seems to me might be served by an agency such as is contemplated by this bill, to see if you would anticipate these purposes to be served by such an agency. I made reference in my comments to Congressman Bennett to research efforts that are going on and the lack of some mechanism to make available, at least more readily available, the results of research to those who may put them to use. It would seem to me in addition to the accumulation of information that some systematic means of taking advantage of and tapping the research efforts going on might be served by this agency.

In addition, in areas such as this and one that this committee concerned itself with earlier this year—for example, drug abuse—a great deal of experimentation is going on. Programs have been tried in various communities under widely varying circumstances; some work and some don't work.

It would seem to me that it would be enormously useful for someone who now comes up with a problem that somebody else may have confronted previously and found a successful formula to take advantage of the work and the success that might have been achieved. And, in addition a vehicle such as this bill proposes might serve as an incentive for those who are engaged in experimentation, in the development of new techniques, and new programs to send the results of their successful or unsuccessful efforts, so that others could profit by them.

Now, I presume most people wouldn't know where to send in a report with any confidence that it would be put to good use.

Do you see this kind of an agency serving these broader purposes?

Dr. Ashcroft. Yes indeed; I do. I meant to convey that there is a great need for interchange of information among professionals about what they are doing and about their programs. I think Dr. Erickson might speak well to that point and the dissemination of information and translation into practice.

Dr. Erickson. The point is very well taken and is one which has not escaped our attention. We have been watching very closely in terms of the development of the information center at the Council for Exceptional Children as well as with the Special Education Instructional Material Center Network. The whole matter of the identification and distribution of information about better educational patterns. Our particular focus in our Information Center stresses primarily education, educational research, educational problems, educational application for the range of people within that area from early childhood through secondary and vocational education.

We have seen the need in the last year to put a greater emphasis, not so much on just dissemination of documents or printed material, but on the identification and dissemination of ideas and practices that have been proven to be useful, helpful, successful, and then applicable to other areas.

We feel very fortunate to have the mechanism for doing this in a way that many information systems do not.

For example, our clearinghouse on educational information related to the handicapped is not a single entity by itself, but is definitely tied in with this network to which we have referred in our statement, which includes regional centers, and through the fine work of State people and local people have been extended to now 300 local centers that actually have day-by-day contact with teachers in the classroom and their principals who must support their work. Therefore, our people in these instruction material centers are not just librarians housing materials that they can hand out, but they work with teachers in (1) identifying what good things they are doing but (2) to deliver to them ideas that they may not have thought of that have applicability to their classroom.

One function of our information center—though we are removed from children a couple of steps—is that we do have this relationship through the network and therefore are putting great stress on the identification of better educational practice, on translation of research that shows promising strategies for classroom use, and the delivery of that in a form that can be used.

We produce several products out of our own information center that have this as their design and intent. One is a journal we have produced, particularly for teachers that brings to them ideas in a useful form, a form they can understand and appreciate and even apply tomorrow in the classroom, of results of research or the results of our survey of educational practices that will help them.

I am also very pleased to report, as you are probably very well aware, that the entire Office of Education sees the point that you are stressing as a priority, particularly now in the establishment of the National Center for Educational Communication and their division for the Improvement of Educational Practice.

I am also pleased that part of the U.S. Government that we work with most directly, the Bureau of Education for the Handicapped, has had this as a priority for many years and I think deserves credit for this insight in establishing these instructional material centers which are designed to work with teachers for the improvement of education for handicapped children.

Mr. HANSEN. Thank you very much.

Mr. BRADEMAS. Mr. Dent.

Mr. DENT. First I want to say I concur with the statement in the gentleman's observations on the two suggested changes in the text of the proposed legislation, and agree with him they are worthwhile and should be given serious consideration by the committee.

I might speak to a subject we might like to stay away from these days: making a decision on whether you are a wild-eyed spender or a narrow-minded saver. I don't think your $300,000 figure is very realistic. As I view what we are trying to do here and what you have in mind, I believe it is going to take quite a sophisticated set of equipment to handle all the requests from the various States, individual schools, and agencies of all kinds. Unless our history in the field of educational equipment is contrary to what has been discussed here, it is going to take quite a bit of money for the type of equipment to be of service, the kind of service you will have to render for it to be worthy of further support of the Congress.

I believe that your $300,000 figure might be realistic if you are just considering the first year setup of your agency, or merely setting up your format of operation. Speaking as a man with a few years of experience in Congress, it is my suggestion that the chairman of the committee himself, as well as those of you who are vitally interested in this undertaking, see if you can't prepare a complete rundown of goals, expectations, needed equipment, and required personnel. If necessary, the appropriation or the authorization may be divided into staffing and equipment requests.

I find that the Congress has a more realistic and a practical view of equipment costs than they do of staffing costs. In my opinion, they will consider that this $300,000 is all you are going to need to operate and complete the functions of the clearinghouse.

I was happy to note you were in Pittsburgh. It wasn't too many years ago when we had a rather long-term debate over whether or not we would put classes for handicapped children in our common schools in Pennsylvania. Because we have so many school jurisdictions with students scattered over a large area, it was difficult to establish a class in each small community. We finally decided that students would be transported to and money would be provided for any school that wished to set up a class.

However, I do know that this was a rather hit-and-miss proposition when we started. There wasn't a very great storehouse of knowledge of how to operate that particular function in a common, regular school setup. We fumbled around but I do think—although I have been away from the legislative body there for quite a few years—that it has functioned rather well in Pennsylvania and that we have come a long way in trying to relieve the situation in which we found our handicapped.

This clearinghouse may provide a solution to one of the major problems in the education of the handicapped. After these children have been accepted by a school and educated as much as their capabilities will allow, they are quite often turned out when they reach age 16. There is a great shortage of institutions in which these older teenagers can be enrolled. Most often they wind up in an adult mental institution where they do not belong, and their progress to date is retarded. Their ability to care for themselves wanes and their opportunity to be useful to society is severely reduced.

In our own community at home, we have allowed partially handicapped persons to work at levels that meet their ability to produce, and have granted special consideration under the Minimum Wage Law. Some of them start out as low as 5 cents an hour; there are some who, after 2 or 3 years, are earning a full minimum wage rate and others even go beyond that. Many of us believe there is a place for these people, and anything we can do for them has to be done at the level of the National Government. Some States just don't have the resources and many don't have the inclination. Those States that do find themselves competing for funds with other high-priority items in the State budget.

Therefore, I compliment you and those who are with you on your statement. I do suggest, however, seriously, that you get a more realistic view of what we ought to put into the legislation in the way of an original request for money because too often we come in with a nonrealistic or unrealistic figure and then the very next year when we come in with something that looks exorbitant we are told, "Well, last year you came in and we gave you this; now you are asking for this. How much will you want next year?"

I would rather bite the tiger by the tail and develop a realistic view of what you are going to eventually need and I am sure the chairman and the rest of the members of this committee would probably prefer that approach.

Let's not start this one off wrong. We have started too many of them off wrong. There are so many fields that you can think of that could be so helpful, so many new and absolutely unbelievable technical advantages that have come into the field of education. You can even envision a closed circuit TV situation which would service every one of these schools. If that is possible—and Penn State is making a very serious study of it now for their campus schools—this might be a good starting point. Maybe it might be the proving ground for such because it has a limited application.

I would go all the way in trying to give this committee all of the information you can get on just what kind of a format you are going to follow in the clearinghouse. I think it has to be a clearinghouse. I don't think it can dovetail. It has to be a separate entity with a clear-cut purpose. If you do it that way, I believe Congress will pay more attention to the request for it.

Mr. BRADEMAS. Mr. Landgrebe.

Mr. LANDGREBE. There is no one on this committee who has more compassion and more concern for the handicapped than I do and I am positive that America and our various States have waited too long to become sincerely concerned about the handicapped. We have always taken a great deal of pride in our educational systems for the normal children, but those who have handicaps, particularly mental deficiencies, have been outcasts until just within very recent years. So certainly I am most anxious to participate and cooperate in anything that will speed up or promote the concern and the assistance that we can give this segment of our population, feeling that no matter how limited a person's capacity might be, we should help this person and to make him get whatever possible results that we can, and to help this person be a partially productive person, but even above that, as happy a person as possible.

I am a first-term Member of this Congress and it is almost alarming to me to find that this proposal is obviously being introduced for the first time. Maybe it has been given consideration before and has not passed.

I am most excited about this proposal, Dr. Ashcroft. I don't share, however, quite the enthusiasm for increasing the money at this time that has been expressed.

We are obviously spending a considerable amount of money on the handicapped, and things of this kind, not only do they offer some hopes of more and better care for and assistance to these people, but to me as a taxpayer as well as a representative, this type of a structure should bring about some efficiencies. This should solve some of the problems. We should get better performance from the present dollars. And so I think that my question to you—if I am going to pose a question in addition to this rather glorified speech—would be, do you not feel with the $300,000 nucleus—with the passage of the bill—don't you think that with the $300,000, if this bill is passed with that funding, it would be possible to get this information center in operation and hope that we then in the future could demonstrate that we are really able to lower some of the other budgets for assistance to the handicapped because of the benefits of this structure, and be able to demonstrate that we are either doing a much, much better job overall, or we are able to reduce our overall expenditures, making more money available for this particular thrust in our desire to give as total and complete a service and assistance to our handicapped as we could possibly give.

Dr. ASHCROFT. I think you have put your finger on the important function of this clearinghouse and that is to make more effective the dollars we are already spending in other information services.

Mr. LANDGREBE. There should be two purposes to this. One would be to make the present money more effective, or maybe to reduce the overall cost or to be able to demonstrate a very, very clear-cut improvement in the services and the care to these very unfortunate people.

Mr. WEINTRAUB. I might add that we have seen similar kinds of activities develop in communities and that when you create access into systems, when you say to people, "Now, we have developed these programs, we are now going to let you know they exist and let you know how to use them"; that you open a Pandora's box; that people who need the system are going to now come and seek assistance from it.

I think that this relates to some of the isues Mr. Dent was relating to, that many people are extremely frustrated.

As we meet with parents and teachers—particularly parents who have been shuffled from agency to agency, they don't know where to go to get the help they need for their child. Once we solve that problem we are going to have to face the reality of providing those services. I think it would be very difficult at this point to anticipate and to say, by opening these doors, by making it more efficient, we are going to reduce the total cost. I am not sure that that is in fact going to be true. Not too long ago in a letter in "Dear Abby" somebody asked the question about what do I do about my learning-disabled child. Abby responded there was a study committee going on in Washington to look into this problem. I believe that the figure was somewhere in the neighborhood of 200,000 letters came in to that agency within 2 weeks. I think that gives indication of the fact that when the Federal Government is now expending a million dollars toward assistance for learning disabilities, $1 million isn't going to begin to do anything for those 200,000 people that now are asking for some help.

So I doubt that the clearinghouse is going to reduce total governmental costs.

Mr. LANDGREBE. Congress is accused of a lot of things. I think we should see that we get results from our money. I am sure that just appropriating more money doesn't necessarily get better results and if there is anything this Congress should do it is to get the dollars to the handicapped in a way that will give them the greatest possible benefit. I do see some real hope for this through this particular clearing house, to get the best service to the proper people, those who need it the worst, and to do an effective job, but I do hope that because of the pressures upon our country at this moment for dollars, that we will try to present this bill to the Congress with the most reasonable figure because I think it will help to facilitate and expedite the passage of the bill.

Thank you.

Mr. BRADEMAS. Thank you very much, gentlemen. We appreciate very much your having taken time to be with us this morning and to give us your very helpful recommendations.

Our next witness is Donald Stedman, director of the John F. Kennedy Center for Education and Health Research at George Peabody College.

Dr. Stedman, we are pleased to have you with us.

STATEMENT OF DR. DONALD STEDMAN, DIRECTOR, JOHN F. KENNEDY CENTER FOR RESEARCH ON EDUCATION AND HUMAN DEVELOPMENT

Dr. STEDMAN. Mr. Brademas, I will be brief, but I would like to read my statement and also have an opportunity to respond to some of the major questions that have arisen with the other testimony, if I may.

I am Donald Stedman, director of the John F. Kennedy Center for Research on Education and Human Development at George Peabody College in Nashville, Tenn. I am a research psychologist in the area of child development and mental retardation, and associate professor of pediatrics at the Vanderbilt University Medical Center.

I feel fortunate to have had NIH-supported professional training, and for 2 years I was president of the North Carolina Association for Retarded Children, so I have had an opportunity to view and experience the problem of the handicapped from both corners, so to speak.

I come today to present reasons why I am in favor of the proposed National Information and Resource Center for the Handicapped (title III, S-3418).

The idea of the development and operation of a National Information and Resource Center that would serve all areas of the handicapped is not new. But, like most great ideas, it has had to endure a decade of waiting to achieve the full advocacy it deserves. There are at least 10 reasons why the proposed Center is not only of great value but a necessity. There are cogent reasons why it is a necessity now. There is a strong point of view that if it is not developed now it might not be of value later.

1. There is a great need to provide the consumer—the handicapped person or his family—with a single point of contact for information on all phases and kinds of service programs available from public and private resources.

This single source of information should include information on available medical programs, educational, rehabilitation and other types of service of interest to and of value for the handicapped. There is not now such a single service. The time and dollar economy of such a resource should be obvious.

2. The proposed Information and Resource Center would provide, for the first time, a single and central evaluation opportunity that would give us direct and frequent information on the adequacy of service delivery from the many Federal, State, and local programs supported through public and private funds. Such an evaluation capability would have a beneficial economic outcome on programs for the consumer, at the same time it provides a program development resource for Federal agencies and Congress.

3. The last decade of program development for the handicapped has been tremendous. More moneys have been generated in the area in the last decade than in the previous 50-year period. This program development in research, professional training, service programs and planning and construction, has developed a critical need for a clearinghouse and coordinating center to reduce fragmentation of effort and to enhance the opportunity for any given family in the country to gain direct access to the benefits of our public and private investments.

4. The proposed National Center advocates a public-private partnership. This attempt to make the best use of both public and private resources is consistent with program development in the area of the handicapped since the beginning. The prime advocacy for improved programs for all areas of handicapped has come from special interest groups, especially parents' associations. It is important to see the Center as obtaining information from and providing information to

both public and private sectors. It should do well also to maintain a private supporting resource so that its flexibility and strength to the public sector can be assured.

5. The proposed National Center constitutes an active consultation system which would not simply respond to requests for information. For any information system to have an impact it must be aggressive, it must initiate information activities and it must seek out the broad variety of listening groups that may not know how to pose a question. The Center should be a major media news source and information base upon which our national activities on behalf of the handicapped can go forward.

6. The National Center would provide a direct contact between the highest level of Federal agencies concerned with the handicapped and the local service activities and family units. This type of direct access by families to the Federal establishment and the ability of the Federal agencies to gain information directly from local communities while servicing them would assure the temporal relevance of both Federal and local programs.

7. The proposed Center is family oriented. That is, it recognizes that a family with a handicapped individual in its midst experiences not just medical, not just social, not just educational, and not just rehabilitational needs. All these things may be needed. There is a variety and often a series of family crises which arise from the presence of an unremedied or unattended handicap. A multi-disciplinary and multi-interest Information Center would attempt to respond to the nature of that family problem through availability of a variety of information with regard to treatment and preventive services.

8. The availability of the variety and large amount of information on the various aspects of handicap could not fail but to provide a guidance system for future program planning and community service development. The storehouse of knowledge and availability of that information together with the availability of consultation and direct aid for service delivery would be a significant advance over the current situation.

9. The National Information and Resource Center would provide an opportunity for more frequent and more substantial staff development activities for Federal, State, and private agency staff membership. Such available staff development capabilities would provide an inservice training and updating capability now lacking at the national and regional levels today.

10. It should not be overlooked that the National Center would provide an important and unique training resource for health and education manpower training programs around the country. The availability of the information that the Center would draw together and actively deliver would soon become a required experience for those in professional and volunteer organizations where in-depth professional education is a necessary antecedent to quality public service.

It should be obvious that the National Information Resource Center would constitute a system that would meet the needs not only of the handicapped and their families, but the professional-in-training and the professional-in-service who seeks to bring his talents effectively to the needy consumer. The proposed Center could be a model system that would not only store and retrieve information but would be available as an evaluation, planning, and renewal factor. It would be a guiding star for the handicapped and for those who would seek to prevent and alleviate the problem.

Mr. Brademas. Thank you very much. I have a couple of questions, Dr. Stedman. You, in your testimony, seem to go somewhat further than some of the other witnesses did with respect to the kinds of programs which this proposed Center or clearinghouse would carry out. You seemed to suggest that it would go beyond the strictly informational responsibility, and you say in No. 2 of your justifications for the proposed Center, that it would provide an evaluation opportunity. Then later on in your statement you suggest under item 10 that the proposed Center would also be available as a planning and renewal factor.

I think you see the thrust of my question.

Dr. Stedman. Yes, sir.

Mr. Brademas. You seem to have in mind a much more ambitious enterprise than the authors of this bill do.

Dr. Stedman. I am responding as much to the word "resource" as I am "information" in the title of the proposed Center or clearinghouse. I think that from the beginning those people who have been central to discussions and planning and preparations for this kind of thing have felt that a passive system would not really make a substantial or significant dent in the consumer need.

In my judgment it would not be sufficient for the establishment and funding of a system that would simply stop at the coordination and clearinghouse level. There has to be an active dissemination of information. Information has to be packaged in alternative ways for different target groups. It is clear, as I stated earlier, that there are some, what I would regard as high-risk populations, toward whom we need to move more actively in order to bring to them, in the proper fashion, knowledge about available service programs and knowledge about how to acquire those services and use them.

A corollary to that is more directly related to Mr. Hansen's concern about the research-service gap. It is related also to your question, I think; that is, it is not enough in the human development field to simply present the results of research. Unlike Crest toothpaste or other "breakthroughs," you cannot simply say that there are 40 percent fewer this or that. You must move to demonstrate to the potential consumer population how they use the products of research and how they can use them efficiently. With regard to the evaluation opportunity, Mr. Brademas, I think that the establishment of the coordination function and a more active and aggressive linkage to the consumer population would give us a better pulse and profile with a shorter gap between the development of Federal programs and implementation at the local level. So we would be able to have a shorter turnaround time and therefore a better evaluation of how we are doing as a product of our national and regional programs. That is what I mean by "evaluation."

Mr. Brademas. Have you looked at the statute that establishes the National Center for Media and Materials for the Handicapped?

Dr. Stedman. Yes, sir.

Mr. Brademas. I should have thought that the kind of evaluation demonstration to which you have made reference would more appropriately be housed in that particular Center.

Dr. Stedman. I do not see these two systems as being incompatible at all. They are very compatible. I think this proposed information and resource center would be able to address itself to the product of our service and other programs while the media center would be concentrating on export.

Mr. Brademas. I have just one other question, Dr. Stedman. You say in point 6 of your statement, using the words "direct access by families to the Federal Establishment would be provided by the proposed National Center."

That is a very sweeping phrase. Can you elaborate on that? Do you have in mind how one would make it possible for a family with a handicapped child or person in South Bend, Ind., having the direct access to this National Center that you suggest?

Dr. Stedman. My assumption is that this would be an available and open system and that anyone could seek information from it.

Mr. Brademas. Just a moment. Anyone could seek information from it. Have you ever tried to get information to people?

Dr. Stedman. Yes, sir.

Mr. Brademas. You know the mere existence of such a proposed Center in Washington, D.C., is suddenly going to be known to handicapped persons or families with handicapped persons in them in every community in the United States. My question is obviously rhetorical. That is just not going to happen.

Dr. Stedman. That is precisely my point. That is why it has to be an active system. If it is active it makes available this local-to-Federal link that, in my judgment, is not available in a comprehensive form. It is available through the Bureau of Handicapped and its efforts and all the rest, but this—new Center—would put together a capability for a comprehensive reply to comprehensive questions.

Mr. Brademas. Let us linger on that point just a little. I am not quarreling with your purpose, because I should think ideally it would be splendid if a handicapped family anywhere in the United States could feel that in order to get an answer to its questions it could communicate directly with some center that would provide that information. But this is a very big country. Do you really think that for $300,000 a year, if a center of this kind has the active role that you have been suggesting, this is conceivable?

Dr. Stedman. No, sir, I do not. I think the $300,000 indicated is probably reasonable for a tool-up and demonstration phase. I think some moneys probably should be made available either from this budget or from a budget that would be appropriate to the system for the Federal agencies who would have to participate in the preparation of responses and the like. But I do think that on the question of subsequent budgets for subsequent fiscal years, that ought to be demonstrated on the basis of hard data that the $300,000 in my judgment would be a start-up.

It might be that it would be $200,000 in the second fiscal year. It might be $600,000. I have no data. I do think with a talented staff and an opportunity to move ahead that they could present the data necessary to support whatever request they would make for the subsequent years.

Mr. Brademas. I appreciate that. I just would make one observation. It does seem to me that the kind of information mechanism that you have in mind is a substantially more ambitious enterprise than the authors of this bill contemplated.

As I read the bill at the outset, I had the impression they had in mind a center in Washington, informational clearinghouse as it were, which would largely serve the informational requirements of professional persons working in the handicapped field and professional organizations, particularly national and regional and State and large urban associations that deal with handicapped problems. The kind of approach which you are suggesting, which suggests a more grassroots relationship to this informational center, is not really what they had in mind. That might well come somewhat down the road.

I think what you are suggesting is a splendid idea. As I said earlier, it makes a lot of sense with respect to other areas like housing and transportation and veterans benefits and social security benefits and health benefits. One could have these information systems in nearly every field that touches on the lives of people, but I think we ought to be very hardheaded about what it is we are getting into if we move in the direction that you are suggesting. We in Congress—and I do not want to soliloquize on that—have a hard time getting information out of the executive branch of the Government, not to speak of constituents back home trying to get information out of the executive branch.

I think your statement is a most thoughtful one and lends new dimensions to this bill.

Mr. Hansen.

Mr. HANSEN. Thank you, Mr. Chairman. Let me also express my appreciation for what has been an extremely helpful statement. We are grateful for the important contribution you have made to these hearings. I have only one question, and I think perhaps your experience in the field would qualify you to respond to it. I am interested in learning the extent to which the kinds of information that would be accumulated and stored and disseminated by a center such as this would lend itself to the use of data processing, information retrieval, and other techniques that are being developed for this purpose.

Dr. STEDMAN. If I understand your comment, my judgment is that the simplest part of the problem is the acquisition or identification of hardware and establishment of an information storage and retrieval system.

I think the level of information is almost overwhelming. What worries me is the logjamming and it worries the agency people and the voluntary organizations. What is required is a system to move it out to professional and regional and local levels. I think we have all the technology that we need. We need experience in alternative ways to present information and in ways to evaluate the products of information delivery. We are not always sure that the style of delivery of information, whether it is in maternal and child health or special education, is going to have the impact that we think it will. A very special case now is the difficulty in the area of nutrition. One nutritionist has commented that in many ways it is easier to change a family's religion than its eating habits.

So that the informational delivery system is the problem, not the knowledge of what nutrition would be best.

Mr. Hansen. Thank you very much, Mr. Chairman.

Mr. Brademas. Mr. Dent.

Mr. Dent. I am sorry I had to be out on the telephone but I do appreciate your coming here today and giving us the benefit of your experience as well as your support of this legislation.

I am sure your experience and support will be very helpful to the committee.

Mr. Brademas. Thank you very much, Dr. Stedman.

I appreciate your taking the time to be with us this morning.

Dr. Stedman. My pleasure.

Mr. Brademas. Our final witness this morning is Dr. Robert W. Rhoads, member of the house of delegates of the National Easter Seal Society.

Dr. Rhoads.

STATEMENT OF ROBERT W. RHOADS, PH. D., MEMBER OF THE HOUSE OF DELEGATES OF THE NATIONAL EASTER SEAL SOCIETY

Dr. Rhoads. Thank you, Mr. Chairman.

Mr. Brademas. We are pleased to have you with us, Dr. Rhoads. I would call to your attention that we do not have a lot of time before we are supposed to go into session. Do you think you could summarize your statement and give us a chance to ask some questions?

Dr. Rhoads. Mr. Chairman, I will do the best I can.

I am Dr. Robert W. Rhoads, dean of academic affairs at the Philadelphia College of Textiles and Science. It is a great personal honor and privilege to appear before you representing the National Easter Seal Society for Crippled Children and Adults in support of H.R. 18286. This bill is a companion bill to S. 4002, introduced by Senator Dole. The Senate bill has been passed as an amendment to S. 3418. Before discussing the importance of this legislation, I should like to point out my association with the national society. I became interested in the work of this organization following the birth of my son, Jeff, who was born with cerebral palsy. I have served the National Easter Seal Society in many capacities—as a member of the house of delegates, as vice chairman of the Pennsylvania House of Delegates, and as the former president of the Pennsylvania Parents Council affiliated with the Pennsylvania Easter Seal Society. Thus, I can speak with personal knowledge of the problems parents face in attempting to find services for their handicapped children.

As a parent of a handicapped son and through my association with the national society I feel a responsibility to share with you ideas that I hope will influence your favorable consideration of this bill. Perhaps I can dramatize the need for the National Information and Resource Center for the Handicapped by beginning with a quotation: "When John was born, I walked the streets that night, all the next day, and far into the night." The man speaking was the father of a 4-year-old boy with a cleft lip and cleft palate. With these words Dr. Eugene T. McDonald begins his booklet for parents, entitled "Bright Promise." In this instance there was a bright promise and a bright future for John. His parents, concerned about his condition, sought the assistance he needed in the long process of care which extended over many years. It involved evaluation, speech therapy, special education, a camping experience at a residential camp for children with severe speech problems, social casework, and psychological counseling for the parents in overcoming their feelings of guilt and their sense of confusion and hurt.

Ideally, every parent of a child with a defect or every adult with a disability would be aware of the handicapping condition and know how to locate and how to make use of the rehabilitation resources in the community. In reality, we know that hundreds of thousands of disabled persons do receive special services as their defects come to the attention of parents, of physicians, public health nurses, social workers, teachers, and the clergy. But we also know that unknown numbers of handicapped persons never receive the care they need.

In the past two decades we have made progress in the establishment of resources for the care of the handicapped. Services are available in many parts of the country. Admittedly, they are of uneven quality, minimal, or nonexistent in many communities. But in great part, resources do exist. Legislation has been enacted, funds have been allocated to public and private agencies, facilities have been constructed, personnel has been trained, and rehabilitation programs have been developed. Why is there the paradox of available resources on the one hand and unserved disabled persons on the other? The reasons are many.

It was commonly thought that the absence of service in a community and the lack of money influenced whether or not a person received rehabilitation care. However, in a study in North Carolina, Dr. William P. Richardson found there were other factors: "* * * Obstacles to proper care were ignorance of available resources and lack of understanding of how to go about securing services." He also found that, "This was often compounded by prejudice and an inadequate or distorted image of community agencies. Moreover, simple inertia, lack of motivation, and fatalism frequently prevented the seeking of care."

Other reasons relate to the multiplicity of programs with their varying legal or policy restrictions and the limitations imposed by eligibility requirements. Especially in cities, the proliferation of programs and agencies makes finding an appropriate resource bewildering for the professional and almost impossible for the lay person. The city of New York, for example, has 1,600 different kinds of community agencies that offer help to people who have a variety of problems. The difficulties families encounter in trying to locate proper information and resources is illustrated by the thousands of letters national society receives annually. These letters graphically portray many types of disabilities, ignorance of services, financial and emotional hardships, and lastly the unstated anguish, hope, and courage behind each of these vignettes. I should like to quote from two inquiries.

> I am writing to your organization in the hope that perhaps you can help us with our unique problem. I am presently serving with the United States Army stationed in Germany.
>
> My daughter, who is nine months old. * * * is apparently totally devoid of hearing * * * From previous examinations she is normal in all other respects.
>
> My family is from the New York City area so that although my duty tour will keep me in Germany, it would be possible for me to send my wife and daughter home to the States for other exams, treatments or training should that be necessary. We are only interested in doing what is best for our daughter.
>
> Having no previous experience with a situation such as this, we are somewhat at a loss as to how to proceed in her upbringing; what to expect and what not to expect with regard to her progress.

Any references or information that you can forward to us pertaining to her training and that which may have to be undertaken by my wife and myself would be appreciated greatly * * * if there should be any institutions, associations or schools that undertake training of preschool children we would appreciate information about them.

Sincerely,

——— ———,
Captain, Dental Corps.

The next letter is from a social worker at an Army base.

Would you please send me information or addresses to where I can secure information as to the facilities available and the requirements for admission on schools or institutions that might consider the following child: This child is a negro boy, age seven, that is blind, spastic, completely untrained, has use of only one arm and needs full-time nursing care. His mental range is probably near 20 IQ. His parents are presently in the Army situated at Fort Polk, Louisiana.

We will need both profit and non-profit institutions since the military and its associated voluntary agencies will provide payment, if necessary.

Since this child is causing financial and emotional strain on the parents as well as the other three children, ages 9, 5, and 3, an early reply will be appreciated.

Sincerely,

——— ———,
1st Lt., MSC,
Chief, Social Work Section, Neuropsychiatric Service.

We have reached the point where we are aware that more money, more programs, and more manpower by themselves cannot get service to the people who need it. What is required is an organized method of linking people who require rehabilitation with the facilities that are prepared to give it. Government agencies and voluntary health organizations have initiated programs in an attempt to overcome obstacles to securing care. You are familiar with the "HELP" program of the Social and Rehabilitation Service, the "Closer Look" program of the Bureau of Education for the Handicapped, and the Counseling and Referral Service set up by the U.S. Public Health Service for Armed Forces military rejectees. These programs invite inquiries from the public concerning Government and private facilities nearest any point within the United States. By means of concerted campaigns, via radio, TV, placards, and brochures, efforts are being made through these programs to make all Americans aware of the potential of health services and rehabilitation.

The problem, however, is not simple. A study conducted by Roper Research Associates showed that "to extend useage of rehabilitation facilities, half the battle is to get the facts to those who need them." The study revealed that more than three times as many persons in the lower economic group as compared with the upper economic group had no idea about how they could go about securing rehabilitation aid, if needed.

Recognizing the seriousness of the problem, the National Easter Seal Society for Crippled Children and Adults adopted the information, referral, and followup service as the basic program to be offered by its 2,000 affiliated societies in all States, Puerto Rico, and the District of Columbia. This program supplements the nationwide network of rehabilitation facilities and services operated by the national society, the largest and oldest voluntary agency dedicated to serving the physically handicapped. The primary mission of the Easter Seal Society is to provide or arrange for the provision of care or treatment for the disabled persons in their own communities. The basic program of information, referral, and followup aims at locating handicapped persons who require help and assisting them in determining the kinds of services needed, where to find them, how to get them, and how to use them effectively. The ultimate purpose is to help disabled persons develop their abilities and live purposeful lives. The national society is now in the process of organizing information, referral, and followup programs throughout the country.

The National Information and Resource Center for the Handicapped, which this bill would establish, would be of great assistance to Easter Seal Societies and public and other voluntary agencies—and, of course, to handicapped persons themselves.

It would provide a data bank on existing resources throughout the country. Easter Seal affiliates could secure resource information from the national center, thus obviating the need for each society to expend time and funds in studying, collecting, and assembling resource material.

The accumulation of information on resources, needs, problems, and gaps in service, organized in one centralized location, would also facilitate program planning and development of services in a more coordinated manner than is now possible.

Knowledge of available programs would promote better utilization of existing facilities and provide a system for mutual assistance between and among public and private health, education, and social agencies.

As a parent, I hope the National Information and Resource Center would be placed closest to the center of decision in order to provide the greatest visibility and effectiveness.

Historically, the national society has supported legislation to improve and extend the benefits of rehabilitation to wider and wider segments of handicapped persons. In view of the benefits this bill will offer, we respectfully request favorable consideration of H.R. 18286 by your committee.

(Biographical data submitted follows:)

BIOGRAPHICAL INFORMATION—DELEGATES TO NSCCA HOUSE OF DELEGATES, 1967–68/1969–70

Name: Robert W. Rhoads.

Occupation or Business Title: Dean of Acadamic Affairs.

Business Address: Philadelphia College of Textiles and Science.

Mailing Address: School House Lane and Henry Avenue, Philadelphia, Pennsylvania 19144.

Zip Code: 19144.

Telephone: VI–3–9700, Ext. 280. A/C 215.

Volunteer Activities with the Easter Seal Society:

Philadelphia Board of Directors and Executive Committee.
Pennsylvania Board of Directors and Executive Committee.
Former President, Parents Council, State of Pennsylvania.
National House of Delegates.
Education Committee of House of Delegates.

General Community Activities (include club memberships, etc.) :

Military Order of World Wars.
Reserve Officers Association and Board of Directors.
Church Activities.

Reason for Special Interest in Easter Seals: Have a son who has cerebral palsy. Believer in work performed by Society.

Date: August 18, 1967.

Signature:

R. W. RHOADS.

BIOGRAPHICAL HISTORY

Robert W. Rhoads, Ph. D., History.
Present Title: Dean of Academic Affairs, Philadelphia College of Textiles and Science.
Born: November 6, 1919, Friedens, Pennsylvania.

Marital Status:

Married, former Elizabeth Lee Waldrop, Wichita, Kansas.
One child, Robert Jeffrey Rhoads, born March 1953.

Education:

Gettysburg College, A. B. in History (1941).
Gettysburg Lutheran Theological Seminary (1941–43).
Oklahoma State University, M. A. in Latin American History (1946).
University of Pennsylvania, Ph. D., Modern European Diplomatic History (1949).

Publications: "Morality in International Relations?" *Naval War College Review*, Vol. XVII, No. 5, pp. 49–54.
Military Service: World War II, United States Naval Reserve, Pacific Theatre (3 years) Combat Duty.
Decorations: American Theatre, Pacific Theatre with one combat star, Victory Medal, Reserve Medal, Purple Heart.
Present Military Status: Commander, United States Naval Reserve—Retired.
Teaching Experience:

Gettysburg College, Gettysburg, Pennsylvania.
Oklahoma State University, Stillwater, Oklahoma.
University of Pennsylvania, Philadelphia, Pennsylvania.
Drexel Institute of Technology, Philadelphia, Pennsylvania.

Honorary Societies:

Phi Kappa Phi, National Honorary Society.
Tau Kappa Alpha, National Forensic Society.
Phi Alpha Theta, National Historical Society.
Delta Sigma Pi, National Business Fraternity.

Organizations:

American Historical Associations.
Who's Who in America.
Who's Who in the East.
Who's Who in College Administration.
Who's Who in Education.
Dictionary of American Scholars.
National House of Delegates, Easter Seal Society for Crippled Children and Adults.
Vice President, Pennsylvania Easter Seal Society for Crippled Children and Adults.
Vice Chairman, House of Delegates, Pennsylvania Easter Seal Society for Crippled Children and Adults.
Board of Directors, Pennsylvania Easter Seal Society for Crippled Children and Adults.
Board of Directors and Executive Committee, Philadelphia Easter Seal Society for Crippled Children and Adults.
Past President Parent's Council, Pennsylvania Easter Seal Society for Crippled Children and Adults.
American Council on Education.

Honors:

Gettysburg Honor Society.
B. A. (Cum Laude).
"Good Neighbor" Award, 1962, Lit Brothers, Delaware County.
Outstanding Alumnus, Lambda Chi Alpha Drexel, 1952.
"Brace for an Ace," 1959, State Society for Crippled Children and Adults (Pennsylvania) for outstanding volunteer service.
Man of the Year Award—Beth Or Congregation, Philadelphia.

Mr. BRADEMAS. Thank you very much, indeed, Dr. Rhoads. That is a most useful statement. I have just a couple of questions. I judge from your statement that the National Easter Seal Society has already established an information, referral and followup service with respect to crippled children's programs for all of your constituent societies; is that correct?

Dr. RHOADS. Most of them are in operation now.

Mr. BRADEMAS. Would it be your understanding that if the proposed National Center or clearinghouse we are discussing in this bill were to be established that the Easter Seal Society information program would be wired into this national clearinghouse.

Dr. RHOADS. I think this could be done very easily. I think it would be of benefit to not only the national but also the State and the largest metropolitan centers to be able to get information from this Center.

Mr. BRADEMAS. Can you tell us how much money you expend for the information and referral service annually?

Dr. RHOADS. I cannot give you the figures on that or a breakdown on those figures.

Mr. BRADEMAS. Do you think you could supply us with that information?

Dr. RHOADS. I am sure I can; yes, sir.

Mr. BRADEMAS. I think you can appreciate why I ask. It would give us some idea of the magnitude of the cost, especially if we could have with the cost some sort of indication of the nature and extent of the services that you provide.

Dr. RHOADS. I can give you information on the services just from my local society in Philadelphia. This past year there were 1,310 cases involving just information and referral in the city of Philadelphia.

Mr. BRADEMAS. Let me elaborate just a little further. The point I am trying to get across is this: We need, I think, if we are to make a judgment on how much money we ought to authorize for this kind of a program, to get some idea of how much the provision of a variety of kinds of informational services would cost. If we were to go as far as Dr. Stedman was suggesting, getting into evaluation or planning and so on, that could be more ambitious, particularly if we were to go as far as he was suggesting in establishing a family to the Federal Government kind of program. That would be obviously more ambitious. Before we can make an intelligent judgment on cost, we have to figure out what kind of service we plan to try to provide.

Dr. RHOADS. I have here the figure: 200,000 in 1 year in one State.

Mr. BRADEMAS. 200,000 in 1 year in the State of Washington.

Dr. RHOADS. This is the estimated cost.

Mr. BRADEMAS. Are we now talking about the provision of informational services only?

Dr. RHOADS. Yes. Informational, referral followup for the State of Washington in the 4 year project. The first year was estimated for $200,000.

Mr. BRADEMAS. I do not know what followup means.

Dr. RHOADS. To see that the person gets the service he needs. Not just get the information, but see that he gets the service.

Mr. BRADEMAS. We have to break that down in cost in some intelligent way to be sure we are not comparing apples and oranges here.

I do not know what the answer is. I am saying we have to make some hardheaded judgments on what the service will cost before we can intelligently authorize it.

Dr. RHOADS. I am sure we can get this information to you.

(The information follows:)

Traditionally, Easter Seal Societies provide information or information and referral on resources available to physically handicapped children and adults and their families. In 1966, the National Society established the information, referral, and follow-up service as the basic program for every Easter Seal Society.

1. An information service which collects and impartially disseminates to agencies and individuals information related to the existence of health and welfare services.

2. A referral service which provides guidance and assistance to the individual or agency seeking help in selecting and using the most appropriate resource.

3. A follow-up service which provides contact with the client or the agency to which referral was made to determine whether the client has received or is continuing to receive the services that he requires and, if necessary, to offer additional assistance in identifying or using such services.

The standards established include:

1. A qualified staff person responsible for the development and organization of an information, referral, and follow-up service for the entire service area.

2. Delivery of service to the entire state or specific geographic regions by the state society or by its local affiliates.

3. Inclusion in the budget of an earmarked amount for the operation of the program.

All 2000 affiliates provide some type of information service but since 1966, 28 societies restructured their programs to meet the above definition and standards of an information, referral, and follow-up service.

In 1969, Easter Seal Societies throughout the country provided information and referral services to 57,769 persons. Follow-up service was provided to 11,313 persons. A total of $459,950.85 was expended for this program in 1969 as compared with $310,977.49 in 1968.

A study of 21 restructured information, referral, and follow-up programs indicated an average cost of $12,620. There was great variation in costs per program depending upon such factors as use of volunteers versus professional staff, size of professional staff, rental of physical plant and depth of counseling service.

Information and referral programs are conducted under many auspices including federal agencies such as the Social and Rehabilitation Service, Office of Economic Opportunity, Office of Education, state and local health departments, and other voluntary organizations such as Community Health and Welfare Councils, and the United Cerebral Palsy Association.

Mr. BRADEMAS. My other question is this: I was struck by your statement that in the city of New York there are 1,600 different kinds of community agencies that offer help to people who have a variety of problems. That is a very broad definition of community agencies and goes beyond agencies that focus on the handicapped. I take it that what I have said is correct.

Dr. RHOADS. That is correct.

Mr. BRADEMAS. My question is: To what extent do some of the great urban areas, like New York, or Detroit, or Philadelphia, or whatever, have their own information centers for handicapped programs of a kind analogous to the center proposed in Mr. Bennett and Senator Dole's bill?

Dr. RHOADS. Philadelphia has a system similar to this of information and referral for handicapped children that is directed by the Philadelphia Easter Seal Society.

Mr. BRADEMAS. That goes beyond crippled children then.

Dr. RHOADS. Crippled children, adults, speech handicaps, and various handicaps of this nature.

Mr. BRADEMAS. Once again, I am just groping for analogues here. I am trying to find out the extent to which the informational problem, to which this bill is addressed, has already been considered, either at the State level or at the community level across the country to determine whether or not centers of this kind are already in existence, which would afford us some intelligent judgments for making comparisons. Do you see what I mean?

Dr. RHOADS. The basic program of the Easter Seal Society throughout the United States is the information, referral and follow-up. This has been established in all of the States, and in practically all of the organizations at the local level. This is being done by Easter Seals.

Mr. BRADEMAS. Thank you very much, Dr. Rhoads. Your statement has been most useful.

The hearing is adjourned.

(Whereupon, at 11:10 a.m., the subcommittee adjourned.)

(The following material was submitted for the record.)

AMVETS,
Washington, D.C., December 1, 1970.

Hon. JOHN BRADEMAS,
Chairman, House Select Subcommitte on Education,
Rayburn House Office Building, Washington, D.C.

DEAR CONGRESSMAN BRADEMAS: This letter is written to forward to you the views of the AMVETS organization with regard to legislation pending in your committee. We are writing in connection with H.R. 18286 which would establish a National Information and Resource Center for the Handicapped within the Department of Health, Education and Welfare. We agree with Senator Dole, who has submitted a companion measure in the Senate, in his feeling that the problems of the nation's handicapped citizens are compounded by their inability to secure information on available sources of assistance. This legislation would go a long way in solving this problem.

It is the feeling of AMVETS that the government has made available many programs of assistance to the handicapped but that most handicapped are not aware of such benefits or are not aware as to the procedure to follow to secure such benefits. Therefore, legislation of this type would be most useful.

Sincerely yours,

LEON SANCHEZ,
National Service and Legislative Director.

COLBY COLLEGE,
Waterville, Maine, October 26, 1970.

Hon. JOHN BRADEMAS,
U.S. House of Representatives, Washington, D.C.

DEAR CONGRESSMAN BRADEMAS: I want to add my endorsement to the many I believe you are receiving in support of H.R. 18286, a bill providing for a National Information and Resource Center for the Handicapped.

I have been Vice-Chairman of the President's Committee on the Employment of the Handicapped for several years, and previous to that and for some time a member of the President's Committee on Mental Retardation. In both of these capacities the need for a National Information and Resource Center of the type set forth in the bill has been very evident to me and I hope that you will feel that you can give this bill your full support.

Very truly yours,

LEONARD W. MAYO,
Professor of Human Development.

STATEMENT OF THOMAS J. COLEMAN, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF HEARING AND SPEECH AGENCIES ON BEHALF OF THE COUNCIL OF ORGANIZATIONS SERVING THE DEAF

I am Tom Coleman, Executive Director of the National Association of Hearing and Speech Agencies. I am here today to testify on behalf of the Council of Organizations Serving the Deaf located at 4201 Connecticut Avenue, N.W., Washington, D.C., on H.R. 18286.

Historically, those agencies, both public and private, providing various services to the handicapped, have attempted to develop informational systems which make possible a quick and accurate flow of vital information which is necessary for both the client and those who serve him in the broad field of rehabilitation. While many agencies concerned with a specific disease or disability entity have accomplished the development of a workable system for their narrow areas of interest, at the present time no central source exists which can provide the information and other resources mandatory for providing maximal care for those who need our help.

For instance, those of us who work with the deaf and other communicatively disabled persons are fairly aware of the various agencies and individuals within this specific field who offer health, educational, rehabilitation and welfare service for our particular clients. However, when we attempt to serve some other disability not within our sphere of knowledge, we often find ourselves involved in a significant waste of time, energy and money to seek the information we need to pass on to such clients. The establishment of a National Information and Resource Center for the Handicapped, as provided through the intent of H.R. 18286, would greatly facilitate both the quality and quantity of assistance that all of us are committed to offer the forty-two million handicapped people of this nation.

Thus, it is without hesitation or reservation that the eighteen agencies comprising the membership of the Council of Organizations Serving the Deaf urge passage of H.R. 18286.

FLORIDA VOLUNTARY HEALTH ASSOCIATION, INC.,
Tallahassee, Fla., October 23, 1970.

Hon. JOHN BRADEMAS,
Chairman, House Select Subcommittee on Education,
House of Representatives, Washington, D.C.

DEAR CONGRESSMAN BRADEMAS: At a recent meeting, the Board of Directors of the Florida Voluntary Health Association thoroughly reviewed information on House Resolution 18286, pertaining to the establishment of a National Information and Resource Center for the Handicapped, which has been introduced by the Honorable Charles E. Bennett.

The Board unanimously adopted a motion that FVHA endorse and support HR 18286.

FVHA has pursued a similar project, having met several times with Florida Health and Rehabilitative officials concerning the instigation of an information and referral service in Florida as well as the development of a registry of handicapped children and adults.

The Florida Voluntary Health Association is an organization comprised of the following thirteen major national voluntary health agencies in Florida:

Easter Seal Society for Crippled Children and Adults of Florida
Florida Association for Retarded Children
Florida Chapter, Arthritis Foundation
Florida Division, American Cancer Society
Florida Heart Association
Florida Society for the Prevention of Blindness
Florida Tuberculosis and Respiratory Disease Association
Mental Health Association of Florida
Muscular Dystrophy Association of America
National Cystic Fibrosis Research Foundation
National Multiple Sclerosis Society
The National Foundation
United Cerebral Palsy of Florida

We would appreciate any assistance in the enactment of HR 18286. Thank you for your cooperation.

Sincerely,

ALBERT P. FOSTER, *President.*

KANSAS ASSOCIATION FOR RETARDED CHILDREN, INC.,
Mission, Kans., December 2, 1970.

Hon. JOHN BRADEMAS,
Chairman, House Select Education Subcommittee,
Rayburn House Office Building, Washington, D.C.

DEAR MR. BRADEMAS: The Kansas Association for Retarded Children is very much interested in H.R. 18286 (National Information and Resource Center for the Handicapped Act) introduced by Senator Bob Dole.

We feel that this Act, if passed, will not only be helpful to handicapped persons, but will also assist those persons who strive to improve the lives of the handicapped.

We respectifully urge your support of this bill.

Sincerely yours,

ELWIN F. CABBAGE, *President.*

KANSAS ASSOCIATION OF THE DEAF,
Wichita, Kans., November 18, 1970.

Re H.R. 18286, companion to S–4002.

Hon. JOHN BRADEMAS,
Chairman, Select Education Subcommittee of the House Labor and Education Committee, House of Representatives, Washington, D.C.

DEAR SIR: As President of the Kansas Association of the Deaf, I wish to make it known that I support the above bill establishing within the Department of Health, Education and Welfare, a National Information and Resources Center for the Handicapped.

This center is long overdue, and when established, it will be a very valuable addition to the Department of Health, Education and Welfare. I and the members of the Kansas Association of the Deaf are deaf, and therefore, are very much aware of the need of a national clearing house of information concerning the deaf and deafness. We are very hopeful that this Center will fill the need.

Sincerely,

WILBUR J. RUGE, *President.*

LAKEMARY CENTER,
Paola, Kans., October 21, 1970.

Hon. JOHN BRADEMAS,
Chairman, U.S. House of Representatives, Washington, D.C.

GENTLEMEN: I am writing in support of H.R. 18286 which seeks to establish a National Information and Resource Center for the Handicapped.

The handicapped citizens of our country constitute a group whose native potentialities are severely curtailed because of physical, mental and/or social disabilities. More depressing is the fact that the positive aspects of their development is oftentimes neglected either due to a lack of information on services available or the unavailability of needed services.

The establishment of a National Information Center could help to rectify this situation by providing information on services to the handicapped persons and their families. For agencies and individuals providing these services it would serve as a resource center helping to prevent needed duplication of efforts and to pinpoint areas where development is needed.

The American citizen has become accustomed to being able to pick up the phone and seek the information he needs. No one knows this better than myself and fellow contemporaries working with institutions for the handicapped. We receive numerous requests for program information, referral placements and/or other assistance. Only this morning such a call came to me asking for information which would be of assistance in placing a blind retarded youngster.

Rapid communication of facts and ideas is one of the valuable assets of our era. Using it to full advantage in this area has been previously neglected. Let us put it to work. I urge you to approve H.R. 28286.

Sincerely,

Sister PATRICE SCHMITZ, Ph. D.
President.

RIVER GROVE, ILL., *November 25, 1970.*

Re H.R. 18286.

Representative JOHN BRADEMAS,
Rayburn House Office Building,
Washington, D.C.

DEAR SIR: We request the above bill, to establish a National Information Center for the Handicapped, be promptly reported to the full House for appropriate action.

We feel a center such as this would be very good.

Our son was born with cerebral palsy. Fortunately we had acquaintances employed with Crippled Children's Services in Minn., so we were advised and guided as to where and how to receive services for him while he was very young. Early diagnosis and treatment are so important. Many parents are not as fortunate as we were.

We feel an Information Resource Center could provide excellent service for parents, educators, and others as well as the handicapped themselves. The center should provide service for all types of handicaps.

Thank you for your support.

Sincerely,

Mr. and Mrs. WALTER MAUL.

THE NATIONAL ASSOCIATION FOR MENTAL HEALTH, INC.,
New York, N.Y., October 9, 1970.

Hon. JOHN BRADEMAS,
Chairman, House Select Subcommittee on Education,
Rayburn House Office Building, Washington, D.C.

DEAR CONGRESSMAN BRADEMAS: We understand that H.R. 18286, containing provisions for the establishment of a National Information and Resource Center for the Handicapped, has been referred to your Select Subcommittee on Education and that hearings on the bill are scheduled for October 14.

The National Association for Mental Health is fully in accord with the purpose and intent of this provision since there has existed for many years a critical need for both a national information and resource center for the handicapped, as described in the bill, as well as for counterpart centers on either a regional or state level.

We therefore support this measure which, if enacted and signed into law, will hopefully be the forerunner of a full network of information and resource centers throughout the country. We would hope, of course, that it will be made clear and explicit that persons suffering from mental and emotional illnesses are to be included among those defined as "the handicapped".

It is respectfully requested that our views in support of H.R. 18286 be made known to the members of your committee and that this letter be included in the record of the hearing.

Sincerely,

JAMES E. CHAPMAN, *President.*

STATEMENT ON BEHALF OF NATIONAL ASSOCIATION FOR RETARDED CHILDREN IN SUPPORT OF PROPOSED NATIONAL INFORMATION AND RESOURCE CENTER FOR THE HANDICAPPED

The National Association for Retarded Children is happy to join in support of the proposed National Information and Resource Center for the Handicapped (H.R. 18286).

The need for such a clearinghouse has become increasingly apparent in the field of mental retardation over the past decade. It is also apparent that much greater efficiency would be achieved if information pertinent to all chronic handicapping conditions were to be gathered in one center or system of centers.

It is important that the proposal be implemented in a sufficiently comprehensive and sophisticated manner, making full use of modern technology. It should be designed to link as far as possible with other existing or future centers of information such as Social Security Statistics, MEDLARS, ERIC, etc. It should be staffed with people who are themselves knowledgeable in depth about handicapping conditions so as to assure that the data assembled is correctly coded and interpreted, and that relevant information from as many persons as possible is funneled in to the center. Eventually it will be necessary to build in some systems or criteria for evaluating information, particularly information purporting to describe resources.

Although this enterprise may appear formidable, as indeed it is, it is in fact an efficient and economical idea, because it will facilitate application of existing knowledge for the benefit of those who can profit most. There is considerable evidence that much valuable information is not now reaching the practitioners who advise the handicapped, nor the handicapped themselves. This failure exacts a high price in unnecessary suffering and unhappiness.

We in NARC hope that the text of the bill as enacted, as well as the report and legislative history, will make clear that it is to apply to mental as well as physical handicaps, and that *all* relevant agencies of government will be expected to contribute up-to-date information on a continuing basis, as it comes to them. The responsibility for its success cannot be confined to one operating agency.

We anticipate that regional centers may be necessary, or that there should be some linkage with some other dispersed system, such as the local social security offices. These offices provide a good prototype for the necessary interface between a data processing system and the individual human being, the citizen, who seeks information and help.

The new system should be designed for multiple use, i.e. to meet the varying needs of the professional practitioner: the research worker, the statistician, and above all, the client.

We look forward to early passage of the legislation and to implementation on an appropriate level.

National Association of the Physically Handicapped, Inc.,
Washington, D.C., October 26, 1970.

Hon. John Brademas,
Chairman, House Select Subcommittee on Education,
Rayburn House Office Building, Washington, D.C.

Dear Congressman Brademas: Nation's Capital Chapter, National Association Physically Handicapped, Inc., is very much interested in the text of H.R. 18286, introduced in the House of Representatives July 1, 1970 by Congressman Charles E. Bennett. We wish to go on record as strongly endorsing the passage of the above Bill.

My NCC Co-Members and I sincerely hope the above Bill providing for the establishment of a National Information and Resource Center for the Handicapped will be passed by the House Education and Labor Committee in the immediate future. We shall follow with interest the progress of the H.R. 18286.

Our NCC Chapter would appreciate being apprized of any hearings on this Bill, in which we may participate.

Sincerely yours,

Katherine Fossett.

National Paraplegia Foundation,
Chicago, Ill., October 21, 1970.

Hon. John Brademas,
Chairman, House Select Subcommittee on Education,
U.S. House of Representatives, Washington, D.C.

Dear Mr. Brademas: This is to support legislation to establish a National Information and Resource Center for the Handicapped which I understand is embodied in HR 18286 introduced by Congressman Charles Bennett. The implementation of this proposal would be of great benefit to all disabled people and especially to the 125,000 American men, women and children who are paraplegics.

We urge you and your committee to favorably consider this bill. Thank you very much for any consideration you can give this proposal.

Sincerely yours,

James Smittkamp, *Executive Director.*

NATIONAL SOCIETY FOR AUTISTIC CHILDREN, INC.,
Albany, N.Y., November 22, 1970.

Congressman JOHN BRADEMAS,
Chairman of the House Select Education Subcommittee, U.S. House of Representatives, Washington, D.C.

DEAR MR. BRADEMAS: I am writing in support of S. 4002 (same as H.R. 18286) for the establishment of a National Information and Resource Center for the Handicapped introduced by Senator Bob Dole.

Those of us who are working daily with the severely handicapped know how little information is available. We are operating on almost no budget but yet are reaching hundreds and hundreds of parents and professionals who have heard of us.

We have information in our files which is probably not available from any other source in the United States. If we could have an affiliation with a large center of information, such as the Center Senator Dole describes, which could disseminate our information by computer in a well-funded project, how much better served would be the handicap in which we are interested. I am sure this is true for most other handicaps. For the mentally ill surely, and for many other forms of handicaps, almost certainly, there is very little service available, and what little there is, is often not known to the very people who need it the most.

Passage of H.R. 18286 could go a long way to alleviate the gap. If there is any information that we can provide you with, we will be happy to be of assistance.

Sincerely,

S. CLARENCE GRIFFITH, Jr.,
President.

PARALYZED VETERANS OF AMERICA, INC.,
Washington, D.C., November 27, 1970.

Hon. JOHN BRADEMAS,
Chairman, Select Subcommittee on Education, U.S. House of Representatives, Washington, D.C.

DEAR CONGRESSMAN BRADEMAS: I would like to take this opportunity to express the support of the Paralyzed Veterans of America, Inc. and its over 6,000 members of H. R. 18286 and S. 4002, which Senator Dole has informed me are now before your Subcommittee for action.

We strongly urge your favorable recommendations on these bills on behalf of both the Paralyzed Veterans of America, Inc. and the National Paraplegia Foundation.

Thank you for your time and attention.

Sincerely,

MICHAEL W. BURNS, *Executive Director.*

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT
OF THE HANDICAPPED,
Washington, D.C., October 9, 1970.

Hon. JOHN BRADEMAS,
U. S. House of Representatives, Washington, D.C.

DEAR CONGRESSMAN BRADEMAS: This is to assure you of our hearty endorsement of H.R. 18286, a bill providing for a National Information and Resource Center for the Handicapped.

Such a Center can serve a definite need in America. At present, there is no single central point to which the handicapped, or their friends or families, can turn for assistance in meeting their many-sided problems of daily living.

Education? There's one source. Medical care? Another. Mobility? Still another. Recreation? Another. Job-finding assistance? Another. And so on, down the line.

I am sure you are aware that the President's Committee for the past quarter of a century has been involved in promoting job opportunities for the handicapped, and in striving to change the attitudinal and environmental barriers standing in the way of the handicapped.

We hope we shall have the opportunity to work closely with the new Center—both to give it the benefit of our long experience with the handicapped, and to eliminate any possible overlap or duplication in our respective functions.

We wish H.R. 18286 every success.

Sincerely.

HAROLD RUSSELL, *Chairman.*

UNITED CEREBRAL PALSY ASSOCIATIONS, INC.,
New York, N.Y., October 9, 1970.

Hon. JOHN BRADEMAS,
Chairman, Select Subcommittee on Education, Rayburn House Office Building, Washington, D.C.

DEAR MR. BRADMAS: United Cerebral Palsy has just learned of the Hearings to be held Wednesday, October 14 on H.R. 18286 The National Information and Resource Center for the Handicapped.

We should like to request the privilege of filing a statement in support of this Bill.

We see this Bill as a potential resource, at long last, for a cordinated approach to gather and disseminate information for all the handicapped.

Although, as you well know, there are some excellent resources for information—the Bureau of Education for the Handicapped's Closer Look, the Council for Exceptional Children's State-Federal Information Clearinghouse for Exceptional Children, and Vocational Rehabilitation's Information Center to mention just a few—there exists serious gaps in this fragmented approach. Parents and professionals really have quite a maze to thread in order to get information that is available. This problem becomes critical at the adult level. Unless adults are potentially employable, such information is practically non-existent. Agencies such as United Cerebral Palsy get many requests, some of them quite desperate, for information concerning services for adults.

A national central point of referral with appropriate links to existing information resources and with authority to see that gaps in information coverage are filled, would be a tremendous help to the handicapped, their families and the professionals and agencies working to serve them.

We would very much appreciate the privilege to file a more detailed statement with the Select Subcommittee.

Sincerely yours,

ELSIE D. HELSEL, Ph. D.,
Washington Representative.

GLOUCESTER AND SALEM COUNTIES, INC.,
UNITED CEREBRAL PALSY CENTER,
Glassboro, N.J., November 4, 1970.

Representative JOHN BRADEMAS,
Rayburn House Office Building,
Washington, D.C.

DEAR REPRESENTATIVE BRADEMAS: The Gloucester-Salem Counties Cerebral Palsy Center located in Glassboro, N.J. is in favor of H.R. 18286 which establishes the National Information Center for Handicapped and hope that this bill will be promptly reported to the full House for action.

Handicapped people have need for a central area for information on services, facilities and educational advice.

I remain,

Sincerely yours,

BETTY A. HOWELL, R.P.T.,
Clinic Coordinator.

United Cerebral Palsy Association
of Greater Kansas City, Inc.,
Kansas City, Mo., November 16, 1970.

Hon. John Brademas,
House of Representatives,
Washington, D.C.

Dear Sir: I am writing in support of H.R. 18286. This important legislation to establish a National Information and Resource Center for the Handicapped will do much to insure the availability of data and other information essential to the handicapped in our nation.

The problem has always been one of fragmentation. Those of us in National Voluntary Agencies on the local level have it to deal with constantly. If information was banked in a central location and available to all it would expedite service and program development. New methods of treatment could be immediately available instead of delays that often mean months or years of lapse.

It seems a sensible solution to massive problems.

Sincerely,

Edwin B. Minter, *Executive Director.*

United Cerebral Palsy of Jacksonville,
Jacksonville, Fla., November 17, 1970.

Representative John Brademas,
Chairman, Subcommittee on Education,
Rayburn House Office Building, Washington, D.C.

Dear Sir: I am writing to strongly urge that H.R. 18286, establishing the National Information Center for the Handicapped, be promptly reported to the full House for appropriate action.

We would like to suggest that responsibility for the Information and Resource Center be placed directly at the level of Secretary of Health, Education, and Welfare rather than under the jurisdiction of any agency that already has an information resource service.

Also, we approve of the "across-the-board" idea of having the center include all handicapping conditions in its information services.

Your support in this matter will be greatly appreciated.

Respectfully yours,

Diane L. Ansley,
Executive Director.

United Cerebral Palsy of New York City, Inc.,
New York, N.Y., November 6, 1970.

Hon. John Brademas,
Chairman, House Subcommittee on Education
Rayburn House Office Building, Washington, D.C.

Dear Representative Brademas: We are writing to you at this time to ask your assistance in getting the National Information Center for the Handicapped bill (H.R. 18286) promptly reported to the full House for appropriate action.

We know there is a great need for a central point of contact for information on existing services, facilities, and programs available to handicapped individuals. This is a need felt by faculties of institutions that educate and train personnel for health occupations, by public and private agencies servicing handicapped persons, as well as parents of the disabled individuals.

We approve of the across-the-board idea of having the Center include all handicapping conditions in its information services. We further believe that it should serve as a clearing house with lines into all existing resources such as "Closer Look" which is operated in the Bureau of Education for the Handicapped.

We suggest that the responsibility for this Center be placed directly at the level of the Secretary of Health, Education, and Welfare rather than under the jurisdiction of any agency that already has an information service.

We would like to stress that we consider the National Information Center for the Handicapped bill a most important piece of legislation and hope that it will be received favorably on the floor of the House.

Sincerely yours,

Edward F. Kilbane,
Council for Legislative Activities.
Leslie D. Park, *Executive Director,*