

REMARKS OF HONORABLE JOHN E. FOGARTY, M. C. 2ND DISTRICT, RHODE ISLAND
AT THE GENERAL MEETING FOR THE RHODE ISLAND INSTITUTE OF INSTRUCTION
IN CONJUNCTION WITH R. I. TEACHERS' INSTITUTE AT RHODE ISLAND COLLEGE
OF EDUCATION ON THURSDAY, OCTOBER 30, 1958.

It is a pleasure for me to participate with you today on this panel on "Education For All Future Citizens." This is a subject of great interest to us. Upon first thought, we in Rhode Island would say that we have provided for the education of our young people. But, upon closer scrutiny, we find that there are a number of areas which present special problems.

The education and training of children needing special consideration and unusual facilities has long been recognized as an area of particular need. Those who have worked in this field have often found it difficult because of the many problems. At the same time, they have found it unusually rewarding because of the progress of the children and the gratitude of both children and parents.

Thanks to the many voluntary health organizations, the social consciousness and general understanding of problem areas in our population are now much better understood than they were ten years ago. There are now many schools for the blind, the deaf, the orthopedically handicapped, the mentally retarded, the emotionally disturbed, and the socially maladjusted children. There are also schools for those with multiple handicaps but less consideration has probably been given to this area than to some of the others.

The interrelationship between various disorders constitutes a major problem of medical research. In many instances it is true to say that we do not know where one ends and another begins. In the special relationship between visual impairment and mental retardation, it is believed there may be significant links not yet understood. And here in our State, we have quite a number of children for whom help and practical assistance are now being urged.

In this day of specialization, and in our great desire to help those in specific areas of need, perhaps we have failed to give adequate consideration to those who do not fit into any one category. It is possible, for example, that we have provided for the blind and for the mentally retarded but have not made provision for the child with impaired vision who is also retarded. This has been a failure of communication between dedicated groups concerned with different types of handicaps and special problems.

In looking through the Directory for Exceptional Children, I find there are 161 schools in 37 States which accept multiple handicapped children. There are eight such schools listed in New England but none of these is in Rhode Island.

As the subject of our panel states, it is important that education be provided for all future citizens. If a survey shows that some of our children are not being educated because of multiple

handicaps, we must take steps to solve the problem.

It is important that the facilities of each major community be reviewed and that some individual or group assume responsibility to see that every child finds his place in the local educational plan. Such a total program may depend upon the efforts of individuals with a concern for some specific aspect of the problem. But these individuals will be effective particularly in their efforts as they can relate themselves to a group which has concern for the overall problem.

There is strength in joining together and through adequate communications to understand one another's problems. An example of accomplishment through cooperation is the present National Institute of Neurological Diseases and Blindness. For a number of years, many representatives of various neurological and sensory diseases attempted to have acts passed by Congress to aid particular disorders. Finally, after trying separately many times, those concerned with multiple sclerosis, cerebral palsy, epilepsy, muscular dystrophy, blindness, and various other disorders joined together in their appeal to Congress. In 1951 the Institute was created.

This Institute is seeking through research to find the answers which will aid in the prevention of these disorders and give relief to those already afflicted. Many of the answers they are seeking concern multiple handicaps. It is now believed that a major source of many of

these disorders lies in the perinatal period - the time before birth, at delivery, and in early infancy. An extensive research project in this field is called The Collaborative Project for the Study of Cerebral Palsy, Mental Retardation and Other Neurological and Sensory Disorders of Childhood. Over a five year period, detailed records will be kept of the pregnancies and deliveries of some 40,000 mothers and the development of their babies will be observed for the first six years of life. It is hoped that many disorders may be prevented when the causes are more fully understood.

One of the most rewarding experiences of my eighteen years in Congress has been the opportunity it has given me to work for improvements in the health and medical care of the American people. For 12 years it has been my privilege to bring before Congress, either as Chairman of the Health Subcommittee on Appropriations or as the ranking minority member, the annual appropriations bill for the Department of Health, Education, and Welfare.

Under the leadership of the voluntary health agencies, people throughout the nation have responded enthusiastically to increasing medical research in the quest for answers to unsolved medical problems. It was my great pleasure to bring before Congress this year a bill in final form which provided an increase in the appropriations for the National Institutes of Health from \$211 million to \$294 million. This 40 percent increase will make possible an enlarged program of research in cancer, heart disease, mental health, arthritis and metabolic diseases, dental health, allergies and infectious diseases, and neurological diseases and blindness.

Of this amount, almost \$30 million was allocated to the National Institute of Neurological Diseases and Blindness. Here a research attack is being made against blindness, various disorders of vision, mental retardation, and many other neurological and sensory disorders. This year at the Institute in Bethesda and through grants to non-federal research centers, almost \$3 million is being spent for research on disorders of vision and almost \$4 million for research directly relating to mental retardation and cerebral palsy. In addition, another \$3½ million will be spent for research indirectly related to these disorders.

Here in Rhode Island many of our educational, medical, and research leaders are participating in this significant national research program. They are sitting down together to find answers to many difficult problems. Here today, representing other organizations, we, too, are communicating our thoughts concerning a specific area of need. We must do much more of this until our needs are met.

I am sure that the medical and scientific leaders here in Rhode Island will be happy to join with you who are leading the educational field and with the leaders of voluntary agencies to thoroughly canvas the educational needs of our visually impaired and retarded children. We must and can solve this problem.