

as well as mentally handicapped was killed when he was pushed in a wheelchair under a scalding shower by another retarded patient.

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Senator Kennedy said the director of Willowbrook, Dr. Jack Hammond, had requested a total of 69 teachers, but now had only 33. Dr. Hammond had sought 97 occupational therapists where there were now 11, and 52 recreational workers instead of the existing 7, he added.

Conditions in the special state schools were investigated a year ago by three women appointed by William T. Conklin, Republican State Senator from Brooklyn. Senator Kraf's predecessor as chairman of the legislative committee.

The women's findings were passed along by Senator Conklin to Governor Rockefeller. Senator Kennedy asked on the Governor yesterday to make their report public and carefully avoid a hostile attack.

"I should like to see no one man or one committee administration," Mr. Kennedy said. "And the responsibility for remedy likewise belongs to all of us."

A spokesman for Mr. Rockefeller said late yesterday that "it certainly wouldn't be appropriate for us to make it [the report] public."

The spokesman said the women's findings had been jotted down "in narrative note fashion" and that "this was in no sense a refined report." He added that the women's suggestions had been passed along to the Department of Mental Hygiene and had been taken into consideration in developing the forthcoming master plan.

The heads of the two institutions visited by Mr. Kennedy voiced resentment at the Senator's indictment.

At Willowbrook, Dr. Hammond said Mr. Kennedy had given "a distorted description" of the school based on a 90-minute tour. Dr. Hammond acknowledged, however, that there was "severe overcrowding, relative understaffing and a need for more facilities."

Dr. Hammond said Senator Kennedy had made no appointment for his visit, and arrived unannounced.

The senior director at the Rome School, Dr. Charles Greenberg, said Senator Kennedy had spent about 80 minutes there. He challenged an assertion by the Senator that the Rome School provided no educational program for patients capable of learning.

Approves of Interest

"We have room in our classrooms for every patient able to learn enough to leave and lead his own life," Dr. Greenberg declared. He said the Senator was also incorrect in saying children there lacked adequate medical attention.

Dr. Greenberg did express approval of the Senator's interest, however, saying:

"It is important that we have people concerned — even those who may lack knowledge of the subject and a sense of proportion in analyzing the problems involved."

In his statement before the Kraf Committee, Senator Kennedy cited a series of articles in The Daily News last May on conditions in these institutions. He said the articles, by Jack Mallon, "awakened many people to our needs."

In his recommendations for a vigorous reform program, Senator Kennedy said the state should take advantage of Federal funds available for a variety of purposes.

He said students should be hired to augment professional recreational staffs, and that the Hospital Improvement Program would provide up to \$100,000 a

year for improvement of state care for the retarded.

He urged, too, that other non-professional people be drawn into the program, and that educational programs be established with available Federal funds.

Senator Kennedy, who is the father of nine, has a personal involvement in the problems of mental retardation. His older sister, Rosemary, is retarded and lives in a nursing home in Wisconsin. The Joseph P. Kennedy Jr. Foundation, named for the Senator's late brother, regularly provides grants for research in the field.

Senator Conklin also knows the anguish that retardation can cause. His son, Billy, now in his 20's, was born with Mongolism, a form of mental retardation.

At the same time, the institutions themselves and the Division of Mental Retardation have not begun to use the full range of resources which are available. I suggest that the following steps—for all of which Federal support is now, or soon will be, available—be undertaken immediately:

First, there should be an effort to augment the staff by use of students. It is not necessary, for example, to hire dozens of new professional recreation workers. Under the supervision of a few well-trained, dedicated professionals, students and other part-time or volunteer workers can meet the full range of needed help.

Second, there should be a major effort to use the services of persons from the community other than students—especially in programs for retarded children.

Third, we need to better utilize the efforts of unpaid volunteers—especially through proper training and orientation, and in the organization of structured programs in which they can participate.

Fourth, education in the institutions should be extended to the preschool ages. The Head Start Program of the Office of Economic Opportunity is open to retarded children, as it is to other disadvantaged children.

Fifth, in-service training of attendants and other personnel should be intensified; most receive no organized refresher training after their initial four-week orientation course. A social in-service training program makes funds and assistance available for this purpose.

Sixth, new educational programs should be planned to use funds soon to be available under an amendment I introduced. In the Senate Committee on Labor and Public Education, to the Elementary and Secondary Education Act. Under this amendment, the Federal Government will assist special programs for the education of retarded children in state schools.

Seventh, we should make use of the on-the-job training program of the Department of Labor, by which employers are paid to hire and train persons previously not qualified to work for them.

There is, of course, no room in such a ward for personal possessions—for any shred of individuality—for a toy, or some clothing, or a book. Think of how our own children of 5 or 6 or 9 treasure their possessions—and think of them without any such possessions, or of any they do possess locked always in a closet.

And what do they do during the day? Many just rock back and forth. They grunt and gibber and soil themselves. They take off their clothes. They struggle and quarrel though great doses of tranquilizers usually keep them quiet and passive. But, for the most part, they sit—often in dinness and gloom and idleness and stench, staring at the wall or an attendant or an occasional strange visitor.

The complete lack of physical play is most acute, perhaps, for those children who are severely physically handicapped. Many of these children remain all day in their beds, or in little carts—without exercise, without appetite, without strength, wasting away to permanent physical disability and near-death.

The state institutions are supposed to offer safety and protection to the retarded, but sometimes they are not much safer than the outside. In the last year at Willowbrook, five patients have died unnatural deaths.

One Burned in Shower

Two of these deaths dramatically illustrate the dangers of overcrowding and inadequate staffing. One patient was burned in a shower by another retarded patient; he was in a wheelchair as the result of earlier shower burns. Another boy, a low-functioning retardate, was killed by an older, more capable boy—who was put in with the slower boys as punishment.

At Rome, custodial conditions are far better than at Willowbrook. The beds are not quite as crowded; the dayrooms are brighter, and most of the adults have things with which to occupy themselves; in many rooms there are colorful chairs in place of the omnipresent heavy benches of Willowbrook.

Taking just the over-50 [I.Q.] patients at these two institutions, there is a pool of 2,500 people of whom many hundreds could be returned to the community on a fully or partially self-supporting basis. But they will return only if we are determined that they will do so—only if we set that as our goal and devise and put into operation the programs that are necessary to reach it.

New Thinking Urged

Perhaps more important than the money which is available through these programs is the new thinking, the new spirit, the wind of change which they can bring. And that spirit should extend to action by the state without Federal assistance.

First, all state schools for the retarded should be affiliated with elements of the State University system, or other colleges—just as all new hospitals must be affiliated with medical schools.

I Have Not Observed the

Second, sufficient money

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