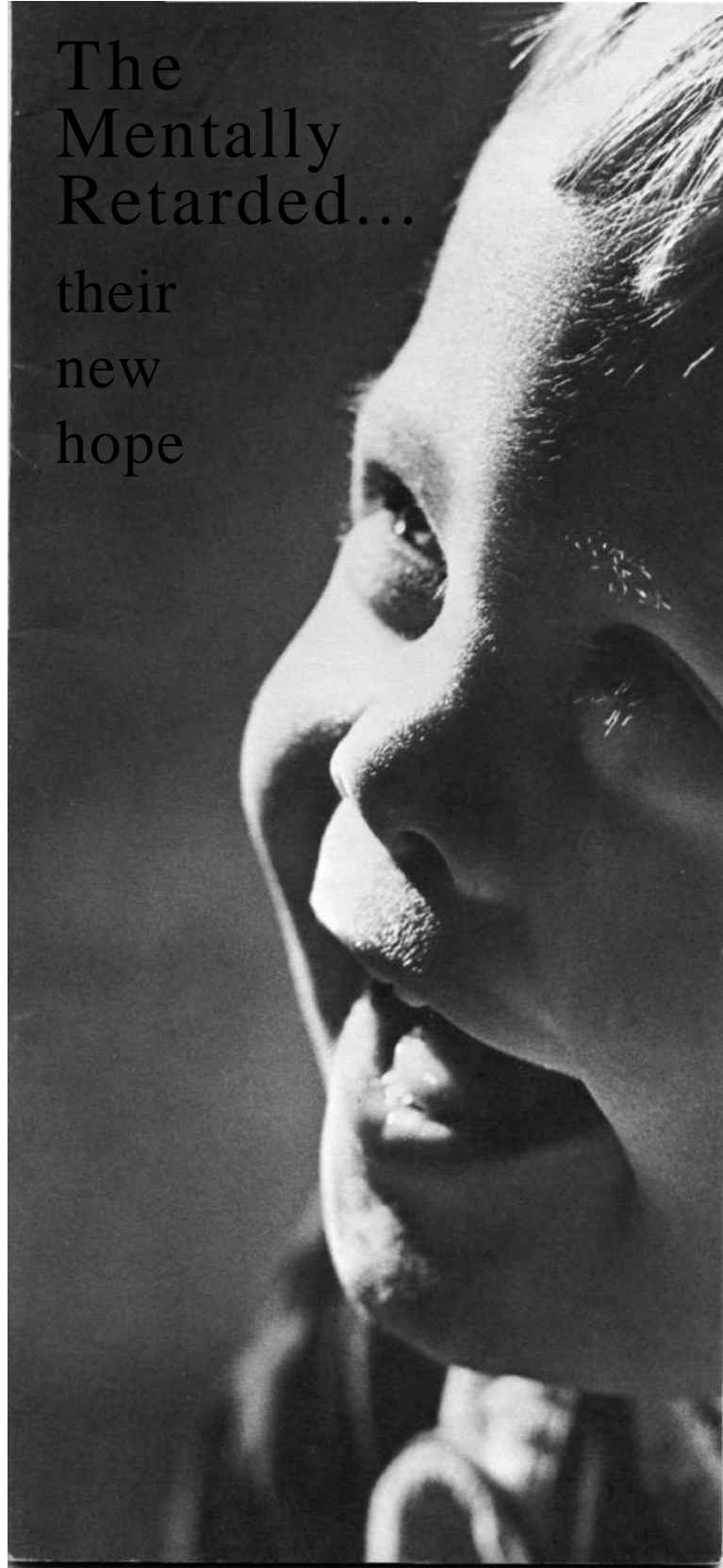


The
Mentally
Retarded...

their
new
hope



More than 126,000 babies born this year in the United States will, at some time in their lives, be regarded as mentally retarded.

Mental retardation is not only the number one health problem among children today, but because it afflicts nearly 6 million Americans, and affects intimately, through the families of the retarded, some 30 million Americans, it is also one of our greatest challenges.

These are grim figures, grim facts.

But new hope has begun to appear for the mentally retarded and their families.

It is contained in six revolutions now underway — revolutions in understanding, in research, in maternal and child care, in education, in recreation, and in employment.

The success of these revolutions will depend on millions of Americans — on you.

You can help make come true the belief of President Johnson that "we will accomplish more towards overcoming mental retardation in the next five years than the world has in all the last 500 years."

How you can help — and why you should — is spelled out in the following discussions of each of these revolutions.

"Although children may be the victims of Fate, they will not be the victims of our neglect."

John F. Kennedy



1. The Revolution in Understanding

Traditionally the biggest enemy of the retarded has been ignorance, the kind of ignorance which, for example, passed judgment that mental retardation was a curse on the household where it existed.

Early efforts to dispel this ignorance were hampered by complicated definitions and clumsy efforts to set up neat categories into which all of the retarded would fit.

For most of us the simple dictionary definition of "retard" provides adequate understanding. "To retard" means "to make slow, or slower; to delay or impede the progress, course or event of."

The mentally retarded person, then, is someone whose mental development has been impeded or handicapped. The retarded person's mental development is slower than the development of others we consider normal and his development may halt just a little short of the point of those who are normal — or a great deal short of it.

Mentally retarded persons have, then, various degrees of difficulty learning to cope with

the problems a human being faces from birth — walking, talking, reading, eating, dressing — right up to the adult problems of holding a job and living in today's complex society.

But as the revolution in understanding progresses, we have been learning encouraging things about the retarded. We have learned, for example, that:

. . . Mental retardation is not mental illness. It is not a sickness. It is a condition, like height or muscular structure, that can be altered within limits.

. . . The mentally retarded can be made much worse . . . or much better . . . depending on which way the retarded person is treated.

. . . The great majority of mentally retarded persons are neither physically deformed nor socially unacceptable.

. . . The great majority of them can be educated and trained to support themselves and live useful lives.

. . . What all of them need most is a helping hand.

What can you do to help assure the success of the revolution in understanding — and the success, therefore, of the other revolutions which depend on this understanding?

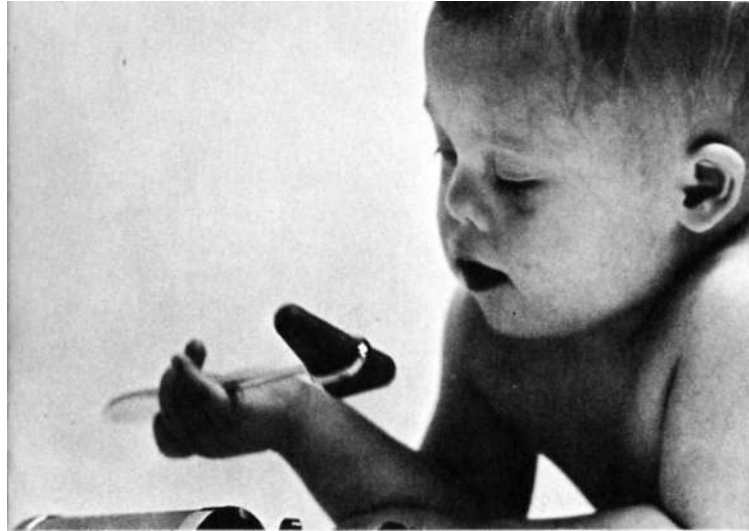
You can:

1. Read on . . . to inform yourself about the facts.

2. Pass along this booklet to friends or neighbors, or ask them to write the President's Committee on Mental Retardation, Washington, D.C., to get their own free copy.

3. If you are part of a business organization or a civic or fraternal or church group, suggest that it pass the word about the availability of these pamphlets, so that these friends and associates can learn the truth too.

4. Take time to acquaint yourself with activities serving the retarded, to learn about the mentally retarded first hand — and to see how you might help further.



2. The Revolution in Research

Basically the revolution in research has two big goals — prevention of mental retardation and providing the best of help for those already afflicted with it.

Full prevention is in the distant future, but a great deal has been learned about the causes of mental retardation in recent years and some spectacular breakthroughs in prevention have occurred.

There have been, for example, the development of:

. . . a measles vaccine, which, according to the Office of the Surgeon General of the U.S. Public Health Service, could eliminate measles in this country in a few years — and eliminate also some 2,000 cases of mental retardation which result annually from the encephalitis, or brain inflammation, which can accompany measles.

. . . tests to discover in newborn infants, phenylketonuria (PKU), a hereditary body chemistry error which causes mental retardation unless it is detected and treated very early.

The tests can be administered after delivery before the child leaves the hospital, and the one in 10,000 children born with PKU can be spared its effects.

. . . tests for other body chemistry problems, like Wilson's disease, a defect in the body's use of copper; and maple syrup urine disease, resulting from a lack of normal metabolism of certain proteins. Victims of both these diseases which cause mental retardation can be helped by early treatment.

Altogether research has shown that there are more than 200 diseases and conditions which can cause mental retardation.

These include also such things as . . .

German measles contracted by the mother during the first three months of pregnancy...

Excessive X-rays and drugs during pregnancy . . .

Injuries to the brain at birth.

But as startling as any of this new knowledge has been the discovery that intelligence can be so sharply affected by childhood experiences, that early surroundings, early education — or lack of it — can make the difference between normal and distinctly subnormal intelligence in any person.

In short, we have learned that the quickest way to produce subnormal intelligence and personality is to treat any child as mentally retarded children have so often been treated . . . to deny him the opportunity for his mind, body and spirit to grow through normal, stimulating contacts.

We have learned that the most important factor in helping the mentally retarded is to treat them as much as possible like normal persons.

Is there a role for you in this revolution? We think there is:

1. You can encourage parent, civic, business and professional groups to work with state government agencies to provide additional local support for medical research. Groups in several states have done this successfully.

2. You may perhaps be able to get individuals to make contributions or groups to raise

funds to provide grants for scientists to conduct experiments in the field of mental retardation or to train workers in this field.

3. You and your organizations can work to make sure that the results of research are put into practice — as some groups are doing to have their states provide PKU testing and others are doing to make sure that all children in their communities receive a measles vaccine.



The Revolution 3. in Maternal and Child Care

The nine months before birth and the months right after birth are perhaps the most important in the life of a child.

This is the time when a mother and her baby need continuing medical care to assure that everything possible is done to prevent mental retardation in her child. One of the obvious benefits of good medical care for the expectant mother is the increased likelihood that the child will not be born prematurely. And this is im-

portant, for the premature baby is so frequently the victim of birth problems, including mental retardation.

Yet approximately 30 percent of the expectant mothers in the United States receive NO prenatal care at all.

And many mothers who do see a doctor are not fully aware of the importance of his instructions.

But this revolution is moving ahead. The importance of prenatal care and of care for the new baby in preventing mental retardation is becoming more and more evident to doctors, clinics and health authorities throughout the country, especially in the crucial area of care for the under-privileged. Free clinical services may cost a few hundred dollars for each child born . . . but one mentally retarded person in an institution can cost the state between \$100,000 and \$200,000 in the course of his lifetime!

Here's how almost any of us can further the revolution in maternal and child care:

1. Urge your family physician, your health department, or local medical group or hospital, to help set up prenatal clinics for all mothers.

2. Urge your hospital to give PKU and other tests shortly after birth, to discover in time conditions which can cause mental retardation.

3. Ask your hospital, family physician or local medical group to assist in setting up programs in maternal and infant care to help prevent mental retardation. Federal funds are now available to support such programs. Write to: Children's Bureau, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201 for further information.

4. Check with your local association for retarded children to find out what action is pending in your state to provide good maternity care and consultation, screening of newborn infants for PKU, medical and psychological examinations of infants. Then write your legislator and other government officials in support of such programs.

5. Organize groups to provide transportation to clinics for under-privileged mothers, or to supervise nurseries where they can take their

children, while they attend the clinics.

If you are expecting a child:

1. Go to your doctor or clinic as soon as you suspect you are pregnant.

2. Get thorough and regular examinations during pregnancy.

3. Make sure your doctor knows you are pregnant before he prescribes any medicine, and don't take a drug he hasn't prescribed.

4. Let your doctor or dentist know you are pregnant before you receive any X-rays.

5. Be careful with your health. Remember, your baby's life begins, not at birth, but at conception.

After your child is born:

1. *Be certain* that your doctor has arranged for a PKU test on your new baby within the first few days after birth.

2. *Be certain* that your doctor has arranged for your baby to be vaccinated against measles as soon as possible. (The rest of your family should have their vaccinations, too.)

3. Take your baby regularly to the doctor or hospital for examination during the first two years of life.

4. Learn the warning signs of retardation, such as lack of ability to grasp things or respond to sounds, to hold up the head, sit up, crawl, walk, talk at the appropriate age. Check with your doctor if you notice such signs.



4. The Revolution in Education

More than eight out of ten of the mentally retarded could be taught enough to go out into the world to live with other people, and even to support themselves.

Unfortunately, until now, all but two out of the ten have been denied the opportunities they need in education. What they need from the schools is a little more than others receive. What they have been getting is a great deal less.

This too is changing — as we learn that it helps the community, as well as the retarded, to provide them with proper training. Prepared to take their place in society through special education and vocational training, the retarded become contributing members of the community, rather than drains on it.

As part of the revolution, a great deal of research is going on now about the learning processes and about how to improve the quality of education — for the retarded and, consequently, for everyone.

It has been discovered, for example, that the crucial period in the development of a child's intelligence is his first three years — a period which formal education has been neglecting.

And now we know that intelligence is not fixed at birth, but that a child's mind can be stretched and strengthened by stimulating contacts.

We have learned, also, that children who are apparently normal but who received none of the stimulation that comes from parents reading to them, talking with them, playing games with them, arrive at school age hopelessly behind others. They begin a pattern of failure that eventually results in a form of mental retardation. Now it has been demonstrated that these same children, provided a special enrichment program during their preschool years, can be saved from mental retardation.

Advances in teaching methods continually offer more hope. The advances have been many and include such things as teaching machines which have proved surprisingly effective in some situations.

One such device exposes the child to information in very small, connected units.

In a typical situation, a little girl sits in front of a desk-size machine, answering simple questions. The machine also provides correct answers immediately, so she can check and correct herself. As the little girl builds a stock of correct answers, the machine begins to lead her into more difficult areas but not until her basic information and, even more important, her confidence have been solidly established.

New devices, new techniques, have demonstrated that skills formerly regarded as beyond the retarded now can be learned by many of them.

This is an exciting area of adventure. And you can be a part of it too:

You can:

1. Use your own influence, or that of a group to which you belong, to urge your school system to:

- a. Provide an adequate number of classrooms for special education for the retarded.
- b. Hire specially trained teachers, or help those already in the program get the special training they need.
- c. Employ more psychologists in elemen-

tary and nursery schools so that retarded children can be identified and helped as early as possible.

d. Provide vocational training for the teenage retarded — along with regular academic subjects — so that they can begin preparing for employment.

2. Provide gifts of special equipment for classes for the retarded, or help raise funds to buy this special equipment.

3. Volunteer to help the overworked teachers of the retarded in public and private schools and day care centers. Even in the best of systems, teachers generally can use the help of volunteer aids.



5. The Revolution in Recreation

Recreation, including physical education and games, is another area where a major revolution has taken place in mental retardation.

The retarded child develops physically in much the same way as normal children; he just progresses more slowly. If he is not physically

fit, it is usually because of the limitations placed on his physical activity. When these are removed, he improves tremendously. There is even evidence that improved physical fitness increases the retarded child's ability to learn.

There are many sports and recreational activities which the retarded can learn successfully. They have been taught to jump, skip, hop, climb, swim, ice skate, roller skate, bowl, ride horses, ride bicycles, and dance. They have shown an ability to perform calisthenics, to paint, carve, sing, and play musical instruments. They have learned to play basketball, field hockey, soccer, volleyball, baseball, and football.

When retarded children are given the chance to develop, their improvement can be amazing. In some cases their strength has been increased as much as 50 percent, and their endurance as much as 30 percent. And once the basic skills of throwing, catching, dodging, striking and dancing have been mastered, retarded children can even become regular playing members on school athletic teams!

But for this kind of success . . . the learning process must be carefully guided to give the retarded child the kind of confidence that leads to self-respect. The estimate that the retarded have of themselves is often very low, because of the failures they inevitably meet in life. Their first real taste of success may come from mastering a physical problem. A good program takes away the emphasis on what the retarded *can't* do . . . and gives them confidence in what they *can* accomplish.

Sports and games give the retarded child . . . and adult . . . a new chance to come into close contact with people, to cooperate, to respect authority, and to consider others. The determination and discipline learned in sports and games can be applied to the other problems of living.

Programs are being developed through local chapters of the National Association for Retarded Children and other groups which make special provision for recreation for retarded children. For instance, the Joseph P. Kennedy

Jr., Foundation has recently made funds available to set up demonstration camps in 23 states to encourage progress in recreation for the mentally retarded.

For them to get the kind of recreational opportunities they need, the retarded must be identified in each community, the programs for them charted, and the availability of facilities investigated.

Then recreation departments, schools and groups which work with youngsters must be enlisted and interested. Individuals who can be especially helpful are the recreation experts, teachers and coaches, but a wide variety of needed volunteers can also be recruited from all types of civic, fraternal, religious and professional groups.

What else can you do specifically?

1. You can, through any group to which you belong, organize programs for the mentally retarded — such as weekend athletic programs, picnics, hikes, fishing trips, swimming outings, parties, dances, craft clubs. To find out how, write the chairman of the Recreation Committee, National Association for Retarded Children, 420 Lexington Avenue, New York City, New York 10017.

2. You, as an individual, can volunteer to help public or private groups which are sponsoring such activities — to help in a wide variety of tasks, as a coach, a driver, a cook, or bottle washer — or even just to supply the extra pair of eyes or hands needed for such activities. And activities for the retarded, remember, require more helpers, for more personal attention is required.

3. If you are involved in neighborhood or church or club recreation programs try to arrange it so that the activities will permit some participation by the retarded who live near you. One of the most frustrating and heartbreaking experiences of the retarded is watching the other children in the family and the neighborhood troop off to activities from which they are barred or for which no consideration has been made even for them to watch from the sidelines.



6. The Revolution in Employment

This last revolution in mental retardation is in some ways the most important.

It can be stated in two sentences:

A few years ago, the retarded were thought to be "unemployable."

Now they are being employed . . . successfully.

The revolution in understanding and education gave the retarded their chance. And the list of jobs they have successfully filled proves that they were entitled to it.

Here's just a partial list of those jobs:

General office clerks, messengers, office boys, stock clerks, kitchen helpers, janitors, farmhands, gardeners, packers, assemblers, laundry workers, filling station attendants, warehousemen, aides in hospitals and nursing homes, helpers in barber shops and beauty parlors.

Why is it so important that the mentally retarded be employed as much as possible?

Well, partly for the reasons we have talked about in other areas. Intelligence seems to grow with confidence. And nothing gives so much confidence as the awareness that you're sup-

porting yourself and being valuable to others.

It's true, of course, that hiring and training the retarded is different from hiring people of normal intelligence. The primary difference — once again — is that the retarded are slower to learn. But what *else* should an employer who is considering hiring a mentally retarded person know? Well, he should know that:

1. The Federal-State program which supports vocational rehabilitation of the mentally retarded has brought about many advances. Many agencies throughout the country have training programs for the retarded. The retarded are given comprehensive job-training in a simulated work atmosphere. Their "graduates" are far more carefully screened than the average applicant for employment.

2. The retarded worker is usually stable and takes pride in his job. He does not easily become bored by repetition. Jobs calling for simple skills, repeated acts and established routines are often done *better* by the retarded.

How does the performance of the retarded compare with the average? In a letter written recently to the Kennedy Foundation, former Secretary of the Treasury Douglas Dillon reported on the work of 60 retarded persons employed by the U.S. Treasury Department. Many of these workers were currency examiners. Secretary Dillon said:

"The experience of the Treasury Department with mentally retarded workers has been entirely satisfactory. On the basis of our experience, I would strongly urge any employer who has suitable positions not to overlook the mentally retarded . . . they are a valuable source of manpower."

Here's a report on a typical Treasury retarded employee:

"She works steadily and is not distracted by activity around her. She gets along very well with co-workers and she completes at least the standard amount of work each day."

The advice of the Federal Government, as well as other employers, is that the retarded must be introduced to their duties slowly and carefully. But once this is done, according to

the President's Committee on Employment of the Handicapped, studies of the job records of the retarded show that:

Their attendance record usually is better than average.

Their record of job stability is superior. They "job-hop" much less than average.

They stay with routine tasks much longer than the non-retarded.

They work harder than most, for they want to make good on the job. Accident and loss rates are lower.

How can you encourage the revolution in employment? Well, if you're an employer, you are in the perfect spot to help the retarded help you.

Here's how:

1. Make it clear within your company that the hiring of mentally retarded workers is a matter for immediate attention and high priority.

2. Then invite members of rehabilitation groups to look over your operation to determine what jobs the mentally retarded could fill in your company. They may also show you how retarded workers in a sheltered workshop can subcontract certain types of jobs from you.

3. With the help of the agency, make a serious recruiting effort to hire the retarded for specific jobs.

4. At the same time, arrange to have your personnel people acquaint themselves with local education and training programs for the retarded.

If you're not an employer, you can help in these ways:

1. Volunteer! The workshops that train the retarded need volunteers to assist at all kinds of tasks . . . as helpers for the teachers, as chauffeurs, and errand runners, as friends.

2. Keep your eyes open. Watch for new buildings that might need janitorial help . . . new housing developments that could use caretakers or gardeners. And let your local vocational rehabilitation counselor know about them.

Each job you can help arrange for will be a saving to the community. Remember, unless

the retarded person can support himself, he may have to spend his life in an institution, at a cost of from \$100,000 to \$200,000. As President Johnson put it, they can become taxpayers instead of tax-eaters — with your help.

* * *

The revolutions in mental retardation are gaining momentum. They will move faster — for the benefit of all — if you will lend a hand.

Lending a hand, it has been pointed out, makes good sense for the individuals who are retarded, for their families and friends, for the community — and for its taxpayers.

But there is another reason we have not mentioned — another reason why you will want to really help if you just permit yourself to take the first step toward involvement.

It is that something unmeasurable inside — the warm glow that comes when you know that you have done something for someone who needs your help, who appreciates it and who, but for you, might be consigned to a life of uselessness.

A young lady who worked with the retarded as a volunteer one summer, said it this way: "It makes the sun dance inside of you to do this."

The sun can dance inside of you, too.

This booklet is part of a national campaign to inform the public about the scope of mental retardation and what must be done to assure the mentally retarded their rightful place in our democratic society. The campaign has been made possible by the following public and private agencies:

The Advertising Council, Inc.
The President's Committee on Mental Retardation
The National Association for Retarded Children
The U. S. Department of Health,
Education and Welfare
The Joseph P. Kennedy, Jr. Foundation

WHAT TO READ

GENERAL

An Introduction to Mental Retardation — Problems, Plans and Programs. Available from the Superintendent of Documents, Washington, D.C. 20402 — Price 40 cents. (Includes a bibliography of Mental Retardation — Publications of the Department of Health, Education and Welfare and a list of films available on loan without cost.)

The Child Who Is Mentally Retarded. Available from the Superintendent of Documents, Washington, D.C. 20402 — 10 cents.
Summary of Selected Financial Assistance Programs in Mental Retardation of the Department of Health, Education and Welfare. Single copies available free from the Secretary's Committee on Mental Retardation, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201.

Manual of Information for Members of the Armed Forces with Mentally Retarded Dependents. Designed to help armed forces families in obtaining essential and effective services for their retarded dependents in the continental United States or overseas. Available from the National Association for Retarded Children, 420 Lexington Avenue, New York, N.Y. 10017 — 78 pages — Price 50 cents.

Facts on Mental Retardation. Covers such areas as causes, prevention, cost, and steps required to meet the need. Available from the National Association for Retarded Children, 420 Lexington Avenue, New York, N.Y. 10017 — 15 pages — 10 cents.
The Retarded Can Be Helped. Includes causes, meeting the need, classifications of Mental Retardation. Available from the National Association for Retarded Children, 420 Lexington Avenue, New York, N.Y. 10017 — 16 pages — Price 10 cents.

RESEARCH

Mental Retardation, Its Biological Factors: Hope Through Research and Childhood Disorders of the Brain and Nervous System. Single copies available free from the National Institute of Neurological Diseases and Blindness, National Institutes of Health, Bethesda, Maryland 20014.

MATERNAL AND CHILD CARE

The Mentally Retarded Child at Home. Available from the Superintendent of Documents, Washington, D.C. 20402 — \$0.35.
Families of Mongoloid Children. Available from the Superintendent of Documents, Washington, D.C. 20402. Price 25 cents.
Prenatal Care. Available from the Superintendent of Documents, Washington, D.C. 20402 — Price 20 cents.

EDUCATION

U.S. Health, Education and Welfare Department. Education of the Severely Retarded Child. Classroom programs. Williams, Harold M., Office of Education, November 1963, 82 p. Available from the Superintendent of Documents, Washington, D.C. 20402 — Price 45 cents.

U.S. Health, Education and Welfare Department. The Retarded Child Goes to School. Williams, Harold M., Office of Education, 1961, 25 p. Available from the Superintendent of Documents, Washington, D.C. 20402 — Price 15 cents.

Opportunities for Professional Preparation in the Field of Education of Mentally Retarded Children. Lists colleges offering sequence courses for teachers of the mentally retarded, certification requirements for such teachers and scholarship information. Available from the National Association for Retarded Children, 420 Lexington Avenue, New York, N.Y. 10017 — 101 pages — Price \$1.00.

RECREATION

Play to Grow — Play to Learn. How games, sports and exercises can help the retarded child. Available free from the Joseph P. Kennedy, Jr., Foundation, 1411 "K" Street, NW, Washington, D.C. 20005.

EMPLOYMENT

So you're Going to Hire the Mentally Retarded. Available free from the Vocational Rehabilitation Administration, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201.
Help for the Disabled Through Vocational Rehabilitation. This brochure describes the services available through the State vocational rehabilitation agencies and lists the addresses of State offices. Available free from the Vocational Rehabilitation Administration, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201.

FILMS TO SEE

Handle with Care. For information write the President's Committee on Mental Retardation, Washington 25, D.C.
Selling One Guy Named Larry. Write the National Association for Retarded Children, 420 Lexington Ave., New York, N.Y. 10017.

For more information . . .

ALABAMA ARC, P.O. Box 6202 Montgomery, Ala. 36105
ARIZONA Council for RC, 5800 No. 19th Ave., Rm. 214, Phoenix
ARKANSAS ARC, University Shopping Center, Mall, Asher at
University, Little Rock, Ark.
CALIFORNIA Council for RC, Forum Bldg., Rm. 831, 1107-9th
St., Sacramento, Calif. 95814
COLORADO ARC, Inc., 800 East Colfax Ave., Denver, Colo. 80218
CONNECTICUT ARC, Inc., 21 High Street, Hartford 3, Conn.
DELAWARE ARC, Inc., P.O. Box 1896, Wilmington, Del.
DISTRICT OF COLUMBIA, Help for Retarded Children, Inc., 405
Riggs Rd. N.E., Washington, D.C.
FLORIDA ARC, Inc., 313 No. Munroe, Tallahassee, Fla. 32301
GEORGIA ARC, Inc., 87 Walton St., N.W., 210 Walton Bldg.,
Atlanta 3, Ga.
HAWAII State ARC, 1018 Lunalilo St., Honolulu 14, Hawaii
IDAHO ARC, 16 Second, Wallace, Idaho 83873
ILLINOIS Council for MRC, 343 S. Dearborn St., Suite 709
Chicago, Ill. 60604
INDIANA ARC, Inc., 752 East Market St., Indianapolis, Ind.
IOWA ARC, Inc., 247 Jewett Bldg., 9th and Grand Ave., Des
Moines 9, Iowa
KANSAS ARC, Inc., 5830 Nail Ave., Mission, Kan. 66202
KENTUCKY ARC, Inc., 315 West Main St., Frankfort, Ky. 40601
LOUISIANA ARC, Old State Capitol Bldg., Rm. 306, Baton
Rouge, La. 70801
MAINE ARC, Inc., P.O. Box 993, Portland, Me. 04104
MARYLAND ARC, Inc., 1514 Reisterstown Rd., Pikesville, Md.
MASSACHUSETTS ARC, Inc., 409 Lexington St., Auburndale,
Mass. 02166
MICHIGAN ARC, 510 Michigan National Tower, Lansing, Mich.
MINNESOTA ARC, Inc., 2742 Hennepin Ave., Minneapolis, Minn.
MISSISSIPPI ARC, 145 East Amite St., P.O. Box 1363, Jackson
1, Miss.
MISSOURI ARC, 100 West Dunklin, Jefferson City, Mo. 65101
MONTANA ARC, 905 - 16th St., Helena, Mont.
NEBRASKA State ARC, 232 So. 37th St., Lincoln, Neb.
NEVADA ARC, 3000 Vegas Drive, Las Vegas, Nevada
NEW HAMPSHIRE Council for RC, 521 Maple St., Manchester,
N. H. 03104
NEW JERSEY ARC, Inc., 97 Bayard St., New Brunswick, N.J.
NEW MEXICO ARC, 9401 LaGrima de Oro Rd., N.E., Albuquerque
NEW YORK State ARC, Inc., 19 Union Square, New York, N. Y.
NORTH CAROLINA ARC, Inc., 231 E. Tremont St., P.O. Box
11042, Charlotte, N. C. 28209
NORTH DAKOTA ARC, Inc., Box 1494, 62¹/₂ Broadway, Fargo
OHIO ARC, Inc., 131 E. State St., Suite 308-09, Columbus, Ohio
OKLAHOMA AMRC, Inc., Mercantile Bldg., Rm. 322, 30 North
Hudson, Oklahoma City, Oklahoma 73102
OREGON ARC, P.O. Box 7186, 3087 Portland Rd. NE, Salem
PENNSYLVANIA ARC, Inc., 802 Payne-Shoemaker Bldg., 240 N.
3rd St., Harrisburg, Pa. 17101
RHODE ISLAND ARC, 5th Floor Conrad Bldg., 385 Westminster
St., Providence, R. I. 02903
SOUTH CAROLINA ARC, Inc., 320 Palmetto State Life Bldg.,
1310 Lady St., Columbia, S. C.
SOUTH DAKOTA ARC, Inc., 1612 West 41st St., Sioux Falls, S. D.
TENNESSEE ARC & Adults, Inc., 412 Whitley Bldg., 1701 - 21st
Ave. S., Nashville, Tenn. 37212
TEXAS ARC, Inc., 706 Littlefield Bldg., 6th & Congress, Austin,
Texas 78701
UTAH ARC, Utah Motor Transport Ass'n. Bldg., 208 West 8th St.,
P.O. Box 686, Salt Lake City, Utah 84110
VERMONT ARC, Inc., P.O. Box 457, Bennington, Vt.
VIRGINIA ARC, Inc., 210 Insurance Bldg., 10 South 10th St.,
Richmond, Va. 23219
WASHINGTON ARC, Senate Arms Bldg., Suite 7, 205 E. 14th
Ave., Olympia, Wash. 98502
WEST VIRGINIA ARC, Inc., 420 Wilson Court, Huntington
WISCONSIN Council for RC, Inc., 119 E. Washington Ave., Rm.
253, Madison, Wis. 53703
WYOMING ARC, 2324 Hanway, Casper, Wyo.

