THE NEW OUTLOOK FOR THE BLIND

VOLUME 52 JANUARY 1958 NUMBER 1

M. Robert Barnett, Editor-in-Chief
Howard M. Liechty, Managing Editor
Margaret M. Fay, Circulation Manager


CONTENTS

A Survey of State Legislation in 1957 ........................................... Helga Lende 1
Directory Changes ........................................................................... 7
Parental Attitudes Affect Growth and Development of the Young Blind Child ......................................................... Virginia Murray 8
A Private Agency’s Program for Independent Vending Stand Operators ................................................................. Walter Barrett 11
Opportunities for Blind Professional People: Two Examples
  I Music Therapy .......................................................................... Helen Dodge 17
  II Practice of Law—Teaching Political Science ......................... John Preston Ward 21
Operation BVA ............................................................................... Kather F. Gruber 23
Legislation—Past and Present ......................................................... Peter J. Salmon 28
New Electronics Library ................................................................. 30
Western Conference of Teachers Reports Meeting ....................... Juliet Bindt 31
Gottlieb Conrad Pfeffel—1736-1809 .............................................. Nelson Coon 33
Further AFB Expansion ................................................................. 35
J. R. Atkinson Retires ...................................................................... 36
Hindsight .......................................................................................... 37
Current Literature ........................................................................... 39
News Briefs ....................................................................................... 40
Classified Corner ............................................................................. 42

Published by the
AMERICAN FOUNDATION FOR THE BLIND
"While they were saying among themselves 'It can not be done' it was done."

—Helen Keller
A Survey of State Legislation in 1957

HELGA LENDE

The legislative year of 1957 has come to an end. As usual, the majority of state legislative bodies met to consider measures intended to regulate administrative procedures or provide new services for residents of these states. Most of the states passed some legislation which in some way relates to the welfare of blind persons. Some amendments to existing laws reflect recent changes in federal laws. Other measures are specific state developments and represent trends in the ever-changing picture of social welfare legislation. In this survey only such measures will be covered that indicate intended improvement in service or administrative structure. No mention will be made of routine appropriation bills unless they show that increased budget allowances make definite additional services possible.

Education

The problem of blind children with additional handicaps is engaging the attention of educators in an increasing measure. For instance, it is recognized that the number of blind children with defective hearing need special educational facilities which can only be obtained in a few centers throughout the country. It is necessary for some states to pass legislation providing funds to send such a child to an out-of-state school. Arkansas, this year (Act No. 505), states that the Arkansas School for the Blind may expend funds outside the state for the education of deaf-blind children for which there are no facilities in Arkansas. Oklahoma (Article 13) provides that the state board of education may make provisions and payment therefor from other state funds for the special education of any deaf and blind child, resident of the state, in any private or public institution, either inside or outside of the state of Oklahoma, but in no case shall payment from state funds for such special education, including board and room for such child, exceed $4,000 per child per year. New York (Chapter 363) makes it possible for the state department of education to allocate $2,000 each for the education of handicapped children outside the state. An earlier, temporary measure was passed last year and the year before last to take care of a single deaf-blind child. This new amendment, however, makes this provision perma-
nent and applicable to all handicapped children.

Furthermore, New York (Chapter 765) includes blind and cerebral palsied children in the same category as blind and deaf children for double support in residential schools. This is a tacit recognition of the problem of multiple handicaps in blind children and of the need for specialized teaching and care in such cases. In addition, New York (Chapter 858) makes available state financial assistance to school districts for the employment of approved psychologists full-time or part-time to work with handicapped students.

The Commonwealth of Massachusetts (Chapter 582) has passed an amendment to its Act of 1952 relative to the education of deaf and blind pupils making the provision of the act also available to aphasic pupils. Although the Act does not specifically say so this is of interest to educators of the blind since a blind child may have the additional handicap of aphasia.

Provisions for kindergartens and special departments for handicapped students were made in Arizona (Chapter 27). The board of trustees of common schools may also employ special teachers and the program shall conform to standards and conditions formulated by the board of directors of the Arizona School for the Deaf and Blind and be approved by the state board of education.

Minnesota (Chapter 867) provides for the instruction of nonresident handicapped children in public school systems. The parent or guardian of a handicapped child who resides in a school district which does not provide special instruction and service within its district may make application to the commissioner of education for such service for his child. If these services are furnished outside the district of residence, transportation or board and lodging, etc., are to be paid by the district of residence.

Pennsylvania (Act No. 391) is concerned with approved extension classes and with the instruction of home-bound children. For such purposes every school district, regardless of classification, shall be paid by the Commonwealth an amount determined by multiplying the mandated minimum salaries of instructional employees by the district’s subsidiary account reimbursement fraction. Provisions are also made for school transportation of physically and mentally handicapped children.

California is always very active legislatively. This year a considerable number of measures were passed, some of them dealing with the education of blind children. Among them may be mentioned (Chapter 2060) the newly established maximum expenditure of $1,600 for each physically handicapped child and an additional maximum of $600 when a reader has been provided, or for the purchase or cost of transcribing or recording braille and talking books and other necessary supplies. Other measures deal with standards for teachers and their status within the state civil service situation. In general, California appropriations for funds to be expended for education of blind children have been increased.

The recent passage of federal Public Law 922 relating to textbooks and other materials furnished by the American Printing House for the Blind has made it provident for some states to pass legislation dealing with the extended needs for material for blind children in public schools and clarifying relations with the Printing House. Examples of such laws are Chapter 2269 in California and S. B. 456 in Texas.

Blind students in institutions of higher learning have received attention in Oregon (Chapter 182) where the funds for reader’s service, etc., has been in-
increased to $750 per year. To obtain this sum the student must have been a resident of the state for three years and he may only receive this aid for a period of seven years. The distribution of the funds is under the supervision of the Oregon Commission for the Blind. Another act of aid to blind students was passed in South Dakota (H. B. 741). It provides that a blind student who possesses the entrance requirements for admission to any educational institution of the state may enter the institution without payment of tuition.

Financial Aid

Eligibility requirements for aid to the partially self-supporting blind in California have been changed to read that aid cannot be received by any person who owns personal or real property of a value in excess of $5,000. Formerly this restrictive amount was given as $3,000.

Colorado has made a number of changes in its law (S. B. 63). The state department of public welfare is directed to establish rules and regulations to provide medical care in behalf of recipients of aid to the needy blind. Furthermore, the state is directed to reimburse each county or public welfare district to the extent of 80 per cent (an increase of 5 per cent) of the amount expended for assistance.

Some states amended provisions about the maximum amount to be paid in monthly grants to blind individuals. Delaware (S. B. 9) provides that the Commission for the Blind in determining the need of a blind individual shall disregard his earnings to the extent of $50 per month and 50 per cent of his earnings over and above the $50 per month, if the effect thereof would not be contrary to the federal Social Security Act, as amended.

Florida (H. B. 112) increased the maximum grant from $55 to $66 per month, and Nebraska (L. B. 498) from $80 to $100 per month. In Nevada the individual needs of each person claiming aid to the needy blind is set as not less than $90 per month, an increase from $75 per month.

In Illinois the established maximum has been abolished (H. B. 389). The Public Aid Commission is directed to establish standards with due regard to the conditions existing in each case including recognition of such amounts as may be needed to make available necessary treatment, care and supplies required because of illness and disability and the special handicap of blindness.

Maryland (Chapter 448) has revised its aid to the blind law effecting a number of changes. It is stipulated that all rules and regulations shall recognize that the needs and problems of blind persons are special to them and may differ from those of other classes of aid recipients. Relatives' responsibility has been reaffirmed. A relative is construed only to include a mother, father, child, husband or wife of the person requesting assistance. A blind person is declared ineligible for aid to the blind if he publicly solicits alms in any part of the state. Funeral expenses allowed for in the law have been increased from $100 to $150.

Ohio (H. B. 382) and Wisconsin (Chapter 366) also raised their allowance for funeral expenses.

Other amendments deal mainly with administrative aspects of aid to the blind laws. Montana (Chapter 71) has changed its definition of aid to the blind to include payments for medical care. Wisconsin (Chapters 163 and 220) sharpens its regulations for the reporting of change in facts upon which assistance was received and the reporting of assets and income to the officer or agency granting assistance within specified time limits.

JANUARY, 1958
Vocational Opportunities

The 1957 General Assembly of Arkansas did not enact additional legislation changing the state program for the blind. However, the budget approval (Act No. 43) for the 1958-59 biennium was increased considerably so that the Arkansas Vocational Rehabilitation Service is enabled to utilize all available federal rehabilitation funds. In Florida, a House Resolution called upon state, county and city agencies to provide employment opportunities for the blind on any jobs in which the blind can successfully function.

From time to time the problem has arisen as to what constitutes "blind-made" goods. Three states, California (Chapter 766), Minnesota (Chapter 544) and Wisconsin (Chapter 400) this year enacted measures defining the term. In each case "blind-made" products is ruled to mean that at least 75 per cent of the work must be done by persons whose visual acuity falls within the definition of blindness. In addition, California (Chapter 1145) rules that any city or county or sub-division thereof may purchase materials and supplies made by the California Industries for the Blind at the prices fixed without advertising or calling for bids.

Several states have passed measures broadening the opportunities for stand concessions for blind persons. California (Chapter 2271) has liberalized its residence requirements for obtaining a license to operate a vending stand from five years to one year. Illinois (H. B. 1039) states that the property custodian who is charged with the responsibility of controlling the operation of vending stands on public property is directed to give preference to blind persons when a stand can be properly and satisfactorily operated by blind persons. The rules and regulations governing vending stand operations are further defined in three additional sections of the law.

In Maryland, according to Chapter 34, no state retailer's license is required for any vending stand licensed by the Maryland Workshop for the Blind. A vending stand program has been established in the state of New Mexico (Chapter 180) within the Division of Services for the Blind, Department of Public Welfare. The law assures preference to blind persons. A similar program has also been established in the state of Oregon (Chapter 295). A further liberalization is noted in Tennessee (Chapter 79) where the residence requirements for blind persons to obtain vocational services have been repealed (formerly 12 months).

For years blind teachers have had difficulty in obtaining employment in public schools. Minnesota (Chapter 548) improves the situation by instructing the commissioner of education to issue teacher's certificates to any qualified blind graduate of a school of education.

Agencies Serving Blind Persons

Some changes affecting the organization and staff of agencies for the blind have resulted from 1957 legislative measures. For instance, Connecticut (P. A. 249) stipulates that the State Board of Education of the Blind shall consist of seven members (formerly five) of whom the governor and the chief justice of the supreme court shall be ex officio. The other five members must include a blind person.

In Hawaii Act No. 91 amends existing laws so that blind persons employed in workshops for the blind become eligible for Social Security coverage. Act No. 317 outlines new details for the administrative structure of the Territorial Bureau of Sight Conservation and Work with the Blind, mainly of a budgetary nature.
The state of Kansas (H. B. 335) establishes the Kansas Coordinating Council for the Blind. Membership in the council includes the director of the division of services for the blind and the directors of other pertinent state divisions and departments as well as the executive officers of voluntary agencies working with the blind in the state. The purpose of the council is to study the various problems relating to the welfare of blind persons. Another measure (H. B. 132) provides for the construction and equipment of a workshop for the blind in Kansas City.

An unusual benefit to blind workshop employees has been established by the state of Massachusetts (Chapter 669). According to this measure, retirement is made mandatory upon completion of twenty years of employment and at the age of sixty-five. A monthly grant will then be paid to a blind worker equal to established budgetary standards or equal to 75 per cent of the salary paid the applicant at the time of retirement, whichever is greater. Massachusetts (Chapter 25) also resolves to revive and continue the special commission relative to certain matters pertaining to the blind and increases the scope of said commission. In another state, Minnesota, a new law (Chapter 693) permits the commissioner of public welfare to make grants to public or nonprofit organizations for the establishment, maintenance or improvement of rehabilitation facilities or workshops for the blind. This should be instrumental in bringing about statewide cooperation among agencies serving blind persons.

A new position of field worker for the blind in the Nevada state department of welfare has been created (Chapter 405). The law defines his duties and specifies his qualifications. The purpose of the measure is to enlarge the opportunities for blind persons to obtain vocational rehabilitation.

Oregon’s Chapter 190 relates to Oregon Industries for the Blind. It amends the previous law by making more specific the stipulation that visually handicapped workers are to be paid wages comparable to wages paid by private industry for comparable work and by stating that such workers are to be regarded as employees of the state. It also provides that in an emergency and, on a temporary basis only, the commissioner for the blind may employ sighted persons when necessary for the operation of the Industries. Chapter 294 provides that the Oregon Commission for the Blind shall have four members (formerly two) appointed by the governor and that preference shall be given to at least one qualified person who is within the legal definition of blindness.

In another state, Texas, H. B. 400 removes the restriction that two members of the State Commission for the Blind must be graduates of the Texas School for the Blind, although it still is necessary that two of the members be blind.

A new position of consultant in sight conservation and prevention of blindness has been created within the Utah Commission for the Blind (H. B. 47). Further, a revolving fund of $12,000 is established (H. B. 45) for the use of the Commission for the purchase of raw materials and payment of wages at the Ogden Workshop for the Blind. Finally, an amendment to the Vermont laws (P. A. 222) redefines the duties of the Services for the Blind in the Department of Social Welfare. The Department may act as an intermediary between blind persons and industry for the purpose of arranging industrial homework of a subcontract nature and may pay such inherent costs as work-
men's compensation and social security.

**Fund Raising**

The state of New York has passed five laws which in some measure deal with fund raising by educational and philanthropic institutions or organizations (Chapters 276, 365, 753, 764, and 841). Most of these laws tighten the controls of the state by giving the district attorney greater power to prosecute offenders. There are a few liberalizing features, however. Chapter 365 makes it unnecessary to register for a group which raises less than $2,500 per year. Previously this ceiling was set at $1,500. Chapter 841 makes it unnecessary to have the financial statement signed by a public accountant, but at the same time tightens the punitive measures for agencies that fail to register in time. Chapter 753 states that the district attorney may bring action against any organization whose solicitation of funds includes the sending out of unordered merchandise where less than 50 per cent of the funds so raised will be devoted to the purpose of the organization.

**Mandatory Reporting of Blindness**

In the beginning of 1957 there were eight states which required that blindness, when met with, be reported to various state authorities. This year the state of Illinois passed such a law (S. B. 548). In this case, however, the reportable "major visual limitation" means central visual acuity of 20/70 Snellen notation or less in the better eye with correcting lenses, or a peripheral field loss in which the visual field efficiency is reduced to 30 degrees or less. The reporting "professional person" means a physician, oculist, ophthalmologist, optometrist or any other person who in the practice of his profession examines the human eye.

**Libraries Serving Blind Persons**

The problem of financing library service for blind persons is a difficult one to untangle. Minnesota this year has made an effort to do so (Chapter 693). The law directs that the commissioner of public welfare shall obtain from other states reimbursement for the cost of handling of talking books distributed by the department to users in such states, and may contract with the appropriate authorities in the states to effect the reimbursement.

**Guide Dogs**

Some years ago the state of California pioneered in attempts to regularize the training and licensing of guide dogs by creating the State Board of Guide Dogs for the Blind. This year the state has passed two laws relative to the matter. One (Chapter 2183) rules that all meetings of the board shall be open to the public and records open for inspection except for conditions especially provided in the law. The other measure (Chapter 1710) deems it unlawful to solicit funds for any person purporting to provide guide dogs in the state unless he holds a license issued by the State Board of Guide Dogs for the Blind.

Two other states have given attention to guide dogs. Maryland (Chapter 611) waives the payment of a license fee for a dog trained to aid the blind and actually in use for such purpose. In New Hampshire (Chapter 184) the law relating to a blind person carrying a white cane having the right of way in traffic has been amended to read "a blind pedestrian with a seeing eye dog or carrying a white cane . . . ."

**Tax Exemptions**

The federal government allows a blind person an extra exemption in making out his federal income tax. According to this pattern, North
Dakota this year (S. B. 287) allows for state income tax purposes a personal exemption of $600 to a blind person. An additional exemption of $600 is allowed if the spouse of the taxpayer is blind. Two other states, Oregon and Virginia, already have similar measures on their statute books.

Other states have passed laws that in some way assist the blind person when faced with paying the various state and local taxes. Thus, New Hampshire (Chapter 299) amends an earlier law exempting a blind person from property tax up to $1,000 if the assessed value was no higher than $5,000. As of 1957 the ceiling of $5,000 has been raised to $10,000. North Carolina (S. B. 7) specifically exempts from retail sales tax and use tax sales by blind merchants operating under the supervision of the commission for the blind.

Certain privileges have been granted to blind veterans. Thus, Connecticut (P. A. 453) rules that the dwelling and lot of a totally blind veteran who served in time of war is exempted from local property taxation to the extent of $10,000 of the assessed valuation. Further, Pennsylvania (Act No. 277) provides that blind veterans are exempt from fees for registration of motor vehicles. They are also entitled to free parking privileges.

Election Laws

Two states in 1957 amended the election laws relative to blind persons. Oklahoma (S. B. 230) provides that a visually disabled elector may be assisted by any person, at least sixteen years old, of his own choosing.

In Texas (H. B. 52) a blind person may choose any person he wishes to assist him in marking his ballot.

Conclusion

We should like to express our appreciation for the generous cooperation received from agency executives and others in compiling the substance of this paper. In writing this survey we have not attempted an evaluation or analysis of the legislative measures passed. We have only tried to pass on information on a very vital subject to those who are interested in the welfare of blind persons. Future developments will determine the usefulness and the practical value of the various measures.

Directory Changes

The following changes with reference to various agencies for the blind should be made in your copy of the Directory of Activities for the Blind in the United States and Canada, 1954 edition.


Page 37—Allen County League for the Blind, Inc. New address: 1018 Ewing Street.

Page 44—Shreveport Association for the Blind. W. C. Clark replaces Mrs. Alberta B. Horne as Manager.


Page 84—Butler County Branch of the Pennsylvania Association for the Blind. George T. Walters replaces Mrs. Mary Ethel Furman as Executive Director.

Page 92—Charleston County Association for the Blind. New address: 41 Pitt Street.
Parental Attitudes Affect Growth and Development of the Young Blind Child

Virginia Murray

Not many years ago a person writing on growth and development of the young blind child might have tried to give definite information about ages at which the blind child does certain things, and specific ways of teaching him. Now the emphasis is on a favorable emotional climate and provision of many “opportunities for learning,” in his own way and at his rate. We look for the child’s signs of readiness for next steps, instead of marking the calendar or a book. In the last few years workers in related fields have conducted scientific studies of many children of the same age, and especially of the same children at different ages over a period of time, and a body of knowledge as to how they develop and learn has been built up. This knowledge causes changes in our thinking about training, discipline and standards.

Professional people are aware that exact age norms are unreliable because there has been found to be much more variation in the performance of normal children than we realized. For instance, a few children walk by or before nine months of age, and some not until after eighteen months, but the latter are not necessarily any less bright than the former. Studies also show that most “normal” sighted children at some stage exhibit some of the problems of development that those considered less normal have in greater measure or for a longer time: such as thumb sucking, speech difficulties, and bed wetting.

Modern researchers are unanimous in stating that reasonably well adjusted parents in their own homes are the best teachers yet invented for furthering the development of preschool children. It has been found that attitudes with which blind children are surrounded can be almost or equally as important as innate ability in determining when a child will achieve certain skills. The blind child tends to develop toward his maximum capacity in accordance with the extent to which his fundamental needs are filled, his relationships with people and his drives toward normal development are not interfered with, and to the extent that opportunities for learning are provided. His blindness as such will not hamper him nearly as much as the unfavorable attitudes toward it which may be aroused in those who come into close contact with him.

Attitudes

Some attitudes interfere seriously with the child’s relationships and his opportunity for normal development. The earliest are the preconceptions his
parents, close associates, and the public have about blindness. If parents, for example, have thought of blind people only as helpless beggars, they may fear the child will be a burden or feel actual repugnance. If they are overwhelmed with pity, he will soon sense that they think he is not quite as good as he should be, and feel less lovable. If they dwell on helplessness they will probably overprotect him and deprive him of a chance to develop independence and skills. For some reason most of us experience a sense of guilt when something is seriously wrong with our child, perhaps because we feel and fear we have failed him, or we may feel we are being punished, or that there is some hereditary taint. Expressing these feelings, seeking spiritual and medical advice, and learning about the accomplishments of blind people, can help us to build our own philosophy. It is normal to feel shock, resentment and disappointment at first, but as long as these emotions are being experienced very strongly it is impossible for love to be felt and expressed freely.

Some people cannot face all this, and they try to avoid it by not accepting the diagnosis, or by clinging to the hope that it is a mistake or that a miracle will make the child normal. All parents should hope for scientific advances, but if parents cannot accept a child’s visual loss, they are not accepting the child as he is. He will sense and soon hear this, and feel less valued and lovable. If they cannot see blindness in its proper perspective they will not seek knowledge about how to help him to develop to the fullest, or have faith in his future as a happy, capable person. The child will suffer because he is dependent upon the adults who care for him for rich opportunities for learning, and he acquires his attitudes about himself from them.

It is to be hoped that soon he will show his parents that he is very much more like other babies than he is different, and that strong positive feelings will supplant any doubt. Some favorable attitudes are expressed by Dr. James Hymes in the pamphlet Being a Good Parent.* Mature parents want their children to grow to become self-reliant and capable, and give them encouragement. Sometimes growth may seem to take disconcerting forms: breaking an ash tray, spilling his milk, and saying “no” are signs of growth too, as is being slow because he wants to do it himself. Parents want their children to grow in their own directions, not according to some preconceived idea of what a manly little boy or nice little girl should do. Some parents disapprove of a little boy playing with a doll, or of a girl playing boyish games, but these are not undesirable activities in young children.

In order to develop a healthy personality and full use of their mental powers all children have physical needs such as good food, plenty of sleep, exercise and good medical care. In addition, in order to have good mental health or real inner happiness there are emotional needs which must be satisfied.

The basic need, which is almost a matter of life and death to a newborn infant, and continues throughout life, is love or a sense of trust. It heads every list and if it is there in sufficient quantity and if it is of a mature kind, children can develop well in spite of mistakes in handling or temporarily undesirable circumstances.

Love can be expressed appropriately in different ways at different levels. Unqualified and freely expressed love builds in the child feelings of trust in people, security and a sense of personal

---

worth which makes him reach out confidently to explore and learn. In the early months love is expressed in close holding, loving talk and prompt and sympathetic attention to his cries. This does not mean holding him all day or feeding him every hour, but does mean answering his cries and trying to give him what he wants and taking time to cuddle him and talk to him often. If these very early needs are fulfilled he will not be spoiled, but he will want to go on to the next stage.

Love can be shown appropriately by allowing the child freedom to explore and by not overprotecting him. He will still need to be held close often, especially when he is hurt, or ill, or perhaps in a new situation. Again, supporting him when he wants you to will give him courage to move on to the next stage—which is that of finding himself.

Love is expressed by understanding his need to say “no,” and, in his violent and sometimes physical expression of feelings, by not trying to show him who is “boss,” or making him feel that he is bad, which means less lovable to him, and by not making him afraid to try to develop his own skills, or by constantly doing things for him, making him feel inadequate.

Another way of showing love at this stage is to set reasonable limits for him, and if a sensible “no” is used at times, before you become angry, he feels more secure. He feels free to test the limits you set and knows what he can do without fear of losing your love, or of physical danger. An anxious child is not free to seek limits. Once he discovers he is a person he generally feels less need for testing these limits.

As he grows older he needs the kind of love that can accept and respect him as he is, whether he is an active energetic type or a more quiet and sensitive one, a fast grower or one who develops more slowly. Such love will make allowances for what he is, and what has happened to him. For instance, if he or you were ill a good deal when he was little, or if you feel you were too harsh, or if there were undesirable circumstances beyond your control, he may need support or understanding of his delayed attempts to find himself.

Love is also expressed as patience and imagination in answering his many questions, and sympathy with the make-believe by which he finds out what people do and what he can do. He needs tolerance of his boasting and the verbal toughness which is a step beyond the less controlled biting, hitting and screaming which may have been evidenced earlier. He may remain on an immature level if he is (1) interfered with too much, or (2) rushed all the time, or (3) handled impatiently, or (4) ridiculed, so that he fears to be himself.

Almost everything said so far applies to all children, whether they are physically normal or handicapped. Blind children have the same needs, and if these are satisfied they go through the same stages. A recommended way for parents to help blind children is to find out all they can about normal child growth and development, and how best to encourage it. The child has the drive toward maturity, and he himself must do the growing and developing. Only he can do the learning. Parents cannot control all that affects a child's development but they can foster his development by their own attitudes toward him.
A Private Agency’s Program for Independent Vending Stand Operators

WALTER BARRETT

About thirty-five years ago The New York Association for the Blind, better known as The New York Lighthouse, inaugurated a new vending stand program which sought to make operators self-reliant and independent.

Toward the close of the 19th century New York City made it compulsory for newdealers to obtain licenses from the city to operate stands at strategic locations, such as those under elevated railroad stairways and at subway entrances. The increasing use of these modes of transportation gave rise to a demand for revision of the law to serve the needs of the handicapped. The number of veterans disabled in World War I added impetus to this movement, thus leading to the enactment of new legislation in 1920. Under this law, which is still in effect, priority for newsstand locations adjacent to subway kiosks and under elevated railroad stairways was given to veterans with service-connected disabilities, with the blind and other handicapped groups receiving second and third consideration, respectively.

It was at about this time that the Lighthouse started its stand program. The objective of placement work should be obtaining gainful employment for as large a number of individuals as possible. With this in mind, our agency decided to take full advantage of the provision of the newsstand law which applied to the blind. It was agreed that in order to accomplish this, we should render service sufficient to help the stand operator function independently—that is to say, offer a maximum of service with a minimum of supervision.

One of the first steps was establishing a good relationship with city departments concerned with the issuance of licenses and permits. The commissioner of the New York City Department of Licenses, who is appointed by the mayor, issues most newsstand licenses, for which an annual fee of ten dollars is charged. Locations in, or adjacent to parks, for which a monthly rental is paid, are under the jurisdiction of the New York City Department of Parks. A state law dating back to 1899 authorizes mayors to permit licensing officials to issue no-fee licenses to the blind. Blind dealers in our city are given this consideration at the discretion of the commissioner. Each license application which we submit is accompanied by an affidavit attesting to blindness. With few exceptions, the commissioners with whom we have dealt have accepted our recommendations. The issuance of no-fee licenses does not apply to Park Department stands.

In order to present a clearer picture of the situation in our city, we should like to explain the designation of stands under the City Department of Licenses. Those adjacent to subway entrances
are known as kiosk locations; those under elevated railroad stairways, as E.R.S. locations; those at street corners near bus stops, in front of busy office buildings, or wherever pedestrian traffic is sufficient to warrant service, as curb locations; those on which stands are against buildings, as stoopline or owner's consent locations. As we have indicated, under the law, eligibility for kiosk and E.R.S. stands is determined according to the following classifications: 1, veterans with service-connected disabilities; 2, blind persons; 3, other handicapped individuals. Curb and owner's consent stands are licensed by the commissioner at his discretion. In addition to a city license, the operator of a stoopline stand must have the signed consent of the property owner. For the most part, commissioners have been inclined to give preference to the blind for curb and stoopline stands. However, any license previously held by a disabled veteran is usually offered to another veteran. The same holds true insofar as the blind are concerned. The law further provides that in the event of the death of the licensee, a member of the immediate family who can prove dependence on the earnings from the stand, may be considered eligible for the license. Although this has resulted in the loss of some locations to the widows of deceased blind dealers, we have been able to get some of them back eventually.

From the time the first licensing law was passed up to about the middle 1930's busy newsstand locations were bought and sold for large sums of money. Needless to say, the blind were not the beneficiaries of this vicious racket. However, there was a cleanup in 1934 which resulted in certain modifications of the law, intended to control this situation. The license, which is not transferable, designates the exact space on the sidewalk which the stand operator may use. It also specifies the type of equipment to be used — which, by the way, is not provided by the city. If there is a stand on the location when a new dealer takes over, it may be considered the property of the previous licensee and may be sold by him for a reasonable sum. For many years the newspaper publishers supplied stands free of charge. About fifteen years ago they abandoned this practice because it proved too costly. Therefore, it became an important function of our program to assist prospective stand operators to put existing equipment in good condition, or replace it. Prior to 1943, newsdealers operating curb and kiosk locations were restricted by their licenses to the use of open stands measuring six feet in length, thirty inches in height, and eighteen inches in width. This type of stand was equipped with a roof which had to be lifted and fitted over the top in inclement weather. These restrictions represented a very severe hardship for newsdealers. Fortunately, however, in 1943 a new law permitted the use of a closed stand, or booth, as it is known, which must not exceed six feet in length, five feet in height, and three feet in width. Our agency was instrumental in having this legislation adopted. Since stands used on E.R.S. locations fit under stairways, these restrictions do not apply. However, they must not extend beyond the point where the stairs are seven feet above the sidewalk.

The question must have occurred to you as to what dealers do about adequate lighting and heating. Before the use of closed stands was permitted, some dealers used gasoline lamps, or depended upon lighting from nearby business establishments. Their only protection against cold and inclement weather was warm clothing. Those operating at E.R.S. locations were more fortunate in that they were permitted
to have closed stands, equipped with electric service. With the wider use of closed stands, which can be equipped with electric service, lighting and heating no longer present as great a problem. Before this service can be installed, however, certain steps must be taken. Here again our agency offers a very valuable service by helping our dealers to accomplish this expeditiously. Without going into too much detail, we should like to give you some idea of what this entails.

In our city electric service is provided by the Consolidated Edison Company of New York. Although there is no charge for bringing service from the street to the stand, the dealer must hire a licensed electrician to do the wiring, which must comply with specifications of the Edison Company and with certain city regulations. In addition, the Transit Authority must be consulted wherever subway property is involved. Through our efforts, these procedures, which would ordinarily require anywhere from three to six months, are often completed in a much shorter period of time. Wherever permission for electrical installation is denied, dealers are obliged to use kerosene stoves and gasoline lamps. We go to great lengths to avoid this because of the obvious fire hazard.

Assistance Offered In Obtaining Insurance

"What protection," you may ask, "does a dealer have against damage to, or destruction of his stand by fire or any other accident?" In establishing a newsstand operator in business, we assist him in obtaining insurance. The minimum coverage is $600 and the annual premium is $14.48. This affords protection against fire, weather and vehicular damage, and malicious mischief. Where necessary, we advance funds to cover his first premium.

In addition to determining eligibility and type of equipment, our newsstand law restricts the operator to the sale of newspapers and periodicals. Before issuing a license, the commissioner consults the publishers' association which includes all those concerned with the sale and distribution of newspapers and magazines in the city. It was therefore imperative for us to cooperate closely with these publishers, to facilitate their approval of locations in which we were interested, and to work out the many problems concerned with deliveries.

For the most part, newspapers are delivered daily and are paid for on a c.o.d. or weekly basis. Others are delivered semi-weekly or weekly. The publishers require cash deposits equal to two weeks' bills for those paid for on a weekly basis. In the beginning we placed these deposits for dealers who were unable to do so themselves. However, as the need for this service increased, a better plan was evolved. Under our present arrangement, we place guarantees, or letters of credit, with the publishers, thereby assuming responsibility for unpaid bills. Although in some instances a bill may exceed the amount specified in the guarantee, we are morally obligated to meet it. However, it is the responsibility of the supervisor to control this situation.

Once a dealer is established in business, we expect him to make small payments to us weekly or monthly to cover his guarantees. When he has paid sufficient to cover his guarantees, his money is placed with the publishers as cash deposits in his name, thereby cancelling our guarantees, and receipts are turned over to him. These deposits are retained by the publishers as long as the dealer is in business. In most cases he does receive interest on his deposit. For many years we guaranteed all accounts. However, due to the fluc-
tuation in magazine sales, we found this to be a loss. Therefore, we now restrict our guarantees to newspaper accounts. We have been giving our dealers this service for over thirty years and can honestly say that our losses have been very small. Guarantees range from $50 to $500 and must be renewed annually. Although we do not guarantee magazine accounts, we do make grants and loans to dealers, not only to take care of magazine deposits, but many other business and welfare needs as well.

Other Retail Stands

Thus far we have dealt only with the newsstand phase of our program. Now we should like to discuss another major service—the placement of operators at cigar and candy concessions, and small candy stores.

Our cigar and candy concessions are located in city and private buildings and on outside locations at which dealers are not restricted to the sale of newspapers and magazines. In addition to his newsstand license, the operator of an outside or owner's consent location established prior to 1935 must obtain a license, permitting the sale of tobacco and candy products and soft drinks. We secure concession space in private buildings through contacts with building owners and real estate companies.

Prior to 1940, space in city buildings was assigned on a bid basis. Although we did obtain some of these locations by meeting the financial requirements, we considered this a most undesirable arrangement. Therefore, in 1940 a plan was worked out with the New York City Bureau of Real Estate, under which space in lobbies of city buildings would be assigned to blind welfare recipients recommended to the Lighthouse. It was further stipulated that each application must be accompanied by a certification from the City Department of Welfare. No rent was to be charged for such space. This plan was approved by the Board of Estimate and is still in operation. In some cases the city has installed equipment. For the most part, however, it is the responsibility of the prospective operator or sponsoring agency to provide equipment which is compatible with the architecture of the lobby and meets with the approval of the city department having jurisdiction, which in most cases is the Department of Public Works. It is also the operator's responsibility to keep his stand clean and neat, and to maintain an orderly operation. Failure to meet these requirements might result in the cancellation of his permit by the city.

Procedure in Getting Set Up

In applying for such a location, we meet with a representative of the Department of Public Works to determine the exact space in which the stand is to be located. We then submit a sketch showing the type of equipment which we propose to use, for approval and for any changes which are deemed necessary.

The application and certification are then submitted to the Bureau of Real Estate for final approval and issuance of a permit. We are now ready to set about the task of establishing our prospective operator in business.

He is given assistance in securing appropriate equipment, and arrangements are made for him to receive merchandise from reputable jobbers. Although, as we have already stated, the plan for setting up cigar and candy concessions in city buildings is still in force, some changes have been made. The Bureau of Real Estate will accept blinded veterans for these locations,
but they are required to pay a nominal rental.

In obtaining candy store locations, we deal with owners and real estate agents, as we do in securing concession space in private buildings. Here again we follow practically the same procedure, except that when taking over a store which is still in operation, we find that many more details are involved. Since storekeeping requires long hours of operation and the handling of a variety of items, and because it may not be sufficiently profitable to warrant the hiring of a clerk, we are inclined to recommend it only for those who can depend upon members of their immediate families for assistance.

Undoubtedly you are all familiar with the amended rehabilitation law passed by Congress in 1943, which has proved of tremendous importance to the physically handicapped in general, and especially to the blind. I refer, of course, to the Barden-La Follette Act.

Details of Training

In 1946 the New York State Department of Social Welfare instituted a plan by which the Vocational Rehabilitation Service utilizes our agency’s facilities for the carrying out of effective rehabilitation programs. It was readily recognized that in order to give prospective vending stand operators the most effective course of training, we must offer instruction and on-the-job experience. For many years we had been following this practice on a smaller scale. In addition to making funds available for training, the Vocational Rehabilitation Service in our state authorizes expenditures for the purchase of equipment and initial stock. Our course of vending stand training extends over a period of at least three months, and longer where indicated. After completing a course of general evaluation training, the trainee is placed at a newsstand, concession or store with an experienced, competent operator. The supervisor makes frequent calls to observe the trainee’s progress and to make appropriate suggestions. Frequent office interviews are conducted, in which the trainee is questioned on the techniques of stand or store operation and is given an opportunity to discuss his problems. If he is not making satisfactory progress, immediate steps are taken to determine the reason. He is transferred to another stand or store if the fault lies with the instructor. Otherwise, he is given even closer attention by the supervisor and is afforded every opportunity to prove his suitability for the work. If after a reasonable length of time he fails to grasp the techniques and appears temperamentally unsuitable for the work, the trainee is referred back to his counselor for future planning. On the other hand, when a trainee has given sufficient indication of his ability to operate a stand, steps are taken as outlined above to arrange for his placement as soon after the completion of his training as possible.

We average thirty placements a year and at the present time we have under our supervision 179 newsstands, 10 candy stores and 22 concessions—12 in city buildings and 10 in private buildings. We do not keep records of each operator’s earnings, but would estimate that they range from $25 to $100 a week, with the average falling between $40 and $60 a week.

While awaiting placement at a stand or store of his own, a prospective operator is given employment as a clerk or as a substitute for a dealer, so that he will not lose the facility which he has gained from his training. Insofar as possible, we endeavor to meet the individual needs of each operator. While we do recommend that our applicants avail themselves of the advantages of
V.R.S. sponsorship, whether they choose to do so or not has no bearing on their eligibility for our services.

Age is not as much a factor in our stand program as it necessarily is in industrial placement. Of course, we must be realistic about it and adhere to commonly accepted good business practice. For example, one must be twenty-one years of age or over to qualify for a newsstand license. It is unlikely that we would accept an individual for stand or store training who is seventy or over. In selecting a candidate for training, we consider personality, business potentialities and past work experience. We do not insist that this experience be in stand work or in a related field, but we are interested in his employment record and also in the length of time he has been unemployed. This information gives us some indication of how much initiative he has and how resourceful he is. These two factors are of vital importance in the successful operation of any business. A neat appearance is equally essential. Above all, the individual must enjoy his work and must have confidence in his ability to succeed as an operator.

To summarize, the goal of our program is to establish in business those who are capable of functioning successfully with little or no help from us. At the same time, we stand ready to give them any service which may help them meet any unpredictable problems which may arise.

---

BUY WHITE CANES

Made in Our Workshop with 100% BLIND LABOR

Prices F.O.B. Bedford

Straight Shaft — $15.00 per doz.
Tapered — $18.00 per doz.
5% discount on orders of one Gross or more.
Shipping weight per doz. — 7-8 lbs.

We Invite Your Orders

Bedford Branch
PENNA. ASS’N FOR THE BLIND
P. O. Box 572

Quality White Canes
Curved Handle
Refrigerator White
8” Flame Red Tip
Hard Enamel Finish
Metal Glider Ferrule
18 to 20 Inch Taper or Straight Shaft
Made of Ash
Light of Weight

THE NEW OUTLOOK
OPPORTUNITIES FOR BLIND PROFESSIONAL PEOPLE: TWO EXAMPLES

I. Music Therapy

Most of us would agree, I believe, that the artistic medium which affords the most opportunities for participation by a blind individual is music. This is not to say, of course, that blind people are or ought to be more musical than sighted people. It implies only that, given the requisite abilities, a blind person can enjoy through music a wider field of opportunity for communication with others than would be available to him through any other medium of artistic expression.

The musician who is blind can, therefore, take particular satisfaction in the awareness that music has a unique kind of communication potential, inherent in the very fact that its modality is sound. The musician can reach more people more directly and more intimately than any other artist. He can, therefore, set up between himself and others an emotional interchange which no other artist can duplicate.

The music therapy profession bases its philosophy on the principle that this dynamic affective potential can be used as a tool in the treatment of individuals who suffer from emotional and social pathology. The music and the therapist together create an emotional atmosphere through which changes in attitudes and behavior can be effected.

Here, then, is a treatment medium which fundamentally does not depend upon the sense of sight. Essentially, it requires a feeling and an aptitude for music, a sensitive understanding of human feelings and behavior, and a personality capable of meeting the emotional needs of others.

However, in considering the application of this treatment medium by a blind individual for mental patients in an institutional setting, certain rather obvious questions arise as to the degree to which this individual might be handicapped in some areas. I shall, therefore, discuss some of the duties and goals of the music therapist in relation to these special considerations.

The task of the music therapist is to satisfy and utilize the entire range of musical interests and capabilities which he finds among his patients. His work, therefore, will call for a variety of types of skills. He may direct a chorus or an orchestra, give group or individual instruction in the playing of an instrument, or play accompaniments for a patient who likes to sing. On the hospital wards he may lead a group sing, conduct a rhythm band, or hold an informal listening session. In the ward activities, which may involve as many as fifty to a hundred patients at a time, the principal aim is to provide an atmosphere of friendliness and gaiety which will encourage social in-
teraction and which will afford some relief from the monotony and loneliness of confinement in a hospital ward. With the smaller group and individual activities, there are, of course, additional aims which are specific to the treatment needs of each patient. In a hospital where the music department functions as an integral part of the total treatment program, the music therapist reports his observations of patients to doctors and other members of the clinical team.

Program Requires Special Musical Qualifications

Let us consider first the purely musical abilities which such a program would require. It will be obvious that, for the music therapist who is without sight, the ability to hear music with reasonable accuracy and to “play by ear” is a necessity. Memorizing music from braille is a time-consuming process, and for music of the more popular types most commonly used by the music therapist, braille transcriptions are not readily available. A large repertoire of music of these types, therefore, plus a good playing facility, preferably on the piano, is an essential part of the blind music therapist’s equipment. He should also have at his fingertips a few of the better-known classics for his instrument. Not infrequently there will be a request for “Clair de Lune” or the “Moonlight Sonata.”

In the case of a more structured activity requiring the use of inkprint music, the blind music therapist must, of course, have his music transcribed into some kind of usable form. Tape recording is probably the easiest solution, provided it can be done without placing a burden on another staff member.

The question which is likely to be of greatest concern to a hospital employer is the safety of a blind therapist, particularly with regard to the possibility of injury by a patient. In evaluating this problem realistically, it should first be understood that only a small minority of all of the patients in a mental institution suffer from illnesses characterized by violently aggressive behavior. Moreover, since the tranquilizing drugs have come into use, the possibility of a patient becoming dangerously disturbed has been reduced to a minimum. The so-called “violent wards” which have for so long been associated with the mental hospital have disappeared almost completely. It should also be remembered that a person’s own feelings of security or insecurity with mental patients determine to a large extent the way in which they respond.

Nevertheless, there can obviously be no hundred-per-cent guarantee that an injury by a patient could not occur. The hospital employer who has anxieties in this area may feel that the blind person would be at a particular hazard, because he would be less well able to protect himself in the event he were assaulted. From the employer’s point of view, therefore, it may be too great a risk to allow the blind therapist to work without sighted assistance. The problem may be easily met in hospitals where it is routine procedure for the music therapists to conduct activities in teams, or for a therapist to have the cooperation of ward personnel.

Another question may arise as to the adequacy of the blind therapist as an observer of his patients. Might he not be at a considerable disadvantage in not being able to perceive such visible indications of response as a glance, a gesture, a movement toward or away from the group? How would he observe a patient who does not speak? Moreover, might he not also be similarly handicapped, particularly when dealing with very large groups, in being unable
to communicate with his patients by visual signs?

The answer to these questions must begin with the frank admission that here is a very real problem. To what extent this problem would limit the effectiveness of the blind therapist, however, depends upon the therapist and the situation in which he works.

**Blind Therapist Counters Problems and Utilizes Assets**

The visual handicap demands first that the therapist be alert, not only to the most minute auditory and tactual cues, but also to those subtler inner senses which we describe as intuition. The validity of the intuitive response can be readily appreciated by anyone who has experienced this kind of communication between himself and a group. It is this inner sense to which a leader refers when he speaks of "feeling" the mood of a group, "sensing" a heightening of tension, "knowing" that he has communicated. When there is no verbal response, the blind therapist must be able to sustain his confidence in the fact that the patient is reachable, and may already be responding, even though there is no outward sign. If the therapist is working very closely with a mute patient, the patient is, of course, capable of interacting through the music, and this interaction alone may provide the best source of information which the therapist could need. Later on in the treatment process, the most important indication of progress will be the beginning of speech itself. At this point, the therapist has not only the patient's words to use as a guide, but also all of the subtle shades of meaning which the human voice can convey. It is a well known fact that the voice is to the blind person what the face is to the sighted. It is also well recognized that the voice is at least as accurate an indicator of the personality as any other mode of expression. I believe that it would be possible for an astute blind observer, on the basis of conversation alone, to arrive at essentially the same valuation of a person as would a sighted observer.

In reference to the absence of visual communication from therapist to patients, it is undoubtedly true that the blind therapist must work somewhat harder to establish rapport with a group than would a person without this disadvantage. He must project himself by every means at his disposal — his voice, his manner, and the music itself. Where words are of little effect, he may rely almost entirely on the music, often with surprising success.

Other factors determining the success of a blind music therapist have to do with the opportunities which he has for pooling and comparing his observations with those of other workers. I have already mentioned that music therapy activities are, in some hospitals, carried on by teams of therapists. If, as is true at the Logansport hospital, the size of the staff permits such teamwork, then there is opportunity for one therapist to supplement his own observations with those of another. If, in addition, the music therapist works in close cooperation with doctors and other members of the hospital staff, he has a further opportunity to extend his knowledge of patients.

**Achievement of Rapport**

Thus it can be seen that in the music therapy field, as in any profession, the visual handicap presents problems which call for a good deal of compensatory effort. However, if blindness does present some practical difficulties, it can also in my field sometimes function as a psychological asset.

A patient who is shy and withdrawn
may find it less difficult to relate to a handicapped person than to a person who is not handicapped. He may see in the handicapped person someone who is different, as he feels himself to be different—threatened, as he is threatened—someone, therefore, not to be feared, as he may fear other hospital personnel, but to be trusted, perhaps even to be helped. Nothing, we know, can be more strengthening to a person who lacks confidence than the knowledge that he has been of help to someone. In my own experience, it is not uncommon for a normally withdrawn patient to voluntarily place himself in the role of guide. In such cases of strong emotional response to the handicap, it is, of course, the therapist's responsibility to maintain a completely professional attitude. He must behave toward the patient in such a way that, while preserving the special bond that exists between them, he also commands the same respect that a sighted therapist would receive. He must also be sensitive to the unhealthy kinds of motivation which may prompt a helping hand, as, for example, a generalized attitude of overprotectiveness or a need to display oneself as the selfless helper of the less fortunate. Further, the therapist who is handicapped must be prepared for the frankly hostile patient, who might seize upon any kind of personal defect as a target for his contempt of the world in general. Such a patient is likely to have an uncanny knack for directing his verbal offensives at a person's most vulnerable areas. But even a negative response can, if the therapist is able to muster sufficient inner control, be used to the patient's benefit.

If we consider then all of the potential resources which a blind person can utilize, it seems reasonable to assert that an individual with this handicap is capable of functioning as efficiently and as effectively in the music therapy field as would a sighted individual. The fact that there are also other blind individuals entering the music therapy profession is a further encouragement to this belief.

Nevertheless, we are all well aware that, notwithstanding the soundest confidence, such questions as I have raised may constitute serious barriers for a person seeking employment in this field. A prospective music therapist must plan for at least four years of specialized training in order to qualify adequately for the profession. Certainly if such training is to be justified, much careful inquiry and planning is necessary in order to insure a reasonable likelihood of a successful placement. Such inquiry might well begin with a survey of the kinds of job situations open to music therapists where the limiting factors set by the handicap are at a minimum. As has been suggested, the blind music therapist can probably operate to best advantage as a member of a staff team. A small institution, where a therapist works with patients individually or in small groups, may provide another kind of situation favorable to the blind applicant.

In this connection, it should also be noted that while music therapy is at the present time most widely used in mental hospitals, its applications are also being explored in such institutions as cerebral palsy clinics, schools for emotionally disturbed children, and schools for the mentally retarded. As research in the field continues, it is highly probable that new applications of music therapy will emerge which would offer a wider choice of vocational objectives for a person without sight. In particular, I have in mind a recent study, conducted at the Kansas Rehabilitation Center for the Adult Blind, evaluating music therapy in the rehabilitation of the blind.

Trial work experiences in situations...
of these various types can undoubtedly provide a prospective blind music therapist with his best means of selecting an objective, as well as demonstrating his employability. With such a background of experience, he can then approach an employer with confidence.

At this point, as would be true in any field of employment new to the blind, all of the individual’s capacity for patience, affirmativeness, and initiative is needed. The blind applicant must be willing to do everything possible to interpret his potential to the employer and to place him at as small a risk as possible. The employer might, for example, find it easier at first to accept a blind person as a volunteer than as a paid employee.

With the achievement of a realistic vocational objective, the problems incidental to blindness in the music therapy profession may be challenging but not insurmountable. The difficulties, I believe, are far outweighed by the contributions which the music therapist can make to the health and happiness of others.

II. Practice of Law—Teaching Political Science

JOHN PRESTON WARD

As my work involves two professions, namely the teaching of American government at a university and the practice of law, it seems desirable to say a word at the outset concerning the compatibility of these two disciplines. The relation of the one to the other is such that each, when it is not in the forefront, serves as a most useful background upon which to better build a law case or to illustrate a point in American government.

It would be well to state also that the dual preparation was planned as I began my college work. I had every intention of actually practicing law as well as teaching American government at the college level. That the formal preparation necessary in order to enter each of these professions was made possible for me was due to support — both financial and non-financial — from many agencies, both public and private, and many persons acting in their individual capacities. Diligent search indicated that aid was available to assist that person whose performance, both in and out of the classroom, seemed to show that he was not afraid to work hard or to compete with all of those within his chosen profession.

I have found that in order to work in my chosen profession those adaptations which I have had to make have concerned themselves primarily with mechanics. Thus, improvements made in the field of voice recording are of the utmost interest to me. The development of an efficient, low cost, lightweight tape recorder is to me a boon to my efforts in research. Armed with such a device, any person who is able to read printed matter well and who is able to follow instructions as to how to use the machine and where to look in the library to find a particular document can do the work which is necessary to communicate the needed information in that particular document to me in order that I may evaluate that information in the light of my research problem. It is well to emphasize at this point that the person who acts as my reader need not be trained in law or
in political science in order to perform his task in my behalf. It is for me to explain to him where and how to find given information having a bearing upon the legal case upon which I am working or upon the lesson plan which I am constructing. He need not understand the full import of that which he is asked to read in order to function adequately as my reader. He needs a good speaking voice, patience of a sufficient amount to enable us to work either as a team in a library or him to work solo in accordance with instructions which I have given him, and a good command of vocabulary in order to do quite well as a reader. His reading speed, of course, is a factor which must be taken into consideration. In my own case, the faster he can read without discomfort to himself and without losing his accuracy, the better pleased I am.

In a law office one's secretary may serve also as his reader if the volume of work is not too great. In a political science department are usually to be found research assistants or secretaries who may be assigned the task of reader as a part of their regular duties. Where the work load of the professor or lawyer who is blind is large enough to merit it, additional persons may be hired to serve almost exclusively as readers. Because there is much material relative to political science and law already available either in braille or through one of the recording media, my readers are used primarily in researching points upon which information is needed for a case currently being handled or in keeping teaching materials up-to-date.

Many people have expressed interest in knowing how my classes are conducted. At the beginning of each semester a new group of students must become accustomed to the idea that they are to speak up in order to be recognized. Because my teaching preference is Socratic rather than the lecture method, it is quite important that my students come to feel as quickly as possible that their contributions are encouraged and welcomed. Each student is seated in alphabetical order unless a request is made by him to sit in a particular seat. The students having been seated thus, it is possible to make use of a seating chart constructed to fit the particular room. It is hoped that the contents of that chart will soon be committed to memory in order that the voice emanating from seat 7, row 6, can be identified easily as belonging to Mr. Green. Examinations are essay in form. These are, of course, graded by me by having the contents of each read by a reader who marks according to my instructions any word, phrase, sentence, etc., which I indicate. The blackboard serves only as the place where the range of grades is shown in order that the individual student can relate that score which I have had put on his paper to those scores made by the class as a whole.

The presence of a person who is blind as an active member of the college or university faculty or of the legal profession is not an unknown phenomenon. During the last decade a man who was blind served not only as a vice president of the American Political Science Association but also as editor of its publications. Men new to the political science faculties have, in many instances, been in classes with fellow students who are blind. Lawyers who are blind have been active successfully not only in their offices and in the courtrooms throughout the United States, but also in many areas of public service such as judges or legislators at the local and state levels.

But it must be emphasized in closing that there is a tremendous amount of public relations work which must be done in order to acquaint the potential
employer of a political scientist or lawyer who is blind with the facts concerning the competence of such an employee. Because many persons have skills which they are not permitted to utilize because their sighted friends "cannot imagine how a blind person can do that kind of work," an active program must be continued in order to educate society to the realities concerning the usefulness of a professor or of a lawyer who is blind. We who are blind must take the lead in this program of public relations.

I am holding in the palm of my hand a small white cardboard that is labeled "OFCH Special Identification Card"—the permit that was issued to me by the United States Army during World War II and which gave me the privilege of visiting Avon periodically during the course of the program there. I well remember the first time I visited there and Colonel Thorne asked me to address a group of about 100 of you in the Red Cross lounge. As I look about me here this evening, I am not sure how many—if any—of you were in that initial group. However, I am sure of another thing—that when I stood before you then, I was thinking to myself: Just what could I say to this group of men that would be meaningful—that would not sound like a lot of hogwash—that would not be full of patriotic platitudes! I had come fresh from the field of education back in Minnesota where I had been working chiefly with blind high school and college students. I had had considerable experience with newly blinded individuals, but I had never faced them en masse as I did that day! Something instinctive—or some Divine Providence—prompted me to make one of the shortest speeches I have ever made in my life! I stated why I was there, why the American Foundation for the Blind had instituted Services for the War-Blinded, some of the services we had to offer and that, through the courtesy of the U.S. Army, I would be returning every six weeks or so for a periodic visit. Then I sat down and there seemed to be a sense of relief in the group of you that I was not a long-winded speaker. I later learned that there was considerable "overavailability of authority or expertness" making the rounds of the hospitals and that there was a certain type of restiveness among you when yet another such speaker was announced!

Tonight I am going to make a little longer speech than I did twelve years ago. In those intervening twelve years, it has been my privilege to work closely with many of you; to observe you building the strong organization you now have; to rejoice with you in the recognition given to your basic philosophy and objectives by governmental and voluntary agencies alike; and to look forward with you to a very promising future. What I shall say tonight is, after a fashion, linked with your military careers—the forays, the sorties, the

---

Miss Gruber is a consultant to Physical Medicine and Rehabilitation Service, U. S. Veterans Administration; a member of the advisory committee to the board of directors, and honorary life member, of the Blinded Veterans Association; and she is director of the division of research and specialist services of the American Foundation for the Blind.
siegcs, the landings — all the campaigns and all the battles that were waged by you for the some 165 million of us in the United States — Anzio, Normandie, the Bulge, Bataan, Corregidor — you were there! Seoul, Inchon Landing, Peeyong, Yong, Chosan Reservoir — there you were, too!

And now, twelve years later you are again a magnificent fighting force but this time you’re a fighting force using ideals and ideas as weapons — with appropriate actions to carry them out. You’re a fighting force of about 2200 — from World War II and the Korean conflict; you’re still involved with the 165 million people but now, instead of fighting for them on the battlefield, you’re concentrating on a challenging campaign to change their traditional and stereotyped concept of blindness and blind persons, and I don’t need to tell you that this is as great a battle as you’ve ever been in! Naturally, and rightly so, you’re interested in the particular welfare of your own force of 2200 but, what is more important, as your strength has grown individually and collectively, you have become overtly interested in the welfare of the some 330,000 civilian blind persons in this country. Almost all your present activities carry rich dividends for those persons. So, out of your twelve years of activity, I am going to choose what I consider three of your major peace-time battles and I am pleased to call the part of my speech which follows: “Operation BVA.”

The big and primary battle was one which it was necessary for each of you to fight pretty much alone — that was the Battle of Personal Reorganization, which you began fighting after each one of you knew you were blind. There is no process in human behavior that I respect more deeply than that process through which a newly blinded adult moves in reorganizing his life without benefit of sight. True, you had supporting programs with good standards as to staff and program; you had a vitally interested government; you had community support such as that here in the State of Connecticut and which — incidentally — is apparent in the planning and conduct of this outstanding convention; you had devoted families and friends. But I know, and you know too, that the battle was really your own and that you were the primary force in rehabilitating yourselves! The important result of this battle is you, of course — each of you as an individual, but the collective result is the terrific impact you and your programs of reorganization have had upon the development of principles and standards of rehabilitation centers for blind persons throughout the country. It was the BVA that by individual example and group demonstration prevailed upon our government to establish the National Rehabilitation Center for blinded veterans at Hines, Illinois. One of your members is chief of that program. As of today, that program is operating at capacity load and Russ Williams told me day before yesterday that there are six men presently on the waiting list.

In connection with this it must be stated here that rehabilitation center programs for the civilian blind have received great impetus from your program. There are now a few such centers in the United States, centers whose programs rate high in content and which are administered by competent professional personnel — centers to which the civilian blind may come to receive help in their battles of personal reorganization — centers which are concerned with something more fundamental than what I call the cosmetic approach to blindness — the traditional “do’s and don’ts” — the old clichés — preoccupation with gadgets, etc. These, I grant you, are
important but more important is a program that recognizes that reorganization after blindness is a difficult procedure and merits the finest professional skills we can bring to it! The leadership of the BVA in this is a tremendous contribution to our nation in general and to the civilian blind in particular.

And now I move to another phase of Operation BVA — and I call this phase the Battle of Survival — survival as an organization, I mean. Believe me, there were some long, lean years — financially speaking — in the late 40s and the early 50s when the treasurer’s report at the end of each fiscal year was a pretty grim one! There are those who said and are still saying that the BVA could have had thousands and thousands of dollars if it had gone after it on the basis of “hero worship,” on the basis of “get rich quick schemes,” on the basis of sending unsolicited merchandise through the mails, etc. But your executive directors, your elected presidents, your elected members of the boards of directors, all held the line on this! There were some major hassles about this but somehow there was an understanding that money in the treasury by these means would result in a decrease in the influence of the BVA in upholding its ideals, in its impact upon government, in its contribution to the long-range welfare of all blind persons. Father Carroll and I, as two pretty constant advisors to your boards of directors over this period of time, have sat through many a board meeting in which principles and ethics were put to the extreme test — extreme tests, especially when there were only a few dollars left in the treasury — and to the everlasting credit and good sense of your officials, your organization came through, albeit with a very slim treasury but with its reputation intact! If you think it is easy to hold the line on this with organizational bankruptcy staring you in the face, try it sometime! At this point I wish to cite publicly those of your members who were the leaders in this big Battle for Survival! All the members of your successive boards of directors, your two executive directors — Lloyd Greenwood and Irvin Schloss — and your eight elected presidents over these twelve years:

Ray Frey of Lebanon, Pennsylvania
Jack Brady of Brooklyn, New York
Thomas Hasbrook of Indianapolis, Indiana
Buck Gillespie of Gardena, California
Peter McKenna of Minneapolis, Minnesota
Bill Thompson of Bethesda, Maryland
W. Marshall Smith of Springfield, Virginia
John Mattingly of New Britain, Connecticut

I think they all deserve a Distinguished Service Medal for high courage under fire in this Battle for Survival! The full effects of your battle for survival upon civilian agencies for the blind remains to be seen. And with my tongue in no particular place in my cheek, may I say that your example in fund raising carries rich potential for some of the voluntary agencies for the civilian blind — especially if any of them are not guilty of great integrity! I dare say that your battle for survival is not yet over but I venture to prophesy that the next twelve years won’t be so excruciatingly painful!

The third big battle in Operation BVA is the Battle of Demonstration. This may seem vague, I know, and could mean numberless things. But the facets I wish to present here are concerned with disproving the oft-repeated statements so often heard right after the war — that you men, because of the tax-free disability compensation you
would be receiving the rest of your lives, would lose the so-called “incentive” to work! The Battle of Demonstration you have waged in this area is truly a magnificent one! You received a good start in this when General Bradley, as administrator of the V.A., requested that the term “pension” be changed to “disability compensation,” and as a result of this we have this statutory reformation reflected in one of the shortest but most significant laws of our nation. And, in following through on this in subsequent speeches, General Bradley said that this disability compensation henceforth was not viewed by government as payment for something lost but as security for all service-connected disabled veterans to move forward—to have time to reorganize personally, to have the economic stability to gain additional vocational preparation; to have the courage to launch yourselves in the profession or vocation of your choice whether or not this had ever been engaged in by blind persons heretofore; to have emotional and spiritual stability that comes from knowing that this is your plan of life and that you can carry through on it without deprivation to yourselves and your families.

And how can we check on this Battle of Demonstration? As Al Smith said: “Let’s look at the record.” And the record this time is the United States Veterans Administration survey of blinded veterans, conducted under the leadership of C. Warren Bledsoe to whom I am indebted for the following statistics:

Of the 1,949 service-connected World War II and Korean conflict men covered by the survey:

1. Over 50 per cent (980) were employed.
2. One hundred forty more were in training.
3. The average hours of work per week — forty-two.
4. One out of five were employed in clerical and sales.
5. One out of ten — agricultural and kindred pursuits.
6. One out of ten — unskilled.
7. One out of ten — semiskilled.
8. One out of ten — skilled.
9. One out of ten — professional.
10. Less than one out of ten — managerial and official.
11. Less than one out of ten — service occupations.
12. Three out of five of you own your own home.
13. I can count on the fingers of my two hands the number of blinded veterans employed in sheltered shops — and have a few fingers left over.
14. Of those remaining unemployed, many are in the so-called non-feasible bracket having anywhere from two to seventeen additional disabilities! The BVA field program is designed to secure information about these and to render positive services to those who seek to move into and can move into the employed category!

The above record goes far in dispelling the myth that disability compensation destroys incentive! If these figures and the ones you’re going to pile up in the future don’t “shake the hell out of the status quo,” I don’t know what will!

And now, what is the importance of this in our national economy? Social legislation is moving at a very fast pace in this country—and we have to be sharp to keep up with it and even more sharp that we do not advocate short-range legislative proposals that will, in the long run, defeat the long-range welfare planning toward our goal of individual dignity for every blind person. To you, to our professional lead-

THE NEW OUTLOOK
ers in our work, to our congressional and governmental leaders, both federal and local, I call attention to the fact that over 50 per cent of the blind persons in our wealthy country are on public assistance of one kind or another. I call attention to the fact that we have bits of preferential legislation for blind persons such as the $600 income tax deduction; the $50 exemption on earnings; some real estate waivers, etc. But does this give any benefit to the mass of blind persons who have no income upon which to claim the $50 exemption? Or those who own no real estate on which to reap a waiver in taxes? I call upon — I entreat — those molding the social legislation of today to just look at the record of the BVA in the Battle of Demonstration, to see if there is something in it that can be translated into something sensibly applicable to the civilian blind! Let them discover for themselves if there is something in the BVA record that bears upon this myth that disability compensation destroys incentive to work! I am not advocating anything specific — I am simply asking those engaged in the 1957 development of social legislation in our country to study the record of the BVA in this Battle of Demonstration!

Those, then, are the three big battles of Operation BVA as I see them — the Battle of Personal Reorganization; the Battle for Survival and the continuing Battle of Demonstration. There have been other major campaigns, I know, as the campaign against fragrance gardens in which the commanding officer was a certain chaplain whom we all know well. Also breaking through the Civil Service barrier in which the BVA organizationally has been on the front line and whose best individual battlers have been men such as Marshall Smith, Ray Goldstein, Will Hasse, Mike Harloff and John Mattingly — to mention a few. All in all, BVA is running an exciting operation in our country and I'm proud to be associated with it!

And now, in closing, I should like to state how much I honor the wives and the families of you men — and this includes one Canadian blinded veteran. If I could drink a toast now, I could wish to be holding in my upraised hand a champagne glass of the finest crystal filled with the driest champagne and I would say —

Prosit—Skol—Salud—A Votre Sante — Schlantha — and BOTTOMS UP — Operation BVA!
Legislation — Past and Present

PETER J. SALMON

If it were not for legislation enacted that directly or indirectly affects the blind, work for the blind would still be where it was fifty years ago. This is about as strong a statement as I can think of in regard to the first part of this paper, legislation for the blind in the past. Actually, it is a formidable record, our critics notwithstanding — and we do have those who feel that legislation for the blind represents a patchwork of laws, and that there is no apparent plan for these laws. Maybe they have a point worthy of consideration for the future. I, for one, believe in thinking through our needs with respect to legislation and planning ahead where possible.

On the other hand, one thing stands out in my mind as I think about the preparation and presentation of proposed legislation. The thing I am thinking of is compromise. Compromise is the one sure element in most cases. Legislation enacted is often quite different from the bill in which the legislation was proposed. This is in the nature of the process by which legislation is obtained. The civil rights bill, among many others, is a good example, perhaps not more so than the now famous Eisenhower budget proposal. Right here I might point out, as I have in the past, that I believe in compromise, and I surely do like a good old patchwork quilt. Past experience has taught me that no matter how well you prepare your bill, and even if it consists of only a few sentences, it will be rare indeed for it to be enacted unchanged.

Past legislative work has also made it manifest to me that even when you have done what you should do in working out a legislative program for one, five, or ten years ahead, you would have a "first" in legislation if your program were adopted as outlined. With legislation as with many other things in life, the time element is frequently a determining factor. Much of the legislation enacted in the past on behalf of the blind has come as a direct result of proper timing — Title X of the social security law, passed at the closing hours of the Congress, is a case in point.

You will notice that this passing reference to Title X of the Social Security Act is the only specific piece of legislation of the past that I have cited. I do not feel that it is necessary for me to catalog the very considerable number of local, state, and national laws that have been enacted on behalf of the blind, or the many general laws in which the blind have been included. You will recall that the American Foundation for the Blind has a number of publications dealing with the subject of specific legislation in our field* — in one pamphlet on federal legislation the Foundation catalogs these laws in a most concise and interesting manner.**

As far as the past is concerned, the blind have a record of beneficial legis-

---

* Mr. Salmon, executive director of the Industrial Home for the Blind, Brooklyn, N. Y., has for many years participated actively in the development of progressive legislation for the blind. He presented this paper last fall at the annual meeting of the New York State Federation of Workers for the Blind at Elmira, N. Y. Mr. Salmon is chairman of the Federation’s legislative committee.

lation on their behalf which is far ahead of any other group of the handicapped. While we can take justifiable pride in this fact, we can hope that the road blazed on behalf of the blind may be opened to other handicapped persons. In fact, they have already benefitted through our pioneering legislation; for example, the section in the Social Security Act on the permanently disabled is a categorical type of relief—the type of relief introduced and fought for in Title X of the act by the late Robert B. Irwin. The development in the workshop movement for the handicapped is a direct corollary to that with which we have struggled over the years, and, not to labor this point too long, it may be well to indicate the universal movement today taken from our experience with the blind where specific movements have been developed on behalf of our handicapped by type: cardiac, multiple distrophy, mentally retarded, etc. These are just some of the by-products of the legislation of the past on behalf of the blind.

If you were to ask me what I consider the main essentials in the success that we in work for the blind have had in securing this favorable position, I would set down the following points, among others:

1. We have in our favor a sympathetic audience in every legislature.
2. We represent a minority—one of the smallest of the minority groups. Our total needs as compared to others are small.
3. We know for whom we seek legislation—we have a workable definition.
4. Though we have not always presented a united approach, we usually have had the support of the national agencies for the blind—the AFB and the AAWB, who have had a long history of legislative effort.
5. There is no substitute for careful preparation of the bill, its presentation by the best available individual or individuals, and then the necessary follow-through.

I suppose you, too, have noticed that this paper has been heavily weighted with the past—and quite naturally, because I have had a long past. And with all my references to the past I have not gone into detail on the manner in which certain of the laws were promoted. I might mention in passing that my own personal experience with legislation goes back just about thirty years when, in 1927, I was somehow brought into the fight to rid the market of prison-made goods sold at ruinously low prices. I was scared to death, and well I might be, because my colleagues in this battle royal were none other than the American Federation of Labor, the General Federation of Women’s Clubs, the International Association of Garment Manufacturers, and a group that called themselves the Associated Industries, which included the broom industry. I certainly was given a liberal education in the ways and means of promoting legislation, and to show you how things work out in an unusual way, I will relate quickly the main points of interest.

The bill under discussion was known as the Hawes-Cooper bill, an enabling act intended to restrict the sale of prison-made goods in interstate commerce. James Watson of Indiana, chairman of the committee on interstate commerce and industry, was blocking the bill; and at the request of the group I was working with, I agreed to present a statement to the commerce committee on the effect of prison-made brooms on shops for the blind. This was twenty-five years B.O.A.—Before Optical Aids—so I read my statement in braille. Little did I know the impact that bit
of stage business would have. Senator Watson had tears in his eyes — I learned later that he had a blind brother — and the group, AFL, et al, gave little old me credit for turning the tide on the Hawes-Cooper Bill. If time permitted, I could show you how one event leads to another with respect to legislation, because actually, the Wagner-O’Day act on blind-made products had its beginning as a corollary to the passage of the Hawes-Cooper bill.

Well, now, why don’t we just leave the future of legislation to the future? I do not say we have to follow the past in the future. I do think we have done a sizable job together in the past, and I think we have a good future. I think this is so providing we take the best of the past and use as much of it as we can. There is no stereotype in the legislative process — unless it be that old fellow, Mr. Compromise. I think we will be meeting him.

New Electronics Library

Under the sponsorship of the South East Amateur Radio Club, Inc. (SEARC), of Cleveland, the S.R.L.B. (for SEARC Radio Library for the Blind), was recently established to offer a variety of services to radio amateurs, hi-fi enthusiasts, electronics technicians and experimenters. The library project is a division of the blind service committee of Tape-Respondents-International. Warren Sladky, of Cleveland, Ohio, is the librarian in charge.

The new library is described as follows:

Scope: S.R.L.B.—(a) acts as a clearing house for information on electronics literature in embossed and recorded form; (b) provides a depository for receiving and circulating manuscript braille and tape recorded readings of literature pertaining to all aspects of electronics; (c) offers taped readings — within reason — of literature within its scope; and (d) offers braille copies of duplicated reference material in electronics.

Operation: S.R.L.B. services are available to any blind person in the United States and Canada. It does not compete with or duplicate the services of the present lending libraries for the blind, but rather, it is an adjunct to them — specializing in electronics. Sighted readers are encouraged to bring S.R.L.B. to the attention of their blind friends.

In order to remain self-supporting, the library lists a nominal “handling charge” to defray its mailing and handling costs.

Braille items are normally in Standard English Braille Grade 2, and tape recordings are normally dual track, 3.75 IPS, 3- to 7-inch reels.

Service: Loan items mailed free to and from borrower—

1. Electronics literature in braille manuscript form; two weeks loan.
2. Circulating copies of The Braille Technical Press; two weeks loan.
3. Electronics literature, tape recorded; two weeks loan.
4. SRLB Radio Periodicals Digest (monthly tape featuring articles from major electronics magazines), one week loan.

Personal Services: This consists of non-returnable items involving a handling charge and possibly a reel of tape—

1. Duplicated copies of reference material in looseleaf form; braille,
10 cents per item. (Now ready: 
a, SBB system of braille circuit 
diagram notation; b, inkprint 
circuit diagram symbols in raised 
line form, and suggested radio 
and electronics abbreviations; c, 
braille tables and notations by 
Prof. Thomas A. Benham, Haver-
ford College.

2. Readings of *Braille Technical 
Press* articles, tape, 25 cents plus 
suitable reel of tape.

3. Readings of inkprint articles from 
electronics magazines, tape, 25 
cents plus suitable reel of tape.

4. Inkprint listing of electronics 
literature in braille and record¬ 
ings available from all U. S. and 
Canadian sources; send self-ad-
dressed, stamped envelope.

Blind persons outside the U. S. and 
Canada may receive personal services 
1, 2, 3 listed above. No charge is made 
for service No. 1 in these cases. A suit-
able reel of tape and sufficient inter-
national postal reply coupons for re-
turing the reel must be sent when 
requesting services Nos. 2 and 3.

Inquiries from anyone are welcome, 
including requests for information on 
special devices and instruments which 
may be used by the blind radio and 
electronics enthusiast. As with personal 
service No. 4, please include sufficient 
postage to cover replies, be they in ink-
print, braille, or on tape.

The Future: S.R.L.B. has many other 
ideas for projects within its scope. 
Foremost is a future "SRLB High-
Fidelity Digest," which will be a 
counterpart of the *Radio Periodicals 
Digest*. Those blind persons who would 
be interested in such an item to be 
issued regularly are asked to write the 
librarian with their suggestions for 
content material. Donations of tape, 
manuscript braille, code practice re-
cordings, or any other item which such 
a library could use to advantage will 
be gratefully appreciated. Address: 
Warren Sladky, Librarian, SEARC 
Radio Library for the Blind, 11519 
Parkview Ave., Cleveland 4, Ohio.

**Western Conference of Teachers 
Reports Meeting**

Broader goals of service to the blind 
were discussed at the eleventh annual 
meeting of the Western Conference of 
Teachers of the Adult Blind, which 
met October 7 to 9, at Hotel Elwell, 
in Las Vegas, Nevada. New officers 
elected were: president, Wilbur Rad-
cliff of Los Angeles, California, field 
worker for the blind in the state De-
partment of Education; recording secre-
tary, Charles L. Gibson of Ogden, Utah, 
who is home teacher under the Utah 
Commission for the Blind; and treas-
urer, Raymond Parsons of Casper, 
Wyoming, a home teacher for the blind 
in the state Department of Education. 
Next year's conference is being planned 
for Wyoming.

Meetings were conducted by out-
going President Jack H. Yeaman of 
Salt Lake City, supervisor of home 
teachers for the Utah Commission for 
the Blind. Other outgoing officers 
were: recording secretary, Mrs. Juliet 
Bindt of Berkeley, California, who is 
a field worker for the blind in the
California State Department of Education; and treasurer, Jesse Anderson of Ogden, Utah, who is editor of a braille periodical published by the Mormon Church as well as a member of the Utah state legislature. Membership is open to teachers of the adult blind in the eleven western states and in Alaska and Hawaii. Two-thirds of the membership attended and there was representation from ten states.

There were several outstanding speakers. Rev. Welles Miller, executive secretary of the Southern Nevada Association on Alcoholism, stressed that alcoholism is a true disease and not just a moral weakness. George Majors of Reno, recently appointed head of Nevada's new and progressive program of services for the adult blind, discussed future expansion of these services. Edwin Sorrels, director of vocational rehabilitation at the Braille Institute of America in Los Angeles, and Kenneth Jernigan, instructor at the Orientation Center for the Blind in Oakland, California, both stressed that the concept of services that are rendered now by teachers of the adult blind has greatly changed, from the old idea of just giving busy work to lonely people, to the new concept of helping the person to develop in social, economic and cultural areas so as to live an independent, useful and happy life.

Alexander Handel, director of community services at the American Foundation for the Blind in New York City, in a luncheon address told about a current research project aimed at improving professional standards and recognition of these teachers, who are now the lowest paid group of all workers for the blind. The speaker at the annual banquet was K. O. Knudson, an outstanding educator in Las Vegas for forty years, who paid honor to the dedicated spirit of teachers of the adult blind.

This conference has several active research committees. The committee on the deaf-blind planned a survey of social, educational and economic opportunities available for this doubly handicapped group. The music committee urged members to encourage musical talent in their pupils as an avocation and vocation. There is to be a mimeographed report with specific suggestions on this subject. The travel aids committee had specific suggestions for aiding the blind person to travel with a guide. The handicraft and the household arts committees had extensive displays; mimeographed directions were available and there was a session in which members were taught how to make new craft items. This was held at the Training Center for the Blind in Las Vegas.

Commendation was given Nevada for its fine program of services to the blind; the Library of Congress was asked to make available in braille and on records new literature relative to music available to the blind, and also to make available literature about alcoholism; the conference made specific comment about the joint American-British braille committee's proposals for changes in the code, agreeing in some instances and strongly disagreeing elsewhere; after lengthy discussion, which brought out that some agencies throughout the United States serving the blind seek to exert too much control over the personal lives of their sightless clients, and even seek to keep them from forming organizations to improve their own conditions, a resolution was adopted supporting S. 2411, a bill which specifically grants the blind the right to organize.

—Juliet Bindt
NELSON COON

The history of education for the blind is studded with the names of educated and accomplished persons who, in times before the organized education of the handicapped, were a living example to spur on those who were pioneering. First to come to mind are such names as Nicholas Saunderson and Maria Theresia von Paradis, Valentin Haüy, and Johann Wilhelm Klein. One man, however, of whom one doesn’t hear too often and yet who was important in a quiet way was Gottlieb (Theophile, as the French called him) Conrad Pfeffel. His wide- roving intellect, plus his great circle of acquaintances, were a strong influence throughout Europe in the fields of science, education, literature, and religion.

Pfeffel was a man of gentle breeding, who, losing his father at the age of two, received at the hands of a wise mother a better than average schooling. This education was interrupted, however, by eye trouble during his advanced schooling, with total blindness following at the age of twenty-two. He studied first law, and then literature, which with education became his chief interest in life. He was a writer of poetry, of tales and of fables, and were he alive today he would doubtless rank among the better writers of short stories.

At about forty years of age he estab-
lished at Colmar, Germany, a military school. This was a highly successful venture which continued until it was closed in the disruptions of the French Revolution. It was while head of this school that he extended an already wide friendship with the notables of Europe. One of the very interesting items in the Perkins Blindiana Library is the copy of his Visitor's Book, listing nearly 3,000 great or near-great persons who came to visit him at his lifelong home in Colmar. Among these visitors one notes the name of von Paradis herself who, on her triumphal concert tour, came to visit with this fellow blind man.

This fact is not important in itself, but much evidence seems to suggest that Pfeffel gave encouragement to Valentin Haiiy at the beginning of his Paris educational venture, and with von Paradis, he stood as evidence that the blind were educable.

Gottlieb Pfeffel was a man to whom people came to express their appreciation of his writings and to see his model school. Looking further over his list of visitors, we note such names as Baron von Kalb (of American Revolutionary fame); Baron von Humboldt, the great naturalist; as well as many another philosopher, philanthropist, artist, and the members of royal families, and military personages of many countries. Britishers and Scots, Dutchmen and Frenchmen, all paid their tribute to this accomplished scholar and poet. Although not the “universal man” like von Humboldt, he was indeed multi-faceted. In addition to his many books of poetry and prose and his success as a schoolmaster he was a prominent Protestant religious leader, being in his last years president of the Evangelical Consistory of his city—no mean post for a layman.

It is impossible here to attempt any analysis of his thought as revealed in his writings (the value of which has depreciated with the changing styles in writing), but it is important that we should recall the value in his time of such an example of a successful blind community leader. It is extremely notable that Pfeffel was widely known and appreciated in his own time, rather than after his death. The illustration shown with this sketch well shows that he had in his person a combination of intellect, kindness, and humor and that, as judged from his life and works, well deserved his Christian name of “God-loving.” After fifty years of adult accomplishment he died, just as his ninth book of poetry was published, at the age of seventy-three, in his home town of Colmar, mourned by a wide and international circle of friends who, it appears from every evidence, looked at him not as a “blindman” but as an accomplished gentleman whom it was a privilege to have known.
Further AFB Staff Expansion

As the new year got under way this month, leaders of the American Foundation for the Blind took stock of progress made by the agency during the past year toward realization of its announced plan to expand its service program. According to M. Robert Barnett, executive director, the major shifts in emphasis which were initiated last spring have been shown through test to have been probably among the most basically important decisions by the Foundation since its founding thirty-five years ago.

Reviewing announcements made during the year, Mr. Barnett pointed out that the essential ingredients of the new program formula are found in emphasis upon research, field consultation service and public education. In all three large areas, reviews at the end of the year showed increased activity, especially in the conduct of projects designed partly to collect data as a base for principles and standards but also for professional boosts for personnel of schools and agencies all over the country.

Recent Appointments

Since mid-year of 1957, the Foundation has added six full-time personnel. Three members of the staff resigned during the same period. The most recent appointment, effective December 1, was that of Arthur L. Voorhees. Mr. Voorhees, who will carry out the function of a specialist in rehabilitation services, has been with the Division of Services for the Blind of the United States Office of Vocational Rehabilitation for approximately eleven years, and is well known to the specialized field in this country.

A month earlier, on November 1, the newly-designed program of continuing field consultation services was implemented further by the appointment of Charles E. Brown of New York City. Mr. Brown came to the Foundation after an outstanding record in various social casework and community planning positions, the most recent a three-year stint as a regional representative for the National Travelers Aid Association.

Other new appointments to the Foundation staff include: George Naylor, field representative, formerly associated with the Federation of Protestant Welfare Agencies of New York City; Joseph Castellano, supervisor of the Foundation's new IBM department, formerly with a large New York commercial firm; Jeanne R. Kenmore, special consultant in public school educational systems for blind children, formerly a resource teacher in the Berkeley, California, public school system; and Winfield S. Rumsey, executive assistant to the executive director, most recently with the national office of the United States Office of Vocational Rehabilitation.

Resignations

Three members of the Foundation staff, whose names were known in connection with various field or research enterprises, resigned from the staff during the past year to accept positions with other organizations. They are: Dr. Nathaniel J. Raskin, coordinator of research planning, who left September 30 in order to accept the position of chief psychologist at the Children's Memorial Hospital in Chicago, which is coupled with an assignment on the
The retirement from work for the blind by another pioneer occurred on November 29, when J. Robert Atkinson reached his seventieth birthday and set that date as the occasion for relinquishing his active duties.

Mr. Atkinson founded what later became the Braille Institute of America, Inc., in September 1919 in Los Angeles. From that time until his retirement, Mr. Atkinson was continuously the administrative officer of the organization, and has been vice-president and managing director since the formal organization was set up.

With the financial assistance of Mr. and Mrs. John Monro Longyear of Brookline, Mass., Bob Atkinson started a braille printing establishment in a two-car garage and part of a residence, in southeast Hollywood, in 1919. The publication work consisted principally of the King James version of the Bible in Grade 1½ braille, and certain other books, and was conducted under the name of "Universal Braille Press."

A few years later, in 1926, The Braille Mirror was begun. This is a secular monthly magazine which continued under Mr. Atkinson's editorship until his retirement. Mr. and Mrs. Atkinson were married three years after the initial publication work began, and both personally participated in the various parts of the publication process including stereotyping, printing, collating, binding, etc., during the early years.

The Braille Institute under Mr. Atkinson's direction has grown into the largest multiservice agency for the blind on the West Coast. It houses the regional library for books for the blind for the Library of Congress, and carries on a social service and rehabilitation and training program, recreation program, and residence facilities.

Mr. Atkinson himself has contributed much to the development of braille printing equipment, and to progressive legislation in behalf of blind people. He was a charter trustee of the American Foundation for the Blind and is a past president of the American Association of Workers for the Blind. He is an active member in various community clubs and activities in the Los Angeles area, and is an honorary life member of the Montana Cowboys Association. At the 1957 AAWB convention he was presented by his co-workers with the Shotwell Memorial Award.

Mr. and Mrs. Atkinson would be pleased to hear from their many friends, and can be reached at 5427 Barton Avenue, Los Angeles 38, California.
TO WHOM IT MAY CONCERN

Congress will have reconvened by the time this issue of the Outlook reaches its readers. There are scores of proposed measures awaiting debate and decision—many of them of special interest to those of us particularly concerned with the problems caused by blindness. Many, if not most, will never become law.

I am one of those who hope that a particular bill, introduced into Congress last year, will never become law. It is the bill which was introduced by Senator John Kennedy in the last session of Congress, the title of which is “A Bill to protect the right of the blind to self-expression through organizations of the blind.” Recipients of bulletins from the American Foundation for the Blind already are aware that we have taken an official position against the measure, as has the Blinded Veterans Association and the American Association of Workers for the Blind.

As a result of our bulletins, I have personally received a number of letters. A few of these have chosen to question either my judgment or the sincerity of my interest in blind persons. Since “Hindsight” has become a column which frankly carries my purely personal observations, I have decided to discuss this measure here.

The real issue involved in this discussion is not whether blind persons have the right to organize, or that they have been deprived of that right, or that they should be guaranteed the right. Among the many things America is famous for is its tendency to overorganize, if anything, and in the field of blindness there certainly is abundant evidence that blind persons may organize all they want to. Some blind persons, of course, do not particularly want to be organized as such, but for those who do, there are dozens of groups, of one kind or another, national or local, already in existence. The only time organizations of any kindred group of people encounter opposition and hostility is when their concerted demands upon the community begin to show signs of unreasonably self-serving goals which have doubtful value in the healthy development of the entire community.

I consider it misleading, therefore, that the Kennedy bill has been given the label of the “right to organize” bill. It is a distortion of its import, the result of either deliberate misinterpretation by some individuals or the unwitting definition of it by those whose motives are purely and sentimentally meant to be helpful. It is reported that in several states there have been some sort of efforts to prevent organization. I suggest that such isolated and alleged instances were not in opposition to the right of blind people to organize, but rather in opposition to a particular organization. In at least one case, the opposition was based upon hostility toward an outside national influence interfering in the state’s local affairs, which is a reaction often noted in American attitudes. I see no reason whatsoever for adding another item of federal control over all of the states because of a handful of local problems—any one of which could easily have...
been prevented or could now be solved by unselfish and intelligent leadership at the local level.

So what, then, is the real issue in the Kennedy bill? It is simply the principle advocated in one of its brief clauses that administrators of federally-financed programs of aid or service to the blind shall seek and abide by the guidance of representatives of organizations of blind people in the execution of their work. Again, it is clear that even here there is no real issue, since the principle of consulting with appropriate groups of the citizen population long ago was established in the training of all good administrators of social welfare programs. Such administrators usually have quite a problem getting advice from competent individuals and groups, and in the field of work for the blind it has been especially confusing to the sincere administrator to determine just what individual expert or organization should attract his interest and his ear.

The real issue, then, is the question of legislation which would force the implementation of principles which are already accepted. In our democratic way of life and government, I do not believe it to be either wise or necessary. If passed into law, I believe that it would be ineffective and inefficient — so unwieldy that it actually would defeat the very purposes which its sponsors say it would achieve. The principal interest that would be served would be that of whatever organization of blind people could demonstrate that it “represents the blind.” If one organization were more successful than others in the techniques of organizing, advertising, lobbying and aggressive activity, then it might become the one whose authorized representatives would enjoy the right of law to review the activities of federal administrators, and through them, the activities of state officials and private agency administrators whose programs utilize federal funds. Obviously, there is one organization which believes it would enjoy that privilege.

I, therefore, am opposed to Senator Kennedy’s bill. First, it is inconsistent with the principles of federal-state relationships which we try to maintain in this republic. Second, it would not add materially to the right of blind persons to organize, since the right already exists and has been exploited quite fully. Third, it would impose upon the administrators of services to the blind the domination of some blind persons or of one blind organization which I do not believe to be truly representative of the views and hopes of the great majority of persons who are blind.

It is probably necessary that I add the statement that even if I were to be the individual who was the authorized representative, or even if the organizations with which I am associated were to be the ones to whom the consulting role was assigned, I still would be opposed to the Kennedy bill. Any who quote from any part of this column are respectfully requested to quote that statement as well. No single individual or small group of individuals has the right to impose his or their will over the lives and hopes and dreams of others. Each of us may make our opinions known through professional and political channels, and if they are sound, they will find their way into action sooner or later through the processes of our government and of our society. I, as a blind person, want to be a part of that process, not one who is permitted to live in a world of my “rights” fenced off from all else that the rest of the world has to offer.

While I am deeply grateful for all of the special aids that society has provided for me and others who are blind, I have to admit that I find the constant advertising of us as an especially unfortunate group somewhat disconcert-
ing. Most of us must fight for acceptance into the normal community against the concept of ourselves as a separate group. I think that a law like that proposed by Senator Kennedy would be the most serious influence yet seen in the form of legislation that would build the wall a little higher.

**Current Literature**

☆ "Adjustment Testing and Personality Factors of the Blind" by Sidney I. Dean. *Journal of Consulting Psychology*, April 1957. "The present study is concerned with the problems of just what tests to use in evaluating adjustment to blindness; the modifications which may be required in the interpretation of 'sighted' test results with the blind; and any unique personality patterns related to blindness as such. The research was conceived as one for practical purposes involving vocational rehabilitation clients. The fifty-four blind subjects of the investigation consisted of thirty-four males and twenty females, at present living in the State of Oregon, and probably no different in any major respect from the blind elsewhere."

☆ "Manifest Anxiety and Test Taking Distortion of the Blind" by Sidney I. Dean. *Journal of Consulting Psychology*, June 1957. This study utilizes two measures derived from the Minnesota Multiphasic Personality Inventory. The blind are said to be an anxious group; the Taylor Manifest Anxiety Scale was used to investigate this. The Gough raw F minus raw K was used to measure the defensive nature of the blind test-taking attitude. An extended report of this study may be obtained from the American Documentation Institute.

☆ "Blind Youngsters in Nursery Schools and Kindergartens." *Exceptional Children*, October 1957. This report consists of two parts: 1. The Preschool Blind Child at Home, by Margery Cutsforth, and 2. Panel Discussion: The Blind Child as a Member of a Nursery School or Kindergarten.

☆ "I See with my Fingers" by Victor A. Williamitis. *The Torch*, October 1957. The author of this article has a four-year-old son, Ronnie, who is blind. This is a story of his early training and kindergarten schooling. Ronnie's parents are active with other parents of blind youngsters to obtain for their children an education that will prepare them to take their place in the world among sighted children.

☆ "Low Vision Aids in Ophthalmology" by Dan M. Gordon and Charles G. Ritter. *New York State Journal of Medicine*, November 1957. After a general introduction the authors discuss such topics as optical principles, choice of subject and types of devices. They conclude that the principles of magnification are being applied to the problems of the near-blind. A large number of devices are now available for use in this field. Others are becoming available rapidly now that stimulus has been given to research.

☆ *IHB Optical Aids Service: A Survey*. New York, Industrial Home for the Blind, September 1957. This pamphlet is a report on the first 500 cases that applied for optical aids at the Industrial Home from March 1953 to December 1955. The case studies are prefaced by a history of the efforts to de-
velop optical aids for a visually handicapped person, particularly of the development of the IHB service and its nationwide influence on similar projects.


☆ “Beyond Sight” by James E. Hanson. American Mercury, October 1957. This is the life story of a blind miner living in Montana. Ernie Terry has no difficulty in following his chosen vocation and goes underground with ease and confidence. As he says, “I just do what I want.”

☆ Clovernook Home for the Blind by Libby Lackman Ackland. Cincinnati, McDonald Printing Company, 1957. This is the story of the founding of Clovernook and of the Trader sisters, Georgia and Florence, who have given their life to make the home a success. There are many pictures and portraits.

☆ Renzo by Arthur Jackson. New York, Sonart Junior Books, 1957. Renzo is a man who is a former clown who does his best to make his town a better place to live in and to spread carpets of good will. This is the second book written by Jackson, a blind man, who is also his own very successful publisher.

News Briefs

☆ The Social Security Administration, in cooperation with the Volunteers Service for the Blind, Inc., Philadelphia, has published a pamphlet in braille describing the disability insurance provisions under social security as they relate to the blind.

Victor Christgau, director of the Bureau of Old-Age and Survivors Insurance, said that distribution of the pamphlets is being made through the Division for the Blind, Library of Congress, to twenty-seven regional libraries. In addition, distribution is being made to various national and regional organizations of and for the blind, including state vocational rehabilitation agencies.

The disability provisions in the social security law might apply to about 7,500 braille readers. Those who want copies of this pamphlet should contact their regional library or the nearest state office of vocational rehabilitation. Copies of the pamphlet are available on loan from these agencies.

☆ Peter J. Salmon, executive director of the Industrial Home for the Blind, Brooklyn, N. Y., has been reappointed chairman of the national advisory committee on sheltered workshops. The committee is comprised of fourteen members who represent all handicaps served by sheltered shops.

The committee advises and makes recommendations concerning the administration of the Fair Labor Standards Act and the Walsh-Healey Public Contracts Act, as these laws relate to nonprofit sheltered workshops. Individual members may be called upon by
the Administrator to aid him in dealing with special situations of which they have special knowledge.

In a recent release announcing the composition of the committee, Clarence T. Lundquist, acting administrator of the U. S. Labor Department's Wage and Hour and Public Contracts Divisions, says: "Nonprofit sheltered workshops are one of the best means yet devised for providing employment, training and related rehabilitation services for those handicapped persons who are unable to meet the demands of the competitive labor market.

"Most of the workshops produce goods for interstate commerce, and thus have employees covered by the Fair Labor Standards Act. In addition, many workshops—especially those for the blind—perform Government contract work and are subject to the Walsh-Healey Public Contracts Act."

Such workshops, Lundquist explained, may obtain a certificate permitting the payment of special minimum wage rates to handicapped persons who are unable to earn the applicable minimum wage. Age, as such, is not considered a handicap, he pointed out, unless accompanied by real disability. Terms of the certificate require that handicapped persons be paid the prevailing rate paid by private establishments in the vicinity to non-handicapped employees, for work of similar quantity and quality.

At the end of the 1957 fiscal year, a total of 349 sheltered workshops, employing some 20,000 handicapped persons, were found to be operating on certificates throughout the United States. About 1,000 of their workers, too seriously disabled to come to the workshops, were employed at home. It is estimated that during the year more than 75,000 handicapped persons in all were gainfully employed by these workshops. Many received vocational training and related aid and, with the cooperation of these and other rehabilitation groups, have since found permanent jobs elsewhere at standard rates of pay.

The advisory committee assists the wage-hour administrator in developing regulations and practical standards for issuance of the special wage-rate certificates which enable the sheltered workshops to carry out their program for helping handicapped persons to help themselves.

☆ The twenty-fourth annual meeting of the Pennsylvania Conference for the Education of Exceptional Children was held in Philadelphia last September. A principal speaker at the meeting was Dr. William M. Cruikshank, director of education of exceptional children at the School of Education of Syracuse University. He emphasized that brain-injured children should be taught in a "structured environment," and that their education be carefully geared to their highly individual needs. Another speaker who contributed much to the conference was Dr. Lester N. Myer, of the Pennsylvania Department of Public Instruction. Dr. Myer developed the subject of the team approach in handling special class children.
Position Open: For partially sighted man to assist in rehabilitation center program. Should be able to teach travel, orientation, and activities of daily living. College graduate required. Training and/or experience in teaching such skills desirable but not essential; will provide opportunities for training if growth possibilities are certain. Write Allan W. Sherman, Director, Cleveland Society for the Blind, 1958 East 93rd St., Cleveland 6, Ohio.

Applications Open: For campers at Seeing Hand Camp for week of August 17, 1958. Out-of-state friends welcome. For information contact Miss Ethel Clare Elikan, Executive Director, Seeing Hand Association, 737 Market St., Wheeling, W. Va.

Position Wanted: Man with 20/200 vision now employed desires change. Rehabilitation including counseling, placement, shops, stands, crafts. A.B. degree, graduate study. Supervisory preferred but will accept employment with opportunity for advancement. Best references. Write Box 17, New Outlook.

Position Wanted: Administrator. Seven years' experience in social welfare agency; four years in industry. B.S. in business administration; Masters in public administration, majoring in personnel administration. Write Box 16, New Outlook.

Position Wanted: Executive director, forty-seven, normal vision. Ten years' experience in all phases of operating an agency for the blind—workshop, rehabilitation and readjustment, social services, solicitation, recreation, and subcontracts. Business administration graduate. Presently employed in private industry, but anxious to return to work with the blind. Write Box 15, New Outlook.

Position Wanted: Home teacher with agency for the blind. Ten weeks' on-the-job training in home teaching with agency in Indiana. B.A. and Th.B. degrees. Have taught braille and done chair caning and piano tuning while in school. Write Austin Berkey, Shipshewanna, Ind.

Position Wanted: Partially sighted man, 26, H.S. graduate, skilled in teaching broom work, caning, and as boys' supervisor. Workshop or school for the blind. Write David Kiger, c/o Seeing Hand Association, 737 Market St., Wheeling, W. Va.

Position Wanted: Totally blind woman, twenty-two, single, wishes to purchase or work in a vending stand. Experience working at a snack bar in a school for the blind and at a vending stand in Federal buildings. Two years' experience as telephone salesgirl. Write Miss Helen Spaid, 204 Orange Street, Oil City, Pa.

Position Wanted: Sales executive, blind. About thirty years experience as sales manager, handling price matters, order entries, production and delivery follow-through, correspondence and telephone contact with customers. Can consider position within metropolitan New York only. Write Eugene Hauer, 4601 Eleventh Avenue, Brooklyn 19, N. Y.

Position Wanted: Neat, pleasant, partially sighted woman, twenty-nine, single, desires teaching position as: resource, itinerant, elementary, preschool or of mentally retarded children. B.S. in primary education, graduate work in education of the blind, experience with sighted and blind children. For references, experience and educational background write Box 51, New Outlook.

Position Wanted: Woman, twenty-eight, blind desires position in school for the blind. Has bachelor of music degree, having majored in piano and voice pedagogy in college. Could teach voice, piano, chorus, French, and English, as well as elementary subjects. Write Box 52, New Outlook.

Position Wanted: As a teacher in school for the blind or public school class for visually handicapped. Ten years' experience in elementary teaching in state public school systems. B.S. degree with majors in history and English. Partially sighted; graduate of Mississippi School for the Blind. Excellent references. Write Mrs. Alvin B. Allen, Route 1, Box 183-A, Palatka, Florida.
THE NEW OUTLOOK FOR THE BLIND

VOLUME 52  FEBRUARY 1958  NUMBER 2

M. Robert Barnett,  Howard M. Liechty,
Editor-in-Chief  Managing Editor

Margaret M. Fay,  
Circulation Manager

Editorial Board: Byron M. Smith, H. A. Wood, J. M. Woolly,
Philip Worchel, Ph.D., Arthur L. Voorhees

CONTENTS

Rehabilitation Teamwork: Public Welfare, Private Welfare,
and Community Resources............................Henry Daum 43

Social Treatment of Long-Term Dependency..................Norma Fike 50

Selective Placement by a State Employment Service...........Hannah Baumann 56

Delta Gamma Scholarships................................59

Braille Committee Approves New Music Manual;
Acts on Other Music Publications.........................Harry J. Ditzler
and Paul J. Langan 60

IHR-OVR Training Program Graduates Its Fiftieth Student...61

Hindsight ..................................................63

Book Reviews ..............................................65

Appointments ...............................................68

News Briefs ..................................................69

Necrology

John Henry McAulay........................................72

Loaiza Cordero ..............................................72

Classified Corner...........................................Inside Back Cover

Published by the

AMERICAN FOUNDATION FOR THE BLIND
“While they were saying among themselves ‘It can not be done’ it was done.”

—Helen Keller
Rehabilitation Teamwork:

Public Welfare, Private Welfare, and Community Resources

The conference on work for blind people was over and the delegates had started home. In an airliner high above the clouds, two leaders working in the field of rehabilitation were returning to their homes. They were thinking about the conference theme which had to do with the need of workers to recognize and emphasize the abilities rather than only the disabilities of the visually handicapped people whom they serve. The theme further involved agency responsibility to develop better public understanding of blindness, to help blind persons to take their rightful places in their communities through rehabilitation—for self-support and for training in normal daily living alongside their fellow citizens.

"Let's put this theme to work in our service to blind people," said Stanley Potter, director of Services for the Blind in Minnesota. His hand was grasped by his companion, Byron Smith, director of the Minneapolis Society for the Blind, a private welfare and rehabilitation agency.

This was the beginning of a new cooperative concept in helping one group of handicapped persons gain a fuller life. As the days passed, a program of prevocational training for visually handicapped persons was begun that emerged as something new in rehabilitation training. Staff was hired and decisions made regarding program content and curriculum. Special training equipment needs and anticipated problems were discussed jointly by the two agencies referred to, one public and the other private.

The Minnesota State Services for the Blind underwrote the basic costs in the early period when the program was developing. The Minneapolis Society for the Blind furnished space for the program, basic equipment, utilities and supplies. In addition, this private
agency was guaranteed a specified minimum sum in order to operate the program regardless of the number of students in the course. Since the monthly cost per student was pro-rated over the total number of students, costs naturally were less if close to the maximum number of students were in training. This arrangement was deliberately established to provide incentive for the public rehabilitation agency to find, process, and refer a steady flow of visually handicapped students through the course. Thus taxpayers in Minnesota received maximum results for their tax dollars in such rehabilitation.

**Objectives**

One objective of the program was to make the student more self-sufficient in activities of daily living—proper grooming without a mirror, typing one’s own letters, cooking a simple meal—these were the kinds of things emphasized in this training.

A deeper objective had to do with the feelings and attitudes of the blind individual regarding himself and his adjustment to blindness. Uppermost in the minds of most men students was the question, “Can I ever support a family?” It was found that most women wondered, “Can I manage a household—will I be able to shop—what about my membership at church or other group activities? These are natural questions for anyone with a visual handicap. As the students in the program moved through the training, their day-to-day experiences gave them more answers to their questions.

This partnership of public and private agency began in 1950 and continued for five years. The period was marked by trial and error in program planning and use of training techniques. The program was growing toward maturity. Parallel with this was the development of a residence for the blind which could house persons from outside the Twin City area. Established in October of 1949, the Minneapolis Home for the Blind was developed to provide its residents with a safe, comfortable place to live which would not be prohibitive in cost. This home was a “natural” for practical use in the adjustment training program. Students moved into the residence at the time they came to the Society for training. They found comfort, good food and a program of recreation, occupational therapy and social activity. Such a residence made even their free hours help with their rehabilitation.

Realistic and practical staffing of the center’s personnel grew out of the early experiences in this work. Specialties include a home economist, a braille instructor, a combination travel trainer and physical conditioning teacher, and an occupational therapist, a typing and transcribing instructor, a person doing social casework, and an office secretary. Supervising this rehabilitation team is a social worker who guides the total program and works in particular with the attitudes of the students regarding themselves, their future, their view of society in general and their relation to it.

Progress was followed closely in this work by the officials of the Office of Vocational Rehabilitation, Department of Health, Education, and Welfare. What they learned of the activities in Minnesota convinced them this program should be expanded to serve an area greater than just one state. They felt that the blind population in the respective states adjoining Minnesota would not justify the development of a similar program in each state, yet combined, these states could consistently send students who could benefit from this specialized experience. Following careful research, study, and planning with welfare and rehabilita-
tion officials from a six-state area, the federal Office of Vocational Rehabilitation granted $142,000 to be used to enlarge the building and equip the facility for the expansion of the program in the Upper Middle West.

Local Support Required

Several conditions were attached to this grant. The funds would be available only if local resources were found that would furnish additional funds necessary to complete the new structure and equip it. At this point, the strength of a service club was felt. The Minneapolis Downtown Kiwanis Club was approached. Three decades of service to the visually handicapped of Minneapolis gave them broad insight into the need for such a center. However, their leadership considered the request carefully. These community, business, and professional leaders were particularly interested in the proposal because of a special feature—the sharing of the responsibility between the federal government on the one hand and the local community on the other.

In this project, the federal government was making one contribution. Taxpayers' funds could be spent within certain requirements of the government. Then, local people with private funds would plan, build, and help equip the facility. The center, when completed, would "carry" itself on tuitions paid by the states referring visually handicapped persons to the center.

The Minneapolis Kiwanians liked the plan. Here was social work and rehabilitation being established by government, yet with the government placing the administration of these services in the hands of a local private welfare agency. The Kiwanians' motto, "We Build," took on new meaning. Former club president and local manufacturer Elmer Smith led the three hundred Kiwanians in meeting the challenge. Their goal of $50,000 was raised in cash, pledges, and equipment gifts. Meanwhile the Board of Directors of the Minneapolis Society for the Blind and friends of the Society were finding another $45,000.

Opened for use in July, 1957, the new Regional Rehabilitation Center was almost immediately utilized to capacity. Since its opening there has been a waiting list. Students represent many backgrounds, with ages running from eighteen to sixty years. Success stories following a period of training (usually three to four months) are often quite dramatic.

Cases in Point

For example, a former cowboy from the western plains, Bill, began losing his sight at the age of forty. Convinced he had no future, Bill had some talks with his rehabilitation counselor from his state's services for the blind. The counselor acquainted him with the program at the Minneapolis Society for the Blind. Bill was interested, but his
family needed to be cared for during his sixteen-week stay in Minneapolis. His state made necessary arrangements for this and Bill was off to Minnesota.

Once there, he moved into his room at the Minneapolis Home for the Blind and spent the first day in orientation to the new surroundings. The next morning he began classes at the Regional Rehabilitation Center. At first the newness of it all set Bill back. It wasn’t long, however, before the warm relationship of staff members, showing a genuine interest in him, erased his concern. The daily schedule soon became a means to a better life—he could sense it already.

Within several weeks, Bill had learned to type well enough to write a simple letter to his wife. He addressed the envelope, folded the letter, sealed and stamped it by himself. He even mailed it at the corner mailbox. Bill was thrilled over his first independent travel in months. By using his white cane and the new travel techniques he had learned, he could be confident in getting along on the streets alone. Other simple tasks, such as ironing a shirt, cooking a meal, baking a cake, and telling time with a braille watch became fun.

Hardest of all at first were the two luncheons per week when the students dined out. Having the waitress read the menu and not knowing where the food was on the plate was most humiliating. Later, Bill looked forward to the days when they ate dinner out. His instructors had helped him to accept these details and to handle such problems confidently.

All this time, Bill kept thinking about what would happen when he went home. Would he be able to support his family? He had talked with his rehabilitation counselor back home about this. Together they had decided that Bill would operate a vending stand in a large public building. But could he do that kind of work? The question plagued him. Talking it over with Jerome Anderson, supervisor of the rehabilitation center, Bill’s big worry came to light. Years of cowpunching had done little for his arithmetic proficiency.

Mary Gould, a former school teacher, and now volunteer instructor in English and arithmetic at the Society, was called in to help. Together they drilled on simple arithmetic. His confidence growing, Bill mastered the “ciphers” he had learned in a prairie schoolhouse decades earlier. They reviewed simple bookkeeping methods too. Bill returned home and started in his new work operating his vending stand. His customers liked him, often stopping to chat, drink a bottle of pop, buy candy, cigarettes and other merchandise. Best of all, he kept his books and records in order by himself. He was the first to know he was making a profit. He was again able to support his family.

Take Betty’s case: A graduate of the university at twenty-two, she worked as an employment counselor until, at the age of twenty-five, she suddenly lost her vision as a result of diabetic hemorrhages. She was convinced there was no future for her. Then one day the social worker from the State Services for the Blind in Minnesota visited her in her home. Describing the work done at the Minneapolis Society for the Blind, the worker awakened Betty’s interest in herself and her future. This took a number of interviews, at appropriately spaced intervals.

Finally, Betty came to the Regional Rehabilitation Center. Even on that day she had last-minute misgivings, but as the days and weeks went on, Betty learned many skills, developing her own self-confidence. She found she could do many things. There were hobbies she could pursue, enjoyable social activities.
In a broad and varied program students learn many skills, such as making beds . . .

reading braille . . .

using braille clock
in which to participate now that her thoughts were again turned toward the future. She discussed vocational possibilities with Mr. Andersen, supervisor of the program. It was at this juncture of Betty's rehabilitation that Mr. Andersen's help made the difference. Trained in a graduate school of social work, Andersen brought to his rehabilitation task a broad experience of work with difficult personal problems. This experience came to bear in bringing this young woman through many disappointments. Looking into one opportunity after another she found disappointment. She was discouraged from entering one field, then another until she finally contacted Richard Parvis, director of a Minneapolis settlement house program. Traveling by herself to the appointment with him, she applied for the position of craft instructor at a summer camp the settlement house operated. Teaching sighted children crafts proved to be a severe testing ground for Betty, but she showed initiative and ability in working with small children.

The strengths rebuilt by regular discussions with Mr. Andersen, the opportunity furnished by Mr. Parvis and his faith in his new employee, and the therapy that success brought gave Betty a realization that there really was a niche in the future for her. She has since returned to school and is planning a career in either social work or personnel hiring.

The architectural layout of the Center is another factor that comes to bear on the successful re-adjustment of the blind person. Engaged to develop a rehabilitation center for the adult blind, Magney, Tusler and Setter, Minneapolis architects, commenced their planning by using the team approach. They came to the Minneapolis Society for the Blind ready to learn about the program the new building would house. Their expert consultants were the people who were operating the center from day to day. Weeks of study, planning and revision of plans preceded the actual layout of the center. Delineation of the basic needs on each part of the program was made by the staff members. Out of these suggestions grew an architects' plan that spelled more effective rehabilitation for future students.

The model apartment with its realistic and convenient aspects has become a key part of the rehabilitation program. Including a complete living

Tying "turkish knots" in a rug, dialing telephone are other abilities acquired by students
room, kitchen, and half bath, the apartment lends itself to the teaching of basic household tasks and presents every problem a blind person might meet in caring for his own house or apartment, even to minute details.

Adjoining the apartment kitchen is a lounge area used for student gatherings, lunches, and rest periods.

Rooms for teaching transcription of dictation, braille and typing are located in a group so students can locate them easily. Audio testing to determine how sounds and echos can be used by each student in travel training is given in a room especially constructed for this purpose.

Occupational Therapy Facilities

The occupational therapy shop occupies an important place in the Center's layout. Here students create various items with a variety of hand equipment. Power tools include a circular saw, jig saw, drill press and sander. Popular, too, is the sheet metal equipment and the potter's wheel. A mock-up of a wall construction with electrical wiring acquaints the men with basic wiring much as it is in their own homes. In this setting the occupational therapist gives students job evaluations through tryouts on actual manufacturing tasks. Students try the same assembly of various subcontract jobs that are actually being carried on simultaneously by blind workmen in other parts of the building. These contracts are mostly from Minneapolis manufacturing firms. The therapists' observations are recorded and put in the hands of the rehabilitation counselor from the State Services for the Blind. These evaluations become the basis for planning of vocational placement after the adjustment training has been completed.

There is a conference room for group discussions and lectures in grooming, job possibilities, physiology of the eye, and etiquette. There is a physical conditioning area, fully equipped, and once a week an Arthur Murray dancing teacher volunteer uses this space to give everyone lessons.

Relatives of the students and other visitors generally remark on the pleasant surroundings, the appropriate decor that characterizes the entire center. "There’s simple beauty without gold leaf and alabaster," remarked the father of one young woman student. The students too remark on the pleasantness of their surroundings. Such observations seem to indicate that the planning done by the architects and staff members were constructive and worthwhile.

Byron M. Smith, executive director of the Minneapolis Society for the Blind, remarked, "Success to date in this new program is due to several factors. Our close relationship with Stanley Potter and his staff in the local State Services for the Blind simply cannot be measured in terms of its effect on the over-all results of this work. The cooperation of our board of directors, the Kiwanis, our many friends, the Hennepin County Community Chest, and the federal government have combined to make possible this work among the visually handicapped in our Midwest area."

Future development of the program seems good. February, 1957, marked the initial work with deaf-blind people at the Minneapolis Society. In 1957, seven deaf-blind persons received training. Tentative arrangements have been made to bring blind persons to this regional center who are both blind and otherwise physically handicapped. These are the challenges that the rehabilitation team faces. As each challenge is met, the validity of governmental aid to local private, non-sectarian agencies will become more apparent.

FEBRUARY, 1958
Social Treatment of Long-term Dependency

There is a particular client group which has been the concern of all social agencies as well as social service departments in medical settings. These are the individuals and families who seem incapable of independent functioning for more than brief periods. Their immaturity and emotional and financial dependence keep them returning to social agencies for help. They often maintain contact with more than one agency at a time. They are inclined to act out their conflicts through psychosomatic symptoms or socially delinquent behavior, and always seem either to be building up to a crisis or recovering from one.

In the medical setting many patients who offer poor prognosis for improved social and emotional adjustment are referred to the social worker. The selection of those situations which have some potentiality for improvement is a challenge to the diagnostic and treatment skills of the medical social worker. Of necessity, however, he will be involved in some cases which have poor prognoses.

It is natural for the caseworker to become discouraged about the chronically maladjusted client. Increased awareness of the psychic factors underlying the functioning of this patient group has brought us to regard these situations and families as generally hopeless because of their limited ego development and faulty superego. They have been treated accordingly, with help given in crises to meet the immediate and usually material needs, but with little hope of basic improvement.

While this pessimism is justified to some degree in such cases, it is important to be aware of the attitudes and values that subtly condition appraisal and treatment. First, while it is natural for the caseworker to become discouraged about helping the client whose adjustment has seldom met more than the minimum standards for adult status in this society, this very discouragement will hinder any efforts at treatment, particularly if the client shows elements of depression. Second, there is some tendency to think of pathology as varying inversely with the strengths in the personality structure. Finding an impressive number of problems, the caseworker is inclined to overlook the possibility that there are strengths.

Unfortunately, the problems in a situation or the pathology in the personality are more readily identifiable than the dynamic elements and strengths that make change possible. While the pathology offends and alarms us and hence dominates our attention, the strengths require patient searching, and often a large degree of imagination. Then, too, the healthier aspects of the patient's personality may be obscured not only by the pressures of his pre-
senting problem and the need for a quick solution, but also by lacks in our professional knowledge.

Finally, we need to recognize the pressure felt by agencies and workers constantly to sell, to demonstrate the effectiveness of their work, dictated no doubt by the need to gain acceptance and financial support. Since the process of helping a dependent, poorly adjusted person to function more adequately is costly, agencies and individual workers are likely to experience some misgivings about investing much time unless there is reasonable certainty of a successful outcome.

Chronic Maladjustment

The E case illustrates casework with a family with severe and long-standing social maladjustment, complicated by a severe physical handicap of the key client, along with some of the difficulties encountered in working with this type of problem. This family received help from the Social Service Department of Mount Sinai Hospital intermittently for the past eighteen years. In this and other medical settings the family was known first through Mr. E’s many hypochondriacal complaints and his refusal of psychiatric treatment years ago, through Mrs. E’s pregnancies, and more recently through her diabetic condition and glaucoma. They were known to child guidance clinics through the delinquent and disturbed behavior of several of the children, to family agencies mainly through the referrals of other agencies for a comprehensive approach, and to all of these agencies for their perennial requests and need for concrete assistance. Through all of these contacts they had been recipients of welfare assistance. Neither parent had worked in paid employment since the marriage. Some agencies had tried, at times alone and at other times cooperatively, to involve the family in a treatment relationship, but such attempts were short-lived, being terminated by either the clients or the agencies. Both Mr. and Mrs. E. had shown themselves to be aggressive, hostile, and critical of the efforts of these agencies no matter what was done. They gave conflicting reports and created confusion among the different agencies.

When our last contact began, a diagnostic study was made as for a new case. As a result of this evaluation of the current situation, it was apparent that there were some strengths, though poorly directed, and certain dynamics operating which deserved further study.

The patient, Mrs. E, age fifty-five, had been blind for the past eight years as a result of glaucoma. She had had severely impaired vision until the age of twelve when surgery for removal of congenital cataracts gave her enough sight for reading until the onset of glaucoma. Our last contact began when she was referred to the social service department by her clinic doctor who reported that she used each clinic visit for a tearful outpouring of her complaints about the financial difficulties and her loathing of her husband’s sexual demands.

Characteristically Mrs. E used the referral to request convalescent care between two periods of hospitalization for treatment of the glaucoma. Although this care was not medically necessary, she supported her request by describing her marital relationship, which had never been satisfactory, and the repugnance she felt for her husband. She expressed an urgent need to get away from him and she saw convalescent care as the most easily available means of doing this. She wept constantly and appeared to be experiencing mounting anxiety.

Mrs. E lived with her husband and five of their seven children, three of
them still in school. Mr. E, who for some time refused to participate in this contact, had never in the past shown any great dissatisfaction with his own or the family's adjustment. Mrs. E had greatly resented the demands of husband, children, and home and over the years Mr. E had gradually taken on the role of mother and housekeeper. Since the onset of her blindness Mrs. E had been out of the home much of the time to attend activities for the blind. The children were pressed into jobs as soon as they were old enough to work. As they reached adolescence they rebelled and became extremely articulate about the shortcomings of both parents.

Mrs. E's extreme anxiety, signs of increasingly inadequate functioning and emotional disturbance, indicated that she was in a state of crisis. The precipitating factors seemed to be the imminent withdrawal of public relief due to an increase in the children's earnings, the resulting increase in the hostility of the children, and the possibility that surgery, then under consideration, would give her more vision. Since Mrs. E had to believe that all of her inadequacies were the result of her blindness, the possibility of sight restoration was an added threat to her dependent adjustment. She made endless vituperative complaints against her husband and children and appeared willing to go to any length to accomplish a separation from them. A psychiatric examination revealed no underlying process of deterioration.

During this early period in the relationship, Mrs. E's constant weeping and extremely upset state made this a difficult period for the worker as well. There were unending requests which she thought the worker could grant or could influence others to give, such as free guide service, convalescent care, and concrete help in leaving home. Her manner in making these requests was one of indirect coercion, with the implication always that failure to grant requests could only mean that the worker disliked her and did not care about her suffering. She filled the interviews with covert hostility, but she could only be drawn to express this casually and indirectly. She complained to other hospital personnel and other agencies that the worker was not helping her. She maintained counseling relationships in several other agencies, not all of which she would admit, and seldom gave the same details or presented the same set of problems to any two of these agencies. Characteristically, while protesting that she wanted to "get away from welfare," she pointedly informed the worker that other agencies were making an effort to keep the case active with the welfare office.

Initially, the worker was impressed with Mrs. E's intelligence, shrewdness, and her ability to manipulate social agencies. She had been able to manipulate the environment successfully in obtaining many things for herself and family, although finding little real satisfaction in what she was given. It was this factor which provided initial insight into her defenses. She "hated to beg for things," yet persisted in asking for a great deal more than was necessary. Her excessive demands were seen as expression of a powerful drive to obtain gratification of her need to be mothered. What she received could never be commensurate with the need, and the frustration was great. Contemptuous of the "gift," she exploited the giver who had placed her in an inferior position. At the same time, having her requests met provoked anxiety, casting more doubt on her own abilities and worthiness. She expected rejection and provoked it by her manner. Her great need and her underlying feeling about herself made it difficult for her
to find any real gratification. More than anything else she wanted to be dependent, yet at the same time feared and loathed her dependence. The effect of limited vision throughout childhood and during the past ten years was severe, impairing her ability to cope with her environment and personal interaction, and reinforcing her feelings of vulnerability. Unconsciously, she thought of her blindness as punishment, evidence of her guilt and inferiority.

Basically the aim of treatment was to reduce the patient's need for the exaggerated defenses which were leading her into more destructive behavior and bringing increasingly hostile and frustrating responses from the people in her environment. Indirectly, through contact with the family and use of resources, means were sought of modifying the environment so that a more comfortable adjustment would be possible for the patient.

The difficulties in working with a personality such as Mrs. E's lie partially in diagnosis since the obvious pathological features are likely to dominate the worker's attention, while certain aspects of the personality antagonize or frustrate the worker's identification with the patient. When the worker examines his own initial responses, he has some impression of the effect the patient creates in her own environment. Such responses can be crucial if used as a tool in understanding the patient's defenses. In this case the worker sensed very soon that Mrs. E was not responding to him as a person, but rather to her own concept of "social worker." To have ignored this impression would have delayed an awareness of the patient's hostile defense, her experience with social workers, the effect of her visual handicap, and a clue to her ability to test reality. Her anxiety, tearfulness, and obvious distress impelled the worker to act, while the demanding, clinging, critical behavior taxed his patience as well as his objectivity. All these responses served as a guide in understanding the personality structure and defenses.

In treatment, the problem was to establish a relationship which was strong enough to give support, and quickly, but which at the same time would not stimulate unrealistic expectations, a relationship which would neither threaten the defenses nor succumb to them. Essentially, this required that the focus be kept consistently on the reality problems, on the level of social functioning. Requests were granted on a strictly realistic basis and help was offered objectively. Verbally the worker maintained a neutral attitude while seeking means of actually demonstrating understanding and acceptance. Efforts were directed toward helping Mrs. E to anticipate the results of her acts for herself with emphasis on her own welfare.

To be helped Mrs. E needed an experience in which the worker would not be overwhelmed by her hostility, anxiety, and tremendous need. While refusal of many of her requests was essential for treatment, she invariably interpreted this as rejection and reacted with hostility and self-pity. Some means of conveying the worker's acceptance of her was necessary. The circumstance of the proposed surgery and the deep significance which her blindness had for her determined that this area provided the first opening for a demonstration of this acceptance. Close observation of her attitudes about her blindness and her management of it suggested that she had more vision than she would admit. Thus she felt trapped and fearful that surgery, if unsuccessful, would deprive her of the sight remaining to her. Such observations made it possible to anticipate and verbalize some of her reactions and fears in a
general way so that she could then acknowledge them and get needed information and reassurance from both the worker and her doctor. With this experience Mrs. E began to be aware of the worker's appreciation of her frustration and her efforts in relation to her handicap.

Following the surgery, which was unsuccessful, another move which had the effect of conveying acceptance was the worker's request that Mrs. E discontinue her other counseling relationships if she wished to continue this one. Although resentful of this request, she found a new confidence in the worker and felt respected.

As discussions were opened to a full consideration of her desire to leave home, she increased her efforts to manipulate the worker by the urgency of her need and suffering. Avoiding her defenses, the worker did not question her justifications or underlying motivations for leaving her family, but held firmly to a realistic consideration of the practical difficulties involved. She could admit indifference to considerations of her own welfare and in time expressed hostile fantasies of getting revenge, of punishing her family and teaching them a lesson. Although her anger diminished somewhat and she could see more objectively her tendency to act in anger against her best interests, she felt powerless to stop it until she could be helped to consider various courses of action open to her and to anticipate what each would be like for her. Taking care to avoid any suggestion of criticism the worker helped her to anticipate the response of others. In this way she more quickly discovered her ambivalence toward her family and could weigh the consequences of leaving home with less need to punish them. As she found support in the relationship she exposed her feelings of failure as a mother, her great need to escape from so much evidence of failure and finally to take her share of responsibility for her husband's failure to support the family. Her expressions of guilt and failure were consistently limited, modified, and softened. Her protestations of helplessness were questioned as treatment progressed, and when her need for defense lessened she could be more realistic about her plans for herself.

Mrs. E had frequently been criticized for the amount of time spent in activities for the blind, but these activities, when seen as her most effective means of warding off depressed feelings, became a positive feature to be encouraged rather than criticized. She showed skill in handicrafts and her accomplishments were recognized. Indirectly repeated suggestions were made that the same values of her recreational activities could be found in work, with additional advantages of adult responsibility and income. She could talk about her fear of losing her dependent status with the hospital and other agencies if she took a job but recognized her need to test her ability and her desire to plan her future alone and in this way to resolve her conflicting feelings. After years of dependence on guides she quickly learned to travel alone so that she could work in a sheltered workshop. She made an excellent adjustment and the possibility of regular employment is now being considered.

There are other aspects of the treatment which have not been included here. From time to time there was contact with other members of the family including five of the seven children of Mr. E.

With Mrs. E openly rejecting the children and all members of the family showing little restraint in expressing their hostility, there were frequent
periods of family turmoil. At such time the worker might see one of the children to reduce the tension and help the child curb his acting out. At times the children initiated the contact with the worker. Mrs. E was generally fearful of the outcome of these periods of stress and was relieved by the contact between worker and child. However, in discussions of the family disturbances the worker avoided any suggestion of identification with the children, questioning Mrs. E to help her see the consequences of her method of handling situations and raising alternatives for consideration. Mr. E resisted contact with the worker until he became alarmed by the changes he noticed in Mrs. E once she could admit her share of the responsibility for his failure to work. For the first time in thirty years, he was certain she would leave him. While he came to threaten the worker, he readily admitted his own need for help and accepted appointments for himself. He was determined to find employment before his wife could carry out her threat to leave him and get a job.

Clearly, this couple has made a socially acceptable adjustment and has achieved a degree of independence in functioning which two years ago seemed impossible. Both have shown sufficient strength to be able to give up their extreme dependence. Both of them are working and are finding satisfactions in doing so. These satisfactions have in turn increased their ego strengths sufficiently so that they are now more responsive to each other's needs and are able to modify some of their more destructive behavior. We have neither sought nor obtained a basic personality change in Mrs. E. Both Mr. and Mrs. E are still very dependent people.

The impetus for this change came as external circumstances were seriously threatening the patient's existing adjustment. The casework objective was to utilize these inner and outer factors in as constructive a manner as possible in helping the patient modify her adjustment, and thus indirectly bring about improvement in the family as a whole.

An examination of the experience with this family over the years may be of some value in appraising the methods of dealing with similar problem families. A study of our department's contacts with the family suggests that Mr. and Mrs. E presented both strengths and problems that were not sufficiently explored in early contacts. Many of the treatment measures used, such as financial assistance, vacations and prolonged periods of convalescence, and homemaking service, had the effect of exacerbating rather than alleviating the problems. The fact that treatment was partialized among several agencies made it possible for the family to exploit each one. Moreover, no one agency could have a picture of the total functioning of this family as a unit. When the various agencies involved became aware of the way in which the family was manipulating them, they withdrew their interest, rather than use this knowledge as a further diagnostic clue.

Because Mrs. E was the crucial figure in the family and was obviously dissatisfied, she should have been considered the key client. However, various agencies concentrating on Mr. E's unemployment made him the principal client even when Mrs. E initiated the contact. A child guidance clinic did attempt to work with her, but when emphasis was placed on her responsibility for her child's stealing, she withdrew him from treatment.

Another difficulty in previous efforts to help this family was the fact that consistently the focus of treatment was
the factor of dependency. The equally crucial elements of depression and hostility were ignored. Although many agencies attempted to satisfy their demands, it is apparent that both Mr. and Mrs. E were rejected as people.

Conclusion
Since it is impossible for existing social agencies to provide intensive casework treatment to all people who need such service, it seems practical to concentrate attention on preventive measures. Agencies usually feel justified in selecting those persons most amenable to improvement for intensive casework treatment. Under the pressures of large numbers of clients and demands for services, we also feel compelled to find short-cuts.

We need hardly remind ourselves, however, that some of our most serious and pressing social problems are then doomed to a routine, static, and superficial treatment which results neither in improved functioning on the part of the client nor added knowledge for the profession. Often short cuts merely defeat our purposes and at best provide ineffectual treatment for "only the immediate problem."

Both the extent and the duration of this extreme social maladjustment lead us to assume that little can be done other than to provide concrete assistance when necessary. There is a tendency to believe such cases hopeless, and therefore not worthy of the full and careful diagnostic evaluation given to other cases. Perhaps we have found it easier to escape responsibility by placing the onus on the client who "has no strengths to work with" than to search honestly for techniques that can be effective and practical in helping him.

Selective Placement
by a State Employment Service

I AM PLEASED at the opportunity to share this program with you, to exchange ideas, to learn of your achievements firsthand and to be able to convey to you, in a small way, our activities in the New York State Employment Service in behalf of blind and other severely disabled people.

Work with blind people has been a very rewarding experience for me. The reason for this is that they have been "trail blazers" in the demonstration of their ability to hold many different kinds of positions to the complete satisfaction of the most discriminating and demanding employers. In competition with the sighted, they have often surpassed in performance and quality of work that of the others and have often suggested improved and facilitating methods of performance.

We appreciate the fine cooperation
of the agencies for the blind with whom we’ve worked closely. To help us do our end of the job, they have furnished the medical information and interpretation we need—objective and factual reports of clients’ skills, achievements, character traits and relations with fellow students and workers. We’re especially indebted to the research department of the American Foundation for the Blind for their willingness to help devise appliances to make it possible for particular jobs to be performed by the blind. It’s a source of satisfaction to be able to call on those who “know how” for advice which is willingly and even cheerfully given.

It is my deep conviction that blind people can and should work in competition with those who are sighted. The excellent reputation so many have created by their good performance makes it possible and rewarding for us to “carry on.”

Criteria and Approach in Making Placements

Because we’ve found it good practice to place blind persons with as many individual concerns as will accept them, rather than to send whole groups to a few cooperative employers, it becomes necessary to be forever on the lookout for new opportunities for placement.

Our unbreakable slogan in trying to interest an employer in giving a blind person an opportunity is: “We place only those who, in a carefully selected job, will prove at least as well qualified as a sighted person.” We use the positive approach in emphasizing ability or qualification to perform, whether it be the result of good experience or training, or both. We recognize disability only to the extent necessary for successful job placements. This is our credo for any disabled person.

Our effort is exclusively for those who can meet competitive standards. If there are some who for reasons beyond their control are unable to measure up, the sheltered shops may be the answer—unless, of course, further training is indicated and available. We must have confidence that our client will progress on his own, and not expect special consideration from others. We mean, no early leaving or late arriving—no help that can be dispensed with. We believe this to be as important as being able to perform the job duties.

Personal appearance and good grooming are important—there’s no excuse for carelessness and I’m sure you have found that the most highly qualified worker will not long be kept on if his personal habits are not above criticism.

Flexibility Encouraged to Meet Individual Needs

Because of its size and many responsibilities the Employment Service is often mistakenly thought of as impersonal or “hidebound.” I can assure you, however, that we in the special services department are given wide scope within the framework of the organization. In fact, we are encouraged to develop individual methods to serve the needs of our applicants. We have all the flexibility we need to achieve our goals. We have vast facilities readily available to the special interviewers who work with handicapped people. Many job orders come in to our offices and our trained staff make the fullest use of them. When there is an order that seems to have possibilities for a blind or otherwise handicapped person we are free to investigate it thoroughly.

It is hardly necessary to say that finding a receptive employer requires continuous plugging. There are many reasons, some valid and others not, which employers, however well-intentioned, find insurmountable in consid-
ering employment of blind persons. Among them there’s the claim that “the blind lack flexibility”—which is often true. In manufacturing, when jobs are completed or new lines are started, retraining is required in addition to re-orientation for the blind person. This is time-consuming and the supervisor who has the responsibility of many workers cannot be expected to give special attention to a blind worker. Of course, there is much misinformation, lack of information, prejudiced thinking and plain fear. If we can counter these misconceptions with valid examples of achievement, we can often gain an employer’s acceptance.

We use promotion of every kind to interest employers: letter-writing in answer to newspaper “ads”; use of the classified telephone directory always for a particular applicant; we publish profiles in trade journals; we visit employers to evaluate occupations for their suitability for blind people and to get their cooperation in making these jobs available.

**Overcoming Prejudice**

Finding employer acceptance is not easy. It requires the cooperative effort of all community facilities. Too many people still have the idea that blindness involves dependence. All instruction must point toward overcoming this prejudice. Therefore, in our visits, we try to reach top management for approval; then contact and follow through with the supervisor, who must be willing to assume the responsibility for training, orienting, etc. We strive to learn conditions of plants which in some cases may preclude the hiring of blind persons. Transportation facilities must also be studied. Another important matter in our visits to plants is to visualize the type of workers who will fit into the organization.

Personality traits play an important part in establishing good relations. To obtain such information, we consult former employers or teachers who have worked with our clients regarding performance, level of achievement and ability to get along with others. Good employer contacts depend on our objectivity in evaluating our clients. We are accepted or rejected according to our beliefs and our ability to convey our confidence to employers.

**Orientation Assistance Offered**

We offer the supervisor help in orienting a worker if this is indicated, a practice we find reassuring both to the worker and to the supervisor. Orientation includes not only desk set-up or workbench set-up, but escorting the worker to the job on his first visit and pointing out obstacles in reaching lunch or rest rooms, doors, vending machines, etc.

Placing the blind is a “custom job.” Our approach is always for an individual and never for the group as a whole. Many satisfied employers are willing to discuss their successful experience in employing the blind and have themselves sold other employers who are doubtful.

We follow up both with the employer and the client after he has been on the job for a month, either by visit to the plant or by asking the client to see us after hours. We like to meet the employer to learn, discuss and resolve any problems. This has been the means of maintaining many of our clients on their jobs. Frequently, job objectives have to be revised or a new skill acquired. This may often be due to changes in operations, to automation, markets oversold or removal of factories to distant areas. Because of these conditions, I might explain, when we ask our former most skilled mechanics who are now operating newsstands and other concessions whether they would return...
to manufacturing in preference to stands, many answer decidedly NO. This is because newsstands or concessions, when established, offer a more reliable source of income even though it is lower than that earned in industry.

Vocational Opportunities

Having mentioned manufacturing, let me now talk briefly about vocational opportunities from our experience with blind people. In manufacturing, we’ve found many opportunities for those with nimble fingers, mechanical intelligence and concentration in assembling, drill and foot-press operating, harness-making and the like. The electronics industries have provided many job opportunities. We’ve had limited success in machine shops where blind persons have operated power presses, lathes, milling machines, etc. The problem with these jobs is their lack of permanence, and we’ve found that many blind persons prefer the security of even a small allowance or the security of the sheltered workshop to the risks of layoff in competitive employment. In commercial occupations, such as dictaphone transcribing, we do not have this problem of frequent change of positions. Occasionally a person loses a job, but the experience gained makes it easily possible to find another.

In professional and semi-professional fields, our own experience is more-or-less limited. Perhaps we can here exchange some of our experiences. However, let me mention a few occupations with which we have had some experience. For example, the work of the darkroom technicians, for whom there are too few opportunities in New York City due to lack of hospital acceptance, has proved steady for those placed. We are grateful to the first technician we placed, who has trained eight or ten others through the facilities of the New York Hospital, many of them now successfully employed elsewhere. We have known teachers at the college level, physicists, medical social workers, rehabilitation counselors and others who have proved successful in these professional fields.

We feel blind people have no more serious obstacles to overcome in these areas than sighted people, who find it just as difficult getting started. The sighted social worker doesn’t get the better openings without a master’s degree in spite of the great shortages in this field. The fashion artist or designer must be willing to start at any clerical or beginning level in order eventually to attain the job for which he feels he is qualified because of completion of training in a reputable institution.

Faith in the Future

Placing blind people and overcoming employer resistance is uphill work requiring great patience and perseverance. Because I believe so deeply that blind people can and should hold their own alongside the sighted, I find it challenging to carry on in spite of many frustrations. It’s their good performance and my well-founded faith which keeps me stimulated and provides the “carry-on” spirit.

Delta Gamma Scholarships

The Delta Gamma Foundation offers scholarships for training of orthoptic technicians, teachers of partially seeing children, and specialists for blind preschool children. The deadline for information is May 1, 1958. Further information can be obtained by writing to Delta Gamma Central Office, 50 West Broad Street, Columbus 15, Ohio.
Braille Committee Approves
New Music Manual

Acts on Other Music Publications


1. The Revised International Manual of Braille Music Notation—1956, based on the decisions reached at the International Conference on Braille Music in Paris, 1954, and compiled by H. V. Spanner, braille music secretary for the World Braille Council, was accepted and recommended for adoption for use in this country and Canada.

2. The handbook of Lessons in Braille Music, to be used in connection with the Revised International Manual of Braille Music Notation, which was also written by Mr. Spanner as a guide for transcribers, was endorsed with suggestions for modifying the introductory lessons. This work has not been completed, therefore, but is expected to be published at the American Printing House for the Blind both in braille and inkprint editions, as soon as the final copy is received.

3. The third major topic on the agenda of the meeting was the need for revising the Primer of Braille Music and the Chart to effect conformity to the new manual and enhance the musical content of the exercises. A special group from the committee was assigned this task and it is expected that these publications will be announced by the American Printing House sometime later in the year, after the formal steps are taken to authorize the embossing of music notation in the revised form.

Mention was also made of the so-called “note for note” method which would eliminate the use of intervals in writing chords. It was decided that a realistic appraisal of this proposed innovation could be achieved only through experimentation in actual usage, which is impossible at the present time. No recommendation was made, therefore, to alter the present style of embossing braille music notation.

The committee also briefly directed its discussions toward the forthcoming publication of the International Catalogue of Braille Music, which is being compiled in Paris under the sponsorship of the American Foundation for Overseas Blind. The first three volumes of the four-volume piano section of this
work have been embossed, and upon completion the catalogue will be available in the United States through the Louis Braille Music Institute, 140 West 58 Street, New York 19, New York. Succeeding catalogues on instrumental and vocal music will be announced when published. All correspondence for this material and data to be included in annual supplements should be directed to the above agency.

The foregoing recommendations regarding the Manual, the Handbook of Lessons, and the Primer and Chart are to be included in the report of the parent Joint Uniform Braille Committee to the AAIB and the AAWB conventions in Vancouver and Philadelphia, respectively, this summer. If these two sponsoring organizations approve the report, braille-using musicians here and abroad can look forward to a materially improved system of embossed music notation. However, until these steps are taken for recognition and authorization, caution is expressed by the committee against any premature use of the code by transcribers or publishers of braille music.

—Harry J. Ditzler, Chairman
Subcommittee on Braille Music
Joint Uniform Braille Committee
—Paul J. Langan, Chairman
Joint Uniform Braille Committee

IHB-OVR Training Program
Graduates Its Fiftieth Student

On January 31, 1958, the IHB-OVR Program of Professional Training in the Rehabilitation of the Blind graduated its fiftieth student. Since Spring 1955, the program has been enrolling from eight to ten students per semester for an intensive twenty-week training program. During this period, each student studies full-time in a curriculum which combines academic and field work experiences, coupled with attendance in graduate level courses in rehabilitation counseling given at local colleges and universities in the New York area.

The fifty graduates have come from twenty-four states, the District of Columbia and four foreign countries (Brazil, India, Guatemala, and Israel). The current status of the alumni is:

- Recently graduated (January 1958) and seeking employment .... 3
- Housewife ...................... 1
- Unemployed ...................... 1
- Still in training as an IHB intern, or as a student in social work or rehabilitation counseling .... 6
- Employed ......................... 39
- Total .......................... 50

Most of the graduates find positions as rehabilitation counselors. However, graduates are functioning in these areas as well: vocational instructor, workshop supervisor, foot travel and orientation instructor, home teacher, vending stand supervisor, supervisor of counselors, and administrator. Although the course is only three years old, one of the alumni is already serving as an administrator.
of a program and three are supervisors.

Reports from employers indicate that the graduates are doing a satisfactory job in their agencies, located in eighteen states, the District of Columbia, Puerto Rico, and five foreign countries. The most recent graduates are:

Leon Derene, New York
Sally Jumper, Washington, D. C.
Julio Chinchilla, Guatemala
Marvin Burr, Connecticut
John Richardson, Indiana
Maurice Felts, Tennessee
Don Faith, Illinois
Marguerite Kavanaugh, Connecticut
Tommie Smith, Alabama

Mr. Burr and Mr. Smith have been awarded IHB internships and will spend an additional twenty weeks in intensive training which will be accompanied by full academic programs at Hunter College. Both are scheduled to earn master’s degrees in August 1958.

A new class was enrolled for February 3, 1958. The names and home states of the new students are:

David Armijo, New Mexico
Donald A. Davis, Texas
James Doherty, Missouri
Wayne Jerlow, Wisconsin
O. Leonard Larsen, Florida
Harry J. Sutcliffe, New York
Luther Thomas, California
Arthur Wohl, Ohio

The IHB-OVR program is now accepting applications for September 1958 and February 1959. Only a limited number of candidates can be accepted. Preference is given to individuals referred by local rehabilitation agencies and who give evidence of exceptional promise in the field. Full details of the program may be obtained by writing to Dr. Herbert Rusalem, Director of Professional Training, Industrial Home for the Blind, 57 Willoughby Street, Brooklyn 1, New York.

BUY WHITE CANES
Made in Our Workshop with 100% BLIND LABOR

Prices F.O.B. Bedford
Straight Shaft — $15.00 per doz.
Tapered — $18.00 per doz.
5% discount on orders of one Gross or more.
Shipping weight per doz. — 7-8 lbs.

Quality White Canes
Curved Handle
Refrigerator White
8” Flame Red Tip
Hard Enamel Finish
Metal Glider Ferrule
18 to 20 Inch Taper or Straight Shaft
Made of Ash
Light of Weight

We Invite Your Orders

Bedford Branch
PENNA. ASS’N FOR THE BLIND
P. O. Box 572 Bedfor,d Penna.

THE NEW OUTLOOK
A BOOST FOR BOOKS

Some five centuries ago an English scholar named Caxton and a German inventor named Gutenberg came up with ideas that have been credited with providing the basis for the world’s progress in learning. It was the principle and the application of movable type and the printing press.

Nearly a century and a half ago a Frenchman named Louis Braille came up with the application of a notation system for tactile reading by those who are blind. Since it can be written as well as printed, it justifiably is considered as perhaps the most important single contrivance for blind persons ever conceived and applied.

More than half a century ago an American named Thomas Edison came up with the principle and fact of sound recordings. When technical improvements came along to make longer-playing discs feasible, it is not surprising that those concerned with the problem of reading by blind persons began exploiting the principle and came up with the now-famous talking book.

The Congress of the United States also came up with a few ideas along the line—so much so that it would take the rest of the space devoted to this column to list the names of American legislators and administrators who have helped give a boost for books for blind persons in the last three-quarter-century period. As far back as 1879 the Congress recognized that the provision for printing and supplying books to the blind of this country was of national concern, and adopted legislation then and thereafter to form the basis for today’s rather extensive program of book service. It is one program in which federal-state relationships have been harmonious in purpose, without, however, much clarity regarding policy and method.

Anyone who has been directly concerned with the procuring and distributing of books for the blind during recent years, notably talking books rather than braille, is keenly aware of a number of frustrating obstacles in the way of improved services. All too frequently, the recipients of the service themselves have been unhappily aware of them too, although there still is a generally warm feeling among us all about the remarkable extent of reading material that does get through. While the problems are many, it would not be over-simplification to list the following as constituting the crux of the situation: more readers than predicted; insufficient funds for books, supplies, administration and circulation; and uncertainty about the respective responsibilities of national, state and local level agencies.

Congress in this current session is being asked to consider a new amendment to existing laws that puts these problems squarely before us all, as well as the lawmakers, for clarification and decision. It is imperative that sound decisions and planning come about quickly if service, even to the present number of users, is to continue without shattering interruptions, not to mention the predictable expansion ahead. There are about 60,000 registrants now; it is conservative to predict double that number in ten years.

The proposal under study, drafted in tentative form by the American Foundation for the Blind and based
on the report of a two-year study of library services to the blind, is not difficult to understand. It declares that the primary responsibility for the administration of library services rests with the state, but would provide funds from the federal government on a matching basis to assist the states to develop or improve their plans of distribution to users. It should not be overlooked that the U.S. Library of Congress, with federal funds, has been providing the books, reproducers, and related guidance services to the states for a long, long time. The principle of assistance, therefore, already is in practice; the new proposal simply adds actual cash aid to support that phase of the program that is in the most critical state of neglect—circulation and professional librarian service.

There may be those who would debate some of the principles of responsibility and financing embodied in the proposal. Such debate is expected and welcome. There are few, if any, however, who would say that it is anything but sheer foolhardiness to permit the present dilemma of growing need and below-standard service to go on indefinitely. The specific proposal, incidentally, would provide for a financial base computed at the rate of $30 per registered reader, half of which must be certified as available from state sources and the other half to be extended by the federal partner. This unit cost is supported by data collected during the recent survey, and actually is modest. In order to launch this new phase of development, approximately a half-million dollars should be available from federal sources in the first year after enactment of the legislation.

Other releases and bulletins will provide reports of progress. Copies of the bill and other materials, such as the comprehensive report *Survey of Library Service for the Blind, 1956*, are available from the American Foundation for the Blind. It's time now to join the boosters of books for the blind—analyze our past complaints—stop our complaining—express our constructive ideas. We hope the new proposal will stimulate wide discussion, out of which there should come a sound, up-to-date, and effective program of the most vital personal interest to every literate blind individual in the United States.

**EXTRA-SENSORY PERCEPTION?**

We've been neglecting our fan mail lately. Here's one, however, that not only contributes a smile but possibly sheds light on one of our professional areas of dispute.

Dear Sir:

I have enjoyed for some time now your column "Hindsight." Here is an incident that seems to be in keeping with the theme you have established in that column.

It is quite commonly known by most people that blind persons are fortuitously endowed with special abilities, so my wife and I were not too surprised when the principal of the school, which our eight-year-old daughter attends, remarked that Carol *always knew* when she (Mrs. Rasnic) was in the cafeteria. This psychic ability was noted with considerable satisfaction on more than one occasion, and it soon became accepted as fact among the faculty that dined with the principal. Carol would always say, "Hello, Mrs. Rasnic," as she passed by carrying her tray.

Finally my wife asked Carol if it were true that she always knew when Mrs. Rasnic was in the cafeteria. "Of course," answered Carol, somewhat surprised. "I always ask someone in the line."

It was a real disappointment to discover that Carol is not psychic in this respect, but there is some satisfaction in realizing that she can manage nicely without it.

Sincerely,

E. H. Cooper
Dayton, Ohio

---

64

**THE NEW OUTLOOK**
**Fun Comes First for Blind Slow-Learners,**

One of the most important factors which has been responsible for bringing about special education provisions for exceptional children in the United States was the recognition of individual differences among school children. Separate classes for the physically, mentally and socially handicapped were established; classroom instruction was modified; special classroom teachers were specially trained—all these with a view to meeting better the individual needs of American children. Paradoxically enough, within the operation of the philosophy born out of a belief that human beings have a right to differ from each other, this very basic principle of individual differences seems to be forgotten. Physically handicapped individuals receive special education provided they are mentally, emotionally, and socially “normal”; mentally retarded children are accepted in special classes only if they are physically, emotionally and socially “normal”; socially and emotionally handicapped children are enrolled in special classes, but they must be void of physical and/or mental handicaps; and so on, and so on, ad infinitum.

In spite of these limitations set for selection of children into the special class, the teacher faces a group of youngsters who are not homogeneous as far as their physical, mental, social and emotional efficiencies are concerned. The visual handicap of a child does not preclude him from being mentally retarded or gifted, nor does it immunize him against emotional disturbance or social handicaps.

The book under review has been awaited with eagerness by teachers from Maine to California. From it they expect answers to their increasingly complex problems. They will not be disappointed. Something completely new has been added to special education literature, and, what is most important, has been produced by a classroom teacher. This is a story told by a teacher challenged by the almost unanswerable question: “How can planned and incidental experiences which would interest young, multiply handicapped children in a residential school for the blind be provided and used so that growth may be promoted toward social maturity?” Unable to secure practical ideas, suggestions, or information for teaching mentally retarded blind children—even though an extensive research in available literature was made for that purpose—it was necessary for the author “to rely upon her own understanding of young children, their needs, likes and dislikes.”

Mrs. Huffman is a primary teacher of the blind. In her clearly written, carefully organized and comprehensive volume she presents a study of thirty-one individuals who were at different times under her teaching supervision during four consecutive school years at the California School for the Blind, in Berkeley, from the fall of 1952 through the spring of 1956. While the most predominant handicaps of these children

*Dr. Goldberg is associate professor of education and assistant director of Mental Retardation Project in the Department of Special Education, Teachers College, Columbia University, New York.
were mental retardation, emotional disturbance and blindness, some were also handicapped by cerebral palsy, a hearing loss, or speech defect.

The book is divided into five parts prefaced with a few remarks by Dr. Samuel A. Kirk.

Chapter I is a good treatment of difficulties encountered in the education of these children. The author presents various mental health hazards faced by the multiply handicapped child in his growth and development. She feels convinced that while many problems can be solved, "there are some insurmountable problems in the education of the mentally retarded, blind children." She feels, nevertheless, that "many of these problems can be lessened through the efforts of a teacher sincerely interested in the child!"

Chapter II of the book is devoted to a discussion of the educational objectives for those children. Although the author very skillfully interprets educational objectives for public education as they pertain to those for handicapped children, the reviewer feels that some of the specific objectives fitting the peculiarity of multiple handicaps of the children are not taken into consideration.

Chapter III, "Growth Through Interest and Experience," is a report on and a discussion of work developed through the teacher's personal experimentation. Many techniques devised for teaching the blind mentally retarded child are presented. Simply to sketch the gist of these techniques, however, is to miss the spirit in which they are advanced; and it is this spirit which more than anything else marks the whole volume. This part of the book is not a compilation of "tricks"—quite the contrary. The treatment is philosophical, and in the spirit of the following quotation: "Adaptations, revisions, creative ingenuity, understanding and love were the problem-solving implements used to substitute for recommended or suggested methods, techniques and devices—not found in available literature!"

Chapter IV describes some of the progress made by the children.

In Chapter V the author advances the following conclusions regarding her experience in working with mentally retarded blind children:

1. The most important factor in a teacher's work is her attitude—her ability to empathize and interrelate with the children. Without the proper feeling-attitude, a teacher is less likely to be able to make the most effective use of her knowledge, skill and ingenuity.

2. Despite their differences and handicaps, these multiple handicapped children are more like all children than they are different.

3. With limitations and modifications, the mentally retarded and blind child may realize to the extent of his individual mental capacity the basic educational objectives.

4. The most favorable daily program for multiply handicapped children must be exceedingly flexible, allowing for diversified moods and interests of the children enrolled.

5. A subjective evaluation of the program seems to indicate that the social and mental growth of two thirds of the children participating in the four-year study were favorably affected.

Because this readable, well illustrated book shows a teacher at work in a comprehensive program, it will be very helpful to teachers of the blind and the mentally retarded, as well as to others in this rapidly growing field of special education. The reader is bound to find here much that is helpful, thought-provoking, and inspiring.
This book by Helen Keller is at once new and old. Published only this winter, it certainly belongs on the "new book" lists. Yet its actual contents were written over a period of time going back a half century and more.

Anyone already familiar with what Miss Keller has written will have read everything in this book before; as the statement on the jacket declares, it consists of selections from her writings. Nevertheless, this presentation gives to many of these observations an emphasis that will surely make them as impressive as though read for the first time. With care and discrimination, sentences and occasionally whole paragraphs from her various books have been lifted out and placed here where they may stand alone to be examined and appreciated.

Comments have so often been made about Helen Keller's amazing perception of the significance of both sight and sound that one risks seeming trite in remarking upon it again. But it is impossible to read these selections without being impressed once more by the way in which she has mastered the meaning and quality of the two sensations of which she has had no physical experience since she was less than two years old. Her ability to employ correctly expressions and concepts derived from the experience of sight has often been remarked. Perhaps less commonly observed, but vividly evident in this book, is her true grasp of sound, especially as it is conveyed in speech. Many of these selections fairly sing. That they have an assured cadence and rhythm is not so surprising, since these qualities are not dependent upon sound. But often the words are right not merely in their meaning and their almost metrical beat but in their sound as well. The result is that if she did not refer to her blindness or her deafness the reader would have no reason to suppose that the author was meeting life with any physical limitations.

The identification of the book on the front jacket calls it "A Sense of Life." It might also be described as a collection of perceptive statements about life, winnowed from her writings . . . except that this would imply the erroneous notion that her books had also contained a residue of chaff. Perhaps it would be more accurate to describe this book as a sort of distillation of her spirit as she has given it to us in her writings of the past fifty years and more. It is, in fact, the spiritual quality of her thought and perceptions which gives them not only such glowing radiance but such contagious vitality. One cannot read these confident assertions regarding life and death and their deeper meanings without being profoundly moved and at the same time exalted.

To say this about these selected portions of what she has written is simply to note what is so inescapably true about Helen Keller as a person. This, indeed, is why we may appropriately say that we have here a kind of distillation of her spirit. If she were merely someone who had been taught to get along without seeing and hearing, and to communicate with others while doing so, she would quite rightly be an object of considerable wonder and admiration. However, the novelty would wear off in time, and then she would be generally forgotten.

But this, of course, is not the case at all. It is true that the unusual aspect of her experience does, in time, seem less surprising. Yet she herself continues to impress those who know her, because of her dynamic quality as an individual. If she had nothing to distin-

---

* Dr. Smith is executive secretary of the John Milton Society, New York.
guish her physically from other women she would still be one of the world's distinguished women. One may say this with assurance because of the sort of person she is. And this is essentially a matter of spiritual quality.

We find this particularly evident in this book. There is here no superficial use of religious-sounding cliches. Rather, she gives us statements about life and about our relationships with God and with our fellow men which grow out of experiences, both bitter and sweet, in which the essential meaning has been clearly perceived.

Helen Keller is a deeply religious person whose faith has been tried by adversities and successes alike, and has withstood both tests. Her faith is optimistic, not because her acquaintance with life is too superficial to be aware of its difficulties and disappointments, but because she does know them. She has wrestled with them in the darkness and the silence. There she has met God and has been given the means to win the victory. Out of that darkness and silence she brings us this assurance of faith in words that glow with illumination and shout with confidence.

Appointments

Carson Y. Nolan, Ph.D., has been appointed director of educational research at the American Printing House for the Blind, effective January 1, 1958. He succeeds Samuel C. Ashcroft, who resigned in September to become coordinator of the training program for teachers of the blind at George Peabody College, Nashville, Tennessee.

A graduate of the University of Kentucky, Dr. Nolan received his B.S. in 1949 and his M.A. in experimental psychology in 1950. He obtained his Ph.D. in experimental psychology from Washington University, St. Louis, in 1953.

For the past seven years Dr. Nolan has worked in the teaching and research fields. During his graduate work at Washington University, he served as a graduate assistant-instructor in introductory and educational psychology in 1951-1952, and as a research psychologist the following year. In the latter capacity he participated in planning and executing contract research in naval air technical training.

From 1953 to 1956 Dr. Nolan was director of the Personnel Research Field Unit, Personnel Research Laboratory, at the Air Force Personnel and Training Research Center, Forbes Air Force Base, Kansas. During this period he also conducted research on remedial training for delinquent airmen, job
satisfaction of occupational groups, and non-commissioned officer leadership training.

Directly prior to his appointment at the Printing House, Dr. Nolan served as research scientist in the Human Resources Research Office, Fort Knox, Kentucky, where he acted as task leader on tank maintenance research.

Dr. Nolan is thirty-two years old, married, and has three children. He served in the Air Force as an aerial gunner from 1943 to 1946.

George D. Heltzell has become superintendent of the Missouri School for the Blind.

Mr. Heltzell received his A.B. from Drury College in Springfield, Missouri, his master's degree in school administration at Missouri University, and did additional graduate work at the Universities of Oregon, Missouri, and California at Los Angeles.

His career in the field of education has included nineteen years as superintendent of schools at Silex, Paris, Louisiana, and Clinton, Missouri. He taught mathematics in Newburg and Troy, Missouri, and served as principal of the Troy school. He also served on two state-wide surveys of education in Missouri.

Mr. Heltzell is president of the Missouri Association of School Administrators and of the Northeast Missouri School Masters. He is a life member of the National Education Association and of the Parent Teachers Association.

News Briefs

☆ A new organization whose membership is composed entirely of blind persons has recently been announced. Called the American Society of Blind Persons, with Mrs. J. A. Richardson as president, the organization has as its purpose the promotion of understanding and cooperation between the blind people of the United States and agencies engaged in work for the blind. Such purpose stems from the belief, states the announcement, that best results in achieving constructive legislation and other needed improvements come from cooperative effort of organizations of the blind and agencies for the blind. The spokesman for the new organization further states that differences of opinion which exist should be resolved around the conference table instead of being aired in public; and that the new organization favors those policies and programs which promote initiative and independence of blind persons.

Headquarters of the society is at 218 West Woodin Street, Dallas, Texas.

☆ A method of preserving indefinitely the cornea of the human eye by dehydration has been developed by the
Ocular Research Unit at Walter Reed Medical Center. The process involves the use of a newly designed clamp, which is instrumental in preventing damage to the cornea during dehydration. The cornea may then be kept for an indefinite period of time, ready for re-hydration and transplant when needed. Formerly it was necessary to transplant a cornea to the patient's eye within a few days of the death of the donor.

The clamp was designed by Sergeant First Class Charles W. Furness of Stafford Springs, Connecticut, an ocular technician at Walter Reed Medical Center. It was presented last year before the annual meeting of the American Academy of Ophthalmology and Otolaryngology in Chicago.

Edith H. Maeder, braille librarian of the New York Public Library for the Blind for thirty-nine years, retired from her post on November 30. She will not, however, be absent from the scene of library service to the blind. Following a rest cruise in a warm climate, Miss Maeder plans to return to the library as a volunteer. One of her first projects will be to revise the catalogs of braille books and music and bring them completely up to date.

Miss Maeder joined the staff of the New York Public Library in 1912, and was transferred six years later to the department for the blind. It soon became apparent to her that a knowledge of braille was essential in this work, and she proceeded to learn all four systems of embossed type then in use. During her long career, Miss Maeder became known to hundreds of readers, through the mail and by telephone, as a friend and source of all kinds of information about general and special reading needs.

Miss Maeder is one of the founders of the National Braille Club and is a member of the Greater New York Council of Agencies for the Blind.

The Iowa Commission for the Blind has opened an eastern Iowa district office in Cedar Rapids. The office will function primarily in the areas of rehabilitation and home teaching. Albert F. Caracciolo has been appointed supervisor and rehabilitation director of the district office, with two rehabilitation counselors at present on his staff.

Further expansion in services offered by the Iowa Commission was made possible by a substantially increased appropriation approved by the 1957 legislature.

A 15 per cent increase in this year's enrollment at the Kansas School for the Blind is anticipated by D. W. Olson, Jr., superintendent. This estimate is based on the number of children blinded by retrolental fibroplasia who are now reaching school age. In Kansas the peak year in the incidence of the eye disease was 1952, when twenty-one cases were reported, with thirteen cases the previous year. Superintendent Olson estimated that, while not all of these children will attend the school for the blind, enrollment should rise from 114 to 130 by the school year beginning in the fall of 1958. An increased budget of $289,641, compared to estimated operating expenses of $265,286 in 1957, was recommended at the governor's budget hearings.

From Kansas comes a report of a smooth transition to the education of blind with sighted children in the nursery schools of many communities. In the Observer for December 1957, the Kansas Division of Services for the Blind reports the change has been made "without creating any overwhelming problems and both instructors and the children seem to be enjoying it im-
mensenly." Kansas anticipates a growth in the number of blind preschool children in nursery classes where no special facilities are provided. The Observer notes that "most instructors and parents feel that the socialization the children receive is excellent."

☆ A second set of Betty Crocker's recorded recipes is now available from General Mills, Inc. The records are offered without charge by General Mills as a service to visually handicapped homemakers.

Like the first set, which was produced a year ago, the current records were prepared in consultation with blind homemakers at the Minneapolis Society for the Blind and the American Foundation for the Blind. Fifty tips on food preparation and serving and twenty complete basic recipes are included on three ten-inch, 33-1/3 rpm discs, which can be played on talking book machines or standard record players. Records are labeled both in braille and in large type.

Last year's records were the first recorded recipes ever tailored for and prepared in consultation with the visually handicapped. Four thousand sets have been distributed, and comments and suggestions have been received from many users.

Both sets of records may be obtained from Betty Crocker, General Mills, Inc., Minneapolis, Minnesota. Requests for the new set, *Tips and Talking Recipes*, should be addressed to Department 920. Last year's set, *Directions for Using Betty Crocker Mixes*, is available from Department 580. In each case, ten cents to cover handling and postage should be included.

☆ Sir Clutha Mackenzie, executive officer of the United Nations' Uganda Foundation for the Blind, has been awarded the Fifth Annual Rehabilitation Award for Outstanding Services to the World's Disabled, presented by the World Veterans Federation at its Seventh General Assembly, in West Berlin.

Sir Clutha, who lost his sight in action during the Gallipoli Campaign of 1915, has served in the field of rehabilitation for forty years in many parts of the world. He is the author of *World Braille Usage*, a study of the difficult problem of international uniformity in braille systems, published by UNESCO, and is chairman of the World Braille Council.

His present work for the United Nations in Uganda is in establishing a new service for the blind in that country, and in serving as director of an international research and administration center in the training of the country blind for rural occupations.
John Henry McAulay

John Henry McAulay, a pioneer in vocational rehabilitation of the blind, died recently at the Baker Veterans Administration Hospital, Martinsburg, West Virginia. He was fifty-nine years old.

Despite total blindness caused by an accident during his college days, Mr. McAulay served as a specialist in the Vocational Rehabilitation Department of the U.S. Department of Health, Education and Welfare from 1942 until 1953, when he retired because of Parkinson's disease. His major work was in touring industrial plants to identify jobs that could be filled by blind persons, and in training members of state rehabilitation agencies. His book, Vocational Schools as Training Facilities for Blind Workers, was published by the American Foundation for the Blind in 1954.

Born in Baker, Oregon, Mr. McAulay studied mechanical engineering at the Universities of Washington and Cincinnati. The accident that cost him his sight occurred while he was repairing a refrigerator during a vacation from the latter university. Although he was required to abandon his studies, he became a consulting engineer as a result of his three years' work at the two universities. In 1937 he returned to the University of Washington to take special courses in vocational training for two years. Before going to the Department of Health, Education and Welfare, he served with the Washington State Employment Service in the vocational placement of blind persons.

Loaiza Cordero

Miss Loaiza Cordero, founder and first director of the Institute for Blind Children, in Puerto Rico, died on November 14, 1957, at the age of seventy. Death occurred at her home in Rey after an illness of several months.

Miss Cordero became blind suddenly in 1916, when she was a teacher of Spanish literature in a high school. Friends offered her assistance by scholarships and otherwise to attend Perkins Institution, where she remained for two years. Returning to Puerto Rico in 1919, she immediately began to arrange for the opening of classes for the education of blind children, the first such classes in Puerto Rico. The Department of Education appointed her officially as the teacher, and in September 1919 the first classes opened under her instruction, in a corner of the dining room of the Insular Asylum for the Blind.

In 1934 Miss Cordero, due to ill health, relinquished her position as director of the growing school, and was succeeded by Mrs. Mercedes C. Verdiales. Her influence and inspiration continued until her death.

The school became known officially in 1952 as the "Instituto Loaiza Cordero de Niños Ciegos," in honor of its founder.

The director of the school, since 1956, is Miss Celsa C. Alonso, who previously had been a social worker for the school.
THE NEW OUTLOOK FOR THE BLIND

VOLUME 52 MARCH 1958 NUMBER 3

M. Robert Barnett, Editor-in-Chief
Howard M. Liechty, Managing Editor
Margaret M. Fay, Circulation Manager


CONTENTS

Letting the Client Judge ..................... J. Arthur Johnson and Martin Dishart 75
Attitudes Toward the Blind and the "Integrated" School ..................... Robert R. Rottman 78
Rehabilitation Centers—An Appraisal ..................... Nathan Nelson 82
Changing Attitudes Toward Employment of the Blind ..................... Melvin J. Maas 86
APH Announces New Braille Printing Process;
Marks 100th Anniversary ..................... Finis E. Davis 92
Sir John Fielding ..................... Nelson Coon 95
Editorially Speaking ..................... 97
Letters to the Editor ..................... 99
Not Fish, Not Flesh, Just Poor Red Herrings ..................... 101
Hindsight ..................... 102
Research in Review ..................... 104
Current Literature ..................... 105
Book Reviews ..................... 107
Captain Brown Award to Sharon R. Cromeenes ..................... 109
New York Commission Seeks Business Manager ..................... 110
Classified Corner ..................... 111

Published by the AMERICAN FOUNDATION FOR THE BLIND
"While they were saying among themselves 'It can not be done' it was done."

—Helen Keller
Letting the Client Judge

J. ARTHUR JOHNSON and MARTIN DISHART

Services of the Columbia Lighthouse for the Blind include an eight-week “evaluation and adjustment program.” The Lighthouse felt that maximum effectiveness of any service program must include self-examination and attitudes which seek self-improvement. Accordingly, the Lighthouse subjected its own evaluation and adjustment program to an evaluation by the most qualified of judges, the clients themselves, in terms of how they personally benefited from the program.

This follow-up survey was conducted through private one-hour interviews with each of seventy-five clients who completed the program between April 4, 1955, and January 1, 1957. A questionnaire was utilized which contained categorical and “open-end” questions, the latter designed to encourage opinions and criticisms of any aspect of the Lighthouse program. Suggestions for these questions came from various staff members of the American Foundation for the Blind and the research staff of United Community Services in Washington, as well as from Lighthouse staff members. Interviews were conducted in the same room and followed the same pattern with each client. Clients were assured that their names would not be included in the report and their identities not disclosed, even to the Lighthouse. Further frankness seemed elicited by the fact that the survey was conducted by a “neutral” person, one of the present writers, who at the time did not know any of the clients or the Lighthouse staff.

Each client was frankly told that the Lighthouse needed his help in its desire to improve the program for future clients. All of the clients seemed to accept this true explanation eagerly, and, even those who were most critical, were anxious to help the Lighthouse help other blind people. The interviewing method might best be described as maximally permissive and minimally directive.

Specific objectives of the survey were:
1. To determine to what extent the clients felt that the program helped their adjustment and improved their performance of necessary everyday skills.
2. To follow up their employment status.
3. To determine what our clients think of the program, and to improve and strengthen it wherever possible, based upon the information obtained from the clients.

4. To give our “graduated” clients tangible evidence that the Lighthouse’s interest in them does not end with the evaluation program. For example, an expressed need by many clients resulted in the establishment of a “social group” for them which included group counseling and social activities.

**New Skills Assessed**

Each client assessed his own self-improvement by indicating new skills he had learned (for the first time since blindness) during the program and utilized since leaving the Lighthouse. Following are some of the results which greatly helped the Columbia Lighthouse assess the long-term effects and relative values of the various parts of its evaluation and adjustment program.

Fifty-five per cent of the seventy-five clients stated that they learned and used one or more of the “travel” skills taught during evaluation. The sixteen skills specified included cane travel, traveling alone, use of stairs, busses, elevators, escalators, and revolving doors, crossing the street alone, locating street addresses, and flagging one’s own cab. It is interesting to note that 40 per cent of the clients said they felt greater self-assurance while holding the white cane.

Fifty-five per cent of the clients surveyed said they learned and now use one or more of six home repairs skills taught during evaluation. Such skills included the use of hand tools, measuring with a ruler, and refinishing furniture.

Communication skills, such as dialing a telephone, typing, and the many applications of braille, were specified as learned and utilized by 36 per cent of the clients.

Only 16 per cent of the seventy-five clients utilized their crafts skills in actual home production. However, this 16 per cent included 13 per cent who received an income from their home crafts; and it was the only source of income for 8 per cent of our clients. These results suggest that the Lighthouse eliminate crafts from the program of those who are unlikely to use it and intensify the instructions for those who might earn a living from it.

The learning and utilization of one or more of twenty-four home economics skills were claimed by 48 per cent of our clients. These skills included sweeping with a broom or vacuum cleaner, storing and identifying clothes, washing clothes by hand or in a washer, ironing clothes, shopping for food alone, frying, cooking, and broiling foods, preparing fruits and vegetables, setting the table, and serving one’s own food.

Sewing skills included threading a needle and sewing with it, sewing buttons, darning socks, and making or repairing clothes with a sewing machine. Forty-five per cent of the seventy-five clients said they learned one or more of these skills at the Lighthouse and put it to use since “graduating.”

New social eating skills were claimed by 36 per cent of the clients. These skills included cutting food, buttering bread, pouring coffee and adding sugar and cream, and eating in restaurants and with friends at their homes.

The seventy-five clients were asked their opinion about the length of the eight-week program. None of the clients thought it was “too long.” It was considered “too short” by 46.7 per cent of them and “just right” by 50.7 per cent; and 2.6 per cent had no opinion about it.

With the exception of two clients, the fifty-eight Negro and seventeen white clients expressed no dissatisfaction with the complete racial integra-
tion in the Lighthouse program. One of the two dissenting clients was against integration, and the other said there should be “more” although he couldn’t say how. It should be noted that there were no indications of any racial tensions among the seventy-five clients at any time.

It was thought especially desirable to learn the clients’ feelings toward the program. This was done by asking them such questions as, “Did the evaluation program help you?” “How?” “Wasn’t there something else that could have helped you?” and “If you could make any changes in the evaluation program, what would they be?”

Sixty-eight, or 90.7 per cent, of the seventy-five clients said they had been helped by the program and stated specific proofs. The remaining 9.3 per cent said they had not been helped and gave specific reasons. However, three of the seven persons in this group said that although they personally had not been helped, they would recommend the program if a friend were to become blind. The main reasons these seven clients gave for not having been helped were previous knowledge of the subjects taught or sufficient residual sight (even though legally blind) to make them consider some subjects, like cane travel, unnecessary. Better initial screening and better orienting explanations of the purposes of each subject have dealt with this problem and resulted in increased motivation.

Perhaps of even greater significance than the quantitative information gained from our clients were their many constructive suggestions to improve our services. Already the program has incorporated many of these ideas.

One is the greater utilization of actual production jobs for evaluation purposes. Greater interest and consequent motivation has resulted from evaluating clients in several different working situations, such as in manufacturing plastic mats and in using power machinery to make furniture.

Suggestions from many clients resulted in our greater emphasis on “tailoring” the program to help each client reach his individual goals. Requests from a majority of the seventy-five clients resulted in the “social group” mentioned above with social activities and group counseling.

The objective of the counselor and each group is to bring participants to a realization that at best the Lighthouse is a sheltered environment, and that the individual client can find outlets for his interests elsewhere in the community.

This group is handled by the psychologist, and the participants know that they are free to discuss problems in strict confidence. Frequently, however, they agree that for the staff to know might benefit other groups and some of the things they discuss are brought to staff meetings.

The counseling group proved so beneficial that it has since been made a regular part of the Lighthouse’s adjustment program. The Columbia Lighthouse will continue its follow-up survey on a permanent basis.

REFERENCES RELATED TO THIS INTERVIEWING METHOD:

Attitudes Toward the Blind and the “Integrated” School

ROBERT R. ROTTMAN

Everyone, or almost everyone, agrees that a blind child cannot best be educated primarily through visually-oriented teaching procedures and materials. Not everyone agrees, however, that a blind child should not be educated in a public school where teaching procedures and materials are, for the most part, visually oriented. Many hold that blind children can and should attend public schools, with teaching procedures and materials adapted, supplemented, or substituted, as necessary, by a special teacher provided them by the school district for that very purpose.

The rationale for this type of “integrated” or “resource” program is the benefits to be derived by the blind child from working and playing with sighted children in a sighted school community. The blind child is to live in a sighted world when he leaves school, it is contended. Therefore he should begin from early childhood to adapt himself, as one without sight, for life in this world which does not exact extra-visual adaptations from the vast majority of its citizens, nor even, truth to tell, fully welcomes them from its blind citizens.

In an integrated school setting the blind child is expected to achieve academically, within the limits of his individual ability, on a level with the other pupils in the school. He is to work, play, fight, and group with them on a basis of complete equality, with the exception, of course, of a bare minimum of actual physical limitations imposed by blindness.

A position of equality, based on achievement, has not yet been generally accorded the adult blind in the sighted world of yesterday and today. Attitudes toward the blind have ranged from disgust to pity to open-mouthed wonder, but only rarely has there been acceptance of them as competent, responsible fellow-citizens. Many persons are willing to help “the blind” with money or, less often, service on their behalf. Few acknowledge the ability, much less the responsibility, of the blind adult to provide for himself. Fewer allow him this opportunity when it is within their power to do so, as is the case with the employer. As far as we have progressed in our thinking about and behavior toward blind adults, our society is not yet an integrated setting.

It is hardly necessary to picture the results such “charitable” discrimination on the part of sighted persons might tend to produce in the self-concept and the behavior of blind adults. It is equally needless to suggest the even more destructive effects the attitudes cited above could have on the developing personality of a blind child if they prevailed in his school community. Fortunately, this danger is recognized by advocates of the integrated program,

Mr. Rottman is the resource teacher for blind children in the Decoto (Calif.) School District.
and much attention is given, in setting up such a program, to the "climate" of the school where it is to be instituted. A favorable environment—the acceptance of the blind children on a participating basis by administration, teaching staff, and sighted children—is considered a prerequisite for the success of the plan.

A completely favorable environment from the very beginning is a little too much to ask of any school, however. Most administrators, most teachers, and most children have had no direct contact with blind children or blind adults prior to the admission of blind pupils to the school. The entire school population, therefore, with the exception of the resource teacher and the younger children, can be expected to possess the same range of attitudes toward the blind and the same collection of stereotypes common to society as a whole. These concepts held by teachers and administrators may lead them to define for the blind child in their school a role different from that of full participation on a basis of equality. They may want to protect him from physical injury by barring him from playground activities and equipment. They may want to assign him a permanent guide and companion so that he can "get around with the others." They may want to send him to the resource teacher every time a non-listening activity takes place in the classroom "so he won't be wasting his time." They may even go to the opposite extreme and keep him in the classroom for everything without exception, but let him sit through certain activities in which they will not include him, but from which they hope he might "get something anyway."

Advocates of the integrated program for blind children make it quite clear, though the point is not often emphasized in just this way, that the public school setting cannot be a duplicate in miniature of the world around it so far as attitudes toward blind persons are concerned. The climate of an integrated school must rather be a more accepting one, a more enlightened one. It must necessarily be a more structured one, in that attitudes commonly held by people in general must here be modified.

The modification of long-standing attitudes is not a simple task. The creation of the "right" atmosphere is likewise an achievement more easily recommended than defined, more easily defined than accomplished. Yet the right atmosphere must be present if the integrated program is to achieve its ultimate purpose, which is not the mere joint occupancy of a building by blind and sighted children, not the thrusting of blind children at an earlier age into sighted society, with all its misconceptions and discriminations, but the provision for blind children of a successful educational and social experience in an accepting seeing group, in order that these blind children may gain confidence and competence to enter the world of seeing adults on a basis of equality, even though their full participation may not be expected nor readily accepted.

**Concept of "Matter-of-Factness"**

What attitude is it then which must prevail in the school where blind children attend? Is there any one attitude which staff members can strive to attain, and which the special teacher can aid and encourage them to attain, which will allow the blind children participation on a basis of equality, yet neither neglect nor unduly emphasize their special needs? Perhaps such an attitude could be called "matter-of-factness."

Matter-of-factness implies several things. It implies first of all that the
right of the blind children to be in the school is not questioned. Their enrollment is not regarded as experimental, conditional, or the result of conscious altruism. If anything, administrators and teachers ask themselves “Why shouldn’t blind children attend here?” rather than “Why should they?” Blind children, like seeing children, are pupils because they need an education. Teaching adapted to individual needs is a natural outgrowth of the acceptance of all children to be taught.

Matter of factness implies that a blind child’s entrance into a class does not cause a noticeable ripple in the stream of classroom activities. The teacher does not make a special announcement to the class informing them of Johnny’s blindness and exhorting them to “help him all you can.” It takes only one or two such exhortations to give the sighted children a proprietary feeling about Johnny and make him a class project rather than a classmate. Instead, questions about Johnny’s inability to see or his special materials should be answered, often by Johnny himself, as they come up. Such questions are natural on the part of children and can be answered in such a way that blindness becomes a mildly interesting but hardly puzzling or pitiable phenomenon. Johnny, in his participation in classroom activities, will soon show what he can and can’t do without assistance, and only after assistance is clearly demonstrated to be necessary should it be given, without a great to-do on the part of teacher, sighted assistant, or Johnny. By the same token, Johnny’s ability to do things for himself should not be eulogized or watched with wonder, but taken as an expected matter of course.

The special teacher—frequently known as the resource teacher—should be used as a resource, to obtain information and help in adapting classroom activities so that they may be done in class by the blind children. Although the resource teacher does teach the blind child certain tool subjects such as beginning reading in braille and beginning number work, and does assist with special problems such as difficulties in traveling alone, she is not a partner, strictly speaking, of the regular teacher, and should not be called upon to handle discipline problems in the classroom or to assume other responsibilities normally assumed by the regular teacher in the case of sighted children. Matter of factness means that the classroom teacher takes as a matter of course a range of behavior and learning differences in the class as a whole, including the blind child, rather than singling the latter out for special attention or ignoring unacceptable behavior or failure to meet academic standards because he is blind. He is one of her pupils, and she consults the resource teacher about him, as she might the nurse about a health problem or the psychologist about a case of emotional disturbance, only in regard to problems stemming clearly from his blindness.

Resource Room Benefits in Creating Confidence

On the part of the resource teacher matter-of-factness is perhaps the greatest builder of confidence in the blind child, who cannot help but notice his difference and wonder about it. The very fact that there is a resource room and someone to assist him in meeting the requirements of the class implies several things to him. Perhaps the most important of these is that his blindness is not unique, that the school is familiar with it and expects the pupil population to number blind children among its members. He learns that blindness requires special tools and methods and that such tools and
methods exist, and are adequate in meeting his needs. A resource teacher who does not maintain an air of matter-of-factness, of naturalness, of understanding but somewhat businesslike helpfulness, may destroy some of the good done by the existence of his room by subtly or not-so-subtly letting the blind child know that he is, after all, a special problem, a child who is vastly different from other children and who, consequently, occupies a peculiar position in the school and cannot consider himself on a par with the others. It is not the denial of difference that is needed, but the denial that difference prohibits equal participation and equal status in the general group. A resource teacher who seems to concentrate on getting things done, with his subtle implication that doing things is completely natural to one who is blind, helps in establishing the latter type of denial in the mind of the child who is blind and the teachers and children who are not. His matter-of-factness can help to counteract a tendency on the part of other staff members to regard the blind child's success on the playground or in the classroom as something marvelous of itself, or something wrought by the peculiar magic of a gifted specialist.

The administration manifests its matter-of-factness by its “calculated negligence” — that is, by failing to prescribe protective rules and restrictions for the blind children in the school. Blind children are not forbidden to use playground equipment, do not have their lunches brought to them, are not exempted from staying after school, are not granted special transportation facilities unless they live far away from the school, and, in general, are not “legislated” for or against within the school. Likewise, the resource teacher for blind children is expected to do neither more nor less than other staff members beyond her teaching duties.

How can the type of matter-of-factness discussed in this paper be instilled into a school system? Can there really be a wholesale forgetting of stereotypes about blindness and a cessation of pity, wonder, and the urge to shelter and protect? Can an administration and a teaching staff suddenly find blind children in their school and take the fact without discomfort, apprehensiveness, or a certain doubt about their ability to meet the challenge? The answer to this depends to a great extent on the resource teacher, who is looked upon by the school personnel as an “expert” in the field of blindness, and from whom both administrators and other teachers tend to take their cues in regard to their treatment of the blind children. Acquaintance with other programs, and with other individual differences, can help, but it is the resource teacher, generally, who influences the attitudes of the staff to any real extent. His matter-of-factness, as manifested in an obviously sincere belief in the right and the ability of the blind children to function in the regular classrooms, and in an air of getting down to business, “with no nonsense,” to place them there can set the tone of acceptance from the beginning. His calm conviction about the needlessness of special rules, when and if the subject comes up, can do a lot toward preventing them from being established. His obvious assumption that the child “belongs” to the regular room and is the responsibility of the regular teacher, rather than a visitor from the resource room, brings home to the regular teacher that this is indeed the case.

It is not by the drawing up of a list of principles, nor even by verbal expression of these principles, that the resource teacher encourages the development of the “right” atmosphere in the school. It is rather by the more...
subtle communication that emanates from his own attitudes, from his own expectations, his own lived conviction that the full participation of a blind child in the activities — academic, recreational, and social — of the school is the most natural thing in the world, that this is the meaning of integration. If he can communicate this in his dealings with administration, regular teachers, other members of the school staff, and children, then the purpose of the integrated program stands a good chance of being realized.

Rehabilitation Centers

An Appraisal

NATHAN NELSON

In the fall of 1956, in connection with a study sponsored by the Office of Vocational Rehabilitation, I visited fourteen major rehabilitation centers in the United States and Canada. The purpose of the study was to find the answers to certain questions which are of greatest moment to vocational rehabilitation. The findings will be stated in due time in formal reports to the Office of Vocational Rehabilitation. Meanwhile this preliminary report will present a few facts and some insights of intuitive conclusions which may add significance to the facts.

The principal problem facing rehabilitation centers can be stated easily enough: They simply do not get enough business.

The major centers have accepted the most modern rehabilitation theories and techniques. They evaluate and treat "the whole person" by "the team approach." Their plants are well designed and adequately equipped to meet the client's needs. Their professional staffs are competent, resourceful, and dedicated; yet their services are not eagerly sought after. It saddened me to see the small numbers of disabled persons served and the unfavorable financial circumstances of our largest centers. The average in-patient census of those visited was about thirty. The deficits averaged about one-fourth of their total costs.

Some Pertinent Questions

My first question is this: Why are these excellent centers not more used?

The study attempted to get part of the answer to this question from the state vocational rehabilitation agencies, a consumer group which might logically be expected to be a large user of rehabilitation center services. The forty states which responded to our questionnaire estimated that they would be spending somewhat over two million dollars for such services in 1957. This is about the cost of operating just two of our largest centers. Obviously, the purchases made by the state agencies will not go very far toward covering the costs of the numerous centers all over the country.

The state rehabilitation agencies esti-
imated that they would spend, on the average, about 9 per cent of their case service budgets on rehabilitation center services during the 1957 fiscal year. Why not more?

The prevailing reasons given may be expressed in the relationship between low state rehabilitation budgets and the high cost of center services. Secondary reasons were those implied in two interrelated facts: (a) rehabilitation counselors lack familiarity with center operations, and (b) the centers lack understanding of state vocational rehabilitation objectives. Neither group—centers or state agencies—is able to accept the goals and the limitations implicit in the other's rehabilitation program.

Another part of the study shed some light on this question: What kind of center do state agencies use most? The Eastern ones were asked what percentage of their income comes from state rehabilitation agencies. The answers ranged from less than one per cent to nearly 100 per cent; but the centers responding clustered into two distinctly different groups. The majority received a small proportion of their total income from this source—from one per cent to 8 per cent. A considerably smaller number received a relatively large part—from 25 per cent to nearly 100 per cent. On analysis it appeared that the majority group was made up of medically oriented centers. It was the vocationally oriented centers that enjoyed large-scale patronage from the state rehabilitation agencies.

Since the passage of the Wolverton Amendments to the Hill-Burton Act, the distinction between these two types of centers has become somewhat obscured, since in order to qualify for a grant a center must have vocational services as well as medical, social, and psychological services. But the only specific requirement on this point is that the center have a vocational counselor and a prevocational unit. Technically, a center needs to be only prevocationally—not vocationally—oriented to receive Hill-Burton funds.

It may be useful at this point to discuss the characteristics of vocationally oriented centers. The four that had the largest proportionate income from state rehabilitation agencies had vocational training programs. The group that had the next largest had rehabilitation workshops. In vocationally oriented centers the leader of the team is usually a lay director who has a vocational or industrial background; in medically oriented centers the leader of the team is usually a physician.

Keeping in mind that the vocationally oriented center is populated with patients who have passed the more active phase of medical care, we may state the characteristics of such a center as follows:

1. The goals of the center program are primarily vocational.
2. The center has a vocational training program, or a rehabilitation workshop, or both.
3. The leader of the team is a professional person with a vocational or industrial background.
4. The vocational objective is selected or approved by a field counselor not on the center staff, who places the client and conducts a follow-up.

It is this kind of center that is getting the bulk of the business of the vocational rehabilitation agencies. In so stating I do not mean to imply that this is as it should be. I merely point out some facts which centers may wish to consider in their planning.

Prevocational Unit Services

One criticism of the centers which was implied in some of the comments...
appearing on our questionnaire replies, and also given me orally by state rehabilitation people, was that the centers are not realistic. This is a charge which it is very difficult to evaluate. The center reports have a great deal of material on services rendered; but few studies of the effectiveness of services take into account the client's history after leaving the center. One such study, by the Institute of Physical Medicine and Rehabilitation, in New York, revealed that only half of the clients served were making maximum use of their abilities after leaving the hospital.

Another charge, in similar vein, was heard repeatedly: that the gains achieved by the center are lost to the client when he returns to his home community. These and other problems need study.

Rehabilitation centers, both the vocationally and the medically oriented, are trying to improve the precision of their vocational diagnosis by means of prevocational—or work evaluation—units. The development of these units and their inclusion as a Hill-Burton requisite has created a great deal of interest in the definition, scope, and function of these units. For this reason I studied eleven prevocational units in Eastern rehabilitation centers. The results indicated that the state rehabilitation agencies used prevocational services more, percentage-wise, than they did the other services of the center.

The prevocational unit undertakes to render services of vocational value in anticipation of vocational training or employment. These services may be classified as (a) diagnostic and (b) developmental. With the diagnostic services rendered by these units I was favorably impressed. I was less enthusiastic about the development services. It was my impression that not a great deal can be done in the development of work habits, work attitudes, and work responsibility in two or three weeks spent in a prevocational unit. It seems to me that the developmental or adjustment aspects of prevocational services can be handled better in a rehabilitation center that has an adjustment workshop—or in an adjustment workshop situated elsewhere.

The diagnostic aspects of prevocational units seem to present the greatest potential for the future. These newer units are called “occupational evaluation laboratories.” Here the most significant development is “reality testing.” Reduced to its simplest terms, reality testing presumes that one way to find out if a client has potential to do something is to let him try to do it. Two approaches to this method of tryout were observed: (a) Work samples are set up and the client is tried out progressively on a number of activities; or (b) A work situation or a work simulation situation is set up and the client is tried out on a range of activities within that situation. The principal aim of the work method is to pinpoint vocational aptitude, whereas the work simulation method attempts to predict more general types of work capacity. The importance of these methods of reality testing to vocational rehabilitation is that clients who have shown relatively little capacity on formal psychological tests seem at times to do well in reality testing situations. It is my belief that the occupational assessment laboratory may develop into a significantly different and important diagnostic tool.

Concerning Costs and Prices in Operation of Centers

Since the costs of rehabilitation center services seem to present problems to consumers, data on fees and costs of operation were developed with reference to the centers visited. The data verified the oft-repeated statement that
no privately operated rehabilitation center is able to operate without a deficit. Rehabilitation center services were priced in several ways:

1. By charges by modalities
2. By charges for treatment visits
3. By charges by time interval
4. By reimbursable costs per diem rates
5. By negotiated per diem rates
6. By lump charges for groups of services (package deals)

Although complete ranges of prices were computed, it is not valid to compare these rates without considerable understanding of the services that go into them. I believe, however, that consumers should be willing to pay for center services on a reimbursable-cost basis. The rates of medically oriented comprehensive in-patient centers varied from about $24 to $30 a day. The rates at vocationally oriented in-patient centers were about one-third as much. The charges for comprehensive total evaluations varied from $150 to $250.

It is estimated that about 75 to 85 per cent of center costs arise from payments for professional services. If costs are to be curtailed, it must be done by more efficient use of personnel. But current rehabilitation center thinking supports the use of more personnel. The rehabilitation team grows ever larger.

Another factor that increases cost is the tendency of the centers to use the team to repeat diagnostic procedures previously done by others.

“Team Approach” to the “Whole Person”

I think the time has come to take a second look at the rehabilitation team. Everyone will agree that cooperation between professional persons handling the same patient is essential. But do we have to do it by time-consuming staffings with everyone remotely related to the problem at hand listening to lengthy dissertations by each member of the team? If a professional worker does not have the answer to a problem in his area of competence, how likely is it that he will get the answer from a professional worker in some other discipline who knows less about it than he does? It seems to me that at times when we do not know the answer to a problem, we call in two more people who know even less about it than we do. Then, if these two cannot help, we call in more who know even less than the first two. Thus, we have a progressive pooling of ignorance. If this pooling of ignorance fails, we figuratively take a vote. This may be democratic, but does it achieve professional goals? I should like to suggest that no worker be called into a case conference unless his knowledge or skills can contribute to a solution of the particular problem at hand.

I should also like to say a word about “the whole person.” I think every client needs to be considered as a whole person and not several whole persons along the course of rehabilitation. If after he leaves the hospital where he is considered as a whole person he goes to the center which starts all over again to consider him as a different whole person, and then goes to an agency which considers him as a third whole person, and then goes to an employment agency which considers him as a fourth whole person, what happens to his “wholeness”? He is in danger of becoming, not schizophrenic, but—if I may coin a term—“quadrophrenic.”

This brings me to my final questions. What is the role of the rehabilitation center? Is it the whole rehabilitation process? If so, what is the role of the state rehabilitation agency, of the workshop, of the employment service, and of the casework agency? If not, does it contribute to the whole process all along.
the way, or is it an intermediate link in the rehabilitation process? If it is an intermediate link in the process what is it competent to achieve as an intermediary? How should it relate to what comes before it and what comes after it? Do we need a large isolated center team or do we need a smaller integrated community team? And can the rehabilitation center or a small integrated community team do the job of helping the disabled person achieve the highest state of ultimate well-being in every possible respect?

I believe that the rehabilitation centers—and rehabilitation as a whole—will advance as the professional workers develop the skills and knowledges necessary for the accomplishment of their defined tasks. I do not believe we can get more out of a team than the knowledge and skill that goes into it. It is essential that we evaluate the somewhat magical claims made by us for us. Fundamental to a professional approach is a recognition of our limitations. When we have made that recognition, we will know what we have to learn.

I think we have passed through the first phase of rehabilitation center development—the evangelical. The promoters, the dreamers, have done their job and done it well. Now we must learn how to make the dreams come true. We must test our old methods, develop new methods, and teach the methods that we know work. For this we need research both in educational institutions and in operating programs. Most of all we need a willingness to face our problems squarely. To the extent that we do this, we will learn and progress. When we do this, we will discover what each of us can do best to help the disabled person rehabilitate himself.

**Changing Attitudes Toward Employment of the Blind**

When asked to talk to you on "Changing Attitudes Toward Employment of the Blind," I was a bit surprised to find that there was very little readily available information on the subject. We have gone along for some years on the assumption that the blind were getting a better chance at jobs today than they were, say, ten years ago. With the general acceptance of all handicapped workers on the increase, we just took it for granted that such was the case with those of us who have lost our sight.

I had little time to prepare for this address, but to get some sort of picture of the situation as it exists today, we sent out a brief questionnaire to state agencies who provide services for the blind. Only thirteen states had an-
answered before I left Washington to come out here to speak to this gathering. So with only a third reporting, if you are still somewhat in the dark after I conclude my remarks, I must say I can’t blame you.

My data give no full picture of the situation from which scientific conclusions could possibly be made. But I believe the answers to our questionnaire do establish several basic facts. These are, in my opinion, as follows: In some areas, no material gains in employment of the blind have been noted. In other areas, observers believe the blind have suffered even greater loss of job opportunity than they enjoyed a decade ago. In a third area, notable gains are claimed. So it is clear that it is impossible to note a massive trend in one direction or another.

One of our informants came up with a thought I consider a tremendous challenge and I pass it on to you for your consideration. It was contained in a report from the Florida Council for the Blind. Down there they see a significant favorable change in the attitude of private employers toward employment of the totally blind. They say the change has been gradual and relatively recent—during the past five or six years. But the trend is toward acceptance of the well qualified blind and they stress the phrase—well qualified. This, they say, is not reflected in any special industry but is quite general. They credit this gain to one important thing: that is, the ability of the vocational rehabilitation staff to sell the employer on the idea that selective placement is a scientific, professional approach and a thing entirely apart from any sentimental considerations. The Florida Council contends that any definite improvement in the opportunities for the blind in industry is the direct responsibility of the professional rehabilitation counselor and that any future improvement will depend mainly on his efforts. It seems, from my own observations, that there is much truth in this contention. I might add that I feel there is also a need for improving the competence of placement workers serving the blind. Some states are badly lacking in this respect and others need to bring their techniques and perspective up to date.

The reports indicate several encouraging conditions. In several areas there are more blind persons being employed as school teachers. In the past few years, the President’s Committee on Employment of the Physically Handicapped has held meetings with top leaders in the public education field. They have been unanimous in their personal feelings that there should be no discrimination against blind persons as teachers. We have informed them of documented cases where blind men and women were being discriminated against and they have assured us they would investigate these cases. This has been no large hiring program, but it is highly significant that many blind teachers are now successfully conducting classes each day with distinction in schools in some areas. May their accomplishments help to open more teaching job opportunities for other sightless men and women!

Another encouraging note comes from Montana. A report from the State Department of Welfare cites a marked change in attitude toward the blind in small industry. Most important, the report says, it is now much easier to sit down with employers and discuss possible employment opportunities for the blind than it was ten years ago. The continuing educational program of the President’s Committee, the Governors’ Committees in all states, and the hundreds of community committees in cooperation with rehabilitation and employment specialists has been, to some extent, responsible for this lessening in
employer resistance. Montana refers to what they call several “unusual” placements of the blind — a public school teacher, a partly sighted nurse and a physicist with partial vision.

Several of the reports hit a most ironic note. They indicate that during World War II it was an easy thing to place blind people but that after hostilities were over, the old difficulties returned. Another report said that blind people are accepted in certain industrial plants but, generally, are at the bottom of the ladder in seniority when a layoff comes around.

Another interesting condition was noted by the Public Welfare Department in New Hampshire. No great increase in acceptance of the blind was reported but they did feel that the greatest successes have occurred when dealing with employers who have been exposed to what they term “big city” or industrialized state programs for blind people. Here again we can see that education of employers is the basic goal.

Nebraska sees no great changes in the last ten years with the exception of the field of self-employment. Many blind people have become self-supporting in Nebraska in various types of agricultural activity, including many livestock occupations.

Texas also notes greater opportunity for blind persons in self-employment. Vending stands, snack bars and cafeteria-type operations are giving many sightless workers an opportunity to earn a good living. Sheltered workshop employment is also increasing as many of the Lighthouses in Texas are changing over to subcontract work.

I do not wish to sidestep another revealing comment in the reports. In the areas covered, there seems to be less than an ideal situation in certain federal establishments concerning employment of the blind. I do not wish to embarrass any one installation, but it is apparent that certain federal agencies accept blind workers and others do not. I am going to look into this matter in close consultation with H. Burton Aycock, chief, Services for the Blind, OVR, and Mary Switzer, director, Office of Vocational Rehabilitation, to see if a more uniform and favorable policy can be put into effect throughout the federal establishment.

An encouraging note in this connection comes from a state I will not mention. They cite recent changes in federal regulations which have opened entirely new possibilities for blind persons. But they also note that while many have been placed in Civil Service positions for years, blind people still find it difficult to find work in municipal services or public schools. Placement in public school systems in this state is termed, and I quote, “virtually impossible.”

What I have outlined is the gist of the information we have received during the past few weeks. As I said in my opening remarks, it lends itself to nonscientific conclusions. It shows some improvement, continuing resistance and some retrogression.

But the undercurrent seems to be that blind people are receiving more consideration and more acceptance in areas where employers are coming out from behind a haze of old prejudices and where strong, dynamic programs are in operation to point up the abilities of blind persons.

For our part, the President’s Committee accepts the challenge. We shall continue to do our utmost to increase this necessary awareness on the part of employers. We will urge all Governors and community committees to do the same. I am sure that our combined efforts will continue to open new doors of job opportunity to blind people and all handicapped people in years to come. It is my aim and my goal.
Why Popular Music for the Blind?

ROBERT M. SHERMAN

Though most of the material for this paper comes from personal experience in the field of popular music and from the experience of others in this field whom I have known, some of the information pertaining to successful blind musicians comes from the book Guide to Jazz by Panassie and Gautier.

My experience in popular music began while I was still a student at the Washington State School for the Blind, with the organization of a little dance orchestra which, under the wise guidance of our faculty and superintendent, became one of our school's outstanding activities. Lively participation in this little musical group perhaps more than anything else led me eventually to the study of serious music. Had it not been for the opportunities for work afforded by popular music, it would have been impossible for me financially to have earned my B.M. degree from the Portland, Oregon, School of Music. And for the next ten years after college it was popular music together with piano tuning and teaching privately that supported me and my family.

My success in popular music has been equaled in varying degrees by some forty to fifty visually handicapped people in the Northwest over a period of twenty-five years. It is my belief that this number, whether they use their music professionally or socially, could be greatly increased, if students who wanted to play dance music were taught and encouraged with this field in mind. All too often many students have been turned away simply because they could not or would not learn music in the orthodox manner. Some of these so-called failures later became self-supporting, earning up to $100 a week playing popular music. I was dropped from our music department several times because I was not ready to learn to read notes; and I probably never would have studied music again if it had not been for our music appreciation classes and the above-mentioned dance orchestra. The musicians' unions of the country have many members who cannot read a note of music. Nevertheless, these people are earning part, and in some cases all of their living playing for dances, radio programs, etc.

What is popular music? Though this may not be an exact quotation, I once heard Dr. Sigmund Spaeth say that popular music is music that is popular. For the purposes of this paper, the term "popular music" is meant to include the various types of our American dance music such as jazz, Dixie, swing, Western music, be-

The author of this paper is instructor of music at the Washington State School for the Blind, at Vancouver. The paper was originally read at the meeting of the music committee of the AAWB, at that Association's convention in July, 1957.
bop, progressive music, boogie woogie, rock 'n roll, oldtime square dance music, or any other form of light music which can be used for entertainment either socially or professionally.

A most important factor for success in the entertainment field, as in any other field, is the person's ability to adjust to and work well with other people. He must come up to the sighted entertainer's standards of poise and good grooming. Unless he does, he will find it hard going no matter what he chooses to do. The training in personal relationships should of course begin in early childhood. It goes without saying that the musician who is well trained in classical-serious music, with courses in harmony, counterpoint, orchestration and a good technical command of his instrument or instruments, will have an excellent chance for success. However, there are many musicians working today who have had little or no formal musical training. One of the most important essentials of this business is the musician's ability to "fake"—play by ear. This ability to fake can in many cases be improved with practice. Another "must" for the would-be musician is a repertoire of 300 to 500 pieces. Some of them can be standards, some of them can be current hits. He must also be able to learn new music rapidly.

Suggestions for a Training Course

No attempt has been made here to outline a full course in popular music. However, here are a few points which might be helpful in formulating such a course:

1. All students should have a good foundation in classical music with a good technical command of their instruments.

2. The study of the composition of jazz music with its A, A, B, A phrase, plus its harmonic structure, will aid greatly in the memorizing of this music.

3. The musician should have a knowledge of the various styles of music such as Dixie, swing, bop, progressive, Western, rock 'n roll, Calypso, etc.

4. The musician should be familiar with the various rhythms used in dance music, such as waltz, fox trot, rumba, mambo, samba, Calypso and any other form of dance rhythms used by our professional orchestras.

5. A course in music theory should be given with special emphasis on the chords used in popular music.

6. The system of writing a melody and the chords of a popular piece used by the braille transcription service of the Canadian National Institute for the Blind should be of great help to anyone who wants to keep up with the current hits. This fine work is a step forward for the lovers of popular music. Another step in the right direction is the William C. Handy Library of Popular Music with some of the standard dance tunes published in braille by the Louis Braille Institute of America, Inc. This fine collection of standards should prove to be an indispensable addition to any musician's library.

7. The importance of the "jam" session for training purposes cannot be overestimated. When a group of musicians gather together to play for each other and for their own enjoyment, improvising as they go, they are said to be having a jam session. And it is through this medium that the musician who cannot read gets his real on-the-job training. A residential school for the blind is in a particularly advantageous position to encourage jam sessions. Unfortunately, some of
these schools have been reluctant to recognize jazz as real music, but now that it is being taught in our colleges as a true American art, probably schools all over the nation, schools for the blind included, will begin to teach this subject.

It has been my experience that, contrary to the belief of many music teachers, a course in popular music does not lead students away from classical music. I have had a number of students, who after studying popular music for a while, returned to classical.

Opportunities for Employment

The music business has no barrier of race, creed, color or handicap. All that seems to be required is the ability to produce. In this field perhaps more than any other, the blind man is accepted on an equal basis with the sighted musicians, and he may go as far as his ability and initiative will allow. It is possible for the capable and well-schooled sightless person to work in large bands, as some are doing now: this is the case particularly if he happens to be a pianist, accordionist, guitarist, bass player or drummer. However, in small combos—groups of from two to five musicians—the opportunity for work is practically unlimited, especially for a pianist. The sightless person can, if he has the initiative, work almost as often as he would like, and with practically any instrument.

The electronic organ has opened many new jobs for our musicians in solo work and again in small combos. It is fortunate for us as musicians that these small combos are so popular in the clubs and dance halls throughout the country, and usually the blind musician is more successful when he works with sighted, rather than other handicapped groups.

With the wider recognition of our American jazz music as an art form, it is only natural that there would be a demand for teachers in this specialized field; and the opportunities for success here, too, for the able blind person with business ability, are as bright as in any of the above-mentioned fields.

Though the succession of blind artists' names on the following list has no significant relationship to the order of their greatness, Art Tatum, the foremost jazz pianist, has exerted perhaps the greatest influence on jazz, and piano playing in particular, since the beginning of this art in New Orleans. His recordings are at a premium in the libraries of jazz lovers throughout the world.

Among the earliest artists of jazz whose recordings are collectors' items today are guitar and blues singers "Blind Blake," "Blind Boy" Fuller, "Blind Willie" Johnson, and "Blind Jefferson," first primitive blues singer to have recorded before the birth of jazz.

In addition to the above-mentioned Tatum, other contemporary notables include such names as George Shearing and Lennie Tristano, progressive music artists: Al Hibbler, until recently a singer with Duke Ellington; Fred Lowrey, whistler with Horace Heidt's orchestra for many years; Alec Templeton, prominent pianist and musical entertainer; and many other sightless, eminent musicians too numerous to mention. But the opportunity in popular music is not confined to a few specially gifted persons. Many of our boys were working even during the depression when jobs were hard to find. Some of them have helped earn their way through college by working in dance bands. A good number of sightless musicians today are earning over $400 a month. Many others have used popular music to bolster the pay checks from their regular employment.

Though I have not dealt in this
article with the advantages to be gained socially through popular music, they are too important to pass by completely. Many blind people today are so busy with their musical activities in community service clubs and churches and in bringing pleasure to their sighted friends that they have no time or need to sit home with their radios.

In conclusion, the opportunities afforded by the field of popular music, together with the high degree of success enjoyed by our people on all levels of the music profession, has led me to the conclusion that popular music can and does pay the same dividends to blind musicians as to the sighted. It is possible that further development of a training program in this unrestricted area could bring happiness and financial success to many more students of popular music.

APH Announces

New Braille Printing Process

Marks 100th Anniversary

FINIS E. DAVIS

On January 23, 1958, the American Printing House for the Blind, Louisville, Kentucky, completed its first hundred years of service. The board of trustees and staff of the Printing House have taken this opportunity to announce the development of a new process of braille printing which will make possible the reproduction of small editions at a reasonable cost, and, more important, will make available the almost unlimited choice of textbooks so badly needed in the education of blind children in the widely varying educational situations now employed in this country.

Technically, the new process utilizes the vacuum-forming of plastics, which, of course, is not new to braille. However, instead of making the plastic sheet the end product for reading (which has many drawbacks, such as difficulty of binding the sheets, and unpleasantness to the finger), double plastic printing plates are made, similar to the metal plates used for printing books, and these master plates are then used to print small runs of a desired title. The purpose of this process is to take advantage of the work of the volunteer transcribers who make the original single, hand-transcribed paper copies. The embossed paper sheets brailled by the transcribers are used as the masters for making plastic printing plates, plastic molds being taken of both sides of each sheet which are then fastened in registry with each other to form the male and female printing dies, or plates, to be used just like ordinary braille plates for printing on paper. From there on, standard procedures for the binding of braille books are employed.

Mr. Davis is superintendent of the American Printing House for the Blind.
As can be seen from the above simplified description, the effective use of the new process will require the cooperative efforts of the volunteer hand-transcribers, the schools and classes for the blind, and the Printing House. As planned, the project will work in this manner:

1. The Printing House will undertake to set up a master catalog of all hand-transcribed textbooks, similar to the catalog of hand-transcribed books carried on by the Library of Congress, but it will be limited to textbooks for the twelve elementary and secondary school grades. The public school classes and others who are now using the services of hand-transcribers will be asked to register with the Printing House all of the transcribed texts embossed by the volunteers who work for them. This information will be compiled into a master card catalog, constantly being added to at all times. It will then be possible for anyone in need of a particular textbook not in the regular APH braille catalog to write to the Printing House to see if the book has been transcribed somewhere. If so, the Printing House can ask to borrow the copy for a limited period of time, say a week, make the plastic plates, and print off a copy or two immediately. Such plates would be permanent up to a total of fifty copies, so that future reprints can be made as needed, without having to go back to the original paper copy and make new plates. The Printing House will undertake to store the plastic plates against such requests, just as it now does with the metal plates it produces regularly in its stereograph department.

2. Because the original embossing will be done on a volunteer basis, the cost of the plastic plates will be confined merely to the cost of making the vacuum-formed sheets, etc., which is estimated at between fifteen and twenty cents, as opposed to $1.50 and above for regular metal printing plates. Printing and binding costs will, of course, be a good deal higher than regular Printing House catalog items because of the small editions of one or two copies, as opposed to the larger editions of 150 to 200 or more copies of regular printings. It is hoped, however, that there will be a production cost in the neighborhood of present Printing House catalog prices for larger runs on metal plates.

3. Because the actual manufacture of the books produced, as well as the plates, will be done by the Printing House, the cost of the books will be chargeable to quota accounts.

4. The use of the new process at present will be confined to the manufacture of textbooks (for the school grades only), for which there is insufficient demand to make practical their production according to usual methods. The advantages of the new process are manifold:

   a. The result of the laborious work of each transcriber who produces a single copy of a textbook can be multiplied many times, to the advantage of many children, without having to have the same book retranscribed by hand over and over again.

   b. Each child in a public school class with sighted children can hope to have the same title in braille which is used by his seeing classmates, even though the book in question may not be widely enough adopted throughout the country to make it feasible for press-printing.

   c. A complete catalog of all textbooks available, either hand-transcribed or press-printed, will be available for consultation at a central source at all times.

   d. Books for which a single hand-transcribed copy is available can be reproduced in a short time at a reasonable cost.
e. Advantage can be taken of the federal funds for providing textbooks, so that the hand-transcribers can be released from the onus of re-embossing books by hand, and thereby can work towards the expansion of the catalog of books available.

f. Press-printed titles which have been dropped from the Printing House catalog can be reproduced in small quantities, if needed, if an old copy of the book can be located which is not too worn to make good plates.

In connection with the new process, it should be noted that:

1. If the original embossed paper copy is in one-side braille, as usually is true of hand-transcribed materials, the copies printed from the plastic plates made from this copy will also be in one-side braille.

2. The process is not designed to meet the problem of short runs of original materials in a school plant or library, since the printing and bindery machinery employed are standard, expensive equipment, and because the molding and registry of the plastic plates for printing will require considerable technical skill.

The Printing House takes pride in making the above announcement, and will be contacting the schools, classes and transcribers in the near future, looking to the setting up of the master catalog and implementation of the project as a new service in the education of blind children in the United States through the federal act “To Promote the Education of the Blind.” It is their sincere hope that the advantages and scope of the project will be clearly patent to everyone working in behalf of the education of blind children, so that the Printing House can count on the cooperation of the transcribers and others upon which the plan depends for success.

---

BUY WHITE CANES
Made in Our Workshop with 100% BLIND LABOR

Prices F.O.B. Bedford

Straight Shaft — $15.00 per doz.  
Tapered — $18.00 per doz. 
5% discount on orders 
of one Gross or more. 
Shipping weight per doz. — 7-8 lbs.

We Invite Your Orders

Bedford Branch
PENNA. ASS’N FOR THE BLIND
P. O. Box 572
Bedford, Penna.

Quality White Canes
Curved Handle
Refrigerator White
8” Flame Red Tip
Hard Enamel Finish
Metal Glider Ferrule
18 to 20 Inch Taper
or
Straight Shaft
Made of Ash
Light of Weight
Whatever may have been the accomplishments of many noted blind men in English history, at least a small proportion of them have enjoyed the royal favor of a title. Several men in our own time have been so honored, and in the nineteenth century an American blind man, a former teacher at Perkins, Sir Francis Campbell, was knighted. Certainly one of the most notable awards of a title was in the eighteenth century, when (at the young age of forty) John Fielding, the "Blind Beak," was knighted for his able handling of the judgeship in which he was the successor to his brother, Henry Fielding, who in addition to being a lawyer was the author of *Tom Jones* and other novels.

But lest the hasty reader think that knighthood is the complete answer to a settled life, let it be noted that Sir John had, throughout his career, the utmost difficulty in collecting his wages and even in getting money to pursue those energetic policies for which he later became so famous.

The fact is that the life of Sir John Fielding is a most interesting and instructive one if considered in the light of self-determination and of energy and pursuit of cause. After receiving a "gentleman's education" John Fielding lost his sight at the age of nineteen, and thereafter, in partnership with his brother, established in London in 1749 what is now rated as the predecessor of the travel agency and general service organization. This was called the Universal Register Office, and here one could apply for employment or help, and find out where to buy goods or services or anything "which is in the power of art to produce."

At the head of this agency he remained for some time, his brother Henry meanwhile having studied as a lawyer, and, needing money, having accepted the post of magistrate at the Bow Street Court, which he had heard was a well-paying position. But in the time of the mid-eighteenth century, work in the police courts was hardly a
desirable post, for although there was always the English law to protect citizens, there was in London little, if any, machinery to enforce the laws or apprehend known criminals.

This post of magistrate did not turn out well, but Henry Fielding was a determined man, and, to improve the efficiency of his court, he set himself to advertise for criminals and to hire men (sometimes out of his own pocket) to catch them. In the eight years before his death he accomplished much to protect the public from the all-too-common bandits of the streets and roadsides, and he grew to be one whom criminals feared. He developed a plan of action which was to be carried out in the twenty-six years of the judgeship of his blind brother—John.

The full story of this accomplishment of the two brothers may be read in the recently published braille edition of *Hue and Cry* by Patrick Pringle, and a thrilling story it is. However it was that John got his brother's job, or how prepared he was for it, is hard to say, but it is certain that John, like Henry, was determined to be a just judge and to establish the dream of his brother for an honest London constabulary.

Working against all kinds of odds without benefit of braille or stenographers, he grew in the post to be feared and admired. Of his blindness he seems to have made but little note nor used it to unfair advantage. He wore a green band above his eyes as a symbol (seemingly) and carried a short switch in front of him for detecting obstacles. His signature on legal papers (of which several actual examples are to be found in the Perkins Blindiana museum) was a mere scrawl, yet carried the full force of law.

To understand fully the force of character necessary to carry on such a post from 1748 to 1780 in London, one must recall that this was the period of great license in English history; of gin drinking and depravity such as is exhibited for us in the art of Hogarth and others. It was the time of the reign of George III, whom we in America know to have been an unstable monarch.

The actual title held by the Fieldings was "Justice of the Peace for Middlesex County," but this does not tell the whole story, which fundamentally can be summed up in the fact that credit is given to Henry for the germinal idea of the London "bobbies" while to the John of this sketch goes the credit for the stabilization of law and order, with the help of the Fielding-initiated Metropolitan Police Force.

But if Henry was ingenious and determined in his ability to bring offenders to the law, he was equally interested in what we would now call social welfare. He established a home for boys who needed help; he tried to get at the economic roots of prostitution; he greatly interested himself in the lot of the overworked apprentices; and on the reform of prisons he became not only an authority but did much to initiate a program that made the prisons something other than the breeding place of crime, which he declared them to be.

One can well suppose that Sir John Fielding was a man far ahead of his time and that he had a great vision—a vision of justice to the lawbreakers and justice for the downtrodden. The establishment of his "Bow Street Runners" and their successors may have been one of the greatest accomplishments in connecting law with order, but in many ways his farsighted social accomplishments were just as great. In a day when blindness was usually the social concomitant of beggary, the "Blind Beak" stood as the great example of the fact now recognized, that the physical handicap has no true relationship to accomplishment.
THE KENNEDY BILL

We propose here to take a look behind the published reasons adduced in support of the proposal of S. 2411 (the Kennedy bill), to examine the setting from which it springs, to study its originators' motivation, and to indicate why we think enactment of such a measure would be a disservice to blind people.

Two major grievances that have been recorded and recited over and over again by a comparatively few vocal blind people are concerned with agency-client relationships and with the fundamental rights of the blind minority in society. It is these grievances that have finally erupted into a dramatic outburst accompanied by much fanfare, and publicly projected from the platform of the 1957 convention of the National Federation of the Blind in the form of proposed national legislation whose purpose is declared to be "to protect the right of the blind to self-expression through organizations of the blind."

Principally the concern about agency-client relationships has centered on the custodial-paternalistic tendency in service to blind people, which is to an extent an inherent natural concomitant of any program in which society provides a service for its minority of less favored members, be the minority based on blindness or any other cause or condition. This concern has commanded the attention of social workers as well as clients; and in response, general social work literature and the literature in our own area abounds in recognition of the importance of the dignity of the individual in all the interpersonal relationships in which social ser-

ice deals. The problem of custodialism and paternalism has been reduced, to the extent that its inherent nature permits, by those of society's agencies which are in the forefront of progress. This is one indication of the continuing development of social consciousness in this country. Still, to expect society to be completely free of all suggestion of difference between the beneficiary of service and the rest of society is probably visionary, given human nature as it is.

Condemning "custodialism" as a sin specifically of individuals in "agencies for the blind" is both unjust and unrealistic. Railing against it is an easy method (and it has been so used) for rousing "the rank and file" of blind people and rallying them around the idea that "the agencies" are "entrenched," malign, imposed by evil motivation, and intent upon capitalizing on the poor blind individual's disadvantage for the personal aggrandizement of individuals identified with the agency.

The second allegation — abridgement of freedom of blind people for self-expression through organization — has comparatively recently become a battle-cry, and it is used in support of the proposed Kennedy bill. Indeed, as has been noted, the proposed law is titled with this theme.

Nevertheless, to call the bill "a bill to protect the right of the blind to self-expression through organizations of the blind" is clearly a misrepresentation of its purpose. To say that to secure and assure freedom of expression through organization is a valid reason for enactment of such legislation is to assume either that the general policy of present
services to blind persons is characteristically in opposition in principle against organizations of blind people, or that isolated instances of such acts as are interpreted and alleged to be opposition warrant the immense leverage of a Congressional act to combat them. We venture that the common sense of the general public as well as the reasonably unbiased judgment of blind people and workers for blind people would regard either assumption as nonsense on the face of it, repeated protestations from limited quarters to the contrary notwithstanding. As a matter of fact, it happens that in this issue of the New Outlook there is pointed out one example of agency promotion of organizations of blind people (see p. 101 of the Letters to the Editor column).

Let him who decries custodialism and who champions the cause of blind people—the organized agency member blind or sighted, the individual or corporate representative of "the blind," everyone—remember that the client-become-social worker or agency administrator and the social worker-become-client would on the average, because he is human, ultimately revert to the attitude inherent in his situation. Therefore to transpose their roles would not provide the solution. Actually, one could cite instances of organizations of blind people whose approach and practices are custodial and paternalistic in the extreme, if not to say authoritarian. This is a way of saying, of course, that a proposal like the Kennedy bill for forcing direct representation of blind clients at the administrative levels of agency services would not automatically and neatly correct "custodialism" or any other grievance of the proponents of the Kennedy Bill. Moreover, federally legislated or any legislated direct client representation would be a capriciously induced representation; as such, the odds against its being successfully operable would be all too apparent. The best of administrators would become frustrated, with dire consequences to the services provided. There must be and there are better ways of improving services to blind people, and in the course of progress they are being and will be duly considered.

It remains for us to seek out the true motivation that induced the proposal in question. In the presence of abundant evidence and by long experience one is led to think that the original conception of such a measure and the suggesting of it to Senator Kennedy and Congressman Baring lies not so much in pure humanitarianism as in anti-agency motivation.

Let us see why this becomes so apparent.

As is indicated in the foregoing paragraphs, the anti-agency animus has been nurtured over the past several years in increasing amplitude. It has been so nurtured by an able, vocal and persuasive leadership of groups of blind people in practices which we will here plainly call precisely what we have reluctantly come to understand and at long last to accept them to be—dемагогuery. The bitterness of this animus is clearly betrayed by the sloganizing of such terms as "entrenched agencies"; by such avowals as "roll up our sleeves and fight"; by such derisive appellations as "broomshop lawyers" and "lighthouse keepers"; by the sarcasm in "professional" in reference to professional workers in agencies; and so on.

Whether ultimate enactment of such a measure as the Kennedy bill ever comes to pass or not, the campaign in its behalf conducted with such weaponry as the above presages little long-term good for the "rank and file" blind people in this country.

One gets the unpalatable feeling that the inception of the Kennedy bill was
a rash play for stakes other than the genuine welfare of blind people, and that support for it is sought from some people who are placed under the misapprehension that it will provide for blind people privileges which they are led or permitted to think they do not now possess, despite contrary fact.

It is worse than a mere mistake to convey the impression to blind people or to the general public that present and long-standing services to blind people in this country are in such disrepute that federal legislation like the Kennedy bill is necessary—and, equally as bad, that it would rectify the alleged or imagined wrongs.

In conclusion, the New Outlook continues on record as holding no brief for insincerity or dereliction or commission of wrong of any kind, in any quarter.—H.M.L.

Letters to the Editor

To the Editor:

This is in reference to the portion of the New Outlook for the Blind, September 1957 report on the National Federation of the Blind convention of July 1957. This portion of the report concerns statements your magazine erroneously reported me as having made in my talk. I know your magazine aspires to the highest standards of accuracy. Therefore, I believe you will see to it that your magazine acknowledges its error in reporting by printing a correct verbatim statement. This is very important to us here since agencies for the blind have used your erroneous statements in the report to prove that our organization is "irresponsible" and does not tell the truth.

By the way, you can obtain a complete tape recording, unedited, of the NFB convention. The statements I quote below are from this tape recording and it can be verified if you should choose to order a tape of this portion of our NFB convention.

If your magazine should neglect to correct this particular erroneous statement concerning my speech, I and many others who know about this would lose some of the high esteem we now have for the New Outlook for the Blind:

"Speaking of St. Petersburg — They had a rump board meeting and decided to disaffiliate from the Florida Federation of the Blind, a completely illegal action as far as our charter of incorporation goes, but nevertheless they did this thing. The statement was made at this meeting that they had been told that if they were members of the Florida Federation of the Blind they could not meet at this building as they would perhaps not get the building for the blind people in St. Petersburg. So they decided, the best and easiest way out was to take their names off the rolls of the Florida Federation of the Blind. I am happy to report though, that since that date the chapter has again gained sufficient number of members to really be considered a chapter. I think that this next year they ought to be back in business again. But it was a serious blow, it hurt our program greatly because we need all of our chapters and groups to be active. These kinds of organizational discommodulations always hurt very much, when we try to carry on a program
which is geared more to try to achieve something for improvements of programs for the blind rather than just organizational squabbles.

"Well, the same type of thing, more or less, happened in our chapter in Orlando. Certain inducements were made to certain members of our chapter which led them to decide that it was better for their welfare to disaffiliate from the Federation of the Blind. One of them assured me that he was still very much interested in the Federation of the Blind and would like to be considered a friend and so on, but that he would just have to withdraw from the Federation of the Blind. That chapter too has bounced back and will do well, I am sure, this coming year. But that too hurt our program in Florida."

This quotation includes all references I made to Orlando in my speech.

I hope that by sending this direct quotation from our tape recording of the 1957 NFB convention we have been of some small service to you, the New Outlook for the Blind, the American Foundation for the Blind, and all the readers of your periodical.

R. L. Thompson
Vice President
Florida Federation of the Blind

Aside from the difference in the language itself attributed to Mr. Thompson by our reporter—a reporter of integrity—and the language attributed to himself by Mr. Thompson, the significance of this letter is obscure to us. In a subsequent communication replying to our request in behalf of our readers for clarification of the implications in the above letter, Mr. Thompson expresses his feeling that his reason for requesting that we "in some manner" correct what he terms inaccurate statements of information "was quite clear." At the same time he concedes that he frankly does "not know just how...to correct such an error," and that he is willing "to leave this up to you as editor." (Ergo, we have no choice but to present the letter as it appears above.) In the same reply to our request for clarification, there is however a hint of at least one minor point of significance perhaps to people in Florida if not outside that state, in a casual reference to a "mistake in the names of cities." We wish to rectify errors wherever we may be remiss. With crossed fingers, we trust we are not more than unwitting bystanders in what is possibly merely a local fracas; with fingers doubly crossed, we hope the letter clarifies something for somebody.—Ed.

CAN WE LEGISLATE COOPERATION?

To the Editor:

In view of recent published discussion, specifically that by Mr. Barnett in his January "Hindsight" column, I would like to express my views in this way on the Kennedy bill. I am assuming that cooperation in our field is desirable and important.

The bill, which seeks to "protect the right of the blind to self-expression through organizations of the blind" will not, in the long run, promote the best interests of people who are blind. I feel this strongly and I sincerely hope that this bill will not be enacted into law. Furthermore, the bill does not define "organizations of the blind" in any way, which, from a practical standpoint, is a serious weakness. For years we have been seeking "first class citizenship," "acceptance in full" for blind people. We have come to think of blind people first as people. This philosophy has produced effective results which can be demonstrated. That we should now go back—way back—to the medieval guilds, to the guardianship principle, to the philosophy that blind people are, after all, different from all the rest of us and "must," because the law says so, be recognized as a group set apart—this seems very wrong to me!

I am opposed to the Kennedy bill for many other practical and philosophical reasons. This is not because I am in any way opposed to organizations, either national or local, of blind people who get together to seek goals
which they decide themselves they wish to achieve. In fact, in Ohio, I have actively supported, cooperated with as fully as possible, and encouraged the development of organized groups. In Cleveland alone, I know of at least six such groups, all of them organized in a somewhat formal manner. In Ohio, I have attempted to seek the friendship of the leaders of organized groups of blind persons and have sought their active cooperation and consultation in matters relating to services to blind persons at the local and state level. These leaders, in turn, have sought my help and that of our agency staff members, both blind and sighted. We have worked together and through joint cooperation have gained mutuality of action which has meant success in many areas. I sincerely believe that we can continue to do this. We have not always agreed, but through talking things out, we seem to have been able to work together in harmony.

Our agency policy has been to encourage groups to organize and to manage their own programs and affairs completely independently of any agency control or influence. These groups have sought the help of agency staff and volunteers when they wanted it and this help has always been made available. Many of our professional staff (about half) are blind people. With their help, and with that of lay people who are blind, some of whom are members of our board of trustees and advisory committees, we are working in a cooperative way for the best interests of blind people in our community. It is my conviction that cooperation is fostered and grows strong where there is understanding, mutuality of action, and honesty and sincerity. This team play cannot be legislated.

Allan W. Sherman
Director
Cleveland Society for the Blind

---

Not Fish; Not Flesh;
Just Poor Red Herrings
(Reprinted from Canadian Welfare)

We give up!

We used to think that the pursuit of knowledge was a simple straight sort of race, the lovelier to run because few ever tried to win. If any cynic ever dared to say it was silly to pursue such a disappearing horizon, we'd snarl, "You lie," and run on. Since the National Conference of Social Work in St. Louis this year, we fear, alas, that we're winded. Because it isn't "knowledge," you see, that one pursues now. It's "knowledges." One of those, as we said, was more than we ever hoped to get near. Oh well, maybe it will be easier after all to sit in the grandstand and watch the race go by... .

There used to be that grand sober-sided old noun "experience." A Gibraltar of a word. It was such a good teacher, people said. The best. Poor old thing—in St. Louis senescence caught up with it and now it's a coy adverb. Just roll "experientially" around on your tongue. Feel a little giddy and a mite ashamed? Try to swallow this line: "Knowledges can be acquired experientially." A basin? Certainly—in a flash.

Hold your hat—there's more.

Attention all caseworkers—your help, please. We think we know what you think you know to be meant by the word "ego." Strange word. And the noun "symptom" is within the competence (excuse—"area of competence") of the common reader. We can sometimes be pompous and say "symptomatic"—and mean it. We can even spell it (unless it has three m's after all). But what, for pity's sake, is "ego-symptomatic"? Very smelly red herring, we'd say. Try it on for size: "Knowledges acquired experientially are ego-symptomatic—totally unconceptualized."...

It really won't do, will it?
Hindsight

By M. Robert Barnett

TEMPEST OR TEAPOT?

Time was when I got a great deal more pleasure out of this column than I have in recent editions. Judging from the kind of responses which it has stimulated, my few readers also got more pleasure from it in the days when it represented itself as nothing more than a channel for an occasional smile. Of late, we have tended to become more serious, because of a wind that blew up and which has yet to indicate whether it will blow anyone just how much good.

We like to think of “Hindsight” as just an ordinary little teapot which pretends from time to time to house passing tempests. This particular wind—which might be described as that which is eddying toward and about the nation’s capitol and the halls of Congress—is obviously more blustery than this particular section of the Outlook should attempt to confine alone. But at least for this one edition, we must report upon responses which came as a result of the January column, in which I expressed a point of view with regard to the current bill before Congress, originally introduced by Senator John F. Kennedy and thereafter by nearly a score of other congressmen.

Calvin S. Glover is a well-known blind person, who currently is the executive director of the Cincinnati Association for the Blind. From Mr. Glover came the following:

This Association is heartily in accord with every statement in your article, “Hindsight.” The organization of interested groups is such an essential part of our American life that legislation to affirm this right gives it a distorted emphasis and implies that blind people do not enjoy and assert full citizenship.

The fact that blind people may and do organize under a great variety of slogans and sentiments also suggests that there is danger in specifically designating any of those groups as officially mentors of a public service program. Effective cooperation between federal and state governments as well as between these and private agencies might develop frictions if some of them were required to placate special groups.

From an outstanding non-American blind leader in this hemisphere, whose record of sympathetic efforts on behalf of the right of blind persons to organize and consult is beyond question, comes in part the following:

The explanatory phraseology associated with this bill would seem to have been patterned after some of the older legislation intended to focus attention on certain rights of organizations of the blind to the exclusion of independent opinions or considerations.

From a sighted director of a nationally-known agency with headquarters in the City of Los Angeles comes the following:

I cannot speak officially for my agency regarding the Kennedy bill since this subject has not been taken up by our trustees. Personally, however, I am in entire agreement with the views you expressed in “Hindsight,” as well as those of the AAWB and the BVA.

From another of the nation’s best-known blind men, currently residing and working in Philadelphia, comes this expressive reference to the January “Hindsight” discussion, which, in case it has not yet been made clear, defi-
nately was in opposition to the passage of the proposal:

It hits the 'head on the nail' perfectly, completely, and to attempt any addition would be unnecessary and would be a gilding of the lily.

From Irvin Schloss, national executive director of the Blinded Veterans Association, came this terse but unreserved response:

I agree with your sentiments.

From Byron M. Smith, sighted executive director of a sound private agency program in Minnesota, the Minneapolis Society for the Blind, and one of the country's most intelligent friends of blind persons:

I would go along 100 per cent with what you have said.

From a sighted state director, who has demonstrated his intense concern for blind persons, H. A. Wood of North Carolina, director of the state commission, comes the following:

It is not only timely and appropriate, but sets forth "the real issue" which the bill brings up. This is aptly stated by you.

Among the responses was one which disagreed with me. I have known the writer, a well-known blind person in Florida, for some time. He is Larry Thompson. I think I know Larry well enough to excerpt his letter without his permission in the interests of saving space. The essence of it follows:

I had hoped to receive a more personal response from you, answering my direct questions to you.

I can agree with you, and I feel most blind people will join us, in your statement that you are grateful for aids and services to the blind; but find advertising of us as an especially unfortunate group somewhat disconcerting. Our real difference seems to be the method of erasing the concept of us as an especially unfortunate group. We organized blind agree that this objective probably will never be achieved until the blind themselves, through their organization, are made part of the policy-making process of agencies for the blind. . . . The fact that agencies have been so backward in not recognizing the role of the organized blind in the policy-making process has been one of the greatest assets organized blind have had in nurturing the growth of The National Federation of the Blind.

I cannot agree with you that the Kennedy Bill will build the wall a little higher around us as an especially unfortunate group. It would do just the opposite. You have advertised us as an unfortunate group needing agencies to serve us by speaking for us. The Kennedy Bill would do away with this outmoded and unnecessary agency service. It would protect us as a group able to speak and act for ourselves in the molding of our own destiny.

The editor of the Outlook and I have no wish to over-burden all of our readers with too much of this sort of thing —whether the writers are for or against the particular bit of legislation in question. However, if any of you who like will try to express your thoughts concisely, we will print them in our Letters column as long as this little storm continues. Believe me, this is one tempest which cannot be minimized by anyone on any side of it, because in its center are some exceedingly important and historical issues. It is a wind which will blow all of us a lot of good regardless of the immediate congressional decision which must occur.

POETRY

We reserved enough space to share with you this little gem:

**Down in Braille Alley**

Down in braille alley
Down on my knees
Looking for my stylus
Oh help me please.

And when I find it
I'll write you a line,
Saying that you will
Always be mine.

Billy Koppelman, age 8
Pupil at Missouri School for the Blind
(Submitted by his mother)
Editor's Note: Under this head we propose for a tentative trial period to present summaries of research directly in work for blind people and research which has applications to this field. The summaries are prepared by Herbert Russem, Ph.D., director of professional training, Industrial Home for the Blind, Brooklyn, New York. We shall be pleased to learn from readers what they think of the idea.


Within recent years, there has been a considerable volume of work performed in the area of developing psychological tests and norms for the use of counselors and psychologists working with blind persons. Much of this work was encouraged by the pioneering efforts of Mary K. Bauman who has done extensive work with aptitude and adjustment measures. More recently a number of academic dissertations have explored facets of the problems and currently, at Purdue University, an extensive research into some of these problems is under way.

There are still many unanswered questions in this area which researchers find stimulating. However, for the practitioner seeking to serve blind clients most effectively, the basic question remains: "Can certain psychological tests assist me in my day-to-day practice?" Sidney I. Dean, in undertaking the study which is being reviewed here, addresses himself to two aspects of this general problem:

a. "What tests are of value in assessing the adjustment of the blind?"

b. "What characteristics do these tests show to be typical of the blind?"

The Procedure

The study was made with fifty-four blind subjects (thirty-four males and twenty females) residing in the state of Oregon. Employees at the Oregon State Commission for the Blind judged the level of adjustment of each blind subject. In addition, the following factors were taken into account: duration of the handicap, remaining acuity, and client self-ratings. These variables were then related to a number of psychological tests including Bauman's Emotional Factors Inventory, the Minnesota Multiphasic Personality Inventory, the Rotter Incomplete Sentences Blank, and the Sargent Insight Test.

The Findings

1. A single score from any of the tests lacked the ability to satisfactorily separate poorly adjusted from well adjusted blind persons.

2. Tests which allow the blind individual to express himself (so-called projective techniques) provide useful qualitative data of a subjective character.

3. The Minnesota Multiphasic Personality Inventory is applicable to the blind without modification of content or norms.

4. The Sargent Insight Test norms should be used with caution.

5. The Rotter Incomplete Sentences Blank is useful in giving qualitative data rather than in providing a single meaningful score.

6. A study of the characteristics apparently revealed by these tests among blind subjects indicates a lack of evidence that the blind are paranoid or depressed as a group as suggested by some earlier studies.

7. On the whole, this study could
not identify single test scores which were useful as indicators of level of adjustment. Consequently, the author suggests that studies of adjustment which have used these or similar test scores as a basis for arriving at conclusions about blind persons should be viewed with caution.

Implications for Service to the Blind

It is often said in the training of counselors and psychologists that the greater the knowledge and experience of the student in testing, the more appreciative he becomes of the limitations of many evaluative instruments. This could well be said of adjustment studies of blind persons. A number of early studies by Brown and others arrived at conclusions about the psychological make-up of blind persons as a result of administering personality inventories to a population of blind persons. Later, projective techniques and other more sophisticated instruments were used. However, as the literature in testing the blind swells in volume and improves in scientific methodology, we are likely to become more reserved in making judgments solely on the basis of these data. The current study is a case in point. Mr. Dean has found greater applicability in evaluating the adjustment of blind persons in an analysis of the responses of his subjects than in any score that could be obtained.

The implications seem clear. At this stage in our knowledge of tests and measurements for blind persons, tests and test results must be used cautiously. Their greatest usefulness may lie in giving us clues about people through an understanding of how they respond to a test situation and to the stimuli presented during their contact with the examiner. In this role, they can serve as useful adjuncts to other sources of data. In the meantime, the need for scientific measures in this field continues to serve as a spur to further research efforts.

Current Literature

“Integration or Segregation in Rehabilitation of the Blind—Which Shall it Be?” by Mary Rehr Christman. Rehabilitation Review-Bulletin, January 1957. As an introduction a survey is made of the background and adjustment of programs concerning blind persons. The impetus given to rehabilitation of the blind by two world wars is noted. The author concludes that many blind people do not need segregation in productive workshops for the blind. Many have been fitted for sighted occupations and are successfully competing in the general labor market.

“Helping the Deaf-Blind to Face the Future” by Edward J. Waterhouse. Journal of Rehabilitation, November-December 1957. “It is hoped that this article, while admittedly written from the viewpoint of the school, may throw some light on the problems of the deaf-blind adults as well as children.” The article covers the following sub-
jects: Who are the deaf-blind? Primarily blind or primarily deaf? The dimensions of the problem; Beginnings in research; Diagnosis and evaluation; The future of deaf-blind children.

☆ “Adjustment Counseling” by Thomas A. Routh. American Journal of Occupational Therapy, November-December 1957. “Discusses how the counselor can promote an emotionally supportive relationship with the client who seems unwilling or unready to accept adjustment counseling services because of anxiety or emotional insecurity. Basic emotional needs of clients must be recognized and partially, at least, fulfilled by the counselor. Problems presented by physically handicapped clients in need of counseling are considered, and suggestions given on ways of dealing with them in the counseling situation.” (Rehabilitation Literature, February 1958.)

☆ “Siemens’ Blind Craftsmen” by Frederic Sondern, Jr. The Lion, November 1957. A German manufacturer shows the world what sightless workers can do. Blind men at the Siemens’ Electrical Works in West Berlin are employed as drill press operators, as assemblers of intricate electrical mechanisms, as testers of specified size and quantities and at various other jobs. Special aids are designed to enable the blind to work at an increasing variety of machines.

☆ “Reading Braille in Foreign Languages” by Patrick Morrissey. Modern Language Journal, October 1957. The author of this article is blind from birth. He tells how he taught himself many languages through the braille system. In doing so he has become familiar with the many intricate systems of contractions in a number of languages.

☆ “Differential Effects of Total Blindness and Partial Sight” by Herbert Greenberg and Sidney Jordan. Exceptional Children, November 1957. The authors cite Dr. Goldstein’s theory that the dog with the total amputation shifts almost immediately to a three-legged stance and functions almost as well as he had done previously. It is concluded that 1) His hypothesis is not born out in the case of the test population; 2) This may be an artifact; 3) Some differential perceptions of culture may be present; 4) Further study is needed.

☆ Scouting with Handicapped Boys. Boy Scouts of America, New Brunswick, New Jersey. Pages 25 to 30 in this pamphlet deal with blind boy scouts. Helpful advice is given on the availability of handbooks, etc., in braille and as to the most effective way of including blind boys in scout work.

☆ Employment of the Physically Handicapped. President’s Committee on Employment of the Physically Handicapped and the Library of Congress, Washington, D.C. This bibliography consists of 548 titles of books and articles dealing with the employment aspects of physical disability, with a section on blindness specifically. Subjects covered include legislation affecting the handicapped, workmen’s compensation, selective placement, government employment, employment and rehabilitation counseling, and others. The bibliography also contains an annotated listing of films relating to employment of the handicapped. A third section provides information on associations and agencies having an interest in the employment of the physically handicapped. Available in quantity at 35 cents per copy from the Superintendent of Documents, Government Printing Office, Washington 25, D.C.

Only in England could such a book as the Handbook for School Teachers of the Blind be published. Not a single contributor is credited by name in the 287 pages of this very concise and definitive manual of teaching methods and techniques. The work is a compilation of articles, most of which have already been published as separate pamphlets since 1950. This does not in the least detract from the originality of the book as the reader might suspect, for the individual chapters have not generally been available in this country. The material is, therefore, all new to teachers and workers in this country and presented in a logical sequence for the newcomer to the field.

The Handbook for School Teachers of the Blind is published by the College of Teachers of the Blind in Bristol, England. American teachers will be surprised to learn of this unique professional organization which is not a college at all, in the sense we use the term in this country. Even in a broad sense it cannot be compared to our American Association of Instructors of the Blind, which requires only a monetary fee for membership. In England teachers of blind children must "stand" for examinations to be certified as qualified for their positions after completing prescribed courses prepared by the College of Teachers. This requirement must be met even by accredited public school teachers entering the field for the first time, and places a premium and confers added prestige upon the persons meeting the standards of a special teacher of blind people.

The material contained in the thirteen chapters covers a wide range of information to better acquaint the new teacher for her task. Such a guide has long been felt to be a real need for the proper introduction of teachers in this country who are, for the first time, facing a classroom of blind students. Though we have a large store of highly professional literature on the various phases and problems of this special field of education, no such basic manual is available to indoctrinate the young teacher who has many concerns over the challenge of her new assignment. The answers to many of her questions will be found in this handbook and will bring considerable relief to the beginning teacher. The children placed in her care will suffer less from unplanned experimentation by the conventional trial and error method upon which most untrained teachers must depend to get over their first weeks of determining the abilities of children without sight.

As the authors state, however, "each chapter aims at painting an inclusive picture of all the main trends of thought and practice, rather than giving the impression that it was an authoritative outline of the 'only way'." This objective is followed religiously throughout the text in all such controversial methods or techniques. In

*M. Langan is counselor for the Far East, American Foundation for Overseas Blind. He was formerly the superintendent of the Kentucky School for the Blind, in Louisville.
the chapter on teaching braille, for example, the authors explain in detail the four principal methods of approach for introducing braille for the first time to a young student. And again, in the chapter on arithmetic, such a frank admission as "it probably matters little which of these methods a child learns provided he is carefully taught" will be welcome advice to school administrators as well as teachers, who have for years had to face the set and confirmed opinions of the older pioneers in the field who could only advocate the hard and straight line of the core curriculum.

An interesting observation in the chapter on handwork in the primary classes will probably cause some raised eyebrows among the teachers here who have long followed stereotyped patterns of instruction in the time-worn "arts" of weaving, bead and button work. During these early years it is recognized that the blind child learns through experience and experiment and "will want to use his knowledge to make things which will give reality to his world of make-believe." The authors caution the teacher here by suggesting that she "must not interfere with spontaneous efforts or 'improve upon' or re-model his work, no matter how crude." The chapter continues with very helpful projects listed by age groups, together with a list of materials to be used and detailed instructions for teaching certain hobbies and crafts.

Succeeding chapters on Out-of-School Duties, Social Studies, Physical Education, and Apparatus and Books will all be familiar to most experienced teachers of blind children in American schools and classes. This section, however, will present to the new teacher in a departmentalized program a well-rounded description of the over-all schedule to which the student is exposed when he is away from her class. The closing chapters on The Psychology of Blindness, and The Eye, will prove most helpful to those teachers already in the field who have never had courses in these essential areas of difference between blind and sighted students. Likewise, no new teacher should be permitted to enter a classroom of blind children without first having some elementary knowledge of the physiology of the eye and the diseases of high incidence, as well as an understanding of the psychological aspects of a child who must live in a sighted world without being able to see it. The final chapter of the book which deals with History and Legislation will be of cursory interest in this country by way of comparison with the attitudes in our state programs toward the provisions made for the education of blind children.

The Handbook for School Teachers of the Blind should find a wide range of readers and warm acceptance in the field of special education in this country. School administrators too will find the book stimulating and it may well give rise to a plan to meet the long-neglected need for a program of exchange teachers in our field of educating blind children. Those who read this manual will certainly be impressed with the standards of qualification established by the College of Teachers for the better preparation and certification of those who want to become teachers of the blind. Some few may look upon the articles and wonder if this is not what any good teacher ought to be. As the authors conclude, "Well, perhaps the reader is right! Perhaps all that is needed in schools for the blind is—just Good Teachers!"

This handbook can be purchased through the Hon. Registrar, School for the Blind, Westbury-on-Trym, Bristol, England. Price 10s. plus postage.
Captain Brown Award to Sharon R. Cromeenes

SHARON R. CROMEENES, rehabilitation specialist in the Montana Department of Public Welfare, was signal honor on January 23 by being presented with the 1958 Captain Charles W. Brown Memorial Award for outstanding scholarship.

The award is presented each year to an American Foundation for the Blind scholarship student on the basis of the pre-eminence of his scholastic achievement. It has been given annually by the Foundation since 1929.

Mr. Cromeenes is a University of Colorado graduate. He received the award specifically for his work as a graduate student from 1955 through June 1957, at which time he received his M.A. degree in psychology from the University of Colorado. His thesis, "Attitudes and Fundamental Factors in the Rehabilitation of Blind Persons in Agricultural Pursuits," gained national attention as a "pioneering work in the study of agricultural placement of blind persons," according to Dr. Dorothy Martin, associate professor of psychology at the University.

The occasion for the presentation of the award was a luncheon arranged by the University of Colorado on its campus. Participating in the ceremony, besides Dr. Martin, was Dr. Quigg Newton, University president, and Dr. Gregor Ziemer, director of public education at the American Foundation for the Blind. Dr. Ziemer made the presentation on behalf of the Foundation. Other officials, and friends of Mr. Cromeenes, attended the presentation.

Before returning to the University in 1955 for his graduate work, Mr. Cromeenes was employed by the Montana Department of Public Welfare as a rehabilitation counselor. He lives in Helena, is married and has two sons.
NEW YORK COMMISSION SEEKS BUSINESS MANAGER

Examination Announced for New Position

A Civil Service examination for the newly established position of business manager of the New York State Commission for the Blind, in New York City, has been announced. The examination will be held on April 19. Applications will be accepted until March 21. The application fee is $5.00.

The duties of the business manager will be plan, direct and coordinate, under direction, the program of business, employment, fiscal and clerical services of the Commission, and to do related work as required. He will coordinate the business programs with other activities of the Commission, including programs of direct service to blind persons and consultative and advisory service to agencies; vocational rehabilitation; eye health; education; and community service programs. He will also supervise the preparation of the annual budget and related fiscal activities of the Commission, and will review or draft proposals for legislation.

The starting salary of $6780 per year will be raised to $8250 in five annual increases.

Minimum requirements for qualification are five years of satisfactory full-time paid experience within the last fifteen years either in the field of manufacturing, wholesaling or retailing for public consumption, or in a public or private agency engaged in the production or sale of articles by the handicapped; three years of which must have been in a responsible supervisory position involving policy or procedure making, directing operations or supervising promotion projects. An equivalent combination of experience is acceptable.
Position Wanted: For partially sighted man to assist in rehabilitation center program. Should be able to teach travel, orientation, and activities of daily living. College graduate required. Training and/or experience in teaching above skills desirable but not essential; will provide opportunities for training if growth possibilities are certain. Write Allan W. Sherman, Director, Cleveland Society for the Blind, 1958 East 93rd St., Cleveland 6, Ohio.

Applications Open: For campers at Seeing Hand Camp for week of August 17, 1958. Out-of-state friends welcome. For information contact Miss Ethel Clare Elikan, Executive Director, Seeing Hand Association, 737 Market St., Wheeling, W. Va.

Position Open: For partially sighted woman, twenty-nine, single, desires position in school for the blind. Has bachelor of music degree, having majored in piano and voice pedagogy in college. Could teach voice, piano, chorus, French, and English, as well as elementary subjects. Write Box 52, New Outlook.

Position Wanted: Woman, twenty-eight, blind, desires position in school for the blind. Has bachelor of music degree, having majored in piano and voice pedagogy in college. Could teach voice, piano, chorus, French, and English, as well as elementary subjects. Write Box 51, New Outlook.

Position Open: Executive Director, Erie’s Center for the Blind, Erie County Branch of Pennsylvania Association for the Blind. Responsible for complete direction of Blind Center activities, including remedial eye care, prevention of blindness, sheltered workshop, and other related activities. Qualifications: College degree, experience in social work, and agency administrative experience. Salary range: $5550-$7650. Submit applications to Frederick Wild, Erie’s Center for the Blind, 230 East 21st Street, Erie, Pa.

Position Open: For partially sighted man to assist in rehabilitation center program. Should be able to teach travel, orientation, and activities of daily living. College graduate required. Training and/or experience in teaching above skills desirable but not essential; will provide opportunities for training if growth possibilities are certain. Write Allan W. Sherman, Director, Cleveland Society for the Blind, 1958 East 93rd St., Cleveland 6, Ohio.


Position Open: For partially sighted woman, twenty-nine, single, desires position in school for the blind. Has bachelor of music degree, having majored in piano and voice pedagogy in college. Could teach voice, piano, chorus, French, and English, as well as elementary subjects. Write Box 52, New Outlook.

Position Wanted: Blind woman, 23, graduate of Arkansas School for the Blind and Arkansas A.M. & N. College, seeks position as home teacher, instructor in school for the blind, or school counselor. Bachelor’s degree in sociology, minor in general education. Willing to relocate to any part of U.S. Also qualified as transcriber-typist, proofreader. Write Mrs. Helen Davis Jones, 1849 Seventh Street, Santa Monica, Calif.


Position Open: For partially sighted man, 26, H.S. graduate, skilled in teaching broom work, caning, and as boys’ supervisor. Workshop or school for the blind. Write David Kiger, c/o Seeing Hand Association, 757 Market St., Wheeling, W. Va.

Position Open: Sales executive, blind. About thirty years’ experience as sales manager, handling price matters, order entries, production and delivery follow-through, correspondence and telephone contact with customers. Can consider position within metropolitan New York only. Write Eugene Hauer, 4601 Eleventh Avenue, Brooklyn 19, N. Y.

Position Open: Man with 20/200 vision now employed desires change. Rehabilitation including counseling, placement, shops, stands, crafts. A.B. degree, graduate study. Supervisory preferred but will accept employment with opportunity for advancement. Best references. Write Box 17, New Outlook.

Position Open: For partially sighted woman, twenty-nine, single, desires teaching position as: resource, itinerant, elementary, preschool or of mentally retarded children. B.S. in primary education, graduate work in education of the blind, experience with sighted and blind children. For references, experience and educational background write Box 51, New Outlook.

Position Open: For partially sighted woman, twenty-nine, single, desires teaching position as: resource, itinerant, elementary, preschool or of mentally retarded children. B.S. in primary education, graduate work in education of the blind, experience with sighted and blind children. For references, experience and educational background write Box 51, New Outlook.

Position Wanted: Man with 20/200 vision now employed desires change. Rehabilitation including counseling, placement, shops, stands, crafts. A.B. degree, graduate study. Supervisory preferred but will accept employment with opportunity for advancement. Best references. Write Box 17, New Outlook.
For all-around typing convenience and efficiency, try the **Remington Quiet-riter**

Many of its exclusive features can make typing better, easier, and faster for the blind...

- Exclusive MIRACLE Tab sets and clears tab stops right from the keyboard!
- Patented Simplified Ribbon Changer—reduces ribbon changing to an easy operation.
- Exclusive Larger Size Cylinder with sure-grip paper feed makes feeding of paper, carbon packs, cards and envelopes easier...assures perfect registration.
- Exclusive Super-Strength Frame for many years of hard usage.
- Full standard 44-key, 88-character keyboard as found on the latest, finest office typewriters.

**INCLUDES STURDY LUGGAGE-TYPE CARRYING CASE AND TOUCH METHOD INSTRUCTION BOOK.**

For information about the purchase of the Remington Quiet-riter for the blind, write:
Matilda Ziegler
Publishing Company for the Blind, Inc.
Monsey, New York
CONTENTS

William Ziegler, Jr. .......................................................... Frontispiece, 115
The Place of the Rehabilitation Center in the Rehabilitation Counseling Process ........................................... Harold Richterman 117
Insurance Benefits and the Disability Freeze ....................... Joseph Godfrey 123
Attitudes Toward the Blind Preschool and Kindergarten Child in an Integrated Program ......................... Marianne J. Wolman 128
Recreation's Role in Rehabilitating Blind People ................ Ralph R. Ireland 134
Current Status of the Perkins Brailler ................................. Edward J. Waterhouse 139
Public Relations Workshop ............................................. Gregor Ziemer, Ph.D. 143
Device for Teaching Sighted Students of Braille ................. Albert N. Sherberg 146
George Eberhard Rumph ................................................ Nelson Coon 147
Home Teachers to Meet .................................................. 148
Hindsight ........................................................................... 149
Letters to the Editor ........................................................ 151
Calendar of Meetings ....................................................... 153
AFOB Opens Far East Regional Office ................................. 154
Book Reviews .................................................................. 155
Appointments .................................................................... 157
Directory Changes ............................................................ 157
News Briefs ...................................................................... 158
Teacher Preparation Courses, Summer 1958 ....................... 159
Classified Corner .............................................................. 160
With a sense of personal loss for all who were associated with him, we regret to record here the passing on the evening of March 3, 1958, of William Ziegler, Jr., at his home in New York City, following an extended illness. He also had a home on Great Island, Noroton, Connecticut.

Mr. Ziegler was born in Muscatine, Iowa sixty-six years ago. He attended Columbia and Harvard Universities. During World War I Mr. Ziegler served as executive secretary of the War Credits Board, in Washington. Later he became a company commander of the Motor Transport Corps, U. S. Army, serving in France.

A man of singularly quiet manner, mingling unobtrusively among his associates, possessing a character of sympathetic compassion and of rare modesty, Mr. Ziegler’s constructive humanitarian influence was conveyed with penetrating effect upon the philanthropic aspects of his activities. His humanitarianism was particularly manifested in his special concern with the problem of blindness, and induced his magnanimous contribution of his time and his wealth toward the alleviation and the prevention of blindness. His official identifications with organized work for blind people probably ranged wider than those of any other contemporary individual in this country.

Beginning with the founding of the Matilda Ziegler Magazine for the Blind just over half a century ago by Mr. Ziegler’s mother, Mrs. E. Matilda Ziegler, the family name has become indelibly etched in the annals of service to blind people in America and abroad.

As early as 1916 Mr. Ziegler was a member of the New York State Commission for the Blind. At the time of his death he had been serving for many years as president of the American Foundation for the Blind, the American Foundation for Overseas Blind, the E. Matilda Ziegler Foundation for the Blind, the Matilda Ziegler Publishing Company for the Blind, and National Industries for the Blind. He was also a member of the council of the Eye Bank
for Sight Restoration, and a director of the New York Association for the Blind, and of the National Society for the Prevention of Blindness. He was secretary and treasurer of the Boys Clubs of America.

In 1956 Mr. Ziegler was the recipient of a gold medal from the Italian Red Cross in recognition of his contribution to work in behalf of blind people, and in the same year the Government of Italy made him a Commendatore of the Order al Merito della Repubblica for outstanding service in that field as president of the American Foundation for the Blind and the American Foundation for Overseas Blind.

In the business world Mr. Ziegler was chairman of the board of American Maize Products Company, board chairman of the Huttig Manufacturing Company, a director of the Parsons School of Design, board chairman of the Realty Administration Corporation, president and a director of the Great Island Holding Company, president and a director of the Park Avenue Operating Company and of the Park Avenue Holding Company, through which he played a major part in the development of that thoroughfare to its present eminence. Before the Royal Baking Powder Company was merged in 1929 with Standard Brands, Inc., he was president of that company, which had been founded by his father.

In 1930 Mr. Ziegler served as treasurer of the New York State Republican Committee.

Mr. Ziegler was prominent in sports, and in recent years his yacht, Bounding Home, had raced with noteworthy success. His interests also included show dogs, and the breeding, racing and showing of horses. Among the better known of his horses were El Chico, Espino and Esposa.

He was a member of the New York Jockey Club, and some of his other clubs included the Racquet and Tennis, Union League, Brook, Leash, and New York Yacht.

Mrs. Helen Murphy Ziegler, his widow, survives him, as do three daughters, Mrs. Elizabeth Lucas, the Misses Barbara and Helen Martin Ziegler, a son, William Ziegler, III, and four grandchildren.

Funeral services were held at St. Bartholomew’s Church, in New York.
The Place of the Rehabilitation Center in the Rehabilitation Counseling Process

HAROLD RICHTERMAN

One of the most progressive steps forward in work with blind persons occurred with the meeting in Spring Mill, Indiana, several years ago, and again with the New Orleans Seminar in February, 1956. An assembled group of workers in the field, through concentrated hard work and discussion, arrived at various conclusions which I believe were positive contributions to our work in this field. I feel that most of the philosophy which we now accept, and most of the objectives which we are now trying to attain, stem from the work done at these two conferences.

Now as for the topic "The Place of the Rehabilitation Center in the Rehabilitation Counseling Process," I think it important that we first define "rehabilitation center." There have been many definitions. However, to quote one of the basic concepts of the New Orleans seminar, "A facility utilized by those serving blind persons for the specific purpose of assisting blind persons to meet their individual reorganization needs through multidisciplinary collaboration. Eligibility for these services need not be limited to those blind persons with remunerative employment potential." This is a positive definition and as such has been generally accepted in our work.

Concerning size, I believe that in considering a rehabilitation center for blind persons, we must always consider the quality of what is being attempted rather than the question of how large the facility is. Program content is the most important aspect of consideration. According to the definition, a blind person need not come to a rehabilitation center only because he is seeking remunerative employment; he should and can come for other services. For example, the housewife must come to learn how to function again in her own home.

A client who is interested only in ambulation, only in braille, only in typing, should be able to utilize the facilities of the rehabilitation center. There is no reason for us to believe that a client who comes to the rehabilitation center must be a client who is coming for the total program, and must be able to take advantage of every service of the rehabilitation center.

In a center with which I am associ-
ated, clients come to us from time to time for specifics. However, in many cases it is found, through observation of the client in the center, through counseling, through case conference, that the client is displaying weaknesses in various other areas. These weaknesses are discussed with the client and it is entirely possible that a new program with relatively broader aspects to it will have to be formulated with the client in an attempt to strengthen the weaknesses that have become obvious.

Now as to the definition of a rehabilitation counselor. A rehabilitation counselor is someone, first of all, who is basically a vocational guidance counselor. Beyond this, he is either a counselor with special training or a counselor who is in a position to place special emphasis on the specifics involved with this particular handicap. I appreciate that there is probably a good deal of difference of opinion on this particular definition. I have seen rehabilitation counselors who are caseworkers, who are psychologists, who are psychiatrists, who are Uncle Dons, who are everything else to a client. I do not believe that in a perfect set-up, or in a set-up that we are trying to perfect, we can or should utilize the rehabilitation counselor in this way. A rehabilitation counselor is part of a team. He is not the whole team.

A rehabilitation counselor, then, by virtue of this definition, is responsible to the client in specific areas. He functions as part of the team. Let me explain rather quickly, however, that we cannot, on any positive team, have sharp lines of demarcation indicating where counseling ends and casework begins. There should be an overlapping. This overlapping should be supportive and should never be conflicting. The conflicts which arise on every team approach can be avoided through the use of case conferences where all concerned have an understanding of the work being done by all concerned. It is conceivable that in a new center the rehabilitation counselor has to be the jack-of-all-trades, particularly because the new center may be dealing with the easiest of clients at first, the ones that just need that little push to get them going. However, as a center expands and develops, and as you begin to, if I may, "scrape the bottom of the barrel for clients," clients who have a good deal less to offer, you will quickly see that the catchall rehabilitation counselor is in no position to offer all services to all clients. Let me explain exactly what I mean. With the opening of a new center, I don't believe that we will have too much difficulty with the hiring of a rehabilitation counselor for the center. We will have a little more when we start to talk about caseworkers, psychologists, and psychiatrists. So, the rehabilitation counselor, in addition to rehabilitation counseling, must function in these other areas because no one else is available. At the beginning, this may not present any problem, because you are brand new in a certain area, and there are many more clients to serve than you can possibly serve at that time. So you are in a rather unique position on being able to select those clients that you think you can serve best.

**Procedure Determined by Findings of Caseworker**

In discussing case conference for a moment, in the center with which I am associated, we base our decision as to how we will work with a client on the findings of the caseworker. We can base this decision without team members becoming irritated or wrangling with one another. In this center there are regularly scheduled case conferences. At the case conference we have the rehabilitation counselor, the
caseworker, the psychologist, the instructors, and any other professional help that is necessary. A discussion is carried on at this time concerning the client and how he can be helped. These case conferences, on a regularly scheduled basis, are so obviously important that I do not feel it necessary to extol the virtues of such a set-up. However, before I get away from this particular subject, let me leave you with this. You must remember the client. He will be checking with one member of the team or another member of the team as to his progress, and it is only through case conference that each member of the team will know the decisions of the team. You will frequently find in a rehabilitation center, where various staff members work with the client, that the client will naturally tend to be closest to one or another of the staff members. It may be the rehabilitation counselor, it may be an instructor, it may be the caseworker, it may be anybody else. Whoever it is, he must be prepared to give him the information that he requires and that he requests based on what all have agreed upon. You can appreciate how confusing it would be for the caseworker to tell the client one thing, for the rehabilitation counselor to tell him another, and the instructor to tell him a third.

I believe very strongly that you cannot stand on ceremony; that if the client wishes to discuss his progress with the caseworker, the rehabilitation counselor cannot become annoyed or angry at this or feel that the caseworker is usurping his position. If the client wishes to discuss his progress with an instructor, I see nothing wrong with such a set-up. In actual training of the client, all members of the team should observe the client to see if they can make a determination as to which staff member the client feels most comfortable with.

The findings of the rehabilitation appraisal are not just for the professional staff but for the client as well. He should be kept informed, he should be helped to evaluate himself; but, of course, the level of insight into his problems will vary with the client. I think it important that there be scheduled regular counseling sessions with the client. These scheduled regular sessions again may be with the rehabilitation counselor if he has established the proper rapport. I think the counselor should meet with the client, inform him of his progress, and help him in planning for a future program.

Rehabilitation Appraisal

I would like to discuss for a moment the purposes of the rehabilitation center. I would like to state this as simply as I can, and as a result, I have in mind two purposes. The first purpose is to provide a rehabilitation appraisal. Now, exactly what do we mean? Before a client comes into the rehabilitation center, you should have a complete medical appraisal. Chest X-ray, serology, the general medical, everything and anything you can get, so that before the client comes into the center, you have in your possession a complete medical picture of the prospective client.

When you are prepared from a medical point of view to accept the client into the rehabilitation center, he can begin his rehabilitation appraisal. In order to prepare each client to perform to the best of his ability in the type of available work for which he seems most suited, the abilities, vocational interests, practical limitations of each client should be appraised during an evaluation and preliminary training period, which would precede and give definition to the individualized prevocational training plan for each client. During this evaluation
period, the client is given brief, preliminary training on each of a number of various operations. His performance here is noted and recorded. I don't want to get into a complete breakdown here and now of exactly what is done in the appraisal, but I would like to give you just several examples. Various work exercises, various woodwork assignments, various metalwork assignments, the handling of small tools, the handling of large tools, the handling of power machinery, braille, typing, corrective physical education, domestic science, home repair, foot travel and physical orientation, psychological testing, audiometric testing, casework and rehabilitation counseling, and certainly not last or least, a diagnostic optometric examination to determine whether this client can be helped in any way through optical aids. This period will probably last about four weeks, and, at the end of the third week, it is time for the rehabilitation counselor to give the client some indication of what his progress has been. Also this is the time to begin to talk to him about future planning. At the end of the four weeks, reports should come from the various team members on the progress of the client and the client should be informed, not specifically, as I am sure you appreciate, but generally of what it is felt he can do best and in what areas he needs development and experience.

Training

The second purpose of a rehabilitation center is to provide training, especially in the weak areas. In this training I think it important that you re-subject the client to all of the work exercises, and the other areas which I mentioned. This time, however, you are not attempting to find out what he can and cannot do, but you are attempting to train him to do better. The period of time which the client will spend on this particular phase of the program depends entirely on him. I have some feeling about those rehabilitation centers which are set up for a specific period of time for training. I cannot believe that all clients who come for training should come at one time and should all leave together at the same time. Clients do not all progress at the same rate of speed, so it follows that the time that he spends in the rehabilitation center depends entirely on himself and his progress. He should stay as long as he is making progress in his training.

Coordination of All Services in Broad Program

It is desirable that thorough rehabilitation services should be in a single facility, and that this whole unit of service should be integrated into a broader unit so when training is finished, there is the practicability of a follow-up and continued service after the client has finished in the rehabilitation center. Not only can he be integrated into a broader program, but future work with him can be coordinated with community services. Here is what I have in mind. Here is a client who has gone through the rehabilitation program. He has achieved as high a level as he possibly can in the center during his training. He is ready to leave the center. He is not from your area but must return to his home community, or he is from your community, but you have no other services available except the services of the rehabilitation center. If you were in a position where the rehabilitation center is part of a broader unit, you could continue working with him. After he has made as much progress as possible during his attendance at the center, you can, if you are part of
a broader unit of service, offer him actual experience in a regular systematized work situation which is not available in the center. So, in such a case, he can be moved from the rehabilitation center into a production situation, by utilizing the broader unit. Here, for the first time, he finds himself in a position where he must meet production schedules as part of an over-all production set-up, where he is working under the direct supervision of an experienced production foreman. Here too, he can, if it is indicated, be offered interim employment while he is awaiting placement. I think that you lose much of the value of what you have done in the rehabilitation center if the client must go home at the end of his training and sit at home while he is awaiting employment. Interim employment can be extremely positive in the rehabilitation of a client, but you must be sure that he understands, through proper counseling, that he is being employed only for a short period of time, to bridge the gap between the end of his training and the beginning of competitive employment.

In addition to this use of the broader unit, the rehabilitation center can utilize the broader unit when necessary to offer terminal employment to those clients who, because of secondary disabilities, are unable to compete with sighted persons for employment opportunities.

The Placement Department

The placement department of the broader unit of rehabilitation, of which your center is one part, is extremely important in the over-all program of your rehabilitation center. Throughout the training of the client, the placement department is kept informed, and through observation and interview they find themselves with a positive knowledge of the abilities of the client. Such a program tends to avoid the situation where the client, after the completion of his training, must go home and wait for placement, with no real connecting link between the end of his training and the beginning of his competitive employment.

In those cases where the rehabilitation center is part of a broader unit of service to blind persons, and where the rehabilitation center does not have a caseworker, you can utilize the services of the caseworker of the broader unit of service.

I think you can see that, if you are in a position to utilize the services of a broader unit of service because you are part of the broader unit, you are in a much better position to offer more thorough, more complete, and more positive service to the client in the rehabilitation center.

The Follow-up Work of the Rehabilitation Counselor

As far as employment of the client at the completion of training is concerned, employment in competitive industry would be in many cases the objective. The job of the rehabilitation counselor is not finished when the client is finished in the rehabilitation center. He has the job of compiling reports, he has the job of watching the progress of the client in the production shop as a trainee, and he has the job of assigning him to the special shop, if necessary, at the completion of training. He has the job of working closely with the placement service, he has the job of making sure that the other members of the team are aware of the need of continued services for the client, continued braille, if you will, typing, home teaching or any other follow-up services. Here again, the broader unit to which the center belongs can become important, as you
bring to bear the available services of this unit in order to offer the client those services which will be of benefit to him.

**Client's Needs Evaluated in Terms of Center's Program**

Now as to the conditions of the client which indicate the need for a center program. The rehabilitation counselor must evaluate, in conjunction with the team, the following items: the attitude of the client toward blindness, his attitude toward training, his ability to travel, the attitude of the family, the needs of the client, and the ability of the center to meet the needs. Probably of greatest importance: Do you have the staff at your center to meet these needs? As far as ability to travel is concerned, let us assume for a moment that you have a nice, spanking brand new center, you are ready to accept clients, it is a non-residential center, and the client cannot get to the center. I think it is a negative thing to begin a guide service for a client who is entering into a rehabilitation program. I think it is more important that you have a foot travel instructor, not the rehabilitation counselor, available to go to the home of the client to teach him to travel well enough to get to and from the center. When he is able to accomplish this, you can enter him into the center program and have a foot travel instructor continue his training in foot travel and physical orientation while he is attending the center. Clients can be referred or should be referred to centers through the caseworker. The caseworker usually is the first one to contact the client. When a referral is made by a caseworker, he will have evaluated in his own mind the items we have enumerated previously. With referral to the center will come this evaluation. At this time the rehabilitation counselor can step in and start his own work to interview, to collaborate on the report of the social worker, or to determine the need for more information. When all of the information has been gathered, the staff of the center is then in a pretty strong position to bring the client into the center and to work with him. The counselor must consider certain steps before recommending the client. First, the team should agree that the center can help the client. Second, the team should agree that the center can help him to develop confidence in himself; can help him develop objectivity about himself and others; can help him to develop an ability to function with others both in social situations and in on-the-job situations; can help him to develop the ability to accept instruction and to follow through and can help him to develop the ability to make a decision regarding his future employment.

**An Integrated Process**

Well, I think I have completely confused the issue, as regards the title I was given. The title had me somewhat confused. It appears to assume that the rehabilitation center is one thing, and the rehabilitation counseling process is another. I find some difficulty in accepting this; both are part of one another. Neither can function without the other. They are so closely integrated that it would be extremely difficult to distinguish them. With the first rehabilitation counseling session, the client is on his way towards rehabilitation, whether he is physically enrolled in the center or not. The most opportune time for the physical entrance of the client into the center will depend on the rehabilitation counselor and the rest of the team. When they feel he is ready to gain maximum benefit from enrollment, that is the time for him to enter.
I am pleased to be able to talk to you about the new disability provisions which became part of the Social Security Act through amendments to the law in 1954 and 1956. They represent an extension of the basic concept of meeting the risk of loss of earnings through a contributory plan. The social security act provided, first, for loss of income through retirement because of old age, then for the widow and children because of death of the breadwinner, and now for the completely incapacitated worker. In addition, provision was made for the continuance of monthly payments beyond age eighteen for disabled children of insured workers.

This morning I intend to confine my remarks to the disability freeze and the disability insurance benefit programs.

The Disability Freeze

While disability insurance benefits are limited to totally disabled workers who have reached age fifty, the "freeze" provision is designed to protect future benefit rights of all workers who are totally disabled for long periods during their normal working lifetime. As many of you will recall, a formula in the law gears benefits to the worker's average monthly earning rate. The more he earns—and the more consistently he earns—the higher his benefits. To a considerable degree this permits wage differences that exist between workers and kinds of work to be taken into account automatically in computing benefits; within limits, the individual worker establishes the level of his protection by his past earnings' history. However, prior to the disability provision, periods of low or of no earnings had to be included in arriving at the average monthly earnings and in establishing eligibility, so that if for any reason a person under sixty-five had to stop work or worked at much reduced wages over a long period of time, his old-age and survivors insurance benefit rights could dwindle or, in some cases, could be lost entirely.

Today, extended periods of work stoppage due to total disability may be disregarded in determining the eligibility and benefit amounts of totally disabled individuals who meet the requirements of the law. In effect, the 1954 provision permits a worker to have his old-age and survivors insurance status "frozen" as of the time he became disabled. Thus, it preserves intact the insured status of qualified totally disabled persons during the period of their disability, and it protects the amount of retirement, disa-

Mr. Godfrey is assistant regional representative in New York, Bureau of Old Age and Survivors Insurance, Social Security Administration. This paper was read at the meeting last September of the New York State Federation of Workers for the Blind.
bility, or survivors' benefits payable on the basis of their earnings records.

**Disability Insurance Benefits at Age Fifty**

Since July 1957, a disabled worker between fifty and sixty-five years of age who meets the requirements of the social security law may be paid monthly disability insurance benefits. His benefit amount will be figured just as if he had reached sixty-five on the date his disability began. The amount of these monthly benefit payments will be the same as the amount of the old-age insurance benefit for which the worker himself would be eligible if he were sixty-five years of age when he became disabled. His dependents, however, do not receive any benefits based on his social security account while he is receiving his disability insurance benefits.

In August 1957 more than 100,000 severely disabled people received their first social security disability insurance checks. About 275,000 disabled workers are expected to become eligible for disability insurance benefits in the first year of benefit payments. To cover the cost of disability insurance benefits, an increase in the contributions rate by one-half of one per cent (one-quarter of a per cent on employees and one-quarter of a per cent on employers, three-eights of a per cent on self-employed individuals) became effective in January 1957 and is being paid into a separate trust fund from which payments to qualified persons age fifty and over will be made.

**General Eligibility**

In order to get disability insurance benefits at age fifty or to have his social security record frozen, a worker must meet two general conditions. One refers to the amount of work he has done in the past, and the other to his disability. In substance, he must be so disabled that he is unable to perform substantial gainful work and he must have a social security record of some years' standing, and one which shows that he was recently a part of the nation's labor force. Specifically, the worker must have social security credit for at least five years of work in the ten years immediately before the onset of his disability, and at least one and a half years of this work must have been in the three years just before he became disabled.

In addition, at least six months must elapse between the onset of disability and the first month of disability benefits. By the end of six months, the great preponderance of temporary ailments or active conditions are cured or stabilized to the point where the severity of the permanent residual can be assessed.

**Definition of Disability for the Disability "Freeze"**

And now from a general description of the requirements, let me go into the specific language of the law. In the 1954 amendments, providing for the freeze, disability was defined as (a) "inability to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment which can be expected to result in death or to be of long-continued and indefinite duration," or (b) "blindness." This Section 216 (i) of the Social Security Act proceeds to define such blindness as "central visual acuity of 5/200 or less in the better eye with a correcting lens; an eye in which the visual field is reduced to five degrees or less of contraction is considered to have a central visual acuity of 5/200 or less."

This means that for the disability freeze if the applicant's visual impairment meets the statutory definition, we
do not have to ask whether or not he is able to work. The "blind" person can have his earnings record frozen even if he is able to work. No matter how much money he may earn and regardless of the type of services he performs, his earnings record could remain frozen until he recovers.

A person who has a severe visual impairment but does not meet the statutory definition of blindness is in the same position as all other severely disabled persons; that is, he may meet the general definition of "disability" if he is unable to engage in any substantial gainful activity by reason of his impairment. For example, we would consider central visual acuity of no better than 20/200 or an equivalent concentric contraction of visual field to be severe enough ordinarily to support a claim of inability to engage in any substantial gainful activity. This is, as you know, in keeping with the usual test for industrial blindness adopted by other government and private agencies.

I say "ordinarily" because if the individual with "industrial" blindness is, in fact, engaging in substantial gainful activity, this must be taken into account.

Definition of Disability for Disability Insurance Benefits

The definition of disability for purposes of disability insurance benefits is contained in the 1956 amendments to the law. It differs from that in the 1954 freeze law in one important respect: only those unable to engage in any substantial gainful activity may qualify. The statutory definition for total blindness is, therefore, omitted. With respect to "cash" benefits, blind claimants are in the same position as all other disabled persons and we can pay disability insurance benefits to them only if they are disabled for gainful work.

Thus, a statutorily blind person under sixty-five years of age can have his earnings record frozen regardless of whether or not he is able to work. At age fifty he, like other disabled people, may get disability insurance benefits only if he is unable to engage in substantial gainful activity. If he is able to engage in substantial gainful activity at age fifty, he cannot get disability insurance payments.

Substantial Gainful Activity

Substantial gainful activity means the performance of substantial services with reasonable regularity, usually in some competitive employment, or self-employment. Work in a sheltered setting might disqualify an individual engaged in such work, if the pay was substantial and the effort sustained. The governing factor in determining ability or inability to "engage in substantial gainful activity" is not so much the setting in which the work is performed as it is the capacity demonstrated for gainful activity. Except for cases of statutory blindness, the law does not make any distinction between the freeze and benefits, and the capacity to engage in substantial gainful activity, if demonstrated, must logically result in a denial under both provisions.

Since each case is adjudicated in the light of the applicant's total situation as it is affected by his impairment, individual differences in ability to earn must be weighed. Thus, an individual possessing special knowledge and skill who worked only an hour or two daily as a highly paid consultant might be found not disabled; another person, however, whose occupational experience and native abilities restrict his accomplishments to manual tasks could be found disabled if his condition prevented him from working more than an hour or two at a time. The amount of earnings is, of course, a factor in determining whether ability to engage in
substantial gainful activity is demonstrated. The law, however, does not specify a dollar limitation on earnings, and the amount earned is not, by itself, always conclusive. As I indicated, it is considered with the other factors.

In evaluating the work of a disabled person, an evaluation team of medical and lay personnel examines the duties undertaken by the impaired individual and the extent of the physical and mental effort necessary to carry them out. They consider the duration of the work activity and ascertain whether it is sustained or temporary, whether it is intermittent or simply an unsuccessful attempt to work. A decision of inability to engage in any substantial gainful activity should be consistent with an individual’s actual activities.

To sum up, all pertinent factors are weighed to accomplish a realistic determination of whether the activity demonstrates a real capacity for work, or power to earn.

**Temporary Disability**

People temporarily prevented from following their usual occupations by disease or injury are not eligible under this program. If a disability is not expected to be of long-continued or indefinite duration, it does not qualify. But these people (as well as those who have permanent impairments) have the advantage of a provision in the social security law which permits the dropping out of up to five years of low (or no) earnings in the computation of benefits. This “drop-out” of five years can be made whether or not the reduction in earnings (or the lack of any earnings at all) is caused by a disability.

**Remediability**

In addition, a person with a visual or other handicap is not considered under a disability if he can, by reasonable effort and with safety to himself, secure medically acceptable treatment (that a reasonably prudent person could be expected to accept) that will result in recovery or substantial improvement of his condition.

**Vocational Rehabilitation**

One of the most significant features of the disability provisions is the requirement that all applicants, whether for benefits or the “freeze,” be referred promptly to their state vocational rehabilitation services. The vocational rehabilitation agencies will be in a position to recognize and aid, frequently in an early stage, persons for whom appropriate medical and vocational counseling may prevent more serious disability or may restore working capacity. Referral arrangements exist in all states. The visually handicapped are referred to special agencies for the blind. The Pennsylvania State Council for the Blind reported that 50 per cent of the referrals were previously unknown to them.

To bridge the gap between “disability” and “ability” to re-enter the labor market, and in order to avoid setting up barriers to vocational rehabilitation, the law specifically provides that a person who performs work pursuant to an approved state vocational rehabilitation program will not, solely by reason of this work, lose his benefits during the first twelve months while he is testing out his new earning capacity. Even under other circumstances, the individual could be accorded a reasonable trial period in which to determine whether he will be able to adjust successfully to remunerative work activity. However, monthly benefits must be suspended if the individual refuses available rehabilitation services under a state-approved plan without “good cause.” We are fully aware that what does or does not constitute “good cause” may involve highly complex questions that can only be
resolved after careful consideration of all the evidence in a particular case. No benefit will be terminated until we are sure that all the facts in the case have been carefully weighed.

Offset

Generally, social security benefits are not subject to reduction because of the payment of other benefits. However, the law specifically provides that the amount of the disability benefit for any month must be reduced by the amount of any other benefit, based on disability, payable under the program of another federal agency, or under a state or federal workmen’s compensation law, except for Veterans Administration payments for service-connected disability.

This reduction of disability insurance benefits applies until the individual reaches age sixty-five. At age sixty-five, disability insurance benefits stop and the individual becomes entitled automatically to old-age insurance benefits, which are payable without regard to the receipt of any disability payment under any other program.

Determination of Disability by State Agency

Determinations of disability for the freeze and cash benefits are, for the most part, made by state vocational rehabilitation agencies under contract with the Secretary of the Department of Health, Education, and Welfare. Agreements exist with fifty-six agencies in fifty-two jurisdictions. In five jurisdictions (New York, North Carolina, South Dakota, Oklahoma and Washington), the determinations are made by a public welfare agency which also administers programs of federal-state aid to needy disabled persons. In four jurisdictions (Pennsylvania, Wisconsin, Delaware, and South Carolina), the work of determinations is shared by a vocational rehabilitation and a public welfare agency or a special agency for the rehabilitation of the blind. A number of other contracting agencies have subcontracts with blind agencies for the purpose of making determinations. In all other jurisdictions, the determination of disability is made by the state agency which administers the federal-state vocational rehabilitation program.

As you know, the applications for OASI, as well as for the disability freeze and disability payments, are taken by the Old-Age and Survivors Insurance district offices. These offices are responsible for seeing that the disability cases are developed completely, including earnings data and medical and non-medical evidence. It is also their function to foster public understanding of the program and its objectives. The district office managers and their staffs provide information to the press as well as appearing on television, radio and before community groups. This is an important part of their job, and they enjoy doing it. A braille pamphlet, If You Are Disabled, has been prepared by the Montgomery County Association for the Blind in cooperation with our Norristown, Pennsylvania, district office. A modification of this pamphlet is being produced in braille by our central office in Baltimore for distribution nationally through the Office of Vocational Rehabilitation to twenty-eight depository libraries of the Library of Congress, and to private organizations interested in the welfare of the blind. Incidentally, our central office is also preparing a pamphlet for sighted persons describing the disability provisions as they apply to the blind. This material will be distributed through our district offices, in accordance with our regular practice. There are forty-one district offices in New York State, and if you haven’t been in touch with your local Old-Age and Survivors Insurance district office, this is a good time to do so.
Preschool and Kindergarten Child Attitudes Toward the Blind in an Integrated Program

MARIANNE J. WOLMAN

Until recently it has been accepted procedure that blind as well as all handicapped children be educated in segregation. This seclusion gives little insight into the dynamics of the blind child, his feelings, aspirations and potential for adjusting to the sighted world he must face as an adult. Today, experience with blind children in regular classes has shown that the blind child can adjust to the seeing world if given the opportunity at an early age to face and accept his handicap, and to work out his relationships in terms of his individuality.1,6 Today, there is general agreement that it is not the handicap in itself which causes personality maladjustments, but the attitudes of others in the social environment that influences the development and behavior of the blind child.2,9

A trend toward desegregation of minority groups in general has joined with greater insight into personality development to generate this new approach toward the education of the handicapped. The reaction of sighted children and adults toward the blind is a special problem of reactions of a majority group toward members of a minority. The avoidance, fear and rejection with which the majority in our culture often regards those different from itself cannot be dispelled without contact in situations of mutual dependence and equality. As our nation consciously moves toward eliminating prejudice, the field of early childhood education adds its knowledge that to have children of different backgrounds, abilities and potentialities grow up together brings deepened understanding, acceptance of difference, and lessening of existing prejudice.4, 5, 10

Purpose

This article reviews a study which attempts to observe and interpret the attitudes and evaluate the learning processes which take place among sighted children, and their parents and teachers, during a period of association with blind children. The study tries to show the contribution the blind child makes to his environment, when his presence in a normal group situation acts as a learning experience for children, teachers and parents. These are children who range in age from two and a half to six years.

Procedures

The method of anecdotal records, to permit observation in a natural and
unstructured setting, was used for eight school months to study the reactions of sighted children toward fifteen totally blind and six partially sighted children in private nursery schools and public kindergartens in the Los Angeles area. The method of open-question interviews, to permit maximum freedom of response regarding attitudes and feelings was used to study the reactions of twenty teachers and forty-two parents of sighted children.

Anecdotal recordings demonstrated the integration of the blind child in his peer group; acceptance of him with definite awareness of his handicap; curiosity and comments about the blind child; ignoring, exclusion and rejection of the blind child; and reactions to learning situations created by the presence of the blind child. In the case of the partially sighted children, integration, aroused curiosity, ignoring and rejection were demonstrated. However, contrary to reactions indicating awareness of the blind child's handicap, reactions on the part of the seeing children toward the partially sighted child revealed a general lack of awareness of the disability and seemed to present wholly different problems.

Reactions of Sighted Children

Of the two hundred observations upon which this part of the study was based, acceptance of the blind and partially sighted child was by far the most frequently observed response. The blind child appeared, in these findings, to be so well integrated in his social group that the uninformed observer might not be aware of his handicap.

When Susan, a blind child, and Jimmy, Nancy and Jill take turns trying to swing their legs up on the bars, Susan makes three futile attempts. The fourth time she gets her legs up and over the bars.

Susan: “See what I can do?”

Jimmy: (watching her) “It’s fun to dangle the head down, isn’t it?”
Susan: “I learned it real well!”

Acceptance of the blind child by his peers who were very much aware of his handicap was seen in many instances, showing the real insight and understanding the sighted children had gained for the blind child.

In the doll corner, Susan, a blind child, and Joan, Jane and Sally sat around a table.
Joan: “... and there are three cups on the table and a coffee pot and two spoons.”
Susan: (after children finish make-believe meal) “I’ll wash the dishes.”
Jane: (giving Susan a clue by pushing her hand against the cupboard) “The coffee pot goes here.”
Joan: (after Susan puts dishes away, taps bench where she sits, twice) “Come sit down with me here, Susan.”

Observations show that the children have learned the blind child needs some help in order to participate more fully. By giving him auditory clues to orient himself better, by removing obstacles, by encouraging him to enter group play, the sighted children displayed their realization of difference and their acceptance of it, without pity or a sense of superiority.

Sighted children often displayed what can be considered normal curiosity toward an obvious difference in reactions, appearance or behavior exhibited by a blind child. With no preconceived attitudes, and thus again without pity or feelings of superiority, the sighted child does not hesitate to question.

Helen watches Kathleen, a blind child, rubbing her eyes with her fists. Helen: “Why doesn’t she open her eyes, are they dead?”
Teacher: “No, but she cannot see, she is blind. She can hear you when you
talk to her, and feel your pretty curls and play with you.”

Helen: (Putting Kathleen’s hands on her head) “Can you feel my pretty curls?”

Helen is learning about people who are not inadequate, merely different.

The sighted children seemed to want to verbalize the insight they had gained and how well they had learned to understand the blind child.

Janie tells her teacher: “I know why Sandy is going to school. If she did not try to learn to cut with scissors now, she wouldn’t know how to do it later. If she didn’t go to school, she wouldn’t learn and she would be afraid.”

Johnnie tells Kevin—a blind child who has just bumped his head: “How come you didn’t cry? I guess you bumped yourself many times. Remember how you bumped into all the chairs in the room? Now you know where they are. When I walk in the dark, I bump into everything. Come on, let’s go in and get some milk!”

In all instances, the children’s matter-of-fact comments show their understanding that it is the perception of the blind child that differs from their own, and in some instances they begin to draw conclusions regarding difference in the broader sense.

There is much evidence to show that the blind child’s presence is a deeply enriching experience for sighted children, who quickly grasp the blind child’s facility for sensing the other-than-visual levels of the world around them. Children visiting a lumber mill delightedly sniffed the odor of fresh-cut lumber and knew that the saw made different noises in different positions, because a blind child was there. They knew that footsteps in an airplane hangar sounded different with and without a plane in it, that cooky dough felt and smelled ready for baking, that there is so much more to the world than we readily see.

Only six observations could be categorized as showing sighted children ignoring a blind child, and only six in the category of exclusion. It was difficult to determine whether the sighted children’s reactions were influenced merely by the fact that the interfering child was blind or whether any child interfering in the situation would have been ignored or excluded. Many of the sighted children involved were very young, still unable to communicate verbally, still unable to share experiences. However, the anticipation that the blind child’s poor performance might threaten the group’s play must be considered. It is interesting to note that often the children evidenced sufficient empathy to point out substitute activities for the blind child involved. The fact that there were only two observations of open rejection leads again to the assumption that once sighted children understand why a blind child behaves as he does, they can accept him with warmth, understanding and a feeling that he, too, belongs.

Reactions of Sighted Children to Partially Sighted Peers

The study of reactions to the partially sighted child revealed important differences from those to the blind child. When the partially sighted child was accepted, it was a complete and comfortable acceptance. However, the incidence of curiosity about the partially sighted child was significantly low, while that of exclusion and open rejection seemed unusually high. Comments of “You don’t have to do everything wrong!” and “Can’t you see what you’re doing?” were often heard. Sighted children did not seem to grasp the handicap of the partially sighted child.
A totally blind child's handicap is easy for the sighted child to discern. His eyes don't focus or are closed. His gait is often hesitant, his hands frequently outstretched. The partially sighted child evidences little of this behavior. His handicap seemed more difficult for the child himself to accept. He seemed highly impatient with his own performance, very easily frustrated, generally irritable, and his erratic behavior was often punctuated with temper tantrums. None of these reactions were noticed by the author in the totally blind child, and sighted children seemed to react to these personality characteristics of the partially sighted child more than to the handicap itself.

**Attitudes of Adults Toward Integrated Classes**

Attitudes of the twenty teachers and forty-two parents of sighted children, determined in open-question interviews at the close of the school year, showed many basic similarities and some important differences from those of the children. Sixty per cent of the teachers and 40 per cent of the parents evidenced initial positive, accepting attitudes at the beginning of the school year to the idea of having a blind child in the group.

Teachers said: "I was thrilled to have a chance to work with a child who was different. I assumed it would be a good learning experience for all of us."

Parents said: "I think it's a great idea. How else can young children learn tolerance, if they are not given a chance to experience difference?"

Other teachers rejected the idea, stating concern for their lack of special training or the time the blind child might take away from the other children. Other parents were either not aware of the presence of the blind child for some time or feared their children would be disturbed by the blind child's presence.

Almost all of the teachers felt real value would come from this experience in integrated programming, including those teachers with ambivalent feelings toward inclusion of the blind child. They felt the concept of accepting difference could be more effectively and realistically taught, that sensory experiences of sighted children could be sharpened, that the blind child could then adjust early to the world of the sighted, and that teachers and parents could derive real benefit from this experience.

When teachers began to develop meaningful relationships with their blind pupils, evidence showed definite qualitative change in attitude:

"I am more relaxed, but also more sensitive." . . . "I feel I'm a better teacher. I hear and feel more keenly." . . . "At first I saw only the handicap and not the child. Now I know this child has a handicap, but this is not the most important thing about him."

Parents too felt definite change in their own feelings:

"I thought my child would be upset about the blind child, but I suppose he never was. I guess I just thought he would feel the same way I did." . . . "I bring him (the blind child) to school sometimes . . . he is just like the other children."

The incidence of admitted change of attitude was very high. Thus, it can be assumed that there were reservations that were not initially expressed.

Most teachers felt they had grown considerably through this experience. Awareness and understanding were sharpened. Teachers felt more versatile, creative, more certain that their teaching techniques applied to these children too. Many said they now felt "segregation was senseless."

Parents' reactions were similar, most
expressing real growth in understanding:

"We should accept differences in our children, but we don't. When you see how a mother of a blind child can do this, it gives you something to think about." . . . "Now that I know him, I know a blind child is just a child who cannot see. I guess it's the sighted who make the blind more unhappy by our unwholesome attitudes." . . . "If Jimmy is going to be blind all his life and can be a perfectly adequate human being, I guess I can be more content with my child and his problems."

Teachers did feel the blind child took more of their time, but believed this often could be attributed to the teacher's own needs in a new situation. Some teachers felt they had too many pupils to give the blind child special time. In no situation was there observable indication that the presence of the blind child had a negative effect on the climate of the group or disturbed the teacher's ability to carry out an effective program.

The teachers generally understood the rationale behind the integrated program experiment, and the majority wanted the program to continue, feeling it was a good experience for all concerned. Many felt strongly that the number of blind children in any one group should be limited so that subgrouping or segregation within the group would not occur.

All adults agreed that the most frequent initial reaction of sighted children to the blind child was one of curiosity, and that a definite change occurred in the children's behavior as the school year progressed. This seemed more a reflection of adult attitude, since observation indicated good group integration and acceptance of the blind child from the beginning.

Parents and teachers also felt the greatest value for the sighted child lay in learning and accepting difference; that this experience set the stage for eliminating or preventing prejudice; that a child learned that a handicap did not necessarily produce an inferior person; that empathy and consideration for others was greatly enhanced. Said one parent: "If our boy learned nothing else than this casual, natural acceptance and sensitivity for the blind child, we can be thankful he had this experience."

Most adults felt there were concrete and important advantages for the blind child. Acceptance by sighted peers, they felt, was an experience a blind child would miss in an institution, and this experience would help him see that, though he was different in some ways, his rights and needs were similar to those of others.

The adults who taught and observed the blind child felt he made a real and special contribution to his group and provided a vital, practical lesson in democracy.

Conclusions

Several facts stand out clearly when the findings of this study are reviewed:

1. Combining the sightless and the sighted in an integrated program at the preschool and kindergarten level is not only feasible but is of significant benefit to all concerned. Sighted children, with no preconceived ideas about people who are different, easily grow into an understanding and acceptance of the blind child for what he is—a friend who can not see. Teachers and parents, adults with preconceived ideas and ambivalent feelings toward a new, unfamiliar situation, showed that these attitudes can be changed slowly to more positive acceptance and deeper concepts of human relationships in general.

2. Being blind does not prevent a child from becoming a well-accepted
member of his peer group.\textsuperscript{2,3} It is this acceptance, this sense of belonging regardless of his handicap, that gives this child a more realistic perspective and the capacity to cope with rejection adequately.\textsuperscript{6,7} There seemed to be a direct correlation between the teacher's positive feelings toward the blind child and the degree of his acceptance by the group. In this permissive, accepting atmosphere it appears that the few rejecting responses evidenced toward the blind child would not threaten his sense of worth as a person.

3. The partially sighted child presents a different problem. Children and teachers alike evidenced difficulty in accepting inappropriate behavior with less obvious cause. There apparently is a difference in personality structure of the blind and partially sighted child. While the congenitally blind child functions perfectly well on his level of equipment, using other sensory perceptions to discern his environment, the partially sighted child, whose organization resembles more that of a normally sighted child, would make less clearly defined differentiations.\textsuperscript{8} These factors seem to create personality problems quite different from those of a totally blind child, problems which are less acceptable to the seeing world.

4. For a teacher in tune with a wide range of differences within one group, a blind child is a problem merely of greater difference. While specialized training would strengthen a teacher's sense of adequacy in a new situation, it was apparent that an integrated program is feasible on the present level. It is also apparent that the blind child, and even the partially sighted child with his different problems, does not bring any elements of disruption to the group climate or disturb the teacher's capacity to teach. On the contrary, the totally blind child seems to enhance and deepen learning for sighted children on many levels.

While further study needs to consider attitudes in adults and children toward other disabilities, and whether or not positive experiences of non-handicapped children with those who are different carry over into later life, this study seems to add to the growing conviction that integration in education provides a sound, effective and deeply meaningful basis for democratic life.

REFERENCES

RECREATION'S ROLE in Rehabilitating Blind People

RALPH R. IRELAND

The purpose of this article is to discuss the diverse roles of recreation in the social, physical, and psychological processes involved in the rehabilitation of handicapped persons. The focus is on one major physical handicap—blindness. However, the principles set forth apply equally to the rehabilitation of any type of handicapped persons.

Literature dealing with recreation for blind people is scanty and is primarily devoted to techniques and "how to do it." Such literature is unquestionably valuable for the recreation worker. At the same time, to be most effective, a recreation program must be completely integrated with the goal of rehabilitation which is to restore the handicapped person to his maximum usefulness and to society.

Factors in Assessing Importance of Recreation

In order to assess the importance of recreation to blind people we must first look at the specific limitations which blindness generally imposes upon people. The lack of sight places a severe restriction on a person's mobility. It also limits a person's experiences to those which may be acquired through other senses than sight.

Blind people not only have to learn to adjust to their limitations but they also have to contend with the common misconceptions and stereotypes held about them by the sighted community.

A common misconception is that all blind people are totally blind. The truth is that total blindness exists in only about one-third of the blind population. The remaining two-thirds of the estimated 320,000 blind people in the United States are legally blind [latest estimate of the American Foundation for the Blind, 340,000]. That is, such people have varying degrees of residual vision, ranging from light perception or being able to see fingers held close to the eyes, up to 10 per cent vision with the very best correction with ordinary glasses. Technically, we may define a legally blind person as one whose vision, with the best spectacle correction, does not exceed 20/200 in the better eye or whose field of vision is so restricted that it subtends an angle no greater than 20 degrees.

It is a mistake to equate visual acuity with visual efficiency. Some legally blind people have learned to make maximum use of their residual vision; others have, for practical purposes, no more functional vision than a totally blind person. The recreation worker would be wise to make the initial assumption that a blind person has no vision or has made little use of what he has.

Dr. Ireland is head of the Department of Sociology at the University of Arizona, in Tucson. He was formerly executive director of the Lighthouse for the Blind in Chicago.

The American Foundation for the Blind has endeavored to dispel many misconceptions about blind people:

1. Blind people don't have a sixth sense, or facial vision.
2. Blind people do know about light.
3. Not all blind people can read braille.
5. The majority of blind people don't like to be segregated.
6. Blind people are not all musical geniuses.
7. Blind people do enjoy being independent.
8. Not all blind persons are paragons of patience and resignation.
9. It is not right to associate all blind people with dogs. (It is estimated that only about 5 per cent of blind people can use a dog to advantage.)
10. Blind people do not lose their desire to read.
11. It is not true that all blind people look forward to some miraculous operation to restore their sight.

Recreation Opportunities

A carefully designed recreation program which takes into account the interests and aptitudes of the individual can do much to build that person's morale and his feelings of belonging and self-respect. In many instances, it may be necessary for the recreation worker to instill interests and to teach skills to the person in order to achieve the desired goal.

The opportunities afforded by recreation—work, learning, satisfaction of creative urges, release from emotional or physical tension, and socialization—are a very important element in the rehabilitation of blind people. The effective utilization of these opportunities can do much to orient the individual and help him to explore his potentialities.

Work. Arts and crafts have long been used by recreation workers, occupational therapists and physiotherapists as a means of helping handicapped persons to occupy their time or to acquire new skills or to reaffirm the existence of skills which these persons had prior to becoming handicapped. It has not been so widely recognized that work situations can be introduced into the recreational setting to achieve these same ends.

For example, having blind people aid in setting up the recreation room for some specific purpose—moving chairs and tables—can do much to help them realize in at least some situations they can be equally useful in doing purposeful work along with sighted people. After a few such experiences, the seeds of self-confidence will take root in many of these blind people and cause them to re-examine, and possibly revise in a more positive and objective fashion, their conceptions of themselves and their goals.

Learning, or the acquisition of new skills, is extremely important to the blind person. Many activities in which sight played a major part have to be relearned—for example, walking, reading, writing and eating. The recreation worker can incorporate learning situations in the recreation program such as playing cards, serving refreshments, and bowling.

Satisfaction of creative urges. The fact that a person has lost his sight does not mean that he no longer has the same urges and desires as sighted people. The alert recreation worker can do much to help blind people satisfy their creative urges by providing such activities as singing, learning to play musical instruments, sculpturing, dramatics, play reading, musical concerts, lectures, and courses on hobbies and creative writing.
Release from tensions. The restriction placed on the mobility of most blind people is a major factor in building up physical tensions. The blind person often feels the need of expending his pent-up tensions in vigorous activities which will endanger neither himself nor others. He wants to break the restrictive bonds which his blindness imposes on his mobility. The recreation worker must see to it that these activities are provided—for example, gymnastics, social dancing, square dancing, roller skating, ice skating, swimming, even races and baseball.

Frequently, much can be done to alleviate a person's physical tension if we first try to relieve his emotional tension. This is often the case with blind people. The difficulty experienced by most blind people in quickly "sizing up a situation" and relating to the environment of the sighted world, their fear of social isolation, their sense of social inferiority, all combine to batter at the doors of their self-confidence and feelings of belonging and so give rise to emotional tension.

Many recreational activities can be used to reduce emotional tension, particularly when care is taken to put the blind person at ease and to insure that the demands made on him give him a gradually increasing feeling of achievement. Unwise enthusiasm of the worker may result in his placing too many demands on the blind person and thus increase the person's feeling of frustration to the point of even greater emotional tension.

Socialization. To anyone who fears social isolation, the opportunity to socialize is extremely important. The recreation worker can play a key role in the social adjustment of blind people by providing as many opportunities as possible for them to experience the socializing process—parties for small groups of blind persons, small "mixed" (sighted and blind) parties, large parties for blind people, and large "mixed" parties where sighted people comprise the great majority. Much can be done in this way to strengthen a blind person's feeling of belonging and of independence in social situations.

Recreation in Rehabilitation

The significance of a recreation program in the rehabilitation of handicapped people is frequently overlooked by workers in the field of rehabilitation. In many instances where recreation programs do exist, it is apparent that there is a lack of awareness of the very positive contributions recreation can make if it is properly integrated into the total rehabilitation program.

Recreation may be viewed as:

1. An end in itself (play). This applies with possibly even greater force to handicapped people. There is an understandable desire on their part to engage in activities which will not only occupy their time but will also tend to minimize the restrictions placed on them by their handicap.

2. Physical and health education. Recreation workers fully appreciate the values inherent in those aspects of their programs which promote physical education and health. In a rehabilitation agency, the physiatrist, the physiotherapist, the occupational therapist, and the recreation worker can do much in joint-staff planning sessions to develop recreational activities directed toward these ends.

3. A diagnostic device. The recreation worker may be able to make a valuable diagnostic contribution by developing programs for the client which will assess his capabilities and possibly give leads which can then be followed up by other members of the rehabilitation team.
4. An evaluation device. Prompt reporting of relevant facts gleaned from the recreation program at joint-staff conferences may often prove to be very important in assessing the validity of the rehabilitation program that has been developed for the client.

5. A rehabilitative device. The most important task of rehabilitation workers is to restore and to build up a handicapped person's feeling of self-confidence. Unless this is done, all the surgery, prosthetic devices, and skilled and devoted attendance will have been largely in vain. The recreation program in a rehabilitation agency affords an excellent opportunity for the handicapped person to prove to himself any of the variations of the theme he will have heard many times since he became handicapped: "It's not what a man has lost that counts, but what he has left."

6. A means of integration. The recreation worker must constantly strive to develop programs for his handicapped clients which will enable them more easily to integrate with their non-handicapped fellows. In addition, he should encourage "mixed" programs at the rehabilitation agency in order to help handicapped people and their normal relatives and friends to better understand both their limitations and their capabilities. If even the handicapped and non-handicapped people learn no more than a better appreciation of each other's points of view, the recreation worker may justifiably feel that his efforts have been crowned with success.

Recreation Goals in Rehabilitation of Blind People

The recreation worker has two obligations to fulfill in the rehabilitation of the handicapped: 1) he must accept and work with the person as he find him; and 2) the program he develops must have realistic goals. The worker must be prepared to work with a handicapped person on the basis of that person's present behavioral patterns and aspirations rather than on the basis of any of his own conceptions of how that person should behave or to what he should aspire. In setting goals he must always bear in mind what is best for the person at each stage of his rehabilitation program and what that person feels capable of doing. If goals are set only in idealistic terms they are likely to fail because they do not take into consideration the characteristic needs of the particular person being rehabilitated.

In working with blind people, the recreation worker's goal is to achieve the integration of blind people into the recreational activities of sighted people in such a way that the handicap of blindness is minimized, if not nullified. But, what of the blind person himself? Is he capable of achieving this goal? Can the recreation worker consider his efforts a success if he fails to have his blind clients achieve integration? The answer to this last question is "Yes," provided the recreation worker has constantly kept in mind the roles of recreation in rehabilitation.

We usually find the newly blinded person in what might be called the "rocking chair and radio" stage. His handicap is often accompanied by a severe emotional disturbance. He is bewildered and feels that he will never be able to cope with the difficulties that his disability has imposed. Frequently he will not even know how to shave or dress or feed himself. He feels that he is an object of pity. All too often either an over-solicitous or a callous family situation may serve to weaken even further his diminished feelings of self-respect and desire for independence.

At this stage, the recreation worker is confronted with his greatest challenge. How can he help the blind per-
son on the road to gaining his self-respect and what can he do to help the blind person overcome his very real fear of social isolation? The ultimate success or failure of recreation as a rehabilitative tool rests largely upon the ability of the recreation worker to work and plan with the blind person in the early stages of his blindness. He should also work closely with other members of the rehabilitation team every time any change is contemplated in the client's total rehabilitation program.

**How to Help Blind People**

Bearing in mind the ideal goal of integration, the recreation worker may well start out by instituting a program which will give the blind person interests outside himself, even though he is still confined to his room. Arts and crafts is only one of many devices that may be used.

Many blind people may feel too self-conscious to participate in any social or recreational activities unless they do so with similarly handicapped people. For many of these people it would be a major step toward their eventual rehabilitation if they could gradually be encouraged to attend and to participate in recreational activities with other blind people.

The next step would be to develop programs where “mixed” (sighted and blind) groups could participate and where blindness would not be a barrier to full participation. Social dancing is an obvious example. In this manner blind people would develop even further their feelings of self-respect and self-confidence.

Finally, the recreation worker can help a blind person to feel at home in completely sighted social or recreational situations. He can help the blind person to accept realistically his handicap, to overcome his self-consciousness, and to acquire techniques to put his sighted companions at ease. He can help the blind person to realize that as a member of a minority group he will have to learn to adjust to the sighted world, rather than to expect or to hope that the sighted world will adjust to him. He can also help the blind person to realize that very often the sighted person feels as self-conscious in his presence as he does in the sighted person's presence and that there are many things he can do to dispel this mutual self-consciousness and thus increase his own sense of belonging.

**Understanding Blind People**

Frequently, the recreation worker will be confronted with the blind person who rejects his blindness and wants to have nothing to do with the “world of the blind.” This person often wants to resume immediately all those activities in which he participated before he lost his sight. When this person does embark on this course, he frequently encounters so many frustrations due to his handicap that the end result is often a severe emotional disturbance. Here we have the case where the blind person wishes to attain the “ideal” goal immediately. The unwary recreation worker might greatly retard such a blind person's rehabilitation because of his enthusiasm to help. It may well be that, until the person's attitude toward his blindness is changed, the goal of “integrated” recreation is unrealistic.

A thorough understanding of the blind person is the only reliable basis upon which a recreation worker can set a both realistic and idealistic goal. What might be an ideal and yet realistic goal for one person might be wholly inadequate for the next person. The most important task of the recreation worker is to assist the blind person to fulfill his desires and to be aware of his needs as fully as possible.
Current Status of the Perkins Brailler

Edward J. Waterhouse

The story of the production of the Perkins Brailler appeared in the Perkins Lantern for March 1957. However, because of many inquiries still coming in, I have been asked to prepare for the New Outlook a statement on the present situation concerning the Brailler. In particular, I have been asked to explain why there are such long delays in obtaining these machines and what the outlook is for the future. I will try in this article to answer some of the many questions which come to us by mail.

I. Why the Delays?

Basically because demand has far outstripped expectations. A brief history of the Brailler is perhaps necessary.

The Howe Press is not a large organization. Up until the end of World War II we employed two people making appliances. (In addition we do some braille printing.) Appliances included braille slates and a writer which we abandoned during the 1930's because we were dissatisfied with its performance.

Dr. Waterhouse is the director of Perkins School for the Blind, and manager of the Howe Press of that school, in Watertown, Massachusetts.

We set out to design a good machine, particularly with school students in mind. David Abraham, a member of the Perkins industrial arts department, was asked to undertake this project. Mr. Abraham, who comes from England, had had considerable experience in machine design before coming to this country. By the time the war began, he had produced a prototype of the machine which was basically the same as the current production model.

Following the war, I, who had just become manager of the Howe Press, spent considerable time demonstrating this model throughout the country in an attempt to find out whether it was what students and teachers liked. We were encouraged to believe that we might sell 2,000 models. At that time there were several other machines in production, both in the United States and overseas, and we ran considerable risk of losing any money we might invest in our machine.

It cost over $200,000 to put the Brailler into production. Of this, $15,000 was supplied by the American Foundation for the Blind from a grant contributed by the Carnegie Foundation, and a like sum was obtained.
from a Boston foundation. The balance came from the Howe Press endowment and represented more than 50 per cent of our resources.

We considered very carefully the possibility of having the Brailler manufactured outside, but the results of our survey were discouraging. We set about to manufacture the tools and dies, and about 1950 the first machines went into production. At that time we had 1,500 orders on hand.

The machine proved so popular that orders rolled in in large quantities. At the moment we have over 2,000 orders on hand. We have never had a smaller backlog than 500.

II. Could We Increase Capacity? Obviously we had to increase our capacity enormously from the level of the 1930’s. We filled up all the available space, and once or twice since 1950 we have added on to the power house where the Howe Press is located. We are still expanding and I will touch on that later.

However, we must remember that when we set up our equipment to make the Brailler we had no idea what the demand would be. If we had actually prepared for the current demand, we would probably have had to invest about half a million dollars. We did not have that kind of money anyhow, but we certainly would not have been justified in spending it even if we had, in the face of existing competition and uncertainties of sales.

III. Do We Lack Technical Know-how? We are constantly offered help in this way. Not only is Mr. Abraham a very competent engineer, but the Boston area does not lack technical experts, whom we consult at all times. The fact that we have manufactured 8,000 Braillers would seem to indicate that we are not without technical skill.

IV. Are the Braillers Handmade? This is a frequent inquiry often linked to the thought that perhaps they are made by blind people, and if we hired seeing people to take their places we would speed up production. Well, of course, no piece of equipment is entirely machine-made, but the degree of automation in the manufacture of the Brailler is very high. We have all sorts of automatic controls making use of compressed air and electricity, and our equipment is of the latest design. It so happens that only one blind person is employed, and he tests the writers before they are sent out. In a small machine shop where each operator has to have a variety of skills, it is not easy to employ blind people.

V. Why Don’t You Buy the Parts From Other Manufacturers? Some of the parts we do. We have no foundry and the Brailler includes some of the most complicated castings currently in use in a device of this sort. However, it is not as easy as it sounds to have parts made outside. Many manufacturers will not accept orders with the requisite precision in the relatively small quantities involved. Remember that typewriters are made by the hundred-thousands rather than the thousands. We have experienced more delays through the failure of our subcontractors to meet delivery dates than we have in connection with the parts we manufacture wholly ourselves. So far as it seems possible, we do subcontract certain parts, but we are not encouraged to think that we can do more than we have done already. Indeed, our trend is to manufacture more and more of the parts ourselves.

VI. What is Your Policy With Regard to Priorities? The Perkins Brailler was designed particularly with school
children in mind. Whenever possible we do give priority to school children. Occasionally we have given priority to an adult who has stated that the possession of a braillewriter means the difference between holding and losing a job. These instances have been very rare.

The pressure put upon us by many people, including our closest friends, to give them a preference makes me sympathize with the members of public commissions who are charged with yielding to pressures, and whether charges being heard from Washington at the time of this writing are proven or not, those who try as sincerely as we have to resist these pressures deserve a mark of commendation. We have rejected requests from at least six national television programs for Brailleers to be given away on their programs, probably losing a good deal of goodwill in the process.

VII. How About the Brailler and the American Printing House for the Blind? The trustees of the American Printing House for the Blind voted to substitute the Perkins Brailler for the one currently being made in Louisville. The law requires that all devices supplied on “quota” be manufactured at Louisville. Therefore, we agreed to supply the Printing House with parts. This we are doing in limited numbers with roughly 25 per cent of our total production assigned in this way. Any delay in obtaining machines from the Printing House is the responsibility of the Howe Press. We hope to increase our shipments of parts considerably in the next few months.

VIII. What is the Present Position? A year ago it seemed obvious to us that if orders continued at the present rate we would be justified in making a further additional capital expendi-

ture. We had made several small additions to our power house since 1950, but nothing short of a major expansion would help. However, the power house is part of the school plant and the necessary alterations could not be made until the completion of a new maintenance building which was under construction last year.

Late in 1957, with this maintenance building completed, the trustees authorized the further expenditure of $100,000 to double the space available for manufacturing braillewriters. This new space will be available in June. We expect that it will also double the output of machines, but how quickly this will bring about a reduction of the backlog depends on many variables, and it is difficult to be specific.

IX. What of Future Deliveries? Orders received at present can probably be delivered about a year from now. Perhaps the word “probably” ought to be underlined and in full caps. It is never possible to predict exactly, and we have tried very hard to avoid doing so. Many people have complained when we will not give them an exact delivery date, and have complained very bitterly if we have not met the estimated date. We can only apologize for our inability to calculate these things exactly, but this is not a reasonable thing to expect.

X. What About Other Machines? A lot of people believe that we have a monopoly of manufacturing braillewriters. This is really not true. Shortly after the Brailler appeared, several other manufactures withdrew their models, some of them, admittedly, because they felt that the Brailler was superior. However, other writers are available from overseas. The choice is not between the Brailler and nothing, but we do find that many complain-
ants when informed of alternative machines immediately decide that they would prefer to wait. These foreign machines are at least as good as most of the machines in use before the appearance of the Brailler.

XI. Is the Howe Press "Sabotaging Our Educational Program"? If we were not asked that question we would not believe it possible that anyone would think that. We don’t really think it is worth answering.

XII. Is the Howe Press Deliberately Delaying Delivery in Order to Create a Demand? It seems to us that the demand did not have to be created by us, and we are not quite sure what the question means.

XIII. Do You Realize That the Reputation of the Howe Press and Perkins is Suffering Badly Because of These Delays? We could not read our mail without realizing that very clearly. We think it unfortunate and unfair, but we do understand the impatience of people who are used to placing orders for appliances and getting them very promptly.

All the Howe Press set out to do was to make a good writer and to produce as many as its capacity permitted. The many letters from all over the world describing the fine performance of the 8,000 machines presently in use make us feel that our reputation should be greatly enhanced. There are few projects of Perkins or the Howe Press in recent years, indeed, of which we are more justly proud.

We received an inquiry recently from a western state where a Senator was showing indignation because we were preventing the blind children of his area from getting "the best possible braillewriter." It never seemed to occur to him that without the very great risk which our trustees took, and without the skill and perseverance of Mr. Abraham, “the best possible braillewriter," as he called it, would not have appeared yet.

In conclusion, I would not wish to give the impression that we are not deeply concerned over the fact that many people would like to have our Brailler and are not able to get it without serious delays. I can only give the assurance that all things we could do we have done. Some human errors, undoubtedly, have been made, but they have not been major ones. In particular, Mr. Abraham, who has designed the machine and brought it into production and has been under constant pressure now since 1950, has carried this responsibility admirably. Incidentally, there are few people who work as many hours in a week as he does, and his ingenuity has led to constant improvements in production techniques; and every new lot of machines which we make includes modifications which should improve both the performance and the life of the Brailler.

We are perfectly willing to accept orders for the Brailler with the understanding that we will deliver as promptly as we can. It is difficult to foresee the future. At any moment a new model by some competitor may reduce the demand for the Perkins model to the point where we will lose a good deal of our investment. We do not worry about this since we believe that the money given to the Howe Press during the last fifty years to build up its endowment could not be put to a better purpose. If, on the other hand, the demand continues for a few more years, the Brailler should be available at a price far lower than at present, for by then we will have recouped our capital investment.
Public Relations Workshop

GREGOR ZIEMER, Ph.D.

Public relations projects and problems, films and literature dealing with blindness, and mass media of communication were discussed and analyzed by experts in their respective fields and representatives of agencies for the blind at the second Public Relations Workshop, held February 3, 4, and 5 at the American Foundation for the Blind.

Detailed results of the meeting are now being compiled in an addendum to the handbook published after the 1957 workshop, and will be distributed to all agencies for the blind.

The problem of public relations in work for the blind was discussed at the opening session by Caroline Hood, public relations director of Rockefeller Center, New York City. Drawing on her own experience, Miss Hood cited common sense and a knowledge of human understanding as major factors in any good public relations program. She said the same principles and ethical standards were basic to all public relations work, whether in industry, in work with the handicapped, or in any other field.

Maximum group participation was achieved early in the proceedings through the technique of “brainstorming” in a session conducted under the guidance of Lee Bristol, Jr., public relations director of the Bristol-Myers Company. The object of brainstorming, it was explained, is to elicit from participants a spontaneous flow of new ideas on a given subject, with no negative comments or discussion permitted during the session. A screening committee later analyzes and evaluates the ideas presented.

The subject of the Workshop brainstorming was “How to make volunteers in work for the blind happier,” or, paraphrased, “How to sell the volunteer on the importance of what he is doing and keep him sold.” In the course of thirty minutes, the session produced a list of 107 new ideas, later condensed to ten by the screening committee.

Ten major public relations projects undertaken by various Workshop participants in their own agencies during the past year were presented and analyzed in an all-day meeting. Total evaluation of the projects is now in the hands of a committee, whose conclusions will appear in the addendum to the handbook. Among the widely varied problems were:

1. How to establish sound public relations after an agency has been forced to “begin again” because of an unfortunate past.
2. How to obtain the cooperation of...
as many community organizations as possible for a project dealing with work for the blind.

3. How to use (or when not to use) celebrities in press, radio and television promotion.

4. How to develop community spirit for a "one-shot" event sponsored by the agency.

5. How to promote, publicize and evaluate the activities dealing with an event that extends over a week or longer.

6. How to create an atmosphere in the state that might result in the allocation of more state funds.

7. How to make the community conscious of a new service made available by the agency.

8. How to correct misconceptions about a particular item in the agency’s program.

An excellent statement of broad principles came from one of the PR members, J. Norman Lodge, director, Veterans Administration, Washington, D. C. Mr. Lodge said:

"In our PR work we are attempting something infinitely broad in nature. We are attempting to change ingrown public attitudes about the blind. Our activities must be virtually endless, forever ongoing. Those in the field must have continuity as a motivation; a concept that the job really never is finished.

"For yours is not the only voice pounding at the ears and eyes of the American public. Hundreds of other information and education campaigns are vying for public attention. And add thousands upon thousands of advertising campaigns attempting to educate the public to take this course of action or that.

"What is needed in the field of work with the blind are patience and faith. We must have the patience to continue our PR activities year after year, even though at times we can discern no progress. And we must have the faith that our activities will, in the long run, pay off. Only through patience and faith can we cut through the babble of voices and eventually make ourselves heard."

Four professional public relations officers served as consultants during the meeting: Harry Chapperon, Public Relations Department, Emil Mogul Company; Jerry Klein, public relations director, Lane Bryant; Irving Rimer, executive director, National Publicity Council for Health and Welfare Services, Inc.; and Louis Weintraub, president, Lou Weintraub Associates.

Eight films dealing with various aspects of blindness were screened and analyzed during one afternoon session. The consensus was that the films were generally of better quality than those shown at last year's Workshop, largely as a result of the criticisms and suggestions drawn from the discussion at that time. Apart from considerations of content and technical matters, the financial problem of film production was of serious concern to the group. Even where funds were not available for top technical quality, it was pointed out that a film of value could still be produced if careful attention were given to clarity of objective, the story line, and the total impression to be made on the audience. The major pitfall in low-budget films was cited as the attempt to cover too much ground in one film. Another suggestion for film-making on a low budget was the use of the filmstrip, a relatively inexpensive but effective method of presenting certain kinds of subjects visually.

The value of film spots for use on television was emphasized. A new idea to emerge from the discussion was the use of film instead of slides for spot announcements. While slide equipment varies among television stations, all stations have 16mm film projectors, so that
the use of film eliminates any technical obstacles to getting the spot on television.

Experts present for this session were John F. Becker, radio and TV consultant; Bob Broekman, who has made films for the Heart Fund; Don Mack, of Filmac, producers of films and slides for philanthropic organizations; and Clarence Schmidt, of Spot Films, Inc., who have made TV spot films for the American Foundation for the Blind.

Detailed questions about public relations problems, many of them dealing with the problems of the mass media of radio, television and the press, were discussed at a morning session attended by Joseph Herzberg, assistant city editor, The New York Times; Ed Roberts, chief story editor, CBS-TV Production Center; I. Keith Tyler, director of radio and television education, Ohio State University; and Earl Ubell, science editor, the New York Herald Tribune.

The final session, like the initial "brainstorming," made group participation mandatory. The group heard a tape-recording simulating a stormy session of a citizens' committee from a mythical town called Peach Bottom, and then participated in an on-the-spot committee meeting to set things right in the town. This proved another effective technique of achieving spontaneous, productive group participation.

The session ended with a summary of the three-day Workshop, presented by Henry Daum, assistant director of administration, Minneapolis Society for the Blind.

**HANCE AND PEARSON HONORED**

Wiley Hance, of the American Broadcasting Company, and Leon Pearson, radio and television commentator, were awarded the Certificate of Merit by the American Foundation for the Blind at an awards luncheon held in conjunction with the Public Relations Workshop. The Certificate is given in recognition of meritorious service to the blind people of America.

Mr. Hance was cited particularly for his work in connection with the ABC Christmas Show, The Same Christmas, presented on Christmas Eve. The award to Mr. Pearson was for his work on the Foundation's radio series, 20/200, and the new series, A Quartet.

The Certificate of Merit is a white and gold parchment signed by Helen Keller, counsellor, William Ziegler, Jr., president, and M. Robert Barnett, executive director of the American Foundation for the Blind.

**Workshop Participants**

Mrs. Sally R. Bingham, director of public relations, Ohio Department of Public Welfare, Columbus.


Gelaine Camelon, director of public relations, Second Sight, Forest Hills, New York.

Donald T. Coupe, publicity agent, New York State Commission for the Blind, New York City.

Henry Daum, assistant director of administration, Minneapolis Society for the Blind, Minneapolis, Minnesota.

Mrs. Tova Fried, administrative assistant, Department of Welfare, Commonwealth of Pennsylvania, Harrisburg.

Dave Goodwin, public relations director, Goodwill Industries of Dayton, Inc., Dayton, Ohio.

Wayne R. Green, chief of News Bureau, National Society for the Prevention of Blindness, New York City.

Alice Haines, Community Services, Columbia Lighthouse for the Blind, Washington, D. C.


Ronald P. Henry, information specialist, Florida Council for the Blind, Tampa.

Mrs. Mary H. Hoffer, Robertson Agency, Philadelphia, representing Overbrook School for the Blind.


Device for Teaching Sighted Students of Braille

A device to simplify the teaching of braille to sighted students was demonstrated at a meeting for parents of blind children held in Hartford, Connecticut, in February. The device, a pegboard "slate," was designed by Frederick Blanck, of Fairfield, father of a blind child and a member of an adult braille class, who recognized the need for a convenient teaching aid.

The braille "slate" is made easily from a standard 1/4-inch masonite pegboard. While this is commercially available in various sizes, three feet by four feet has proved a convenient size. Half-inch masking tape is attached to the front of the board to cover the first vertical row of holes and every third row thereafter. Similarly, masking tape covers the first row of holes horizontally and every fourth row thereafter. This should provide ten horizontal lines with nineteen cells in each line. A cell measuring two inches by three inches would contain six holes in the standard braille arrangement. Pegs obtained from a toy manufacturer can be inserted rapidly and accurately to represent any braille symbol. In yellow they are visible clearly from any part of a classroom.

This oversized braille slate should be helpful to an instructor charged with the responsibility of teaching braille to a sighted class. Since there is much interest among groups in many communities across the country, especially among parents of retrolental fibroplasia victims, in learning braille, the inventiveness of Mr. Blanck should prove helpful on a widespread basis.

—Albert N. Sherberg
Executive Secretary, Connecticut State Board of Education of the Blind
GEORGE EBERHARD RUMPH

It really takes a scientist to understand a scientist, but it is not often that one finds a scientist who is articulate enough to make the exploration of nature really popular reading. Such an author is certainly Willy Ley, several of whose works are available to the readers of both braille and talking books. The latest one of these is a braille edition of *Salamanders and Other Wonders*, available in regional libraries. This and his other works are “recommended reading” for everyone.

This article, however, is not a book review, but a little discussion of one of those mentioned by Ley, an early scientist of the 17th century who, although in much of his productive period visually handicapped, and later totally blind, made observations and wrote a botanical thesis, which has been valuable ever since.

This man was George Eberhard Rumph, born in Germany in 1627, probably of Dutch parents. He went to Holland as a young man, served time in the navy, and was soon sent to the East with the Dutch East India Company. Here, bored with routine, he wrote a Dutch-Malay dictionary and rose to the title of “merchant.” But at the age of forty, cataracts developed, and giving up his administrative post, he went to live on Amboina Island. There, with sight rapidly failing and with the help of his son, he settled down to explore the plant life of the island and, when total blindness ensued, to write of those plants. Finally, by the age of sixty-five, he had completed the manuscript of his *Herbarium Amboinense*. This great work, when finally printed, was to be for three centuries the main source book for knowledge of the plants of the whole of the East Indies. During World War II the books were much referred to by American botanists, who were assigned to study the flora of the islands of the East, which area was so much used as a “staging ground” for the Pacific battles. Many an American veteran is well acquainted with the name Amboina.

It is not the purpose of this paper to discuss the validity of all his botanical
notes nor the wonderful illustrations which his son prepared for the six folio volumes, but it is interesting to record that not only was the book written in Latin but it also had parallel comments in Dutch, and all this in the period before Linnaeus when he had to evolve his own system of nomenclature. Rumph has provided unknown plants with names of his own, which were much better than the longer and more clumsy names usually given to plants by the early botanists. Further it should be noted that although his fame rested on his botanical writings, his one other volume, A Chamber of Rarities, discussing and picturing sea shells and other wonders of the beaches of Amboina, was in a way a finer and more beautiful book than was his botanical magnum opus.

To this writer the most interesting fact of the life of Rumph was the way in which he was able to rise above calamity to pursue his self-appointed task. First of his crosses, of course, was his blindness, but here he was fortunate in that a grateful government gave him a grant of funds and a home, in return for his previous services. Just after he settled down to record the observations made in his younger days, his wife and daughter were killed in an earthquake. While he yet had vision he had prepared the drawings for his books, but just before he completed his writing, most of his work was destroyed by fire—all of the hundreds of plates, much of the manuscript, and his entire library. Finally, with new plates and many new descriptions, a rewritten manuscript was shipped to Holland to be printed. The French, then at war with the Dutch, destroyed the ship and all was lost. Fortunately a copy had been retained and after some delay the final copy reached Amsterdam in 1696.

But Rumph was never to know of his own printed works, for death overtook him in 1702. The production of the books (even with today’s equipment) was a formidable task, and so it was not until actually fifty years later (1755), that the last volume was published.

Elmer D. Merrill, a leading authority on the botany of the Far East, wrote of Rumph in 1917 that he would especially “emphasize the ability, energy, and broad interests of the man, for his record as an investigator is a most remarkable one, more especially when we take into consideration the period in which he lived and worked, and the great handicap under which he struggled.

Braille readers will perhaps wish to borrow the Willy Ley book and turn to page 290 and read the full and engrossing story of this remarkable blind botanical writer.

Home Teachers to Meet

The twelfth annual meeting of the Western Conference of Home Teachers will be held September 2, 3 and 4 at the Hotel Plains, Cheyenne, Wyoming. Among the topics scheduled for discussion are braille recodification, library services for the blind, adjustment centers, camps, recreation, social security and welfare laws, rural vocations for the blind, and the relationship of rehabilitation counselors and home teachers on the rehabilitation team.

Full information about the meeting may be obtained from the program chairman, H. Smith Shumway, chief, Division of Deaf and Blind, State Department of Education, Capitol Building, Cheyenne.
By M. Robert Barnett

RETURN OF THE NATIVE

I used to spend all my winters in Florida. That was because I was born there—one of the few people of my age who can claim to be a native of that sunny state.

Since moving to the New York City area nearly nine years ago, I have grown to appreciate why folks up here like to make an annual trek southward. One misses the sun; and so it was with little reluctance a few weeks ago that I undertook a combined business and pleasure trip to my native Florida. The two-week sojourn turned out to be more work than vacation, thanks to Stetson University, the Florida Council for the Blind, and the Lions Clubs of Northeast Florida.

A LION AGAIN

One of the reasons for two-weeking it in Florida was provided by Lions Club invitations to give two talks.

To digress for a moment, I became a Lion the year after I got out of college and became a working man. Over about eight years, I was a member successively in three different clubs in Florida, and found it a part of community life not only satisfying in the area of civic service but also in the social opportunities the club program afforded. During the years I was associated with the Florida Council for the Blind, there was abundant reason for keeping and broadening my Lions experience, and I found constant appearances at their meetings a source of real fun as well as assistance to the program of work for the blind.

After I came to the American Foundation for the Blind, many pressures gradually took up personal time, and I never affiliated with a Lions club in the New York area. While there was still much reason for keeping informed about Lionism, my knowledge had become obscured by lack of personal participation.

On the Florida trip, my first task was to assist in the formal dedication of two new vending stands. Capitalized with equipment by Lions, the stands become a part of the growing and prospering list of businesses technically owned by the Florida Council for the Blind. In the city of Jacksonville alone, Lions have now helped to make possible a total of eight stands.

A few days later, I was to be the guest speaker at a suburban Lions Club dinner. Incidentally, the little Lake Shore Lions Club of Jacksonville arranged for me to be a member-at-large, so I am now a Lion again—this time with the privilege of missing meetings.

However, I now intend to go to as
many Lions events as possible. The reason: Through the years, I fear I have let the errors in service to blind persons that Lions commit overshadow my appreciation of the good they do. This return to Lionism, back in my own home state, showed me that Lions as a group are solidly behind a right idea whenever they are able to learn what service is needed and appropriate. We in professional work for the blind cannot dictate to or dominate a whole service club, but I think Lions International certainly has made it clear that they want to help and will take advice.

Some of the better programs for blind persons in this country are in states or cities where a healthy and active cooperative plan exists between the service agencies and the voluntary Lions activity. Where such a plan does not exist, I think we all ought to renew our efforts to establish one. It requires a lot of give and take, but the end result will be greater resources for prevention of blindness and certain types of aid to the blind; as well as higher standards of fund-raising and service through education and understanding. Roar, Lions, roar.

FEELIES AGAIN

Another bit of business in Florida was to inspect and advise with regard to a project which was dedicated a few days later—a building and outfittings to be known as the “museum for the blind.” At first thought, one gets the notion that a collection of sculpture and art designed for study through touch is closely akin to the so-called fragrance garden, designed for pleasure through smell and touch, and opposed by the writer as a form of unnecessary segregation.

The idea of providing opportunity for blind persons to “feel” sculpture is not new, of course. On occasion, practical-minded sentimentalists in charge of regular museums have let down the ropes and permitted blind persons to examine rare pieces. But the idea to create collections of copies and set them aside with the label of “the blind museum” seems to be catching on, and I am not entirely sure I am opposed. For one thing, this particular one in Florida, thanks to the leadership of a highly intelligent art dealer-teacher and the head of the Florida rehabilitation center for the blind at Daytona Beach, have made it into more than a “dead zoo,” and the program of the special touch museum will be one of usefulness in teaching, orientation and general education about the arts.

The main thing that bothers me about this is the name. Search my brain as I might, I have had no bright idea—an idea of a name that will designate the purpose and nature of such a collection but one which also will be positive. If any reader can suggest such a name, I’ll be glad to print his or her thoughts and pass along the nominations. No, I really do not think that Steve Allen’s idea of tactile movies to be called “feelies” has any appropriateness here.

RAH! RAH!

Other pleasurable moments on the trip were the days when I revisited my alma mater, Stetson University, at DeLand. Absences from homecoming events in the past had resulted in my being railroaded into an officership in the alumni association. While I modestly tried to defend myself in person, I ended up as president-elect—and I must confess that it builds my ego. More seriously, I am going to enjoy taking a little responsibility in connection with the University’s program so that in some small way, I might repay what a really fine school did for me.
Letters to the Editor

TO THE EDITOR:

I am enclosing a carbon of a letter that I wrote to Sen. Kennedy concerning S. 2411.

Nobody asked me to write this letter and I have no axe to grind. But I have been reading a great deal concerning this proposed legislation and I find myself opposed to it.

Prof. Jacobus tenBroek through the Braille Monitor keeps admonishing everyone to write his senator in support of the proposed measure. I just happen to be one of those people who likes to make up her own mind.

I have tried faithfully to see all sides of this matter, but I am afraid there is going to be very little audible opposition to the passage of the bill.

I have had some correspondence with Miss Annette B. Dinsmore, and very pleasant I may say, and she might be interested in my remarks. I don't know.

Cecile Stevenson
Ardmore, Pa.

My dear Senator:

I am always grateful when a sighted person, particularly in a position of authority, exerts himself in behalf of "the blind." I have acquainted myself with S. 2411 which you sponsor.

May I explain, however, why I am opposed to this bill. I have read the pros and cons for the past few months. I belong to no organization of blind people, but am trying to understand this measure.

In the first place there are many organizations of "the blind," so that I see no reason for further legislation to permit such organizing.

In the second place there seems to be one very articulate spokesman who advocates this bill S. 2411.

This gentleman, one Jacobus tenBroek, seems to me to be a very sarcastic and belligerent individual. He tries, at every turn, to discount and belittle the work of such excellent organizations as the American Foundation for the Blind, the American Association of Workers for the Blind and others, making the accusation that these organizations impose their will upon the citizens who happen to be blind.

I think it is pretty wonderful when large groups of sighted people extend a helping hand to assist the blind to help themselves. Since its beginning the American Foundation for the Blind has had on its staff blind persons whose suggestions and guidance it has welcomed.

Frankly, I feel that the endorsement by the National Federation of the Blind of S. 2411 is very short sighted and a step backward for blind persons. For the past fifty years the effort has been to integrate handicapped persons into the community as a whole and not to segregate it. I also think that the NFB is in grave danger of becoming a one-man dictatorship if it is not that already under Prof. tenBroek. He makes false analogies and uses catch phrases to prove his points. I shall write to my senators and ask them to vote against this bill as much as I appreciate your interest in a handicapped group of people.

With every good wish,

Sincerely yours,
Cecile Stevenson

TO THE EDITOR:

I most certainly agree with Mr. Barnett's statement in opposition to the Kennedy bill now before the United States Senate. If there is any group of people on earth that have more liberties to join an organization or organizations of their choice and to speak freely when and wherever they please it is the blind people of this country. One of the greatest troubles I see in work for the blind today is that they
are overly organized and especially is this true of the organization sponsoring the Kennedy bill. This outfit has been in and out of Virginia, mostly in, since last October or November trying to perfect an affiliate in this state but at this writing they have made very, very little progress. I should not think that the AAWB and the Foundation should have much difficulty in defeating the Kennedy bill despite the speech Senator Kennedy made on the introduction of his bill.

L. L. Watts
Treasurer and General Manager
Virginia Association of Workers
for the Blind, Inc.

To the Editor:

Agencies serving the needs of blind people are just now beginning to achieve some of the goals set many years ago by their far-sighted founders; i.e. “To help the blind help themselves!” Now they face a new problem as did the genius who created a gargantuan robot to take care of all nagging problems.

Suddenly, we hear phrases uttered and ideologies introduced as new or necessary which have been taught and preached for years. The battle-cry, “Independence, Self-reliance, and Rehabilitation!” has been used so long that originators of the expressions have long since gone to reap their eternal rewards.

Various individuals and groups in the United States, in years past, have become so imbued and impregnated with biases and prejudices against Jews, Catholics, Negroes, Latins and Indians that they had directed open attacks upon them. But never have we had overt group attacks made against any handicapped peoples regardless of race, creed or color. A study of trend reports on charitable giving indicates that, generally speaking, the American people support welfare of children first, blind people second, our aged people third, and foundations for crippled people fourth. Others obtain support vicariously and very poorly.

Because I believe in, and appreciate, “freedom of speech” granted by our American Bill of Rights, I reserve the right to agree or disagree with any written or spoken word. Therefore, may I agree, in part, with Mr. Barnett’s attitude as expressed in his column “Hindsight,” published in your January 1958 issue. These I will state briefly:

There are thousands of known blind people living, and carried on census records, in the United States; a few hundred of these people are active, dues-paying members of the national organization limiting its full active, voting membership to people who are classified as blind people.

Membership in this organization is thinly spread over an area of forty-three states, and in many small local chapters. Since many blind people live in communities where chapters do not exist, and all blind people are not familiar with the organization, and they do not pay dues in the organization, they may not vote, set policies, or express their attitudes of given attempts to speak “in their behalf.” I cannot believe that this organization is truly and wholly representative of all blind citizens.

Nor do I believe that “tailor-made laws” should be given to any special group or organization which can give impetus toward a segregated ideology. We are now fighting segregated thinking and practice all over our nation. Blind people are citizens, they do not need a “special” American Bill of Rights.

Let’s face facts! Too few years ago, people wanted to help by pity alone; agencies serving blind people wanted
to help them achieve their normal and rightful place in society, that is, as tax-paying, not as tax-supported, individuals. These agencies, federal and state agencies established by law, and privately chartered agencies governed by the limitations placed upon them by state corporate laws fought their battles for blind people with limited budgets and little or no encouragement from society as a whole.

Have blind people in the United States forgotten those agencies who led the fight for an additional $600 a year, income tax-free benefit enjoyed by their group alone; the privilege of a free talking book machine provided because of the years of research and interest shown by agency heads in their need for reading service; and financial or supplemental aid to inadequate incomes, or special funds made available for education, medical care and prosthetic appliances? Do these agencies who have so functioned through their interest, their guidance, and provision of services, generally free-of-charge to all who are legally blind, need a special group of people to set budget policies and demand laws which will grant privileges to them which would be, in effect a flagrant invasion of the privacy of the agency or organization already bound by federal and state laws already in effect? Laws are for all, not a special few!

Therefore, I must, as a tax-paying citizen of the United States, disagree with the text and intent of Senator John F. Kennedy’s bill, introduced in June of 1957 to the Congress of the United States and known as Bill S. 2411. For it is my firm belief that a need does not exist for such a bill; and agencies providing a real and needed service will be greatly hampered from doing a good and worthwhile service for those whom they desire to serve. One group cannot decide the destiny and direct all actions for a given “cause.” And, “One rotten apple can spoil the whole barrel—.”

Chas. O. Weber, Jr.
Assistant Director
Travis Association for the Blind
Austin, Texas

CALENDAR OF MEETINGS

APRIL 6-12—American Childhood Education Association. Atlantic City, New Jersey.
APRIL 6-12—International Council for Exceptional Children. Kansas City, Missouri.
MAY 5-7—States’ Vocational Rehabilitation Council. Washington, D. C.
MAY 8-9—President’s Committee on the Physically Handicapped. Washington, D. C.
MAY 12-16—Institute for Education by Radio & TV. Columbus, Ohio.
JUNE 3-6—National Industries for the Blind. Minneapolis, Minnesota.


APRIL, 1958 153
AFOB Opens
Far East Regional Office

Official ceremonies marking the opening of the Far East regional office of the American Foundation for Overseas Blind were held in Manila, the Philippines, on March 10. This new regional office will serve Korea, Japan, India, Burma, Thailand, Ceylon, Indonesia, Vietnam and the Philippines.

Three international experts and one local specialist in work for the blind will join AFOB's staff to provide consultation and services for the rehabilitation of blind persons in countries throughout the Pacific area. These staff members will travel on assignment to countries within the region to consult with agencies for the blind to determine needs and plan cooperative services.

D. Ronald Bridges, a noted British worker for the blind, has been appointed director of the Far East office. He comes to his new post after completing ten years of service as blind welfare officer for the Government of Malaya. Prior to this he served in India from 1945 to 1947 as administrative officer of St. Dunstan's Training Center for blinded soldiers of the British Commonwealth.

Sightless himself, Mr. Bridges has taken an active part in international work for the blind. In 1950 he represented Malaya at the UNESCO Conference on World Braille Uniformity in Paris. He was also a delegate to the Far East Conference on Work for the Blind in Tokyo in 1955. His efforts on behalf of the blind in Malaya earned him the distinction of the Order of the British Empire, conferred upon him by Queen Elizabeth II in 1957.

Mr. Bridges will be assisted in the operation of the Far East office by Mrs. Ruby Ko, Mrs. Jeannette Sills and Miss Betty Barbers Imperial. Mrs. Ko was formerly an official of the Department of Social Welfare in Hong Kong, responsible for conducting its services to the blind. She has also been an active worker for the Hong Kong Society for the Blind and the Hong Kong Music Training Center for the Blind. She received her training in rehabilitation of the blind in the United Kingdom.

Mrs. Sills was formerly a rehabilitation supervisor for the North Carolina State Commission for the Blind. She has represented AFOB in the Philippines since 1955, having been assigned as advisor to the Government of the Philippines in launching that government’s Office of Vocational Rehabilitation. Under her guidance, a modern rehabilitation center for visually and other handicapped persons was opened in Manila and now serves as a showplace for the entire Far East.

Miss Imperial, a Philippines national who formerly served in the social casework department of the Manila Rehabilitation Center, has been engaged for general duties.

The new office is the third regional office to be opened by AFOB. The others are located in Paris, France, to serve the Europe-Middle East region, and in Santiago, Chile, to serve Latin America.

This monograph is the first in a series planned by the Bureau of Publications of Teachers College, Columbia University, which will deal with special education. Dr. Pelone has made an effort to provide help for the many classroom teachers who have an occasional partially seeing or blind child in their classes.

Today over 45 per cent of the nation's blind children attend school with sighted children in more than 130 cities. Most of these children have available to them a specially trained teacher who helps them develop the skill in braille and typing and in the use of specialized equipment which enables them to receive the major part of their education with their sighted classmates.

An even higher percentage of the partially seeing children attend local schools. Most of these children do not have a specially trained teacher available to them.

From regular classroom teachers across the country have come persistent requests for suggestions which would help them to provide not only an adequate education but the best possible one for visually handicapped children. Dr. Anthony J. Pelone has written directly to such teachers.

The monograph is divided into three main sections: "Visual Handicaps and School Adjustment," "The Partially Seeing Child in the Regular Class," and "The Blind Child in the Regular Class." In a book of less than 100 pages it would seem to be difficult to cover these three topics comprehensively. Each of the three sections suffers because of the brevity of its treatment.

Three valuable additions are Appendices A, B, and C: Glossary of Eye Terms, Equipment and Materials for Partially Seeing Pupils in the Regular Class, and Equipment and Materials for Blind Children in the Regular Class.

Although only seven eye conditions are discussed, some educational implications of those conditions have been presented in a manner which should be helpful to the classroom teacher. For example, there are specific suggestions for the most comfortable lighting and seating for children with certain visual handicaps. The effects which some eye conditions may have upon children's choice of activity and upon their developing interests have been skillfully suggested. The short discussion of optical aids is especially good in the way that necessary technical information is clearly related to a child's possible functioning in a classroom. One might wish that several other eye conditions (including cataracts, albinism, and glaucoma) had also been discussed, but at least they are included in the excellent Glossary of Eye Terms.

The author's discussion of the partially seeing child, while written in a pleasant style, contains little which has not already been covered adequately through pamphlets available from the National Society for the Prevention of Blindness or in the 1954 edition of the

*Miss Kenmore is program specialist in education at the American Foundation for the Blind.
Winifred Hathaway text in this field. Yet the fact that the material has been directed specifically toward the general classroom teacher makes it worthy of reiteration in this type of effort. The author discusses briefly the roles of some of the school personnel who serve the partially seeing child, and the materials and curriculum adaptations desirable. Although Dr. Pelone explains in his introduction the types of educational programs which have existed in the past for partially seeing children and the trend toward greater integration today, it would seem that he has presented only part of the picture through leaving out the contributions of the specialized teachers who now serve 8,000 partially seeing children. It might have been of even greater help to general teachers who have the assistance of a specialized teacher to have discussed their relationship to each other more fully and their respective responsibilities toward the partially seeing child’s education.

A few of the services of the specialized teacher are mentioned in the section on the blind child. But again little attention is drawn to the important relationship between the two types of teachers who will work with the child. The great majority of blind children who attend classes with sighted children receive additional help from a resource teacher. Some blind children are still registered in a “braille class.” A minority are served by itinerant teachers. The author discusses only the itinerant teaching plan. Whatever plan may survive the test of time, today’s general teachers want to know how to improve service under present programs.

Perhaps the most helpful part of this third section is “The Blind Child in Kindergarten with Sighted Children.” Here, in a short space, the author probably achieves his best communication with regular teachers. Some excellent suggestions are made in several areas of the curriculum. In each case, however, the ideas are so limited that there is little possibility they may provide more help than mere orientation for the general teacher about to meet her first blind child. For example, while more than five pages are devoted to reading and writing, descriptions of the braille code and writing equipment consume all but one page. The four thoughts expressed there are important, but offer a minimum of help to the teacher in this broad area.

Only one material is listed (out of a possible dozen) which may be used for making raised maps. Under Audio Aids only the REAL tapes and talking books are listed. Under Workbook Materials only one method is offered whereby a blind child may select the correct answers. The single paragraph dealing with art discusses only some of the ways a blind child may use crayons and paints. The whole topic of three-dimensional art is ignored. Experienced teachers will recognize readily that the author is writing without having had prior experience in most of the curriculum areas.

Much of the philosophy which stresses the similarities of blind children to all children may be lost to the reader who becomes concerned about the inadequate treatment of materials and curriculum adaptation.

Many of the suggestions made in Approach to Orientation would seem to discourage physical independence in the child rather than encourage it. For example: “The student should be able to recognize reference points such as water fountains. However, it is recommended that student guides be assigned to assist him so that he can move through the halls quickly and easily.” Other statements in this part are also open to question. Here it might have been particularly important to have...
commented on the part which may be played by the special teacher in helping the child develop independent travel skills from kindergarten age on.

Two glaring omissions are a suggested reading list for classroom teachers, and mention that there are local, state, and national agencies and organizations where one may secure additional information.

In general, the briefness of the book has probably brought about some of its limitations. Classroom teachers will find help in its pages, but may be disappointed in the rather cursory glance given many topics.

Appointments

☆ The appointment of Howard C. Carroll, of Fort Wayne, Indiana, as director of the Board of Industrial Aid and Vocational Rehabilitation for the Blind, Indianapolis, became effective February 15, 1958. Mr. Carroll succeeds Kenneth E. Bratt, who is now with Cincinnati Goodwill Industries, Cincinnati, Ohio.

After losing his sight at the age of forty, Mr. Carroll was a successful vending stand operator for several years. He is a past president of the Indiana Association of Workers for the Blind.

☆ The Indiana agency also announces the appointment of Chester G. Minton, of Indianapolis, as chief of rehabilitation. A native of Boston, Mr. Minton is a retired Episcopal clergyman. He spent twelve years as a chaplain in the United States Air Force, and recently returned to Indiana from Honolulu.

Directory Changes

The following changes within various agencies for the blind should be made in your Directory of Activities for the Blind in the United States and Canada, 1954 edition:

Page 37—Board of Industrial Aid and Vocational Rehabilitation of the Blind. New Director: Howard C. Carroll.
Page 48—Massachusetts Division of the Blind. New address: 14 Court Square, Boston.
Page 55—Duluth Lighthouse for the Blind. New Executive Director: John W. Dexter.
Page 80—Oklahoma State Library. New Special Services Librarian: Mrs. Pattilou McCoy.
Announcement has been made of the forthcoming retirement of Philip S. Platt, Ph.D., executive director of The Lighthouse, the New York Association for the Blind, since 1944. Dr. Platt will leave his post October 1, 1958.

During the thirteen years of Dr. Platt’s administration, The Lighthouse has increased its volume of service from two to four times on behalf of 40 per cent more blind individuals. New services added to the organization’s program during these years include vocational rehabilitation services in cooperation with the New York State Commission for the Blind, counseling with parents of preschool blind children, psychological-vocational guidance counseling and testing, low vision lens clinic, braille transcribing service, women’s residence, transportation services, and restaurant for blind persons in the recreation program.

A successor to Dr. Platt has not been appointed. A director’s replacement committee composed of William M. Robbins, vice-president, P. S. Howe, Jr., past president, and Mrs. Douglas C. Findlay, board member, has been appointed.

More than 400 representatives of nearly 200 national voluntary organizations attended a meeting conducted by the Social Legislation Information Service on February 5 and 6 in Washington. The theme of the meeting was “What is New and Different in the Health, Education and Welfare Department’s Program and Budget for the Year Ahead?” The Administration’s new legislative proposals, as well as the Department’s current and continuing programs, were the subjects of discussion.

Detailed information on careers in community organizations is presented in a new brochure released by United Community Funds and Councils of America. The brochure, Spotlight on Community Organization—a Career for You, describes professional job opportunities in the areas of fund-raising, research, public relations and administration. It describes the personal qualities and educational preparation required for employment in community organizations, and gives information on scholarships, training, salaries and benefits.

February 23 marked Mrs. Sidney E. Pollack’s twenty-fifth anniversary with the New York Guild for the Jewish Blind. Mrs. Pollack has been administrative director of the Guild for most of that time. Many services and improvements have been initiated during Mrs. Pollack’s term of office. The departments of social service and of groupwork and recreation were placed under professional direction; professional vocational counseling was expanded; a braille library and transcribing service were introduced; and the Institute for the Normal Development of the Blind Child, with two nursery schools and extensive parent counseling services, was opened. Other achievements include the building of a new Home for the Aged Blind with medical board and psychiatric consultant; the
inauguration of a Student Training Unit with fellowships for social work students in conjunction with the New York School of Social Work, Columbia University; the beginning of experimental recreation programs in integrating blind and sighted children; and the centralization of Guild services.

☆ The San Francisco Association for the Blind and the Enchanted Hills National Foundation for the Blind have merged to form the San Francisco Lighthouse for the Blind. Albert C. Meyer, vice-president of the Bank of America, has been named president of the organization.

The Enchanted Hills Foundation, formerly known as Recreation for the Blind, Inc., was founded in 1947 by its executive director, Rose Resnick. It operates a year-round camp for blind children and adults and other recreational and educational activities. The San Francisco Association, founded in 1902, provides employment for blind persons in its factory, and also conducts home teaching, placement, social and recreational activities.

☆ Robert J. Smithdas, counselor in public education and information at the Industrial Home for the Blind, Brooklyn, New York, received the Distinguished Service Award of the New York State Junior Chamber of Commerce as one of the state’s five outstanding young men of 1957. In addition to his work at IHB, Mr. Smithdas, who is deaf and blind, is a poet, author and scholar. The award was presented in January in Schenectady, New York.

TEACHER PREPARATION COURSES

SUMMER 1958

The following summer courses for teachers of blind children, developed in cooperation with the American Foundation for the Blind, have been announced. Inquiries should be addressed to the institutions listed.

UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota. June 16 - July 19.
UNIVERSITY OF DENVER, Denver, Colorado. One-week Workshop, June 23-27; three-weeks Workshop, June 30 - July 18.
This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: New Outlook for the Blind, 15 West 16th Street, New York 11, N.Y.

POSITION OPEN: Executive Director, Erie’s Center for the Blind, Erie County Branch of Pennsylvania Association for the Blind. Responsible for complete direction of Blind Center activities, including remedial eye care, prevention of blindness, sheltered workshop, and other related activities. Qualifications: College degree, experience in social work, and agency administrative experience. Salary range: $5550-$7650. Submit applications to Frederick Wild, Erie’s Center for the Blind, 230 East 21st Street, Erie, Pa.

POSITIONS OPEN: Two vocational rehabilitation counselor vacancies. Qualifications: College degree with at least one year’s experience; or five years’ employment experience with occupations and employment problems, social casework or vocational guidance; or a combination covering at least five years. Must be willing and able to travel the state. Salary $3,720-$5,160. Send resume to State Personnel Director or State Board of Education of the Blind, State Office Building, Hartford, Connecticut.


POSITION WANTED: Totally blind man, 37, B.A. in social science, desires position as teacher or in related work. Experience in tutoring, administrative and industrial work, public relations; fourteen years in elective public office. Excellent traveler. Willing to relocate. References furnished on request. Write James H. Connell, 186 Congress Street, Troy, N. Y.

POSITION WANTED: As a teacher in school for the blind or public school class for visually handicapped. Ten years’ experience in elementary teaching in state public school systems. B.S. degree with majors in history and English. Partially sighted; graduate of Mississippi School for the Blind. Excellent references. Write Mrs. Alvin B. Allen, Route 1, Box 188-A, Palatka, Florida.

POSITION WANTED: Blind woman, 23, graduate of Arkansas School for the Blind and Arkansas A.M. & N. College, seeks position as home teacher, instructor in school for the blind, or school counselor. Bachelor’s degree in sociology, minor in general education. Willing to relocate to any part of U.S. Also qualified as transcriber-typist, proofreader. Write Mrs. Helen Davis Jones, 1843 Seventh Street, Santa Monica, Calif.


POSITION WANTED: Housemother for children over twelve. Have completed Purdue course of training. Willing to relocate anywhere. Write Mrs. Jean B. Campbell, 502 North 10th Street, La Crosse, Wisconsin.

POSITION WANTED: Legally blind man, thirty-nine, functions with sighted except driving. Two years’ rehabilitation center experience plus industrial and sales, now completing master’s degree program in rehabilitation counseling. Available for field placement June 19; employment September 1. Write Box 54, New Outlook.

POSITION WANTED: Qualified young man seeks position in home teaching or related field. Also qualified for teaching in training center. Have M.A. degree in the social sciences from the University of Chicago; have just completed IHB-OVR training program. Write Don R. Faith, 412 West Main Street, Decatur, Illinois.
Organic and Psychiatric Disorders of the Aged Blind.................Mayer Fisch, M. D. 161

Group Work With Blind People..............................................Sidney R. Saul 166

Blind Spots in the Professional Worker About Blindness..................H. Robert Blank, M.D. 173

McCartney's Thesis on Dreams...............................................H. Robert Blank, M.D. 175

Principles and Techniques of Placement..............................John Brady and Raymond J. Wuenschel 177

Some Experimental Findings About Blind Adjustments..................Sidney I. Dean, Ph.D. 182

Research in Review.............................................................185

Historic Japanese Attitudes Toward Blindness........................Mitsuo Tanaka 191

Workshop on Preschool Deaf-Blind Child..................................192

Hindsight..................................................................................193

Letters to the Editor...............................................................195

Noyes and Seligman Elected to AFB, AFOB Posts.........................196

Current Literature.................................................................198

Appointments...........................................................................199

News Briefs..............................................................................200

Classified Corner.....................................................................202

Published by the
AMERICAN FOUNDATION FOR THE BLIND
"While they were saying among themselves 'It cannot be done' it was done."

—Helen Keller
Organic and Psychiatric Disorders of the Aged Blind

MAYER FISCH, M.D.

Methods of investigation and treatment of psychiatric illness, and the popularity of various theories or dogmas concerning their origin and mechanisms, have with remarkable consistency fluctuated with the broader cultural movements of history. For example, in the relatively free intellectual atmosphere of ancient Greece, where we find man's first recorded efforts at exploring his internal and external environment which was not wholly dominated by a theological system, emotional illnesses were regarded in the same light employed to partially illuminate other areas of human malfunction. Thus, they were usually considered an expression of bodily disturbance, but often with an admixture of superstitious supernaturalism. The Old Testament, which demanded acceptance upon the basis of unquestioned faith but which incorporated many seemingly empirical prescriptions for daily living, appears to have avoided the issue. In the Middle Ages, that supreme age of faith, when man's physical aspect was considered base and unworthy, few dared to doubt that mental illness denoted possession by evil spirits. The following Age of Reason reversed the trend, giving birth to modern science, which became the ideal of the epoch. Psychiatry again followed suit, so that by the end of the nineteenth century it was held as a certainty that all psychiatric illness was due to disease of some portion of the brain, in the narrowest structural sense. True, such an anatomical disease could usually not be found, but it was thought to be merely a question of developing ever finer microscopes.

This parochial approach of course gave way to psychoanalysis, which has dominated psychiatric thinking for the past thirty-odd years. It is notable that Freud first gained substantial acceptance after World War I, that first cataclysm which shattered mankind's belief in the gradual perfectibility of life via reason applied to physical science. At-

---

Dr. Fisch is consultant psychiatrist for the New York Guild for the Jewish Blind. This paper was presented at an institute on the specialized agency held by the Guild in February.
tention was again directed to man's spiritual or emotional qualities. Religio
tion had already failed to order the universe; psychoanalysis, the scientific
method applied to emotions, offered new promise, and fired the imagination.

In the ensuing years, the organic as
pect of psychiatry was often overlooked.
Today a considerable measure of rapprochement has been effected, and atten-
tion is directed to both the physiological and psychological aspects of
man's emotional life and its derange-
ments. This dualism is often decried,
but probably will not truly be overcome
until tremendous further advances are
made in neurophysiology, which must lie well in the future. Alternating usage
of the terms mental illness and emo-
tional illness is, in itself, indicative of
this problem. Mental illness, the older
term, suggests a disorder principally of
the capacity of the brain to think;
emotional illness, some disturbance of
feeling. While the term mental illness
has fallen into disrepute, it more ac-
curately describes some psychiatric con-
ditions, for nearly all involve distur-
bancc in both spheres, the proportion
varying greatly from one group of dis-
eases to another.

The foregoing may seem irrelevant
in a journal for workers with the blind,
a field which has been highly pragmatic
in its orientation. However, these wide-
spread cultural phenomena make their
influence felt in fields as disparate as
education, art, and government, and
certainly the vicissitudes of psychiatry
have been reflected in the field of social
work. Thus, experience with the aged
blind has led the writer to feel that the
problem area which is most often over-
looked or least understood is that of
the client's mental status, in the sense
of how intact are his intellectual fac-
tilities. There is widespread alertness
and sensitivity to the emotional impact
of blindness, to the nuances of family
relationships, to the significance of en-
vironmental changes; but the function
of that organ, the brain, which must
perceive, assimilate, and initiate adjust-
ments to these complex situations, is
too often taken for granted.

Aging often demands new adjust-
ments to altered conditions of life. When blindness is one of these condi-
tions, the task is obviously more diffi-
cult, for the individual is then deprived
of one of his major facilities of adapt-
ing to the environment. The same
would be true, in a different fashion,
if some other major function were im-
paired, such as the ability to walk. If,
in addition, the mind has lost much of
its keenness, a most important new
dimension of complexity has been
added. I would therefore like to direct
attention to the nature of the changes
of the brain in aging, and their effect
upon total functioning of the indi-
vidual.

Loss of Function Varies

Advanced conditions of senile deteri-
oration are readily recognized as patho-
logical, while some lapse of memory in
an elderly person is usually not con-
sidered noteworthy. However, a few
individuals do retain complete clarity
of thought to the most advanced age,
and no degree of intellectual loss can
be called normal, if the term is used to
indicate optimal function. Some degree
is, of course, normal, if the term is used
to mean average. We may then com-
pare the mental changes of aging with
dental caries — widespread, but still a
disease, and not devoid of meaning for
each individual in question. Between
the extremes of unimpaired intellectual
vigor and vegetative senility any degree
of loss can and does occur.

A paramount point is that any such
loss indicates a loss of the ability of
the brain to function as it previously
had, in a direct physical sense. Further-
more, it means that a certain number of neurons, the brain's functioning cells, have died, never to be replaced. Unlike certain other organs, for example, a broken bone that mends or lacerated skin which heals, brain tissue never regenerates, no matter what the cause of destruction or the age at which it occurs. Children whose brains are injured at birth have lost forever any destroyed brain cells. Whatever recovery occurs after neurological illness is due to resumption of function by cells that were temporarily incapacitated, as by inflammation, but not killed; or by transfer of function, which is possible only to a very limited extent. Where disease is diffuse and involves the higher powers of intellect, as in the changes of aging, the latter is not possible at all. Destroyed brain cells are replaced by connective tissue, which has no capacity to receive or transmit nerve impulses.

The brain is an organ of highly localized function, and the signs of loss of function of any given part are the same regardless of cause. Different neurological diseases are recognized by the pattern of loss or impairment which they produce. In those conditions of which we are speaking, which affect the brain at large, the specific cause cannot be recognized by the symptoms, and they go by the general name of chronic organic brain syndromes. Included in this group are some diseases not related to aging, such as the brain deterioration which sometimes follows chronic alcoholism, producing what is known as Korsakoff's psychosis.

In the aged, brain damage is usually due to one of two major causes. The first is the so-called primary senile degeneration, in which an ever increasing number of brain cells simply atrophy and disappear. This condition usually makes its appearance in the seventies, and is slowly but inexorably progressive. The other major brain disease of the elderly which leads to psychiatric symptoms is cerebral arteriosclerosis, in which the brain suffers secondarily because of changes in the arteries which carry its blood supply. This condition is apt to begin at a slightly earlier age, usually the latter sixties, follows a more uneven course, and is more apt to produce physical as well as psychiatric symptoms and signs. However, there is usually no reliable method of distinguishing the cause in any particular case, and for our purposes we may consider them jointly.

Just as the onset and degree of brain changes varies greatly, and cannot be considered an inevitable concomitant of aging, it is important to note that the degree of clinical symptoms is not directly proportionate to the degree of brain damage. Some persons who show only mild signs are found at autopsy to have suffered extensive brain destruction, while the reverse may be equally true. Reasons for this are not fully understood. No doubt this can partly be explained on the basis of the specific microscopic areas of the brain affected, but it is equally probable that the degree of symptomatology also depends on emotional factors, to which we shall soon refer.

**Intellectual Loss**

However, the cardinal and paramount symptom of these diseases is intellectual loss, manifested by difficulty in understanding and in memory. Memory of recent events is affected to a much greater degree than the well ingrained recollections of years past; it is therefore more revealing if a client can or cannot tell what he ate for lunch than if he can give a coherent account of his childhood. Absorption with the remote past is indeed frequently a sign of senile regression. Orientation, the individual's knowledge of time, place,
and the identities of himself and those about him, is a function of memory, and is lost in proportion to memory. Time, ever changing, requires relatively good mental capacity to keep abreast of, and is the first dimension of orientation to suffer; place is intermediate; while some knowledge of person, particularly the self, is usually retained almost to the end stages of disease.

**Diagnosis**

This intellectual loss is of the greatest diagnostic importance, and may be considered the *sine qua non* of any chronic organic brain syndromes. For example, an elderly person may show signs of withdrawal and depression. If examination shows his mental faculties to be intact, the disease is functional rather than due to brain deterioration, and demands different management. An apparently deteriorated, regressed schizophrenic may remain capable of working mathematical problems of the highest complexity; an organic cannot.

Equally important, and unfortunate from the point of view of diagnostic simplicity, is the fact that symptoms and signs of brain degeneration are not restricted to the intellectual sphere. To some degree emotional life, habits, and general personality patterns are nearly always affected. Thus, interests usually become restricted, there is greater preoccupation with the self and immediate physical needs, and there is some degree of apathy, irritability, intolerance of change, and emotional volatility. In many cases, more complex emotional phenomena appear, and we may see intense agitation, hallucinations, delusions, paranoid accusations, or any of the features usually associated with the functional psychoses. These signs most often occur after some memory loss or disorientation has become evident, and are recognized as manifestations of an organic brain syndrome. However, often they precede any gross disturbance of intellect. A conservative gentleman who becomes sloppy of dress and obscene of speech, while continuing to discharge his normal responsibilities with evident command; an even-tempered, self-contained woman who becomes increasingly morose or petulant—these may be suffering incipient senile degeneration. If so, examination would reveal signs of intellectual loss, which may escape casual observation.

It is now evident that the manifestations of these diseases are not a direct reflection of the amount of physical damage to the brain. This brain damage, however, weakens control, so that emotional tensions which may formerly have been held in check now emerge to produce disruptive symptoms. They are diseases of the total organism and personality with symptoms determined in part by the loss of neurons, in part by the lifelong personality structure of the individual, and in part by the emotional pressures, stresses, and conflicts of the moment. An individual who has always tended to be suspicious is apt, under the added stress of cerebral arteriosclerosis, soon to become overtly paranoid; a well-balanced person, on the other hand, may lose most of his thinking capacity while still retaining a cheerful, friendly outlook on life. These conditions occur at an age which to some may have brought contentment and security, and to others abandonment, isolation, or the finality of failure; their corresponding situations will be reflected in the symptoms in which the same degree of organic insult will be garbed.

**Blindness Compounds Problem on Two Levels**

When blindness is an aspect of the constellation with which an aged individual must deal, or to which he must react, a further trauma is added on two
fronts. It constitutes an emotional impediment, of course, often involving a depressing sense of incapacity, which makes it more difficult for the patient to constantly muster his adaptive resources. However, sudden blindness in the aged is relatively rare; more usually it is the culmination of an illness that began in middle life, and the individual has had a long opportunity to work through this emotional trauma and to come to some terms with it. It is not our purpose here to discuss the varying emotional reactions to blindness and adjustments which may or may not be successfully made, but a condition which has been present for many years usually tends to become assimilated in some way to the personal self-image, and does not exert the same type of dynamic force in shaping reactions as does a newly acquired disability or loss.

An important exception to this general rule in the aged is the patient who has had gradually diminishing vision, and finally loses his last remnant of visual perception. In such cases, this event may serve to precipitate signs of an organic brain syndrome, where homeostasis had previously been maintained despite neuronal loss.

**Orientation Affected**

The second route by which blindness may play a role in predisposing toward the appearance of an organic brain syndrome in the elderly is perhaps of greater direct clinical significance. This is by the loss of an important means of orientation, of maintaining direct contact with the environment. We must remember that an aged person with a brain impairment is struggling to carry on normal intellectual functions with a weakened machine. Memory is poor; ability for new learning is far more deficient. He therefore needs repeated reinforcement from the outer world of his reality awareness. Sighted senile patients often tend to become more confused and disoriented at night, returning to reality by the light of day. Of course, daytime also brings the comforting security of routine and human contacts, which are equally effective for the blind. However, the blind patient must constantly reconstruct his environment from memory and other modes of sensory perception, without the quickest and easiest device of all, namely, vision. It has been shown that normal subjects, when experimentally deprived of all sensory stimulation, are prone to develop reversible psychotic-like states. Thus, it would seem that the likelihood of overt senile disorders of the blind is somewhat greater than among sighted people of otherwise comparable health and situations.

**Treatment**

We thus see that the chronic organic brain syndromes of the aged are in fact multifaceted conditions, of which the brain deterioration is one of several determinants. Growing awareness of these phenomena has served to dissipate much of the pessimism which formerly pervaded this field. It is true that as yet we are unable to reverse, or usually even to arrest, the brain changes in such cases. However, the condition can be alleviated even without direct treatment of the organ involved. In most kidney conditions, for example, little can be done to restore the diseased kidney to normal status. Medical treatment is rather directed at regulating the physical environment and work of other organs, so that the kidney's impairment will have a minimal effect upon the total functioning of the organism. So, by attention to environment, to the emotional life, to pharmacological aids, even to diet, we may often aid seniles to live out relatively undisturbed and sometimes productive lives.
GROUP WORK
with blind people

SIDNEY R. SAUL

Group work and recreation can and should go hand in hand for the greater development of normal healthy people. Recreation can give people a sense of achievement, and a feeling of accomplishment. It provides for many creative educational experiences, and for sound use of leisure time.

Group work makes use of the tools of recreation. It seeks to emphasize individual social adjustment and the development of personality through use of group experience, and to help people become emotionally balanced and intellectually free.

Group work has been defined in many ways, but all definitions make reference to several basic factors which are the same:

1. That the group is used as the setting where personality is helped to grow in a healthy, socially acceptable direction.
2. That a person grows and develops through relationships with others.
3. That, in our democratic society, a person lives and functions within many group situations; that it is within a group of our choice that we may learn, practice and sharpen democratic methods so that our society may remain a healthy one.

We may view group work as a method which uses group experience to help people learn how to live with themselves and each other. One of the key factors in it is the development of personality.

Let’s remember that group work is a dynamic method and is in a constant state of change, and that its methods of achieving and approaching its goals change with experience. As we learn more of psychological and social forces we will refine and reaffirm, and even redefine. But one thing remains constant: the purpose of helping people to develop emotionally and socially through group experience and of helping groups to contribute to the social good.

With this concept of group work in mind, let us consider the role and function of the group worker, which are based on this viewpoint. Although his goals may be far-reaching, his primary function is to meet the needs and requirements of the members of the group he is serving. People join groups, such as social clubs, current events groups, music listening groups, for a

Mr. Saul is director of group work and recreation at the New York Guild for the Jewish Blind.
variety of reasons: to enjoy themselves, to meet other people, to make new friends, to enjoy common interests. The group worker must see to it that the member enjoys his group experience and derives satisfaction from his membership.

If we agree, however, that participation in a group results not only in the enjoyment of specific experiences, but also in personality development, then we also recognize that the group worker carries additional responsibilities.

**Functions of Group Worker Defined and Illustrated**

The function of the group worker has been defined in the following manner: His objectives include provision for personal growth according to the individual's capacities and need; the adjustment of the individual to other persons, to groups and to society; the motivation of the individual toward the improvement of society; and the recognition by the individual of his own rights, limitations, and abilities, as well as the acceptance of the rights and differences of others.

With these objectives in mind the group worker needs a variety of skills. Ideally, it would be wonderful if he had skills in crafts, folk singing, art, dancing, discussion leadership, etc. But, even if he were so fortunate as to possess all these skills, they would not be enough. For, over and above his program skills, a worker must have: 1) the ability to develop warm and meaningful relationships; 2) an understanding of behavior and why people act as they do individually and in groups; 3) an awareness of the behavior of the individual in the group and a sensitivity for his needs and feelings; and others to be discussed later.

The following summary by a group worker of an individual in a group will illustrate these three points:

When the group assembled this morning I was pleased and surprised to find Mrs. R. present. Mrs. R. has had most limited social contacts and has participated in no groups at all to date. In addition to her natural reserve she has a language problem as she speaks very little English. She communicates with some of the residents in German, with others in Yiddish. I welcomed her warmly, announcing to the group that we had a new member. I had been teaching a new song, and had planned to go over the words with the group. As we began to say the words it was evident to me that Mrs. R. was ill at ease. During the rehearsal of this song I noticed that Mrs. R. was not singing. I said, "Anyone who doesn't know the words, don't worry; let's hum the tune," although everyone there except Mrs. R. did know the words. I then leaned over to her and repeated this in Yiddish. She perked up and began to hum along. As the hour went on she hummed more and more. After we had finished one or two songs that we were practicing, I suggested we "just sing." I launched into the music of a Yiddish folk song, then into one which had popular translations in Yiddish, English and Russian. The folks were very pleased with these songs. I then picked up with a German song, and Mrs. R. immediately began to sing the words. She led us on through a medley of German songs, and I encouraged her to sing the words while the group hummed along softly. The effect was very pleasing to everyone and most satisfying to Mrs. R.

When she left she told me, in Yiddish, that she hadn't sung with a group in years and had enjoyed this very much. I, in turn, assured her that the music was more important than the words, that she carries a tune well and that her voice is a decided asset to the group. I also suggested, jokingly, that one often learns to speak a language when one has sung it. She laughed and said, "maybe." We parted with remarks of pleasant anticipation of next week.

In this summary we see clearly that Mrs. R. was recognized the moment she walked into the room. The group worker immediately mobilized her skills in making contact and developing a relationship in Mrs. R.'s own language. She carefully guided her songs toward the use of German and used Mrs. R.'s special knowledge to help her give to the
group. The leader was sensitive to the needs and feelings of the member and understood the reasons for her reserve and lack of participation in the group’s life.

In short, she used her skills to help Mrs. R. have a positive and enjoyable first group experience. By the way, you will also note how a skill was used as a tool to achieve this end result.

Further enumeration of the requirements of a good group worker would include: 4) the ability to guide a discussion toward a meaningful goal; and 5) the ability to use program skills as a tool in helping people help themselves, recognizing that the planning and organizing of an activity is as important as the activity itself.

For example, there is no question that a trip to visit the Statue of Liberty is a most valuable experience for a group of blind people. A leader can either develop such a trip for a group or with a group. If she chooses to set it up for a group, she would call the Statue of Liberty personnel, make the arrangements, find out costs, etc. If she chooses to plan with a group, then a committee will be set up and it will be helped to make all the necessary arrangements.

In either case, the visit itself will have the same values. However, the involvement of people, the process of helping them make their own arrangements, the feelings of importance, satisfaction and self-worth, and the ability to function that comes with the second approach can be as important to them as the trip itself.

Agency Program Shaped to Needs of Group Involved

An observer would find the same program of activities in an agency for blind people as in one for seeing people, with, in fact, possibly a few extra ones added which, for one reason or another, do not appear in the usual traditional center. These include social clubs, arts and crafts, ceramics, athletics, dance classes, dances, play groups, trips, cooking classes, summer day camping and a host of others.

Wherein then does the difference, if indeed there is a difference, lie?

Basically, the difference between any two programs of group work in any two different settings lies in the nature of the groups involved, in the needs of the people who compose the groups, and in the ways in which these needs are met.

The blind person — and his family, as well — needs psychological guidance and emotional support to help him to learn to live with his visual handicap. In many instances, this kind of help and guidance is needed also to help the blind person regain satisfying avenues of social participation.

A blind person is dependent on others to a greater extent than a sighted one. What psychological response does this dependency evoke, especially where blindness comes to a heretofore sighted individual? The person must revise his whole physical existence in order to accommodate himself to his handicap. Fitting a key into a door and then removing it becomes a triumph. Time assumes new meaning — for a blind person takes longer to do the simplest things. Getting around is an involved process until physical problems are solved. The mechanics of eating must be mastered in a new way. There is a need to learn new ways of doing arts and crafts, handling equipment, following conversation, listening to and remembering conversations. All these limitations are imposed upon the person, whether he accepts them or not. He cannot continue to exist unless he learns to act in these new ways.

The feelings of helplessness and dependency that accompany blindness
constitute a shock to the personality of the individual. Therefore, he needs help in restoring and building his sense of self-worth. He needs reassurance as to his values, and help in re-establishing his feelings of independence. The lowered self-esteem and feelings of dependency may show up as sadness, inertia, hostility, increased anxiety, forgetfulness, overdependence or attempts to perform beyond capacity.

Also, blindness tends to intensify any personality weakness or deficiency that may have been present before the handicap. An impatient person may become more so. Intolerance, inability to get along with others, where present before, may be intensified.

Resulting Problems Alleviated by Group Activity

These problems within the individual develop special group attitudes which must be met. The handling of these in the group and through individual contact related to group activity has a tremendous positive effect on the development of healthy attitudes within the individual.

The following summary record will clearly illustrate this point:

A. B., a sweet-looking girl of twenty-nine, was referred to the group work department from the social service department where she was discussing some problems of her living arrangements. During her interview with the group worker it was found that she had few friends, participated in little or no social activity, and traveled with great fear, only by bus.

Miss B. was told about our Young Adult Club, and joined it.

At the same time, at group work and casework student unit meetings we had decided to analyze a case active in both departments. Miss B. was chosen for close observation and analysis. From this point on, the group worker and the caseworker focused a good deal of attention on helping Miss B. This resulted in many telephone conversations and interdepartmental conferences.

At this time the club was organizing a winter week-end camping trip, and Miss B. became enthusiastic about going along. Almost at once a problem presented itself. Miss B. worked until 8 p.m. on Friday and could not get time off to meet our bus which was to leave at 6 p.m. The leader understood this problem and also knew how important it was for her to come on this trip. Together with Miss B. the leader worked out a plan for her to travel to camp by herself and to be picked up in town when her bus arrived. He carefully described the route she would take and went over this plan with her several times. He made arrangements with a newsstand operator to guide Miss B. to the proper subway train, if she needed it. He made arrangements with the bus terminal so that they too were aware of her coming.

Miss B. mustered all her strength and took the trip. She followed the plan closely and arrived without incident. The director of the department met her in town (a fact which she marveled to her caseworker: "... and imagine Mr. Saul came to meet me—only me—at the bus terminal!")

Miss B. had a wonderful time that weekend and made many new friends. Her interest in and enthusiasm about the Young Adult Group grew. In a short time she was elected chairman of the club and is now very active and has several boy friends. One of the things that happened is that, whereas before, her caseworker reported that she would only consider dating and/or marrying a sighted man, she now accepts visually handicapped men also.

Miss B. says now, "Since I made that trip to camp, I feel I can go anywhere alone and not be afraid!"

How were these positive results achieved? The answer lies in several areas: first, the understanding and skilled approach of an interested team of professionally trained workers; second, the readiness and ability of the client to go along with them; third, the healthy impact of the group process upon the personality in a controlled setting.

What positive results were achieved? Primarily, they are a strengthening of her ego or self-image, a restoration of self-confidence, a declaration of inde-
pendence. Miss B. now travels alone and has many friends. She has learned to accept blindness in others — thus to some extent her own. The group worker (backed by the team of caseworkers and group workers) was the enabling agent in this whole process. He gave her the individual, careful understanding and attention she required. But, in addition, the group worker, in his program (camping and club), was able to provide exactly what the member needed to help her overcome her obstacles. Through his program and the tremendous appeal of a group of peers, he helped her take giant strides in her adjustment. The value of the group in this instance is clear.

**Attitudes Toward Blindness Complicate Social Adjustment**

We must recognize the special attitudes of blind people toward themselves, each other and the sighted world and, conversely, of the sighted world toward blind people.

In addition to all the other feelings involved, consideration must be given to cultural patterns such as those which make "blind" synonymous with "beggar" or "outcast" and which contribute to false and primitive ideas about blindness.

A person who becomes blind in later life sees himself now as he saw other blind people before.

These cultural patterns complicate the group picture as well as the whole problem of relating to sighted people. The sighted world, in addition to being filled with all kinds of physical traps, is loaded with a maze and welter of attitudes ranging from disgust, pity, and misunderstanding to indifference, all of which are magnified by a blind person. There is also the problem of relating to another blind person. In our Yonkers Home, for example, we must cope daily with a twofold problem: that of older people adjusting to the difficulties of age, as well as that of blind people adjusting to each other. To a lesser extent (because it is less intense, because the people are younger and more active, and because it is not a living-in situation) we find the same things true at the Guild itself. People's problems are further intensified by a very real, often difficult, economic situation. Here are involved not only the psychological problems of loss of independence and feelings of impotence, but also the very pressing ones of how to purchase a winter coat, or how to raise carfare to come to activities. All of these are obstacles in the readjustment of a blind person. These feelings are reflected in the attitudes expressed within groups.

Many of you remember the time when blind people were treated like children. At times they were pampered as though they were helpless; at other times their feelings were overridden and they were made to feel that: 1) all things should be due a blind person free of any cost or obligation simply because he is blind, and 2) blind people should be everlastingly grateful for all that is done for them and should never raise a voice in question or opposition.

We who work with blind people have long outgrown these concepts. An example of this growth as it applies to group work may be found in the interesting and revealing records of the council which was formed last year.

A house council is an accepted self-governing group in any group work agency in the country. And for good reason. Involvement of people in making policy and setting up program is a key to good group work practice. The self-respect and dignity that such practice develops in people is in itself valid. For the members of the New York Guild for the Jewish Blind, a program tool like a house council has an even
more important meaning, as may be seen in the following abbreviated summary record.

The council is a group of eighteen people representative of each of the social clubs and organized activities in the program. Three of its members were voted in as “members at large” as the result of a large and enthusiastic post card vote of 200 (400 cards were sent out).

To our members the council has become concrete proof that our philosophy of working with people rather than doing for them is constructive. Group-wise our members feel they have a voice in their program, in decisions affecting them and in all important departmental decisions.

What has resulted is a feeling of group worth and a sense of group dignity. The very nature of the problems brought before the council indicates some special needs of blind people and their awareness of them: fees, authority, staff, lighting, gates at steps, bread in wrappers, waitresses in the dining hall, etc.

For example, one of the very first problems brought to the council concerned fees. “I don’t mind paying, but that extra twenty-five cents is just too much—and we weren’t even asked if we could afford it or if we wanted to do it!” one of the members complained at our first meeting. “We are blind and blind people should not be charged anything,” Mrs. B. shouted. Mr. Z. reasoned “we don’t want things for nothing; we are not paupers or beggars—it’s just that we cannot afford to pay too much!”

It was evident that money and food had intensified meanings for our members. Added to this was the fact that they felt taken advantage of because they were not a part of the decision. The staff recognized these factors and agreed with the vote to reduce the fee back to twenty-five cents. The membership responded positively. Since that occasion, each new issue involving money has been handled by the membership, with intelligence and understanding.

Many positive things are also brought to the council. Ideas for new programs, decisions on specific policy, and compliments to membership committees on jobs well done all have their place. Perhaps the most thrilling result was the first cracker barrel session. This is a monthly meeting set up as an opportunity to get answers to questions from the department director. . . . The membership understands that it may request a “cracker barrel” at any time—and several have been held on request.

The values — individually and group-wise — are clearly evident in this summary. Through council they are extended to all of the membership. Through the various groups and in all activities, similar things have been happening — all of which have had a beneficial effect on the total atmosphere and program.

**Participation in Sighted Community Ultimate Goal**

Our goal is the adjustment of the individual to the group and of the group to society. It is educational, socializing and democratic — and is individual growth through group growth. We base our practice on the health factors of the personality and we appeal to the ability to judge, to learn by experience, to make choices, to adapt to changing circumstances, to gain understanding.

The underlying concept is to “accent the positive” in the group and in the individual with the ultimate goal of a healthy adjustment to the immediate group and to the broadest social group possible.

We at the Guild have developed our program along these lines, believing that it is basically applicable to all people in group situations. During the past year and a half it has become apparent to us that in our setting we are really practicing social and emotional rehabilitation in a program that has therapeutic consequences for the people who participate in it. Our ultimate goal is to prepare blind people for participation in the sighted community. We hope to see the day when the group work and recreation needs of blind people will be met by community centers and Y’s located in their own communities, and where they participate.
alongside of sighted people. The Guild would then become a place where people would come for the initial rehabilitation where and when it is required.

Ultimately, then, we see ourselves as a center where newly blind people will come for basic social and emotional rehabilitation, and where preparations would be made for their group work and recreation needs to be met by community center services in their own neighborhoods. We see our agency providing consultant services, staff orientation, and basic education to the communities.

Toward this end we have, in the past two years, initiated pilot study programs on all age levels to learn how to implement this goal. (On February 21, a complete report of these programs was given at the group work workshop of the third annual institute of the New York Guild for the Jewish Blind. These papers are available on request.)

These program experiences point up some of the real problems that we face when we talk about integration. In attempting to realize this goal we have laid bare some very deep-seated feelings — both in our blind members and in members of the sighted community. These feelings must be scrutinized and analyzed scientifically so that we can make future plans with more success. Acceptance by sighted people and trust by sightless folks are the twin offspring of feelings of security. Conversely stated, and important to be seen in this way, is the fact that feelings of insecurity and inadequacy result in fear, mistrust and non-acceptance. We must therefore study and determine what can promote a secure feeling in the blind individual, and in the sighted. For the former, program experiences must go hand in hand with social casework. The team approach is of primary importance. Program experiences must be specially designed with this goal in mind. Preparation must be planned and continued over a period of time in a guided and controlled manner.

We must find ways of helping our blind members to understand the viewpoint of sighted people, to handle and parry their remarks and their reactions. We must help them accept sighted people as human beings with faults and virtues. We must show blind people that they carry the obligation of helping sighted people to accept and understand them. In short, we must help them gain confidence—to the point where they accept their own handicap as well as others’ shortcomings. And we must find ways to help them outgrow their dependency upon the agency to the point where they will see us as only one step in their continued progress toward integration into the total community.

For sighted people, program experiences are similarly important. Contact with blind people in a healthy setting will promote understanding, security, and ultimate acceptance. Also, members of community centers, and the general sighted community, require interpretation and education. The dispelling of fears, superstitions, and misconceptions about blind people by the general public is long overdue. Basic to this is the concept that each human being owes his fellow man at least as much as he asks for himself in understanding, in acceptance, and in assistance.

Integration is a two-way street — and implies an understanding and a will from both groups involved. We have only made a beginning and recognize that we must constantly examine and evaluate our program — and the problems that constantly arise. These problems lie in a vast and unexplored area of group relations and invite profound and detailed study. The results in human values would be tremendous.
In a paper on countertransference problems,\(^1\) I noted that the professional worker’s unconscious conflicts about blindness tend to create “blind spots” which interfere with optimal performance in helping his blind patient or client. Such interferences are of course attributable to other causes; e.g., avoidable and unavoidable gaps in our knowledge, deficiencies in training, and the complex factors involved in interdisciplinary competition and status conflicts. All these considerations deserve serious study because of the increasing interest in work and research with the blind by professionals trained in other fields, and increasing interdisciplinary collaboration in agency, school and institutional practice. The problems involved are universal; none of us can master all of them, but to the extent that we are aware of them they will minimally impair our efficiency.

One type of problem is perhaps best illustrated by my personal experience. If early in my work with the blind I had had to draw conclusions about dreams of the blind based upon the patients referred for psychiatric consultation, I would have said that the blind seldom dream, and their dreams and fantasies are lacking in vividness (opinions we hear expressed authoritatively today). This strong impression would have been created by the fact that almost all of these particular patients were more or less disabled by personality problems and psychiatric symptoms. In effect they constituted a highly selected group characterized, regardless of specific diagnosis, by lack of productiveness in school, work, and social life, ego constriction, narcissistic preoccupations, and strong resistance to communication. Under such circumstances one does not readily ask oneself whether seeing persons with similar disorders also have an impoverished dream and fantasy life. Rather, the tendency is to attribute the difference in quantity and quality of dreaming to the blindness.

Fortunately I was under no compulsion to draw conclusions. The additional experience which led to my

---

Dr. Blank is a frequent writer on the psychiatric aspects of blindness, in which he conducts extensive research activities. He is on the staff of the Treatment Center of the New York Psychoanalytic Institute and a contributing editor of the Psychoanalytic Quarterly. He serves as consultant for several casework agencies for the handicapped.
paper on dreams of the blind was of two kinds: 1) Prolonged treatment of blind persons with serious personality disorders which revealed that, just as in the case of the seeing, clinical improvement was distinguished by freer communication, widening of interests and activities, and a richer dream and fantasy life; 2) Study of the dreams of blind co-workers, friends, and volunteers who were productive and not in psychiatric treatment. My conclusions might be condensed as follows: While there are noteworthy phenomenological differences between dreams of the congenitally and the adventitiously blind, and between the blind and the seeing, there are no fundamental differences. Understanding the dreams of the blind and utilizing this knowledge in helping the blind person requires no modification of psychoanalytic dream theory.

The second illustration pertains to the unwarranted conclusions, stated or strongly implied, attributing ego defects, autistic and motility disturbances in congenitally blind children to blindness. Most of these workers are basing their conclusions on experience limited, or almost limited, to children blinded by retrolental fibroplasia; psychiatrists, psychologists and caseworkers today see very few children blinded by other causes. All of us who are studying blind children should try to distinguish between the effects of blindness and those of retrolental fibroplasia. By the latter I have in mind specifically: 1) The probability, in my opinion, that the specific pathology in retrolental fibroplasia tends to affect brain structures. Definitive answers to this question will not be available for some years. 3) The effects of the child's prematurity on the mother. Few workers writing on congenital blindness have considered the severity of the frustrations and consequent conflicts imposed on the mother of the premature baby even before she knows the child is blind. The mother who has to leave the hospital without her baby feels anxious, inadequate, and "cheated." The traumatic news of the child's blindness is therefore superimposed on the trauma of prolonged separation from the newborn for one to three months. I have elsewhere described in detail how these traumata create serious disturbances in the mother-child relationship.

From direct experience with congenitally blind children who were not prematurely born and who had no brain damage, I have the conviction that the incidence of severe ego defects, autism, and motility disturbances is far lower among them than among children blinded by retrolental fibroplasia. An exact quantitative statement of the differences will have to come from a statistical analysis which other workers are more competent to provide.

In dealing with the personality problems of the blind child or adult, we should counteract our proneness to preoccupation with blindness and examine the total person and his interrelations with his family and the community. Only within this framework can we define the role of blindness in his personality problems, and help his teacher, vocational counselor, and others whose concern is primarily with specific problems imposed by blindness. The psychiatrist, psychologist and social worker beginning work with the blind child would do well to begin with the hypothesis that personality problems among the blind have essentially the same causes as those among the seeing.
These causes are: 1) Disturbed parent-child and later interrelationships. 2) Specific psychologically traumatic events. 3) Diseases of the central nervous system which are more frequent among the congenitally blind than the seeing. 4) Constitutional factors such as differences in congenital activity type described by Fries and Woolf. 5) Stereotypical thinking and ambivalent feeling about the blind which to some degree affects all of us, particularly those who are unaware of their pervasiveness.

REFERENCES


McCARTNEY’S THESIS ON DREAMS

Since part of Dr. Blank’s foregoing paper is occasioned by his study of dreams of blind people, we inject here, as an addendum for its informative interest, a contribution by Dr. Blank that is quite independent of the paper but provides further background for the study of dreams. Moreover, there is a bit of a dramatic element involved in the fact that it gives public recognition to the work of a blind researcher who has waited forty-five years for well-deserved commendation. We are pleased to be instrumental in conveying the tribute to Fred M. McCartney from an authority of Dr. Blank’s stature.—Ed.

In my research on the subject of dreams of the blind, I was occasionally surprised by a work of scintillating quality, set as it were, among dozens of tedious, sentimental, or narrowly conceived tracts. Two of the gems are of course Heermann’s pioneer research, often cited but seldom read, and Howe’s classical reports on Laura Bridgman. In some ways the most striking and informative of this century is Fred M. McCartney’s unpublished M.A. thesis, A Comparative Study of Dreams of the Blind and of the Sighted, with Special Reference to Freud’s Theory, written in 1913. Only those familiar with the violent antagonism and misrepresentation ubiquitously accorded psychoanalysis a half-century ago, particularly in academic circles, can appreciate McCartney’s grasp of psychoanalytic principles. This is apparent in no area more than in the fundamental distinction between the manifest dream and the latent dream thoughts. Even today many writers and speakers disregard the distinction. They consequently tend either to become bogged down in phenomenological hair-splitting or to “analyze” the dream wildly, that is, by basing interpretations on the manifest content alone.

Psychoanalysis insists on a rigorous determination of the latent content, i.e., the unconscious elements which are represented by the manifest parts of the dream, before one can venture a valid interpretation. Moreover, a dream might require many sessions, even weeks or months of analysis, before its meaning becomes clear to the most experienced psychoanalyst. There is no
magic or facile code for scientific interpretation; this applies equally to the dreams of the blind and the seeing.

McCartney understood all this and was therefore able validly to test psychoanalytic dream theory both with respect to his own dreams — he was blinded at seventeen months of age and had collected a diary of 177 dreams — and the data derived from his and other workers' surveys of hundreds of blind and seeing dreamers. He appreciated phenomenological differences between the blind and the seeing, and among the blind; e.g., the fact that the congenitally blind and almost all those blinded before the age of five did not have visual dreams. But he was primarily concerned with the relationship of these phenomena to the daily lives and problems of his subjects, a consideration rarely encountered in the writings of his contemporaries. McCartney's major conclusion, that dream life as well as psychic life in general of the blind did not differ fundamentally from that of the seeing, and his warning that no special traits be attributed to the blind without demonstrable proof need reiteration today. This means that we should not underestimate the strength, prevalence, and persistence of stereotypical thinking about the blind (and other minority groups). Stereotypical thinking is rooted in primitive unconscious conflicts which, on an internal psychological level, are perpetuated by and tend to perpetuate destructive forces on the societal level, a vicious cycle ably demonstrated by Gowman¹ in his recent book.

The following of McCartney's conclusions and observations are selected to exemplify his advanced thinking and their relevance to many still unsolved problems in psychology:

"Dreams of flying and of falling have a sexual significance, though they may be initiated by somatic stimuli."

"The blind differ little from the sighted with respect to dreams of the dead and such dreams often represent wish fulfillment."

"...the blind receive ideas of repulsiveness as freely, as easily, and in practically the same proportion as do the seeing. Superficially this would seem a contradiction, since vision is so all-important. The repulsiveness, then, would seem to lie, not in the medium by which it is transmitted to the blind, but in the relation of the mind itself to that object. It would seem to be a quality possessed by the idea independently of sense perception. We must not fail to notice in passing that the females reveal a higher percentage of these dreams than do the males."

Taking a cue from Freud, McCartney analyzed several of his own dreams and, in my opinion, did so creditably. This unquestionably contributed to his conviction of the fundamental soundness of psychoanalytic dream theory. My only regret is that McCartney's thesis was not published. A typewritten copy is available at the library of the American Foundation for the Blind.

REFERENCES

3. Howe, Samuel Gridley, Education of Laura D. Bridgman. This is a collection of excerpts from Howe's yearly reports to the trustees of the Perkins Institution, covering the years 1837 to 1846 plus some of his notes posthumously collected. This work is available at the American Foundation for the Blind, New York, and the library of Perkins School for the Blind, Watertown, Massachusetts.
Principles and Techniques of Placement

John Brady
Raymond J. Wuenschel

The following principles and techniques are basic in the placement field, but they must be modified in accordance with the individual environment in which the placement service is operated. Factors such as the size of the community, the nature of its employment opportunities, the type of client served and the agency structure in which the service is given necessitate variances in practice. The program described has been in operation at the Detroit League for the Handicapped, a private voluntary organization specializing in the social and vocational rehabilitation of the severely physically disabled. The Detroit League for the Handicapped caseload consists primarily of individuals with eye, ear, orthopedic, cardiac, tubercular and epileptic disabilities. The agency offers a total vocational rehabilitation service which, in addition to placement, includes testing, prevocational training and vocational counseling.

The Placement Service

Placement is the final phase of the vocational rehabilitation process. It is the bridge by which the individual passes from the preparatory diagnostic, therapeutic and supportive services to the competitive work-life of the community. This step, representing the achievement of the ultimate goal of the program, can occur only when a specified set of circumstances exists simultaneously. A competitive job must be open. A qualified disabled applicant who wants the job must be available. The individual who controls the selection of applicants for the job must be willing to consider a disabled worker on the basis of his qualifications. The basic functions of the placement specialist are to persuade the employer to be receptive to hiring the disabled; to know thoroughly the qualifications of the clients with whom he works; and to be able to bring worker and employer together when a suitable employment opening occurs.

The Qualified Disabled Applicant

Essentially the placement specialist is a salesman, selling management the idea that selectively placed, qualified disabled workers serve both its immediate and long-range self-interest. Like other effective salesmen, he must have a realistic conception of the product with which he works. He must know its strengths and weaknesses. He
must be able to predict its performance in a given setting and be prepared to help the customer to learn how to use the product more efficiently. He must feel sure of the worker so that he can maintain the confidence necessary for selling. Placement failures are detrimental to the disabled individual. Employers who have experienced a failure to perform by one disabled worker are inclined to generalize the fault and refuse to hire others. Because of the inestimable damage done to future opportunities for the disabled by failures, the service operates on the basis that it is better not to fill a job opening at all than to place a client whose success is doubtful. This policy does not preclude the marginal worker, because in a selective setting, where the employer fully understands the possibility of failure beforehand, a calculated risk may be taken without a detrimental effect.

The disabled worker is not easy to know in terms of those facets of his total personality that effect employment. The placement specialist is dependent on the testing, training and counseling sections of the program to provide him with the detailed information he requires for effective placement. As this information cannot be reliably obtained solely through short test batteries or the interview method, a period in the prevocational training department is established as the minimum requirement for the placement service.

The placement specialist receives referrals for competitive placement only on those clients who have demonstrated that they are able to meet the general demands of work. They must be able to attend regularly, be punctual, produce a consistent quality of work, maintain stable relations with fellow workers and supervisors and apply themselves while on the job. The specialist is also informed of the individual's job intelligence, his temperament and the nature and limitations imposed by his disability. The client at the point of referral has been brought up through training to the highest functioning level feasible. The vocational counselor has worked with the client in terms of his work interests and a practical goal has been established.

The placement specialist at the time of referral for competitive work has already conducted several interviews with the client to establish a working relationship. In these interviews the client is instructed in the proper method of filling out job applications, and the work background of the individual is discussed. The placement specialist explores with the client the possibility of employment help from friends, relatives, or former employers. He observes the individual in an on-the-job setting during the prevocational training program.

The placement specialist maintains written records of pertinent material about the client, but interchange of information with coordinated vocational specialists is primarily carried on verbally through conferences, consultations and general staff meetings. Immediately prior to actual selection for placement on a specific job a meeting is held, attended by the placement specialist and all VR specialists who have worked directly with the client, to review the entire record and determine the client's suitability for the job.

The Employer

The placement specialist brings to the attention of the individuals who are in a position to use it the value of the product that he is trying to market. His potential market is small. It consists of those personnel directors, supervisors, managers or owners who are responsible for hiring in the individual employment setting. To accomplish his
goal he utilizes both the mass media of communication and the direct individual approach.

The mass-medium approach is used in the hope that the listener or reader will contact the placement specialist, offering to explore the possibility of hiring a disabled worker. It has the concurrent value of laying a useful educational groundwork for a later direct contact with the employer by familiarizing him with the general problem. It has the disadvantage of not permitting stress on the employer's individual values or offering opportunity for rebuttal of individual resistance.

Free time on radio and TV and space in the press is usually available on a public service basis. Much of the mass communication is wasted unless selectively used. Regardless of the extent to which the audience becomes sympathetic, they are in no position to help with the problem because most of them do not control hiring. For this reason TV and radio programs are used which are of particular interest to management. The spot announcement of the longer interview-type technique is most commonly used.

The business and the financial sections of newspapers reach a high proportion of suitable readers. Articles in pertinent trade journals are generally effective. This type of material generally contains a description of the vocational program with emphasis on success stories.

Talks by the placement specialist to service, business and trade groups are an important means of contact with significant audiences. The placement specialist can direct his remarks concerning disabled workers to the common interests and problems of the group.

The most effective instrument used in mass communication in terms of reaching a concentrated selected audience is the technique of the monthly bulletin. This material, consisting of a printed description of several qualified available disabled workers, their background, and the work at which they are able to perform competitively, is mailed to a selected list of all known employers. It is sent to, among others, all employers who have previously used the placement service.

Other methods include having interested businesses mail out placement material with their advertising or billing; the use of billboards; and agency-financed material advertising specific skills of clients in the "situations wanted" section of the newspapers. In all forms of mass communication the name of the organization and the telephone number are brought repeatedly to the attention of the reader or the listener. The organization and its placement service is cross-listed in the telephone directory under employment agencies as well as in the general classification.

Direct contact between the employer and the placement specialist results from the mass-medium program or is used as a follow-up to it. When the employer takes the initiative in making the contact as a result of the general advertising, he has already decided to use a disabled worker, and the role of the placement specialist is to resolve minor questions of the employer. When the placement specialist takes the initiative in establishing direct contact, his selection of employers is based on the logic of who controls the type of jobs his applicants need. He starts with the employers who control the largest number of jobs in the employment field in which he is interested, because the probability of jobs being open is greater in larger companies. The placement specialist regularly consults the want ads of the local newspapers. He contacts those employers who have openings of the type his clients need. He uses this
technique because he knows he has a qualified applicant for a job which is currently available and that all that remains for him to do is to persuade the employer. He also encourages clients whom he has placed to keep him informed of job openings that they become aware of in the course of their work. The principal instrument available by which the placement specialist achieves his goal is the power of persuasive language. Whether he uses the mass or the direct approach, he employs the same techniques as those used in commercial selling. He presents the disabled worker honestly, not overstating the worker's abilities nor concealing his faults. He emphasizes the real virtues of the qualified disabled worker in a selected job. He points out that the individual has been carefully screened and is known to be ready, willing and able to work. The employer is assured that the possibility of failure is at a minimum which reduces his costs of on-the-job training. Studies by impartial groups are used to reinforce the statement by the placement specialist concerning the ability of the disabled worker to compete with the non-disabled.

The placement specialist directs his material toward overcoming the emotional resistance of the employer to the idea of hiring disabled workers. Employers usually are not neutral to the idea, but have definite prejudices against or misunderstandings about it. These are usually based on the discomforts which people feel when working with others who are "different." The employer feels that the disabled are outside of his experience. This feeling is manifested in terms of on-the-job safety, supervision of the employee, and the handling of the worker if a layoff is necessary. He fears some unforeseen complication may arise. He sees these complications as either seriously hurting his business or causing him acute personal discomfort.

The placement specialist meets these feelings by stressing the "normality" of the disabled worker. He describes a particular or a typical disabled person in terms that will enable the employer to relate the applicant to himself. He orienta the employer to the disabilities by describing the use of prostheses and how the worker's limitation manifests itself in everyday living. He allays the employer's fears as to the economic soundness of using disabled workers by citing studies of management groups, such as the National Association of Manufacturers and the Chamber of Commerce, which show that the disabled workers are able to compete.

The placement specialist establishes a trust relationship between himself and the employer. He gives the employer the assurance that he will assume responsibility for any unforeseen problem. If any situation should arise, such as the necessity of layoff, the placement specialist will assume the responsibility of informing the worker.

The Job

When the employer has agreed to consider a disabled worker for a job opening, the placement specialist acquires all pertinent information about the job from the employer or his assigned representative. Ideally the employer permits the placement specialist to survey the entire number of jobs in the plant before an opening exists, but usually the employer limits the placement to one specific job. The placement specialist analyzes the job in terms of its mental, emotional, and physical demands. He ascertains the wages, advancement possibilities, fringe benefits, raises, sick leave, vacations, necessity of union membership, and security. He discovers whether any particular background or skill is necessary. He deter-
mines the transportation situation and whether there are any problems in moving on the job as well as in the approaches to the job. If he has had no contact with the individual who will teach the worker his job and be his immediate supervisor, the specialist requests that this person be brought in on the planning as early as possible. In plants large enough to support separate safety and training sections, individuals representing these groups should also participate in the placement project.

The placement specialist matches the demands of the job with the individuals in his ready-for-placement file. He presents a description of the job opening to a meeting of those VR specialists who have had direct contact with the clients involved. The cases are discussed and a decision is made as to the best candidate. Other factors being equal, the most severely limited individual is given priority.

The employer is contacted by the placement specialist and the individual's background is presented. An interview is arranged between the employer, the placement specialist and the applicant. Upon request the placement specialist will present several applicants. A work application is usually filled out at the time of the interview and the employer decides whether or not the applicant is suitable. If approval is secured a starting date is set. The placement specialist appears with the applicant on his first day if the employer so desires. Otherwise the applicant is processed by the regular personnel and training individuals in the establishment.

If there are any special problems in training, the placement specialist may request the help of the vocational rehabilitation training section. The placement specialist contacts the employer after the second or third day to discover whether any problems have emerged and to help solve them before they become magnified. If the worker is performing well, later follow-up contact is kept to a minimum.

Community Resources as Aids to Placement

The placement specialist mobilizes all possible community resources to achieve his goal. He helps organize and he works with "citizen's committees" composed of influential members of the community specifically interested in the employment problem of the disabled. He utilizes the help available through his agency's board of directors or vocational rehabilitation subcommittee. Significant aid can be given by these groups through the use of their influence in arranging publicity outlets and establishing contact between the placement specialist and individuals who control significant numbers of jobs. Through this method the interviews with the employer are held under the most favorable circumstances.

The placement specialist develops close relationships with other placement specialists in his community, public and private employment agencies. Through these connections a mutual interchange of placement opportunities is stimulated. A job that one placement specialist cannot fill can be used by another.

He joins management associations consisting of individuals interested in industrial relations or personnel. The contacts he gains through these memberships enable him to establish sympathetic relations with individuals who control hiring. His connection with other employment agencies and management associations, supplemented by printed material from the various governmental agencies, are used in keeping him up to date on labor market trends and developments.
Some Experimental Findings about Blind Adjustments

SIDNEY I. DEAN, PH.D.

This paper is being written so that two studies* which were published in psychological journals in 1957 can be made available to those workers with blind people who are not professional psychologists. The findings have to do with adjustment testing and personality factors of significance for workers in the field who may deal with these matters in trying to help their clients.

Method

The studies were concerned with the problems of: what tests to use in evaluating adjustment to blindness; the modifications which might be required in interpreting the results of "sighted" tests given to blind persons; and any unique or typical personality patterns related to blindness as such.

The 54 blind subjects consisted of 34 males and 20 females. Although all were residents of Oregon they are probably no different in any major respect from blind people elsewhere. Insofar as national figures are known, the blind population statistics for Oregon are proportionately comparable.

Each subject was classified in terms of: a) adjustment: good, fair or poor; b) duration of handicap: born blind, long-term with visual experience, and recent blind; and c) remaining acuity: little or no vision, and relatively "good" vision. This factorial design permitted three subjects to appear in each of the possible combinations.

Adjustment (a' above) was evaluated by the consensus judgment of three supervisory-level blind workers. These experienced workers and three psychologists had earlier agreed on various factors to be considered as most likely to yield valid differentiation. A test of consistency in judging showed that the ratings were very reliable.

Measures of Adjustment

A self-evaluation scale was devised so that a measure of how the client feels about his own adjustment could be cross-evaluated. Bauman's Emotional Factors Inventory (EFI) was selected as an example of tests attempting to directly measure adjustment to blindness. The Minnesota Multiphasic Personality Inventory (MMPI) was developed on clinical populations and can be taken by blind persons. The Rotter Incomplete Sentences Blank (ISB) attempts to get at personality factors through the clients' endings to supplied sentence beginnings. The Sergeant Insight Test (Insight) is a fairly new projective technique which is applicable to blind people. This test aims to reach deeper aspects of personality, and it also offers a measure of defensiveness. The Wechsler-Bellevue Intelligence Scale, Form L, Verbal Scale

---


Dr. Dean is chief clinical psychologist at the Mills Educational and Testing Center, in Fort Lauderdale, Florida. The present article is in part a follow-up to a previous article by Dr. Dean, "Some Notes on Research Problems with the Blind," published in the New Outlook in June 1956.
(W-B), was used to measure intelligence.

Sex was not controlled as a factor but statistical tests revealed that only chance differences existed in the areas of age, education, or judges' ratings. Marital status, employment status, and years of work experience were also tested. The only significant finding was the tendency for males to work less, and for females to work more, after suffering a visual impairment. It was therefore assumed that all findings to follow would equally apply to either sex.

Results

The EFI and the clients' self-evaluations were more in agreement than any other comparisons between two measures. It appeared that the judges tended to favor one group in their ratings. Analysis showed that intelligence was the determinant that made this group's ratings higher. It was also tentatively found that intelligence is a factor in the EFI which leads to bettering the adjustment score. The EFI did not differentiate.

The MMPI did not adequately distinguish the groups in terms of the criterion adjustment either. A possibility for follow-up was revealed, however, in the finding that adjustment may be differentiated if the variables of duration and acuity are controlled. Objective scoring of the ISB did not discriminate between the adjustment groups. The A/D ratio of the Insight test did not distinguish adjustment groups either.

Characteristics of the Blind

The EFI sub-test areas showed too much variability to be of value in individual prediction. On the MMPI the mean scores for both sexes were within normal limits on all areas. For both sexes, it is interesting to observe, there were "peaks" on three factors: K, indicating a tendency toward defensiveness; Mf, suggesting interest patterns tending toward the opposite sex pattern; and, Ma, showing some slight disregard for social conventions. If this pattern is in any way typical of blind subjects it is in areas which have not been emphasized or explored. The only divergence in sex patterning is in the area of social interests, with women scoring above the mid-line and men below.

The subjects of this study scored higher than the adjusted population or the college freshman norms on the Rotter ISB, but they scored lower than the maladjusted groups. This suggests, of course, that blind persons were somewhere in between "adjusted" and "maladjusted" as measured by this test.

On the Insight test the blind subjects revealed a "pattern" of lower feeling expression and greater defensiveness than the norm average. In general, the subjects of this study were more like the clinical groupings than like the control group of the test norms. So-called "malignancy" scores were more frequent with the blind subjects. The "feeling categories" showed emphasis upon an aggressive-passive responsiveness to situations. This would suggest ambivalence and persisting frustration as rather typical of the blind subjects.

The mean intelligence was in the bright-normal range, and comparable to other studies made with blind subjects on this test. As a group the subjects were lowest on immediate memory (likely to be affected by tension), and were highest in differentiating essentials from non-essentials. Tension, then, may be somewhat more typical of the blind than of the general population.

Discussion

It would seem that there is too great a loss of valuable data from the use of single scores or tests which are re-
stricted to single-score comparisons.
None of the tests used here were able
to differentiate adjustment by compari-
sion of single scores; but comparisons
of sub-scores indicate that the Insight
test more clearly delineates differences
which could be attributed to blindness.

This study indicated that the tests
used are as applicable to blind persons
as to the sighted. With the MMPI,
separate norm tables are not necessary.
With the Insight test, however, it ap-
ppears that blind people form a unique
population and blind norms may have
some meaning for intra-group compari-
sions.

Despite the belief that a paranoid
factor is typical of blind people this
study does not support this idea. A
depressive factor, also considered by
many as typical, is not indicated as
valid. The data tend rather to supply
a hint that blind persons are more
typically hysterical than paranoid or
depressive. It would appear that blind
persons require more energy directed
into defenses than sighted persons.
These defenses seem directed mainly
toward impulse control and anxiety
tolerance.

Anxiety and Defensiveness

To evaluate the anxiety of the blind
a short version of the Taylor Manifest
Anxiety Scale (MAS) of the MMPI was
employed. To measure test-taking dis-
tortion the raw F minus raw K (F-K)
of the MMPI was used.

A comparison of test interrelatedness
yielded findings that tend to disprove
the contention that the better-adjusted
blind persons would show greater anx-
xiety because of the difficulty in main-
taining such adjustment. It appeared
that as adjustment worsens defensiveness
does not change systematically. It
also appeared that as anxiety increases
so does the attempt by blind persons to
“look good” in the eyes of observers.

The amount of variability between
sexes was found to differ significantly,
suggesting sex-determined modes of re-
action. The distribution of anxiety
scores indicates that there may be clus-
ters or levels of anxiety with blind peo-
ple. This may be worthy of investiga-
tion in future studies.

Blind persons tend to comprehend,
and not be careless; and to defend
against psychological weakness in a
manner of deliberate distortion termed
“faking good.” Blind persons appeared
to differ from normal and clinical
groups in regard to manifest anxiety,
and it was indicated that anxiety is
related to worsening adjustment and
greater defensiveness.

Conclusions

It would appear to be of real value
if the undifferentiated and non-specific
term of maladjustment were dropped
completely in discussions about blind
people. It is necessary to state in what
ways adjustment might be good or bad
if it is to serve a useful purpose.

Whether blind people as a group are
or are not maladjusted is a question
that seems fruitless to pursue in itself.

The results of these studies suggest
that some previous investigations may
not have been as indicative of “adjust-
ment to blindness” as the authors may
have hoped. The utilization of psy-
chologically more meaningful categories
of vision rather than arbitrary number
divisions would seem worthwhile in
future studies.

It is hoped that the data presented
here are provocative enough to be sub-
jected to test by others and to stimulate
further research in an area that badly
needs “pegs” for theory and research.

To quote C. L. Hull (Principles of Be-

tavior, 1943), “whenever a generaliza-
tion really conflicts with observation
the generalization must always give
way. . . .”

ABSTRACT. Of the thousands of blind persons in the United States, many have lost their vision because of cataracts, an eye affliction in which the lens becomes clouded and eventually opaque. Though other forms of blindness continue to perplex medical science, the blindness resulting from cataracts, particularly senile cataracts, is being successfully treated by surgical intervention. Yet, in spite of the excellent prognosis, a significant number of blind persons in the United States who have treatable senile cataracts remain without sight because they do not undergo surgery.

What are the variables which effect the decision to undergo eye surgery? What specifically in the medical experience and socio-psychological background of the blind person effects the decision to have an operation?

The study was sponsored by the National Society for the Prevention of Blindness. One hundred fifty-seven out of 380 senile cataract blind persons living in New York City and registered with the New York State Commission for the Blind during the years 1955 and 1956 were interviewed. Deaths, residence changes out of the city, senility, unavailability and refusals accounted for those whom we couldn’t successfully interview.

The study is exploratory-descriptive in design. It uses a questionnaire as its major tool and covers four major areas: identifying data, medical history, social data, and attitudes and perceptions related to visual difficulty.

Interviews were conducted in the respondents’ homes.

The 157 respondents successfully interviewed tend to be an older (sixty plus), financially dependent, socially deprived and isolated group.

a. There is a directly proportional relationship between age and acceptance or rejection of eye surgery. The younger the respondent, the more likely it is that he will accept eye surgery.

b. More men than women, irrespective of age, undergo eye surgery.

c. A greater proportion of blind people living with friends or relatives than living alone underwent eye surgery.

d. A majority of those interviewed sought medical help initially and thereafter preponderantly from hospital clinics.

e. Some of the respondents with an untreated prognosis prior to any eye surgery still underwent such an operation.

f. There seems to be a relationship between adjustment to blindness and a decision to undergo surgery. More respondents falling into the "well-adjusted" category underwent eye surgery than those in the "poorly-adjusted" group.

g. Religious or ethnic background did
not seem to be related to acceptance or rejection of surgery.

The study covers a specific population during specific years and located in a particular geographical area. It does not account for the blind people who are not registered with the State Commission and relies on a high level of recall and accuracy on the part of the respondent.

There appears to be a need for special services for blind people, particularly in view of the large number of blinds respondents living alone who did not undergo surgery.

There appears to be strong evidence that greater interpretation on the part of medical personnel, particularly in the clinic setting, is important. Difficulty in remembering doctors' names, vague understanding of eye ailments and of treatment procedures on the part of the respondents was found to be a common experience by the twelve interviewers conducting the study.

It would seem that an educational campaign directed at older blind persons is needed. Such a program should emphasize the high rate of success in senile cataract operations.

Certainly, since this is an exploratory study, further investigation and follow-up studies are indicated.

It would be important to do a similar study on people who have been successfully operated on for cataracts and therefore would probably not be on the State Commission's registry. A study such as this would encompass the psycho-social medical history and its relationship to acceptance or rejection of eye surgery of people not known to the State Commission.

IMPLICATIONS. This abstract, prepared by a research group under Professor Miller's direction, briefly summarizes a number of findings which bear upon service to blind persons. Referring to the report of the study printed in the Sight-Saving Review, Winter 1957, the professional worker for the blind is led to a more detailed examination of the problems of the cataract patient. It is noted that less than half of the seventy-one treatable patients followed medical recommendations for surgery. Fear was mentioned by the patients as the reason for not following recommendations more often than all other reasons combined. The study concludes with the observation that blindness resulting from cataracts is but one aspect of a complex of problems confronting older persons. A lack of communication is noted between the physician and the patient, indicating a need for medical social services.

The reader of this study perceives the findings as another example of the lag between scientific knowledge and our social capacity to put this knowledge to work for human beings. In uncomplicated cases, good results may be expected from cataract surgery. Such surgery frequently enables an individual to move out of the classification of blindness. Yet, a significant proportion of older persons with this condition do not feel ready to accept the service. Although a majority of the members of this population with treatable cataract who refused surgery reported that their major deterrent was fear, it is probable that this fear has a variety of roots and may be a term covering a variety of responses to the situation. If it is considered socially desirable for a majority of these persons to have this surgery, the basic problem may be that of preparing them to accept the offer of help.

It may be conceded that, in some instances, the patient's best over-all interest may be served by avoiding surgery. For the others, however, there is need for a re-examination of our ap-
proaches and procedures. There is a growing awareness that medicine must be practiced in the framework of the patient's social-psychological situation. Some physicians may be unaware of the patient's personal-emotional situation, perhaps lacking the time, inclination, or skill to obtain such an understanding. It has, therefore, become more or less accepted that medicine is only one profession of a number of disciplines operating jointly on a team to serve the sick and disabled.

In the area of ophthalmology, our experience points to the need for participation of such disciplines as social work, psychology, psychiatry, and even vocational counseling in the program for the visually handicapped person. In planning prevention of blindness programs, have we tended to centralize responsibility within one area or another? Is there need for a team of public health educator, nurse, physician, social worker, and others, all functioning as part of a multidisciplinary approach to the complex medical, social, psychological, and vocational problems of visual handicap?

The current study of Professor Miller and associates suggests that medicine alone is not necessarily the answer to the problems of senile cataracts. If this study has relevance for other areas of eye disability, it would seem that the prevention and treatment of blindness may be as much the concern of non-medical as medical personnel. Certainly, this study indicates a lack of patient readiness in some cases to use the medical resources which are available. Despite the excellence of these resources, their value rests, in part, on how successfully they are applied to human problems. Within the past generation, new professions have emerged which concern themselves with helping people to use the environment more effectively. It seems appropriate for agencies for the blind to consider using these professionally trained workers to assist visually handicapped persons to learn about, understand, and use community health resources.


ABSTRACT. Since 1870, the proportion of employed persons in American agriculture, as opposed to manufacturing and service, has declined. The development of scientific agriculture, the widespread use of machines, and the consequent emphasis upon large-scale farming have increased the productivity of the farm worker immensely. Despite the growing need for agricultural products over the decades, the demands for farm workers has decreased. As reported by the Occupational Outlook Handbook, more than half the people who worked for a living in 1870 were employed in agriculture. This percentage dropped to 31.0 per cent in 1910, 17.2 per cent in 1940, and 11.8 per cent in 1950. In 1950, the date of the last national census, some 7,000,000 Americans were engaged in agricultural pursuits.

Notwithstanding this decline, agriculture remains a potentially rich source of employment opportunities for selected blind persons. However, despite a few recent projects co-sponsored by the Office of Vocational Rehabilitation, the tide in the employment of the blind has been against farming and related occupations. One of the sources of this tide has been the general decline in emphasis upon agricultural work. However, an undetermined part of it seems to stem from a shortage of dy-
namic programs in the area of agricul-
tural employment and a lack of per-
sonnel especially trained for this area
of professional work and interested in
promoting farm programs. In view of
the possible underemphasis in this area,
it is valuable to examine a recent inves-
tigation conducted by a graduate stu-
dent, surveying a small group of blind
agricultural workers and the attitudes
of a sample of agencies for the blind.

The Findings

Eighteen blind farmers responded to
a questionnaire prepared by the author
of the study. All were self-employed.
Six of the group were raised in non-
farm areas, entering agriculture only
after the onset of the disability. Twelve
of the eighteen own their acreage; the
other six rent or lease. Nine of them
chose the occupation of farming as a
result of counseling services provided
by a state rehabilitation service for the
blind. These blind farmers reside in
eleven different states and the Territory
of Hawaii.

The respondents indicated the prob-
lems which blindness introduced into
their occupational adjustment. The
four problems mentioned with greatest
frequency were: crop cultivation, in-
spection and detection of disease, driv-
ing trucks and other mobile equipment,
and bookkeeping and handling of ac-
counts. A number of activities were
reported as requiring sighted help.
Some of these were: differentiating col-
ors, making major repairs, some aspects
of constructing new building and equip-
ment, finding small tools, repairing
fences, purchasing supplies, mixing feeds for livestock and poultry, exer-
cising safety measures on the farm, and
having ready access to reference mate-
rials on farm problems. Harvesting and
delivering crops were not seen as pre-
senting major problems to blind farm-
ers. In fact, many farmers, seeing or
blind, require additional help for these
operations. In the area of raising live-
stock, blindness seemed to accentuate
the following problems: cattle breeding,
inspection and judging livestock, care
of sick, diseased, and injured animals,
administration of some routine veter-
inary treatments, pasture programming,
and quality control in milk. In examin-
ing these problem areas, the author
found that one or more farmers in his
group was actually performing the task
in question. He, therefore, suggests
that these problems are not simply the
consequence of the physical limitations
of blindness. With the exception of
driving trucks and large mobile equip-
ment, he believes that the lack of sight
does not necessarily exclude a blind
person from the activity. Although the
study presents no data which may shed
light on the question, the author feels
that “other factors in addition to blind-
ness” may play a role in limiting the
activities of some blind farmers.

The respondents were asked to sug-
gest advice which might be given to
blind persons who are considering
farming as an occupation. They tended
to agree that the blind person should
have a genuine liking for farming and
that he should be well trained in all
phases of agricultural work. For the
blind individual who has decided on
agriculture as a career, they made the
following suggestions: make a careful
survey of the project under considera-
tion; have adequate capital; specialize
in one crop or item; and, if possible,
start the project with a partner who has
full sight. A number of suggestions were
made in the area of farm management.
Among these were: start with a farm
large enough to justify hiring help;
operate the project as a sighted person
would; expand gradually; and do not
expect early profits. Some of the re-
ponents stressed the fact that farm-
ing is difficult, even for the able-bodied,
and that it constitutes a suitable vocational objective only for selected blind persons.

The farmers in this study performed a wide variety of duties. At least half of them engaged in the following: feeding livestock and poultry; harvesting; management; equipment repair; watering stock, crops, and plants; and cleaning equipment. Mentioned less frequently were such activities as purchasing supplies, selling products, processing eggs and candling, construction of equipment and buildings, cultivating, inoculations and medications, planting crops, dressing chickens for market, and tobacco grading.

A total of thirty-one agencies serving blind persons formed the basis for an exploration into agency attitudes toward rural rehabilitation. Nineteen of these agencies were found to have a favorable attitude toward the feasibility of blind persons being rehabilitated in agricultural occupations. Three agencies were considered to have neutral attitudes; six were doubtful; three had no programs in rural rehabilitation. Some of the agencies indicated the values of a rural rehabilitation program: it keeps rural residents in a rural setting; the cost and risk may be no greater than for other types of rehabilitation programs; and it serves the individual whose interests and aptitudes are in this area. On the other hand, some of the agencies expressed the following negative aspects to the problem: large amounts of capital may be required; much mobility is required; some of the operations on a farm cannot be performed by a blind person; and a rural rehabilitation program requires a great deal of time from trained counselors.

The thirty-one respondent agencies reported having placed 182 blind persons in agricultural employment during the fiscal year ending June 30, 1956. It should be noted that one state had 47 per cent of these placements. The four states with the largest number of placements reported 84 per cent of the 182 placements in agricultural occupations. Twelve agencies reported the average per case cost for agricultural placements. The range was from $110 to $2400.

The author of the study concludes that "little has been accomplished by organized programs in the area of rural rehabilitation of the blind. Counseling practice within the majority of the agencies still is for the most part in terms of removing the rural blind from their rural setting and attempting to establish them in urban types of employment." Some factors which are limiting agency programs of rural rehabilitation are: counselors’ lack of agricultural understanding and knowledge; agency emphasis on industrial work opportunities which may seem to present fewer problems; greater accessibility of urban blind persons to service centers; the possibility of achieving more favorable statistics of placement when working with urban job opportunities; and limitations in agency funds. The author feels that the Office of Vocational Rehabilitation could stimulate rural rehabilitation through eliminating “numbers of closed cases” as a criterion of rehabilitation agency success and through sponsoring legislation which would make it possible for blind persons to obtain loans more easily from the “Farmer's Home Administration.”

**IMPLICATIONS.** Based upon a relatively small population of blind farmers whose responses have been indicated on questionnaires, this study may serve as a starting point for a larger consideration of the problem of rural rehabilitation. Because of the limited objectives of the research and method-
ology used, the findings can be viewed primarily as suggestive of some of the gaps in our understanding of this problem. However, even on this level, it can make a real contribution to service for the blind.

It is evident throughout the study that current knowledge of agriculture as an employment objective is lacking. A number of outstanding issues which require resolution may have to await the acquisition of such knowledge. Consequently, it seems that the major need at the moment is additional research and exploration into the field of rural rehabilitation. The data at hand do not seem to provide a firm enough base for making judgments about the feasibility of more extensive rural rehabilitation programs in state agencies. The findings of this study suggest that further investigation would be fruitful and would indicate promising areas for future development.

Obviously, such a projected research should be performed on a national basis employing methods which bring the investigators into direct relationship with blind farmers. At the heart of such a study, an investigator might use the technique of worker analysis, deriving not only a statistical picture of the varied activities being carried on by blind farmers, but also presenting qualitative data on how each job is done. Furthermore, such a study might encompass the economics of farming by blind persons. What, if any, are the additional costs incurred by blind agricultural workers? Is it financially feasible for the blind farmer to function without hired help from a seeing person? In view of the current trend toward mechanized farming, is it economically feasible for blind farmers to operate farms without access to such equipment? What is the way of life of the blind farmer? Does rural rehabilitation really pay off in terms of the income of rehabilitants when viewed in the framework of initial and current capital expenditures?

In addition, we need to know more about the various areas of farming. Are some of these more promising for blind farmers than others? If farming is suitable for some blind clients, what have been found to be the most effective means of preparing them for agricultural work? Why do so few farmers who are blind find employment as hired hands? These are just a few questions the answers to which might form the substructure for policy within the states on rural rehabilitation. Since the future course of rural rehabilitation for the blind may hinge upon the answers which may be forthcoming, it is hoped that a large-scale research project in this area can soon be initiated. It would seem that the demands of such a research project would require an interdisciplinary team, staffed in part by individuals who have a background in agricultural occupations and who can effectively evaluate the functioning of blind farmers and the problems which confront them.

CORRECTION

The new address of the Pennsylvania Federation of the Blind was incorrectly given under "Directory Changes" in the April issue of the New Outlook. The correct address is 4517 Walnut Street, Philadelphia, instead of 4738 North Twelfth Street, as given. This listing appears on page 87 of the Directory of Activities for the Blind in the United States and Canada, 1954 edition.
Historic Japanese Attitudes Toward Blindness

The Honorable Mitsuo Tanaka, Japanese Consul General in New York, made some perceptive remarks concerning the place of blind people in society in an address on March 11, 1958. The occasion was Mr. Tanaka's acceptance, in behalf of Ryuhei Kimura, a blind citizen of Japan, of an award for excellence in a literary competition, from the Jewish Braille Institute of America, Inc. Mr. Tanaka's remarks have been adapted for this article.—Ed.

When I was invited by the Jewish Braille Institute of America to accept the writing award won by a fellow countryman, I was, naturally, quite pleased. Any diplomat takes pride in such an invitation, but on this particular occasion my sense of pride was enhanced by something else—a thrilling sense of hope.

Here, I considered, was an American organization dedicated to the problems of blind people. Sponsoring a literary competition among blind men and women of many lands and judging entries solely on the basis of merit, it had selected Ryuhei Kimura, a blinded Japanese war veteran, as winner of an award for prose. At no time, I realized, did the Jewish Braille Institute consider race, religion or nationality.

On further consideration I realized that Mr. Kimura, in bringing honor and enlightenment to his country, was following a tradition of which Japan can rightfully be proud. For over a thousand years we have sought in Japan to find a useful place for those in our society who are blind and these efforts, I hasten to add, have been more than adequately rewarded by the singular contributions made by blind people to our culture.

Going back to the ancient days of this relationship, I recalled that important contributions to the Buddhist faith in Japan were made by Ganjin, a blind Chinese priest, in the year 754. Later, one of our greatest intellectuals, historians and literary authorities was the blind Hokiichi Hanawa, who lived from 1746 to 1821. Traditionally, and until the present day, blind Japanese have given us comfort and pleasure through massage and music. As recently as 1956, for example, the nation was saddened by the death of Michio Miyagi, one of our greatest composers and artists of traditional Japanese music.

Later, my country's relationship with its blind citizens was enriched by contributions from the West. The difficult adaptation of the braille system to the Japanese language is correctly credited to Kuriji Ishikawa, but we must also note that he was assisted by Dr. Robert Lilley, a Scottish missionary.

The saintly Helen Keller has also made her unforgettable impression on Japan. Three times—in 1937, in 1948 and in 1955—she came to our shores, and each time she inspired new progress on behalf of the handicapped. Almost as direct results of her visits,
our government was encouraged to create a compulsory education system for blind children and to implement a program of vocational rehabilitation for handicapped adults. These programs will open new occupational vistas for blind Japanese of all ages.

Even in contemporary Japan there are, we feel, accomplishments in which we can take pride that perhaps can be pardoned. A Japanese newspaper [The Braille Mainichi] is the only one in the world that publishes a regular weekly edition in braille. Japan is the only Asiatic country manufacturing braille printing equipment, and in 1955 we were honored when Tokyo was selected as the site of the first Far Eastern Conference on Work for the Blind.

But I believe, as I stated at the outset, that we can discern a new hope, a new source of pride. The selection of Mr. Kimura as a winner of a truly international braille competition symbolizes for us the possibility that the blind may lead the sighted to a new era of world understanding. An award made without regard to race, religion or nationality can only mean that the inner sight of man—by far, his most important sight—is looking toward brighter horizons.

Workshop on
Preschool Deaf-Blind Child

The Syracuse University School of Education, in cooperation with the American Foundation for the Blind, will conduct a workshop in the education and development of the preschool deaf-blind child. The workshop will be held June 30-July 18 at Syracuse. Annette B. Dinsmore, program specialist in the Foundation's Services to the Deaf-Blind, will act as coordinator. Enrollment in the course, which will carry three graduate credits, is limited to fifteen students.

The course will survey the problems of children with visual and/or auditory involvements. Designed primarily for professional workers who have contact with young deaf-blind children, it will also be of interest to those who must offer guidance to parents.

Topics to be explored include: the etiological factors in deafness and blindness; the effects of each handicap upon the personality development of the child; diagnostic evaluation of blind children and hearing-impaired children; initial research in diagnostic evaluation of deaf-blind children; the use of auditory training and other techniques in speech and language development; social casework and utilization of community resources; parent counseling; diagnosis and education of aphasic children; methods of teaching deaf-blind children.

Information pertaining to admission requirements, tuition, and housing facilities is contained in the Summer Sessions Program bulletin of Syracuse University.
FACT OR FANTASY?

For a very long time now most of us in this field have been generally labeled “workers for the blind.” As a matter of fact, the phrase has received and still receives so much usage that some of us have even thought that it is a profession in itself: Work for the Blind. A while back, however, some of us became a bit squeamish about custodial connotations and began using the phrase “work with the blind.” This approach is really not very popular and I doubt that it will catch on much more than it already has.

These variations in prepositional relationships are only a taste of a really wide assortment. As reflected in agency and association names, one finds programs “for the relief of,” “for the education of,” “for the rehabilitation of,” and so on. There are entities “for the protection of,” “for the comfort of,” “for improving the condition of” and “for promoting the interests of.” The more modern professional likes to get a bit more verbose and work “in a program serving blind persons.”

By far the most vocal school of thought lately in this matter of prepositions are those among us who substitute of in place of for in the original catch-all of “work for the blind.” The only difficulty this presents is a grammatical one, since one really cannot say that he is a worker of the blind. Most of us are pretty much aware of the fine points behind these exacting discriminations, and appreciate the import of the distinction if one is referring to an organization. ’Tis said that organizations for the blind are somehow not of the blind. I wonder if it follows that organizations of the blind are not for the blind?

No matter how much we play on words and how significant they may be to us, I continually detect signs that make me doubt whether the general public, or even our other professional friends, know the difference. Somehow, most of the general citizenry still thinks we are all “workers for the blind.” Such is life.

BRAILING OR WAILING?

There’s been a good bit of wailing from those who would be braiding instead if they could get a braillewriter—or so I am told. For that reason, I for one was pleased to see the article on the subject of the Perkins Braider in last month’s Outlook, and I might say that Mr. Waterhouse certainly did spell out just what’s what with the Perkins model.

As one who has had some slight experience with the manufacture and sale of special appliances to whatever market exists in our field, I read with a great deal of interest the story of Perkins’ production problems and successes. I tend to be sympathetic with him, since one can seldom discover from a general hue and cry just how much there may be in solid orders for a particular appliance.

The fact remains, however, that Mr. Waterhouse did report quite honestly and factually that anyone who prefers the Perkins Brailler and places an
order today may not expect delivery for about one year. Meanwhile, there definitely is evidence that such a delay works a rather serious hardship in the case of some persons, especially where the machine is needed for transcribing textbooks or other materials for a blind child in a public school program, for example.

The American Foundation for the Blind cannot pretend to have made any thorough consumer survey, and therefore is approaching with a cautious attitude possible solutions to the problem of the availability of some form of writer. However, it should be noted that the Foundation is importing a very good braillewriter from Germany, specifically known as the Marlburg Braille Writer. It sells non-profit from AFB, New York, at fifty-three dollars postpaid. James Fontaine, supervisor of the Foundation's sales department, reports that he has not received one complaint from the approximately 100 purchasers so far.

The wailing of late is rather reminiscent of the situation that was current in this country just about ten years ago. Wartime stoppages of unessential items had caused an interruption in the manufacture of all existing writer models. Many folks wanted some new type that would be lighter and less noisy, so inventors were designing modern "dream" models. There seemed to be a lively interest in the whole subject—but no one could buy a writer for love nor money.

As last month's Perkins story indicated, that postwar situation provided the fertile climate for the design and eventual general acceptance of the Perkins model as the answer. Since then, at least two other of America's most influential former producers—the American Foundation for the Blind and the American Printing House for the Blind—generally have gone along with the idea that there was not enough business for another agency to invest in the production of a competing model.

One important lesson from the past ought to be kept in mind, in my opinion. Whatever the present distress may be—and I do believe there is quite a bit—I do not think that the basic production picture is so weak that anyone would be justified in attempting a crash program in the direction of another model and another production plant. Advanced models will come along in due course as technical know-how suggests ways to make better and cheaper writers. Meanwhile, anyone who would like to wail in print is cordially invited to write to us—and perhaps if the hue and cry can be pinpointed a bit in that manner one of our several manufacturers will have a better idea of policy and planning that is necessary and wise.

**ONLY PEOPLE INJURED**

George Wernitz, the director of the Seeing Eye, Inc., at Morristown, New Jersey, found a bright spot in the middle of a rather disturbing incident in that agency's program. Late in March a Seeing Eye vehicle, conveying a half dozen trainees and their dogs and instructors from the Whippany campus to the Morristown training hub, was involved in a serious accident. Practically all of the human passengers were injured, some quite badly, though none fatally—for which we and he gave thanks. The real bright spot, though, was that not one of the dogs was even scratched.

Whatever Mr. Wernitz's real reactions were, I am actually not attempting to describe them. It was he, however, who telephoned his wry comment that the newspaper reporters seemed a heck of a lot more interested in the fate of the dogs than that of the people.
Letters to the Editor

The following exchange of correspondence has been forwarded to the New Outlook for publication.

DEAR MR. BARNETT:

I have just finished reading the interesting article by Mr. Charles G. Ritter, "Questions and Answers on Low Vision," in the December issue of the New Outlook.

This is the second of these articles by Mr. Ritter that have been brought to my attention in recent months. The tenor of these articles indicates either a grievous lack of knowledge by Mr. Ritter of the work being done by optometrists in research and rehabilitation of the visually handicapped, or a very definite bias on his part.

Because these publications are an official emanation from your organization, I can only assume that they reflect the attitude and policy of the American Foundation for the Blind.

It has been my experience that whenever a person or organization is motivated by bias or shackled by ignorance the efficacy of that person or organization is limited to a small fragment of the total body they are trying to influence. It seems a pity that the AFB should be so classified.

Robert E. Schwartz, O.D.
Director, Subnormal Vision Clinic
The Maryland Workshop for the Blind

DEAR DR. SCHWARTZ:

The tone of your letter to me of January 15 seems rather extreme. It is entirely possible that the American Foundation for the Blind—or rather those individuals who make up its organizational strength—can be subject to human biases. However, it is not clear to me just what bias you judge is governing us from your reading of articles which have been published in our journal about the application of optical aids to individuals with low vision. Since you are an optometrist, I can only assume that you feel that we are biased toward ophthalmology and against optometry.

For years this organization has attempted to avoid the mire of what everyone seems to feel is a fight to the finish between your group of practitioners and ophthalmologists as a group. There are two reasons for our effort. The first is that an unemotional study of the representative professional roles of the two types of practitioners seems to us to make it quite clear that there is a demonstrated need for both, that each group renders a rather useful service in the field of eye health, and that it is usually individual practitioners who make of the relationship something of conflict, competition and resulting confusion to the public. The second reason is that in our own optical aid research, we have recognized the value of the knowledge which some men in your group can bring to bear upon both technical and community planning, and I am happy to state that our advisory committee has been a harmonious cooperative activity on the part of outstanding national men in both groups.

Still assuming that the point of our bias, as you would describe it, is that we favor prior ophthalmological examination of individuals before the fitting of optical aids, I can only say that this definitely is our policy and recommendation. If it is biased, it is simply that when one considers the entire
United States and the total problem of all persons with defective vision, we still feel that a thorough medically-oriented and complete eye examination is their right. I am enclosing a copy of a recent statement issued by us which amplifies our views on this and other related aspects of optical aid service planning.

By the way, since you have reacted to a published article, do we have your permission to print your response?

Best wishes.

M. Robert Barnett
Executive Director
American Foundation for the Blind

Dear Mr. Barnett:

In reference to your letter of January 20, 1958, I should like to state that I am not in a fight to the finish with anyone. My ophthalmological relations are extremely cordial and pleasant. My objections to Mr. Ritter's publications, not only the one to which I took umbrage in my letter to you of the 15th, but also a previous pamphlet of Mr. Ritter's which was also titled, "Questions and Answers on Low-Vision Aids," is that Mr. Ritter definitely seems to have an anti-optometric bias and takes no cognizance of the fact that a great deal of the research and almost all of the visual rehabilitation in the country today is being done by optometrists.

I heartily concur with the statement in your letter that in the field of visual rehabilitation an ophthalmological examination comes first. The loud silence on the part of your organization of what comes second is what galvanized me into response.

If you wish to print the correspondence relative to this article, you may feel free to do so. My only request is that you also print your letter of the 20th and this answer.

In closing, I would like to reiterate that I am not angry with any group, but do feel that discrimination should be noted where it appears.

Robert E. Schwartz, O. D.

Noyes and Seligman Elected to AFB, AFOB Posts

Jansen Noyes, Jr., a partner in the investment firm of Hemphill, Noyes and Company, New York City, has been elected president of the American Foundation for the Blind and the American Foundation for Overseas Blind. He succeeds the late William Ziegler, Jr., who was president of the two foundations until his death early in March. Mr. Noyes has been associated with the boards of both organizations since 1946, serving most recently as vice-president of AFOB and as treasurer of AFB.

Announcement has also been made of the election of Eustace Seligman as chairman of the board of directors of AFOB, a post also vacated by the death of Mr. Ziegler. Mr. Seligman previously served as secretary and vice-president of AFOB, and has been a member of its
board of directors for nearly thirty years, having been one of the leaders of the predecessor corporation, the American Braille Press, with service headquarters in Paris, France. In 1950 he was elected to the AFB board of trustees, on which he is currently serving as secretary.

Mr. Seligman, a partner in the law firm of Sullivan and Cromwell, is a graduate of Amherst College and a member of its board of trustees. He is also treasurer of the Legal Aid Society, and a director of the Foreign Policy Association, the Institute of International Education, and the National Fund for Medical Education.

Mr. Noyes, a graduate of Cornell University, is vice-chairman of the Cornell University Council. He is vice-president of the National Society for the Prevention of Blindness, and secretary-treasurer of National Industries for the Blind. Serving in the U. S. Navy from 1941 to 1945, Mr. Noyes saw active combat, and held the rank of Lieutenant Commander at the time he left service.

The election of these men to their respective offices "reaffirms the principle . . . that the nation's health and welfare organizations find additional strength in informed lay leadership," in the words of M. Robert Barnett, executive director of the two foundations.
“The Blind Physiotherapist” by J. O. Jenkins and R. Priestley. Rehabilitation, January-March 1958. In England, unlike the United States, physiotherapy is the professional outlet for the largest number of blind persons. Many countries train the blind in physiotherapy, but the specialized training given at the Royal National Institute for the Blind School of Physiotherapy is the most comprehensive in the world. The article discusses the selection and training of candidates at the school.

The Planning of Rehabilitation Centers. Proceedings of the Institute on Rehabilitation Center Planning, Chicago. 1957. Washington, D. C., U. S. Government Printing Office. Some thirty phases of the planning and operation of rehabilitation centers on current lines and sound principles are discussed. Included is information on how the need for a center is evaluated, what is required to finance, staff and create the physical plant, and on relationships among the center, the community and the state and federal governments.

Federal Benefits of Special Interest to Blinded Veterans and Their Dependents. Washington, D. C., Blinded Veterans Association. A supplement to the Veterans Administration publication Federal Benefits Available to Veterans and Their Dependents, 1957. The booklet contains detailed information about disability compensation, disability pensions, equipment under Public Law 309, and the auto grant. It also contains information about benefits for retired servicemen and survivors, as well as miscellaneous benefits of interest to blinded veterans.

“Sight Boosters for the Near-Blind” by Hélène K. Sargeant. Today’s Health, January 1958. This article tells what optical science can do for some people with vision so poor that they are legally blind. An increasing number of them are being helped to see with an array of relatively inexpensive optical devices—special bifocals, sports glasses, birdwatchers’ telescopes, hand magnifiers and jewelers’ loupes.

Williams Intelligence Test for Children with Defective Vision by M. Williams. University of Birmingham in collaboration with College of Teachers of the Blind and Royal National Institute for the Blind, 1956. These tests are intended to be used with children of about five to fifteen years who either (a) are totally blind or (b) do not have sufficient sight to see with ease an intelligence test devised for the fully sighted.

“No Tin Cups in Canada” by Anne Fromer. Coronet, January 1958. The Canadian National Institute for the Blind, with its corps of skilled counselors and instructors, is ready to begin rehabilitation within twenty-four hours after anyone is stricken. All this has been possible through the dedication and resourcefulness of Colonel Edwin Albert Baker, who sparked the organization of the CNIB in 1918.

“Artist with a Lathe.” Popular Mechanics, December 1957. Bill Frank of
Chicago, who lost his sight in an industrial accident ten years ago, turns out beautiful wood objects of art in his basement workshop.


“Rehabilitation of the Blind Geriatric Patient” by C. W. Bledsoe. Geriatrics, February 1958. The article summarizes the reactions of geriatric patients blinded late in life. All available resources are needed to support the patient both emotionally and in the area of physical competence so that he does not freeze into negative attitudes. The value of reader and guide services, home teachers of the blind, and all workers for the blind is emphasized.

“Developing a Curriculum for the Blind Retarded” by Maurice I. Tre-takoff and Malcolm J. Farrell. American Journal of Mental Deficiency, January 1958. In February 1954, the Ransom A. Greene Blind Unit at the Walter E. Fernald State School was opened to meet the problem of retarded blind people in Massachusetts. This paper reports on the first 160 admissions and discusses educational goals, curriculum and staff consultations.

“The Art of Being Blind” by Henry Lee. Pageant, April 1958. Socially and on the job, blind people ask that we give them only one thing—not pity but simple, intelligent, understanding acceptance, based on the things they can and cannot do. The article discusses questions such as: Can a blind man lead a normal business and social life? How does a blind man look at the sighted? Can a blind couple raise children? Are blind people exceptionally talented musicians?

“State Public Assistance Legislation, 1957” by Marguerite Windhauser and George Blaetus. Social Security Bulletin, January 1958. Washington, D. C., U. S. Government Printing Office. The Social Security amendments which Congress passed in 1956 included measures significantly affecting the public assistance programs. This article indicates the major revisions within the states to take advantage of these changes in the federal law, including the expansion of welfare services, training of personnel, research, and medical care.

“The Lady Boss of Faraway Ranch” by A. T. Steele. The Saturday Evening Post, March 15, 1958. Lillian E. Riggs is a remarkable woman who, undaunted by her blindness, runs a giant cattle ranch in Arizona’s old Apache country. Seventy-year-old Mrs. Riggs is constantly moving about and misses nothing. Since she took over the management, there has never been any doubt about who was boss.

**Appointments**

The appointment of John D. Lloyd as director of information and development of the American Foundation for Overseas Blind became effective March 17. Prior to his appointment, Mr. Lloyd was C & I Trades Director of the National Foundation for Infantile Paralysis, Greater New York March of Dimes. Before that, he was associated with the New York Chapter of the National Multiple Sclerosis Society and the Greater New York Fund.
The Blinded Veterans Association has presented its Employer of the Year Award to the Wichita Clinic, a private medical center in Wichita, Kansas, in recognition of the Clinic's policy of utilizing the skills of blind workers. Maj. Gen. Melvin J. Maas, chairman of the President's Committee on Employment of the Physically Handicapped and a member of the BVA board of directors, made the presentation on April 10 at a luncheon held during an all-day regional meeting of the President's Committee in Omaha. Carl Eisenbeise, personnel director, accepted the award on behalf of the Wichita Clinic.

The blind and other physically handicapped workers at the Wichita Clinic receive the same rate of pay as non-disabled employees and have equal opportunity for advancement, based solely on their ability to do the job. No special concessions or adaptations of equipment have been made for the disabled employees.

The Employer of the Year Award was established by the Blinded Veterans Association in 1949 as a means of giving merited recognition each year to those employers who have realized that qualified blind workers make capable and efficient employees. The citation reads as follows: “For recognizing ability instead of disability, and for maintaining personnel policies which allow blind workers to make the most of their talents and skills and, thereby, fill a useful and productive place in society.”

The three judges for this year's award were John F. Brady, business manager, Industrial Home for the Blind, Brooklyn, New York; Thomas C. Hasbrook, public relations executive for Eli Lilly & Company and a member of the Indiana State Senate, Indianapolis; and Peter J. McKenna, Jr., businessman, Minneapolis, Minnesota. All are past-presidents of the BVA.

Beacon Lodge—Camp for the Blind, located in central Pennsylvania, will conduct its 1958 camp season from June 21 to August 23. A varied program of activities provides both for vacationers seeking quiet relaxation and for those who prefer a more active holiday.

The camp fee is forty dollars per week. For those unable to pay this amount, sponsorships are usually provided by a service club or individual from the applicant's area. Applicants from Pennsylvania will be given first consideration; however, blind persons from other states will be accepted if accommodations are available. The camp is open to any blind person sixteen years of age or more. Further information may be obtained from Beacon Lodge—Camp for the Blind, Box 222, Lewistown, Pennsylvania.
A master's thesis written at the University of Texas is the basis for a new braille publication, *Cooking Without Looking*, by Esther Knudson Tipps. The author, who is foods teacher at the Texas School for the Blind, conducted a preliminary survey to determine the needs of blind homemakers. Questionnaires covering cooking, planning and marketing habits were answered by thirty-seven totally blind women, thirty-one of whom also tested recipes for the book. Students at the Texas School for the Blind tested 152 of the recipes. The resulting book, published in three magazine-style pamphlets, presents a variety of food preparation methods and techniques for blind homemakers. It is available on loan from the regional libraries for the blind, or may be purchased from the American Printing House for the Blind, Louisville, Kentucky, at $1.95 per copy.

S. Ruth Barrett, secretary of the American Bible Society's world-wide distribution of the Scriptures in raised type, has been presented the annual National Achievement Award in Philadelphia's thirty-first National Week for the Blind. The award was presented for distinguished service in the field of rehabilitation and education of the sightless.

The American Bible Society began its work for the blind in 1835 with the printing of the first Bible in the line letter system.

The Eighth World Congress of the International Society for the Welfare of Cripples, bringing together authorities and volunteers from more than fifty countries, will be held in the United States in 1960, for the first time outside the limits of continental Europe. It will convene in New York City at the Waldorf-Astoria Hotel on August 29, 1960, with Dr. Howard Rusk, internationally known American specialist in physical medicine and rehabilitation, as president, and the National Society for Crippled Children and Adults as the host organization. Dr. Rusk, who is immediate past-president of the ISWC, will lead the international exchange of latest knowledge and techniques contributing toward rehabilitation of the world's physically handicapped.

International meetings of the ISWC, held every third year, are for both professional and lay persons interested in rehabilitation of the crippled. They are among the activities conducted by the ISWC to stimulate and develop services for restoration and training of crippled persons at national and community levels. The 1957 congress in London was attended by 1,200 delegates from fifty-three countries, including doctors, nurses, therapists, social workers, educators, public health officials, vocational and prosthetic experts, and volunteers.

Further information about the congress is available from Donald V. Wilson, Secretary General, International Society for the Welfare of Cripples, 701 First Avenue, New York 17, New York; or from Dean W. Roberts, M.D., Executive Director, National Society for Crippled Children and Adults, 11 South LaSalle Street, Chicago 3, Illinois.

"Accent on Prevention" is the theme of the 1958 Annual Forum of the National Conference on Social Welfare, being held May 11-16 in Chicago. Social workers, health workers, recreation leaders, public officials, and others will exchange experiences and pose solutions to a variety of social problems, including rehabilitation, education of exceptional children, economic need, aging, and physical and mental health, and will also discuss the administrative aspects of social agencies.
This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at rates which are available on request.

Address correspondence to: New Outlook for the Blind, 15 West 16th Street, New York 11, N. Y.

Position Open: Two vocational rehabilitation counselor vacancies. Qualifications: College degree with at least one year’s experience; or five years’ employment experience with occupations and employment problems, social casework or vocational guidance; or a combination covering at least five years. Must be willing and able to travel the state. Salary $3,720-$5,160. Send resume to State Personnel Director or State Board of Education of the Blind, State Office Building, Hartford, Connecticut.


Position Open: Partially sighted man to assist in social service program. Should be able to teach travel, activities of daily living, household arts, braille, and typing. College graduate with social work background preferred. Write Cleo B. Dolan, Assistant Chief, Division of Social Administration, Ohio Department of Welfare, 85 S. Washington Ave., Columbus 15, Ohio.

Position Open: Certified home teacher for adjustment to blindness. Braille, typing, and handicraft instruction; other usual program. Salary $3300-$4740; car and driver provided; liberal state employee benefits. Submit application, with resume if available, to Connecticut State Board of Education of the Blind, or to the State Personnel Director, State Office Building, Hartford 15, Conn.


Position Wanted: Partially sighted woman desires permanent or summer employment. Twenty years experience in field of recreation: teacher of dancing, experience in camping, planning and producing programs, direction and supervision of children. Braille teaching certificate. Write Miss Ann Chapman, 5300 Fourth St., N.W., Washington 11, D. C.


Position Wanted: Partially sighted man, single, 31, desires position as teacher or counselor. Seven years’ teaching experience in school for the blind; B.S. degree from University of Connecticut with major in social studies; some graduate work in education; certified in Connecticut; thorough knowledge of braille; good use of deaf manual alphabet. Write Edward Gray, 17 Connor St., Willimantic, Conn.

Position Wanted: Housemother for children over twelve. Have completed Purdue course of training. Willing to relocate anywhere. Write Mrs. Jean B. Campbell, 502 North 10th Street, La Crosse, Wisconsin.

Position Wanted: Legally blind man, thirty-nine, functions with sighted except driving. Two years’ rehabilitation center experience plus industrial and sales, now completing master’s degree program in rehabilitation counseling. Available for field placement June 19; employment September 1. Write Box 54, New Outlook.

Position Wanted: Qualified young man seeks position in home teaching or related field. Also qualified for teaching in training center. Have M.A. degree in the social sciences from the University of Chicago; have just completed IHB-OVR training program. Write Don R. Faith, 412 West Main Street, Decatur, Illinois.

202
THE NEW
OUTLOOK FOR THE BLIND

VOLUME 52 JUNE 1958 NUMBER 6

M. Robert Barnett, Howard M. Liechty,
Editor-in-Chief Managing Editor
Margaret M. Fay,
Circulation Manager

Editorial Board: Byron M. Smith, H. A. Wood,
J. M. Woolly, Philip Worochel, Ph.D.

CONTENTS

The Interdependence of an Agency's
Program and Its Financial Support...Philip S. Platt, Ph.D. and Neil Reiser

The World is Too Big a Client.........M. Roberta Townsend

The Preschool Blind Child in the Hospital..............Nora Beers

More Science Through “Firsthand” Experimenting........Ross L. Huckins

Disability Freeze Deadline

Rehabilitation of the Adult Blind in The Netherlands.........R. Keizer

AAWB Appoints Executive Director; New Post Goes to Hulen C. Walker...

Research in Review

Editorially Speaking

Letters to the Editor

Hindsight

FBI Seeks Fugitive

Connecticut Conference on Visually Handicapped Children

Two Award Winners Announced

Current Literature

Appointments

News Briefs

Necrology

Classified

Published by the
AMERICAN FOUNDATION FOR THE BLIND
"While they were saying among themselves 'It can not be done' it was done."

—Helen Keller
The interdependence of an agency's program and its financial support should be as close as possible. If this relationship is one of indifference or lack of understanding an agency suffers.

These generalizations are based upon several assumptions: an agency must have a justifiable need for its existence and a program worthy of support. But it is also a fact that it cannot develop such a program without financial support, that it cannot secure support unless the program is effectively presented to the public; and unless the cost of securing the support is not greater than the public thinks proper.

A situation like this presupposes the initial creation of an agency for a specific purpose with initial special support. Only thus can services be started, good be accomplished and something to "talk about" be achieved. But having something to talk about, or to ask money for, is one thing; knowing how to talk about it effectively is something else. The good fund raiser must be close enough to the services to feel and interpret their meaning and appeal. A good program of services, effectively interpreted by an imaginative, resourceful, indefatigable fund raiser, will bring support.

How can an agency effectively integrate a fund raising program as part of its service program and yet get the results it needs in terms of income? We beg your indulgence if we illustrate this problem by referring to the "before and after" status of The Lighthouse when the present plan of integration was formulated.

In 1939 the agency in question, in its thirty-third year, was diagnosed by a large foundation, to which it had appealed for help in its financial difficulties, as having a small, unrepresentative board of directors, only a nominal president, no executive director and no significant or broad body of contributors. Fortunately, it had an excellent, well-rounded program of services and many devoted staff workers. It lived from hand to mouth and

---

Dr. Platt is the executive director of the New York Association for the Blind, which position he has held since 1944. Mr. Reiser is the director of the Association's Department of Public Interest.
had survived twelve years of heavy deficits only by using every dollar of the occasional legacies that dropped from heaven. Gradually these deficiencies were corrected. But before they were, a building campaign was launched which for a number of reasons failed, reaching less than 27 per cent of its goal.

An important by-product of the ill-fated building campaign was the organization of a permanent women's committee whose members, in addition to their six-week annual fund raising activity, began to participate more fully in the agency's direct service program. At monthly meetings different phases of the agency's work were interpreted by staff workers and blind clients. Over the years these carefully planned meetings have done much to keep committee members intelligently informed and enthusiastic. Today there are eighteen sub-committees of the women's committee, each actively interested in a different phase of the work and each a valuable public relations interpreter.

The nineteen-forties saw a marked advance in our conception of public relations, information and public education, including the use of radio and television, public meetings, exhibits, speakers bureau, big dinners, plays, theater and movie benefits, news letters, educational pamphlets and attractive annual reports.

In 1954 the present plan of integration of the fund raising department as an actual service arm of the Lighthouse began to take new form.

This came about through the development fund campaign started late in 1952 which had a goal of $2,500,000 for two years' operation of the organization and for the capital cost of new buildings erected since 1950, the improvement of Lighthouse Industries facilities and the erection of a men's residence. The campaign did not reach its goal, having raised $1,100,000 for operation and $500,000 toward building costs, but provided the pattern which we felt to be so necessary in providing growth in an agency such as ours.

At this point some explanation must be made about the unique fund raising problems in New York faced by the private welfare agencies.

The Greater New York Fund, established in 1938 and to which most welfare agencies belong, is the community chest for publicly owned corporations and employees. Unfortunately, the Greater New York Fund has not met its goal in any given year since its formation and its support of its 425 agencies has been too little to do more than modestly help in the financing of the agencies' current deficits.

The Greater New York Fund member, however, is precluded from soliciting the companies in the best position to give, and even when they do approach such companies, when allowed, as for a building program, they find the resistance very strong.

The New York State Charities Registration Section also reported in 1957 that over 2,000 agencies applied for permission to solicit contributions in New York State. This number does not include religious groups as they do not have to file for permission.

It can readily be realized that New York is in the unenviable position of being a jungle as far as fund raising is concerned. Because of these conditions the newspapers periodically run exposés about the unscrupulous fund raiser, which unfortunately hurt the legitimate agency in its quest for support and interest from the contributor.

Another upsetting by-product of trying to make a path through this jungle is the attitude of many agency heads and their directors who look on the fund raising effort as a necessary evil.
With the above as background, we can point up the well-established philosophy in the Lighthouse fund raising and public relations effort.

Upon the completion in December 1953 of the two-year development fund campaign above referred to, the executive director invited the public support director and the director in charge of services to meet with him on a regular basis to discuss the expenditures of the direct services department and the interpretation of these services to the public.

The executive director gave his encouragement to the energetic stimulation of an active commerce and industry committee. This committee, composed of outstanding industrialists, not only helped with fund raising but helped in securing jobs for blind people, stimulated the sale of blind-made products and helped in the education of the public about blindness.

How did our commerce and industry committee help the service program in a concrete manner? Here are a number of ways:

1. The president of a respected insurance brokerage concern and chairman of our commerce and industry committee agreed to help place our trained blind dictaphone operators in large insurance companies. His path was not easy. The insurance personnel executives objected that blind girls with guide dogs would distract the rest of the office staff. Eventually our volunteer chairman broke down the resistance to employment of blind girls by one large insurance company who agreed to try out one blind girl on an experimental basis. This proved to work so well that it was less burdensome to place the second girl, and since then four of the insurance companies employ blind personnel in their dictaphone typing departments. The pattern set by our chairman was successfully followed by other members of our commerce and industry committee in placing blind employees in utility companies, factoring concerns and business equipment organizations.

2. Another example of cooperation between the service aspects and fund raising volunteers was in stimulation of sale of blind-made products. Our Lighthouse Industries was building up unwieldy inventories of Lighthouse brooms and mops. A call to our fund raising director brought the following results. A special meeting of real estate managers was called by our commerce and industry real estate chairman. A Lighthouse Industries salesman was present to demonstrate the superiority of blind-made mops and brooms. Emphasis was placed on quality, and as a result of this meeting, specifications in many instances stressed the wording "Lighthouse quality or equal" in the real estate purchase of mops or brooms.

3. An oil company executive helped our Industries develop special mops for use on tugboats.

4. An advertising agency executive helped in the preparation of educational and promotional literature.

5. Great assistance was secured in the design, art work, layout and printing of brochures and reports.

6. Exhibits and sales of blind-made products in office buildings, housing, important businesses were made possible through our commerce and industry committee.

7. Retired businessmen are utilized to a degree on the commerce and industry committee to organize committees in individual industries for fund raising and direct service help. These committees now number ninety-two.

8. The women's committee, being older, had already established a pattern of help which went beyond fund rais-
ing. However, the commerce and industry committee which they helped form provided the impetus for them to widen their efforts in seeking employment for blind people. A committee appointed by the chairman of the women’s committee sought out newsstands and refreshment stands in new buildings for potential concessions to blind people.

9. Top-flight designers were recruited on a voluntary basis to design fashionable aprons, scarves and other wearables which could be made by blind people and sold in the Lighthouse Craftshop.

10. Editors of fashion magazines, members of the committee, suggested items for manufacture which could be publicized and sold.

These are merely typical examples of how rapport between the direct service departments and fund raising personnel is made effective.

There is hardly a day that passes in which some members of the women’s committee or of the commerce and industry group do not work on a direct service phase of the Lighthouse.

All direct service events, such as the Lighthouse Players dramatic performances, utilized the men’s and women’s committees for attendance, newspaper, radio and TV coverage and for recruitment of new members for the committee. Case finding was encouraged through the large numbers of people approached by these committees.

The executive director encouraged the public support director to attend board meetings to grasp the total picture of the agency’s program for public interpretation and to stimulate the volunteer board members to further their efforts on the agency’s behalf.

Because of this rapport and inter-dependence of the direct service and public support arms of the Lighthouse program, the agency was fortunate in securing a continued high level of income matching the amount received in its supercharged campaigns of 1952 and 1953.

The obvious next step in the agency’s program was to merge the public information and public support departments under one director, now known as the director of the Department of Public Interest.

The sources of current support for the agency at present are direct mail, women’s committee, commerce and industry committees, foundations and special events.

In 1953 the American Association of Workers for the Blind appointed a committee on ethics, which awarded a seal of good practice to those agencies which agreed to accept and to adhere to the principles adopted by the Association. The Lighthouse was one of thirty agencies which received the seal. Subsequently the Association declared that the collection of funds by the canister method was unethical. The Lighthouse could not agree with this decision and did not reapply for the seal.

The Lighthouse canister campaign is directed by two full-time volunteers who had previously conducted the New York City Cancer canister campaign. They have recruited 1,200 carefully screened sighted volunteers, who, during a given period assigned to us by the New York City Department of Welfare, for a few days solicit funds in restaurants and other places of assembly by means of canisters. This is a method used by over a hundred national and local agencies soliciting funds on the New York scene. Except for religious organizations, outdoor solicitation is limited by city ordinance to three days in a six-month period.

The objection to the canister, attended or unattended, is that it suggests...
the odious and debasing tin cup of the professional blind beggar. In our opinion, there is nothing in an easily identified canister, either held by a clearly recognized sighted volunteer or placed on a counter, that suggests "begging" in the objectionable sense, or that reflects upon the dignity of blind individuals. Why cannot a reputable agency that serves and rehabilitates blind persons employ a method officially sanctioned in our city, and widely used by so many health and welfare causes? In any event this part of our program, which in 1957 accounted for $38,000, and brought us goodwill from hundreds of thousands who through this means found it possible to share in our work with their nickels and dimes, will be continued as long as we have the devoted volunteers to help us.

Assets of the philanthropic institutions of the United States today are about one half as great as the total assets of the nation's hundred largest corporations. Annual giving to philanthropy exceeds the net profits of the ten top-earning companies in the country.

Philanthropy has played a tremendous part in the changes in American life — religious, educational, economic, social and political — yet relatively little is known of it. The history and literature of philanthropy are indeed meager. However, more and more facts and statistics are becoming available in widely varying areas.

Such a vital force in our way of life must play a strong role in the conduct of an agency, its policies and direction.

If people are to support one's agency they must know about it; be convinced that it is needed and is doing a good job; that its leadership, as represented by its board, commands respect; that its staff is eager to describe its work to visitors, critics or colleagues; that it needs understanding as well as financial support. It must be constantly brought to their attention in any and every legitimate way that is in good taste.

It is inevitable that some part of the support of a large, old and well-known agency should come from friends who of their own initiative, or because of some general publicity at summer vacation time, Thanksgiving or Christmas time, send a contribution. Gifts in memory of friends or loved ones who have passed on also come unsolicited. Over the years these contributors increase in numbers and it is our policy to seek renewal of them as courteously as possible by means of a form letter on the anniversary of their previous gift, with the hope that they may wish to renew their previous gifts. The results are rewarding and often heart-warming. Receipts which acknowledge these gifts are universally accompanied by a personal word or two, or even a special letter, and we feel sure the genuine personal touch has done much to establish and maintain a warm feeling between the giver and the Lighthouse. Such contributions now number some 23,000. The important thing is that every appeal, and every receipt, carries with it some kind of message about the Lighthouse, its work and its needs.

During the past twenty years it could be said that we have had three capital fund campaigns. The first has been mentioned as an immediate failure, but with important after-effects. The second was initiated as a two-year combined capital and operating fund campaign in 1952-53. This was strictly an "inside job," conducted by our specially recruited staff. Its goal was $2,500,000; it raised within the two-year period about $1,600,000. But it gave a new lift to our fund raising techniques, brought the Lighthouse to the attention of millions, and laid the groundwork for
future successful support. The last capital fund effort had to do with meeting the building costs of the Women’s Residence and Queens Rehabilitation Center which amounted to $1,125,000. To date we have raised $814,000 and trained an effective staff organization and volunteer leadership for continued service and support in this important area.

Finally, equally as important as maintenance support are legacies. The agency that is not cultivating the rich field of potential or eventual legacies is missing one of its greatest opportunities. But philanthropic bequests are not made to agencies unless their existence and their needs are effectively presented, unless all the things a prospective legator may wish to know about an agency are ready at hand.

The good fund raiser knows his agency’s work through and through and believes in it. The good service director works hand in glove with the fund raiser and his publicity and public education assistants. These together form a team that responds to the imagination, stimulation and leadership of the executive director.

An agency cannot function at its full potential without an understanding and cooperative board of directors. That the Lighthouse has had the wise counsel of such a helpful board during the years is a prime reason for its dramatic growth.

Securing public support for any agency, based on day-to-day work with interested individuals and committees, is a stimulating, engrossing effort, more economical and more productive of good relationships than the more mechanical direct-mail method. But in these days of heightened competition for the contributor’s dollar perhaps all methods are permissible. Blessed is the fund raiser who knows and loves his agency!
The World is Too Big a Client

M. ROBERTA TOWNSEND

In a recent reading of George Meredith's The Egoist, I stumbled on the phrase, "the world is too big a client." George Meredith, we can rest assured, was not thinking about rehabilitation of the blind or any aspects thereof when he used the word "client." It seemed to me, however, that this significant little phrase might well serve as a springboard from which we could explore some of the problems concerning us today, problems which will continue to concern us if we do not have the courage to face them squarely.

Paradoxically, world developments, some of immeasurable magnitude, have successfully harnessed time and space. Thus has been created a vastly smaller earth, bringing peoples closer together than ever before in the history of mankind. Unfortunately this sudden rubbing of unfamiliar shoulders does not necessarily signify unity or understanding. Rapid changes of any sort are apt to lead to unforeseen disturbances no matter how beneficent they may be in design. It is important then that Man, and respect for him in terms of his cultural patterns, the many facets of his philosophy, his political convictions, his place as head of a family, and his role as a citizen, be recognized and maintained as he is caught up in a vast change. Change in many instances beyond his control.

Concern for the individual and his precise entity in society has particular significance for those of us who are charged with the welfare of blind people. We are dedicated to serve the individual who happens to have the disability of blindness. The blind man, no less an integral part of world society than his sighted brother, must be identified as such, lest he, too, lose stature in what threatens at times to become an overpowering mass-production in human values.

Marching abreast of world development, rehabilitation, a dynamic and coordinated specialization of treatment, has come to take its place as a service or a constellation of services to the physically disabled. Rehabilitation is focused upon the needs of the whole person. It embraces many areas of knowledge, and the consolidation of varied types of professional and technical competence are embodied in its essential personnel. Thus, through the developmental years succeeding World War I, an immense reservoir of professional and technical skills have been marshalled to aid the blind man in his adjustment to his disability, his home and his community.

There is, however, a disturbing inequality in the distribution of these important services. In the main they tend to cluster in and about the larger centers. Because of this uneven con-

Miss Townsend is director of the Survey and Homework Department of National Industries for the Blind, New York City. She delivered this address at the annual banquet of the Allen County League for the Blind, Fort Wayne, Indiana, on April 24.
centration, our world of effort may become too big a client on the one hand and, contradictorily, the benefits of rehabilitation may loom out of proportion on the other. Possible areas of overemphasis suggest some questions. Have such services been patterned for the individual or is there a danger that the individual in the aggregate has become an interesting proving ground for experiment? These questions do not necessarily imply criticism. They are suggested as a basis for periodic evaluation lest in the intensity of present-day specialization the relatively defenseless object of our zeal, the blind individual, become shattered in the process.

It is a grave and serious charge which rests upon those of us who, in a professional capacity, must necessarily tamper with human lives in an effort to help or ameliorate their problems. It may be of some help to go back and remind ourselves that recognition of the problems of blindness precedes the Christian Era. So deeply rooted at that time was the notion that the blind were a pitiable and lost people, it is reasonable to assume that even today we struggle against many of these half-buried prejudices. Antiquity cannot be asked to shoulder the entire responsibility for the preservation of this point of view. There remains today, unfortunately, a school of thought which clings tenaciously to a high percentage of pity as a necessary plus in the underwriting of programs for blind people. The spirit of compassion prompted by intelligent sympathy warms the heart and eases the mind. If, however, one may detect the tinkle of the tin cup, no matter how faint, pity becomes a damaging thing and little can be done to correct the evil it may do. Thus, over and above world problems, we continue to compound a private little chaos all our own in which we are hampered by certain stultifying patterns of the old in our attempts to intelligently use the benefits of the new.

Here in Fort Wayne you are fortunate to have a well-organized program of sound services for the blind people of your community. You may then ask why I bring such disturbing thoughts to this gala affair. The reason is very simple and perhaps a little selfish. In a shrinking world, programs for blind people are becoming more and more dependent upon each other. The agency which I represent is national in scope, offering consultation services to fifty-six member agencies. The emphasis of our program rests upon industrial opportunity for blind persons provided in a workshop setting. Although we do not have the authority to police or control the agencies we serve, nevertheless it is our responsibility to constantly urge the proper use of supportive rehabilitation services which prepare the blind man for his entry into work training and work experience. This calls for a continuous program of education, and so we look hopefully to organizations such as the Allen County League for the Blind to help us in the fostering of better public, as well as agency, acceptance of the blind person and a clearer understanding of the wide and carefully selected services which should be made available to him.

If we are to surmount the dilemma of the contradictory aspects of the emotional past and what at times appears to be an over-professional present, we should strive for a happy medium. This can be achieved by a harmonious blending of compassion and professional skills from which a workable pattern may be drafted: a pattern which should at all times be susceptible to change and improvement. Change, we recognize, is a difficult and weary
business. There are always those who cling wistfully to the past and sound dark forebodings for the future if dislodged from their comfortable lethargy.

It is a healthy and revealing experience to think back to the pioneers who blazed a trail for social casework as it is practiced today. They dared to take a thoughtful and anxious interest in the problems of their fellow townspeople. They made available a kind hand and an understanding ear to the less fortunate of the communities in which they lived. We say "dared" for, shocking as it may be, those hardy humanitarians were not graduates of accredited schools of social work: they were the founders.

Mary Richmond, I believe it was, stooped to the vastly unprofessional idea of an exchange of plant slips through which she sought to effect friendly contact with a troubled neighbor. How severely this would be frowned upon today. Indeed Mary Richmond and her colleagues would find themselves wholly unqualified for positions in the profession created by their early sensitivity to the intricate facets of human needs.

Basic concern for the welfare of people and the caliber of its protagonists should not be lost sight of. Certainly no one quarrels with the benefits to be derived from formal education or the unquestioned value of professional competence. However, if we acknowledge the fact that the world is too large a client, then we must agree that, as yet, the advantages to be gained from modern growth and proficiency are spread extraordinarily thin. It becomes important then that in our acceptance of a profound faith in human beings (the philosophy upon which social work is based, we fully recognize the values of simple human talents and put them to use when academic status is unattainable.

Let us for a moment step outside of the United States. It is said that we no longer have frontiers. This may be true in a physical sense but the far-flung frontiers of thought in the extension of service to mankind, both here and abroad, constantly widen. More and more the United States is being called upon to give of professional and technical skills to many countries, some of which are termed backward. In spite of this undesirable label much may be learned from these countries. Many of their problems, though they are disguised by colorful costumes and primitive customs, have a disturbingly familiar look.

It was my privilege to go to Guatemala (a so-called backward country) on a UN mission in services for the blind. The organization with which I found myself working was composed of intelligent, dedicated and well-to-do citizens. Discounting volcanoes, barefoot Indians, earthquakes and an impending revolution, as well as exaggeration of certain conditions, the experience was not strikingly different from many assignments in this country.

Guatemala is a country of infinite contrast. Great wealth and great poverty, fabulous flowers and sordid ugliness, progressive thinking and archaic ignorance. This could describe our own state of Florida. Blind beggars in Guatemala City pray in the streets. There are blind beggars on the streets of our cities, though they do not pray with the audible zeal of the Indian.

This history of Guatemala reveals that 400 years ago the Spaniards conquered this small country in their search for gold and precious stones. They systematically destroyed all those who represented leadership in the Indian population, rearing massive and richly decorated cathedrals to further awe a dispirited people. Today the pomp and circumstance of the Spaniard
has virtually vanished; but the Indian, entrenched in his own cultural seclusion, lives much as he did at the time of the Spanish invasion.

We have pointed out the fact that the rubbing of unrelated shoulders does not necessarily effect an immediate sympathy of thought and action. The ruthless and avaricious Spaniard left behind him destruction and waste. He also left an Indian who regards the white man and all he has to offer with grave distrust. He will accept help only after a prolonged period of time in which he must be allowed to become acquainted with it and carefully weigh the values to himself and his family. We would do well to respect this Indian, his simple faith and enduring dignity. There is much which we may have to offer him, but as we seek ways to earn his acceptance and trust there is also much that we may learn from the strength of his primitive philosophy.

The blind person is first a member of his community, and in that capacity he is not required to fit any pattern, no matter how happy it would make us if he did. It is unequivocally his privilege to be intelligent, or stupid; to be bad-tempered; to be gay or dispirited. Possibly we may feel, with the historical background which we have touched upon, that in a small measure the experience of the blind man may have paralleled that of the Guatemalan Indian. Perhaps in more recent years he has been pushed about by some frustrating or inadequate service imposed upon him and has become demoralized and actively resentful of help of any sort. He may be the result of over-protection or neglect; or, happily, he may be eager and anxious to become economically independent. Whatever the problem, ample time must be allowed to acquaint our blind citizens, distrustful or otherwise, with what is available to them; and at the same time, each member of the rehabilitation team must move along with him in an effort to secure his faith and confidence. If he does not gain a feeling of participation or a clear perspective of the positive results in store for him, in relation to the sociologic and economic pattern with which he is comfortably familiar, there is every chance that the best plan devised for him will fail of achievement.

Whether we are called upon to serve blind people at home or abroad, there are a few elementary questions which should be asked and answered before we start planting the wrong seeds in the wrong soil at the wrong season. These simple questions are: What do we have to offer? To whom are we offering it? Does he want it? Can he use it?

In addition we must ask: Are we concerned with the blind baby, the child, the youth, the adult or the aged person? Each age group bespeaks an element of specialized care. The baby is not the child, the child is not the youth, and so on. Lastly, are we thoroughly acquainted with the setting in which we intend to establish our program? We need not venture out of our own country to find markedly differing cultural patterns. We need not even cross state borders. Cities separated by a river may reflect noticeably differing patterns of social conduct from which those who live in them do not wish to depart.

What are some of the differences which exist from state to state? Of the New England state of Vermont it is said: “Vermont esteems highly certain human qualities even though they do not conduce to the making of large incomes.” If this be true, and I can personally attest that it is, the citizen of Vermont, blind or otherwise, will find individual effort of greater interest
to him than the hard-hitting financial focus of modern enterprise.

In more than one eastern state we find a population steadfastly opposed to outside help of any sort. It is interpreted as interference, and a polite but firm refusal greets the interloper no matter what gain or advantage he might bring with him. Such sturdy independence is admirable, but in a shrinking and increasingly interdependent world, it may not always contribute to the best interests of a state or its population.

The citizen of Kansas, for example, living for generations in the same home, may not pick up and move even for tempting work opportunity with the ease and abandon practised by the vast army of apartment and rooming-house dwellers in New York City, who have established no roots.

An interesting point was made in a recent conference on industrial homework. The subject under debate was the need for the establishment of work areas in the homes of disabled persons, areas to be respected by the family as well as the worker. Gratifying agreement amongst the group was suddenly dispelled by the representative from Texas, who asked how this important psychological factor in the homework pattern might be met by the state of Texas in reference to charcoal burners, many of whom live in caves.

There is another small but pertinent fact. In the state of Louisiana it is considered bad luck to buy a broom during the month of August. Such deeply rooted local superstitions may create acute problems in merchandising and marketing products manufactured in the workshops.

There are many more variables, such as financial support, the availability of adequate staff, community resources, etc. But in spite of these recognized differences an indiscriminate shopping about prevails amongst agencies for the blind. An exchange of ideas is both healthy and many times of value provided the ideas are clearly applicable to the conditions under which the original program is being conducted. It is not particularly wise or helpful to pick up a "package," so to speak, with the happy presupposition that it will, without modification of any kind, prove useful and effective when transplanted into quite a different social or technological climate.

It is true that we live in a "package" age where everything, from the house in which we propose to live or a summer vacation in the Ozarks, is vividly sold to us in some knock-down form, requiring nothing, so the advertisers tell us, other than a hammer, good will and a railroad ticket. The small matter of having no land upon which to build the house or the fact that the whole family is allergic to the mountains will, we are guaranteed, be offset by the life abundant which is to be ours. It would not be too difficult to cite some incidents of uncharted agency shopping which have created almost as ridiculous results.

At this point may I return for a moment to NIB? The service with which we as a national agency are concerned—industrial opportunity in the workshop setting—offers a means to study one of the end results of the rehabilitation process. As has already been pointed out, we must necessarily assume that candidates for work training and work experience have acquired and benefited from complete and adequate supportive services prior to their entry into this portion of the individual rehabilitation.

Interestingly enough, history shows that workshops came into being more or less as a port in a storm. The first concern of pioneers in formal services to the blind was centered upon educa-
tion. In their laudable anxiety to rescue the blind person from beggary they were not too clear as to what lay beyond education. Thus, workshops were hastily organized as placement facilities for the "educated" blind.

From this rather loosely defined expedient to the specific and important role which the workshop fulfils in the present rehabilitation process, some startling contradictions and perplexing problems have quite naturally arisen. It cannot be claimed that all workshop programs have kept pace with national growth and change. However, a sufficient proportion have successfully done so, placing this employment facility where it belongs in relation to the dominant values of our present American economy.

Workshops are an integral part of Man's effort and right to earn his living. They constitute a part of his desire to become a contributing member of society. They are a part of his drive to achieve and compete. Workshops are at once a comprehensive service and a business enterprise. They are the instrumentality through which the blind or otherwise severely disabled person, wishing for and susceptible to gainful employment, may assume a wholly or partially independent status.

Very much in sympathy with technological development, NIB has consistently promoted the securing of modern buildings, modern equipment, qualified management, and technical personnel. Further, NIB believes, for example, that automation, far from being a threat to employment of blind people, will create more work opportunity for them. To the statement that the installation of such machinery in workshops will deprive numbers of blind workers of their jobs, our answer is that this is a problem which management must and can solve. We cannot condone the use of obsolete equipment and methods, if the workshop is to continue to fulfil its function of training and preparing the blind individual for competitive employment.

In this paper I have attempted to set forth for your consideration and thinking the acknowledged perplexities in the problems which lie before us: problems in a world teeming with greater opportunities than ever before, a world which at the same time bristles with confusing contradictions. These puzzling facts may assume alarming proportions if we do not set our sights at a level which neither overestimates nor undervalues the role which we are dedicated to fill. Yes, the world is too big a client; but who shall doubt that by working together as agencies and individual members of agencies we shall not ultimately reach the goal for which we are striving?

Breadth and depth of agency planning and operation stems from the sensitivity and skill with which simple fundamental human values are recognized, accepted and applied.

We have stressed the need for planting the seed in healthy soil at the proper season. We must in addition guard against the destructive weeds of false sympathy and impoverished thinking.

In the last analysis it is not the size or scope of a program for the blind by which one must judge its value; its value lies in the quality and temper of its leadership manifest in the sound impact of its services upon the community. Agencies for the blind—large and small—must band together, for we represent a vital and needed and democratic medium: a medium through which the blind individual may be helped to move from a dependent minority to his rightful place—that of participating citizenship.
The Preschool Blind Child in the Hospital

NORA BEERS

To the outside world, hospitals appear as quiet places. The passer-by sees the sign: QUIET, PLEASE—HOSPITAL. The speeding motorist may take his foot off the gas as he passes a hospital. When he thinks of hospitals the critically ill come to his mind.

If he were to enter a children's ward where the young patients are allowed out of their beds, he would find the corridors to be busy thoroughfares. He might see two children racing up and down the hall engaged in a game of tag; carefully dodging the doctors, nurses and other hospital personnel. He would see the young child with a push toy, for this is a common sight. He might hear a young child crying his heart out—a new admission, one who knew nothing of hospital life.

If he were a careful observer, his eye would catch that silent one—the blind child. This child might be sitting with nothing to do, his face blank; or he could be playing contentedly with a toy or chewing on a favorite blanket. Actually he would like to be out there in the hall, running up and down, but it wouldn't be safe for him.

There are strange sounds and smells in a hospital. The blind child has set foot on unfamiliar territory. No matter how nice doctors and nurses are, they are too busy to show him around the corridors. Furthermore, they may feel reluctant to disturb the blind child, who seems so contented in his crib. Many do nothing for him because they have had little or no experience with blind children. The blind preschool child is apt to be the most neglected child on the ward.

The Premature Blind Child

The youngest preschool blind child confined to the hospital is the premature infant, who may have to remain weeks or months after his mother goes home. Quite possibly, this infant will get a poor start in life. There are few stimuli about him in his incubator housing. His ears hear few sounds. His hands come in contact with no objects. Because of their many duties, the nurses have little time to give him the love he needs. In many cases, the parents live far away and can't visit the hospital as frequently as they would like. Others may be experiencing an inner struggle to accept the fact of their baby's blindness, and find staying at home easier than coming to the hospital.

Even if they do come to the hospital, many nurseries do not permit parents to hold the premature child.

It may be the lot of this child to hear few words of love. Hospital personnel who care for the blind premature infant

Miss Beers has been a hospital teacher for the past three years at the University Hospital, University of Michigan. She teaches children with communicable diseases and is also the braille teacher for children and adults. She holds the bachelor of arts, bachelor of education, and master's degrees, the latter from the University of Michigan.
can make a definite contribution to this young life. Theirs is the opportunity to love and fondle the child; to assure him that they care for him.

The Infant Brought From Home to Hospital

Blind babies who have spent some months at home before being hospitalized face a difficult experience. The parents may be so alarmed by the child's illness that they forget to take his favorite toy or blanket to the hospital. Parents cannot explain hospitalization to a baby. Few babies spend much time away from their parents at such an early age. Hospitalization means their first separation.

Even admission to the hospital can be terrifying. In some hospitals the young child is taken from the mother at once. She then proceeds to another room for an interview with the doctor. Gone are the familiar voices. No longer does the child feel secure. Everything is strange and new. His clothes are taken from him and he is placed in a bed very unlike his own crib. Screaming ensues, a disturbing experience for the child's mother if she is within range.

The Hospital Teacher

Hospital teachers or play ladies, provided by some hospitals, can do much that is helpful with the blind baby. They are the ones who must spend time with him during his early hours of admission. Since parents are the most concerned about the child, rapport must be established with them. This may be their first experience with hospitalization and they will appreciate suggestions on what they can do to make their child's life happier while he is in the hospital. If they do not live too far away, parents of blind children need to visit the child often. Parents who forgot to bring the child's favorite toy should be encouraged to buy something for the baby—a rattle or a squeaky toy. The toy need not be expensive, but it becomes something "special" to the child because it is given to him by his parents.

In the case of some illnesses (tuberculosis or others), parents may be reluctant to pick up the child lest they contract the disease themselves. Reassuring words from hospital personnel or the teacher are usually enough: "You can pick him up."

The hospital teacher often serves as a mother-substitute for the blind child in the hospital. She must take time to pick up the baby and love him. The older preschool blind child needs love too. Pauline Moor feels that love itself will do wonders for the blind child:

He thrives on love, and being picked up, cuddled and praised for his accomplishments. The blind baby does not see his mother's smile of approval, he is not stimulated to response by watching the light that flashes across her face, but he is highly sensitive to her voice, her touch, and the atmosphere which she creates. He knows her mood by the sound of her step as she crosses the room, or by the quickness of the closing of the door. He knows her feelings by the tenseness of her body as she lifts him into his high chair or by the softness of her arms as she puts him into bed. The deepest messages are often those without words.

... The blind child, like all others, reacts according to his feelings. He learns from those in whom he has confidence. He demands time, energy, patience and love—and rewards them.

For the infant confined to the hospital for weeks, separation from home means much. Lowenfeld, in writing of the child in the residential nursery, reminds every hospital teacher of the same situation as it could exist in the hospital:

... It is generally recognized that deprivation of maternal care during the early years of life when the child should experience a warm, intimate, and continuous relationship with his mother, has detri-
mental effects on the child, particularly in his social-emotional development. According to numerous studies, the effects are most severe if deprivation occurs during the first year of life when it may lead to emotional and intellectual retardation and even show adverse effects on the physical growth of the child. Children up to thirty months of age are also seriously affected and respond to separation first by 'agitated despair' and later by apathy and regression to infantile habits.

Within her busy environment, the hospital teacher certainly is far from idle. She may have four or five children old enough to be engaged in their academic work, all calling for her to come and help them. And there are others on the floor who are less vocal in their demands. The most weighty question is, "Whom should I help first?" The hospital teacher, because she is a teacher, may be inclined to help the older child with his lessons. It is very easy to neglect the infants, especially those who are not crying. The hospital teacher may reason, "The blind baby plays contentedly and is happy alone. What can I do to make him happier?" Because she doesn't know what to do for the child, she does nothing. He needs help early in life:

In the beginning of life every newborn child, including the blind, is a creature shut up within himself, who turns only very gradually and by slow degrees to the world of objects and becomes aware of it through his sense powers. As soon as definite relations with the outer world have been established, the child becomes 'active'; his mental development commences.

The early months of the infant's life, whether he is blind or sighted, are extremely important. He needs to have his physical world shaped around him. Much research needs to be done on stimuli for the very young blind baby. Altmann believes that it is probably in this early period of life that the roots of passivity take form:

The foundation is thereby laid, not only for general passivity, but also for the most essential difference between the blind and the seeing child.

It is therefore necessary that the teacher spend some time each day with the infants. She can contribute something toward their education for life even at this age. It is entirely possible that some blind babies have been rejected and neglected since birth.

Simply loving the child is not enough. He also needs to be taken from his crib in the hospital and carried around the room. He is not too young to come in contact with different objects—things which are unlike in texture and weight. The teacher can place things in his tiny hands. She can talk to him and as he grows older, place an "Infantseat" in his crib for sitting up.

As the blind baby grows and sits up he needs toys to help develop muscle skills. Toys can be learning tools too. The American Foundation for the Blind suggests these for the very young child: a variety of rattles—light in weight, attractive, pleasing in sound, easy to hold; a variety of balls; squeaky rubber toys; cradle gym; measuring cups; string of wooden spools; rubber blocks—each with bell inside.

Toys are very important in a hospital. It is necessary that the blind child spend time alone. There is no choice in a busy hospital where the teacher or the other hospital personnel cannot be at his side every minute. At such times he finds companionship in toys.

A playpen relieves the monotony of crib life if the young child can be out of bed. As a further aid to stimulation, small toys, such as stuffed dolls (the musical kind are very good for the blind child), strings of beads, and balloons tied around the sides offer variety for the child who suffers a visual loss. The teacher may have to guide the blind child to place his hands on the
toys around his crib so that he will know they are there for him to play with and enjoy when alone.

The Blind Toddler

The blind toddler who comes to the hospital often has problems in the areas of speech and eating habits. Altmann\(^1\) reminds us of some of the blind child’s problems in learning to talk:

The danger of insufficient cultivation of speech in the blind child . . . seems to be very great. He lacks all those stimulations to talk which the seeing child gets through the eye. What is open to the latter through direct experience of life represents for the blind child a loss which can be lessened only by means of speech—and even then in an imperfect way. Another means of education, which at this age attains great significance for the seeing child and which the blind child lacks, is the picture book. Stimuli of equal value, and a certain receptive attitude which the seeing child gains through them, must be given the blind child in a different way.

A teacher with ingenuity and some imagination can devise small books herself, using different kinds of materials or objects. If miniatures are used, the teacher must be careful to explain that these are “small” scissors, balls, or whatever the particular object is. This will avert confusion when the child is older and handles the real thing. Homemade books with interesting covers can be left in the child’s bed. These may bring some variety into his life—covers made from cloth, X-ray film, wood, cork, linoleum or plastic.

The young blind child may not be talking as much as his cribmate with vision. This child needs to be talked to and encouraged to talk. We must never come to the conclusion that the child in the hospital isn’t talking because he doesn’t want to talk. Not too long ago the writer recognized that a young toddler wasn’t talking yet. Nevertheless, she talked to him and encouraged him to talk. One day as she prepared to leave the room, she was surprised to see the child lift his hand and wave, while saying, “Goodbye.” A record player with simple stories and songs aids the young child in speaking. The child who speaks “baby talk” needs much help if he is hospitalized for a long time. Hearing stories told and read is good for the toddler too. Toy suggestions for him include: wooden mixing spoons, small aluminum pie plate and spoons, paper bag (blown up), nested boxes, sound balls—plastic (Play-skool #90), keys on ring, karillon blocks, small Puncho, canvas baby swing, musical rocking chair.\(^2\)

The Pre-kindergarten Child

We will now and then see the older preschool blind child—the one who is three or four—not yet old enough to go to kindergarten. This child will like puppets and creative dramatics. Even three- and four-year-olds can take part in a story dramatization, such as The Three Little Pigs. Sue McClintock,\(^5\) a teacher in one of the state schools for the blind, has worked extensively with her students in creative dramatics, or CD, as she calls them. She feels that all handicapped children would profit from such activities:

One area of need, an area where creative dramatics is most effective, is in the instruction of any handicapped child. The aims of CD are exactly the same for handicapped children as for any other—the development of an independent, creative personality. Such a personality is not more important to a handicapped person; but because such a person is more conspicuous in our society, it seems more important that he be especially independent and creative.

A story, poem, idea, or a bit of music is used for stimulation, but whatever the source of stimulation, the material is developed in the same general way. First is the presentation of the material by the leader in such a way that children understand everything that happens, and realize
the dramatic possibilities. Then the children discuss the material . . . and how and why they act as they do. Each child is allowed to choose the character that he wants to play. . . .

These are good toys for the older preschool blind child while he is in the hospital: beads—large plastic; beads—large wooden cubes and spheres; friction-drive toys; large Puncho; bingo bed (hammer toys); Playskool postal station; nested plastic blocks (Plyox blocks); Sifo form board—eight raised geometric figures; paper carton with rope handle—homemade; fruit plate; plastic scissors; advanced pegboard; wooden music box with handle that turns; roll away—come back.2

Music is very important for this child. It provides a chance for him to express himself. He can take part in a rhythm band with sighted children. Creative rhythms are good for his imagination, and some of them can be done in bed. Introduce him to some finger plays. He will like phonographs and records and can learn to operate the phonograph by himself. Records with sound effects are good for the blind. He, himself, can create music with a horn, drum or bells. Young children like to sing, and the blind child is no exception.

At this age the young child begins to think about the holidays. Christmas means gifts as does his birthday. If he is in the hospital on his birthday, it should be made an “occasion” by everyone on the floor who knows the child. Birthday cards are important and a little personal thought added to the card can make it even a happier time. Helena Sidis7 has this to say about birthday cards:

I have found that blind children enjoy having their birthdays remembered. So do the seeing—with one difference—you may buy any sort of gay, colorful card for the latter. Blind persons request that the card be described to them and sit patiently while this is done; but to make their faces really light up, one must find a rollicking verse, or floral borders and figures in relief; in other words, appeal to the sense of hearing or of touch.

How much a child learns about a configuration through the medium of touch, one cannot always say; yet where a design is associated with keen pleasure it is likely to remain imprinted on the memory. Roses, commonest of greeting-card ornaments, are easily recognized; other flowers, less successfully.

. . . Occasionally an oddity is unearthed—a card with a sachet, which links the olfactory sense with the tactual.

The young blind child in the hospital on his birthday must have a cake and presents too. Some hospitals make a practice of ordering a cake for a child’s birthday. The gift need not be expensive, but something which the blind child will enjoy.

Get-well cards are important for the three- or four-year-old child. He is now old enough to get mail and to appreciate cards. In this area parents are often remiss. During the early days of his stay, the child may have gotten mail every day but the longer he remains, the fewer the letters and cards. Get-well cards for the blind child need to be chosen as carefully as birthday cards. Throughout the year, the hospital teacher may do some inventing, using meaningful bits from old cards which have come into the hospital. She need not hesitate to write the birthday or get-well message in braille, calling the child’s attention to the feel of the dots. Sighted children see inkprint at an early age; so should the blind see braille.

Arts and crafts mean much to a young child. At this time he can learn something about using scissors. He isn’t too young to paint, play with clay or color. Finger-painting is another good activity for the preschool blind child. Beatrice Trum-Hunter8 points out some of the merits of finger-painting for the blind child:
By using the fingers, hands, and even arms, blind children are in direct touch with their work. The intimate associations are more akin to work in clay, plasticine, or papier-mâché than the formidable intervention of brush, crayon, and pencil in most two-dimensional work.

In finger painting, they can feel the kinesthetic movements which they make. The long sweeps, circles, lines, smudges and rhythmical motions which they create can be felt and controlled directly. The end results of the work as it appears on paper to the sighted is but incidental to the enjoyment which the children receive when they are engaged in their work.

Miss Mary Grose, a teacher in one of the resource rooms in Kalamazoo, Michigan, has found that her preschool blind children enjoy "muddling." The materials for muddling include three cups of flour, one cup of water and one cup of salt. The children roll this dough-like substance out with rolling pins. Miss Grose has an interesting collection of cooky cutters, with which the children cut out various forms. After the "cookies" are dry, they are painted with tempera or water paints.

This child is not too young to be introduced to number experiences with meaningful objects. At Easter time counting eggs in a basket has meaning. Let the child count Christmas tree ornaments at Christmas or bells for New Year's. Counting buttons may even contribute toward reading readiness in braille. Counting leaves brought in from the hospital grounds or nuts from the woods brings a breath of fall to the sick child in the hospital.

Every hospital should have a number of animals for the children. Rabbits, skunks, birds and ducks have been popular at the University Hospital. Children learn much from animals and at the same time, have an opportunity to express their feelings of kindness and love. One little boy (sighted) who had spent at least six months at the University Hospital nearly jumped out of bed (in spite of a heavy body cast) when he saw a puppy. The American Foundation for the Blind in Toy Suggestions mentions pets for the older preschool child—dog, canary, and cuddly kitten. Even if the hospital had no place for such active animals as the dog and kitten, these could be brought in from the local Humane Society for a brief visit.

Hospitalization for the preschool child need not be a traumatic experience. Long after the last needle is forgotten, if the child is old enough to verbalize, he may tell about the time he painted, played with the puppets or made "cookies" in the hospital. Let each one of us who meets the blind child in the hospital do our utmost to enrich his life so that a smile crosses his face when he hears the very word “hospital.”

BIBLIOGRAPHY

MORE SCIENCE
Through "Firsthand" Experimenting

ROSS L. HUCKINS

Some residential schools for the blind and some public schools are doing an excellent job of making science practical by giving blind students “first-hand” experience with science principles and problems. Some schools are doing a good job in a few of their grades. Why aren’t we all?

You may be familiar with some of the following excuses given by teachers or administrators who are not doing effective science teaching, whether it be on the primary, intermediate, junior high or high school level:

1. Teachers just don’t have enough scientific background, and have no training in teaching science to blind students.
2. The school can’t afford or won’t buy the scientific equipment necessary.
3. There is no time to teach science — hardly time to teach the “necessary” subjects.
4. Blind students don’t get anything out of experiments anyway.
5. Most experiments are too dangerous for a blind student to do himself.

Now let’s do some constructive thinking:
Teachers do not need a thorough background in science.
Special training in teaching science to the blind is not necessary. It is essential that the teacher have an active curiosity about this amazing universe in which we live. The teacher must be willing and eager to stimulate children to explore the multitudinous physical and chemical changes that are happening in, to, and around the student every day. These changes may be confounding, yet many of them are simple.

When asked questions, the teacher who does not know the answer offhand must not be reluctant to say, “I don’t know; but let’s see if we can find out.”

Personally, I have received much practical help in methods of teaching science to the blind from participation in the Science Workshop Section of the AAIB conventions. (This year’s will be held in Vancouver, Washington, June 22-26.)

Here are a few inexpensive, readily available materials that stimulate interest in and understanding of science. There is much more material available now in braille and sound recordings than formerly. Check the publication dates of your science materials on hand with the new ones available from the American Printing House catalog.

The Weekly Reader series from second grade up have excellent science supplements and suggestions for the teacher. These are also valuable for slower students in upper grades. Each school should have a complete set of one of the science pamphlet series, such as the Parker-Blough series (a minimum of one braille and one print copy of each). The pictures and diagrams in
the print copy are very helpful to the students who have some vision, and to sighted teachers.

One recently brailled junior high text that has a minimum of reading for a maximum of facts and practical experiments is *Science Problems*, Books I, II and III, by Beauchamp and others.

A ten-dollar subscription to the tape recorded *Science Digest*, edited by T. A. Benham, Haverford College, Haverford, Pennsylvania, will bring a wealth of scientific information on many subjects. Professor Benham is a physics teacher who is blind.

These and other references will give any interested teacher sufficient material from which to teach science to blind students more effectively, even though his or her science background may be limited.

**Science Equipment and Space to Use It**

Sinks, Bunsen burners, test tubes, vacuum pump, models, etc., are all very valuable aids to the teaching of science; but science can be taught quite effectively even if some of these are missing. We each have to start with the facilities that we have available and gradually build them into what they should be. Lack of “fancy” equipment or adequate space will not excuse just verbalizing science or skipping it altogether.

We need to stimulate a cooperative feeling and understanding with the administration, building and grounds maintenance men, kitchen or cafeteria personnel, nurse, and others in the community. Then teachers can utilize the wealth of science teaching materials that are already available at little, if any, cost.

The more adequate equipment, supplies and space are available in the school building, the less “valuable teacher-time” needs to be spent in improvising makeshift equipment. Thus, there is more time and incentive for the teacher to have the students do the experiments.

**Utilize Opportunities Already Available**

There was a time, not too many decades ago, when the blind student’s school day was almost completely filled with music and handicrafts, as that was felt to be about the only instruction from which he could profit. There are those today who aren’t aware, or do not appreciate the importance, of the fact that from actual experience with science principles and laws, the blind child gets realistic concepts of this fascinating world in which we live. Social studies is quite barren without first-hand experience with the science facts involved. Science reports and demonstrations by students can be a part of the language arts as well as of the social studies. Junior high and high school students need to be scheduled for definite science periods. Here again, having a period for it and excellent equipment do not insure practical experience by the students. The teacher must make science “live”—or he and his students succumb to “verbalization.”

**Meaningful Experimentation**

If the blind student has not handled the equipment and materials used, a teacher demonstration is of little value. When the blind student sets up the equipment for experiments such as the following, explains to his classmates what is supposed to happen, and then actually makes it happen, he has a much clearer concept of the principles involved:

**Evaporation and Condensation Experiment:**

Wet one finger and wave it in the air.

Why is your finger cooler? Dip a dish into some cold water. Dip another dish
into very hot water. Which dries faster? Does heating speed up evaporation? Put ice in a metal or glass cup which is dry on the outside and doesn’t leak. Notice the dew condensing.

Series and Parallel Electrical Hook-ups:
Connect two dry cells in series with a push button and a doorbell. Notice how loud the bell rings. Connect the dry cells in parallel and notice the difference.

Chemical Changes:
Weigh a strip of magnesium. With tweezers hold the strip in a candle flame. Watch the brilliant flash. Weigh the ash. Why does it weigh more than the magnesium strip? Put some sugar in a beaker. Pour some sulphuric acid over it. Be careful not to get any acid on your hands or clothes. (If you do, rinse immediately under quantities of running water.) Observe the heat, odor, color and texture. What chemical and physical changes were the cause of each?

Science texts give many experiments and in greater detail.
Experiments in which the blind student needs sighted help should not be omitted. When sighted observations are necessary, the blind student gets valuable experience directing the sighted helper’s observations and in asking the specific questions which cause accurate interpretation. How many of our top scientists have actually seen a molecule, an atom, or an electron? Yet they become familiar with them through their personal experimenting, and not just from reading about them or listening to a lecture. Blind children also gain a great deal from experimenting with materials they do not see.

Experimenting Not Dangerous for the Blind
Any experiment is dangerous for any scientist if he does not follow the safety rules. Any experiment is dangerous for any sighted student or any blind student if he does not follow safety rules, does not take the experiment seriously, and does not proceed with caution. It is the rare science concept that cannot be demonstrated effectively and safely by the blind student. In some he may need sighted assistance and description of developments and results. The blind student should take the initiative and responsibility for the complete experiment, including safety precautions. Occasionally a blind student may get a burn or a cut. So do sighted students.

Any interested teacher (sighted or blind) who applies his or her intellect to the references, equipment and supplies available (or within reach in the environment) can do a more effective job of practical, meaningful science teaching. Confidence in their own capabilities will be gained by the teacher as well as the students. Begin with the simple “firsthand” experiments and proceed to the more complex, as you train your students in the art and fun of experimenting carefully, with no “horseplay.” Let’s start where we are and grow with our students.

Disability Freeze Deadline
June 30, 1958, is the deadline for filing applications to have social security records frozen. The disability freeze, authorized by a special provision of the Social Security Act, enables blind persons to increase their social security benefits by canceling out periods when income has decreased or stopped entirely because of disability. For further details, see the New Outlook for April 1958, pp. 123-127.

Totally blind persons who have worked under social security for five years of a ten-year period, and for one and one half years of the last three years of this period, are eligible to have their social security records frozen.
Rehabilitation of the Adult Blind in The Netherlands

R. Keizer

A coordinated program of work for the blind in The Netherlands is a comparatively recent development. It was not until after the Second World War that the work of various agencies and institutions was brought into focus through the establishment in 1947 of the first central coordinating agency in the country. This in turn led to the creation in 1954 of a second centralized organization, this one devoted exclusively to the rehabilitation of the adult blind. A history of the rapidly developing field is essential to an understanding of the problems involved and the work being done.

Origin and Organization

Until the end of World War II, work for the blind in The Netherlands suffered from two major shortcomings:

1. Lack of cooperation among existing organizations of and institutions for the blind. Each functioned as a separate entity, with little attention given to the total picture of service to the blind.

2. Lack of attention to the problems of blind adults. Educational opportunity for blind children was adequate, but employment of the adult blind was rare.

Immediately after the war, when the desire to build a new life gave impetus to social welfare undertakings, the time was ripe for a concerted effort on behalf of the blind.

The first step was to establish close cooperation between the three denominational associations (non-confessional, Roman Catholic and Protestant) and the other institutions for the blind, including schools, workshops, homes and guide-dog schools. This goal was realized in 1947 with the establishment of the Foundation "Het Nederlandse Blindenwezen"—The Netherlands Organization of the Blind—a comprehensive coordinating agency in which all important institutions for the blind joined.

Coordination, as stated, was an important task for the new organization. Another goal, no less important in approaching the problems of the adult blind, was the promotion of a new concept of the place of the blind in society. The deep-rooted stereotype of the blind man as a poor, helpless object of charity had to be replaced with the fact that blindness in itself need not be an insurmountable barrier to the nor-

Dr. Keizer, a psychologist, is director of Stichting Algemene en Individuele Blindenbelangen (Foundation for the Rehabilitation of the Adult Blind), in Amsterdam, The Netherlands.
mal practice of a profession in free society. The old concepts persisted, and the stubborn barrier that had prevented the blind from joining society on equal terms had to be demolished.

This was the picture in 1950 when the Foundation, with government aid, engaged a psychologist as its director. It is a measure of the scope of his job that, in addition to the groundwork problems described, there were at the time at least 4,000 adult blind persons in The Netherlands, many of whom needed his help in some way.

Soon afterwards, the managing board of the Foundation conceived the idea of a separate organization which, under the direction of the psychologist and staffed by social workers, would be devoted entirely to the interests of the adult blind. Through UNESCO, the director was given a scholarship which enabled him, for six months, to study methods of rehabilitating the adult blind in the United States and Canada. In 1954 the results of his study were compiled in a report entitled Help the Blind to Help Themselves; Observations in America, Possibilities in The Netherlands. The report was designed to serve as a guide in planning the projected organization.

Unfortunately the psychologist had to leave Holland before the opening of the new foundation. Thus the three social workers—one from each religious denomination—who had meanwhile been appointed to the staff were left without leadership.

It was a difficult beginning for a new organization, but with an important subsidy promised by the government, the articles were passed in December 1954, and the work of the foundation got under way. The new organization was named “Stichting Algemene en Individuele Blindenbelangen” (Foundation for the Rehabilitation of the Adult Blind), now known more briefly as the Foundation AIB. During 1955 the present writer was appointed director of the Foundation AIB, and the staff as originally planned was complete.

Methods

New clients of the Foundation AIB are provided with questionnaires, in which they are asked to supply essential personal data as well as possible preference for a particular social worker in accordance with their religious affiliation.

Next, the social worker assigned to the case calls on the new client and prepares a report of the results of his visit for the psychologist. Supplementary reports are made of any succeeding visits. These reports contain not only such specific facts as family circumstances, previous employment and financial situation, but also describe details of the client’s character, attitudes and opinions in order to give a clear picture of the case and the difficulties involved.

Finally, the social worker adds an exposition of the way in which he plans to approach the problem. Thus the reports enable the psychologist to follow closely the progress of each client.

Every month a full day is devoted to a staff discussion of all of the cases which are being, or need to be, dealt with. These discussions have proved extremely instructive for all of us.

The major and most basic question confronting us during the past two years has been: What does it mean to be blind? Or rather, as our contact is primarily with people who have become blind at a later age: What does it mean to become blind? This is a very difficult question. Some of the most obvious answers later prove inadequate in practice. The real problems of a situation are rarely apparent at the outset. Further, our clients them-
selves in most cases find it difficult if not impossible to single out and describe their problems. Only through wide experience were we able to gain an understanding of what the real problems are, how to determine their nature, and how to approach a solution.

It is the social worker’s task to locate and understand his client’s problems, to make the client aware of them, and to work closely with him in attempting to find a solution. The client must be brought to accept not only his handicap but also the resulting limitations. Usually a newly blind person feels that his future has been destroyed. It is up to the social worker, with combined tact and strength of purpose, to restore the client’s faith in a worthwhile future. This is often an uphill struggle, and the conversation between social worker and client more than once is in the nature of a fight to the death.

Developments

Not long after we began our work, we discovered that we lacked the necessary means to handle our clients’ problems effectively, particularly in two major areas: 1) mental reorientation, i.e., the restoration of the will to live; and 2) efficient and expert re-schooling for a new occupation.

To deal with these problems successfully we needed three things:

1. A psycho-therapeutic method of treatment for those clients whom a social worker is unable to help.
2. A testing procedure to indicate, if only approximately, the new occupation for which the blind client is best suited.
3. A rehabilitation center where clients could be taught to live as blind persons and instructed in a new occupation.

The first two points, together with the direction of the social work program, form the major work of the psychologist. Point three is a project with which the board of management of the Foundation AIB have been and still are intensively occupied.

After a thorough study of foreign methods of rehabilitation, the board some years ago set up a committee to study the possibility of establishing a rehabilitation center in The Netherlands. At the same time, action was started to raise the necessary funds. Meanwhile, as a temporary measure, the Foundation AIB enlisted the help of the schools for the blind to train its adult clients in braille reading and writing, typing, and other skills.

In the Spring of 1956, the committee arrived at the disappointing conclusion that a rehabilitation center would be financially impossible. However, the need was so great that another way had to be found immediately. Since the cooperative program with the schools for the blind was already under way, it seemed best to proceed along these lines.

Perhaps the greatest advantage of this system was that it lifted a number of clients from environments which were not quite favorable to them. By “not quite favorable” we mean not only an asocial environment, but one in which family or friends, albeit with the best of intentions, do not understand that a blind person grows more helpless as he is helped more.

At first, the training at the schools was for two occupations only: shorthand typist and telephone operator. Obviously the choice was too limited; thus we once succeeded in making a shorthand typist out of a greengrocer, simply because there was no other possibility. Several similar cases, in which failure was necessarily a foregone conclusion, forced us to find training possibilities in other areas of work, preferably in industrial rather than office work.
A second disadvantage of rehabilitation at the schools was the lack of separate training and recreation facilities for adult trainees. These difficulties had to be overcome in order to fulfill the purpose of the program.

The latter problem was met with the funds which had been raised toward a rehabilitation center. Separate rooms in the schools were fitted for the work and recreation of the trainees.

The problem of augmenting the number of possible occupations for the blind was more difficult. In industry no new complete trade was found suitable for blind workers. However, an important new field of operations was discovered in the capstan lathe, a largely automatic machine which manufactures in a very simple way many samples of one particular piece of work. Available funds were also sufficient to provide the schools with the machinery necessary for training in this work.

Many blind persons have already profited from this system of rehabilitation. They are now useful and independent members of society; they have respectable occupations; and most important, they now lead reasonably happy lives which they themselves value.

Unfortunately, there are many blind persons whose mental and/or physical handicaps are so severe that successful social or vocational rehabilitation is impossible. We continue to assist these people in any way we can in the hope that our sympathy and help will relieve their suffering.

Limitations Overcome

The great number of applications received forced us to confine ourselves to the most urgent cases. Even then, the work load was too great for effective handling by our small staff. In order to avoid the obvious dangers of halfway programs, we examined our internal problems to find better methods. By stages, three major problems were solved by transferring certain types of work to other people and organizations:

1. At our instigation a central training course was given to volunteers throughout the country to teach them to instruct others in cane-travel technique. Clients of the Foundation AIB can now learn in their own environment how to move in the streets with the help of a cane. This of course is intended especially for those who, for some reason, cannot use a guide dog.

2. We asked the braille libraries to teach braille to some of our clients with the help of their copyists or in any other way.

3. The municipality of Amsterdam provided our office with a secretary, who types out the reports and letters dictated by our social workers into dictaphones which we recently procured.

These measures lightened the task of our staff considerably, allowing them to devote their attention to other areas of the work.

Cooperating Organizations

During the first two years of our somewhat experimental practice, we built up a pleasant cooperation with government and municipal authorities, several local social work organizations, and others.

Cooperation with the National Labour Office, Section of Special Media—
tion, produced effective and even spectacular results. This section looks after the placement of all categories of handicapped people. A mediator is appointed to each of the eleven provinces in which the nearly eleven million inhabitants of The Netherlands live. In his capacity of official for the placing of the handicapped, the mediator is also in charge of the placement of blind people.
The officials are prepared for this work through a special course of lectures given by functionaries of the National Labour Office and experts in matters concerning the blind, even though their daily routine has already provided them with a practical knowledge of the difficulties attending the placement of blind people. Thus the Foundation staff can confine themselves strictly to the work of preparing the client for normal employment, leaving the matter of placement to the provincial mediator.

Results

Our work is done for the benefit of persons over twenty-one years of age who are socially blind. By social blindness we mean a visual handicap which makes normal social intercourse impossible without the aid of special expedients (such as a cane, a dog, the braille system of writing, etc., as distinct from such “normal” expedients as spectacles). In a medical sense these people usually have less than one tenth of normal vision.

From its opening in 1954 until September 16, 1957, the Foundation AIB served 859 people. On December 31, 1956, a total of 120 clients had been removed from the list, as they no longer needed help from the Foundation. On the same date 201 people were on the waiting list, and 405 people were being served. From January 1, 1957, until September 16, 1957, a total of 133 new clients applied to us directly or were brought to our attention by others.

In conclusion, a summary is given here of the diverse occupations now practiced by blind people in the Netherlands: physiotherapist, shorthand typist, dictaphone transcriber, telephone operator, assembler (in an assembling room), operator of the capstan lathe, a drilling machine, a milling machine (especially for chasing threads), and a metal planing machine.

A few blind people enter the professions, but at present their number is so small that I need not mention them separately. A committee has been set up by the government to make a study of the possibilities for blind people in these professions; so we hope that in the future more blind people with a college or university education will find their way to competitive society.

AAWB APPOINTS EXECUTIVE DIRECTOR

New Post Goes to Hulen C. Walker

The board of directors of the American Association of Workers for the Blind, at a meeting on April 21 in Washington, D. C., voted to appoint Hulen C. Walker, of Washington, to the newly created position of executive director of the Association, effective June 1.

In order to accept the directorship, Mr. Walker resigned from the staff of the American Foundation for the Blind, where he had become well known as the Foundation’s legislative analyst and supervisor of its Washington office. His service with the Foundation began February 16, 1948, and it was under his immediate direction that the Washington branch was inaugurated in 1951. He will be succeeded by Irvin P. Schloss, whose appointment as legislative analyst is also reported in this issue.

The appointment of Mr. Walker to the new position required a shift in the
officers of the Association. Mr. Walker, who was elected to the first vice-presidency in 1955, moved into the presidency at the Chicago convention of 1957. His appointment to the management of AAWB's own office interrupted what otherwise would have been a two-year term as president. The report of the board of directors stated that H. A. Wood, of Raleigh, North Carolina, incumbent first vice-president, automatically will assume the presidency of AAWB by virtue of the constitutional provisions governing the filling of unexpired terms of any president, as well as regular succession to the office.

"The next few weeks will be spent in finalizing plans for what promises to be the biggest convention in our half century of existence," Mr. Walker reports. "The new position presents a challenge, and it is an honor to be selected by the board to carry out these duties. The history of the Association will be written by the individual members, and it is with pleasure that we look forward to working with all members in carrying out the duties."

A long-standing member of AAWB, Mr. Walker served as its membership chairman for four years, and was elected second vice-president in 1953.

**Practiced Law**

Before entering the field of work with the blind, Mr. Walker practiced law for several years in Nashville, Tennessee. It was during this time that he became interested in the conditions of the adult blind in Tennessee, and became associated for a short period with the Tennessee Workshop for the Blind, doing general sales and promotional work in furthering employment of the blind. He later moved to Washington, D. C., where he continued his study of work for the blind on a broader scale.

In 1944 he joined the staff of the Veterans Administration as training officer for the blind to assist in the development of the rehabilitation program for the war-blinded. He later became supervisor of special rehabilitation, serving in this capacity until he joined the Foundation staff in 1948.

A native of Tennessee, Mr. Walker was born in 1910 on a farm about forty miles from Nashville. When he was four, he scratched the cornea of the right eye while playing with a knife. Sympathetic ophthalmia developed, causing blindness in both eyes. Soon afterward his family moved to Nashville, where he attended the Tennessee School for the Blind, graduating from high school as class valedictorian. He received his LL.B. degree from Cumberland University, where he was graduated with honors.

Mr. Walker has devoted much time in Washington to developing interest among local groups in needed legislation for the general welfare of the blind. He lives with his wife and daughter in Silver Spring, Maryland, where he is an active participant in community affairs.
LONG-RANGE PLANNING for blind children is difficult without demographic studies which reveal the incidence and causes of blindness. For example, in 1941, the incidence of blindness per 100,000 children enrolled in schools was 22.3. By 1951, the estimated rate had decreased to 18.8. For a while, it seemed that the declining rate of blindness in school-age children might continue its thrust and that educators for the blind would necessarily have to reassess their programs. However, retrolental fibroplasia was already being reported in mounting numbers among preschool children and the wave of such children was already advancing upon school facilities. In the light of such data, educators for the blind, rather than planning for reduced enrollments, were compelled to expand services and facilities to meet new demands for educational service in residential and day schools.

In addition to their essential role in educational planning, statistics about the incidence of blindness are basic to the development of prevention campaigns. By identifying the major sources of blindness, local, state, and national agencies are able to pinpoint areas requiring special emphasis. Equally important, medical research may identify problem areas through these statistics. Prompt recognition of the impact of retrolental fibroplasia may have contributed to the concentrated research programs which finally stripped the disease of its mystery and influence. Current or recent estimates of prevalence and cause are important, but they take on additional meaning in a longitudinal framework. Estimates of where we are going take on greater significance when we know not only where we are now, but where we have been. The findings of this study offer such longitudinal data and may, consequently, add to our understanding of the directions in which we are moving. By knowing these directions, we may be able to sharpen our planning for tomorrow’s blind children and adults.

THE STUDY. The National Society for the Prevention of Blindness has made studies of the causes of blindness in children of school age since 1932-33. Residential and day school systems serving blind children have provided individual diagnostic records which have been examined and tabulated by the National Society’s statistical division. Repeated at regular intervals since 1932-33, these studies have reflected the diagnoses of a large number of ophthalmologists who may differ in their professional judgments. However, the data are reported in the rubric of
a classification established by the Committee on Statistics of the Blind. The most recent study, covering the years 1954-55, reflects the records of 4,426 blind children, representing more than half of the total of 7,000 blind students in the United States, the District of Columbia, and the Territory of Hawaii. The grade range is kindergarten through senior high school, 93 per cent of them being between five and nineteen years of age. In most cases, 87 per cent, the age of onset of blindness was before the age of five. Slightly more than half of the 1954-55 group were already blind at birth.

THE FINDINGS. In the light of the recent conquest of retrolental fibroplasia, the long-range trend in the incidence of blindness is turning downward again. The blindness rate is appreciably higher for boys than for girls. There are 131 blind boys to every 100 blind girls. The higher rate of incidence manifested itself not only in blindness due to injury but also for almost all other causes of blindness. The estimated rate of incidence of blindness for Negroes was almost 20 per cent higher than for whites. A substantial part of this higher incidence among Negroes is accounted for by higher rates of blindness due to infectious diseases and defects of prenatal origin. It is felt that variations in the health environment including access to medical facilities plays a part in the higher rates of incidence among Negroes.

From 1933-34 to 1954-55 the rate of blindness due to infectious diseases declined 75 per cent. In 1907, ophthalmia neonatorum accounted for 28 per cent of all blindness in children. By 1954-55, among new admissions entering schools for the blind, the incidence had dropped to one-tenth of one per cent of all blindness. Important declines are reported in the incidence of blindness from such infectious diseases as syphilis, diphtheria, smallpox, typhoid, meningitis, measles, and tuberculosis. It is felt that progress can be expected in public health measures to reduce the incidence of blindness resulting from rubella (German measles).

From 1937-38 to 1954-55, blindness resulting from accidents declined 47 per cent. It is felt that these declines reflect effective safety education campaigns and legislation designed to regulate dangerous items such as fireworks and BB guns. It is estimated that 14 per cent of all blindness in children can be traced to hereditary causes. However, the adequacy of the data on genetic causes is open to question. It is therefore suggested that the incidence may really be higher than the estimated 14 per cent. Based upon these limited data, the figures seem to indicate no major decline in blindness due to hereditary causes.

The data on retrolental fibroplasia indicate that the number of preschool cases began to fall off in 1954 and is expected to decline further. It is anticipated that by 1960, the total number of preschool blind children will return to the pre-retrolental fibroplasia level. The number of blind children entering educational institutions will probably increase until 1960 and then drop off.

Within recent years, the only cause of blindness other than retrolental fibroplasia which has shown an increase among children is tumors of the eye or brain. It is felt that some of this increase may be attributed to the possibility that some cases of retrolental fibroplasia have been classified as tumor and the fact that there is now a greater chance for survival of children who have had surgery concerned with the removal of tumors of the eye or the brain.
Studies were made of the school population in terms of the site and type of eye affection in the years 1954-55. Structural anomalies such as buphthalmos, myopia, albinism, and others accounted for more than 25 per cent of all blindness. Combined with congenital cataracts and retinitis pigmentosa, structural anomalies account for more than half of all blindness among school-age children. It is suggested that a marked reduction of cases of this type may not be expected until medical research has revealed more data about the processes underlying the maldevelopment of the eyes. About a quarter of all blindness is concerned with the retinal mechanism and another 13 per cent is attributed to problems of the optic nerve, optic pathway, and cortical visual centers.

In reviewing the recent experience in collecting and analyzing statistics on the causes of blindness, the author observes: "Generally speaking, records now available in most school units are not entirely adequate for our study of causes. This brevity suggests that intensive study of a case, either before or at the time of entering the school for the blind, is the exception rather than the rule." As a remedy, the following are suggested:

1. Better case finding, primarily through one thorough eye examination during the early preschool years.
3. The maintenance of medical histories of blind children by state agencies.

IMPLICATIONS. From time to time, changes in the incidence and causes of blindness arouse strong emotional feelings. For example, prior to the appearance of retrolental fibroplasia in substantial degree among blind children, there was a sense of urgency which appeared in some quarters about "closing the schools" for the lack of blind children. Current medical success in solving the problem of retrolental fibroplasia seems to be creating a similar atmosphere. Some persons in the field are beginning to sense a shrinkage in the population of blind children and are calling for a reappraisal of existing preschool programs. Later, perhaps, as the wave of "retrolentals" passes through the elementary and secondary schools, similar feelings may be expressed in these institutions. What are the relevant facts as revealed by this study?

It certainly seems that developments in the prevention of retrolental fibroplasia will have a far-flung influence upon existing programs. The cause of blindness identified in this study as "excessive oxygen" was found in 28.5 per cent of all new admissions to schools and classes for the blind in 1954-55 and in 19.3 per cent of all students enrolled in these educational institutions. Obviously, with this cause removed, the number of blind children should be expected to decline by about one quarter. Yet, the conquest of retrolental fibroplasia does not directly influence three out of four children whose blindness is due to other causes. If all other causes remain more or less static, some 5,000 blind children may be expected to need special education service despite the absence of retrolental fibroplasia. Apparently, the time is not yet ripe for the "closing of the schools." In addition, we have little cause for complacency. The incidence of blindness from preventable causes is still appallingly high and the need for research in causes of blindness about which we know relatively little is still great. The findings in this study may serve as a stimulus to increased professional activity rather than to a tendency to perceive the victory as already in our hands.
Federal aid toward improved public assistance programs through the dual approach of research and training became a practical possibility two years ago. Whether it will become a practical reality in the near future depends on the disposition by Congress of the budget requested by the Department of Health, Education and Welfare for research and training programs in the Bureau of Public Assistance.

The possibility was established by two new and important provisions of the 1956 amendments to the Social Security Act. For the first time, federal funds were made available for local research and demonstration projects dealing with the prevention and reduction of dependency. For the first time also, federal funds were authorized for local training of public assistance personnel, on the basis of 80 per cent federal to 20 per cent state participation.

We have strongly favored the two-way approach to public assistance programs embodied in these provisions, and regret to note that, as of this writing, HEW's request appears to have little chance of being included in the budget. However, the importance of these items has received active recognition in some congressional quarters.

We were particularly gratified by the response of legislators to a recent letter from M. Robert Barnett, executive director of the American Foundation for the Blind, in support of the proposed funds. The response reflected not only a sincere and constructive desire to help blind persons, but also a keen insight into the country's social welfare needs. Mr. Barnett's letter follows:

We are writing to you in support of the proposal by The Department of Health, Education and Welfare for funds in the budget of the Bureau of Public Assistance for the purposes of training and research. The interest of the American Foundation for the Blind stems from the fact that 40 per cent to 50 per cent of all blind persons in the United States are dependent upon public assistance.

Our own experience has provided us with impressive evidence of the necessity for funds for training of personnel and research in these areas. The concern of your Committee for the needs and welfare of people has been so fully demonstrated that we felt it incumbent upon us to share our experience with you.

Over the last several years the American Foundation for the Blind has done surveys and studies in various parts of the United States, both of the characteristics of blind persons and of the services available to them. Our surveys reveal that at least ten times as many blind people are taken off the public assistance rolls by death as are taken off by the achievement of economic independence. One study of a state has shown that 29 per cent of the blind persons on public assistance had been on the rolls for 20 years or more. In an entire state less than half of one per cent of the Aid to the Blind cases were closed during one year because of "employment or increased earnings of the recipient."

It is the firm conviction of the American Foundation for the Blind that this situation can be substantially improved by providing the dual approach of research and traineeships, which may be likened to the use of a microscope and of a telescope.

In the field of mental hospital work this dual approach has proved to be effective. The research or microscopic approach has been used to discover new and improved methods of treatment, and the far-
looking telescopic approach has been used in the provision of more and better-trained personnel. The result is well known. In some localities the tide has turned. The race to construct new buildings to keep up with an ever-growing population has given way to a declining mental hospital occupancy. Incidentally, there are improved services and additional hope therefore for those remaining or being newly admitted to mental hospital care.

The facts are clear. Humanitarian as well as economic considerations can best be served by changing the present emphasis in public assistance from that of custodial care to that of treatment.

Many of the congressmen have taken the time to discuss the measure in replying to this letter. Excerpts from a few of their letters will illustrate their interest and concern with the problem:

From Senator Ralph E. Flanders of Vermont: "... Please count me as one of those firmly believing in the superiority of treatment over custodial care. I shall await legislation supporting the Health, Education and Welfare proposals. ..." From Senator A. Willis Robertson of Virginia: "... I shall keep in mind what you have written in our consideration of the Health, Education and Welfare appropriation bill. I am in agreement with you that emphasis should be changed so far as possible from custodial care to treatment which will make more persons self-supporting. ..." From Senator Wallace F. Bennett of Utah: "... I recently appeared before the Appropriations Subcommittee currently holding hearings on the subject and submitted a statement favoring the continuation of this research. I would hope that the funds are made available to them. ..." From Senator Allen J. Ellender of Louisiana: "... You may rest assured that when the measure comes before the full Committee, all items will receive my consideration, and I will bear in mind your comments concerning the Bureau of Public Assistance, with a view toward providing adequate funds for that purpose. ..." From Senator Warren G. Magnuson of Washington: "... I will assure you the item will have my full support. ..." From Representative Hale Boggs of Louisiana: "... I agree that funds for training and research in connection with our Public Assistance program could play a valuable role in helping the blind achieve economic independence. As you may know, the House of Representatives has already acted on the appropriation for the Department of Health, Education and Welfare and I regret to say that no funds for this purpose were included in the bill as it passed the House. ..."

From Senator Styles Bridges of New Hampshire, a round-up of the status of the proposed funds, as of April 25: "... This item, as you probably know, was in the budget estimate for fiscal year '58 and although it was adopted by the Subcommittee on Labor-HEW in both the House and Senate Appropriations Committees, it was knocked out by the Full Committee in each instance. This year the Department requested it but it was not included in the budget estimates as submitted by the Bureau of the Budget and the President.

"You are doubtless aware that training can presently be undertaken on a fifty-fifty basis but I am presuming that you are referring to the 1956 amendment to the Social Security Act, which authorized 80 per cent Federal to 20 per cent local participation in training and 100 per cent participation in cooperative research.

"I am very pleased to have your views in regard to these matters and I will keep them well in mind. However, it would appear that there was not much chance of including anything in the fiscal '59 budget because of a lack of budget estimates for the item."
Letters to the Editor

To the Editor:

It has been with considerable interest that I have just read those portions of the March issue relating to the Kennedy bill. I see that the letters reprinted are from numerous blind and sighted professional workers and one representative of the organized blind, respectively, with the weight, of course, overwhelmingly in favor of the opposition to the bill. So I am writing as one who is neither a professional worker nor an active voice in the organization of the blind which is backing this piece of legislation, for I am convinced it is high time one or more “rank-and-filers” put in two cents’ worth.

I am one of the more fortunate among the blind, in that while I am not employed at present, I have a wonderful, loving family with whom I live and by whom my needs are supplied so that I receive no state aid to the blind. Until two years ago, it was difficult for me to sympathize with the many less-favored who live in really straitened circumstances. I read the NFB literature and was familiar with that organization’s philosophy, but thought it a bit radical on most points. Then, in the summer of 1956 I attended the National Church Conference for the Blind of which I am an active member. Our meeting place was Fort Worth that year, and the dates for the National and Texas State conferences were set so that the two ran concurrently in order that the Texas blind could enjoy the fellowship with us. A highlight of this portion of the conference was the banquet, and I was to act as emcee for part of the program. Texas had never had a large delegation present that year, when we met on their own home grounds. I made some real friends among the Texas blind, and found in so doing that many of them live in grinding poverty, drawing a meager pension or working in the “lighthouses” for such small wages that even the trip they had to make from Austin, San Antonio or Houston to stay in Fort Worth for a week-end with us was almost prohibitive for them. It seemed amazing and shocking that such conditions could exist in that fabulous “land of millionaires,” but I have found that Texas is a typical, not an isolated case.

Your arguments against the Kennedy bill, from first to last, remind me of the arguments of capital against organized labor when the unions began trying to assert the rights of the working man. I’ll grant you that many unions are taking too much power now, but the grievances of labor then and those of the organized blind are not. And legislation to protect the rights of the labor unions was necessary in those days of Gompers and Uriah Stephens, etc., just as the attitudes of some heads of agencies have made this necessary now. As Mr. Sherman points out, it is impossible to legislate cooperation; but if we cannot gain some kind of voice in the conducting of our affairs by well-meaning agencies any other way, I fear legislation is the only way. I don’t approve of increased state and federal controls any more than you do; but when the blind in sheltered shops must subsist on sweatshop wages with, in some instances, the threat of dismissal if they...
fail to conform to agency policies, or kowtow, and when the blind who must live off the states have to be subject to humiliations that destroy their incentive to improve themselves, as I have seen done even in my own state in some instances, it's time we got together in some kind of organization and time that organization were recognized and its voice heeded; and if legislation is the only way to gain that recognition—and from the tone of your editorials and the letters from sighted agency heads it looks as if that is the only way—then I am urging my senators and representatives to support S.2411 and H.R. 8609.

Mary Walton
El Dorado, Kansas

TO THE EDITOR:

I wish to register my support for the Kennedy bill. After reading the American Foundation for the Blind bulletins, and the articles on the subject in the New Outlook for the past nine months, I am thoroughly convinced of our need for such a measure. I do not believe it will prove harmful to the cause of the blind, and it might help to weed out some administrators who were the real cause of the bill in the first place. I know all agencies are not bad, in fact I think most of them are good, but the only way to help those under the domination of tyrants is from the federal level.

I cannot understand how anyone can tolerate and even defend these men. I would think, for the welfare of the blind, the AFB and the New Outlook for the Blind would have been the first to come out against them by name and support the cause of the blind. It is this lack of action that has forced the Kennedy bill on us, and it must be enacted at any cost if the cause of the blind is to prosper. The days of the blind man being guided through life by a sighted guardian have ended. The capable blind person must be independent, must organize for self-preservation, and must help his fellow blind who cannot be independent.

The agencies have done this work in the past. They were a necessity, and many of them have done a good work. But we have reached the time when they must fade out and the blind themselves must take over. You should be proud of the fact that the blind have been led to a place where they can do this, not fight to keep them from their rightful heritage.

I am a blind man, fifty-five years of age, and graduated from the Iowa School for the Blind, had two years of college and two years of training in a Bible institute. I worked for a number of years independently. I worked for a few years in the vending stand program, and I am now, because of health and other circumstances, receiving social welfare assistance. I would not qualify as a "professional" and do not have a college degree, but I believe I have learned more from experience than many professionals know from training.

When the AAWB refused to allow discussion and a separate vote on the resolution condemning the Kennedy bill, they committed a great injustice. They proved that they would never give the blind a fair hearing, and the blind people of the nation know it. Their high-handed tactics in allowing the veterans organization to hear only one side of the matter before voting on a similar resolution only went to prove how they would mislead and hoodwink the blind when given the opportunity. It is also very dishonorable in a controversy of this type to hide behind initials, such as those used in the March editorial of the New Outlook.

I do not believe in resorting to sarcasm as some of our group have done.
I believe in direct facts. When a man threatens a blind man with loss of his job if he joins a certain organization, he should be fired in disgrace, professional or not.

A group of agency people have set themselves as czars of the blind. They tell us who can collect funds and for what. They tell us what jobs we are fitted for and consider us psychic cases if we don’t immediately fit in with their program. They tell us what we shall read, and see to it we get only the things they choose. They go from city to city, and business man to business man and sign them up to an agreement that they will only hire blind people recommended by the agency. Then they require a man to have a college education before he can secure a simple job that can be handled by a graduate from eighth grade.

Why is it that a blind person who has read braille all his life, and can even use Grade 3 braille, cannot teach friends to read? Instead it requires a college graduate to teach braille reading.

What we need is less “professionals” and more common sense.

These few facts can give you some idea of what the general run of blind person thinks about the Kennedy bill.

We are sick of domineering over us, we want fellowship. We are sick of professionals, we want leadership. We are sick of analysis, we want material accomplishment. We are sick of investigation, we want production. We are sick of rehabilitation to keep us from being idle, we want rehabilitation that puts us to productive work. We are sick of the psychology of blindness, we want equality of opportunity.

These are the things that the Kennedy bill will help us to attain. It won’t give them to us immediately, but it is a first step, and it is a step that must be taken now.

Why does not the AFB, and also the New Outlook, stop fighting for the overlords and start fighting for the blind? We will need help for a long time. The fight for providing the type of education for blind children which is best suited to their individual needs—not necessarily in the residential school—is wonderful. The AFB has done wonderful things for the deaf-blind, and can continue to be of great help. AFB and New Outlook, join us in our fight for liberation by changing your course and supporting the Kennedy bill.

William Klontz, Secretary
Iowa Association of the Blind
CAN YOU TOP THIS?

Three couples joined for dinner one evening in Washington recently. The husbands are all totally blind—the wives are not. The distaff trio have at least one other thing in common: they thoroughly enjoy telling stories on their husbands.

Being generously disposed as well as well fed, the husbands lent themselves in friendly fashion as targets for jests. The conversation gravitated into honest confessions of blind men—and it went along the following line:

... Then there was the time that Husband A was coming home quite late from a long bull-session with the fellows at a hotel. He was misunderstood by the motorman and permitted to alight from a trolley at an intersection nowhere near his home. Husband A did not, of course, know this, and proceeded confidently along his accustomed path to traverse the few blocks to his house. As the minutes passed, he gradually became aware of certain unfamiliar characteristics of the terrain, but since at that hour there were no other strollers in the suburban area, he could not make casual inquiries of passers-by. Mr. A, with amused embarrassment, told of how it was several hours before he encountered anyone—the pre-dawn milkman. It was bad enough to have to hook a ride home at that unseemly hour—and it was even worse when the team of milk-truck Samaritans carried him to his door, rang the bell, and when Mrs. A opened it, lifted him with a tolerant air of understanding and said, "Well, here he is, lady."

Then there was Husband B who was goaded into confessing theretofore undisclosed details of rather private predicaments. Sample: the time he was alone and was invited to be an overnight guest in the home of a man who, though a regular guy, was someone Mr. B wanted to impress. It was a time for perfection in the adjustment department: a time to demonstrate poise, skill and independence. Husband B had forgotten to buy toothpaste. The guest bathroom, however, was complete, and his concern was dissipated when he found the tube on the medicine chest shelf. It was only when he detected an adhesive-like quality on the toothbrush and his teeth and his lips that Mr. B figured something was wrong. Scrubbing and hot water remedied matters, but there still was the horror of wondering if the stuff—discovered later to be a bland ointment—was of some garish and staining color. Nothing for it, rather than go to the breakfast table with the unconfirmed fear of looking like an Indian on the warpath, he bravely asked his host to make an inspection when the latter came to call him through the door. Character is built in such situations. . . .

Husband C was forced to admit that he used a gaily colored cosmetic base instead of underarm deodorant for several days as a result of borrowing from the miscellany on Mrs. C's dressing table. It finally was she—even your best friends won't tell you, only a wife—who checked out the reason for his stained shirts. . . . She also told, with what her husband thought was just a trifle too much hilarity, of the time when, suffering from a cold, he wanted
to rub his chest with a soothing balm. Who would expect a bottle of green ink to be on the bedside table where the Vicks salve had been? It was the same helpmeet, naturally, who had to tell about the time she forgot that her husband was following her with a light touch on her elbow and walked him all the way into the inner recesses of the ladies' lounge at Radio City.

Husbands A, B and C all got around finally to admitting openly that there was at least one time in their lives that they had got the rest room genders mixed. It is to be regretted that the details cannot be reported in this conservative journal. There was one story told about an absentee that friends of Hiram Chappell of the OVR ought to ask him about. Even worse were the anecdotes which told of times when the supposed men's room was not even a rest room at all, but maybe somebody's outer office.

Consider for a moment, if you please, the predicament of one sleepy blind hotel guest who opened the door of his bathroom, stepped through, and closed it behind him—only to find that it was the door to the hallway. There he was in the hall, without a key and without his pants. After hiding—goodness knows where or how—for sometime, he finally stumbled across a house telephone and gave an S.O.S. He was further embarrassed when the call was answered in person by a maid, who very kindly used her pass-key to let him back into his room.

Then there were a number of stories along the line that might be labeled as a part of cane technique. This is the sort of predicament a blind fellow can get into when he deliberately or absent-mindedly uses his cane to explore his immediate environment. Sample: Husband C stood at a busy street-crossing awaiting the offer of assistance that invariably comes along. There seemed to be no pedestrians at that moment, but to the right of him he could detect with that famous "sixth sense" of the blind, some sort of object. With casual curiosity he swung his cane in a golfing stroke. He idly figured that if it were a telephone pole it would give off a wooden sound; if a fire hydrant, a metallic sound; if a picket fence, some other sound and so on. The cane connected but gave off no sound at all. The object gave off a shrill feminine "ooooops!"

If any reader believes he knows of some similar and completely truthful story that can top these—let's have them.

**TOP SECRET**

I recently was told the entire background and details of a plot that is being cooked up by some folks in states like Massachusetts and North Carolina to be sprung at the coming AAWB convention. They swore me to secrecy, however. The only thing I'll say is just don't be surprised if some of your otherwise and formerly sensible friends begin acting and talking rather strangely. It has something to do with a highly secret and very restricted organization.

**TOP PRIORITY**

We devoted the February "Hindsight" column to a report about our hoped-for movement toward more federal aid in the braille and talking book program—notably in the administrative and distributing phase. This is just to comment that there are many persons still studying and pursuing that idea or some version of it, since it still is obvious that the program cannot materially improve and expand without an aggressive plan of financing that is sounder than the experience to date. No bill, however, has as yet been introduced in Congress, largely due to two factors. The first is that Congress
has been heavily burdened with major matters of defense, education, science, health, and so on, and bills of more narrow significance are apt to receive little or no attention. The second is that those of us who worked up the original proposal still are seeking the preliminary suggestions and criticisms of any and everyone concerned. We definitely plan to stimulate action next year.

THE TOPPER

In the November 1957 "Hindsight" we reprinted from a New York newspaper the story of a cab driver who swore he would never help another blind person because of an incident which landed him in traffic court. Here is the follow-up as reprinted from the New York Post:

Jacob Greenberg, the Brooklyn cabby who helped a blind man and got into all sorts of trouble with the law, won his second court case today [October 15, 1957]. Greenberg, 55, of 2-1 Pacific St., was cleared of a charge of obstructing traffic. Earlier, he had been found not guilty of disorderly conduct.

Before Vehicle Accident Court Magistrate Quinn, Greenberg testified today that the blind man already was in the cab and that the cop knew the passenger was blind before he started writing the ticket.

Quinn asked: "Don't you think that would have been an error of judgment on his (Greenberg's) part, to transport a blind man across the street?"

"Yes," the cop conceded, adding: "But he had two lanes of traffic tied up."

In freeing Greenberg, Quinn said: "You should not have tied up traffic, but under the circumstances I'll find you not guilty. Do not do anything like that again."

After shaking hands all around Greenberg left the courtroom and told reporters: "I'm glad I was found not guilty, but I'll continue helping people whenever I can. Of course, I won't break the law to do it."

FBI SEEKS FUGITIVE

The FBI is looking for Clarence Buster Sutton, with aliases: Buster Sutton, Black Boy, Blue, Buster, Single Sight. We publish this description because it is believed Sutton may contact agencies for the blind. He is reported to be armed and should be considered extremely dangerous. He has in the past been in possession of a revolver or a .45 caliber automatic pistol. He may carry a switch-blade in his cap. He has been convicted for larceny, carrying a deadly weapon, receiving stolen goods, and assault.

Sutton was indicted by a Grand Jury in Washington, D. C., on September 29, 1952, and charged with the murder of a Washington, D. C., man who was shot and killed following an argument with Sutton.

DESCRIPTION: Born July 28, 1903, Miami, Florida (not supported by birth records). Height 5'11" to 6'. Weight, 175 to 187 pounds. Build, medium. Hair, black. Complexion, dark brown. Race, Negro. Nationality, American. Occupations, iceman, waiter, laborer. Scars and marks, left eye is out and right eye is brown. His left lid is scarred, and he has a small cut scar on the middle finger of each hand. Sutton usually wears a cap, is an avid gambler, and he reportedly drinks intoxicants to excess. Condition of his right eye unknown. Anyone having any information concerning Sutton is requested to immediately contact the nearest FBI office.
Connecticut Conference
on Visually Handicapped Children

A two-day state-wide conference for teachers and parents of visually handicapped children was held at the University of Connecticut on March 28 and 29. The conference was sponsored jointly by the newly created Division of Children's Services of the Connecticut State Board of Education of the Blind and the University's School of Education.

This was the first conference of this type in the state, and it is hoped that it will be the beginning of a series of annual conferences concerned with the care and education of blind and partially seeing children in Connecticut. Co-chairmen of the conference were Guy J. Marchisio, chief of children's services, and Dr. Robert A. Henderson, assistant professor of special education.

Seventy-five teachers, supervisors and administrators attended the first day's (Friday) meeting, which was held in the Student Union Building on the University campus, Storrs, Connecticut.

The program for that day served as an institute for public school teachers and administrators on the problems of educating the visually handicapped child. The morning session dealt with an explanation of services provided by the State Board of Education of the Blind to local public schools, and opened with a talk by Albert N. Scherberg, executive secretary. There was a presentation of optical aids and educational devices by Charles G. Ritter, consultant on special aids and appliances at the American Foundation for the Blind. The final presentation of the morning was an art demonstration given by Catherine Liguori, art teacher with the Hartford Public Schools. This demonstration was concerned with materials and techniques that could be employed by the regular classroom teacher in an integrated program. Films concerning adjustment to blindness, and activities of blind children in an integrated program in a public school were shown in the afternoon. A demonstration of the application of regular reading readiness techniques and the necessary adaptations of materials was presented by Lorraine Murin, education consultant for the Board of Education of the Blind.

The second day's program was designed to acquaint the parents of visually handicapped children with local, state and national programs of education and vocational training. Highlighting this day's session was an address by Elizabeth Maloney, director of the bureau of social and educational services of the Industrial Home for the Blind, Brooklyn, New York.

Available on both days were exhibits of books, toys, and special equipment designed or selected for use by visually handicapped children. Considerable literature was distributed to both parents and teachers to assist them in their educational and vocational planning for these children.

The enthusiastic response to the conference by the parents and by teachers who help make the itinerant program function has set plans in motion for next year's conference.
Two Award Winners Announced

The American Association of Workers for the Blind will honor two people this summer at its annual convention with awards in recognition of their excellent service. They are Francis B. Ierardi, who will receive the Shotwell Memorial Award, and Marian Held, upon whom will be bestowed the Alfred Allen Memorial Award for Outstanding Service to Blind Individuals.

Mr. Ierardi is editor of the Weekly News, a braille publication, and is the founder and business manager of the National Braille Press, in Boston. He is a past-president of the AAWB, and has been identified with many activities related to work for blind people in New England and nationally. He received the Migel Medal for Outstanding Service to the Blind in 1948.

Miss Held is director of the Department of Direct Services at the Lighthouse, the New York Association for the Blind. Her association with the Lighthouse covers more than thirty years, and she was selected as this year’s recipient for her unusual interest and personal work in behalf of countless individual blind persons.

The Shotwell Memorial Award is well known to all workers and to many blind people in this country and Canada. The Alfred Allen Memorial Award for Outstanding Service to Blind Individuals was formally established in recent months by a specially appointed committee of the AAWB, consisting of two members of the board of directors and three immediate past-presidents of the AAWB. This committee, and the AAWB, wishing to honor the memory of Alfred Allen, who was long identified with the Association in official capacity, decided upon annual recognition of persons distinguished for their service as above indicated, as such individual helpfulness marked Mr. Allen’s own constant concern.
Current Literature

“Blindness Is Only a Nuisance.” CTA Journal, February 1958. Arturo F. Baca, who has been almost totally blind since 1953, will soon complete his work in the teacher-training program at the University of California, at Davis. He enjoys classroom teaching and is prepared to accept a full-time teaching job in agriculture, biology and Spanish.

“Optical Aids for Low Acuity” by Russell L. Stimson. Los Angeles, Braille Institute of America, 1957. The purpose of this volume is to present a simple clinical procedure by which the most suitable optical aid for the individual patient can be prescribed. A new set of special tests has been designed to make the care of these patients an extension of ordinary refracting procedure.

“Causes of Blindness in Children of School Age” by C. Edith Kerby. The Sight-Saving Review, Spring 1958. A report based on records of 4,426 of the estimated total of 7,000 blind students in the United States and the Territory of Hawaii in 1954-55. Causes of blindness are discussed under the headings of infectious diseases, injuries, heredity, excessive oxygen and retrolental fibroplasia, tumors, prenatal influence, and unspecified. The report also includes tables showing distribution of blind children by age and changes in blindness rates by year. (See pp. 231-33)

“Some Predictors of the Manual Work Success of Blind Persons” by Simon Hoffman. The Personnel and Guidance Journal, April 1958. The study was made under the vocational service program of the New York Guild for the Jewish Blind and was the basis for the author’s doctoral thesis at Columbia University. It concerns the relative value of self-rating of manual ability, biographical information about manual life experience, and aptitude test results in predicting the manual work success of blind persons.

The Stars Grow Pale by Karl Bjarnhof. New York, Knopf, 1958. A sensitive story of a boy slowly going blind, by one of Denmark’s leading men of letters. It is a fictionalized memoir from an author who is himself blind. Between the ages of seventeen and nineteen, novelist Bjarnhof lost his sight, subsequently toured as a concert cellist and became active as an essayist, newspaper editor and radio interviewer. The Stars Grow Pale, which has been translated into six languages, is his sixth novel.


“First National Survey of Blind Students Enrolled in Colleges and Universities” by Carol Trosch. Higher Education, April 1958. In March 1957, at the request of Recording for the Blind, Inc., the Department of Health, Education, and Welfare sent questionnaires to all institutions of higher education in the United States and its possessions requesting information about the number of blind and partially seeing students enrolled and the special equipment available for the use of
these students. This report by the assistant to the national director of Recording for the Blind, Inc., includes tables showing the results of the questionnaire. It was found that there are 915 blind students enrolled in 415 institutions, and that few institutions have braille books or special study equipment to offer blind students. The 200 per cent increase in new-user applications for service received by Recording for the Blind, Inc., in 1957 indicates the eagerness of blind students to obtain study aids.

**Appointments**

☆ Announcement has been made of the appointment, effective June 15, of Irvin P. Schloss as legislative analyst in the Washington office of the American Foundation for the Blind. He succeeds Hulen C. Walker, whose appointment as executive director of the American Association of Workers for the Blind is also announced in this issue.

Prior to his appointment Mr. Schloss served as executive director of the Blinded Veterans Association since March 1954, continuing as editor of the *BVA Bulletin*, a position he had held since 1948.

In his new post he will serve as a two-way channel between Washington and Foundation headquarters in New York on pertinent governmental matters, and will represent the position of the Foundation on legislative issues affecting the blind. He will maintain continuing liaison not only with congressional offices but also with all appropriate units of the federal government and other national health and welfare organizations, and will provide consultation in the field on legislative and related special problems. In addition, he will participate in planning the legislative objectives and procedures of the Foundation, and in the development of its long-range plans and policies.

Born in Baltimore in 1923, Mr. Schloss attended the University of Maryland, and received a bachelor of science degree in June 1943, two months before entering the army. He served in the ETO with the Twenty-fifth Tank Battalion, Fourteenth Armored Division, and was blinded in January 1945 when a German antitank rocket penetrated the medium tank in which he was serving as a cannoneer with the rank of Pfc. After hospitalization at Valley Forge and Avon-Old Farms, he was discharged from the army in October 1945.

In announcing the appointment, M. Robert Barnett, executive director of the Foundation, said of Mr. Schloss: "Throughout his outstanding career with his veteran colleagues, he has re-
peatedly and frequently demonstrated a keen insight into the practical problems of both governmental and voluntary agency programs. No stranger to AFB’s own activities, he has also been one of those who in an advisory capacity has helped to maintain high standards and principles with regard to the services needed by blind persons and the best methods of administration of those services."

☆ Chester G. Cross was elected manager of the Christian Record Benevolent Association, Inc., in February. His appointment fills the vacancy created by the resignation of C. W. Degering, who had served as manager since 1949. Mr. Degering is continuing as editor of the Christian Record.

Mr. Cross is a native of Des Moines, Iowa. He graduated from the Lincoln High School of Des Moines in 1931, and attended Iowa State College at Ames for one year, and Union College in Lincoln, Nebraska, for three years. He started his career in Minnesota as publishing secretary for the Pacific Press Publishing Association, and in 1941 went to Lincoln, Nebraska, to serve in a similar capacity for a five-state midwestern area.

In 1948, Mr. Cross became publishing secretary for a thirteen-country territory in Europe and an eight-country territory in Africa, with headquarters at Berne, Switzerland. After two and one half years he returned to Washington, D. C., for a one-year stay as circulation manager for Listen magazine. He then returned in 1951 to his former position with headquarters in Lincoln, Nebraska.

Mr. Cross is married and has two sons, aged seventeen and fourteen.

☆ Kenneth Jernigan was appointed director of the Iowa Commission for the Blind in March, succeeding Malcolm Jasper.

Mr. Jernigan went to his new post from the Oakland (California) Orientation Center for the Blind, where he had been since 1953. Previously he had
been on the staff of the Tennessee School for the Blind, and for the past several years has been active in the affairs of the National Federation of the Blind.

A native Tennessean, Mr. Jernigan graduated from the school for the blind in that state. He continued his education in the same state, receiving his bachelor's degree in social science from the Tennessee Polytechnic Institute, and a master's degree in English from Peabody College.

Throughout his student years Mr. Jernigan participated in many extracurricular activities and gained many honors for scholastic and extracurricular attainment. In 1949 he won the Captain Charles W. Brown Award.

Mr. Jernigan's varied experience and training will be a great asset to him in his new responsibilities.

News Briefs

☆ The Blinded Veterans Association has presented its Employer of the Year Award in the government installation category to the Veterans Administration, Washington, D. C., in recognition of that agency's policy of utilizing the skills of blind workers. Maj. Gen. Melvin J. Maas, USMCR, Ret., chairman of the President's Committee on Employment of the Physically Handicapped and a member of the BVA board of directors, made the presentation in Washington during the annual meeting of the President's Committee in May. Sumner G. Whittier, administrator of veterans affairs, accepted the award on behalf of the Veterans Administration.

In making the presentation, General Maas pointed out that the VA has employed blind dictation machine transcribers since 1942 in typing pools throughout the installation. These workers receive the same rate of pay as sighted transcribers and have equal opportunity for advancement. They all have better than average performance records.

The District of Columbia Department of Vocational Rehabilitation stated that top VA officials have endorsed the concept of employing blind and otherwise disabled persons, and that personnel officers at the agency interview and select blind applicants for transcribing jobs on the same basis as is used for sighted applicants.

☆ A polio victim has become the first woman to be awarded the President's Trophy as The Handicapped American of the Year. Mrs. Louise Lake, physical therapist in the Rehabilitation Department of the Latter Day Saints Hospital, Salt Lake City, Utah, received the award from President Eisenhower at the annual meeting of the President's Committee on Employment of the Physically Handicapped in May. The award is presented each year to the handicapped American who, in the opinion of impartial judges, has made the most outstanding contribution to the rehabilitation and employment of physically impaired persons.

☆ The winner of the 1958 national essay contest conducted by the President's Committee on Employment of the Physically Handicapped was also honored at the May meeting. George Kesler, a student at Aquinas High School, Augusta, Georgia, received the $1,000 first prize and an official certifi-
cate from President Eisenhower for his essay on the subject: "How Hiring the Handicapped Helps You and Me." He won over thousands of competitors from high schools in forty states.

Applications are now being accepted by the New York Guild for the Jewish Blind from the families of blind children who wish their youngster to take part in an integrated "sleep-away" camping program in July and August, along with sighted playmates. The five children selected will attend Federation of Jewish Philanthropies' Camp Wel-Met in Barryville, New York. Fees will be arranged in accordance with ability to pay.

During the three-week camping period the visually handicapped children will hike, play baseball and participate in arts and crafts classes with other children in their own age groups. According to the Guild, the camping program will demonstrate that blind children can be served within the existing facilities of camps and community centers, without any special staff training or undue pressure on their budgets.

Further information on the camping program may be obtained from the Guild, 1880 Broadway, New York City.

Necrology

Dr. Samuel P. Hayes

Dr. Samuel P. Hayes, renowned for his achievements in the field of psychological research on blindness, died on Thursday, May 8, in Princeton, New Jersey, following a long illness. He was eighty-three years old.

Dr. Hayes was particularly concerned with the administration and interpretation of intelligence tests for blind children, and wrote many articles on the subject for encyclopedias and professional journals. His adaptation of the Stamford-Binet test as an intelligence test for the blind is used at many schools for the blind in this country and abroad. His book, Contributions to a Psychology of Blindness, was published by the American Foundation for the Blind in 1941.

From 1909 until 1940 he was professor of psychology at Mount Holyoke College. For the next fourteen years he was director of the teacher training and research program at the Perkins School, offered jointly with Harvard University's School of Education, where he was a lecturer. He also served as a consultant to the American Foundation for the Blind, and was chairman of the National Committee on Psychological Research for the Blind.

In 1955, on his eightieth birthday, the Perkins School held a convocation in his honor, attended by teachers and research workers from schools for the blind throughout the country. He was presented with a volume of letters from his former students here and abroad.

He graduated from Amherst College in 1896, received a B.D. degree from Union Theological Seminary, an M.A. degree in sociology from Columbia University in 1902, and a Ph.D. from Cornell four years later. He also did graduate work in psychology at Clark and Cambridge Universities, the University of Berlin and the Sorbonne.

He is survived by two sons, Lyman S. Hayes of Weston, Massachusetts, and Samuel P. Hayes, Jr., of Ann Arbor, Michigan, and three daughters, Mrs. Mary Ellen Woodcock of Wood's Hole, Massachusetts, Mrs. Janet H. Renshaw of Princeton, and Mrs. Betsy H. Freddell of Montpelier, Vermont.
Small Children in Segregated and Non-segregated School Settings

I. The Segregated Setting: Positive Values and Problems .................................................. Jane Miller Kerina 249

II. The Non-segregated Setting: Positive Values and Problems .......................................... Rebekah Shuey, Ph.D. 254

III. Denial and Infantilization: Two Pitfalls in the Choice of Setting .................................. Wilfred C. Hulse, M.D. 257

Recording Textbooks for the Blind ................................................................. Carol Trosch 261

Convention Reports:

American Association of Instructors of the Blind ........................................William T. Heisler 263
National Federation of the Blind ................................................................. Robert A. Wilkin 265

New York Library Expands Service to Blind Children; Children's Specialist Appointed ........... 270

Editorially Speaking ................................................................. 272
Hindsight .................................................. 273
Research in Review ................................................................. 275
Book Reviews ................................................................. 278
Appointments ................................................................. 282
News Briefs ................................................................. 284
Necrology ................................................................. 285
Classified Corner ................................................................. 286
“While they were saying among themselves ‘It can not be done’ it was done.”

—Helen Keller
Small Children in Segregated and Non-segregated School Settings

The first two articles under this head outline positive values and problems in segregated and non-segregated settings, respectively, in early childhood education. The third article deals with two tendencies in parents and teachers that complicate the choice of setting. These papers were presented in February at the Third Institute of the Social Service and Groupwork and Recreation Departments of the New York Guild for the Jewish Blind.

I. THE SEGREGATED SETTING:

Positive Values and Problems

JANE MILLER KERINA

The ideals or primary objectives of education are the same for the normal and the exceptional child. Therefore, we recognize the fact that any child, whether he be "normal" or "handicapped," whether he be found in the integrated or segregated educational setting, has basic human needs—physical, emotional and social—for healthy development. The task of education is to help the child attain a well-integrated level of functioning within his environment which approaches his maximum capacity. To achieve this we know that all children need: 1) to be able to attain successive levels of growth without being pushed too fast; 2) to have the opportunity for wholesome activity; 3) to be able to grow through the necessary process of socialization and to express the frustration involved in this; 4) to experience satisfying family relationships and satisfying relationships with others; and 5) to grow into the larger world outside of the home without fear and with a minimum of tension.

It is a knowledge of these factors along with an understanding of how they operate within the individual child and a respect for the child's own "unique pattern of growth"* which should guide the educator in his task.

It is a generally accepted fact that severe visual defect or the lack of vision affects the whole development of the child. It can interfere with the child's physical, emotional and social growth and present obstacles to his ac-

* Gesell, Arnold.
quisition of a correct knowledge of both his immediate environment and the larger world which he cannot see. Therefore, the visually handicapped child, in addition to his basic needs as a child, requires special help if he is to be able to function adequately in a sighted world. For many of these children the segregated setting offers the greatest opportunity for growth at the preschool level.

Provides Achievable Goals

Perhaps the principal value of the segregated school to the visually handicapped child is that it offers him a place wherein the demands made of him are within his ability to achieve. It is also a place where his over-all competence can develop on the basis of flexible standards and within an environment of understanding and the use of special educational techniques which are of particular benefit to him.

The average three-and-a-half- or four-year-old child blind from birth who comes to us usually functions emotionally, intellectually, physically and socially much below the level of sighted children of his age and could mistakenly be regarded as mentally retarded as compared with them. He is usually a child who is passive or withdrawn when he is not being directly stimulated, and is extremely dependent upon his mother. His vocabulary is limited, his use of pronouns is confused, and there is echolalia present in his speech. His movement about in space is slow and uncertain. His muscular coordination is often not good and although he handles his large muscles better, his small muscle control is very poor, as are his work habits. He is limited in his ability to make purposeful and acceptable contact with his peers. He is seldom able to feed, dress or toilet and wash himself without a considerable amount of help. In addition to these limitations he exhibits “blindisms” and babyish behavior, and he is often disposed to temper tantrums when he is frustrated.

The child with very limited vision of the same age who comes to us presents a somewhat different picture. His whole personality development does not seem to be affected as directly or fundamentally as the totally blind child’s. His limited vision allows for greater mobility and independence. He usually makes the best possible use of his limited vision — sometimes to his disadvantage when he becomes over-dependent upon it to the neglect of the development of his other senses. He shows some of the behavior of the blind child to a modified extent, but he, too, can benefit from the segregated setting until he has gained enough competence and ego-strength from successful learning here to allow him to function successfully in the fully integrated school.

I should like now to describe Jerry, who was admitted to our nursery school at the age of three years, two months, and who exhibits many of the characteristics of the young blind child of good potential as we first meet him. Jerry will also serve as a subject of later illustrations of how development can proceed in this setting:

Jerry, age three years, two months, was born prematurely, has a diagnosis of RLF and is totally blind. He is a plump, well-built child who walks slowly with fair coordination. In unfamiliar surroundings he insists upon being led by the hand and does not move around independently without his mother’s encouragement. When walking alone he holds his hands out in front of him to avoid bumps and usually walks in a zig-zag path. He moves his feet slowly and in a shuffling motion. When Jerry sits quietly it is usually with his head lowered and fists or fingers pressed hard against his eyes. He spends most of his time rocking vigorously with his hands on the seat, banging his head and back as hard as possible against the back of it. Jerry indicates his toilet needs by the use
of one word and requires complete assistance of an adult in the bathroom. He prefers to be fed; however, he will eat a few solid foods with his hands. He can hold a cup or glass but often spills as he uses it. Jerry’s speech is clear. He speaks in one- or two-word combinations which are not sentences. He does not answer questions, but repeats some words of them. For example, when asked, “Do you want a lollipop?,” Jerry will answer, “Lollipop” if the answer is affirmative and will say nothing when it is negative. Jerry expresses pleasure by laughing and screaming loudly, sometimes jumping up and down two or three times with his body bent forward from the waist waving his hands loosely in the air. Jerry’s frustration tolerance is very low. The moment he experiences denial or displeasure he reacts with a total physical response in which his body becomes very stiff and his face reddens. He screams as loudly as possible, raises his clenched fists into the air and brings them down violently in a hammering motion. If there is an object in his hand he throws it down, and when he is seated, bangs his heels vigorously on the floor. He responds with the same intensity to any frustration but the duration of the outbursts varies according to the situation. Jerry rejects most new objects by pushing them away or throwing them onto the floor; however, when he finds something which interests him he examines it first by placing it in his mouth, biting into it, licking and holding it there for a long time. Next he will bang the article on the floor as he listens to the sound it makes, and the examination usually ends there. Jerry likes musical and rhythm games. After three weeks in nursery school Jerry recognizes the teacher but calls her “Mommy.” He is frightened of the other children and will not tolerate their presence near him. He cries bitterly when they make physical contact with him, but he will do nothing to either remove himself from them or push them away.

I am sure you can appreciate, from the picture presented above, that only the exceptionally well-developed blind or severely visually handicapped preschool child would fit well into any but the most unique integrated educational setting. Most of the children we know definitely need special education as offered in nursery schools for the blind before they are ready for education elsewhere.

Promotes Realistic Concepts

Another positive value of the segregated school is that it gives blind children the benefits of a unified program especially geared to the development of their expanding concepts of the world around them. The teacher of the preschool blind must try, by all means, to understand what the implications of the blind child’s differences in sensory perceptions are for her organization, presentation and use of materials with this child. She knows that he must become acquainted through actual physical contact with as much of the world around him as possible rather than to be told about it, and that she must help him to organize his perceptions into meaningful relationships. This teacher also realizes that nature makes no automatic compensation for the lack of vision and that in order to acquire more complete knowledge of their environments her children must be helped to make increased use of their senses of hearing, touch and smell. She has learned also that the blind child can lapse into an unsubstantial world in which he sometimes learns to express himself verbally about things of which he has no real experience, and knowing how blindness often restrains a child’s physical activity she will constantly encourage him into physical, tactual contact with objects in his environment. We know that the child is no less interested in the world around him than the sighted child, but he often lacks the skills and ability to do things and then the confidence in himself to try. He usually has not had the opportunity for free exploration and inquiry into his environment and he has been extremely dependent upon others to do for him. The segregated nursery school is con-
ducted at a pace he can maintain. He is given time to orient himself physically to his environment and to assistance in developing skills which will help him to accomplish this in unfamiliar places. The teacher here is very much aware of the delicate balance between giving the child the help he needs and inducing him to move independently. Various factors present in the segregated nursery school, such as the low ratio of children to teacher, the use of smaller rooms to encourage closer physical contact among the children, and the fact that these children do not usually move as quickly or over as wide a range as sighted children although they are encouraged to—these factors give the teacher greater opportunity to give her children the individualized attention which they require.

Blind children do not experience things in their totality and often have confused or mistaken concepts of causality and function. What they cannot know about the purpose of objects in their environments by sight they try to determine by hearing, touch and smell, and therefore exhibit, for a long time beyond that required by sighted children, mouthing, smelling, and seemingly destructive behavior such as squeezing, dropping and tearing. Much of this is necessary, though not socially acceptable in the sighted world, in order for the blind child to gain the correct knowledge of these objects. The following observation was made of Jerry at the age of four years, nine months:

Jerry is extremely inactive in the use of his large muscles and moves about very slowly and deliberately. He shows a marked curiosity in new and unfamiliar articles, often relating them verbally, as he examines them, to objects with which he is already familiar. He seems to have a particular interest in objects which make buzzing sounds and which he can manipulate without moving from a sedentary position. Jerry’s method of exploration usually follows this pattern: 1) The object is grasped tightly in both hands and pressed as hard as possible. This first contact is usually accompanied by what can only be described as squeals of delight when Jerry realizes that he is holding something new for the first time. 2) It is then rotated as he searches for a part which can be used as a handle. If a handle is found the object is hammered against either the floor or a table as he listens very intently to the sound which is produced. If no handle is found he raises the article to a good height above the floor or table, drops it, listens for the sound. This is usually repeated many times. 3) Objects are also shaken in the air near his ear to pick up sounds of movable parts. 4) The object is smelled, then licked and bitten if possible. Jerry almost never mistakes inedible objects for foods. However he will bite into anything—whether or not he intends to eat it. During the entire time that he is examining an object he is verbalizing about its qualities of hardness, softness, composition, etc. He often involves the teachers in this process by calling them and naming it whatever he knows to be similar to it. This he did recently—saying about a coconut, “It’s a wooden ball. It has fur.” Jerry also shows curiosity in the functional qualities of new objects and will make an effort to learn to use them if they do not require that he use too much energy. One has the feeling that once Jerry has explored an object to his satisfaction and attached a label to it he knows it thoroughly and will recognize it at any time thereafter.

In the segregated setting these means of exploration and examination can be creatively encouraged for as long as the child really needs them, and at the same time the child can be helped to improve his work habits, increase his ability to focus on something long enough to examine it thoroughly, and to be able to refine his small muscle movements so that he can learn much more about the nature and function of things through the use of his fingers along with his other senses than is possible when only gross movements are made.
Much of the program of the nursery school for the blind centers around the development of competence in the routines of daily living such as feeding, washing, toileting and dressing. Here as with other aspects of the program there are special techniques based not on the use of vision but on a well developed and coordinated use of the body and the other senses—particularly the tactile. Preschool blind children are also limited by their general inexperience and incompetence and often by the lack of certain factors in their environments, in their ability to express themselves creatively. The segregated nursery school can give them experiences which will stimulate their thought and provide equipment for dramatic play, which for these children is much more elementary and concrete than that of their sighted peers. At the age of five years, eight months, Jerry was observed at this play:

Jerry is seated sideways on a springing horse, bouncing up and down. The noise he is making is his for the sound of a motor. He stops occasionally to say, "ding-ding," then begins his bouncing and motor sounds again. As he bounces he calls out to the teacher by name, saying, "I'm making a bus ride. I'm making a bus ride. See me?" expecting the teacher to comment and perhaps join him. He proceeds to slow his bouncing and says, "Let the passengers get off and let the passengers get on." He continues this game for about fifteen minutes.

The processes of ego development and differentiation do not operate at the same rate or in the same way with the blind as they do for the sighted child. When we first meet them, most blind children indicate that they have little knowledge of themselves as independent beings apart from their mothers and cannot function well separately from them. Their extreme dependence is both physical and emotional. For this reason the segregated nursery school provides for a protracted separation period. Following this it is often necessary for the teacher to assume many of the mother's functions and later she relinquishes these as she finds the child able to accept demands of a different nature which she places upon him, and he gains satisfaction from the new relationship between them. The segregated school can often tolerate a greater range and intensity of emotional behavior than most sighted nursery schools. This is very important, for the blind child often displays emotional behavior which is at a much younger level than that of his sighted peer. It is important because here he can be helped to express his frustrations in such a manner as to make his wishes known and permit positive interpersonal relationships to exist at the same time. Appreciating the problems peculiar to him, the teacher can also do what she can to help him to learn to express his positive emotions in such ways as to make it possible for them to be correctly interpreted in the sighted world.

Facilitates Participation

The final positive value of the segregated setting which I should like to discuss is the value of providing the child with his first group experience with children with whom he not only shares many problems, but also with whom he can participate successfully to the extent of his abilities. The use of the word "group" here does not apply in its strict sense. Young blind children at first are likely to be more a collection of assorted individuals than a group. The teacher realizes that when they are removed from physical contact with others, blind children often lose contact with them completely, and she will emphasize the use of constant verbal communication among them. To be sure, group interaction in the beginning is minimal because almost everything
is channelled through or stimulated by the teacher. In fact, if these children were judged by the usual standards of readiness for group life they would certainly be found wanting. However, as their verbal abilities, concepts of space and motion, knowledge of the nature of other human beings, and the ability and desire to accept physical contact with other children grow, they can proceed step by step into group experiences and the all-important friendship and companionship of other children.

Summary

In the segregated nursery school setting the blind child can learn at his own speed and in an atmosphere of understanding of his particular needs to begin to master the elements of his environment and thereby achieve a feeling of accomplishment. Within this setting this child can grow into an awareness of himself as a person of value and also begin to become aware of his limitations among others similarly limited. He becomes increasingly secure in personal relationships and if he has been treated honestly he will certainly have the ability to move without undue fear into the sighted or integrated setting.

It must be remembered that the segregated setting is not the real world and that the blind child's presence here is temporary and for a special purpose.

II. THE NON-SEGREGATED SETTING:

Positive Values and Problems

REBEKAH SHUEY, Ph.D.

The Brooklyn College Early Childhood Center is a laboratory school for children from three to six years. It was established in 1953 so that college students could observe and study the growth and development of healthy preschool children. We have had two blind children enrolled in this school. Michael came when the school first opened and attended for one year. He graduated to public school and was followed by Peggy, who attended for two years.

In selecting children for this school it seemed important to be as certain as we could that school would be a positive experience for all concerned: the child, his parents, the group and the staff. Each child was observed and studied before the final selection was made. The two blind children whom we chose had attended a nursery school for blind children. Michael had attended the Guild for Jewish Blind Nursery for two years. The staff there felt that he was ready to try a sighted group, and after observing him there our staff agreed. A social worker at the Guild agreed to continue to help the family on long-range plans for Michael. Our Center agreed to help the parents understand Michael's adjustment at school as we do for all parents.

The second blind child was selected in a similar way but from a different agency. She had had one year in a
nursery school for blind children and had made a good adjustment there. The agency continued to work with the family on a long-term basis.

The following policies have been used in selecting blind children for our school:

1. The child has had some exposure to group living before entering our school.
2. He has had some training specifically designed to help him cope with his handicap. Both of our blind children had learned to follow verbal directions. Both were fairly independent in routines.
3. The child had been known by an agency who agreed to continue working with the family on a long-term basis.
4. Both children were slightly older than the next oldest child in the group by about two months. This might not be a factor with all children but it seemed important for these first two.

In this paper I will discuss two aspects of the subject of the blind child in a sighted nursery. First, the reaction of sighted children to the blind child; and second, what the experience has contributed to our understanding, benefiting all children.

Michael and Peggy were important members of their groups. They took part in all activities. They developed staunch friendships with other children. Many times students observing the playroom, who did not know in advance that Michael and Peggy were blind, did not realize for as long as thirty minutes that these children could not see. They were as sure in their movements and as related to other children and activities as the sighted children.

Different children reacted to these blind children in different ways. We did not prepare the other children in advance but as they became aware, either by questions, comments or watching, we talked about their lack of sight. A teacher's report of various reactions of children to Michael was made two months after he started school:

Fredda is very matter-of-fact about Michael. She has been told that he can't see and when she was told this for the first time she said, "Oh," with no other outward reaction. Since then she has not indicated in any way that he is different from anybody else. When he comes to the doll corner to play she is usually the mother of the group and Michael assumes the role of father. One day she handed him a tie to put on and when he didn't know exactly how to make a knot she said: "Oh, Michael, you're hopeless—you're impossible. Fathers have to know how to tie knots." Both she and Michael laughed at this. The teacher did not feel that she said he was impossible because he couldn't tie a tie, but that a child who wanted to be a father and couldn't tie a tie was an impossible thought for her.

Mitchell is very aware of Michael's blindness and has been practicing going around with his eyes shut. At first when Michael would bump into his block building Mitch would become very annoyed and hit out at Michael. The teacher told him a few times that this was accidental with Michael—that he did it because he couldn't see. Recently if Michael bumps into his building or something on the way, Mitch looks at him with a quizzical look on his face and does not strike out. Once recently he said: "Oh, it's you. You can't see."

Steve, too, is one of the children who is aware that Michael is blind. The other day when the children were gathered at the doorway waiting to go outside, Michael walked over someone sitting on the floor. Steve began to yell: "Hey! Look where you're going!" He was told that it was an accident on Michael's part. He didn't know that anyone was sitting there. Steve was quiet and then turned to Michael laughingly and said: "If you can't see why don't you wear glasses?" Michael laughed out loud at this and said: "That's what I'm going to do—I'm going to get me some glasses." The whole group joined in the laughter.

Harvey and Jerry are both matter-of-fact and solicitous. They watch and help Michael when he needs help.

Michael is especially fond of Carlton. They work along together for long periods.
Carlton seems completely oblivious of the fact that there is anything different about Michael. He plays along with him as he would with any child, getting annoyed when he feels Michael isn’t doing the proper thing. If they are playing trains and Michael gets the train off the track, Carlton yells in an annoyed tone of voice, “Why don’t you put the train back on the track where it belongs!” Michael tries hard to comply to Carlton’s wishes.

As these records indicate Michael was very much part of the group.

The following year the teacher’s report on Peggy and the reactions of children indicated similar adjustment:

Peggy has real friendships with several girls. Her relationships with these children are on a give-and-take basis. Madeline has long been Peggy’s protector and guide, but this is a mother-child kind of role and not a real peer friendship. As Peggy says: “Ordinarily I’m not very friendly with boys.” However, she has talking contacts with Mark.

In the group as a whole Peggy is a respected and highly regarded member. Her ideas are received well. Her welfare is of concern to all the children. It is rare that a teacher needs to ask a child to accompany Peggy from one place to another. This is done by almost any one of the group spontaneously. The children accepted Peggy’s need to feel the policeman’s gun or Mr. Warner’s accordion while the rest of them looked with their eyes.

By and large the children were more acceptant, matter-of-fact and genuinely spontaneous in their reactions to both children than the adults, particularly the college students. They tended to be over-protective and overly sympathetic. It was important to make the teachers and students aware of techniques such as clear verbal directions and using sound as a means of orienting a child in a new situation. We had most constructive help from a consultant of the New York State Commission for the Blind. We found these techniques were also effective with sighted children.

The second point I wish to discuss is how this experience contributed to our understanding. None of us on the staff had ever had any direct contact with blind children. We were willing but somewhat apprehensive because the school was new and untried. Perhaps the inclusion of a blind child in the school would add complications to the program. The young sighted children and one blind parent helped us realize how ungrounded were our fears. As one child said, “Peggy sees with her hands and ears herself. She doesn’t need eyes.” It was the children who discovered that Michael could hear an approaching Long Island Railroad train before anyone else. When Michael announced “train coming” the children could dash up and wave to the engineer. Otherwise they missed him. Michael was held in special regard as the train announcer. We became aware of how untrained were our other senses as we lived with Michael and Peggy, who were so much more aware of sounds, feels, tastes, smells, not because their senses were different but only better trained. Now we can help all children enjoy recording their voice on a tape recorder, make feeling books using textures instead of pictures, taste dough throughout the making process.

Michael’s father was holding a paper coffee cup at a parent’s workday. He said, “The difference between my boy and other blind children, and other children who see, is that when he holds this cup he starts asking me why it is round, why is it paper and not plastic, why is the bottom put in this way, until I feel my brains stretch to answer him. He thinks about it and pretty soon he knows more about that cup than any of us. It’s like that with everything. He knows more about cars than many grownups.”

Michael and Peggy helped us enlarge our concept of how to learn and how to help other children learn. They made
us much more alert in choosing equipment for all children at school. They helped us realize that children have the same basic needs for acceptance and achievement whether they are sighted or blind. Students training to be teachers of elementary or early childhood classes became aware of the advantages to everyone concerned of having a blind child as part of a group of sighted children. Many of them became interested in the problems of education of blind children. Two students, who worked with us as student teachers, became teachers in a nursery for blind children. There are problems and challenges. For example, when is a blind child ready to cope with a sighted group? How do we help teachers and students so that they can be matter-of-fact and also skilled in helping a blind child and the group? How do we ease the feelings of the parents of a blind child who are faced vividly with the reality of their child’s handicap when they observe him in a group of sighted children?

But our experience has been thoroughly positive and all of us feel much richer for having known Michael and Peggy.

III. DENIAL and INFANTILIZATION: Two Pitfalls in the Choice of Setting

WILFRED C. HULSE, M.D.

The very interesting and stimulating discussion about segregated versus non-segregated nursery school settings for children with early complete or nearly complete lack of vision clearly shows the highly complicated area of human relations and human learning which we face in our daily work with blind and multiphasically retarded young children. It is obvious that we can never establish on the basis of principle alone a preference for one or the other of two educational approaches to the severely handicapped; our problem is to select carefully those children who still need to attend a segregated school (i.e., those who cannot or should not yet be exposed daily to rough and only mildly protected living contact with sighted and non-handicapped children); and, on the other hand, those children who will profit most from integrated classes (i.e., those who are not only hungry for but are also ready to benefit from the environmental stimulation and living experience provided by contact with a non-selected peer group).

Those of us who regularly participate in this kind of consultation and decision-making, who know well and live closely with teachers and parents of blind and brain-damaged children, appreciate how difficult the decision can be made by two common, largely emotional tendencies on the part of the parent or his substitute, primarily the teacher, which threaten the upbringing of all, but especially of handicapped children: the tendency toward denial or toward infantilization. Calling these

Dr. Hulse is associate attending psychiatrist at the Mount Sinai Hospital in New York City, and chief consultant psychiatrist at the New York Guild for the Jewish Blind.
tendencies a threat does not mean that they are insurmountable obstacles to sound decisions, provided that they are dealt with carefully and with discrimination, and that we who make the decisions are aware of such tendencies and can therefore control them. But they have an inclination to go underground and to govern the parents’ or our own decisions: then they can become dangerous and damaging.

Denial

Let’s first take a look at our tendency toward denial, i.e., the assertion that these children are not blind, or at least, not completely blind. The most common form of denial professes that blindness is actually only a minor handicap; that it can be overcome by the use of other senses; and that, in dealing with blind persons, we should do our best to avoid making them feel that we have abilities which they don’t have. In short, we should handle them or talk to them as though they were not blind.

There are mixtures of reality and fantasy in all of these attitudes; they have usually a greater relationship to our own deep-seated attitudes toward blindness than to the reality situation of the child before us. Let me state from the very outset that, medically, I am convinced that a good number of our children are not as blind as they have been pronounced by some ophthalmologists. The eye specialists occasionally tend to stand firmly on the basis of measurable vision and to pronounce children totally blind when vision is not measurable. But our ophthalmologic equipment to measure minimal vision has its limitations; children are very often uncooperative during testing, and it is medically completely conceivable that under certain constellations of light and position, light and even images can be received and recognized in a flashlike way by people who, for everyday practical purposes, are blind. This can be true in the case of retrolental fibroplasia, many congenital and other cataracts, or optical nerve atrophies. Mothers who occasionally observe in blind children reactions that point to occasional vision should be helped by careful counseling to accept the limited value of such experiences, but they should not be summarily dismissed as fantastic fools and victims of wishful thinking.

We who work in the field know, of course, that blindness is a serious defect, a threat of dependency and invalidism. As such it is of tremendous importance to the afflicted. It has to be treated with dignity and respect; its severity should be faced and should never be denied or minimized. But unconsciously, and even consciously, we cannot help but fall often into the traps that parents of blind children, and even blind adults, have set up for us. Blind persons—we are told—often “like” to be handled or spoken to as if they had vision. And deep in our own unconscious we, too, like to deny their blindness. We do it often for our own sake: we do not like to face severe castration symptoms in others, as we apply them to ourselves. Childhood fears of blindness are revived; there is hardly one among us who as a child did not fear that he would be blinded, punished for some imagined sin: peeping or any kind of infantile voyeurism—looking at the forbidden. Who has not as a child looked into the sun and been told that he could become blind from it or that he would “spoil his eyes forever” when reading an exciting love story in the dark without glasses?

All of us, therefore, like to play little games of denial. We say “look here!” to a blind child, or “see what you have done” when he breaks a plate. And the child cooperates, feels that he pleases us, although he has actually no idea at
all (if he was blinded early in life) what we are talking about when we say "see." There, however, lies the great danger: this make-believe which tries to "protect" the blind child against something he never could nor should be protected against: the reality that he has no vision.

To tell you the truth, I do not like at all the story we heard about the blind little boy who tripped into the sighted child's toys. The angry sighted boy, when finally appeased, said to him: "Why don't you wear glasses?" And, meekly, the blind child answered: "You are right, I will get me some glasses." And every child in the nursery laughed, and so did the audience when the story was told! Why do I, for one, not laugh at this?

The emotional development of this child (according to our accepted present-day concepts) must suffer severe traumatization in a constellation where the majority of peers and adults force on him the denial of a personal trait of which he must be aware every minute—his blindness. For the sake of momentary acceptance he makes a supreme sacrifice of his weak ego: his greatest tragedy becomes a joke! It is this kind of environmental conflict which is most likely the greatest single contributing factor in the type of depressed character states which we find later in so many severely handicapped individuals whose physical disability started in early childhood. Depression and hostility are the ego defenses that the cripple so frequently develops—character attitudes which actually have very limited ego-protective values.

To deny the child the acceptance of his defect is a frequent mechanism observed in our years of group counseling with the parents of blind children. They start out in early group sessions trying to persuade other parents that there is really nothing to complain about: blind children supposedly are just like all other children. But as the counseling process goes on it reveals that these denying parents are actually the weakest ones, that they have no defenses at all that can stand up against reality, and that they falter at every minor crisis of the child which can be handled well by other parents who grope with their severe problems, who complain and gripe, but who, by doing so, work their problems through. This observation parallels a well-known combat experience in wartime. Soldiers who deny all fear in pre-combat conversations are much more liable to break down in combat than those who prepare themselves by admitting beforehand that they are scared to death.

Infantilization

If we now discuss what looks like the opposite of denial in the upbringing of the blind child, namely, infantilization and over-protection of a supposedly completely helpless child, we will realize very soon that infantilization is also a form of denial, but a somewhat different one. This time, it is not the blindness of the child that is denied. What is denied by the parents (and consequently often also by the child) is the very existence of the child as a growing human being. It is usually severe guilt feelings in the parent that make him deny the human nature of his blind child, make him regard the child as a kind of only partly animated chunk of human flesh to be treated not only as unable to see but also assumed to be unable to hear, to smell, to feel anything, to learn simple tasks, or to react to the environment. There are many degrees in this kind of mishandling of the blind child.

It seems from our experience that over-protection of the blind child originates in a number of primitive reactions which blindness causes in the parent.
The lack of response to visual stimulation by the parent (smiling and other mimicking, as expressed by the common saying: “Look at me when I speak to you”) is often felt as rejection and seems to make it difficult for many parents to identify with their own child. Fantasies of divine punishment for sinful behavior as the cause of blindness subconsciously induce the parents’ feeling that this is not a human being but a kind of monstrosity. We have occasionally observed parents to act in the presence of the child as if he were not present, or at least as if he were deaf, too. They often fail to teach the child anything, even those functions that are not usually taught in our culture by visual demonstration, such as toilet training or sex identification.

The actual existing difficulties in the training of a blind child are fantastically exaggerated by these parents, who then develop a kind of concept that their child is not only blind but somehow brittle and fragile and might disintegrate on minor trauma. The danger of having blind children bump into each other or into an adult or a piece of furniture becomes a nightmare for these adults. It is difficult for them to admit that a blind child, like every other human being, needs a mixture of good and bad experiences in growing up. Trying to protect a child from all pain makes him helpless and unfit for life.

Such attitudes, of course, carry subtle and hidden gratifications for some parents, especially mothers who would have had emotional difficulties with weaning their sighted children from their own dominance. Blind children give themselves more easily to permanent babyhood, and mothers who cannot easily release children from the original symbiotic state have to be carefully diagnosed and treated if they have a blind child. All of us probably have some exaggerated anxieties about the helplessness of the blind child; all of us are threatened by the autistic aspects of the behavior of blind young children; and all of us, more or less, are tempted to over-react to the blind child in one way or another because of our own anxieties which he arouses. All children need adults for stimulation in order to grow up. The blind child, however, being deprived of the continuous visual stimulation which we enjoy, needs more adult stimulation that the sighted. But here again, maximum stimulation and optimum stimulation are not identical; and we are only now slowly gaining some understanding of the different factors involved in this interplay. One of these factors certainly is the exaggerated anxiety aroused in most sighted people by childhood blindness.

Summary

It was our intention to present here a few of the observations which we have made in our intensive work with blind young children and their parents. These observations have been amplified and verified by an intensive exchange of self-observations, communicated freely among our staff members. Our observations should not be generalized. We are far from stating: “This is how all parents of blind children react.” There is no such thing as a common or “general” reaction. There are many, and they exist in various degrees. We have singled out two of them, denial and infantilization, and have described experiences from our everyday dealings and from our awareness that in our teamwork of nursery school teachers, social workers, speech teachers, pediatricians, psychologists and psychiatrists, most of our work is devoted not only to blindness but to the reactions which blindness creates in those afflicted by it and those who are close to the upbringing of the blind child.
Recording Textbooks
For The Blind

CAROL TROSCH

In May of this year, Recording for the Blind, Inc., passed its seventh anniversary as a national organization dedicated to recording textbooks for blind college students and adults interested in books of an educational nature.

The present organization is the outgrowth of a committee originally formed to record books for blinded veterans of World War II. The committee consisted of a group of women eager to help; their “office” was housed in space lent them by the New York Public Library; their equipment consisted of one SoundScriber machine. The embryo organization might have founded, like so many other good ideas started by willing and enthusiastic amateurs, had it not been for the high standards of the first president, Mrs. Ranald H. Macdonald, Jr.

Her goal was simple and sensible: records intelligibly read by someone familiar with the subject matter.

With these standards established, the Fund for Adult Education made the committee a three-year terminal grant, so that it might become a national organization in the field of higher education for the blind.

Until recently, all of the organization’s recording was done directly on SoundScriber machines at 33 1/3 rpm. One disadvantage of this method was that one copy at a time was produced, which necessitated re-recording in case of loss, damage or wear; and if the text was needed by several students, long periods of waiting were often entailed. However, through the cooperation of the American Foundation for the Blind and its duplicating facilities, multiple copies of books were occasionally provided, during the period from Spring 1952 to Summer 1957, from original tapes of books.

About two years ago, Dr. Peter C. Goldmark, president of CBS Laboratories, and a director of Recording for the Blind, Inc., took as his special interest the development of a new technique of recording at slower speed and in multiple copies. Under his direction, RFB converted to a new procedure in which the reading is first recorded on tapes, and then transcribed to discs at 16 2/3 rpm. This method has improved both the quality and quantity of recording. At the slower speed, one seven-inch disc can take nearly one hour’s reading, or twice as much as under the old method. With the cooperation of the New York Library, which gave space in the basement of its Fifty-eighth Street Branch, and with a generous donation of embossing equipment from the American Foundation for the Blind, RFB has set up its production center in the Fifty-eighth Street Library with a total of ninety-six turntables.

Today, in its regular textbook program, RFB makes from three to twelve copies of each book. One goes to the student who originally requested it; one is retained as a master for re-recording if necessary; and the balance go to the public libraries serving the blind. To keep up with the student’s schedule,
RFB doesn’t necessarily wait until the completion of a book before sending it out; the records are sent out on installation so that the student may keep abreast of assignments from week to week.

In addition to this regular textbook program, RFB maintains a special program of monitored recording of standard or classical educational books. These are selected by some thirteen learned societies in America. Unlike the regular textbook field, where, in the interest of speed, books are read by more than one person, monitored books have a single reader assigned to them, the reading is monitored and the finished records are as nearly professional as possible. These recordings are produced in from twelve to thirty-six copies.

In its seven years of existence over 4,000 books have been recorded. Not all of these titles are extant today, of course, since most of them were produced in single copies only. Where demand warrants, titles are re-recorded. RFB records material for the individual student upon request, and its list of recorded books reflects the wide range and scope of students’ interests and pursuits.

The service is free to any blind student who makes application for it. The organization is able to operate without subsidy or endowment because of the nearly 1,500 volunteers who give so generously of their time and efforts. The present operating budget of approximately $168,000 is raised through voluntary contributions and gifts from foundations.

RFB now has thirteen recording units from Los Angeles to New York. Each unit operates under a charter which requires it to observe certain standards of performance, but the units have a considerable degree of independence, raise their own funds and recruit their own volunteers. While units generally get a cross section of books in all subjects, certain books in difficult and highly specialized fields are assigned to those units that are best able to handle them. Books on nuclear physics and higher mathematics, for example, tend to go to Oak Ridge, Tennessee, to Princeton or to Denver; the New York unit has a particularly good group of lawyer-readers, etc.

The recorded textbook is only one of the three principal instruments of learning for the blind. The reader who comes in person is important, and can give to the student a personal quality of confidence and interest that is often helpful; and braille books will always remain a basic tool. The wise student will probably make use of all three instruments, but the recorded book does give to him an independence, an ease of handling and a round-the-clock availability which are of value. Many blind students write that their decision to enter college or attempt a course of training depends upon their ability to obtain the recorded textbooks.

This year RFB expects to record about 600 books in around 2,400 copies. The work will be interrupted somewhat by further reconstruction of the basement of the Fifty-eighth Street Library. When this project is completed, the administrative staff, now housed in separate rented quarters, will be united with the production staff. This should result in a more efficient operation, and RFB should be able to catch up with the demand for educational material at the college and adult level, which increases literally every day. On that point RFB will have to come to a decision as to how helpful it can be on entering an even larger field—that of the blind high school student. Already Recording for the Blind, Inc., is under considerable pressure from states, welfare agencies and individuals to extend its educational program to the public schools.

262

THE NEW OUTLOOK
The forty-fourth convention of the American Association of Instructors of the Blind, held at the Washington State School for the Blind in Vancouver, marked the first time in many years that one of these biennial meetings had been held on the West Coast. Both Superintendent Byron Berhow of the state school for the blind and Superintendent Virgil W. Epperson of the school for the deaf and their staffs deserve much credit for a well coordinated affair.

Attendance at this convention was somewhat below those held in the eastern and central area of the country, probably because of population dispersal and distances involved.

Regardless of the size of the attendance, the 1958 AAIB convention can be said to have been highly successful and one that should be viewed as having historic significance. A glance at the membership report submitted by Chairman Max Woolly, superintendent, Arkansas School for the Blind, showed a 58.3 per cent gain with 1,247 members registered before the convention. This represents membership from forty-six residential schools, including three Canadian schools, forty-one public schools and fourteen miscellaneous agencies. Of significant interest was the attendance of representatives from an organization of parents of blind children. It would appear that AAIB is a growing organization, serving the needs of those from several important areas.

Teachers, administrators, and other workers attending the convention enrolled in twenty-three separate workshop groups that met during five two-hour sessions. Serving as coordinator of the workshops was Dorothy Misbach, consultant in education of the visually handicapped in the Bureau of Special Education, California State Department of Education. Miss Misbach, in addressing the group at the beginning of the convention, suggested a number of broad problems for the membership to consider in their various group discussions. These included the needs of the multiply handicapped—specifically, the mentally retarded, the emotionally disturbed, the cerebral palsied and the hard of hearing; the low-visioned child; the social and psychological aspects of blindness; curriculum building; professional improvement and accreditation.

As always the workshops provided everyone with an excellent opportunity to contribute as well as to gain valuable professional knowledge. One or two workshops included field trips on their agendas, while still others provided speakers for certain of their meetings. Many of these groups had maintained continuity of activities between conventions, some through correspondence and...
others by holding regional meetings. Therefore, in spite of reduced general attendance, the groups were relatively well organized before the convention.

Committee Reports on School Standards Study

In addition to the workshops, there were nine general sessions at which a number of important events took place. Among these was the report of the Evaluation Committee submitted by Superintendent Egbert N. Peeler of the North Carolina School. This report consisted of a summary of minimum standards for schools for the blind, which were derived from a series of questionnaires sent to various schools and individuals in the field. It was emphasized by the chairman that this setting of standards in academic, vocational and guidance areas was in keeping with similar standards set by the many different associations of public schools, private schools and colleges throughout the country. Copies of the report were made available to the various workshops for their consideration and constructive suggestions. The chairman expressed the hope that this present study would be expanded and be re-evaluated periodically.

Mention should also be made of the two panels that were presented at the general meetings: one dealing with problems of the preschool blind child and the other consisting of a series of reports of occupational success delivered by a group of visually handicapped persons. The occupational fields represented on this latter panel included dictaphone typing, film processing, general selling, independent business enterprise, law, massage, music therapy, piano servicing, teaching and social work. Too often teachers and workers from other disciplines are apt to suffer from seeing their problems in limited perspective. Each of the two panels mentioned made a real contribution in presenting a broadened view of the problems met by visually handicapped individuals in all age groups.

Dr. M. Robert Barnett, executive director of the American Foundation for the Blind, presented a report of his organization's activities, especially as they related to the interest of the AAIB. Dr. Barnett stated that the American Foundation stood ready to assist AAIB in its various training courses and similar enterprises as it already has done in the past. It was brought to the membership's attention that through special grants, AFB had made possible three training programs for houseparents as well as a workshop in arts and crafts. It was gratifying to all to learn of the continuing and expanding cooperation between these two national organizations for the blind.

Another important and significant report was made by Superintendent Finis Davis of the American Printing House for the Blind. A highlight of Mr. Davis' report was his description of new and improved processes that should expand the variety and quantity of reading materials for the blind.

Members Discuss Organizational Changes

Another convention highlight took place at the business meeting when a constitutional amendment was proposed to enable the board of directors of the AAIB to select a permanent office and to employ an executive secretary. Following the proposed amendment, there was a lively discussion in which members expressed their views pro and con. Some felt that the association was not ready for such an office at this time, but the proponents of the amendments indicated that with the increased scope of activities, AAIB had become too great a burden and responsibility for volunteers to adequately maintain. A sum-
mary of points made by AAIB’s new president, Donald Overbeay, and others, indicated that a full-time executive secretary could:

1. Assume part-time the duties of the present secretary-treasurer in maintaining the registry and dues, handling details of the biennial conventions, and editing and preparing for publication the biennial Proceedings.

2. Handle routine correspondence and details for the president and program chairman.

3. Direct the annual membership drive.

4. Organize and carry out surveys.

5. Promote public relations.

6. Serve as liaison between the board and those requesting workshop grants.

7. Provide a permanent headquarters to which inquiries from members and others might be sent.

8. Help establish a continuing income from legitimate and professionally acceptable sources.

9. Prepare, publish, and distribute at cost pamphlets on otherwise unavailable materials.

10. Solicit, edit and prepare articles for publication in the AAIB’s official publication, The International Journal for the Education of the Blind.

When the vote was taken the amendment was passed by a somewhat better than two-thirds majority. One cannot say just when this historic legislation will be implemented, but the way has been paved for eventual centralization of this important professional organization.

**Convention Reports #2**

**National Federation of The Blind**

*Specially Written for the New Outlook by*

Robert A. Wilkin

*Staff Writer, The Christian Science Monitor*

It looked like another quiet Fourth of July in Boston. But only until the National Federation of the Blind, meeting at the Somerset Hotel in its eighteenth annual convention, began its first round of resolutions. Then the fireworks started.

Resolution 1568 was a proposal to censure the Illinois chapter of the Federation. Among the “whereases” crackled such words and phrases as “slanderous,” “giving aid and comfort to enemies of the organized blind movement,” etc.

Sometime in the weeks before the opening of the convention, the Illinois group (according to testimony delivered on the convention floor by delegates representing Illinois) had done a great deal of soul searching and spade work into what they considered undesirable aspects of the internal operation of the NFB. They arrived at several conclusions concerning what they thought should be done to put the organization’s house in order. These conclusions were reproduced in the form of a report and promulgated to other state organizations making up the National Federation of the Blind.

The report declared emphatically that it was not to be construed as being directed at any one person or persons now serving the Federation. It suggested, among other things, that the national group find a permanent office
location, and that an executive secretary be engaged by the organization to operate on a full-time basis.

These and other proposed measures suggested that the Illinois membership disparaged what some members of other state delegations at the convention alluded to as the "paternal dictatorship" of the organization's president, Dr. Jacobus tenBroek. Dr. tenBroek has been the Federation's executive officer since its inception in 1940.

Argument to censure the Illinois chapter consumed the entire afternoon session of the opening day. The chairman of the convention, Dr. tenBroek, obviously wanted the condemnation resolution passed. At day's end, a rather emotionally-spent convention voted 29-14 in favor of the resolution to censure Illinois.

However, this was by no means the end of the insurrection. In one form or another, it was to be the chief topic of conversation wherever Federation members gathered.

"It's the first time anything like this ever happened—it's bad for the organization," was the theme of the more reactionary members who favored the eighteen-year status quo.

"It's about time this happened—getting it out in the open is good for the organization," said the other camp.

The slightly more than 2-to-1 vote of the delegates, according to the drift of conversation in the corridors, did not reflect the true tenor of the assembly's will. The wording of the resolution was so constructed, pointed out countless members, that to vote against it was tantamount to casting a "no confidence" ballot at the president. Censuring a fellow state organization seemed the lesser of two evils. It appeared to observers that the majority of the votes in favor of censuring Illinois for its criticism of the executive situation were cast amid feelings of misgivings.

Before the vote was finally taken, many delegates had requested that the balloting be held off until the following day so that the 700 members might give the matter some quiet thought in the privacy of their hotel rooms. Each state has only one vote. The official state delegates wanted time to discuss this vital and far-reaching issue with other members of their delegations to make sure their vote represented the collective thought of their particular groups.

This, of course, would have been to the disadvantage of the resolution's sponsors, who wanted a quick vote—and who had the chair on their side. They got their quick vote.

"But," said many who had opposed the censuring resolution, "the handwriting is on the wall." They pointed out that those who had voted to censure Illinois had, in reality, set a precedent aimed at forbidding states the right to circulate among themselves material concerning the affairs of their national federation—a case of states' rights subjected to the national body.

"And that," opined one observer, "is a case of the tail wagging the dog. Even those people who voted for the resolution today aren't going to stand for that very long."

Settling down to the real business and raison d'être of the meeting, the convention turned to issues of far-reaching import to the nation's blind, Federation members or otherwise.

Public Assistance Legislation

Particular attention was given to H.R.12269, introduced by Thomas B. Curtis, congressman of Missouri. The provisions of this bill would, if passed, represent a sizable step toward the rehabilitation and independence of the nation's blind population.

"... This legislation would bring federal public assistance policy into conformity with the growing congres-
sional and general emphasis on rehabilitation of the disabled as embodied in the 1950 amendment exempting $50 per month of earned income from consideration in determining need and by the 1956 amendments making self-support and self-care explicit objectives of the Social Security Act; . . .” Actually, the adoption of H.R.12269 would enable states to have greater latitude and flexibility in experimenting with more progressive systems and theories aimed toward total rehabilitation and integration of this minority into the nation’s economy.

Another piece of federal legislation dealing with the same subject and whose passage was urged by the Federation was H.R.8131. Salient among this bill’s proposals were: That all blind recipients of public assistance be given incentive by granting them increased exemptions of earned income up to $1,000 per year. Recipients would be entitled to possess at least $3,000 in real and personal property. Legal responsibility to contribute to the support of recipients would be abolished in determining eligibility. Minimum payments would be equal in all states. Ceiling on federal financial participation would be raised from $60 to $75. The federal government would also pay 6/7 of the first $35 of average monthly payments instead of the 4/5 of the first $30 paid on the average under the current law.

Residence Requirements; Books for the Blind

H.R.8437, a bill introduced by Congressman Walter S. Baring of Nevada, which would prohibit any residence requirements in state public assistance programs for the blind, was enthusiastically endorsed by the convention.

Dealing with another facet of rehabilitation, the convention urged the Library of Congress to take all measures appropriate to improvement of its collection of books for blind users. It was indicated that the Federation viewed the Library’s assortment of literature for blind users as inadequate at the moment. It was pointed out that there is no limitation by law upon the amount of money which may be spent by the Library of Congress in accumulating and making available books for the non-sighted reader.

The convention urged that, in addition to making the offerings of the Library to the blind reader better quantitatively, the Library also consult scholars, authoritative and qualified in making the selections from the several fields of literature. Further, the president of the Federation was asked to appoint a committee to explore the possibility of a regular exchange of all books for blind users between the Library of Congress and the corresponding institution of other nations.

Civil Service Employment

Turning to the area of Civil Service, the convention urged the United States Civil Service Commission to amend the present announcement for the position of shorthand reporter by removing the barriers to the use of closed-microphone recording equipment.

According to the resolution, an increasing number of blind persons have been employed as shorthand reporters under Civil Service requirements and have performed their duties successfully and efficiently using closed-microphone recording equipment. The current Civil Service announcement for the position of shorthand reporter specifically states under “Physical Requirements” that blind persons will be admitted to the examination. Paradoxically, however, the same announcement specifically bars the use of closed-microphone equipment, which is a requisite if a blind person is to do the job.
As a general practice, however, the United States Civil Service Commission continues to make what the Federation called in one resolution, "large and significant strides in the pursuit of an enlightened policy of opening to the blind all classifications of positions unless it can reasonably be shown that all the jobs within a particular classification require the use of eyesight as an indispensable element in the performance of the necessary tasks."

Sheltered Employment and Compensation Benefits

Concerning sheltered shops, the Federation dealt with the problem of compensation benefits. A resolution pointed out that charitable non-profit organizations, under which the great majority of sheltered workshops for the blind are classified, are exempt from the employers’ tax as provided in the taxation provisions of the federal unemployment insurance law. The resolution states that the NFB desires to be on record "as endorsing a sound proposal to have sheltered workshops covered by unemployment compensation benefits for the blind workers therein employed."

It was stressed that unemployment compensation should be available to blind persons during periods of unemployment on the same basis as all other workers. In fact, "the impact of unemployment is even greater for the blind employee of a sheltered workshop. . . ."

A resolution related to this situation called for the establishment of a uniform minimum wage in all the states. During the discussion of this resolution, it was related from the floor how there was at least one section of the country in which the operators of sheltered shops were allowed to pay their employees as little as ten cents an hour. One operator, it was reported, has petitioned his state agency to reduce the minimum-wage to one cent an hour.

Other Resolutions

The Federation urged the Postmaster General to remove a postmaster who had been particularly antagonistic to the Federation's greeting card mailing program.

In another instance, it was resolved that the Federation ask the director of the Office of Vocational Rehabilitation, Department of Health, Education and Welfare, to take whatever steps may be necessary to restore the Missouri Bureau for the Blind to its rightful place as the licensing agency for the snack bar cafeteria in the main Kansas City, Missouri, post office.

This resolve stemmed from a situation wherein, in conformity with the provisions of the Randolph-Sheppard Act, the Missouri Bureau for the Blind had been designated as the licensing agency in that state for blind-operated vending stands and snack bars, and had accordingly installed such a stand in the Kansas City main post office, which subsequently was arbitrarily transferred to the custody of a postal workers' committee when a new postmaster was appointed.

Further Dissension

Unrest within the organization came to the fore again with the reading of a proposed constitutional amendment known familiarly as the "Card amendment," as it was attributed to the first vice-president, George Card of Wisconsin. In effect, the amendment was to write into the constitution the powers and duties of the convention, the executive committee, and the president.

The debate centered around the powers of the president in general, and, in particular, his activities in specific areas such as: appointing all committees of the Federation except the executive committee; coordinating all activities of the Federation including the work of...
other officers and of committees; and (this was another vital area of argument) the hiring and firing of staff members and other employees. Apparently, a formerly employed executive secretary had been ousted by the president and a segment of the membership resented this action.

There was nothing really new or different in the proposals of the Card amendment pertaining to the president’s duties. It simply set down in black and white the president’s activities for the past eighteen years and asked the convention to write them into the constitution. This the convention did, 29-14, but not until after long and serious debate that once again gave portent of a more democratic form of government eventually becoming accepted by and for the Federation.

The discussion centered at one time on the president’s power to spend the Federation’s money on a day-to-day basis without consulting anyone.

“If we are asking the federal government to confer with us, the blind, on the use of federal funds, it is hypocritical of us not to grant the same courtesy to our own people,” spoke an opponent of presidential autocracy from the floor. He was referring to the so-called Kennedy bill now before the Senate. This bill and similar legislation introduced in the House of Representatives would direct the states to consult with the organized blind in matters involving the expenditure of federal funds for use by the blind.

This statement concerning the management of the Federation’s $125,000 budget and the following statements were contributed by a member of the organization’s executive committee. He is a westerner, a lawyer. He manifested the ability to understand how the Federation appeared to outsiders—to the public, to the government, to agencies for the blind. His logic and impersonal, forthright delivery seemed to synthesize and give voice to the hopes of all opposed to the alleged autocratic behavior of the hierarchy.

“As it stands now,” he said, “the executive committee is a hollow shell. The executive committee is chosen from the rank and file of the membership. It should represent the several states in such internal affairs as the hiring and firing of the staff and the handling of our budget.

“This growing organization has responsibility to the public and its own members to govern its own finances. We are mature enough so we don’t have to say ‘you make our decisions for us, please.’ With all the good workers we have in our organization we should be able to discuss our problems and make intelligent decisions that represent what’s best for our individual chapters, our state organizations, and our national federation. If we can’t—we’d better stop all this criticizing of agencies for the blind for making decisions for us.”

Harking back to the hierarchy-directed censuring of the Illinois chapter for discussing improvements for the National Federation among the states themselves, he said:

“We are going to keep right on expressing ourselves any time we think we have something to say in the interest of blind people.” Referring to democratic principles of management, he stated: “Responsibility must be spread throughout our authorized committees—just as it is in any well-run organization. We must have clear-cut accounting procedures and reporting procedures.”

Perhaps heralding things to come, before the vote on the amendment was taken, a delegate asked that the amendment be tabled and a committee appointed to study and rewrite the entire constitution of the National Federation of the Blind.
A program designed to improve and expand library service to blind children has been launched by the New York Public Library's Library for the Blind. To carry out the combined research and service program, the library has appointed Effie Lee Morris to the newly created post of children's specialist. Miss Morris is the first children's librarian in any of the nation's public libraries to be assigned to work with blind youngsters.

The children's specialist will provide expert reading guidance to blind children and their parents, will encourage the use of the library's resources, and will attempt to extend service to blind children within the library's federal district who are not yet being reached. In addition, her work during the coming year will include a survey of existing library facilities for young readers and the development of standards of satisfactory service. The results of the
study and service program will be made available to libraries throughout the country.

Another phase of the project will be an inventory of titles now available in braille and talking book form, and a study of potential sources for the production of needed titles. Available books will be evaluated, and annotated reading guides and program lists will be drawn up for the use of children, parents and teachers. Miss Morris will report her findings to the Library of Congress, which, through federal appropriation, supplies the great majority of books to the country's twenty-eight regional libraries for the blind, and to existing volunteer groups which produce braille and talking books.

Meeting the Need

The library will also commission the preparation of titles needed and not due to be received from existing sources, and will investigate new methods and materials needed to supply them.

Library service to blind children was extremely limited until 1952, when the Library of Congress was authorized to use federal funds to produce juvenile books for distribution by the regional libraries for the blind. The federal district served by the New York Library includes Long Island, Connecticut, Puerto Rico, and the Virgin Islands, as well as Greater New York. The present project was made possible by a grant from the New York Community Trust and a bequest from the late Misses Mary L. and Jane W. Williams.

Effie Lee Morris, the new children's specialist, has been with the New York Public Library since 1955. She attended the University of Chicago and Western Reserve University, from which she received the bachelor of arts and the bachelor and master of library science degrees. From 1946 to 1955, she served the Cleveland Public Library system as a children's librarian, except for a one-year leave of absence to teach courses in library service to children at Atlanta University's School of Library Science. She has served with the American Library Association as secretary of its Children's Services Division, as a member of its Newbery-Caldecott Awards Committee, and as chairman of its Distinguished Books Committee. She is currently advertising manager of Top of the News, the official publication of the children's and young adult services division of the organization.

Recently Received Dutton Macrae Award

On July 16, Miss Morris was presented with the annual $1,000 E. P. Dutton-John Macrae Award for the Advancement of Library Service to Children and Young People. The award was given to Miss Morris for her project, "Programming for Children in Public Libraries." Presentation was made at the Seventy-seventh Annual Conference of the American Library Association, in San Francisco. The award was established in 1952 by the E. P. Dutton Company in honor of two former presidents of the publishing firm.

The citation read in part:

"Throughout her career Effie Lee Morris has shown vision, creative power, and a rare understanding of human and social values. In the development of programs and activities for children she is creative and enthusiastic, and her achievements in this respect warrant recognition. The project for which this award is granted, 'Programming for Children in Public Libraries,' provides an opportunity to bring the harvest of her experience and knowledge to the aid of others to whom it should be an inspiration . . . and the manual, when it appears in book form, will be a significant contribution to the literature on service to children . . . ."
It was our privilege to attend part of this year's National Industries for the Blind conference in Minneapolis. This was the first time we had ever attended the annual meeting of this organization; and, following the theory that registering first impressions is useful, we present here a few such impressions.

There was a pronounced feeling of unity of purpose in the gathering, which was made up of representatives of workshops for the blind from all parts of the country. The fact is (and it is apparent when one observes the group firsthand) that the membership of NIB is cooperative. Individual members from the various shops and agencies are conversant with the situations of the others; whatever competition or professional rivalry may ever be found in other areas of work for the blind, there truly is a minimum of this sort of thing among the workshops. There is, among its administrators and to an encouraging extent among staff personnel, one is led to judge, a genuine concern for blind people, which expresses itself first in terms of the responsibility of a workshop to provide a helpful service for blind individuals, and at the same time, in a justifiable compulsion to achieve and to maintain the highest business efficiency consonant with the primary aim of service.

All of the foregoing is observable at a meeting such as the one in Minneapolis. National Industries for the Blind can be expected to be composed of those shops whose administrations aspire to the highest attainable standards of service to blind people and of business efficiency. But no one who is at all familiar with the total workshop picture in this country can fail to know that there are other shops whose programs cannot be so described. Until measures are taken to correct conditions in some shops that violate respect for the dignity of the workers employed, the operation of such shops not only is unjustifiable but must be condemned.

While well-deserved approbation of NIB is expressed on the one hand, the first-time visitor to the conference also has questions that might point to goals still not achieved. The newcomer could, on the basis of discussions audited in the formal meetings and in corridor remarks, easily suspect that something was still needed in the way of constant rapport on the ultimate purposes of workshops for the blind. The hard realities of business competition, labor efficiency or inefficiency, labor turnover, marketing and selling, product inspection and testing—such realities complicate and make more difficult the maintenance of high standards of service to blind persons, an ideal that some shops find more difficult to achieve than others. To the extent that some fall short, there is need to remind and exhort as to goals to keep in mind.

One must criticize only with hesitancy what seems like slow acceptance of uniform standards of service and of products and efficiency, taking into account the peculiar problems of individual shops. And anyway, considering the original circumstances of the organization of NIB into a nation-wide association of workshops—the need for facilitating allocation of production and sales in government contracts under the Wagner-O'Day Act—it is to be expected that the emphasis upon that program has commanded the major attention of the organization. Nevertheless, the Min-
neapolis meeting did also concern itself
with workshop activities outside the
Wagner-O'Day program.

What seemed to us the outstanding
confirmation of the validity of the NIB
organization, at the Minneapolis meet¬
ing, was the generous participation and
contribution of several successful execu¬
tives of industries in the Minneapolis
community. These busy men gave freely
and enthusiastically of their valuable
time and experience in their respective
specializations because they obviously
were "sold" on the program and aims
of NIB. Their presence, their interest
and their realistic approach to solving
successfully the problems of employing
labor, serving human beings, and pro¬
ducing goods and selling them at a
profit were to this "outsider" an inspi¬
ration.

In this connection, we must close,
without enthusiasm, on the most critical
note of all. The participating business
specialists brought to the discussions a
wealth of practical experience and sug¬
gestions for applying certain business
principles to workshop operations. In
view of their valuable contribution, it
seemed to us a bit ungracious, as well
as short-sighted, to have even an isolated
instance or two of deprecation of their
ideas. One might even be pardoned
a momentary sense of futility about the
hope that every workshop employing
blind people might avail itself of the
benefits of such an exchange of experi¬
ence. If industry values the services of
these specialists as highly as it does, could
it not be that they could be similarly
valuable to workshops if appropriated
thoughtfully and with due regard for
the differences in ultimate purposes be¬
tween "outside" industry and work¬
shops for blind people?

Some of the material presented by
participants in the Minneapolis meet¬
ing is scheduled for future publication
in these pages.—H.M.L.

Hindsight

By M. Robert Barnett

DE-SEGREGATION OF THE SIGHTED?

Many of us will recall that there have
been on occasion in the past some
rather definite opinions as to whether
a sighted member of the AAWB should
or could become its president. The be¬
ief of many that the president of our
Association should always be a blind
person was openly stated on several oc¬
casions, and it was clear that those who
held that view were genuinely sincere
and reasonable in their argument that
the presidency was one of the few op¬
portunities for a blind person to demon¬
strate leadership abilities.

It is apparent, however, that not
everyone would agree with a policy that
would irrevocably prohibit the election
of a sighted person to AAWB presi¬
dency. As a matter of fact, when the
constitution of the Association was
amended at Chicago in 1957, provision
for the automatic succession of the first
vice-president to the presidency was
adopted with no question directed to
this point. This happened in the full
knowledge that a sighted individual
was then the incumbent first vice-

president.

Despite some individual differences
of opinion, there has always been in
AAWB a rather universal agreement
that one of our professional and philo¬
sophical principles is that blindness and
sight should ideally be almost equally
mingled in programs of effort on behalf
of blind persons—meaning that AAWB
has not felt that service programs for
blind persons are best conducted either
by an all-sighted leadership or by a
leadership which totally excludes
sighted persons.
It is safe to say that there was a 100 per cent enthusiastic response to the new president’s appearance on the platform when the AAWB 1958 convention opened in Philadelphia on July 27. There are many who felt that the sincerity, the insight and the inspiration of a sighted man somehow got the convention off on a keynote whose level has never been higher. The remarkable instinct of H. A. (Pete) Wood for human service, his objective acceptance of all blind persons, and his compatibility with the subjective philosophical attitudes of all who are blind stood out to a noteworthy degree.

If any sighted person had to be chosen to help clarify whether traditional views have been right or wrong, H. A. Wood is a happy choice. Now, on behalf of all workers for the blind who are not blind, President Wood may demonstrate whether there can be desegregation of the sighted.

**POSITIVES AND NEGATIVES**

It has always been of keen personal interest to me as a blind person to consider whether when groups of us get together we contribute positively to public attitudes about blindness. I think all of us will agree that large numbers of blind persons milling in and out of a hotel at one of our several conventions certainly do attract attention. We know that we become objects of curiosity to all hotel personnel as well as to other guests who might have had the temerity to get a room in that hotel at the same time.

I was therefore particularly interested in parts of a news article in *The Christian Science Monitor* under the byline of Staff Writer Robert A. Wilkin, who is represented elsewhere in this issue by an unedited convention report written for the New Outlook. The tone of the Monitor report may or may not have been set by the editorial pencil, but in any case it seems to be one of commendation for blind people; and since it is so, I cannot help but wonder that a sophisticated newspaper should be so greatly impressed by the normalcy of the convention conduct of blind people, or why there is this implied astonishment that we who are blind are normal.

The following are excerpts from the item, indicating the positive—or would you say that in the context of such a report they are negative?—attitudes of the public:

The annual national convention of the National Federation of the Blind, held this year in Boston’s Hotel Somerset, may long stand as a bright example of how a convention should be run.

It began within minutes of the scheduled starting time on Friday morning, adjourned at 5 p.m. “on the nose” on Monday. In between, a vast amount of resolutions and orders pertaining to the more enlightened integration of this minority into society was discussed and voted upon. . . .

At the convention were farmers, nuclear physicists, lawyers, factory workers, craftsmen, independent businessmen, housewives, and schoolteachers. Some are financially independent. Others are not. . . .

Observers at the convention were impressed with the quiet efficiency and independence of the members, their innate good humor, their working conversance with parliamentary procedure, world, national, and community affairs, their zeal for study and forthright kindness to all.

In uncounted ways they demonstrated that, as they claim, blindness is not a handicap — it is simply a nuisance. Whatever limitations may be involved seem to lie in the thought of the sighted beholder, not with the majority of our sightless citizens.

**TOPPING THE TOPPER**

In the June edition of “Hindsight” we published a narrative which comprised a running account of tall stories about incidents of an amusing — and
sometimes even embarrassing—nature in which blind persons have been involved. We called the item “Can you Top This?” Among reactions received was a letter from W. Earl Quay, industrial consultant at the Pennsylvania Association for the Blind in Harrisburg. His story, we think you will agree, is taller in at least one respect, and therefore might well lay claim to having topped the toppers:

This is one that happened to me in Detroit and one which I always like to recall:

One day, I groped my way to a busy street corner and was waiting at the curb for some slight lull in the traffic, or for some kind soul to assist me across the street. As I waited, a voice from far above me said: “May I help you across?” I looked almost vertically upward to the source of the voice and accepted the offer, thinking: “My God, what a man he is.” The gentle man then took my arm, or rather my shoulder and we waited a long moment for the traffic with me wondering how anybody could be so tall. When the street cleared, we proceeded across and, Lo and Behold, it had four feet instead of two and iron shoes. My gigantic helper turned out to be a cop on horseback.

Research In Review

Conducted by Herbert Rusalem, Ed.D.

Editor’s Note: This department, which has appeared on an experimental basis for several months, has now become a regular feature of the New Outlook for the Blind. Dr. Rusalem, who will continue to conduct the column, is director of professional training at the Industrial Home for the Blind, Brooklyn, New York; and associate professor of education at Long Island University, also in Brooklyn. His most recently completed research, to be published in the near future, is The Vocational Adjustment of the Deaf-Blind Adult, one aspect of a multi-disciplinary study of the deaf-blind individual sponsored by the Industrial Home for the Blind in cooperation with the U. S. Office of Vocational Rehabilitation, and directed by George E. Keane, assistant executive director at IHB.


Within the past quarter century, attempts have been made to study and use the qualities of music to achieve desired ends in shaping or influencing men’s behavior. It was hoped that a science of music could be developed through which a systematic use of music could be charted which would assist in the solution of human problems. Out of this study has emerged the field of music therapy which perceives itself as one of the helping professions capable of assuming a significant role on the rehabilitation team.

Music has a distinguished history in the education of the blind. The literature in this area is rich and suggests that educators have long seen the value of music as a vocational and avocational tool. As a result, many schools for the blind have rich music curricula and are well equipped with instruments and instruction. However, little has been done to assess the values of music in the rehabilitation of the blind. In 1955, Jane Eddy Schapiro, working at Teachers College, Columbia University, with this reviewer as one of her advisers, prepared a doctoral thesis on “A Technique of Using the Piano in the Rehabilitation of the Blind Adult.” The emphasis in that paper was upon the techniques of instruction in piano which Dr. Schapiro had found useful in extensive teaching experience with
blind adults. However, it left largely unanswered the questions concerning the possible usefulness of music therapy in the rehabilitation of blind adults, which the Unkefer study attempts to analyze.

THE STUDY. Under a grant from the Office of Vocational Rehabilitation, a research project was undertaken at the Kansas Rehabilitation Center for the Blind to establish a “broad scoped music therapy program directly related to the particular needs of the clients participating in it.” The project was conducted for two years, during which a number of activities were carried forward, including music testing, individual and group participation in music of various types, and individual music service to meet the physical and emotional needs of the client as revealed by the rehabilitation team. In addition, the experimenter evaluated the program and made periodic reports. The staff of the project, in addition to the regular Center staff, included a full-time project director and a part-time research assistant, both of whom were professionally trained music therapists.

THE FINDINGS A number of problems were discovered in the course of providing music therapy service to groups of clients. In this framework, the activities were largely recreational—group singing, listening, dancing, and playing rhythm instruments. In terms of the degree of participation and its value as an informal entertainment device, the music therapy group had some success. However, the staff raised questions about its therapeutic contribution to the Center clients. Some staff concern was expressed in relation to the failure of clients to assume responsibility for the group rather than to respond to the “ability of the staff leader to manipulate, cajole, or entertain.” Attempts were made to change the situation by selecting clients for the therapy group and reorienting its structure. However, evaluation of the group program resulted in the conclusion that music therapy carried on in groups in this study had value primarily as recreation and diversion. It was decided that, if diversional purposes were to be served by such a program, the experience of this project suggested the use of volunteers rather than expensive professional services. It is noted that music therapy groups appear to function therapeutically only when the participants perceive themselves as a group and derive therapeutic gains from the group dynamics of the situation. The groups in this study did not achieve this level of participation.

Additional experience was obtained in working individually with sixty-one Center clients, representing about four-fifths of the total case load during the study period. Most clients were assigned for eleven weeks, although the range was from three weeks to fourteen months. The time spent in individual sessions with the music therapist varied from five one-hour periods per week to a minimum of two half-hour sessions per week. The sessions were devoted to individual instruction in singing or playing an instrument and in free listening periods. The Center supervisor, the music therapist, and the rehabilitation counselor made independent judgments on each of the sixty-one clients, indicating whether he believed that work with the music therapist was significant either in the diagnostic or adjustment phase of the total rehabilitation program of the Center. At least one member of the three-man evaluating team felt that a significant contribution had been made by music therapy in 77 per cent of the cases. At least two members of the evaluating team perceived this contribution in 49 per cent of the
cases, and all three members of the team agreed on the significance of the contribution in 23 per cent of the cases. In effect, unanimity in regard to the positive role of music therapy in the Kansas Center was found only in about one case in every four. When music therapy was judged to have made a contribution, this contribution was more frequently seen as occurring in the “adjustment,” rather than the diagnostic phase of the rehabilitation process.

Six case stories are used to illustrate the conclusion that the function of the music therapist is more than recreational or diversional. The author of the study suggests that the results justify further experimentation and use of music therapy in the rehabilitation of blind persons. It is thought that “music therapy cannot be used successfully unless it is part of a total program where a constant interchange of information among all therapists is assured both by the administrator’s decision and by the staff’s seeking attitude.”

IMPLICATIONS. It would be simple, and probably valid, to indicate that the research methodology and techniques employed in this study are questionable, throwing some of the findings into doubt. If this is all that can be done, there is little justification for the publication of this review of research. Clearly, it is important to caution the reader about accepting wholeheartedly the results of this study as reliable indications of the values and shortcomings of music therapy and how this new discipline may contribute to rehabilitation programs for blind persons. Because of the limitations of the study, this caution is now offered, but it seems that a more important implication for our field is manifest in this study.

The following comment is therefore incidental to the study in question, though occasioned by it.

The field of service to the blind has only recently responded to research as an instrument which may assist agencies to solve critical problems. There are still situations in which administrators and staffs are “dragging their feet,” in the belief that there is no alternative for lengthy experience in learning the best ways of solving professional problems in our field. However, within recent years, the response to research has been gratifying. Agencies throughout the country have applied for research grants and have developed effective projects. We are still in the period of “tryout.” Some of us are still skeptical about the value of research as an instrument through which we can improve the quality of service to blind persons. Others still reject the research process as an intellectual exercise which may be commendable on other grounds, but which lacks the potentialities for throwing light upon practical problems.

Because some of our colleagues still approach research cautiously, those of us who perform the research function have a heavy responsibility. If the results of years of work in research are thrown into doubt because of methodological limitations, we cannot expect to develop confidence among administrators and practitioners. Unless our research meets the standards of competency and skill which are considered minimal in professional circles, we face the risk of disenchanting our colleagues in service to the blind. Those undertaking research into the problems of blindness can find little refuge in our current attitudes toward research to explain away our inadequacies. The field is hungry for new answers to old questions and it is turning to research people for clues and direction. Only by maintaining the highest standards of research practice can we expect to fill this function and to be of practical value to blind persons.
Can any results be seen from government programs to rehabilitate blinded veterans? Are there other factors which have a powerful effect on life patterns following the onset of blindness? These broad questions give direction to the plan and analysis of the most extensive research project to date on blinded veterans. Blindness complicates most phases of life and there is often a tendency to ascribe all the complications of a blind person’s life to lack of sight. The disability may exaggerate some problems and mask still others. In this study the underlying concern was on those “factors which determine stability or instability in conflict when personal morale is under the stress of loss of eyesight.”

Essentially the study was a search for two basic sub-groups: one of individuals “who have their mind made up, know where they are going, what they want to do and how to do it”; the other of persons who “are troubled by ill-matching preoccupations which are difficult to sort and use either for personal benefit or the good of others.” A major concern was whether the latter may be helped toward resolving their conflicts. Considering all factors—individual attributes, social influences and human events—a fundamental question emerges: Does what seems to be a cause carry beneath it a more deep-rooted cause? The analysis is described as “a search for the distinction between the facts of nature and strong clues that human intervention has produced an effect.”

The significance of this study lies both in the wealth of material assembled and the findings derived from the reported data. Interviews were conducted by social workers with 98 percent (1949) of the known non-hospitalized blinded veterans with service-connected disabilities incurred between the beginning of World War II and March 31, 1953. The study gathered a greater quantity of specific facts concerning a group of blind people than ever was assembled before. It was not designed to test any major hypotheses, but to look at the data collected in various combinations. The reader is provided with an important array of vital information, reports on the consequences of the government’s rehabilitation program, and suggestions of many areas for future social research.

Basically, three types of information, based on 117 items in the interview outline, were obtained on each veteran in the six months prior to March 31, 1953. These were events and conditions antecedent to blindness, those related to blindness and training for blindness and outcomes. Sources for the material were the veterans’ records, information given by veterans in interviews, and the social workers’ observations.

Ninety tables present data clearly and meaningfully. Some are on major facts such as age, amount of sight, and cause of blindness. Other presentations are centered on key variables where differences and similarities associated with them are explored together, such as parental responsibility, education before blindness, presence of residual vision,
age at which disabled, doubt of the chances of seeing, and employment. There is also some detailed inquiry on vocational rehabilitation and education and employment, with exploration of many aspects of each. Some variables were clearly more closely associated than others, but nothing approaching universal or controlling variables was found. In the limited space available, only a few of the tabulations can be mentioned to illustrate the scope of the study.

The median age of the group was thirty-four years; only eight out of ten veterans were married; and three out of five had dependent children. Before blindness, more than half of the group had reached high school, and 70 per cent had received occupational training. Nearly eight out of ten had served in the army. The entire group averaged two major disabilities although certain veterans had as many as eleven disabilities. Two out of five veterans had no useful sight; more than half were blinded by injury; and three-quarters were under thirty at the time of disability. Nearly 30 per cent complained of hearing difficulty.

Half of the men were employed, and of these about a third were self-employed. The greatest number worked between forty and forty-nine hours a week; half of them did not require sighted help; and over 80 per cent were satisfied with their jobs. Three out of five owned their own homes. Nearly 93 per cent did not use guide dogs; 70 per cent were not able to read braille; 60 per cent did not use canes.

Veterans with dependent children were more frequently employed than were those who did not have dependent children. Better educated veterans entered vocational rehabilitation and education with greater frequency and received training for longer periods. Veterans with better education before blindness had a proportionately higher rate of employment. Those with no useful sight had applied more frequently for VA vocational rehabilitation, and more frequently entered training. Practically all of the veterans using guide dogs were without useful sight; they read braille almost three times as often as partially seeing men; they used canes more than three times as often.

As the report cautions, no attempt should be made to extract from the statistics an archetype of “the blinded veteran.” To describe the average or the typical blinded veteran is not to describe the even larger number who are different from the average or typical. The facts “have made this study a study of differences, as well as experiences and traits shared.” Each veteran had a “constellation of characteristics which was unique, no matter how much he may have had in common with others.” It was believed to be extremely unlikely that any simple causal connection would hold uniformly or widely. This underscores the importance of always recognizing the individuality of a client in planning and providing services for him as a person rather than as a type.

While recognizing that a concept of an ideal state of adjustment to blindness was at best a very loosely defined one, a number of experientially tested indicators of favorable and unfavorable states of adaptation were included in the schedule. The evaluation by the social workers on twenty-five such items provided strong indications of a group “not different” from other groups of veterans. For each of the following at least 90 per cent were positive: veterans thought well of their community; had satisfactory rapport with their families, did not show signs of thinking they had received too much attention; and appeared able to cope with community attitudes toward blindness.

For two-thirds of the veterans, recom-
mendations were made by the interviewers for VA services, including social work, prosthetics, vocational rehabilitation and education, medical care, and ophthalmology. The interview outlines were later reviewed to estimate the intensity of need for more help from the VA. It was found that 14 per cent “clearly had urgent need for additional VA services.”

The study concludes that two basic institutions of society appear to be extremely powerful for the rehabilitative process: strong family ties and education before blindness. Disease, as contrasted with injury, emerged as a greater hazard to rehabilitation, and intertwined with diseases was doubt about chances of seeing. Multiple disabilities also worked adversely.

The government program for the war blinded influenced the readaptation process of those who participated, and it appeared that the more wholehearted the participation, the greater the influence of the program. The value of these programs was seen as deeply associated with the factors of family ties and prior education. These hospital rehabilitation measures laid a firm foundation for post-hospital rehabilitation and education. The programs have paid dividends, both psychologically and economically.

Compensation did not impede the employment of half of the veterans. There was no basis for the assumption that compensation was a primary impediment to the employment of the other half, when they are considered in the light of factors in addition to blindness which make employment difficult.

Some strain was reported from the association of the partially seeing and the totally blind in programs for the blind. Many signs pointed to the need for the development of better tests of function when there is partial sight. Despite many hazards, the blinded veterans emerged from the study as an inspiring group who serve and enrich their communities and their country.

In appraising the tabulations it should be recognized that the comparisons made were internal and confined to the survey group. As valuable as the facts are, they would have additional meaning if data were available for comparison with a sighted or blind control group. Any findings of this study relate to blinded veterans and cannot be applied to other blind groups where characteristics such as age and amount of rehabilitation after blindness may vary considerably. The survey focused essentially on problems of the veteran since blindness. Relatively little was known about civilian and military performance prior to blindness. While much data is provided regarding family and employment at the time of the interview, very little is available regarding these prior to blindness.

The interview summary evaluation was thought of as an average of twenty-five judgments. Care should be taken in appraising the reliability of any single item because for each there were as many judgments as there were interviewers—392. There is no indication of any rigorous definition used for such terms as “psychological slump,” “composition of facial expressions,” “overobservant of the faults of others” or realistic plans. This is not to depreciate the importance of these factors, but rather to caution against attributing too precise a signification to the observations.

This book furnishes a wealth of important information on the characteristics, achievements, and problems of the war blinded veterans. The study is marked by fullness in presentation of the material collected, care in the formulation of results, and the avoidance of hasty generalizations and unfounded causalities. The data should strengthen
efforts to expand and improve the provision of adequate services for disabled persons. The study demonstrates the value of well conceived and amply supported programs both for the blind individual and society.


This is the autobiography of Robert J. Smithdas, a remarkable young man who was stricken with spinal meningitis when he was five years old. As a result, he lost his sight completely and became at first partially deaf, and later, at about eleven years of age, totally deaf. A comparison with other autobiographical writings, particularly those of the great Helen Keller, is almost inevitable for the reader familiar with the literature of biographical writings of handicapped individuals. The language of this book is less poetic than that of Helen Keller, but still a far cry from the crass naturalistic, pessimistic, and often painful style of some other contemporary writers. We might call its style that of poetic realism.

As to content, there are two schools of autobiographers among those relating their own experiences as handicapped individuals. The adherents of one describe their experiences largely in terms of themselves, that is, how they experienced blindness, deafness, being crippled, etc. Since the fact that they are able to write an autobiography indicates already a high degree of adjustment—in spite of struggles through which they must have gone—their products almost always assume a heroic and inspiring quality. The other type of autobiographical writers are those who pay greater attention to their environment and to the interactions between themselves and the environment. Since social conditions and institutions till now have been poorly, if at all, geared to the individual who is exceptional because of a handicap, these writers appear to be critical and often destructive in the reports of their experiences. To the latter category belong such autobiographical writings as Hector Chevigny's My Eyes Have a Cold Nose, and Jacob Twersky's The Face of the Deep. With the former ones—and they are much more numerous—belong such autobiographies as those written by Helen Keller, Karsten Ohnstad's The World at My Fingertips, and also Ved Mehta's Face to Face, though this one does reflect the cultural clash between the author's native India and the United States where he gained his education. Smithdas' Life at My Fingertips also belongs in this group. He tells the story of his education at Perkins, of his college training at St. John's University, of his further studies which resulted in a master's degree from New York University (the first one ever given to a deaf-blind person), and of the understanding and support which the Industrial Home for the Blind in Brooklyn, New York, has given him, first as a college student and later in enabling him to find useful and satisfying work. Bob Smithdas tells his story in a humorous and sensitive way which is characteristic of his personality. One cannot help liking, indeed, loving him as a result of reading his autobiography, though this reviewer did so already before he read his book.

After I had finished reading the book I could not help but feel that there is a strange “not-of-this-worldness” in it. One wonders how much has not gone into print which might have been less pleasant or inspiring to tell and to read. I have a feeling that there is much more in Bob than this book shows.

* Dr. Lowenfeld is superintendent of the California School for the Blind at Berkeley.
Dr. Milton D. Graham on May 19 became director of the Bureau of Research and Statistics of the American Foundation for the Blind. Prior to his appointment Dr. Graham served for four years as director of a research project at Yale University concerned with the Human Relations Area Files. From 1952 to 1953 he served as executive secretary of an ad hoc study group for the Research Development Board of the U.S. Department of Defense. From 1951 to 1952 he was a consultant to the Air Force in program formulation and in awarding and monitoring of contracts.

Dr. Graham attended Antioch College, majoring in public administration and economics, and, as a Fulbright fellow, received his Ph.D. from the London School of Economics at the University of London, specializing in attitude research. A veteran of World War II, Dr. Graham was commissioned in the Adjutant General's Department and holds several service awards.

Dr. Graham is a member of the American Association for the Advancement of Science; the American Sociological Society; the American Association for Public Opinion Research; the American Psychological Association; and the Institute of International Education.

Mrs. Doris P. Sausser on May 26 joined the staff of the Division of Community Services, American Foundation for the Blind, as field representative assigned to the southeastern region of the United States. Prior to her appointment, Mrs. Sausser served for four years with the Community Chest of Philadelphia as assistant director of the Agency Operation Department. From 1948 to 1953 she was a regional consultant with the National Travelers’ Aid Association. She served on the national staff of the USO during the war, before which she was employed for seven years with the Pennsylvania Department of Public Assistance. She is a member of the National Association of Social Work, the National Conference of Social Welfare, and the International Conference of Social Work.

Mrs. Sausser obtained her A.B. degree in education and the social sciences from Goucher College, and her M.S.W. degree from the School of Social Work, University of Michigan.

Another new member of the Foundation’s Division of Community Services is Frederick J. Ferris, who will serve as a social planning consultant in the Bureau of Field Surveys for a one-year period which began June 2. A graduate of the New York State University College for Teachers, Mr. Ferris
obtained his M.S. degree from the New York School of Social Work, Columbia University, and recently completed a year of full-time doctoral study at the same university. His area of specialization is the field of community organization and social planning.

From 1953 to 1957 he was an assistant professor of social administration at Boston College, School of Social Work, where he also served as director of the community organization program. He has also served as a staff member of the United Community Services of Boston, as secretary of the Information Service of the Greater New York Fund, and as chairman of the Social Studies Department of the Heatley High School in Green Island, New York. He is a member of the National Association of Social Work, the Council on Social Work Education, and the United Community Funds and Councils of America. During the war Mr. Ferris was a captain in the Army Medical Corps.

Dr. Burack is currently serving on the staffs of Montefiore Hospital, in the Department of Medicine and Cardiology, and the Albert Einstein College of Medicine. He served as medical director of the Peabody Home, New York, from 1955 to 1957, and was a research fellow in the Department of Medicine, New York Hospital, Cornell University College of Medicine, from 1953 to 1954. He was graduated in 1949 from Creighton University School of Medicine, Omaha, Nebraska.

The New York Guild for the Jewish Blind has announced the appointment of Dr. Bernard Burack, a New York internist and cardiologist, to the newly created post of medical director. Dr. Burack will administer the agency's entire medical program, which is undergoing intensive expansion in recognition of the growing medical requirements of its clients. The new program is designed to integrate, under the direction of one person, the administration of an enlarged roster of medical services for blind and visually handicapped people of all ages, with special emphasis on the aged. The medical director will be in charge of the medical, psychiatric, ophthalmological and pediatric services of the Guild's City Center in Manhattan and its Home for the Aged Blind in Yonkers, New York.

The New York Commission has also announced that Virginia McDonough, who had been serving temporarily as assistant director pending the establishment of the Civil Service list, has been appointed supervising consultant on community services for the blind. Her duties include the supervision of the home teaching program and the development of the community services activities of the Commission.

The appointment of Oscar Friedensohn as assistant director, New York State Commission for the Blind, became effective June 2. Mr. Friedensohn is responsible for the technical service sections of the Commission, which include the eye health, educational consultation, and community services units of the agency.

For the past ten years Mr. Friedensohn has been engaged in community organization programs in New Jersey and New York. From 1954 until his present appointment, he was executive director of the Jewish Community Center in Utica, New York, where he also taught courses in sociology at Utica College. He is a graduate of City College of New York, and received his masters degree at Columbia University's New York School of Social Work, specializing in community organization and group work.

The New York Commission has also announced that Virginia McDonough, who had been serving temporarily as assistant director pending the establishment of the Civil Service list, has been appointed supervising consultant on community services for the blind. Her duties include the supervision of the home teaching program and the development of the community services activities of the Commission.
News Briefs

☆ George Naylor, field representative in the Division of Community Services of the American Foundation for the Blind, on May 5 began a year's leave of absence to serve as a technical assistant expert in Greece under the United Nations Technical Assistance Administration. Mr. Naylor is working in the field of family and child welfare, serving as advisor to the Greek Ministry of Social Welfare and to voluntary social agencies in Greece.

☆ In cooperation with Hillyer College, the Connecticut State Board of Education of the Blind provided for twenty-three of its workers a graduate credit course in “The Anatomy and Diseases of the Human Eye,” with seven sessions running from April 25 to June 20.

On June 20, Dr. Carlton C. Phillips, professor of ophthalmology at Yale University Medical School, provided a single additional lecture, closing the course, on the subject of optical aids for low vision.

☆ The Seeing Eye, Inc., of Morristown, New Jersey, on May 27 received a Presidential citation for meritorious service in work with the handicapped. Maj. Gen. Melvin J. Maas, USMCR, Ret., chairman of the President’s Committee on Employment of the Physically Handicapped, presented the citation to George Wernzt, Jr., executive vice-president of The Seeing Eye. Presentation was made at New Jersey Governor Robert B. Meyner's annual luncheon to honor the accomplishments of the handicapped and those engaged in programs for employment of handicapped persons. In presenting the citation, Gen. Maas pointed out that during the past thirty years, hundreds of Americans have been enabled by Seeing Eye dogs to achieve independence and self-sufficiency in their professional, civic, academic and social pursuits.

☆ Two trustees and the executive director of the American Foundation for the Blind have been awarded honorary degrees in recognition of their outstanding careers of service to blind persons.

M. Robert Barnett, executive director, received the honorary degree of Doctor of Humane Letters from Pfeiffer College, Misenheimer, North Carolina. Dr. Barnett has been executive director of the Foundation since 1949, before which he served for five years with the Florida Council for the Blind, for four years as executive director.

The honorary Doctor of Laws degree was conferred on Eber L. Palmer by Grinnell College, Grinnell, Iowa. Dr. Palmer has been superintendent of the New York State School for the Blind at Batavia since 1937, and was assistant director of the American Foundation for the Blind for five and one half years previously. He received the degree on the fortieth anniversary of his graduation from Grinnell College. His father, Francis Eber Palmer, who was superintendent of the Iowa School for the Blind from 1918 until his retirement in 1939, received the same degree from Grinnell twenty years ago on the fiftieth anniversary of his graduation.

Peter J. Salmon, executive director of the Industrial Home for the Blind in Brooklyn, New York, received the honorary Doctor of Laws degree from Gallaudet College, Washington, D.C.,
he world's only college exclusively for the deaf. Dr. Salmon has served with the IHB for the past forty-one years, becoming executive director in 1945.

Lon Alsup, executive director of the Texas State Commission for the Blind, was awarded a citation for outstanding service to the handicapped by the National Rehabilitation Association at its Southwest Regional Conference in March.

As director of the rehabilitation program for the blind in Texas, Mr. Alsup serves on the state's Vocational Rehabilitation Council, official advisory body to the U.S. Office of Vocational Rehabilitation, in which he has been a member of the executive committee and committee chairman. He has served on the legislative committees of the National Rehabilitation Association and the American Association of Workers for the Blind. He is a past-president of the National Council of State Agencies for the Blind, and has also served as a member and a director of its legislative council.

Dr. Simon Hoffman became executive director of the Boston Jewish Vocational Service and Work Adjustment Center on August 1. Dr. Hoffman previously was supervisor of vocational services at the New York Guild for the Jewish Blind.

Mrs. Ina Estes Hubbard

Mrs. Ina Estes Hubbard, principal of the Missouri School for the Blind since 1945, died Wednesday, June 25, of a heart attack. She was sixty-five years old.

Mrs. Hubbard went to the Missouri School as principal shortly after the death of her son, John, who had been a student at the institution. He died in 1943 at the age of twenty.

A graduate of Stephens College, in Columbia, Missouri, Mrs. Hubbard was cited by the college in 1953 for her "unswerving devotion in her teaching, her music and her work with the handicapped." She was a past local and state president of the International Council for Exceptional Children and a former president of the Principals Division of the American Association of Instructors of the Blind.

Before entering the field of education of the blind, Mrs. Hubbard taught music and Latin at schools in Dexter, Missouri; Carlin, Nevada; and in St. Louis county.

She is survived by a sister, Miss Gladys Estes, of St. Louis.

Robert Willard Beath

Robert Willard Beath, chief librarian of the Canadian National Institute for the Blind for the past ten years, died on Friday, May 15, in Toronto.

Mr. Beath joined the staff of CNIB in 1932 as executive officer at the Saskatoon office. Thirteen years later he moved to Toronto, where he became CNIB's director of research and recreation. His appointment in 1947 as chief librarian placed him in full charge of the national library, from which braille and recorded literature are distributed throughout Canada.

Mr. Beath, who became blind at the
age of six, attended public and high school in Winnipeg. Upon graduation from the University of Manitoba, he entered the United States and became an instructor of the blind at the Perkins Institution in Boston. Returning to Canada, he became active first in a piano tuning business and later in a thriving automobile sales agency before joining the staff of CNIB.

He was extremely interested in new adaptations of equipment for the use of blind persons, and was constantly investigating and introducing new devices of all kinds. An expert in braille, he was active in many programs for the improvement of the system, and was the designer of the popular braille bingo board.

He was a member of Assinabois Masonic Lodge, the Scottish Rite, and the Toronto Rotary Club. While in Winnipeg, he served on the board of directors of the Winnipeg Lions Club, and was a driving force in the work of several welfare agencies.

He is survived by his wife, a sister, Mrs. Roy Radcliffe of Ashawa, and two brothers, Dr. Thomas Beath of Richmond, Virginia, and Donald Beath of Clearwater, Florida.

Dr. Sadie Peterson Delaney

Dr. Sadie Peterson Delaney, whose distinguished career as a librarian extended notably to the field of work with the blind, died in Tuskegee, Alabama, on May 4.

As chief librarian of the Veterans Hospital in Tuskegee since 1924, Dr. Delaney was responsible for several startling innovations in hospital librarianship, particularly through her pioneering in the field of bibliotherapy, "the selection of books according to the patient's physical and mental condition, [a practice which] falls in the category of psychosomatic medicine." Her technique of developing relationships with patients in order to predispose them toward an interest in books has been widely adopted in this country and abroad.

Shortly after her arrival at the Veterans Hospital she established a library for the blind, and developed unusually successful methods of teaching braille.

Dr. Delaney won world-wide recognition for her techniques of teaching the blind to read, and for her use of books to aid the mentally ill. In 1950 Atlanta University conferred upon her the L.H.D. degree, recognizing her as "a great humanitarian." Other honors which came to her include the American Legion and National Urban League Awards, the special award of the National Council of Colored Women's Clubs, and membership on the Council of the American Library Association.

Classified Corner

Positions Open: New York State Civil Service opportunities: Nationwide open competitive examinations are currently scheduled for professional positions in the New York State Commission for the Blind. These positions will include supervising and field consultant positions in the programs for eye health and prevention of blindness, and educational consultation services for blind children. Supervisor's salary $6450-$7860; field consultant's salary $5020-$6150. Graduate training and supervisory or consultant experience will be required for the particular specialties. Acceptable experience will include the fields of medical social work, public health, education and child welfare. Persons interested should write immediately to: Examination Division, XD-3, New York State, Department of Civil Service, 39 Columbia St., Albany, N. Y.

Equipment Needed: Braille writers are needed for Kansas public school students. Anyone having a braille writer for sale, rent or loan, please contact Mrs. Esther V. Taylor, Chairman, Education Committee, Kansas Association for the Blind, 219 N. 16th St., Kansas City 2, Kans.
5,000 Years of Bad Advertising is Enough.  
Gregor Ziemer, Ph.D.  287

Some Basic Guideposts in Public Relations and Fund Raising.  
Allan W. Sherman  293

Effect of Fund Raising on Public Opinion and Education.  
H. H. Urrows  298

The Power to Change the World.  
Paul C. O'Neill, M. A.  303

Convention Reports No. 3—  
American Association of Workers for the Blind.  308

Editorially Speaking  310

Hoosier Madness Harnessed to Help the Blind.  
Tom Hasbrook  311

Ceylon Plans Workshop Program  312

Research in Review  313

Book Reviews  316

Current Literature  317

Appointments  318

News Briefs  320

Classified Corner  323

Published by the
AMERICAN FOUNDATION FOR THE BLIND
"While they were saying among themselves 'It can not be done' it was done."

—Helen Keller
In a half-hour radio show which the American Foundation for the Blind is releasing this fall, called *We Belong*, Robert Trout, noted commentator, will say: "I suppose the whole history of the fate and fortunes of the blind, over the centuries, might be summed up in these four steps: First, 'Where can we put them?' Then, 'What can we do for them?' More recently, 'What can they do for themselves?' And now, the latest stage, 'What can they do for others?'"

The program then proceeds to show how a group of blind women in Minneapolis get together to plan a series of records which will give cooking hints not only to blind housewives, but to the sighted as well. We hope that in this way the Foundation will indicate that in its public relations planning it is already one step ahead of those organizations who feel that blind people can and should work only for blind people—as if that were ever possible.

In the title I refer to fifty centuries of bad advertising. I'd make the subtitle "Two Prerequisites for a Good Public Relations Program for Agencies for the Blind."

For public relations is not only ad-

---

Dr. Ziemer, who is director of public education at the American Foundation for the Blind, launched the Foundation’s annual Public Relations Workshop two years ago.
vertising. Advertising is merely one small, and at times objectionable, part of public relations and public education. But isn’t it true that in the field of work for the blind the very handicap itself does its own advertising, and often in a very misrepresentative manner? A man with a weak heart can walk around without advertising the Heart Foundation. You won’t see it until it fails him. Cancer and other diseases can’t always be seen. But every time a blind person shows himself anywhere, he becomes a walking billboard for the whole field of work for the blind.

And apparently the advertising has not always been good, especially since the task of public relations—of relations with the public on the part of those of us who are blind and those of us who have the privilege of doing work for agencies for the blind—is a delicate one. It is also an emotional one. And, thanks to the perverse insistence of a perverse public (or so they seem to us at times), it is a task that requires more patience, more understanding, more digging and more judgment than some public relations officials care to put into their jobs; and also because a lot of it has to be done for the love of it—for in public relations work for the blind we are selling service, not products.

Two Major Requirements for Effective Program

Let’s look at it analytically. What are some of the requirements for a good public relations program in work for the blind?

Every agency will discover that its community will fall into an individual pattern of requirements. Personalities differ among communities, interests differ, budgets differ. But perhaps there are a few fundamental needs which are so general in their application that everybody in work for the blind can use them, mold and adapt them, squeeze them into his own pattern, and explore them for his own use. No two public relations people will agree even on what all these requirements are, but I will venture two musts.

1. Confidence in PR Potential

First, we must get over being afraid of the very words public relations, of public relations officials, of all images the term public relations conjures up in our minds. We need a new awareness and a new faith in the importance, the honesty, and the efficacy of public relations activities.

Why this fear? Harold Levy in his book, Public Relations for Social Welfare Agencies, points out that agency people—that’s us—consider public relations a frill, a costly luxury, for which they are much too busy. Nor do they think that public relations people can be trusted to tell the deep human story of their service well enough!

Perhaps too many of us are still thinking of the old press agent, who used gimmicks, unscrupulous circus methods, false sentiments to get attention. A press agent is certainly not to be confused with a public relations man, whether good or bad. For PR goes so much, so infinitely much further than just getting attention.

A good public relations official will tell your story honestly, but with drama; he will tell it sincerely, but with some warm, good human emotion; he will tell it thoroughly, but with enough life and verve to keep the reader or the listener awake.

Certainly there can be no doubt that all of us need better public relations. The Public Relations Journal, in an article by Bill Fisher, formerly with the American Foundation for Overseas Blind and the National Society for the Prevention of Blindness, esti-
nates that the number of agencies appealing to the public for funds hasocketed to more than 25,000, with an annual aggregate income of over five billion dollars. Today the average American is flogged by every mail, begged, cajoled, threatened, scared into giving, giving, giving! The Journal also estimates that more than 70 per cent of all the money which we need for philanthropy in this country comes from the so-called man in the street, in checks of twenty-five dollars or less.

So not everybody can give to everything any more—that’s clear. Hence, as the Journal points out, the greater and greater need for more explanation, more interpretation, more sharing with more publics of the problems, the needs and also the triumphs of health and welfare agencies. In other words, now as never before do we need the understanding, the confidence, and the good faith of the general public.

If you already have that, you’re exceptionally privileged. If you feel, however, as most of us do, that we are still hungry for more public understanding, more confidence, and more good faith, then we’d better use every tool at our disposal, use the experts who have learned to use these tools, and forget our fear of the general mass media.

Victor Weingarten, president of a public relations firm, tells the story of a social agency desperately in need of foster homes for hard-to-place children. An NBC network TV program finally heard of the situation, and provided time and opportunity for some of these children to go on the air. The show was built primarily to find homes for these youngsters. Perhaps you can guess what happened? The agency turned the network down. It apparently preferred, so Weingarten feels, not to find homes for the children rather than to betray the confidential relationship between the agency and its clients. It did not wish to “expose” the children to this horrible medium of communication—TV. (P.S. The children still have their privacy—and still don’t have homes.)

If you feel that the agency did the right thing by not letting the children go on TV, well . . .

But this emphasis on so-called confidentiality, one of the most primitive stumbling blocks to free and easy PR, is now undergoing a complete and perhaps—we hope—agonizing reappraisal on the part of some of the more advanced and forward-looking agencies. For certainly, we who are not exactly stupid can find ways and means to present our problems, our demands, our hopes and our dreams to the public without committing the sins of bad manners, tactlessness, and lack of respect for privacy. Why is it that so many agency directors and agency trustees still automatically condemn the public relations official to the status of nincompoop and idiot who can’t be trusted with the facts?

Now comes a truism. A good agency must have a good public relations official. It certainly need not be stressed that of course public relations consists of all our contacts with the public. From the way the telephone girl answers calls to the way the director addresses the Lions Club—it’s all public relations.

But it’s more effective to have a department or an individual who specializes in the subject. If you have a good public relations officer at least you are reminded every time you see him that there is such a thing as public relations. If you have a bad one—well, make him an assistant vice-president or something and get a better one. And stop making your PR official a minor, unimportant, third-class office boy. He should have some sort of ad-
ministrative status and report only to the executive director. He should be part of management.

2. Contact with Mass Media

Now for the second requirement for a good program. If first of all your chief need is for you to gain or regain your trust in the whole concept of public relations, and the mass media which it employs, your second, and perhaps more difficult task, is to do everything possible to gain the confidence of the communications media.

You may not have thought of it recently—but the press, the radio, the television, the American public in general may be just as suspicious of you as you are of them. For isn't it true that you are trying to take something from them—money, time, space, attention? True, you claim you give more than you take, but you are trying to take something from them. And don't fool yourself, they are aware of that. They see you coming. Every appeal you make, every time you mention your agency, they take on that knowing look, waiting for the gimmick. And if they don't like you it's that much easier for them to turn you down.

Public relations projects, again, first of all, are everywhere. But you must find them, test them and use them. Public relations projects! You gather from this, and rightly, that I consider public relations something that can be molded into projects, planned—deliberately planned; not into short-range crash programs, but long-range planned projects that may take years to accomplish.

The American Foundation for the Blind founded the first public relations workshop in work for the blind. We have now had two annual sessions and are anticipating a third. The plan was of sufficient importance to win for us this year the much-coveted public relations "Oscar," the Silver Anvil of the American Public Relations Association, for the most outstanding public relations project in all philanthropic organizations in the country. One day of this year's workshop was devoted to having participants present example of what they felt were good or bad public relations projects.

I wish you could have been there. In fact perhaps some of you should be there next year. The projects discussed varied all the way from planning the annual Christmas dinner to creating a new and healthier atmosphere of faith after an agency had gone through the hands of some individuals who had destroyed every vestige of faith in it. One project that backfired revealed how an agency tried to capitalize on having one of its members photographed with a celebrity—but the celebrity backed out of the picture and substituted his wife instead. One agency described how it planned to gain public approbation when it delivered the two-millionth blind-made product to the armed forces. One revealed how it cooperated with half a dozen other agencies in the community to celebrate its fortieth anniversary. Another described how it brought up its sales through a long-range planning program of creating goodwill through personal visits, etc.

(By the way, all these reports and others are now being processed and will appear in the 1958 edition of our PR workbook which you may wish to have. Let us know. We'll send it.)

Some Foundation Projects

Let me mention a few PR projects of the American Foundation for the Blind, although you may be aware of them. We have three radio series of tapes, each thirteen shows, running thirteen minutes: Torchbearers, famous blind people, straight narration;
Ian With A Question, our celebrity series (celebrities like H. V. Kaltenborn, John Gunther, Lowell Thomas, Dorothy Thompson, Dr. Ralph Bunch and others interviewed members of the foundation); 20/200, for which Leon Pearson and I traveled all over the nation, visiting schools, factories, farms, churches, and laboratories, recording interviews; they were spliced together, with narration by Dave Garaway. Four new shows are coming out this fall, one of which was mentioned at the beginning—half-hour shows, with narration by Bob Trout and Herbert Marshall. Last Christmas we presented on a radio network the stories of blind children, which some of you were kind enough to submit. Helen Hayes, Anne Baxter, H. V. Kaltenborn, Gloria Swanson, Basil Rathbone, Cornelia Otis Skinner and others read these stories.

We have thirteen quarter-hour TV shows which we made on a hope and a prayer in cooperation with the Industrial Home for the Blind in Brooklyn. We have another half-hour TV show, Operation Success, made with Quentin Reynolds, telling the story of the Foundation, which will go out this fall. We have 60-second and 20-second TV spots, narrated by Greer Garson, Clifton Fadiman and Teresa Wright. We cooperate with the networks, keep them interested in the cause of work for the blind to such a degree that they now come to us for suggestions. We estimate that last year we obtained a total of about five million dollars’ worth of free—repeat, free—air time.

We place articles in magazines, or better yet, we get well-known writers to place them. We use the press through regular releases and fillers and through monthly file cards, which are teasers giving a little information about various phases of blindness and asking the editors to write in for more. We distribute press kits, and radio kits and publications, and answer thousands of letters. We create and distribute posters.

We have two portable exhibits that go to various conventions. A new, smaller portable that we just acquired will be very useful. We go on radio and TV live whenever we can. We work with the New York theatre. We are now planning a regular series of radio shows on the ABC network. I consider the month lost in which we don’t explore at least several new ideas to help us improve our PR with the press, radio, TV, and (I stress this) our PR with all agencies for the blind. If we don’t have that, we have nothing!

Since the American public nowadays through its contact with all public media is spoiled to the point of rottenness, a prosaic, unappealing, dull, monotonous, watered-down story won’t get attention anywhere—in print, on the air, or in public. You need not compromise with truth, or dignity, or regard for privacy to have something compelling, something dramatic, and I don’t mean maudlin.

But you can’t have good public relations if you haven’t something good to relate to the public. In other words your public relations can’t be any better than you are. If you try to pad it, it will sound phony. But, on the other hand, you are doing an injustice if you minimize the good of your agency. I suppose most of us who deal with the subject of blindness have to watch two things: not to get proprietary, and not to be too self-conscious about our feelings for our work. Most of us who are dedicated, who are earnest, fear that the spotlight of public attention somehow might reveal how deeply we actually feel about our work and those whom we serve. And this self-consciousness tends to make us shrink when the very term public relations is mentioned. We must get over that, for funda-
mentally we have something wonder-
ful to give the public: true information
about blindness. It seems to me that
we should consider it a great privilege
to dispel misconceptions, to improve
people’s knowledge about a subject of
which we know a little more than they
do, for thereby we are really rendering
a valuable service.

I believe that the public relations
profession has a duty toward us who
do work in the field of blindness. It
has a duty to take us seriously, to
respect us, to honor our word, and to
let us set our own policies about what
we know is right. But we owe the pub-
lic relations profession something too.
We owe them our trust and our admis-
sion that perhaps they know more
about public relations per se than some
of us. All of us will admit that one
of our greatest battles is still that of
communication. Once we have estab-
lished intimate contact through per-
sonal communication—in other words,
one we “get through” to our public—
they will trust us. And when they
trust us they will respect us. And when
they respect us they will help us.

United Front Essential

This leads me to express a word of
cautions about the dangers of divisions
among ourselves. We are all in this
together, or should be. It’s like a
family, where the members may fight
a little among themselves, but let a
stranger interfere, and wham, he has
all of them together against him.

This is not a plea for unanimity.
But it is a plea that all of us together
realize the importance of presenting to
the sighted world a united front in our
PR work, not individually, but as a
group. So-called antagonistic coopera-
tion doesn’t seem to be quite enough
in this case. It has to go beyond that.
For as long as we have any glaring
weakness that the public can pick up
and trample on to their own amuse-
ment our public relations job will be
just that much more difficult. We can
only succeed to the degree that we
can gain the confidence and the trust
of the huge and powerful media that
influence public opinion: the press,
radio, television, magazines. They are
of course, only a few of the tools with
which public relations can be strength-
ened.

In summary, you can do a better PR
job by:

1. Gaining or regaining your own
   confidence in all that PR stands for
   and in all its tools; and

2. Gaining the confidence of the
   editors, the program directors, the
   writers, the public in general. You can
do that by providing them with truth-
ful, dramatic, live, compelling informa-
tion, and by being friendly!

Public Relations. It’s as huge as the
world is huge, it’s as deep as our imagi-
nation is deep, it’s as challenging a
life itself is challenging. What a grand
and glorious milestone in work for the
blind would be achieved if, as of now,
all of us would realize a little more
honestly the importance, the magnifi-
cence and the power—yes the power
of this thought: “Five thousand years
or more of bad advertising—let us say
public relations—is enough. As of now
we will watch every gesture, every
move, every act, and make it create in
the minds of millions of Americans a
true and positive image of blindness as
it is today—blindness which meets ob-
stacles with firmness, tact and under-
standing, and overcomes them, using all
the tools of the public relations profes-
sion.”

After all, all that public relations is
or ever hopes to be is understanding—
understanding in action. We need it.
We’d better get it. One final word:
It’s not going to be easy.
Some Basic Guideposts
in Public Relations
and Fund Raising

with special reference
to agencies for the blind

ALLAN W. SHERMAN

As we attempt to develop our thinking about public relations and fund-raising activities in agencies serving blind people, we do not find a well organized body of written material to guide us. Through the activities of many fine agencies, both large and small, there is a growing body of experience which should, more and more, be of help to all of us as we plan programs which seek to tell the story of our work so that we can be of even more help to those we serve and so that we can secure financial support for these services. The number of papers at this meeting related to this subject indicates that it is of real concern to an increasing number of people. With the adoption of our “code of ethics,” we have felt a need to set up standards and principles to guide us in our relations with the public and in our fund-raising activities. The fact that I am seeking to think with you about basic guideposts indicates my concern that we need to look sincerely and honestly at many of the public relations and fund-raising activities in which we are now engaged. We need some criteria against which to check our thinking.

I certainly do not know a lot of answers in this area, nor do I mean to imply that what I will say today will add much to our common store of knowledge. But if I succeed in disturbing you a little bit so that you will think about these very important areas, I shall have achieved my purpose. You are well aware that much that I will say will be controversial. Some of you are also aware that in trying to trim the tree of public relations and fund raising in agencies serving blind people, I may be sawing off the very branch that I am sitting on.

Dr. Gregor Ziemer, director of public education for the American Foundation for the Blind, has already ably demonstrated that much can be achieved through a wisely conceived program of public education. He has also recognized an important role of the Foundation: to help all agencies become more concerned with, and more

Mr. Sherman recently became executive director of the Lighthouse, New York Association for the Blind, in New York City. This paper was written while he was director of the Cleveland (Ohio) Society for the Blind.
knowledgeable about, public education. Two fine workshop meetings have been held at the Foundation in the past two years. All who attended learned much from each other and from the experts representing many media who were there. I made no secret of the fact that I was unhappy about some of the discussions at these meetings. It was not so much an unhappiness at what was said, but rather at what was not discussed at all. I guess it is understandable that PR people and fund raisers want to talk about techniques, the use of media, and other tools of the trade. I was concerned that we did not take time to talk about the goals that we were seeking to reach through the use of these tools. To me, this is where our problems lie. If we can come to have a more commonly understood set of principles and goals which we are seeking, I am sure that we can learn to use the tools and knowledge which are readily available and commonly used by all businesses and other groups today.

Guideposts Stem from Broadened Concept of PR

Already we have broadened our concept of public relations. Many years ago we thought of “publicity” as the way. Madison Avenue and TV have made us very conscious of the techniques and “gimmicks” which may be tools for our use. But now we are thinking not so much about public relations, which has been too frequently associated with advertising, but about educating people, interpreting our services through departments of “public interest,” “public information,” or “public education.” This is a sound movement because it recognizes such departments as integral parts of an agency’s program of service and emphasizes one of the major functions of agencies. This movement also implies that as a responsible department, the public relations and fund-raising department must participate in the formulation of the policy of the agency and in the setting of goals for the agency. We thus arrive at our first general guidepost.

Public relations policies are established at the policy-making level in agency administration. Whatever impression an agency makes on people reflects the attitude of the administration and the kind and quality of the program offered by the agency. Members of public education departments should participate in the formulation of policy at this level.

A second guidepost in the organization of public relations and fund-raising activities is: The executive is the chief public relations and fund-raising spokesman for the agency.* He does not necessarily plan and execute program, nor is he required to be a public relations technician, but he is responsible for what the agency does about public relations and fund raising. He cannot sign away his responsibilities but he shares them, for it takes teamwork to achieve good public relations and to raise money. The entire staff, board of trustees, and volunteer workers should be part of these programs.

A third general guidepost develops this theme further: Public relations and fund raising should be recognized as a frame of mind as well as a set of techniques.* The whole organization has to be conscious of public relations as a responsibility, and the better each individual in the agency understands that he has a role to play in public relations and fund raising and just what this part is, the more productive the results will be.

A fourth guidepost and one of the

most important of them all is: People who plan public relations and fund-raising programs must be specific about their objectives. We must clearly know what we wish to accomplish and plan our programs to those ends. In agencies serving blind people it is the determination of these goals that most concerns me, for I think that, having once determined these goals, it is a rather easy process to develop a plan of public relations to achieve them. I shall return to this area with specific relationships to agencies serving blind people later in this paper.

A fifth guidepost: In public relations and fund-raising programs, we must key our efforts to specific groups that are of interest and concern to our agency. We do not deal with a general public; we deal with smaller publics. In any social agency, public relations, broadly conceived, is concerned with educating first the staff of an agency, the clients of this agency and their families and friends, the in-close group of board members and volunteers, the professionals in this and allied fields, and many other publics which become interested in the agency program. We educate these publics through information and knowledge. Education is a process of adding to people’s knowledge, of changing their beliefs or concepts, so that after being “educated” they will act differently in respect to that particular agency or its clients. There is a temptation to try to reach all of our publics with one universal message. This can never be done effectively.

A sixth guidepost: Public relations involves communications in two directions.* It is obvious that there must be a flow of information from the agency to its publics that it is trying to reach, but it is equally important to keep tabs on what other people know and say of the organization itself. There are many techniques for fact finding, but simple conversation check-ups are also very useful.

Applying the Principles

We have given six general guideposts to guide us in thinking about public relations and fund-raising activities. Now I would like to try to apply these in some particular way to agencies serving blind people. Not all agencies should use the same program. There is no pattern which can be applied to all agencies. The agency’s size, its financial position, the complexity of its program, the abilities of the staff people carrying out the program, and the agency’s point of view on any given subject all count in the determination of a program. There is no ready-made formula to be applied like a blueprint on a construction job. There are no over-all public relations formulas to suit every situation. It is a matter of shaping and tailoring each program to fit each individual agency.

There is one general statement, however, that can be taken as being applicable to almost any agency program of public relations or fund raising anywhere and that, stated simply, is this: Public relations and fund raising should be a carefully planned program. It cannot be a haphazard activity. It should be further recognized that one of the major goals of an agency for the blind is to provide information and to educate many publics to the true facts about blindness and blind people. Now let us see if there are some particular guideposts for us as we consider agencies serving blind people.

The director of a community service organization in New York recently stated the public relations goals of his agency: “To present our services in such a way that those who need them will know about them and feel free to

* Ibid.
use them with dignity and self-respect; to attract to our ranks interested and energetic volunteers; to ensure financial support; to secure and hold competent staff." This applies in a very sound way to all social agencies, but I would like to have us think more thoroughly about this general goal as it relates to agencies serving blind people. The first phrase, "To present our services in such a way that those who need them will know about them and feel free to use them with dignity and self-respect," is a very important guiding thought for people in agencies for the blind. I firmly believe that agencies for the blind have a great obligation to their clients and to those who some day may become clients of the agency. Our cultural patterns have established certain roles for people who are blind. These cultural concepts are based on misconceptions and antiquated thinking, and should be changed. To bring about these changes is a major job for all agencies serving blind people.

I would like to give a few examples of why and perhaps how we ought to think about these things. I don't pretend to know how to meet all of these misconceptions, but we certainly ought to think about what are basic problems and goals, and then find ways of meeting them. The longer we postpone talking about what we want to accomplish and continue to talk about "gimmicks," the further away is the day when we will be doing the job that must be done.

Benefits to Be Gained

What are some of these cultural concepts which are in the minds of most people, some of whom will be blind people at some future time? There are two very basic reasons for concerning ourselves with these points. First, when people truly understand the facts about blind people, then and only then will blind people be accepted for themselves, and their individual needs be understood and met, and their hopes and goals in life be realized. This is an educational process. Blind people themselves in all walks of life have shown the way. Through programs of public education and even through fund-raising activities, public and private agencies can make good progress if the goals to be achieved are clear and agreed on. Some of the problems can also be alleviated through good legislation and education. When clearly understood, the problems of blind people will be met by a truly understanding society. Second, when people have a true picture of the facts about blindness, those of them who lose their sight will be more ready to meet its problems rationally and realistically.

The first of the misconceptions to be changed is one which all public relations programs can effectively attack. It is this: a person who loses his sight in some way becomes like every other person without sight. That is to say, blind people become categorized and thought of as a group. Nothing could be further from the facts. Blind people are as different from one another as are any people. We can meet this problem in many ways. The first way is to think about "people who are blind," not "the blind." Let us use this language in our brochures and talks and others will come to think as we do. To be sure, the other way is convenient and has a certain appeal. It may be easier and there may be more sympathy connoted by the phrase "the blind," but as long as we continue to use it, how can we expect others to think of persons who are blind as individuals? The positive approach is: people who are blind are individuals and should be thought of in this way.

The second negative thought is that all blind people are dependent people.
We all know that this is not true or in accord with the facts. Some blind people are quite dependent on others, but so are some red-headed people, and so are some one-legged people, and so, in fact, are all of us dependent on others to some degree. Blindness itself does not mean dependency in everything. While blindness does mean dependency for some blind people to a greater extent than for others, the concept should not be applied to all. True, most blind people for a time after the onset of blindness lean heavily on others, but so do all people who have to learn to live with a severe disability. But that this dependency must become a way of life for all blind people just is not so. There are many people who lose their sight and who for additional reasons, not blindness alone, usually become economically dependent on others, on small pensions or “aid to the blind” programs. Let’s work to help those who are in this position, but let’s not imply that all blind people need special financial help.

Let the Facts Speak

How do we meet these problems through public education and fund-raising activities? Simply by telling the story which is in accord with the facts. If many blind people are dependent on rehabilitation programs to help them meet the problems which blindness brings, let’s tell the story of these programs showing what can be accomplished through them. Let’s not raise money to “help the blind” but to help support programs to provide this skillful help. Father Carroll’s letter to contributors to his “Odd Change Harvest” this year was very much to the point. If any of you have not seen it, I urge you to send for a copy. If there are many blind people who need financial help because of advanced age, lack of salable skills and/or additional handicaps, let’s get proper and adequate help. If our aid ceilings and our work incentives are not high enough in an inflated economy, let’s get our legislation in line with reality, but let’s do it for those who need it—let’s not generalize.

For Further Discussion

Having given these few examples to make a point — and, I hope, to raise some questions in your mind— I would like to suggest some additional guideposts related specifically to agencies for blind people which you might think about and perhaps discuss today.

1. Does your agency have a public education and fund-raising program which is thoroughly integrated with the agency’s philosophy and program?

2. Do your activities in public education develop the concept of individualization, dignity and self-respect?

3. Does your public relations work truly represent the facts about blindness and its problems? Blindness is a severe physical disability requiring major life adjustments, but many blind people, sometimes with help, meet these problems squarely and successfully.

4. Do any techniques or devices used tend to perpetuate already existing negative concepts?

5. Do your selling or merchandising programs (which are public relations as well as selling programs) tend to overly stress “blind-made”?

6. Does your fund-raising program raise money for specific jobs rather than generally to “help the blind”?

7. Do you always check the possible long-run implications of the techniques used in public education and fund raising?

These are thoughts—not answers. I hope you all will think deeply about these matters.
Effect of Fund Raising on Public Opinion and Education

Many specialists have fixed beliefs about the effect of fund raising on public opinion and education. In preparing for your panel, I tried to learn something about what is now known regarding public opinion and attitudes toward blindness, about what efforts are being made in the way of public education, and how money-raising activity may influence these matters.

The leaders and the literature of your field manifest a considerable area of agreement. There is virtual unanimity on what M. Robert Barnett has called the “mass dependency” attitude toward the blind held by a majority of the sighted public, an attitude held harmful to the morale and condition of blind people. There are a number of scholarly papers suggesting reasons for this attitude. These discussions thoughtfully relate a heritage of lore and fears about blindness to concepts of severe dependence, disability, incompetence and impotence.

The apparently unanimous added conviction—that fund raising frustrates and even sabotages the constructive work of the professional caseworkers—makes me recall Walter Lippmann's remark that when a lot of people think pretty much alike, they may not be thinking much at all.

Several articulate spokesmen say that fund raising makes a generally bad climate of public opinion worse. In asking for financial support of the giving public, the fund raisers and publicist of agencies for the blind exploit sentimental stereotypes, according to this apparently prevailing professional viewpoint. The result, accordingly, is to arouse, exercise and nourish maudlin impulses within the soul of the prospective giver, strengthening false concepts of blind persons as helpless, piteous, literally benighted creatures, thereby insuring transformation of ordinary people who cannot see into actually strange creatures wholly isolated from the sighted majority.

Some people here may recall how at a 1951 national conference of social workers one clinical psychologist described the role of fund raising as a force for public misinformation. “The many letters requesting donations for one blind-aid agency or another are carefully designed to arouse pity,” she said. “They seek to make the reader so sorry for the blind that he will respond with a big fat check. Perhaps this end justifies the means,” that speaker suggested with ironic rhetoric, “but is the immediate goal of raising funds more important than the long-term goal of integration of the blind into society? If so, then let pity be aroused.”

If a single progressive stride in guiding public behavior toward the desired process of economic and social adjustment of blind people were halted or retarded by money raising, those of us

Mr. Urrows is a public relations consultant in New York City.
who have helped get money for agencies for the blind would have grievous sins to answer for. I submit that this dearly held doctrine is embedded in assumptions unsupported by rigorous proof or hard fact.

Knowledge about public opinion and attitudes toward blind people and blindness is still in a rudimentary state. There is a lot of writing (including much readable and stimulating work) and more talk (albeit suggestive and even inspiring) on this subject. There is only a set of beginnings, however promising, of fact established by reportable observation, repeatable measurement and independent confirmation.

I have found only three readily available, relatively recent structured inquiries into what people say they think about blindness. These papers rely on replies to questionnaires submitted to small samplings which the writers themselves said were atypical slices of their larger populations. One writer concluded that the answers he got showed that attitudes toward the blind "may be highly complex" and deserve more study. The second found that while the sighted public is far from unanimous in its views it is better informed than is generally estimated.

The third study ascertained that most of two groups of high school seniors felt that blindness would be a more severe disability in themselves, and in the persons they would like to marry, than four other conditions. Different kinds of ignorance, indulgence and avoidance were shown by minorities of respondents.

I located scarcely any systematic inquiry into questions of how sighted teachers behave toward their blind students, into what knowledge school authorities have about quality of schooling for and services to the blind, into municipal officials' views on blind beggars, or on employers' willingness to hire blind individuals for particular jobs.

My first tentative finding, therefore, is that right now neither most of the workers for the blind nor most of the sighted and blind people with whom they deal may really know as much about public attitudes as is sometimes presumed. Hence our discussion of the effect of fund raising on these attitudes today may merely continue the practice of making random surmises rather than building on secure foundations.

Research reports not yet published, and investigations still in progress should begin to improve this situation. A ferment of curiosity, with somewhat sharper methods of inquiry into real situations, is at work. The fresh approaches opened by the Blinded Veterans Association, the Veterans Administration, the American Foundation for the Blind, the Office of Vocational Rehabilitation, the National Institutes of Health and other forces concerned with blindness, by quite recent work under auspices of universities and by hopeful trends in other rehabilitation fields, all promise to broaden what has been perhaps rich in far-ranging speculation but is still a somewhat narrow, stultified area of human knowledge. These are hopeful portents, not yet freely available to start the long process of influencing attitudes. We should live to see important developments. But they are not yet directly at hand.

I have examined the fund-raising materials of only twenty-five leading national, state and local agencies for the blind. They do include some atrocities. But none can conceivably have nearly the influence in debasing public attitudes that has been alleged. In their phrasing, most are circumspect rather than seductive. Their total circulation was probably less than one per cent of the population. They could only have inflicted momentary and fleeting im-
pressions rather than indelible scars. We have no data on whether their signals actually penetrated one, a dozen, or tens of thousands of minds of persons who ever have even occasional contact with blind people or who make decisions affecting the well-being of the blind. While some of these printed and processed items represent a large portion of the public education effort (and budget) of their sponsoring agencies, it is my impression that they do not contribute much for good or ill to the vast repertory of communication channels to specific publics. In fact, there is some doubt about the extent to which these works are read.

A number of solicitation materials do undertake to educate the recipient, either by imparting information or offering advice. Enclosures studded with braille dots presumably demonstrate embossed print more graphically than mere verbal description would do. One enclosure gives advice to the sighted with sixteen quick lessons, another with thirty-five don’ts, listing in small print mistakes often made in contacts with the blind by the sighted.

**Effectiveness Questioned**

It’s doubtful whether these gestures contribute significantly toward molding public attitudes. The negative influence of fund raising seems to have been exaggerated. Fund raising also appears to have contributed rather little of an enduring constructive nature toward public understanding of the blind.

My examination of ninety-seven appeal letters, brochures, folders, annual reports and house organs was, with conspicuous exceptions, a depressing experience. Although blindness is surely a grave personal and social problem, it cannot possibly be as dreary as at least one-third of the examples I studied. The protracted stretches of long, earnest, but astonishingly dull prose; the use of type so tiny it could conceivably impair the vision of sighted readers if read; the lugubrious photographs of solemn volunteer and professional workers for the blind and their glum, passive beneficiaries, often printed badly; questionable and irrelevant statements, frequently laced with saccharine-sweet euphemism; the concentration upon internal agency minutia of scant interest to the general reader—all seem to this observer to constitute ineffective fund-raising tracts rather than good or bad public education.

There were, of course, happily distinguished exceptions. Among the fund-raising materials free from all these defects were excellent folders showing and describing services of the Industrial Home for the Blind, in Brooklyn, New York, distinctive reports and literature about The Seeing Eye, an admirable brochure issued for the American Printing House for the Blind, and a simple, straightforward annual report of the Florida Council for the Blind. But these better works should be classified as competent, accountable solicitation aids which may well have helped accomplish their immediate financial objectives, rather than important influences upon public opinion and attitudes.

There is one conjecture voiced by several leaders of your field—that unrestrained breaches of taste or principle are more likely to get large sums of money than scrupulous methods of raising it—with which I take issue. One friend of mine likes to say with mock enthusiasm, “Ah, just think of putting a blind Santa Claus on every street-corner!” While I love him for the splendid austerity of his principles (and although Arthur Mayer may have been right when he said that no showman ever went broke under-estimating
the taste of the American people) it is doubtful whether any fund raiser for the blind will automatically net—repeat NET—large sums of money for service programs by simply wallowing in bathos.

There being no authoritative survey of the extent, kinds and effectiveness of public education work about blindness, I have consulted the standard directories to see what articles on blindness and on the blind have appeared in general circulation periodicals over the past five years and what books were published on these topics, and I have made inquiries about what information has been appearing in the press and broadcast over radio and television. The volume of such material for consumption by the general public does not appear large. Several recent books are first-rate. A fair proportion of publicity tells about the work of agencies for the blind, the changes in their leadership and personnel, and of their fund-raising campaigns. Creative interpretation of a public relations nature through radio, television and films has been modest in quantity, but, in their best instances, altogether respectable in quality.

Programs Dovetail

Fund raising obviously requires many more choices affecting public attitudes than the phrasing and production of its appeal and interpretive messages. The mode or pattern of campaign determines what public education is desirable or possible: whether reliance will be primarily on direct mail (a channel least liable to influence public attitudes and behavior, but limiting some excesses because of its exacting economic precipices); whether the agency derives support from federated drives or from independent community campaigns with their separate advance gifts and neighborhood solicitations, special events, benefits or telethons. Among the other key variables are leadership and workers, since who asks for the money will determine what activity and emphasis are appropriate; the personalities of your staff heads, governing prescribed and permissible degrees of recognition, praise, self-criticism and attention to persistent unmet needs; and, not least, the actual human results the agency can justifiably claim.

Agencies for the blind seem to have more experience in giving grants than in getting them from disbursing foundations on the basis of challenging new ideas worth philanthropic venture capital. The foundation applications shown me were unexceptionable, statistical, voluminous and uninspiring. I have been told about other proposals to foundations, dealing with blindness, not made by agencies for the blind, which are closer to the wellsprings of higher competence.

But no matter how you raise your money, or fail to do so, this part of your job will have far less meaningful influence on public attitudes than the actual conduct of the service program. Of course, you don’t wait for agency clients to do the telling, but the benefits obtained are the core of the message if it’s ever to become epidemic. Publicity, too, is less potent in moulding opinion than is often supposed; whether your scrapbook be shabby or brilliant, sparse or voluminous, it cannot compare with the opportunities opened and the qualitative preparation of blind individuals to use them.

The disclaimers about pity, and the detailed counsel on how not to overpower blind people with ill-considered attentions, aren’t really significant influences on public opinion. Many more books, radio and TV programs, magazine articles and newspaper stories, however desirable, will not greatly or speedily change behavior of the sighted
majority in their contacts with blind fellow citizens. These things may make your tasks more gratifying and less obscure, but they cannot possibly do what your agencies are in business for: to reach and to serve specific selected individuals within the larger outside public through working proofs of what blind people need and can do.

Robert Hutchins over-estimated the mass media when he called them the "schools of the public." I far prefer Victor Ratner's assertion in his address before the National Safety Congress last October, on the absorbing subject of "How to Interest People in Things They Don't Want to Know." Ratner (a former vice-president of NBC, CBS and Macy's, New York) says that our mass media, our so-called "major media of communication," are relatively minor media when it comes to moving serious ideas into the heads of people. Mass media can entertain and can merchandise superbly. But to gain more complex and serious decisions affecting human behavior than selling cosmetics or tobacco, their use is at best a helpful catalyst for the morale and receptivity of people who must educate themselves, aided and consummated by face-to-face contact with those who care enough to influence them directly.

Fund raising can and does help influence public opinion and attitudes as a kind of avenue for recruitment insofar as it succeeds in awakening personal interest and in involving people in doing something they might not otherwise do. The March of Dimes set in motion enough people so that when one of the results it helped make possible—the Salk vaccine—became available, there were more cooperation and acceptance than if there had never been a series of Mothers' Marches to get many millions of dimes and dollars. But the medical profession and public health agencies are still faced with a massive job of persuading people to get their three Salk shots.

Specialists who complain of the evil influences that fund raising for the blind exerts upon public attitudes credit fund-raising activity with far greater influence than it has. Their complaints blossom from a gross oversimplification of what public opinion is, what individual attitudes are, and what public education can be. You aren't going to educate everybody, or mis-educate them, not even if you had totalitarian control of all the media of communication and all the money in Fort Knox to buy publicists.

The abler leaders of work for the blind have long known that each agency must diagnose its targets: the blind themselves; the parents of blind children; the families of newly blind young, middle-aged and older adults; the school boards, superintendents, teachers and those who teach teachers; the particular employers in industry and commerce; the particular lawmakers and appointed officials, who have related assignments and responsibilities, and so on. Then there is inescapable legwork and homework on what these target people care about, to do their own jobs well.

Conclusion

While philosophy has its enduring place, so also do specific investigation, recommendation, demonstration and action. In the history of most special fields, smallest agencies with the most modest budgets and most difficult deficits often wield the greatest ultimate influence upon opinion, by pioneer actions and methods breaking new ground. Fund raising enjoys only an auxiliary, if necessary, role. Yes, there's an elementary and obvious interdependence with program. But its essential job is simply to raise funds, no less and no more.
The Power to Change the World

I AM HERE TO TALK about a power that each one of you possesses to control the minds of other men. It is a lofty power, and one that carries a serious responsibility, for when you tamper with men's minds you touch the core of human liberty itself. Yet, because of the nature of our modern communication system—press, TV and radio—because of the ever-widening scope of personal influences on the public pulse, the power to control other men's minds belongs to each and every one of us.

This power is not the complete domination by one individual, but the gradual transformation that true knowledge generates when it replaces false opinions. I am talking, of course, of a particular application of this power as it is brought to bear on public attitudes towards the blind. For through it we can replace the ancient image of the helpless blind man with the image of the capable, independent blind person of today.

All of you know the blind members of your community. If you are an administrator, you know them as persons capable of using the service of your agency. If you are an employment officer, you know them as persons with various capabilities for different types of work.

Whatever your job, you bring to it a knowledge of the capabilities of your sightless clients or a potential to which they may reach with training and the services of your agency. In other words, your attitude toward blind persons is a positive one. You think of the person, instead of the handicap. You emphasize abilities instead of disabilities.

At the other end of the scale stands the opinion that blind persons are as dependent as the new-born child. This attitude is a negative one. Those who advance it think of the handicap instead of the person. They emphasize the disabilities, not the abilities.

Between these two poles you may list every attitude of the sighted toward the sightless. You meet them in your own jobs every day. You know them perhaps too well. You know, too, that each year the ranks of capable blind people get larger. Through the services of your agency and mine, more blind people are successful in more aspects of living than ever before. Yet it is true that the vast majority of the public does not know about them. In fact, the vast majority of the public cannot count a sightless acquaintance among their associates. If they do come in contact with the blind, their attitude

Mr. O'Neill is director of public relations at the Canadian National Institute for the Blind, Toronto.
is governed by that tragic image of the handicapped that has been handed down for generations.

Until recent years, efforts to change this attitude have been limited to individuals, through their personal example, and to organizations through their work with a comparatively small section of the community. Then came the impact of press, radio and TV as a team to convey an idea.

The United States and Canada have a combined population of 188 million people, and these public information media reach them all. In every town big enough to support a radio station and a newspaper, every commercial firm from the drug store to the dog hospital is paying vast sums to gain attention. In addition, they print their message on milk-bottle collars, trash-can sides, taxi back panels, bus fronts, the sky, overhead banners, football sweaters and a dozen other places. Even the benches at bus stops in most large cities carry several reminders to try this, taste that, drink this, wear that and buy, buy, buy.

Agencies like yours and mine have little or no funds to throw into this phase of the communications kitty. Yet we can call attention to the work we are doing and make the work of our agency known in our community. We can change the image of the helpless blind person to that of the capable blind person through a year-round public relations program.

Public Relations Defined

I know that public relations is a comparatively new field and that there are many definitions. We use the definition established by Public Relations News, a professional journal read by a comprehensive group of executives throughout North America. “Public relations is the management function that identifies the policies and procedures of its organization with the public interest, and executes a program of action to earn public understanding and acceptance.”

Please note that it is a management function. In other words, PR is organized and directed by your front office administrators the same as any other part of your service program. In identifying the organization with the public interest, PR associates the agency with the community and explains its objectives in terms of community news media and community projects.

Concerted Program Needed

In Canada, some welfare agencies claim “The best public relations program is a good service program,” but at CNIB we find that this statement falls short of the truth. Think of your clients for a moment. How many go around shouting about the wonderful services of your agency? At CNIB, we find they seldom discuss our services beyond the confines of their immediate family. But suppose we give our clients the benefit of the doubt and assume they laud our services to their friends and neighbors: how many of the vast population of this continent will our clients reach? The restricted life led by the majority of blind persons tends to reduce instead of increase the circle of acquaintances. It is easy to see that we must look beyond those who use our agency services for the vigorous public relations program we need.

Instead of expecting the clients to tell haphazardly how they advanced through the agency service program, management must direct their telling, and make it possible for them to speak. A man may read a page of braille aloud before a TV camera, but need not disclose that his overcoat came from your used clothing locker. A blind housewife may demonstrate to a women’s page feature writer how neatly she
keeps house, yet be silent about the financial assistance she receives. This procedure is no violation of confidence nor a betrayal of the trust that is the client's right when he is discussing his problems with a caseworker, home teacher or the other custodians of your services. This presents, in a constructive way, those achievements of which any blind person may be proud, and which the public will respect. Management must formulate its PR aims and objects, establish the program and direct its progress, and at the same time avoid the contradiction between the silence of social work and the candor of PR.

Goals of CNIB's Program

At CNIB, the public relations program has a threefold purpose. Its primary function may be viewed as a part of the rehabilitation service, for it strives to convince the public that the blind members of the community are capable people. By spotlighting the achievements of the blind, we demonstrate the abilities that your professional workers find among your clients every day.

Our second purpose is the winning of suitable volunteers. We estimate that from coast to coast CNIB needs more than 7,000 volunteers. It is the job of the public relations program to keep these volunteers informed about CNIB, to maintain their interest in the work and to develop recruits to take the place of those who occasionally move out to new pursuits.

The third PR purpose is the raising of funds. I know that some of you will be surprised that the financial returns are not the first object of our PR program. In other welfare agencies up our way, fund raising is the first concern of all PR, and at CNIB we recognize that a year-round public education program need only be intensi-
"nate," "calamity," "disabled," "misery," "stricken" and a hundred other such phrases that showed their attitude toward the blind in no uncertain way. The photos on file droned the same dirge. They depicted blind men standing like sticks in unsmiling poses. They showed women seated in groups of twos and threes, hands folded in their laps, and looking anywhere but toward the camera.

Bringing Together the Blind and the Writers

I soon saw what I had to do. The writers had the wrong attitude toward the blind and the blind had the wrong attitude toward the writers. My job was to bring a meeting of minds in both groups.

In our early contacts with newspaper writers we attempted to interest them in accenting, in articles and pictures, not blind people, but what they were doing. The accent was not on the disability, but on the ability.

That was the beginning of a new era. As time progressed and we met more writers, we were always careful to spend considerable time explaining the CNIB rehabilitation service and its effect on blind people. We then introduced them to a successful client, and let the writer conduct his own interview and write his own story. By the time he got back to his desk, his attitude toward the blind person was a great deal more positive than it had ever been. Even now, when a writer intimates that his attitude toward blindness is rather negative, we are prepared to begin the indoctrination. After seven years, it is still a thrill to see a man's point of view make a complete transformation.

We saw such a change in an experience on television, in which we were able to effectively explain our philosophy with the result that a show which the program organizers would otherwise have presented on a background of the old image of the blind broom-maker actually turned out to be one in which the emphasis stressed the intelligent blind who read through the library service. The program was remembered for a long time in many provinces of Canada.

This change in attitude is a story we could tell over and over again. We have taken the newsmen to the factory to meet the blind worker at his bench, to the home to meet the blind housewife in her kitchen, to the square-dance group and the braille bingo party, to summer picnics; and always there has been this transformation from a negative to a positive attitude toward the blind.

Positive Results of Positive Attitudes

The results of the positive attitude have paid dividends on almost every level. Perhaps the first group to react was the blind people themselves. It was most refreshing when blind persons of their own free will began dropping into the office to say how much they enjoyed the straightforward reporting that was appearing in the press. They began to relax their resistance to meeting reporters and photographers and now have reached a point where they will phone our office in advance of club activities and personal affairs. They have even invited us to cover their weddings. A still more recent development finds blind groups inviting their own photographers, and partially sighted cameramen are taking their own pictures. At a recent blind bowlers' dinner there were so many photographers flashing away that the auditorium resembled a press conference for President Eisenhower.

The seeing public have responded to the constructive attitude most en-
couragingly. One of the early indications we received came from the Toronto Women's Auxiliary, who, prior to our joining the United Appeal, used to conduct our annual financial drive. It was the custom of our office to supply information to canvassers. We gave several examples of the sort of service a dollar donation would provide; what two, five, and ten dollars would make possible. As our continual education program proceeded, the auxiliary asked us to discontinue this material. “The canvassers know more about CNIB now,” the president said, “and the subscribers don’t ask for this information any more.”

As time passed, other CNIB departments have reported a change in attitude from the particular section of the public with which they were dealing. Employment officers state that personnel directors in industrial plants know more about the CNIB than they did before the days of continuous PR. Many firms where blind people are working have gone along with us on joint newspaper promotions. General Motors, the Ford Company, A. V. Roe, and Lucas Rotax are a few names chosen at random who have shared the spotlight in this type of promotion.

When the Mennen Company agreed to meet reporters and photographers on the story of a blind operator on one of their perfume-bottling machines, they gained public goodwill and coverage beyond the hopes of any of us. The story hit the front page, usually reserved for world events, of the Globe & Mail, Canada’s leading morning paper. The young lady was so attractive and her job so interesting that we used her action-type photo on the cover of our national magazine. This gave the Mennen Company and their sightless employee Canada-wide circulation among a carefully selected audience most interested in the achievements of the blind and CNIB. When Mennen’s head office at Dayton, Ohio, heard what had taken place, they reprinted the story in their house magazine, and presented the Canadian manager with a special award for participation in community affairs.

Another group who report constructive results from the year-round PR program is the social service department. According to reports, doctors and nurses are referring patients at the point where blindness is confirmed. In the old days some doctors did not like to refer cases because it meant recognizing the failure of medicine to provide a cure. Through the distribution of pamphlets, through talks, films, and come-and-see tours, in addition to the popular news channels, the ophthalmologists are learning that by referring the newly blind person they are doing him a favor.

**Earlier Consultation Noted**

The social service group also tells us that clients themselves come forward in the early stages of blindness. They contrast this with the three to five years’ delay or longer that used to take place before PR presented an explanation of CNIB service to the community as a whole. Social service workers like these prompt approaches and early referrals because, as Miss Mary Clarke, national director of welfare services, explained, “The early referral sets the rehabilitation program in motion quickly. It enables us to eliminate blindisms before they take hold, and to advance the positive development of the client more effectively.”

This is a short explanation of how one agency is attempting to change this antiquated image of the blind person. We know we’re not alone. Many of your agencies are making even greater strides in the fight against the effigy of the helpless blind man.
Special emphasis was given at the 1958 convention of the American Association of Workers for the Blind, in Philadelphia, to common understanding between the public on the one hand and blind people and those serving blind people on the other, and to the exchange of information and knowledge among these three groups.

The modern inclusive term connoting such interrelationships is "Public Relations." Essentially, an organization's purpose in PR is to develop programs of pleasing public acceptance. Public relations is a field which has developed particularly rapidly in the last two decades in American life, and PR experts find not only industry, but also governmental, religious, educational and social service circles turning to public relations as a means of helping them perform their purposes and meet problems.

The emphasis on public relations at this year's convention was therefore particularly timely. Favorable and realistic public acceptance not only of programs of service to blind persons, but of blindness itself and of blind persons, is recognized as a basic requirement for the provision of the best services and for the attainment of the desired status of blind people in the social and economic life of the community.

One left the convention with the feeling that public relations touches virtually every aspect of integration of blind people into the sighted world. The first general session and a number of sectional sessions throughout the convention week dealt exclusively with phases of the subject. The use of mass communications media is a particularly far-reaching method of enabling groups to understand one another; blind persons as vending stand operators constitute another powerful means of acquainting the public with the nature of blindness and of demonstrating, as well, the normal functioning of a blind person; such activities as community projects in behalf of blind people and of agencies, the sale of blind-made products by agencies or volunteers, or the contacts with the public of blind people in sales work or otherwise, and the fund-raising activities of agencies by whatever methods, all were considered at this convention in relation to their effect upon public attitudes.

Standards of Service Discussed

Another large item of discussion at the convention, one which has been under study for years, was the quality and standards of service to blind persons by individuals and agencies. The subject, of course, has direct involvement with public relations, and this fact was never far in the background during consideration of the question of standards itself. There was full acknowledgement that high ethical and professional standards of service, uniformly adopted and followed, come with careful and fundamental prepara-
tion induced by the highest motives. Much was said about the relationship between the individual worker and the blind person whom he would serve. The need for more complete mutual confidence, more warmth, more cooperation, as between client and worker, and worker and worker, was recognized. A report by a review committee on ethical standards, which dealt with the matter at length, endeavored to create an awareness of this and other phases of service which must be continually studied and improved. One session studied accreditation in social welfare agencies and in colleges and universities as an approach to principles and standards.

A general session was devoted to a study of the problems of and possibilities for those who are deaf-blind. Improving communications methods between deaf-blind persons and hearing-seeing persons are helping rapidly to remove the principal obstacle to the rehabilitation of deaf-blind persons. It is being proved that those who are deaf and blind can be employed, gainfully and competitively.

Other Topics

Application of the current federal social security provisions relating to persons who are blind was discussed at the convention, as were the position of Civil Service in relation to vocational rehabilitation, rehabilitation and employment training results as demonstrated in various personal reports by blind people now employed, federal and state legislation, history of the vending stand program and operation of vending stands, recreation, eye conditions and their effect on rehabilitation and placement, and several other subjects that represented the many specializations encompassed by the membership of the Association.

The guest of honor at the annual Shotwell Memorial Award banquet was Francis B. Ierardi, founder and manager of the National Braille Press, and a past president of the AAWB. Peter J. Salmon, executive director of the Industrial Home for the Blind, Brooklyn, New York, and Fred Walsh, field worker in the Massachusetts Division for the Blind, made the presentation.

At the annual membership breakfast, a recently established function at these conventions which is the occasion for conferring the Alfred Allen Award, Miss Marian Held was the guest of honor. Miss Held is director of direct services at the New York Association for the Blind. This award is made in recognition of the recipient’s outstanding individual and direct service to blind persons.

New Administration

This was the first convention of the Association under the revised form of administration established by constitutional amendment on July 11, 1957, at Chicago. During the year intervening between the two conventions, Helen C. Walker, who became president in 1957, was engaged by the Association’s board of directors to assume the newly established office of executive director, which office he assumed June 1, 1958. H. A. Wood, second vice-president, thus moved to the presidency by succession. The Philadelphia convention was therefore administered by Mr. Wood as president and Mr. Walker as executive director, in their respective capacities.

Membership in the Association was reported at a total of 1,670, the highest on record.

Next year’s meeting, the dates for which have not yet been determined, will be held in Detroit, Michigan, as noted last year. The membership voted in Philadelphia to hold the 1960 convention in Miami Beach, Florida.
Editorially Speaking

After the Chicago convention of the American Association of Workers for the Blind last year we expressed concern in this space about some uncertainties as to the present and future course of the Association. A year and a convention later, we, like many others, are again asking from whence to whither the Association, and wondering whether there has been enough time and change to indicate anything significant.

The Philadelphia convention was generally acclaimed as above average in purposefulness and in the level of significance of the papers presented, and in the competence of their authors. The informative quality of the sessions made attendance very much worthwhile. There was no wrangling to mar the smooth procedure of the four-and-a-half-day meeting. An able and efficient administration which is devoted to democratic process and which now includes a full-time executive secretary provides good grounds for optimism on the score of mechanics in the immediate years ahead.

We were concerned a year ago about the long-range future of the Association, the destination of its present course on the over-all scene of work for blind people. A group of officers and directors and a membership all aware of the importance of very solid bases on which to build effective service to blind people is a prerequisite for progress. There are enough such people to provide the necessary leadership.

These are days in the history of this organization that call for a particularly serious approach to questions of aims and philosophy and methods, and adequate qualifications of personnel to carry out the purposes. It is important to determine first what goals the AAWB has, or ought to set for itself, and should pursue. The officers, board and membership could participate profitably in active discussions on what specific goals the Association has, and set up a program for achieving them.

We place here a direct invitation to any and all members of the AAWB to use the pages of the New Outlook to "sound off" their own views on what the Association's modern-day goals should be and how to go about achieving them. We venture here an idea or two as a starter.

It is almost trite, but necessary for the record, to repeat that the ultimate purpose of the AAWB is to serve blind people, all blind people who need help, to the end that they may overcome any disadvantage due to blindness. An open-membership association of workers for blind people today must make one of its very first goals the improvement of quality of the personnel serving blind people. Corollary: Ethics, standards and principles of agencies serving blind people must be reviewed and brought up to acceptable levels wherever necessary.

On these considerations hang all others that make for effective service. The days of easygoing complacency about inadequate specific training for a profession, of ready acceptability of well-intentioned but mediocre efforts to serve human needs, are really past. Patent and tangible results are called for today, in work for blind people as in other fields. The results must be measurable in terms of truly rehabilitated people, trained and placed in the vocational setting suited to what for the individual is optimal, and in terms
of psychological and social adjustment
for normal living in the community.

The AAWB is indeed presently in
the process of studying principles and
standards as a guide for its members,
and what has been said here is not in
criticism. What is intended is to em¬
phasize the urgency of diligent pursuit
of the establishment and effective prac¬
tice of higher standards and better
quality of service.

The Association needs active partici¬
pation in discussion of its functions.
The New Outlook will gladly serve as
the forum for the discussion between
conventions. Send your ideas.—H.M.L.

Hoosier Madness Harnessed
to Help the Blind

TOM HASBROOK

An Indianapolis newspaper has chan¬
nelled Indiana's fondness for the game
of basketball into a fund which helps
Hoosier blind people help themselves.

Ever since Dr. James E. Naismith in¬
vented the game of basketball, Indiana
citizens have annually gone wacky over
the sport from October through March.
This Hoosier hysteria reaches its peak
with an annual state tournament in
which all of the state's 750 high schools
participate.

In 1945, acting on an idea of Mrs.
Eugene C. Pulliam, the first Indiana-
Kentucky All-Star basketball game was
inaugurated. Mrs. Pulliam, wife of the
Indianapolis Star's publisher, suggested
that the proceeds from the game go for
sight conservation and for the benefit
of the blind.

The ten best high school basketball
players in the state of Indiana are se¬
lected by sportswriters throughout the
state. These ten Hoosier boys square off
in a two-game home and home series
with a similar squad of stars selected
from the state of Kentucky. No matter
who wins the all-star clashes between
these star-studded squads, the winners
are the blind people of Indiana and
Kentucky.

Each year the 15,000-seat Butler Uni-
versity fieldhouse in Indianapolis is
jammed by fans who thus far have en-
abled the Star Blind Fund to allot more
than $110,000 to a variety of blind as-
sistance and sight-saving projects.

Students have been the biggest re-
cipients of Star Blind Fund assistance.
About sixty-five sound recording devices
are out on loan to college and high
school students. The machines, donated
Indiana All-Stars observe a blind worker at the
Board of Industrial Rehabilitation for the Blind, in
Indianapolis. On their visit, players saw how some
of the game receipts are used to aid the blind.

Mr. Hasbrook, a blinded veteran, is with
the Eli Lilly Company in Indianapolis. He
is a member of the Indiana State Senate.
and maintained by the Star Fund, are for the use of blind students throughout their educational careers. Supplies for sight-saving classes are provided, including projectors, enlargers, special papers, and enlarged-print books not included in the normal school budget.

Youngsters who need financial assistance in the purchase of eye treatment, glasses, or artificial eyes are assisted by the Star Fund. Recreational functions at the State School for the Blind and at the state's Industrial and Vocational Center for the Adult Blind are also carried forward with the basketball game proceeds. In addition to the social functions at the school such items as a wrestling mat and other athletic equipment have been supplied. Several individuals have been assisted in acquiring businesses of their own with Star Fund help.

Now a well-established institution on the Indiana sports and rehabilitation scene, the fund is administered by a six-member board of directors. Annually the Star Fund makes a $1,500 contribution to the National Society for the Prevention of Blindness.

Proceeds from the return engagement—the Indiana and Kentucky stars play in Louisville—are administered by the Louisville Lions Clubs for the benefit of the blind of Kentucky. The hundreds of points scored by Hoosier and Kentucky amateur high school stars have netted hundreds of thousands of dollars in useful aid for the blind of the two states.

**Ceylon Plans Workshop Program**

**In a land** where spinning is still a manual process, blind people are finding an opportunity of learning the art through a program of the International Labor Office.

**Edgar Marland,** Welsh-born and forty, has been in Columbo, Ceylon, since February 1956, to reorganize workshops for blind and deaf people, in response to a request for such an expert from the Ceylon government. There are 6,000 known blind people in the 8,384,000 population of Ceylon.

Mr. Marland's plan is to train selected students to form the nucleus of future training staffs of open shops in many parts of Ceylon for the rehabilitation and training of blind people. A new idea introduced by him is the repair of bicycles—a field of opportunity where bicycles comprise a popular mode of transportation. Agriculture is another new area of training there, as are mattress-making and brush-making.
When Berthold Lowenfeld pointed to the loss of mobility as one of the major limitations of blindness, he was confirming centuries of observation and experience. Loss of the ability to get about has been a crucial problem in the rehabilitation of the blind. Frequently, the success of a variety of social and vocational services depends upon preliminary success in teaching independent travel. Lack of mobility can isolate a blind person from his environment, separating him from sources of employment, recreation, and stimulation. Field studies of local communities have repeatedly underlined the crucial character of mobility in the rehabilitation of the blind and have persistently indicated service inadequacies in travel instruction and supervision.

The last generation has seen a major change in attitudes toward independent travel. Many professional and lay persons have accepted the concept that large numbers of blind persons are capable of mastering the techniques of independent mobility. This changing attitude has been influenced by our changing attitude toward blindness as a whole, but also by the fact that we have had some breakthroughs in evolving successful travel techniques. One of these was the guide dog; another was the wartime experience in cane travel. It has been suggested that we may expect a breakthrough in the development of electronic guidance devices.

Characteristically, the major travel techniques evolved from a practical non-theoretical approach. It was a matter of engineering and design. Only after cane travel and the use of guide dogs were perfected did we begin to look around for theoretical substructures which would help explain and refine their success. Obviously, this approach has been effective in providing many blind persons with the instruments of physical freedom. Yet, another avenue of development has been waiting in the wings for more than a century. It is this second approach which appears to hold promise for the future. It is the approach of fundamental pure research concerning the nature of man and animals and how they perceive the world around them.

As early as 1793, Lazaro Spallanzani began a long series of experiments with bats and other birds and animals in which he observed the effects of blindness. He became interested in the fact that when bats were blinded, they were inconvenienced to a slight degree by the darkness. He particularly noted that, under some circumstances, these blinded bats were able to perceive obstacles. Yet, he noted that if the ears of the blinded bats were tightly plugged with wax or other materials, they would blunder helplessly into all obstacles. It is significant to note that these findings were later confirmed by the experimen...
ments conducted by Supa, Cotzin, and Dallenbach at Cornell University in the 1940's.

In any event, the idea that we can learn something from the experience of bats and others about "obstacle perception" is a challenging one, made possible by Donald Griffin's work in animal navigation. Written primarily for the animal scientist, it reviews the literature concerning bats, birds, and animals and applies some of the findings to the problems of orientation among the blind. Although this column usually confines itself to examinations of experimental and clinical research, we are reporting on this work because of its ultimate importance to our field and its possible inaccessibility to our readers. Chapter 12, "Echolocation by the Blind," is fundamentally a review of the literature concerning the orientation of the blind, an application of principles learned through studies of bats and other animals, and conclusions concerning possible future developments which may be of help to blind persons.

**FINDINGS.** The loss of sight creates a host of orientation and travel difficulties which theoretically could be overcome by prosthetic devices. Millions of years ago, bats solved such problems, and their solutions may have some relevance for blind persons. Even if men were able to take a few faltering steps in the direction which bats have taken, it would be of inestimable help to blind individuals. As a result, it seems advisable to examine some aspects of bats' experience in echolocation.

In the early 1940's the Cornell experiments established the crucial role of hearing in obstacle perception. An attempt was then made to identify the frequency range of sound which would produce echoes most useful to blind subjects in locating objects in the environment which may serve as obstacles. It was found that a pure tone became most useful between 8,000 and 10,000 cycles per second, a relatively high range of sound. At this point, subjects reported: "The tone becomes more piercing and shrill when it nears the obstacle. The change is obvious." It should be noted that frequencies used by bats for echolocation lie beyond the normal human hearing range. Furthermore, bats use sounds of short duration, allowing echoes to return after the outgoing sound has ended. Griffin believes that the Cornell experiments took significant steps forward, but stopped short of answering basic questions concerning the type of sounds which are most effective in echolocation by the blind, particularly the value of pulsed sounds. He feels that devices which produce audible clicks have some promise and should be investigated.

Some bats have been successful in detecting echoes from objects as thin as a wire. A blind person with similar ability could detect echoes from objects as small as a cigarette. If all the information carried by an ideally suitable sound could be perceived and analyzed correctly by a blind person, it would present as clear a picture of the environment as that obtained by a person with 20/400 vision, with the greatest perceptual efficiency coming from large objects and those near the subject. The nub of the problem is that there is sufficient auditory information in the environment if the crucial properties of the sound field could be perceived and recognized. The acoustic spectrum reaching a blind man's ears is a complex one, with the echoes coming from an obstacle being feeble in comparison with the echoes coming from other irrelevant features of the environment. To emulate the bats, blind persons would have to discriminate faint
but important components from a complex of audible sounds. It seems that the differences in the ability of blind persons to function effectively in echolocation may rest upon differences in sifting out the significant from the insignificant in the sound field.

At this time, we are unable to provide the blind learner with the guidance of a teacher. He must learn empirically, correlating what he hears with what he experiences through direct contact with the objects in the environment or what he is told. Our great lack, at the moment, is a systematized knowledge about the field which can be scientifically taught to blind persons without the necessity of trial-and-error learning, which is, at best, a slow and painful process. The first step, therefore, is for someone to learn the language of echolocation. An initial step might be discovering the type of sound field which produces the most informative and the most readily recognized echoes. One area of investigation which is suggested is that of frequency-modulated pulsing sounds related to those used by certain kinds of bats. However, Griffin acknowledges the technical difficulties and the possible impracticality of attempting to duplicate exactly the experience of bats in human terms.

What kind of research is recommended? Griffin feels that attempts to construct portable guidance devices have been hasty. What is needed is a more patient program of basic research. One aspect of this research would relate to sound fields, but another would concern the functioning of human beings. For example, on a logical basis it would be expected that the human brain has considerable capacity to learn the discriminations of sound required in effective echolocation. Yet, we have few data on this subject. In fact, we have not yet identified the differences which characterize blind persons who are already effective at echolocation as compared to those who are not. The author feels that such a research program would be a long and painstaking one. He does not foresee any immediate or short-range breakthrough.

**IMPLICATIONS.** In the area of mobility, we have largely been “playing it by ear.” We have been aware that certain procedures work better than others and that blind persons differ in their ability to use various travel techniques. However, we have lacked the basic orientation which might make our work scientific and which would hasten the day when most blind persons could travel independently. It could be argued that even our present inadequate knowledge is not being effectively disseminated, and that is probably true. Although some of our effort will have to be directed toward reducing the cultural lag between what we know and what we are using in service to the blind, an equally imperative problem faces us. This is the problem of pure research.

The social sciences have been so close to immediate problems of individual and group behavior that we have expended the bulk of our research effort in the practical everyday arena of social problems. In service to the blind, research has tended to move in the same direction. There are so many pressing problems to be solved in the here and now that most of our research funds and interest have been channeled toward work which has more or less immediate applicability to our field. Yet, the natural sciences have discovered that the ultimate welfare of mankind may be served by diverting funds and effort into fields of research which promise no immediate gains but which may advance the frontiers of knowledge.

The history of the Royal National Institute for the Blind during its ninety years is most illuminating. This period represents transition from purely local and comparatively unrelated efforts for the blind to the present day with highly developed national services cooperating fully with modernized local provisions. It also covers a period dating from purely voluntary support to the present-day recognition of the essential partnership between voluntary and governmental activities, each covering the areas which it can serve best.

From the earliest inception of the RNIB under the guidance of Dr. Thomas Rhodes Armitage there was recognition of the world-wide problems affecting the blind. During the earlier days this expanded into the European field and beyond, and later the North American field. In the present century especially, the RNIB participated in various international conferences which eventually led to the establishment of the World Council for the Welfare of the Blind, and also the World Braille Council and the International Conference of Educators of Blind Youth, both of which are consultant bodies of the World Council.

A study of this history discloses outstanding characters who, as chairmen of the board or in various other capacities, have contributed so much to progress not only within the RNIB but abroad as well. Outstanding among these are the founder, Dr. Armitage, Sir Arthur Pearson, Sir Washington Ranger, Sir Beachcroft Towse, Major Godfrey Robinson, Henry Stainsby, secretary-general, Ben Purse, W. MacG. Eagar, and J. C. Colligan.

In the light of present-day problems, still not wholly solved, it is most interesting to note the origin of the expressions given to certain important and recognized principles in the education, training, employment and integration of blind people in society in general. The blind have come a long way from the days of penury and begging to our present times of recognition and acceptance as respected citizens in our communities. We most especially honor those blind persons who, in earlier times under most discouraging conditions, had the vision and the courage to perceive and persevere in a noble cause.

This history of the RNIB represents an outstanding record of achievement. It will be most illuminating and rewarding to all who read it. In fact, it should inspire all of us to a more definite recognition of guiding principles and of opportunities to advance our present-day programs. Certainly it gives indication of the value of understanding and cooperation in advancing the cause and best interests of the blind and their place in the life of every civilized nation.

The author has done an excellent and thorough piece of work by culling from the records for the whole period a coherent review of the developments, the failures and the successes of the efforts that have gone into the building of the RNIB as we know it today.

* Col. Baker is managing director of the Canadian National Institute for the Blind.
“Autistic Patterns and Defective Communication in Blind Children with Retrolental Fibroplasia” by W. R. Keller. Chapter 6 of Psychopathology of Communication by Paul H. Hock and Joseph Zubin. New York: Grune and Stratton, 1958. A study was made with a group of blind preschool children referred to the Hospital for Sick Children in Toronto for psychiatric evaluation because of their abnormal behavior and mental development. All of these children had been blind from early infancy with retrolental fibroplasia and were characterized by autistic patterns of behavior, defective communication, primitive modes of perception, and delays in certain areas of maturation. Case histories and comparisons with other blind children are given.

“He Made 2 + 2 = :” by Richard Match. Coronet, July 1958. More than anything else, Abraham Nemeth wanted to be a mathematician, but it seemed like an unattainable goal for a blind man. While wrestling with advanced mathematics at night school, he worked out a code for expressing complicated symbols in braille. This Nemeth Code has since been adopted for all math textbooks printed for the blind. Nemeth will soon receive his Ph.D. in mathematics from Wayne State University, a key scientific doctorate earned by fewer than 250 Americans each year.

“The Mechanical Transcription of Braille.” Chapter 7 of Mechanical Resolution of Linguistic Problems by Andrew D. Booth, L. Brandwood, and J. P. Cleave. New York: Academic Press, Inc., 1958. The book as a whole contains an account of some of the results which have been obtained at Birkbeck College Computational Laboratory on the application of digital calculators to linguistic problems. Chapter 7 suggests that an ideal braille transcription program would consist of a dictionary used in conjunction with a filter routine. The size of the dictionary is the limiting factor in the practicability of the system. Experiments have shown that the speed of output is not such as to make the machine production of braille text an economic possibility.


“My Son Was Blinded at Birth” by William J. McKee. Saturday Evening Post, June 14, 1958. Retrolental fibroplasia was the reason for Lorne McKee’s blindness. The father tells how he and his wife overcame their bitterness and how their son conquered his handicap.

“Ten Years With a Blind Husband” by Virginia Blanck Moor. Catholic Digest, July 1958. The writer had just about given up hope of meeting a sensible attitude toward blindness among the majority of persons with sight. She found what she had been hoping for among a group of eleven-year-old children: a conception of blindness as a physical inconvenience rather than an emotional tragedy.
The appointment of Allan W. Sherman as executive director of The Lighthouse, the New York Association for the Blind, was announced July 1. Mr. Sherman replaces Dr. Philip S. Platt, executive director of The Lighthouse since 1944, who retires on October 1.

Mr. Sherman has been director of the Cleveland (Ohio) Society for the Blind for the past nine years. He has served as chairman of the Cleveland Glaucoma Survey, director of a hearing research project for newly blinded persons, and member of numerous committees in aid of the blind. From 1942 to 1949, he was principal of the Perkins School for the Blind in Watertown, Massachusetts.

A graduate of Harvard College and of the Harvard Graduate School, Mr. Sherman later served as a lecturer in the Teacher Training Program of the Harvard School of Education.

Dr. William W. Thompson, of Bethesda, Maryland, became executive director of the Blinded Veterans Association in August. He succeeds Irvin P. Schloss, who resigned in June to become legislative analyst in the Washington office of the American Foundation for the Blind.

Prior to his appointment, Dr. Thompson served for four years as national service director of BVA, heading the Association’s field service program. This post has been filled by the appointment of Loyal E. Apple, of Indianapolis, Indiana.

A native of Washington D.C., Dr. Thompson is a graduate of Temple University, in Philadelphia, where he received a Doctor of Surgical Chiropody degree in 1948 and a B.S. degree in education in 1951. Before joining the staff of BVA, he was a member of the
faculty at Temple, where he was an instructor in pharmacy, materia medica, preventive medicine, hygiene, and the history of medicine.

He served with the 424 Regiment of the 106th Infantry Division, and was blinded in December 1944 during the Battle of the Bulge.

Mr. Apple moved into his new post after serving the BVA as a field representative in an area covering Indiana, Kentucky, Michigan and Ohio. He is a graduate of William Jewell College, in Liberty, Missouri, and a veteran of the U. S. Army.

Loyal E. Apple

The appointment of Dr. Marc Vosk as director of the Bureau of Community Surveys in the Division of Community Services, American Foundation for the Blind, became effective on August 1.

Prior to his appointment, Dr. Vosk was a professor of social science at Sarah Lawrence College, and served simultaneously as a consultant to the New York Mental Health Board. He was director of research for the American Jewish Committee from 1947 to 1955, and director of the Program and Research Division of the Federal Housing Administration from 1946 to 1947. During the war he served in the Army as Administrative Officer and Adjutant. Before the war he was an examiner for the New York Civil Service Commission and was acting editor of the Public Personnel Journal.

Dr. Vosk received his B.S. degree in psychology and physics from the City College of New York, and his M.A. degree in economics and sociology from Columbia University. He earned his Ph.D. degree in the fields of social psychology and sociology at the New School for Social Research, in New York City.

He is a member of the American Sociological Society, the American Association of Public Opinion Research, and the American Association of University Professors.

The appointment of Samuel Gluck as supervisor of vocational services of the New York Guild for the Jewish Blind has been announced. Mr. Gluck will direct a program of on-the-job training, counseling, job evaluation, and placement for some 200 blind and visually handicapped adults of all races and creeds.

Prior to his appointment to the Guild staff, Mr. Gluck served as a vocational guidance counselor and psychologist at the B'nai B'rith Philadelphia Vocational Guidance Service and on the staff of the Employment and Guidance Service of the Federation of Jewish Philanthropies, where he worked on special projects in cooperation with the Board of Education's Division of Vocational Rehabilitation and with the Jewish Child Care Association.

During World War II, Mr. Gluck...
served in the Army as personnel officer with the rank of Chief Warrant Officer. He is a graduate of City College of New York, where he received the master's degree in clinical psychology. In his supervisory post at the Guild, Mr. Gluck succeeds Dr. Simon Hoffman, who has been named executive director of the Jewish Vocational Service of Greater Boston, Massachusetts.

Gilbert R. Barnhart has been appointed chief of the Division of Research Grants and Demonstrations of the Office of Vocational Rehabilitation. Mr. Barnhart will be responsible for administering the grants made to public and private organizations by OVR in support of research and demonstration projects in disability problems, as well as the program of research fellowships for the development of competent research workers.

Mr. Barnhart was associated for several years with programs of research and demonstration for the Urban Renewal Administration of the Housing and Home Finance Agency. Prior to his appointment, Mr. Barnhart was executive director of the Citizens Advisory Committee to the City Council of Cambridge, Massachusetts, engaged in research and planning for urban renewal.

Mr. Barnhart is a native of Brooklyn, New York. He holds an A.B. degree from Syracuse University and earned M.A., M.P.A., and Ph.D. degrees from Harvard University.

Samuel E. Martz has been appointed executive officer of the Office of Vocational Rehabilitation.

Mr. Martz has been with OVR since 1954, first as adviser and consultant for the homebound and disabled, and later as chief of the Division of Training. When the Division of Research and Demonstration was established on July 1, 1957, Mr. Martz was appointed chief, serving in that capacity until his present appointment.

A native of Philadelphia, Mr. Martz is a graduate of the University of Pennsylvania, where he also received a master's degree.

News Briefs

With the ceiling lifted from its annual appropriation for books for the blind (Public Law 85-308, September 7, 1957), the Library of Congress' Division for the Blind was able in the past year to expand several services. A supplemental appropriation of $75,000, requested by the Library, was made by Congress in March 1958.

During fiscal year 1958, multiple copies were issued of 230 press braille titles, as compared with 156 in 1957, with the largest increase in juvenalia. Talking book titles increased from 195 to 217, with a 24 per cent increase in juvenile books. The division provided 8,385 new talking book machines, as compared to 7,000 in 1957. Machines
Repairs and returned to distribution agencies totaled 4,603, compared with 1,668 for the year before.

In the division's program for training volunteer brailists, 477 persons were certified by the Librarian, compared to 336 the year before.

A special effort was made to expand communications between the division and its network of regional libraries and state machine-lending agencies through a Newsletter and through circular, informational, and survey letters. Workshops for librarians were held at the American Library Association midwinter meeting, and a Round Table on Library Services for the Blind was established.

New personnel included an assistant chief, a technical adviser, and a head of the reference and circulation section, two of whom are trained librarians. A research and development contract was let to study the feasibility of 8⅞ rpm recordings and to provide prototypes for testing.

Experiments are being conducted with talking book recordings designed to run at 8⅞ rpm and with the reproducers on which to use them. In June, Recording for the Blind, Inc., of New York City, and the Division for the Blind of the Library of Congress jointly announced the completion of an experimental model of such a recording and a prototype of a reproducer to operate at 8⅞ rpm. The next stage in the development is field testing.

While 33⅓ rpm is standard talking book speed, and 16⅔ rpm has been experimented with in several instances, recordings at the latter speed have not met with unconditional favor. At present, however, the experiments in the 8⅞ rpm speed look so promising that it seems probable that 16⅔ rpm will be by-passed entirely.

Engineering difficulties multiply with the reduction of rpm's in recording and reproducing, but the obvious advantages in more material recorded on less surface, and consequent savings in costs as well as space and weight in library shelving and in mailing and handling, will require that ultimately satisfactory performance be achieved.

☆ The formation of two credit unions for the blind was announced recently by the Credit Union National Association (CUNA), bringing the number of credit unions serving the blind to six. Basic credit union literature in braille is in preparation, CUNA reports. The new credit unions are the Missouri Federation of the Blind Credit Union, in St. Louis, with a potential membership of 200; and the Blind Federation Federal Credit Union, in San Antonio, Texas, with a potential membership of 166. It is reported that more than 12 million people own and operate more than 25,000 credit unions throughout the world today.

☆ A new technique using ultrasound for more accurate diagnosis of certain eye diseases was demonstrated before the section on ophthalmology at the American Medical Association meeting in San Francisco in June. With the ultrasonic technique, a cross sectional view of the eye and the areas behind the eye may be obtained, even when the tissues are totally opaque to light, because the viewing is accomplished by high frequency sound waves instead of by light or X ray. When the sound waves strike an object in their path, a return echo is set up. The ultrasonic
echo is converted into electrical energy, which in turn is converted into light.

In the past, physicians have had no instruments for examining the areas behind the eye and so could only surmise what disease processes might be taking place in these areas.

The instrument was developed by Dr. Gilbert Baum, an attending ophthalmologist at the Veterans Administration hospital in the Bronx, New York, and a clinical instructor in the department of ophthalmology of New York University Post Graduate Medical School; and by Ivan Greenwood, a physicist who is associate chief of research for Avionics Division of General Precision Laboratories at Pleasantville, New York. The project is supported by the National Institutes of Health and Veterans Administration.

The sixth Annual Institute for Parents and Preschool Blind Children was held at Batavia, New York, June 21-25. It was a joint project of the Bureau of Handicapped Children of the New York State Department of Education, the New York State Commission for the Blind and the New York State School for the Blind. Operating agencies were the Association for the Blind of Rochester; the Buffalo Association for the Blind; the Center for the Development of Blind Children, Syracuse University; the Industrial Home for the Blind; Lavelle School for the Blind; the New York Association for the Blind; and the New York Guild for the Jewish Blind.

Among the Institute's general sessions led by special resource people and discussed by parents were the subjects "Taking My Place as an Adult in My Community," "Toys for Your Children," "The Growing Child," and "Our Family."

A one-day professional conference on June 20 preceded the Institute. Dr. Anthony J. Pelone, chief of the Bureau for Handicapped Children, State Department of Education, was keynote speaker. Workshop topics on this day included: "Exploring Materials and Programs for the Visually Handicapped Child Who is Preparing for Formal Learning," "The Growing Child Need for Recreation," "Helping Parents through the School Years," and "The Approach to the Blind Child with Special Needs." The theme for the professional pre-institute conference was "Growing with the Growing Blind Child." More than 100 persons from six related fields attended.

The Boston Nursery for Blind Babies sponsored an institute on adjustment problems associated with handicapping conditions in childhood held May 22 and 23. Registration was limited to professional personnel. Subjects discussed were: "The Psychiatric Consultant in an Agency for Handicapped Children," "Medical Problem Associated with Blindness," and "Therapeutic Implications of Group Living," "The Teacher in the Therapeutic Plan," "Parental Problems Associated with Adjustment Difficulties in Handicapped Children," and "The Child Care Worker or Houseparent in a Residential Setting."

The Blinded Veterans Association presented its Employer of the Year Award in the large company category to the Fafnir Bearing Company of New Britain, Connecticut, in recognition of the company's policy of utilizing the skills of blind workers in its manufacturing operations. Fafnir has employed blind workers for many years, and the employment record of those currently with the company ranges from two to sixteen years. They have the same opportunity for promotion as non-disabled workers.
Position Open: Workshop director, for the direction, control and negotiation of light contract work to be performed by blind workers. Should be familiar with general manufacturing practice of light assembly and costing with a good comprehension of the possible social problems involved. Seeking a top-quality person for this permanent position. Salary open. All replies confidential. Address Leo V. Stockman, Secretary, Albany Association of the Blind, 208 State St., Albany 10, N. Y.

Position Open: Executive director. Qualifications: Master's degree from accredited school of social work. Minimum of five years of progressively successful paid employment in social work, at least one of which should be in an administrative capacity. Two years' experience in a supervisory capacity with some administrative responsibilities may be substituted for one year of administration. At least one of the five years should be in an agency specializing in work for the blind. Salary range: $7,200-$10,200. Normal annual increment 5 per cent based on satisfactory work performance. Send complete resume to Mrs. Leo L. Kinast, President, Allen County League for the Blind, Inc., 1018 Ewing St., Fort Wayne, Ind.

Position Open: Recreation, intake, and some home visiting. Man or woman to work with small agency in the development of a new program. No teaching required. College graduate or equivalent suitable work experience. Benefits include regular salary increments, paid vacation and sick leave, auto allowance. Write Frank W. Labaw, Executive Director, Lycoming County Association for the Blind, Box 537, Williamsport, Pa.

Position Wanted: Partially sighted man, 39, with good central vision, desires community relations work. Especially qualified in public affairs and speaking by virtue of eight years' experience in U. S. Foreign Service as vice-consul. B.A. degree; IHB-OVR professional training program. Write Luther A. Thomas, 8225 Handley Ave., Los Angeles 45, Calif.


Position Wanted: Experienced man, 31, desires position as piano tuning instructor in residential school for the blind. Write Harold E. Carter, 1030 S. 14th St., Springfield, Ill.

Position Wanted: Partially sighted man, single, 31, desires position as teacher or counselor. Seven years' teaching experience in school for the blind; B.S. degree from University of Connecticut with major in social studies; some graduate work in education; certified in Connecticut; thorough knowledge of braille; good use of deaf manual alphabet. Write Edward Gray, 17 Connor St., Willimantic, Conn.

Position Wanted: Available for administration, school or association for the blind. Cornell, B.A., Harvard Graduate School of Education, Ed.M. Across-the-community experience as consultant and staff man in health-welfare (including work with the blind) and industry. Human relations approach that is knowledgeable and practical. Write Box 57, New Outlook.

Position Wanted: Qualified young man seeks position in home teaching or related field. Also qualified for teaching in training center. Have M.A. degree in the social sciences from the University of Chicago; have just completed IHB-OVR training program. Write Don R. Faith, 412 West Main Street, Decatur, Illinois.

Position Wanted: Housemother for children over twelve. Have completed Purdue course of training. Willing to relocate anywhere. Write Mrs. Jean B. Campbell, 502 North 10th Street, La Crosse, Wisconsin.

Position Wanted: Partially sighted woman desires permanent or summer employment. Twenty years' experience in field of recreation teacher of dancing, experience in camping planning and producing programs, direction and supervision of children. Braille teaching certificate. Write Miss Ann Chapman, Fourth St., N.W., Washington 11, D. C.

Position Wanted: New method of teaching classical and popular music. Have had thirty years professional experience, especially in electronic instruments. Taught musical braille in sight-saving classes for the blind. Desire a position with residential school or agency for the blind. Write John Hepler, 483 Broad St., Newark 2, N. J.

Speed Your Mail

You can help to speed your mail service in two simple ways:

1. Use postal zone numbers in addressing mail.
2. Mail early in the day to avoid peak period rush.
CONTENTS

Today's Legislative Picture in Historical Perspective. Gabriel Farrell 325
Changing Attitudes of the Public Toward the Blind. Joseph S. Himes 330
Changing Attitudes Toward Blindness From the Point of View of 20/20. Charles G. Ritter 336

Convention Reports #4
Western Conference of Teachers of the Adult Blind. Juliet Bindt 343

Editorially Speaking ........................................ 345
Hindsight ...................................................... 346

World Council Forms New Regional Committees ........................................... 349

AFB Scholarships Awarded .................................. 351

A Century and a Quarter Later—How Far Have We Progressed? .............. 352

New Spanish Course Combines Braille and Recorded Textbooks. Donald W. Hathaway 353

Research in Review .......................................... 355
Book Reviews ................................................. 357
Current Literature ........................................... 359
Appointments .................................................. 360
Classified Corner ............................................ 362
Major M. C. Migel

Major M. C. Migel, founder and chairman of the board of the American Foundation for the Blind, who for decades has been internationally identified with services to blind people and has pioneered many important services, died on October 23, 1958, just as the New Outlook was going to press.

Major Migel personified the American Foundation for the Blind in a unique and indissoluble way, and generated its ever-expanding services.

The New Outlook will publish a complete presentation of Major Migel’s life and work in the next issue.
Today's Legislative Picture in Historical Perspective

GABRIEL FARRELL

To place today's picture in historical perspective, we must look back to the origins of our area of study and seek to find the motivations that led to the present situation. Special legislation for the blind has a long history. Its roots go far back, and statutory actions affecting the blind have been nurtured by a wide variety of motives and often by conflicting attitudes. Before tracing the historical growth, it might be well to ask: "Why should there be special legislation for the blind?"

Sir Ian Fraser raised that question in 1932, and offered this reply: " Probably there is no logical answer to the question . . . there is a peculiar concern for the blind . . . that distinguishes them as a class apart from other disabled persons and justifies special legislation on their behalf . . . Perhaps imagination, not reason, is the principal answer to the question. Every seeing person can imagine himself blind . . . moreover, fear of darkness is instinctive."

Imagination, not reason, says Sir Ian, and, at that, negative imagination based on an instinctive fear, is the principal answer. From earliest times, emotion—and again, unreasoning emotion—has motivated many of the statutory actions affecting the blind that marks them as a class apart. Sympathy for the sightless on the part of the sighted often makes it hard for the blind to fend for themselves and to prove their innate ability to override a visual handicap. Perhaps evidence of this is the modern tendency to widen the definition of blindness to include benefits for many whose loss of sight is not great enough to mark them as a class apart or to require separate specialized services. And this attitude adds to the measured extent of blindness.

At the Oxford Conference held in England in 1948, the two highest reports on the ratio of blindness were made by Eire (233) and Northern Ireland (300). I find it hard to believe that the Emerald Isle is so highly plagued with visual impairment and


Dr. Farrell, who was director of the Perkins School for the Blind for twenty years, is honorary president of the International Conference of Educators of Blind Youth. He presented this paper at the AAWB convention in July at a session dealing with "Attitudes and Services as Reflected in Statutory Actions Affecting the Blind."
can only attribute the reports to the magnanimous emotions of the Irish. And to strengthen the point, try to get an Irish policeman of Boston to enforce the laws regarding begging and street musicians. Emotion has long been a basic factor in promoting statutory actions. And, significantly, it is not the emotion of the blind concerning themselves, but of seeing people who fear, not those without sight, but that they themselves may lose their sight.

I pose the question: Can we, in these more enlightened days, base statutory action regarding the blind not on emotion based on fear but on reason governed by necessity? There will always be many blind people, as there are deaf, crippled, and seeing people, who will need special help; but must loss of, or impairment of, vision throw a person into a class apart? The forgotten people of our group today are those whose vision comes within the definition of blindness and who are on their own, asking no preferred legislation and requiring no special services beyond adequate provision for their education and for rehabilitation if sight is lost after schooling. May their tribe increase!

And it is increasing, and there is progress despite some unsound attitudes motivating special legislation. It is a far cry from the Old Testament injunctions: “Thou shalt not put a stumbling block before the blind,” and “Cursed be he that maketh the blind to wander out of the path,” to the current “cradle to the grave” legislation of some countries. Indeed, the latter might better be called “womb to the tomb,” for there is provision for pre-natal care for blind mothers, and in some states in this country public money is available for the burial of the blind. There is, however, an interesting advance in the development of statutory action affecting the blind as it has moved stage by stage to the present situation.

Alleviating the lot of the blind, to use Rousseau's phrase, was the motivation of early attempts. It first began with the efforts of early saints to give refuge to the sightless who wandered aimlessly through Europe and Asia barely subsisting on the doles of charity. In the fourth century, Saint Basil, who became Bishop of Caesarea in 370, was as zealous in gathering the handicapped into his monastic institutions as he was in making converts. For each group, he provided separate quarters, but all engaged in common work. In the fifth century, Saint Lymnaeus established a refuge in Syria with special cottages for the blind. He taught them pious songs and permitted them to take alms from those who were moved by their singing. And in the seventh century, Saint Bernard, the Bishop of Le Mans, founded an institution in France into which he gathered the blind from the highways and byways and taught them to chant the Church's liturgy in the stately tones of Gregorian plainsong.

These, however, were individual and scattered efforts. It was not until 1254 that an organized attempt was made and a second stage begun. In that year, Louis IX opened a home in Paris for 300 beggars who claimed to have lost their sight in one of the Crusades. Through a turbulent history, the Congregation of the Three Hundred has continued to the present time. Its significance is that it set the pattern for alleviating the lot of the blind by providing asylum. Institutions of this type spread throughout the world and continue in too many places. Most of the early asylums were merely attempts by well-meaning people to take the itinerant blind off the streets, and little was done toward training them for integration among the seeing or, indeed, of
building up their own self-respect. The asylums were only palliatives and did not meet the real problem that arose in the Middle Ages when blind beggars became pests by the waysides and nuisances at public gatherings.

At this stage in history, there is clear indication of a rise on the part of the blind to assert their rights as human beings. They organized into guilds to protect their interests, but they were victims of occupational obsolescence. The invention of printing deprived blind bards of their livelihood, and the introduction of newspapers made the traveling sightless no longer welcome conveyors of news from the outside world. And, in time, redress was sought. In Portugal, in 1749, as an effort to offset the loss of employment through the growing preference for printed matter, the blind were given the exclusive rights to sell newspapers. In Italy, the blind, utilizing the medium of their demotion, had their songs printed and sold them as they sang on the city streets.

Reformation a Turning Point

A critical turning point and a new stage in attitudes toward the blind and provision for their care came with the Reformation. Up to that time, the Church had largely been the source of all help for the blind as well as for other needy or disabled persons. In countries affected by the Reformation, many of the old asylums were closed and new ways of help had to be found. These were not based primarily on taking the blind beggars off the streets—the motivation of early programs—but on finding ways to bring relief to all needy and defective people, including the blind. Out of this movement emerged a social conscience expressed in civic or public support of the needy and of secular rather than Church provision for defectives.

As the problem was more acute in the cities of Europe, the early prototypes of statutory action are to be found there. These were the “poor ordinances” under which German city officials in the fifteenth century began distributing alms. In Antwerp, in 1458, there was a “Master of the Poor.” It was not, however, until the next century that the new reform spirit promoted ordinances that were more constructive. It soon became necessary to carry the same methods into rural areas, and here there was an effort to revive the old Church care with civic control. Institutions were opened under secular rather than religious auspices, especially in Germany. In 1531, Emperor Charles V imposed on every community the responsibility of feeding its poor. But if the means were not sufficient, the needy blind were entitled to go out and beg.

Countries untouched by the Reformation also began to reorganize their care for the poor, including the blind, under government rather than religious control. The New Ordinance of the city of Ypres was a most notable example. Based on a study made for Bruges entitled On the Subvention of the Poor, published in 1526, it struck a new note in the care of the blind. It maintained that they should not be allowed to sit around unemployed, but should be put at some useful work as a contribution toward their support. In France, the care of the poor and defective remained under Church control until the Revolution, although as early as 1254, Louis IX had decreed that all parishes should keep a register of the poor and undertake measures for their relief.

In England, local officials and philanthropists took over the work for the needy that had been conducted by the Church before religious and monastic properties were confiscated. The early
asylums for the blind, even that established in 1329 by the mercer, William Elsing, near the London Wall, to give shelter to 100 men, were considered religious and were therefore closed. An interesting aspect of the situation in England was that many projects to help the blind had been founded by the famous English Guilds and were therefore not disestablished at the time of the Reformation. Some continue to the present day. In 1573, England took its first statutory action by authorizing a tax on real property for the care of those unable to work. This included the blind.

Present Laws Based on 1601 Action in England

Without doubt, the most significant stage in the development of statutory social action began in 1601. In that year Queen Elizabeth I enacted a law that set a civic framework for all poor-relief work, which included the blind. Employing the parish, a carry-over of the religious system, this law required the justice of the peace in each area to appoint from two to four respected citizens to serve as Overseers of the Poor. To them was given authority to levy a tax on the parishioners for the relief of the old, the sick, the blind, and the crippled poor. This established public responsibility for all in need, specifically including the blind, based not on a national but on a local level. This legislation still stands as the basic law for all poor-relief work in England as well as in America.

It is a long jump from Elizabeth I to Elizabeth II, and great strides have been taken in the development of statutory actions. During this time, special legislation has extended from provision only for those in need (the intent of the law of 1601) to the vast, comprehensive programs now in existence. Much of this was promoted by philanthropists and voluntary groups. Not until the end of the last century was there any reaction against the voluntary organizations and a demand for direct state aid. This led to the creation in 1918 of a Central Authority in the Ministry of Health with funds provided by the Exchequer for the general support and supervision of programs for the blind. Amendment to this basic legislation have given to the blind of England a highly preferential status in this era of Her Majesty Queen Elizabeth II.

A survey of social legislation in the United States will show that, basically most of the statutory actions affecting the blind follow the pattern of the law enacted under Elizabeth I, its category of need and its administration on a local level. While in the nineteenth century many private organizations promoted schools for children, workshops for adults and homes for the aged, the first provision for public aid for the blind in this country did not appear until 1866, when New York City allocated public funds to assist needy blind persons. In 1906, the Commonwealth of Massachusetts established the first permanent state agency in this country. It took the full sweep of the New Deal in the 1930's to bring to the blind any measure of national recognition and financial assistance. And since then, statutory actions have been legion, and their motivation often beyond understanding.

The Economic Factor

In the effort to place today's picture in historical perspective, there is, in addition to the emotional aspect already presented, an economic factor that may indicate a new stage in our progress. Our review of special provision for the blind reveals that it was largely based on the assumption of need and that blindness categorically
implied poverty. Thirty years ago, Robert Irwin wrote: "The argument for special blind relief is based upon the contention that blindness itself is a sufficiently well-defined cause of poverty to require special treatment at the hand of the state."* No longer is this true, and the world must be made to realize that. It may well be that current legislation and modern services have played a large part in bringing about this situation, but the fact stands that blindness does not necessarily imply poverty or require assistance based solely on that concept.

While poverty will always be a factor in the economic condition of the blind, as it is and will be also with the seeing, two new groups are going to change perceptibly that aspect of our area of consideration. The first is made up of blinded veterans. With them, poverty is not a problem, for all receive compensation payments. These vary according to the degree of disablement, but all are generous, as they should be for war-caused loss of sight. This makes a group of over 5,000 who, in a strange way, are "a class apart" from the civilian blind.

The war-blinded, however, are exercising and will increasingly exercise a commanding place in the development of right attitudes of the seeing world toward the sightless. Their record is good. According to Warren Bledsoe's recent study, War Blinded Veterans in a Postwar Setting, despite generous compensation, 50.3 per cent of the group studied are employed, 60 per cent own their own homes, and 87.5 per cent are, as this significant phrase states, "able to cope with community attitudes toward blindness...." But two-thirds, according to the study, do not associate with other blind people.

They may be, however, the leaven in the lump which will raise the level of public attitudes toward all the blind.

The second group that will disavow poverty as an adjunct of blindness is made up of the "retrolentals," those children whose sight was impaired or destroyed through the over-administration of oxygen because of premature birth. For about fifteen years following 1941, this misapplied therapeutic agent damaged or destroyed the sight of several thousand infants. Fortunately, the drop of incidence since this primary cause was discovered has been phenomenal. But the wave of blind children in this group is now surging through high school, and as the years pass and they reach maturity, they will become potent factors in our blind population and will make their presence felt.

As with the veterans, there was considerable revulsion against resorting to the facilities and services of the established agencies. Many of these children came from homes whose parents associated public assistance with the stigma of charity. This carried over to the schools, for many of the parents were determined to keep their children at home and demanded provision for them in their community schools. This may well be a turning-point in attitudes and in the history of services for the blind, marking the beginning of a new stage leading to complete integration of the visually handicapped in home, community and civic life.

The full accomplishment of this, however, must reach beyond the blind themselves and those who work with them to the public at large. The attitudes of people toward the blind must be changed, freed from the negative emotions based on fear, disassociated from the idea that blindness necessarily implies poverty, and fired with positive conviction that the blind person is entitled to a first-class citizenship.

---

Changing Attitudes of the Public Toward the Blind

JOSEPH S. HIME

The basic American orientations toward the blind comprise a mélange of ancient and modern elements. For a long time the blind in Middle Eastern and European cities were institutionalized as the official or quasi-official mendicants. In early rural America, however, they were incorporated into and protected by the large, self-sufficient family system. In more recent times urbanization and industrialization of the rural population affected the blind adversely, removing the protective cloak of the large family and accentuating their dependency. With the passage of time, a series of functional accommodations to the blind were distilled from this experience and crystallized into a relatively stable tradition.

Several years ago an attempt was made to capture and formulate a description of the traditional orientations. It was observed that “from the social definitions prevalent in our society, it is possible to piece together three fairly consistent cultural constructs of the blind. Let us call them the ‘blind beggar,’ the ‘blind genius,’ and the ‘superstition of sensory compensation . . . .’”4 The blind beggar was seen as a generalizing concept while the blind genius constituted a particularizing deviation from this conception. “That is, whereas the ‘blind beggar’ pattern is a construct into which all blind persons are fitted auto-

matically in order to facilitate and implement reaction to them, the ‘blind genius’ type singles the person out for special consideration.”5 The third wide spread orientation is the notion of sensory compensation, “… that is, that loss of vision is organically compensated by increased acuteness of the other major senses. Blind persons are thought to have greater powers of hearing, touch, and smell than people with normal vision.”5

Alan Gowman has extended the analysis to demonstrate the situation of the blind in the general social structure. Cultural stereotypes issue into patterns of valuation and normative interaction with decisive implications for status and role allocations. Thus the “stereotypes, woven into the fabric of society and built into the individual throughout the socialization process have functionally positive as well as negative implications, in that they define modal or normative ways of reacting.”2 Gowman elaborates this view of the matter:

Viewed in the context of the larger social system, the blind may be seen as members of a differentiated group, a labeled segment of society having a marginal position. The social norms and value patterns which usually regulate one’s own behavior and offer a framework for the evaluation of others are not applied when a blind individual is under discussion. The inferiority-superiority yardstick ordinarily used has little applicability, since the blind are generally thought to fall outside this continuum. Differentiation results in a wholly new scale on which evaluation can occur without reference to the evaluator’s own
Separation of the blind is effectively established through the application of new normative standards and the expectations which are linked to them. . . . Implications for status arise to the extent that the blind are set apart from accustomed reference groups. Their failures, for instance, receive an exaggerated sympathy, while their achievements are frequently viewed with amazement.

The initial marginal status of the blind seldom distinguishes among individuals and denotes both exclusion and inferiority. Constriction of employment and occupational opportunities is decisive, for the job is the cornerstone of the individual's family, recreational, community, and other social statuses. Correlatively, therefore, the blind are confined to a limited galaxy of social roles in which idleness, begging, and marginal jobs are typical. Status ascription and role allocation are implemented by a normative etiquette in which special privilege, total exclusion, social mediation, pity, and the like are characteristic patterns.

The task to which we now turn is the attempt to identify and characterize some of the forces and conditions that have influenced and are still influencing traditional attitudes toward the blind. The foregoing model is manifestly over-simplified. Space limitations necessitate the omission of many important details and deviations. By virtue of the very nature of the society, moreover, this fabric of social relations is in process of continuous change. Obviously also, all the forces and conditions making for change cannot be ascertained and analyzed. At least five are of enough significance to explore briefly.

1. Depression Measures

First, the experience of widespread need during the Great Depression, the experiments with mass economic relief, and the research that preceded and under-girded the Social Security Act eventuated in a redefinition of the dependency status of the blind. Public policy had already begun to recognize that exclusion of the blind from the industrial labor market constituted the main source of their dependency. But this point of view was neither universal nor supported by any clear approach to the consequent problem.

In the Social Security Act, however, the source of dependency of the blind was publicly and officially defined as a functional consequence of urban industrial society. In this respect the blind were equated in dependency with the very young, the old and the unemployed. Such an interpretation had at least two decisive consequences upon the dependency status of the blind. On the one hand, public responsibility for support of all categories of urban-industrial dependents, the blind included, became official business of the national government. This was new and elevating recognition for the blind. The implications of personal guilt, individual responsibility, or divine disfavor were replaced by an impersonal concept of societal causation and collective obligation.

On the other hand, the blind were structured into the social order as an official dependency category. This historically ambiguous status of the group was thus clarified. They were equilibrated to other non-injured dependency categories. Moreover, the blind were retrieved from traditional and extreme degradation by the establishment of a platform of minimum economic security.

2. Wartime Labor Mobilization

Second, total labor mobilization and utilization during World War II led to some further examination and modification of the status of the traditional dependency categories. In the search
for new sources of manpower, the old and the physically disabled, the blind included, were re-evaluated in terms of their existing productive capabilities. In this service a series of significant agencies, programs, and approaches were developed or refined.

Under the pressure and enthusiasm of the national emergency, employers were induced to relax their hitherto relatively inflexible opposition to disabled workers. Job analyses and manpower studies sought to discover the employable superannuated and disabled workers and to fit them into the jobs that they could perform successfully. Training programs readied inexperienced disabled individuals for work in defense industries. In 1943, Congress broadened the vocational rehabilitation program, making available federal grants to provide medical, surgical, and hospital services to restore disabled individuals to employability.

For the first time in national history, under the impact of this extraordinary combination of circumstances, numbers of blind persons were included in the labor market, the occupational system, and the general economy. At the same time, the blind tended to be merged in general thought with the great reservoir of the physically disabled. The hitherto undifferentiated mass of dependent blind was recognized, grudgingly to be sure, to include some individuals who, by reason of employability, conform to the socially normal more than they deviate.

3. War and the Disabled Veteran

Third, the war itself and demobilization of the armed forces following the war exerted a further influence upon popular attitudes toward the blind. Many observers have noted the ground-swell of enthusiasm and gratitude that was displayed toward the men who were disabled while defending their homeland. One major and official expression of this response is the enormously expanded programs of rehabilitation and service under the Veterans Administration and other public agencies. Two other aspects of this public reaction, however, may have even greater significance for changing social attitudes.

Almost everywhere there was a great outpouring of sympathy for the disabled GI. Often the feeling was ineptly expressed and almost as often harshly rejected. But millions of Americans had an effective personal experience with physical disability, blindness included. The war blind were vigorous young men who had not yet been reduced and relegated to the traditional stereotypes of dependency and futility. Families and friends remembered them as they had been just a short time before, but interacted with them as the war had made them. For many people blindness was an arresting, even a traumatic experience. Indifference, pity, fear, hostility, and the other primary and unrationalized responses were doubtless affected and modified by such experiences.

The war also produced a considerable number of actively oriented blind men who have exerted a significant impact upon traditional attitudes. These men were abruptly blinded in the prime of youth. Committed by early socialization and schooled by rehabilitation to an active social role, they exhibited a trained incapacity to play out the passively stereotyped model of blindness. Strain developed at many points in the interactive fabric. Resistance is further symbolized and implemented by self-conscious organization of the actively oriented blind. One frequently noted consequence of this situation was frustration and maladjustment of the recalcitrant individuals. Of even greater importance in terms of
he present analysis, however, is the fact that normative elements of the stereotypical model itself tended to give and alter under the impact. In some measure the interactive fabric of attitudes, cultural norms, and social expectations has varied in accommodation to the actions and commitments of this new and significant segment of the blind population.

4. Agency Programs

Fourth, the programs and approaches of both public and private agencies continue to exert an influence for change upon traditional attitudes toward the blind. It is neither possible nor necessary to review all such developments at this point. A few typical illustrations may serve to remind us of the scope and significance of this effort. The federal and state manpower agencies both during and since World War II have emphasized utilization of handicapped workers. The Veterans Administration and the federal-state rehabilitation services have added a focus on restoring potentially useful persons to the status of employability. State commissions for the blind and all the private agencies, both national and local, have not only supported these programs, but have also carried the ball along the public-relations front.

Within the perspective of the present analysis, the public-relations offensive is the crucial element of all such programs. Increasingly every familiar channel of mass, group, and individual communication is utilized. This kind of activity constitutes a direct and informed attack upon the traditional attitudes toward the blind. The aim seems to be to soften and dissolve the crystallized stereotypes and to fashion differentiated images in more realistic conformity to empirically observe characteristics of the blind population. The normative correlative of this approach is the modification of self- and others-oriented expectancies to permit engaging blind individuals more fully and normally in the ebb and flow of ordinary social life.

5. New Social Consciousness

Finally, change in popular attitudes toward the blind seems to issue in part from the growth of a new social consciousness. As such, the modifications of this sector of the social heritage comprises one consequence of broad changes in many other sectors of the social order and economy. Mary E. Switzer has captured and expressed the sense of the new social consciousness in the following manner:

...there is developing steadily a national awareness of disability and the moral obligations we all have to use modern resources to combat it. Rehabilitation, as a vehicle for moving against this national and international problem, often has appealed to civic-minded and responsible people for different reasons — sometimes as a social right, sometimes as a matter of economic necessity, sometimes as an important measure in conserving human resources. These are sound and practical reasons, centering upon problems which all of us must consider daily. Yet behind them is the less tangible, more powerful surge of our conscience which tells us that this is work which builds and ennobles people — work in which our finest ideals may be realized in the rich and moving experience of advancing humanity one step further.7

We need now to undertake to assess more directly the character of the changes of traditional attitudes toward the blind that have issued and still arise from events and circumstances like those sketched above. One is tempted to wax enthusiastic or grow pessimistic. Extreme caution, however, is dictated by the virtual absence of empirical data upon which to base precise measurements or exact judgments. Perhaps the most that can be essayed within reason is the formulation of some informed inferences re-
garding the directions of change. No measurement, nor, indeed, any reliable estimate of either the extent or rate of change, is possible.

Viewed in broad perspective, change appears as a tendency to melt down and remould the traditional stereotypes of the blind. The popular image of the blind as an undifferentiated mass of "beggars" no longer seems to fit all the objective experience of people. Nor are the activities of a few reasonably successful blind individuals satisfactorily explained by the evidence of genius. Science and mass communication have seriously undermined former confidence in the notion of sensory compensation. Too many people have had too many personal experiences with too many blind persons that just cannot be explained or interpreted by the traditional conceptions or formulae.

People are slowly recognizing some valid distinctions within the hitherto undifferentiated category of the blind. Employers, personnel officials, plant and shop foremen, sighted workers, and many other people are having actual experiences with blind individuals in a growing variety of productive work situations. Inescapably, such persons come to recognize that some blind individuals are employable, and hence to be dissociated from the mass of useless dependents. In other words, such experiences and observations tend to dispel one's preconceptions about blind people and thus lead him to regard each newly encountered blind person with the suspicion that this may turn out to be another exception to the rule.

Many blind workers extend the "normal" or "quasi-normal" participation on the job into other significant areas of social life. Many seeing individuals thus enter into a variety of social experiences in which attention is directed away from blindness to matters of common interest. Blind persons function in the warp and woof of social life as family heads, home owners, voters, taxpayers, and so on. They act as full-fledged members of neighborhoods, school districts, parent-teacher associations, community organizations, and the like. Some enter politics, engage in civic and business affairs, and in other ways join fully in the significant life of the community.

Such dynamic social experiences tend to demonstrate that blind persons are not all alike by virtue of their disability. Sighted individuals have opportunities to perceive the significant limits of the physical disability. Attention is also directed to the variations of traits of personality which can be observed to have less relationship to the physical disability than was formerly believed. It may then become logically and emotionally admissible that not all blind people are alike and that some at least can be accepted and engage in social life on quite ordinary and satisfying terms.

A further change is revealed in popular attitudes toward the blind in the appearance of impersonalness or objectivity. This tendency is manifested in the trend toward severing or attenuating the ancient giver-beggar relationship when regarding the blind as a social category. It is also revealed as one dimension of the growing capacity to make valid distinctions among members of the blind population. In another sense, it is the popular counterpart of the professionalism for which we have so long worked and hoped. The emergence of impersonalness in attitudes toward the blind reflects a subtle change, as if a veil through which the blind had heretofore been seen as an undifferentiated mass of pitiable or shameful humanity had been lifted, exposing them directly to the public view in all their full-bodied diversity and individuality.
Within the social security system the blind became an assistance category, not a series of individual beggars. Vigorous public and private agencies trumpet in clarion tones of programs of rehabilitation, service, and assistance. There grows apace a capacity to envisage the blind as a class of clients, or category of subjects for treatment, service, or rehabilitation. The professionalism that characterizes organized service now seeps slowly into public consciousness and popular attitudes.

Again, thanks to the spread of mass communication, the American people become better informed about the blind than formerly. Wider acquaintance with the blind, as noted above, has issued in part from increased contacts in industries and community activities. At the same time, many organizations, both private and public, carry forward aggressive and skillful programs of public relations. As a consequence, the facts and arguments about and on behalf of the blind tend to reach a steadily growing number of individuals.

Finally, there seems to be a notable improvement in both the quantity and quality of research on blindness and the blind. The literature reveals more empirical studies. Such investigations tend to supersede the impressionistic and insightful material that was formerly so popular.

Recent research has naturally devoted much attention to problems of rehabilitation and employment. This is well, for the public relations leaders now have ready at hand a significant and growing body of empirical data with which to work. Meanwhile, we are now having more theoretically and methodologically fundamental studies of the blind within the areas of sociology and psychology. The blind are conceptualized as living and functioning within ongoing social and economic systems. This kind of research is needed both to undergird the practical investigations of rehabilitation and employment, and to feed and support the programs of public relations.

Conclusion

In conclusion, the evidence leaves little doubt that popular attitudes toward the blind are changing. It is virtually impossible to assay the rate or extent of change with any degree of exactness. Perhaps the most we dare conclude is that the changes noted comprise no more than a few random and inchoate tendencies, a bright spot the size of a man's hand against the dark horizon of ancient and foreboding prejudices. Yet even such incipient tendencies may be enough to reassure us that change in the traditional attitudes toward the blind is indeed possible, and that some, at least, of the instruments of that change are now at hand.

REFERENCES

3. Ibid., pp. 55-56.
5. Ibid., p. 413.
Changing Attitudes Toward Blindness

From the Point of View of 20/20

CHARLES G. RITTER

It was quite by accident that I recently read The Hidden Persuaders,* a book about how to sell products and ideas. I hope it will be put on talking book, for it has much to teach us on the subject before us. There is a great deal about research in depth, finding out what the general public thinks but also what it feels at an unconscious level about a product—in our case it would be blindness. I am not aware of any such research in our field. Our generalizations have not been validated. We know that most people say they would rather be dead than blind, but we don’t know the basic roots of the feeling. We know that most people assume a world of gloom and darkness, a misconception to which we, both workers and blind alike, have contributed our fair share. Some blind people have felt that most sighted people assume blindness is largely due to venereal disease. Where do these rather superficial notions originate? If we know this, then we can set about changing the image.

All of us here tonight say we know that blindness is not darkness. We are all perfectly aware of the proper definition of blindness. We know that blindness is a severe visual impairment ranging from pretty usable sight down to no physical sight whatever. And yet, what is our own basic image? We ourselves tend to forget that most blind people retain some residual vision. Indeed, there are some who would argue for separating the blind population into groups, those who see little or nothing and those with usable residual vision. Do this and the blind would become an all but vanished minority. Try to do it and there will be new problems. The Blind Bowler’s Congress, in the interest of matching teams, ruled that a certain number of totally blind persons should bowl on each team. But, since total blindness is still not complete absence of light perception, that proved impractical. So the degree of residual vision permitted under the term “total blindness” had to be stepped up a bit. In one case, a father who had been classed as totally blind offered to play on his daughter’s team, she being classed as partially blind, so that the team could play; and yet the two, as nearly as either could judge, had about the same degree of vision.

So subjective are the elements involved that no objective evaluation makes complete sense. The eyes are only a part of the data-collecting agencies of the human organism, and the total data alone makes sense. One person will do remarkably well with virtually no sight where another will flounder helplessly with far more.

There are forces at work to make the general public aware of the truth that most blind people see something. The Foundation’s radio series, 20/200, is one. The spreading interest in visual rehabilitation through optical aids is another, as seen in the growth of clinics and the newspaper, magazine and broadcast news about these clinics. When this began to look like a trend, I sought to find out how totally blind persons felt it might affect their future (and by totally blind I meant those with no light perception whatever). I had been aware of a certain undercurrent of resentment on the part of some of these people against those with partial sight. Sometimes this has been overtly expressed. For example: “They get all the gravy of blindness plus most of the benefits of sight.” Curiously, I don’t recall any in my own questioning who felt they would lose by having the correct meaning of the word “blind” as we define it more generally understood. As one man put it, “No matter what the effect, it can’t be any worse than it is now.”

At the same time the current of resentment among the partially blind is being resolved by these same forces. It wasn’t so long ago that the complaint was common: “Agencies treat us all as if we could see nothing. Everything is geared to total blindness and no one wants to take into consideration or try to help the bit of sight we retain.” This attitude is no longer justified, nor is it too often encountered any more.

Consider what happens to the man on the street when he realizes how many blind people have some degree of vision. The first question in his mind when he sees a blind man is, “I wonder how much he sees.” If he wears glasses, he may now know that a blind man, wearing glasses, may see every whit as much as he does without his own. Remember the old New Yorker cartoon (they let me have an enlargement once for an exhibit). A gentleman on the beach was tipping his hat to a large stone, saying, “Pardon me, madam, but did you notice a pair of glasses lying about?”

At once the mystery and dread slough off. The baleful world of blackness loses its meaning. The categorical difference is wiped out. Naturally, there will still be total blindness, but the very nature of the campaign tends to spread understanding. Last week, for example, six eye specialists visited our exhibit in Columbia, South Carolina, and they saw not only optical aids but also raised-line drawing boards, slide rules, clinical thermometers and so on, all usable by the totally blind fraction of our population.

Total Blindness Not Denied

The campaign need not, either, deny the existence of total blindness. At a press conference once we turned off the sound and let the newsmen watch the picture. They got very little from it. We then turned off the picture and let them see how little was lost when the sound was heard. The very range of permissible vision under our definition can help us eliminate the blindness pigeonhole. There have been plenty of times when I have asked a visitor how much he sees, only to be told: “As much as possible with a pair of plastic eyes.” At other times I assume someone is totally blind, only to find him chortle with glee on picking up a fairly weak magnifying device.

It is my contention, then, that we have in 20/200 vision and downward one of the very best means for changing the image blindness creates in the mind of the sighted world. A group we must argue with (persuade perhaps would be better) are the safety and sight conservation people whose objec-
tives we support, much as we may occasionally deplore their methods. Take a leaflet we were able to have suppressed at a State Fair. Its cover was black with a white cane and the white words, “I saw a blind man today.” Everything we hate was spread out in that leaflet, and it was all false. Moreover, I have been told repeatedly that such material does not encourage safety. It’s too unreal to seem likely to happen to the reader. There is no need to run down blind people to accomplish the desired goals.

It is far better to do what some factories have been doing. Over machines where goggles should be worn, a sign reads: “Operators of this machine must wear safety glasses, unless already blind.” Or the safety inspector comes across a worker at such a machine with the goggles hanging from the hook above the machine. He pulls something furtively from a pocket and looks at it from time to time, meanwhile staring at the worker, till he, the worker, insists on knowing what’s so interesting. “Oh, it’s nothing,” says the inspector. “I’m from the insurance company. It wouldn’t cost much. I think one of these would fit just about right,” holding out an artificial eye.

The Product and the Public

Now from the point of view of 20/20:

There was once a vast advertising campaign extolling the matchless, fresh, fruity aroma of a certain gelatin. So far as I had noticed, all the gelatins that had been prepared in our house had a pleasant, fruity aroma. Then one day I was visiting friends who happened to be preparing some of the particular brand the advertising campaign was lauding. I asked to smell it and was taken aback to discover it smelled like unadulterated cow hoof. The brand did not last long. Far better to have changed the smell than to spend money trying to hypnotize the public. The product has to match the claims.

I am convinced that as far as most people are concerned the avoidance of blind people, the tenseness and the clumsiness do not spring from a fear of castration, as some have guessed, or of venereal disease, or of contagion, but rather from a simple, normal fear of doing or saying the wrong thing. And I must say that too many of our do’s and don’ts are calculated to exaggerate these fears. I saw one list in which there was not a single “do.”

I am convinced that no campaign, none of all the things we can bring to bear through public relations, will do a bit of good until we have a product that can meet our claims. In the long run the public will be set at ease only by the performance of blind people. All too often blind people who meet the public are not doing what needs to be done to match up to our claims.

A growing number of blind people know this and are pleading for schools and agencies to help in developing social and behavioral skills to enable them to match up. Groups of blind people must find ways of raising the social and behavioral standards of their more backward members. This will go on to a point where the general public itself will help bring pressures. At this particular stage, there are parts of the public (and I suppose parts of our own field) which expect a blind person to be either a genius or a dope. As acceptance becomes more mutual, we can look forward to the day when a blind man need be neither, but just himself, but with the ability, which we all need, to comport ourselves in such ways as not to be unseemly.
The Position of Civil Service in Vocational Rehabilitation of the Blind

ARTHUR C. MURR

Each year several thousand people with serious, permanent physical handicaps take their place in the career civil service through the government-wide elective-placement program conducted by the U. S. Civil Service Commission in cooperation with federal departments and agencies. Since 1942, more than 165,000 physically handicapped workers have joined Uncle Sam's civilian work force.

The Commission-sponsored program is designed to assure the handicapped of fair consideration for gainful employment. It operates within the framework of the civil service merit system. Not only must the physically handicapped be qualified to do particular jobs; they must also compete with non-handicapped applicants for such civil-service positions. In the light of this requirement, the record of the selective-placement program stands as testimony to the truth that, properly placed, the handicapped worker is as good as others.

The selective-placement program poses but three questions with respect to the disabled applicant: 1) Is he qualified for the job? 2) Can he efficiently perform the duties of the job? 3) Will he be a hazard to himself or to others? Thus, physically handicapped applicants for federal employment can expect fair consideration without respect to their physical handicaps. But the selective-placement program is not designed to accord them special treatment over others eligible for similar work.

The Commission does not generally advocate the tailoring or alteration of jobs so that they will be especially appropriate for people with certain types of handicaps. Federal agencies have the government's work to do and the responsibility of hiring the people who will perform the necessary tasks efficiently. In its role as central personnel agency, the Commission has the duty to help agencies to hire the best-qualified people without discrimination as to race, religion, politics, or physical condition. The Commission may suggest position alterations in some instances to facilitate employment of a handicapped person, but in the main it is the agency which must determine the duties of any position.

Nor does the Commission advocate overloading the government with handicapped people or making government jobs a safe harbor for those who cannot hold their own in competitive private enterprise. The Commission has never advocated a definite percentage of handicapped employees as representing either a minimum or maximum number of disabled people who should be employed by the government. Nor, at times when it is

Mr. Murr is vocational rehabilitation officer, Medical Division, U. S. Civil Service Commission.
necessary to reduce the number of federal employees, does the Commission expect that the physically handicapped will be retained in their positions any longer than able-bodied workers with equal job-retention rights based on factors other than physical condition.

The Commission views its responsibility, insofar as utilization of the handicapped is concerned, as consisting of finding out the physical demands of federal jobs, finding out what people with certain handicaps can and cannot do, passing this information on to appointing officers in a persuasive fashion, and assuring that qualified physically handicapped people receive fair consideration for appointment. It endeavors to see that the handicapped are placed in positions which they can perform efficiently and without undue hazard to themselves or to others, and it makes certain that physical condition is not used as the basis of unfair discrimination in connection with any phase of federal employment under its jurisdiction.

Relationship to President's Committee and Other Programs

The Commission's program supplements and complements the programs of the President's Committee on Employment of the Physically Handicapped and of federal and state agencies concerned with the training and placement of the physically handicapped. The Commission has worked closely with the President's Committee since the inception of the national program in 1945, and the Medical Division and regional offices of the Commission give continuing support to the year-long program of the Committee.

The chairman of the Commission is a permanent Federal Associate Member of the President's Committee, along with the Secretaries of State, Treasury, Defense, Interior, Agriculture, Commerce, Labor, and Health, Education and Welfare; the Postmaster General; the Administrator of Veterans Affairs; and the director of the Office of Defense Mobilization. For a number of years the Federal Associate Members have annually issued a joint statement to affirm support of the program of the President's Committee. The annual statement, which is publicized throughout the federal service, declares that the federal government should set an example for private enterprise by continuing to improve its employment practices so that the handicapped may be given equal opportunity with the able-bodied.

The chairman of the Commission is also a member of the Advisory Council on Employment of the Physically Handicapped, appointed by the President to assist the President's Committee in developing a closer relationship between federal agencies in efforts to expand job opportunity for the physically impaired. Council endorsement of the four points which for many years have constituted the basic program of the Civil Service Commission resulted in the issuance, by direction of the President, of a White House letter prescribing the executive-branch policy for employment of the physically handicapped. The points of the executive-branch policy outlined in the letter are:

1. Physical standards will be fair, reasonable, and adapted to the realistic requirements of jobs.

2. An opportunity will be provided for a fair appraisal of pertinent qualifications of physically handicapped applicants and employees.

3. Physical abilities of handicapped persons being considered for examination, appointment, or reassignment will be appraised in relation to the essential physical requirements of jobs.
4. Employees who acquire disabilities as the result of work injuries, off-the-job accidents or disease conditions will be given full opportunity in re-employment or in transferring to other more suitable jobs.

The letter calls for participation at all levels of administration and supervision in carrying out the policy and declares that: “Management will: a) take such action as is necessary to bring about an understanding and application of the policy by all appointment officials and others who participate in the hiring or reassignment of employees, and b) make periodic review of the manner in which the policy is being observed throughout its jurisdiction.”

Agency Coordinator Plan Bolsters Program

Although the number of physically handicapped workers hired by federal agencies since 1942 is impressive, and while some agencies have outstanding records, the small percentage of placements made by other agencies evidenced a still widespread reluctance to employ people with serious physical handicaps. The Commission concluded that some added features were needed to make the selective-placement program fully operative on a government-wide basis. Thus, early in 1957 the Commission provided for the designation of coordinators for selective placement of the handicapped in all departments and agencies and their bureaus and major field installations.

The designation of agency coordinators gives the selective-placement program significant new dimensions. It establishes an effective channel of communication through which better understanding of selective placement and of the requirements of law can be developed down through the management chain to line supervisors throughout the federal service, and for the first time the handicapped, in a sense, have advocates in federal agencies and installations, removing the danger that consideration of the handicapped may be “everybody’s business and nobody’s business.”

Role of Civil Service Commission

As in other aspects of federal personnel management, the Commission has a dual role in the area of employment of the physically handicapped:

1. It administers a government-wide program under the provisions of laws and Executive orders.

2. It provides guidance and leadership to federal departments and agencies to facilitate effective utilization of the skills of the qualified physically handicapped.

To carry out its responsibilities, the Commission develops policies and procedures, identifies and establishes physical requirements for federal employment, prepares physical standards for all occupational areas, develops special testing methods, issues necessary instructional materials, conducts a continuing educational program within the federal service, and cooperates with the President’s Committee and other agencies concerned with the rehabilitation of the handicapped.

To strengthen the program and assist coordinators, the Commission makes a continuing review of the government-wide program, collects and analyzes pertinent data, and provides coordinators with information about significant findings, activities, developments and materials. It also provides for inter-agency exchange of information on selective placement and utilization of the physically handicapped.

The Medical Division in the Commission’s central office works directly with coordinators at headquarters of departments and agencies, and Com-
mission regional offices maintain working relations with coordinators of field installations.

**Roles of Departmental and Field Coordinators**

Coordinators for selective placement of the handicapped likewise have a two-fold responsibility — to see that the requirements of law and regulations are being met, and to conduct an educational program within their agencies to broaden understanding and support of the selective-placement program. As outlined in Departmental Circular 903, representatives designated by agencies have the “responsibility of coordinating the program for employment of the physically handicapped within the department, agency, bureau or field establishment, and of maintaining liaison with other agencies in the fields of placement or rehabilitation.” When a referral or certification of a handicapped applicant is made by the Civil Service Commission, the coordinator is obligated to see that the applicant is given full consideration for any vacant positions for which he is qualified.

But the area in which coordinators make their most important contribution is in the development, through a continuing internal educational effort, of broad understanding and acceptance of the program by management, line supervisors, and employees. Some agencies have conducted such programs for the past few years, and they have been important factors in facilitating thousands of excellent placements. Management letters, staff discussions, presentations in supervisory-training courses, motion pictures, statements and features in house organs, and distribution of pertinent publications are among the tools and techniques employed in such programs.

Responsibilities of coordinators in field installations are similar to those of coordinators at the departmental level, with more “firing line” aspects. Field coordinators become more intimately concerned with individual placement situations, have greater opportunities to act as on-site ambassadors of goodwill for the handicapped, and are in a position to make meaningful critical analyses of selective placement at work.

Those who approach their assignment with imagination can make valuable contributions to the selective-placement program in many ways. They are in a position to develop firsthand reports on the performance, attendance, and turnover of handicapped employees. They can personally appraise the effectiveness of placements by making follow-up checks on progress of disabled workers after they have been on the job for three, six, twelve and twenty-four months. They can sample the attitudes of the handicapped toward their work and the attitudes of supervisors and fellow workers toward disabled employees.

The information they obtain can be used in various ways: in reports to agency headquarters and Commission regional offices, in broader surveys conducted by the Commission and the President’s Committee, in the internal educational program, and in local publicity. Field coordinators are encouraged to participate in the program of the President’s Committee, to cooperate with local committees, and to join in observances of National Employ the Physically Handicapped Week.

The Commission believes that coordinators can make the greatest gains for the program by concentrating on the orientation of line supervisors. The Commission’s “Operation Understanding,” sponsored in conjunction with NEPH Week in October 1957, encouraged such efforts and offered suggestions in this area.
The Western Conference of Teachers of the Adult Blind held its twelfth annual meeting at Hotel Plains in Cheyenne, Wyoming, September 2-4, 1958. Members attended from six western states; there were several speakers nationally prominent in work for the blind; excellent handicraft and appliance exhibits were presented; constructive resolutions were adopted. Presiding was President Wilbur Radcliff, of Los Angeles, home teacher-counselor for the California State Department of Education. The state superintendent of public instruction, Velma Linford, delivered the keynote address on "I Choose Teaching." The Conference program was planned by H. Smith Shumway, director of the Division for Deaf and Blind, Wyoming State Department of Education.

Speakers Discuss Many Subjects

Marjorie S. Hooper, braille editor, American Printing House for the Blind, told of changes adopted in the braille mathematical, music and literary codes. The presidents of AAWB and AAIB are to appoint a three-member permanent committee to act as final authority on standardizing braille. Later the Conference adopted a resolution urging that at least one qualified home teacher be a member of this permanent committee.

Charles Gallozzi, assistant chief, Division for the Blind, Library of Congress, spoke about the extensive changes in personnel in that agency, its new plans and the book needs of the blind. He believes these needs to differ from those of the average reader because there is not available to blind persons the same amount of current periodicals of all types. In the past ten years, there has been only a 5 per cent change in the number of braille readers, but the number of talking book readers has increased greatly. The Library is experimenting in many avenues to improve its collections of braille and talking books and its talking book producers. It was suggested that a member of this Conference might be a member of the fifty-member book selection committee.

Roy Kumpe, director of the Southwest Rehabilitation Center for the Blind, Little Rock, Arkansas, described the diagnostic and training program used by many states. There are now sixteen agencies that help with the psychological, social and vocational adjustment problems of the blind. Mr. Kumpe feels that a residence program probably is more effective than other plans. Trainees remain from two to six months; a class of about twenty is an ideal number, and there should be about this same number in the entire
professional and maintenance staff. Eighty-seven per cent of the Southwest Rehabilitation Center's more than 800 blind graduates are cases closed as "rehabilitated." Trainees have ranged in age from sixteen to seventy-six.

Charles G. Ritter, consultant from the American Foundation for the Blind, spoke on the newest aids and appliances for the blind. He suggested that travel aids should stress orientation as well as object perception. He discussed experiments in developing "reading machines" and new aids for the blind diabetic.

Representatives from the Christian Record Benevolent Association, Lincoln, Nebraska, described their one recorded and six braille periodicals. C. G. Cross and G. C. Wilson, new staff members, evinced much interest in the problems and needs of home teachers.

John Taylor, legislative representative of the National Federation of the Blind, spoke on principles that should be incorporated into public assistance laws. Hulen C. Walker, executive director of the American Association of Workers for the Blind, also attended and offered constructive suggestions.

Wyoming officials talked on the various phases of their services to the blind: a summer camp, public assistance, and a home for the aged blind. There are about 600 blind persons in Wyoming, about thirty of whom receive aid to the needy blind. A few others are on old-age assistance; others are in convalescent homes. A local representative of the federal social security office discussed 1958 changes in the law.

Dr. Everett Lantz, University of Wyoming, gave a scholarly talk on good teaching principles. The banquet speaker was Dr. Gale W. McGee, of the same institution, and candidate for the U. S. Senate.

The Conference adopted the recommendation of the professional status committee that approval be expressed of the plan to revise standards for home teacher certification under the AAWB, and feels that these should encourage higher professional ratings such as requiring college graduation. It also recommends that all teachers of the adult blind take the course in transcribing or proofreading offered by the Library of Congress to perfect their braille skills and enable them to more fully guide and understand the volunteer transcribers.

Another resolution urged authors and publishers of new braille primers to be guided by these principles: a good quality of paper and binding; lessons to progress directly from grade one to grade two; reading drills to appeal to adults; stress on rules for braille code, and on punctuation usage.

The Juliet Bindt breakfast gave recognition to the Conference's charter president, and to her accomplishments.

**Officers Elected**

Mrs. Tessie Jones, of Salt Lake City, was elected recording secretary of the Conference; and Mrs. Alice Olssen, of Seattle, and Mrs. Harlene Stone, of Phoenix, were re-elected vice-president and corresponding secretary, respectively.

Members voted to meet in 1959 in Seattle.

Anyone desiring Conference minutes and releases may acquire them by becoming an associate member, sending two dollars in annual dues to the treasurer, Raymond Parsons, 123 South Kimball, Casper, Wyoming.

Thus, after a dozen years, the Western Conference of Teachers of the Adult Blind carries on its enthusiasm and constructive programs and activities to benefit not only its members but other home teachers and those in the communities where it meets.
THE PRESS AND
THE READING MACHINE

Many were disturbed on September 17 by accounts of a new reading machine for the blind on which the Veterans Administration had issued a release. Those who read the entire release got a rather accurate picture of the limitations of the device in its present stage of development. Unfortunately, headline writers seem not to read the entire text of such releases, nor do the majority of newspaper readers.

No public-relations man would dare send out a release which started out in effect to say, "We have a new gadget with which a few blind people can possibly learn to decipher printed words at a rate of maybe fifteen to thirty words a minute. Whether very many can learn to read at all with it remains to be seen. Further tests are being planned to establish this." Editors would not regard that as newsworthy. The problem of informing the public without the danger of distortion of the facts is a difficult one.

The VA release did not claim that the instrument it announced represented any great advance over earlier attempts. It is a new approach in some respects. It is closest to the Optophone which, of course, dates far back before World War II. The subjects who demonstrated before the Reading Machine Conference on the occasion of the news stories were not able to offer a very exciting show. They had, in fact, not had a great deal of training. One British woman has been doing far better with a re-vamped Optophone.

A number did as well with the RCA reading pencil which was developed during World War II. Neither of these devices showed promise enough to gain any general acceptance. Perhaps the Battelle device of the recent publicity flurry will also fall by the wayside, but as Dr. Vladimir Zworykin, distinguished electronics researcher, is said to have observed, "You won't stumble onto anything if you don't keep moving."

The reading machine conference, the fifth to be sponsored by the VA, was attended by over fifty persons representing some of the greatest research centers in the country. This pooling of ideas and suggestions is certainly noteworthy. New ideas were presented after the release had been mimeographed. Some may lead to useful improvements in the publicized machine. Meanwhile several other investigations are being financed by the VA, and others are being carried on in Canada.

The publicity may have generated false hopes. As it is cut, watered down or changed in passing from medium to medium, false hopes may soar even higher. This is the sad part. On the other hand, such material reaches many inventive minds; and who knows when someone may come forth with entirely fresh ideas? News releases on reading machines for the blind appear with monotonous regularity, though a practical reading machine still is not in evidence. The great tragedy would be for work on the problem to stop; that would mean no future news releases, but in that case there would never be a reading machine that works.
COLD WAR, HOT DISCUSSIONS

For an American-type individual,* a journey through the Middle East and Far East in seven weeks is quite an experience. It can even become downright confusing if one is attempting to study blindness in the midst of cold war influences.

I'll try to explain, but first I have to tell you the simple facts about the trip itself. Another American-type individual, by the name of Winfield Rumsey,† went with me, and therefore I was not alone in some of my confusions and impressions. With the help of his guiding arm and wandering eye I visited schools, agencies and individuals concerned with blind persons in Paris, Karachi, Bombay, Madras, Calcutta, Colombo, Bangkok, Saigon, Manila, Tokyo and Osaka. The primary objective was to attend a meeting in Ceylon of the executive committee of the World Council for the Welfare of the Blind. The rest of the stops were in the

* A term of reference used by American travelers in the Far East to describe other American travelers in the Far East. Often used in greeting, sometimes affectionately.
† Executive assistant to the executive director, American Foundation for the Blind.

interests of the service program of the American Foundation for Overseas Blind. The Foundation is one of this country's voluntary efforts to extend help of various sorts to the so-called underdeveloped countries, and I found that we generally were treated with respect and cordiality. At the same time, there was an occasional flicker of hostility or noticeable reserve in some quarters.

There were three distinct instances during the Ceylon meeting when the present state of world politics distracted the entire group rather seriously from the pursuit of the main business of the meeting itself. Bear in mind as a backdrop to all this that the World Council repeatedly has described itself as non-governmental and non-political. It is to be presumed that all member delegations understand and agree. We all have pledged that our concern is only for blind persons, wherever they may be. In other words, no matter how cold or hot the war may be, we intend to leave such matters to world statesmen while we do everything we can to exercise true brotherhood and seek to extend the World Council's benefits to anyone concerned with blindness anywhere.
This is all fine and dandy, but let us examine what really happened at Ceylon.

The first example of deep-freeze friendship came when the committee was attempting to decide when and where the second Far Eastern Conference on work for the blind would be convened. The first was in Tokyo, in 1955. Leaders and workers for the blind in India would be very happy, it was reported, to have the next conference in their country. So far as the open discussion around the table went, there seemed at first to be no great objection to the idea; in fact, there appeared to be general agreement that it was a natural sort of thing to meet in exotic India. It was discovered, however, that the Indian government's current policy of aggressive neutrality would have to be observed: a delegation from Red China would have to be invited and seated. Now, in this particular instance, American-type individuals were unconcerned. The plan did not affect Westerners, just Easterners. For that matter, if an American wanted to go to such a Far Eastern conference as a speaker or visitor, I really don't suppose our State Department would care especially whether Red China was represented or not. But among Easterners there are some non-Communist-type individuals who would refuse to attend the conference at all if Red China were to be included. They are in such places as South Korea and Vietnam, and there doesn't seem to be an affectionate glow emanating from the direction of many other countries toward the Red Chinese regime. In any event, it finally was decided that perhaps it wasn't necessary to plan another Far Eastern Conference just now. After all, when one thought it over, it probably wasn't a particularly good idea in the first place—especially when everybody wants to meet, but not with everybody else.

For the past year or so—or has it been a decade or so—Americans have been fed the jaded journalism of Middle East crises. From the Suez Canal incident to the revolt in Baghdad, we have really had it. It seemed before the trip, therefore, that it would be interesting to get a closer and non-journalistic version for ourselves. We did. This came about when the Egyptian representative, indicating that he was speaking for others in his part of the world as well as himself, asked for World Council approval of a Committee on Middle Eastern Affairs. He argued a sound point of view: that people concerned with the blind of a particular area had common problems which might be aided in their solution by mutual exchange. There was only one trouble—his definition of the Middle East. Asked to define it, he argued again for grouping of countries on “cultural” rather than geographical lines. This led to the predictable conclusion that Israel and Turkey, normally reckoned to be in the Middle East geographically, were not to be included in the proposed regional committee. Since others around the table were still following the lofty ideal of “the blind are the blind wherever they are,” his proposal started a wee bit of an argument about the definition of the Middle East. We had to resolve this issue after a half-day of debate and delicate diplomacy of cold war cooperation by suggesting that the group reconstitute itself as a proposed Arab States committee of the Council. This seemed to satisfy everyone pretty well, but it really won't come up again until the general assembly meeting in Rome next summer, when the Arab States regional group will ask for the Council's blessings.

The third example of the influence of the cold war came when an East German organization for the blind wrote a letter asking the executive com-
mittee to give it representation in the Council. Now, it so happens that there already are six German representatives in the assembly, and that is all they are entitled to under the constitution. Furthermore, since the Council is non-political and non-governmental, it really is not aware that Germany is a divided country. Therefore, if a part of Germany which is governed by a foreign power cannot get together with the part that is non-Communist, this really is not the concern of the Council. This ticklish little matter was disposed of by writing the East German correspondent to the effect that we were referring his problem of representation back to the existing German delegation.

And so it went. In Saigon we saw the staggering effects of the recent invasions and occupation of the northern areas of the country—and we also encountered the distinctly French impact upon the country that is now attempting to be a Vietnamese republic after nearly seventy-five years of French control. Education and social welfare in general are woefully adolescent—and services to the blind hardly embryonic. In India one finds a lack of exchange even within the country itself, meaning that a demonstration of industrial placement of the blind in Madras is not even known to the Lighthouse leaders in Calcutta—just a four-hour plane ride away. In Thailand, where education for the blind took hold twenty years ago, there still is no program of employment for the adult blind. In the Philippines there is a remarkably modern rehabilitation center, and placement is going on in at least a beginning way. On the other hand, across the way at the school for the blind—a combined deaf and blind institution—the blind children still are not permitted to undertake training in rather well-equipped shops for the deaf.

Throughout this trip, then, we saw our own Western problems reflected to one degree or another. The contrast between the primitive and the progressive was striking indeed, with complete neglect existing within a few miles of inspired and indomitable will to prove that blindness is just a physical handicap that can be offset with enlightened aid for the individual. I really do not know why in some places we encountered resistance to our suggestions whereas in other places we were besieged with demands for advice and tangible assistance. Perhaps it is because we looked a bit Western, or American, or too much like Englishmen. Perhaps we represent the great white race to whom the colored races feel no debt of gratitude at all after centuries of our conduct toward them. Whatever the reasons, and whatever the current effects of the cold war, I am convinced that America's greatest meaning to the world is its symbol of individual freedom and individual opportunity. Whatever our domestic factional strife may be, I return to these shores convinced that the States still are pretty well in the running in the race for the equality of man. I believe that our concepts and principles and standards of service to the blind do make sense, and with surprisingly little adaptation to so-called different cultural backgrounds, can still be a demonstration as well as applied know-how for those others.

So all of this simply means that in work for the blind as in most other areas of international exchange, mankind's better nature is restricted by the politicians and the propagandist's advertising and vested interests. With luck and a heck of a lot of work, sincere and qualified-type people in work for the blind the world over may yet prove that they can overcome the deep freeze with cooperation and melt away a cold war in the warmth of real reciprocity.
World Council Forms
New Regional Committees

Alberto Santander, of La Paz, Bolivia, has been elected chairman of the World Council for the Welfare of the Blind Committee on Pan-American Affairs. The other members are Dorina de Gouvea Nowill, Hector Cadavid-Alvarez, Jean Sorel, M. Florentin, and M. Robert Barnett.

The committee has its origins in a meeting that was held in February 1956 in Lima, Peru, attended by unofficial delegates from several Latin American countries. At that time a resolution was adopted suggesting the creation of a Pan-American council for the blind, which should establish a direct relationship with the World Council.

It will be recalled that World Council for the Welfare of the Blind came into being as the result of a resolution unanimously adopted during the 1949 International Conference of Workers for the Blind. Therefore, the first General Assembly, held in Paris in July 1951 for the express purpose of adopting a constitution and thereby creating the Council as a legal entity, was composed of representatives only of those countries which had participated in the 1949 Conference. Thus, all the founder members of the WCWB were drawn from countries of Europe and North America. It was, however, the desire of all concerned that the new organization immediately extend invitations to membership to countries throughout the world, and that its future administration and program be designed to extend maximum service to all member countries in the light of their most pressing needs.

When the Council held its 1954 World Assembly, constitutional amendments governing the composition of the executive committee were adopted. These included provisions under which each of the world’s major geographical regions was assured adequate representation in the executive. These regions, each now enjoying official representation in the committee, are: Europe, Middle East, North America, South America, the Far East, and Oceania.

During the professional sessions of the 1954 Assembly, considerable stress was laid on the fact that many problems which tend to impede the development of adequate services for the blind are common to a number of countries in given regions. Similarly, measures which have been found effective in overcoming such problems in one country might well prove suitable with minor amendment in neighboring lands. It was therefore agreed that the Council should, wherever possible, promote or encourage the promotion of regional activities designed to disseminate information, exchange experiences, isolate common problems and other matters of mutual interest, develop cooperation and take joint action.

The executive committee, after fully considering the proposals submitted by the Lima conference, felt that it should not now support the creation of a regional organization which would operate independently of the world body. It therefore instructed its president and
secretary-general to meet with leaders of work for the blind in Latin America to work out an alternative method of approach. This meeting took place in Mexico City in October 1956, and an agreement was signed by all participants, under the terms of which WCWB undertook to create a committee on Pan-American affairs, composed, in the first instance, of one representative from each member country of Latin America, together with one representative each from the United States and Canada if those countries desired to participate. The same agreement provided for the election of a committee chairman by those persons named by their countries to serve on this committee. Subsequently, invitations to membership will be issued to all other countries within the region, which includes the Caribbean area.

Invitations were duly issued to all member countries and names of official representatives received from most of those already in membership of the Council. The United States agreed to participate, but Canada felt that, as its relationships with the Latin American countries are less formalized, it should not join the committee at this stage.

In fulfillment of the second requirement of the agreement, the seven persons named as founder members were polled by postal ballot early in 1958 in order to conclude the election of a chairman. As a result of the balloting, Alberto Santander of Bolivia and Dr. M. Robert Barnett of the United States headed the poll with equal votes. However, Dr. Barnett voluntarily withdrew because he felt that the election of a Latin American representative as chairman would be more appropriate. The World Council has therefore been happy to announce the election of Mr. Santander as the first chairman of this important committee. It is not possible at present to indicate the exact form and substance of the committee’s future activities, since the new chairman is now in process of discussing these questions with the members of his committee. In 1955, a resolution adopted by the Far East conference on work for the blind, held in Tokyo, had called upon WCWB to take early steps to create a standing committee on Far East, South and Southeast Asia affairs.

In response to this resolution the executive committee of WCWB, meeting in London in 1956, gave approval to the request of the Far East group and authorized the creation of a regional committee to be composed of one representative from each country within the geographical region concerned. Kingsley Dassanaike of Ceylon was named to serve as chairman of this committee, which was quickly formed and which held its first meeting at Oslo in August 1957, during the course of the International Conference of Educators of Blind Youth there.

A number of important topics have already been taken up and some have led to immediate action. A magazine entitled The Asian Blind is to be issued regularly and circulated to all countries in Asia, dealing with all matters of regional importance or interest. Plans are being prepared for international exchanges of educators, vocational instructors and administrators of programs for the blind throughout the region, and a pooling of professional training resources. Discussions have taken place toward the possible creation of an Asian authority for the examination and certification of teachers and home teachers of the blind. It is the Council’s hope that all regional committees now in existence or to be created will concern themselves with matters of this general nature.

—From a report by Eric T. Boulter Field Director, American Foundation for Overseas Blind
AFB Scholarships Awarded

For the college year 1958-59 twenty general scholarships of $800 each have been awarded by the American Foundation for the Blind. These go to full-time graduate students at recognized colleges and universities who are legally blind and are not over thirty-five years of age. A scholarship committee composed of four outstanding educators of blind youth from different parts of the country selects the students who are to receive scholarships. In arriving at a decision they consider the students' needs after vocational rehabilitation and private funds have been exhausted, the practicability of the students' objectives and the likelihood of their being able to reach them, and even the length of time during which financial aid will be needed.

This year's scholarship students are preparing for the following professions: college teaching (eight), law (four), home teaching (two), and one each for social work, rehabilitation counseling, clinical psychology, chiropractic, anthropology, and Christian education.

Eleven of the scholarships represent renewals of previous grants; nine are new grants. Recipients of the scholarships are:

**RENEWALS OF PREVIOUS GRANTS**


**NEW GRANTS**

Dale Albritton, Macon, Georgia; Irving O. Bentzen, Geneva, New York; Donald A. Coleman, West Hartford, Connecticut; Edgar L. Edens, Nashville, Tennessee; Doyle L. Horton, Ada, Oklahoma; Mary K. Howard, East Cleveland, Ohio; Rudolph A. Johnson, Cuero, Texas; H. Kirkland Osoinach, East Memphis, Tennessee; and David B. Ruprecht, Eden Valley, Minnesota.

Of last year's scholarship recipients whose cases have now been closed:

¶ Sylvester Bradford received a federal OVR grant to complete his training in rehabilitation counseling.

¶ George Kettell and Alexander Zazow have completed the requirements for the master's degree at the University of Pennsylvania in preparation for college teaching.

¶ Oral Miller finished his law course at the University of Chicago.

¶ Marie Morrison was awarded a master's degree in social work and is employed by the Louisiana Department of Public Welfare.

¶ William Pickman has accepted a position with the Jewish Braille Institute, New York City.

¶ Leon Derene has joined the staff of the New York Association for the Blind.

¶ Thomas Lucik's further education in clinical psychology is being sponsored by the New York State Vocational Rehabilitation Service.

¶ Walter Woitasek has a student pastorate which takes care of his expenses during the completion of his training at the Iliff School of Theology, in Denver.

The needs and objectives of these young people change with the passing of time, but the opportunity to help them attain greater success continues to be one of the most rewarding services which the Foundation renders.
A Century and a Quarter Later — HOW FAR HAVE WE PROGRESSED?

Under the head "New School for the Indigent Blind, St. George's Fields," a London publication announced the opening in 1835 of a new building for an institution then about thirty-six years old, in England. Remembering that it reflected the views and aspirations of people a century and a quarter ago, one reads this today with some serious concern about the modest degree of advancement in theory and resources that so many intervening generations have brought to bear on dealing with blindness. The account is from The Mirror of Literature, Amusement, and Instruction, of Saturday, February 21, 1835. — Ed.

This excellent institution originated in the benevolence of four gentlemen of the metropolis, Messrs. Ware, Bosanquet, Boddington, and Houlston, who opened it, in 1799, at the house once so notorious as a resort of amusement and debauch, called the Dog and Duck in St. George's Fields. Its provisions were, for some time after its establishment, for only fifteen blind persons; but, it had become so patronized in eleven years' time, that it possessed funds enough to purchase a plot of freehold ground opposite the obelisk in St. George's Fields, and erect the buildings within which the institution is now conducted. The Society was incorporated by Act of Parliament at this period; and the number of pupils, according to the last published report, published in July, 1833, had increased from fifteen males, admitted in 1800, to 112, namely fifty-five males and fifty-seven females; and, it is now proposed to extend the provisions of the institution to 100 males and the same number of females.

In the hope of extending the knowledge of the benefits of this excellent Institution, we may state that the individuals received into the Asylum are clothed, lodged, boarded, and taught at its expense; and, by the last Report, since its establishment, upwards of 180 individuals had been instructed, and returned to their families, able to earn from six to eight shillings per week. Applicants are not received under twelve, nor above thirty years of age, nor if they have a greater degree of sight than will enable them to distinguish light from darkness.

Besides the School, there is a Manufactory, in which the articles made wholly by the blind, produced in the year 1832-3 upwards of 1,345 £. The females make fine and coarse thread and twine, a peculiar window sash-line, and clothes-line, by a machine adapted to the use of blind persons: they are also employed in knitting stockings, and making household linen and apparel for the pupils. The males make shoes, hampers, wicker-baskets, cradles, &c; rough and white rope mats, fine mats, and rugs for hearths and carriages. A large quantity of fine thread has been woven, by order of the Committee, into cloth of good quality, for sheeting; the coarse thread is worked up into clothes and sash-lines; and specimens of the latter have been approved of by builders of the first eminence. All these articles are well made; and a large assortment is constantly kept on sale.

The pupils are instructed in reading and writing; and some of them are taught music, and are qualified as organists.

When the pupils leave the School, and have attained a sufficient knowledge of their trade, they receive a portion of their earnings, and a set of tools for their respective occupations. Many
have returned to their friends, grateful for the instruction they have received in religion and morality, and qualified, by the skill they have acquired, to contribute, in a great degree, towards their own maintenance. A few of those so instructed have, however, been kept upon a permanent establishment, on a supposition that their earnings are sufficient to maintain them, and that their skill is necessary... to keep up the credit of [the School's] manufacture.

A visit to the School is a moral and by no means an unpleasant lesson to the sensitive heart. You will not find the pupils (of a class hitherto considered as doomed to a life of sorrow and discontent) sitting in listless indolence, or brooding in silence over their own infirmities; but you will behold them animated in their amusements, during the hours of recreation, and cheerfully attentive to their work during those of employment.

**New Spanish Course Combines Braille and Recorded Textbooks**

DONALD W. HATHAWAY

The first talking textbook for blind students beginning the study of Spanish is ready for distribution to students of the Hadley School for the Blind. Educators and language specialists may be interested in the development of this first braille and talking textbook language course.

A grant from the Soroptimist International Club of Chicago, in memory of Irene K. Reiser, a past president of the club who had a deep interest in things Latin-American, as well as in the Hadley School, made it possible for the school to embark upon this project. Spanish has always been one of the most popular courses on the Hadley curriculum, and a chance to teach it through both braille and recordings was welcome.

There was no dissension as to what textbook would be used. Houghton Mifflin Company’s excellent *El Camino Real*, by Edith Moore Jarrett and Beryl J. M. McManus, was already in braille. There was also available a set of records to accompany the ink-print books, though for several reasons we decided not to use them. First, the initial readings were too fast for a beginner depending on braille, and too fast for repetition aloud. Second, the material recorded represented only a small portion at the beginning of the book, and would not give the student lesson-by-lesson help with the pronunciation throughout the course such as a home-study student would need. The fact that these commercial records could not be sent through the mail postage-free was an added consideration.

Remembering an impressive demonstration of teaching techniques in the language laboratories at Purdue University, we decided to follow their lead. A plan was formulated and agreed upon. We would record all of the pronunciation exercises, introducing the sounds of Spanish by slowly reading single words, with a pause after each word, to allow the students to repeat aloud in the pauses. Just as in the reading booths at Purdue, students

Mr. Hathaway is director of The Hadley School for the Blind, Winnetka, Illinois.
would be able to turn on their tape machines and record both the reader's voice and their own — then listen back for mistakes. For students without tape recorders, the experience of hearing and repeating aloud would still come much closer to an ideal language-learning experience than braille alone. The reading speed would increase gradually, imperceptibly, throughout the course until somewhere along the way the student would be listening to Spanish read at the normal rapidity of the spoken language.

It was further agreed that only readers whose native language was Spanish would be considered. With this in mind, we approached the Pan-American Council of Chicago, and were gratified to receive their full cooperation. Moreover, since Irene K. Reiser had also been a member of the Council, and was much admired by all, several of the club members gladly volunteered to take part in the project, in her memory. Rotary International Headquarters in nearby Evanston provided us with other native volunteer readers. The recording facilities of Robert Oakes Jordan and Associates were placed at the school's disposal. They took care of the recording and editing of the tape.

In the completed version, twelve voices are heard, of both men and women, from different parts of the Spanish-speaking world. The recording was done on a single-track Ampex, at 7½ inches per second, and divided into twenty-two sections onto which a volunteer added the necessary English narration — explanations, directions and braille page-numbers, correlating the talking textbook with the braille. The completed tapes were processed at the American Printing House for the Blind into eleven twelve-inch 33 1/3 rpm records, comprising in all about eight hours of reading. This includes all pronunciation exercises, about half of the lesson vocabularies and all of the conversational and reading exercises in *El Camino Real*.

Students having a tape recorder will be encouraged to take full advantage of this during the course. They may record their lesson reports, though they will be asked to braille or type part of each report as a check on their mastery of spelling and proper use of written accent marks. Replies from the instructors, giving corrections and suggestions on the lesson reports, will be either brailed or recorded, according to the student's individual wishes and needs. For example, a student who is weak in spelling will receive brailed letters to help him master the mechanics of written Spanish. Students who need special help in pronunciation will receive this whenever possible through recorded letters from their instructors.

Although conversational Spanish could doubtless be taught through tape-recorded instructions alone, it was felt that a thorough groundwork in the language could be laid only through the double approach of both braille and sound. The recorded version of this book would be of no value to the student without the braille edition to accompany it.

Enrollments are being accepted, and anyone interested may write to: The Hadley School for the Blind, 700 Elm Street, Winnetka, Illinois. Applicants must possess a mastery of Standard English Braille, and must have access to either a talking book machine or an approved record player.

Like all other subjects in the Hadley curriculum, the new Spanish course is offered without charge. Braille Bulletin 27, listing the complete Hadley home-study program and giving full information about the Hadley School, is available on request.
There is evidence to support the hypothesis that the education of blind children as a universal policy did not become a reality until touch reading systems were devised which facilitated the transmission of the written word. With the adoption of braille, its modifications, and subsequent touch systems, vast areas of learning were opened for blind children, and techniques of instruction were developed which placed the education of the blind on a par with all other education insofar as subject matter was concerned. Since the establishment of a uniform tactile system in this country, much experimentation has been carried on relative to means of using the braille system most effectively. For example, many of the studies listed in Lende’s Books About the Blind consider such problems as the school grade level at which Grade II braille should be introduced, the comparative speed of oral as opposed to silent braille reading, and similar studies of techniques.

These studies have been helpful in understanding the ways in which braille may be most effectively taught in schools and classes for the blind. Seen in this light, they have contributed to efforts to open the world of thoughts, ideas, and facts to children who cannot see. However, another type of research has been wanting, one which investigates the ways in which braille may be improved as a system. It is possible that when a uniform system was adopted in the early 1930s, there was so great a relief from the factionalism which surrounded the battles of the types that we were content to let basic questions about braille lie dormant. In the past twenty-five years or so, we have behaved as though the issue of braille as the most satisfactory reading system for the blind had been permanently resolved. Our attention has been drawn to uses of the system rather than to understanding it and improving it. This has been true in face of the fact that new tools of evaluation are available to us both in research technique and statistics, and new mechanical discoveries may open expanded vistas of touch and electronic reading. In view of the relative dormancy of interest in exploring the nature and substance of braille, this study is a possible forerunner of renewed interest.

THE FINDINGS. The population consisted of twenty-seven groups of four children each, selected from the student bodies of state schools for the blind in Kentucky, Tennessee, Indiana, Illinois, and Ohio. The groups contained one reader each in the upper quarter, the upper middle quarter, the lower middle quarter, and the lower quarter of braille reading skill.

Three variables were selected for study: 1) space between dots of a single braille cell; 2) space between braille cells; and 3) space between braille lines. The present spacing standard and two experimental standards were applied to each of the three variable elements and tested in all of the twenty-seven possible combinations. The following chart shows the standards applied to each variable:
All reading in the experiments was done on dots which were uniformly .015-inch high with a base diameter of .055-inch.

Subjects read assigned material drawn from Stevenson's *The Black Arrow*. There were two fifty-minute reading periods on successive days and a thirty-item comprehension test was administered at the end of the second reading period in order to keep reading comprehension constant. Each of the twenty-seven groups of four students each read braille which was produced on the basis of the three variables noted above, each group having the variables in a different combination, accounting for the twenty-seven combinations. Scores were recorded in terms of the average number of words per minute read by each student. These scores were then related to the conditions under which the students read—space between dots, space between cells, and space between lines—in an effort to ascertain the most favorable conditions for braille reading in the total population.

It was found that a space of .080-inch between braille dots was inferior to .090 or .100. There were no significant differences between the latter two. Consequently, present usage in regard to space between braille dots tended to hold up. In regard to space between cells, it was found that .160, the present standard, is inferior to .123 or, possibly, .140. Line spacing of .220-inch, the present standard, is more readable than .163- and .300-inch.

**IMPLICATIONS.** In two of the three variables, current practices in printing braille seem to have validity. It seems advisable for further research to concern itself with the space between cells with possible revision of practices being planned if subsequent investigation confirms the present research. More important than the findings, however, is the disposition of this study to approach an analysis of the braille cell and its printing from a scientific and objective point of view. There are other variables in the reading of braille which may also be made subject to rigorous testing. For example, braille readers have differing opinions on the usefulness of certain braille signs and contractions. Others question the size and base diameter of the braille dots. The quality of braille paper and its coating have never been fully and intensively tested. And, we have need for a comprehensive evaluation of the usefulness of Grade III braille for high school and college students.

Beyond encouraging other studies of a like character, this report may awaken us to the whole problem of tactile reading. Have we, in fact, found the optimum reading system in the
form of braille? If we haven't, is it desirable for us to avoid devising other systems for fear of re-creating the tensions of the "type wars"? Perhaps some facts are in order at this point. Braille as a reading system is less efficient than inkprint, more difficult to learn, and more difficult and expensive to produce. As a group, older persons who comprise the bulk of the blind population find braille hard to master. The evidence seems to point toward a need for either major improvements in the braille system or for creative innovations in reading systems which break away from traditional models and strike out in new directions. Admittedly, even if an improved reading system could be devised, the problems of adopting and installing it would be monumental. Yet, if a new system could be devised, would they be insurmountable?

Book Reviews


"For Lycidas is dead, dead ere his prime, Young Lycidas and hath not left his peer."

This will not be, nor could it be, a coldly objective critique. For the mark that Dr. Lou Cholden left on workers in the field of work with the blind was the warm mark of his own great personality. But the book speaks of more: it reflects a more lasting contribution, the gift of Dr. Cholden's mind.

The first paper in this book is dated 1952, less than two years after Dr. Cholden had come in contact with work for the blind. The seventh and last paper is dated October 1955, only six months before his death. Between the first and the last papers one sees the growth of Cholden as he brings his experience and his knowledge to a new field. More than that, one is faced with the phenomenon of the great contribution which one discipline can make to another in such a brief span of time.

I was privileged to be on the platform with Dr. Cholden when he gave two of the seven papers. Beyond that I had the even greater privilege of discussing many of the concepts with him over a period of time. Thus it is not possible for me to read this volume without seeing Cholden the intuitive researcher, Cholden the healing physician, Cholden the artist and poet, and always Cholden the man. One wonders if any or all of these things could be hidden from any reader of this book.

In the opening chapter, addressing the American Academy of Ophthalmology, Dr. Cholden speaks as a doctor to doctors. He is one of them, understanding their problems, feeling their pain as they break the bad news that a person is blind, that there is no chance he will see again. He sympathizes; yet he leads the doctors to an understanding of their own feelings and to the recognition that these must be overcome. He tells of the grief and mourning that follow the stage of shock when a patient recognizes that he is totally and permanently blind. It is here that he refers to the "peculiarly unliving state of being blind without completely accepting blindness."

In 1953, speaking to the American Society of Group Psychotherapy, he is youthful, almost boyish, in describing his exploration in the field. He tells of
his surprise at the problems of spoken communication; he notes the “hostility” (in the psychiatric sense) of his therapeutic group toward sighted persons. Here he first discovers the resentment between blind persons and those who are partially sighted.

In the same year, 1953, speaking to the American Psychological Association on blind adolescents and young adults, he brings out the need for “the psychological acceptance of the new self which has a disability.” He tells of the special problems which blindness brings to the “explosive affective states [which] accompany the metamorphosis that is adolescence.” He shows how different at times are the problems of the adolescent who is blind from those of the young adult.

By 1954, speaking to the National Conference of Social Work, he is able to point out that efforts in physical restoration and educative rehabilitation “will be wasted, unless we know where we stand in relation to the... sphere of psychological rehabilitation.” It is in the “hazy land of attitudes, personal feelings, interpersonal relationships and inner life” that he predicts we shall make our great advances in the rehabilitation field. Now he has moved from seeking ways to motivate a client to recognizing the “desire to attain maximal fulfillment... invariably present in our clients.”

His paper in the Bulletin of the Menninger Clinic in 1954 reflects the mature thinker in the field of work with the blind telling his fellow workers in the field of psychiatry the basic factors which they should know, particularly as they concern the shock and depression stages, an “emotional and cognitive state that must occur before efforts at rehabilitation can be effective.”

Dr. Cholden went to Quebec City in 1955 to address the American Association of Workers for the Blind on the subject of the “effects of monetary giving on human beings.” There the philosopher and psychiatrist delves into the effects on the giver, the dispenser, and the receiver. And he moves in his conclusions — with Maimonides, the Jewish physician-theologian of the twelfth century — through the “eight degrees of charity” to the “highest step and to the summit of charity’s golden ladder.”

In the final paper in the compilation, Dr. Cholden takes up the subject of the basic attitudes which may hamper and frustrate us in our work with handicapped persons. In his final words:

“Our basic theoretical formulations in this field are very insecure; they have very poor form and until there is enough trial and error, no sufficient data will be available to help in the new formulations that must arrive. Then we must have the courage to recognize that each failure with a client is our own failure; that, when we have advanced enough in this field, we will not have the failures in rehabilitation. Thus, each failure is both a personal and a professional lack.

Now this kind of starry-eyed approach to such difficult problems may sound ridiculously naive, but it derives from a firm conviction that further research, further study, a real throwing of ourselves into our task, recognizing what we are doing, will beat all of our present problems. That is, it can, providing we keep our eyes and ideas on the future and shake off the anchors of the past.

This book is more than a compilation of papers. It is an integrated volume which reflects the brief life of Dr. Louis Cholden among us. It will be read by all who knew Dr. Cholden. It should also be read by those who never had the privilege.

“Who would not sing for Lycidas? he knew Himself to sing and build the lofty rhyme...”
Current Literature

“Visual Aids in Office Practice” by Charles W. Tillett. American Journal of Ophthalmology, August 1958. The considerable variety of visual aids now available and the expense of acquiring many of them make it impossible for the average ophthalmologist to maintain a complete set in his office. However, the majority of partially seeing patients can be tested quite adequately with a rather small number of optical aids. This report recommends a list of visual aids for office use together with their cost and source of supply. Bibliography included.

Creative Use of Sheltered Workshops in Rehabilitation; Report of an Institute held for Regions I and II, Federal Office of Vocational Rehabilitation, under the Auspices of Alto Health and Rehabilitation Services, Inc., New York City, September 9-13, 1957. The purpose of the institute was to orient state agency staffs in the philosophy and use of sheltered workshops and to enable them to better utilize, support, and stimulate the development of workshop programs in their states. Eight workshops were selected for field visits to illustrate a variety of work operations, rehabilitation programs, professional philosophies, and patient groupings. Two workshops for the blind were among those visited—The Industrial Home for the Blind, Brooklyn, New York, and The Lighthouse, New York City.

“Physically They See” by John Joseph Heim. Journal of Health, Physical Education, Recreation, May—

BUY WHITE CANES
Made in Our Workshop with 100% BLIND LABOR

Prices F.O.B. Bedford

Straight Shaft — $15.00 per doz.
Tapered — $18.00 per doz.
5% discount on orders of one Gross or more.
Shipping weight per doz. — 7-8 lbs.

We Invite Your Orders

Bedford Branch
PENNA. ASS'N FOR THE BLIND
P. O. Box 572
Bedford, Penna.

Quality White Canes
Curved Handle
Refrigerator White
8” Flame Red Tip
Hard Enamel Finish
Metal Glider Ferrule
18 to 20 Inch Taper

or
Straight Shaft
Made of Ash
Light of Weight
June 1958. In 1956 the Wilmington (Delaware) Public Schools initiated a program of integrating blind with sighted children in the school system. The author, a physical education instructor who taught some of the blind children in this program, describes activities which he found successful in the gymnasium.

☆ "Is This What it Means to See?" by John Howard Griffin. The Reader's Digest, September 1958. Condensed from The Spirit of Man, edited by Whit Burnett. New York: Hawthorn Books, 1958. Blinded for ten years following a concussion from a bomb explosion while he was serving with the Air Force during World War II, John Howard Griffin suddenly regained his vision on January 9, 1957. He saw for the first time his wife, whom he had married in 1953, and his two small children. This article consists of notes written while he was resting at Mount Carmel Seminary in Dallas, Texas.

☆ "Eyes That Have Never Seen" by Olive C. Eppley. Ohio Schools, May 1958. Tells how five-year-old Carol, who was blind, became satisfactorily adjusted to a regular kindergarten class.


**Appointments**

☆ John Henle III, of Worthington, Ohio, is the new director of Ohio's State Services for the Blind. He assumed his new post October 1, succeeding Cleo B. Dolan, who was appointed director of the Cleveland Society for the Blind.

In his new position, Mr. Henle will direct and plan all state services to blind persons including vocational rehabilitation, medical service, social service and business enterprises.

Prior to his appointment Mr. Henle was director of rehabilitation at the Ohio Tuberculosis Hospital on the Ohio State University campus.

He received his bachelor's degree from Ohio University and his master's degree from Cornell. He is the author of several articles dealing with rehabilitation, is a member of the Ohio Welfare Conference, and is president-elect of the Ohio Rehabilitation Association.

Mr. Henle and his wife, Judith, have two sons, James, twelve, and Andrew, three.

☆ The appointment of Cleo B. Dolan, of Worthington, Ohio, as director of the Cleveland Society for the Blind be-
Cleo B. Dolan

came effective October 15. Mr. Dolan succeeds Allan W. Sherman, who has become director of the New York Association for the Blind.

During the past year, Mr. Dolan served as assistant chief of the Division of Social Administration, Ohio Department of Public Welfare, and was responsible for administering the entire state program for blind people. He has also served as executive secretary of the Ohio Commission for the Blind.

Mr. Dolan is a graduate of Ohio State University where he received a bachelor's degree in 1941 and a master's degree in 1945 in the School of Social Administration. He later attended Franklin Marshall Law School in Columbus and has been employed in social welfare work for the past sixteen years, having served as probation officer at the Franklin County Juvenile Court and the State Department of Public Welfare. He has been associated with the Boys' Industrial School at Lancaster as field counselor, assistant supervisor of the Placement Department, supervisor of the Social Service Department, and assistant superintendent.

In 1956 and 1957 he served as consultant in Ohio for the National Probation and Parole Association. This program was supported by a grant from the Ford Foundation.

Mr. Dolan is a member of Rotary International, the National Probation and Parole Association, and the Ohio Rehabilitation Association. He is married and is the father of two children.

Donald W. Hathaway has become executive director of the Hadley School for the Blind, Winnetka, Illinois. He succeeds Dorrance C. Nygaard, who held the post since 1945 and resigned recently because of illness.

Mr. Hathaway, who had served as assistant director of Hadley since 1952, became a part-time Spanish instructor at the school in 1927 while studying at Northwestern University, where he majored in English and languages. He received his M.A. degree from Northwestern in 1933, and after two years of teaching additional courses at Hadley, he went to Boston to take the Perkins-Harvard graduate course in education of the blind. In 1936 he returned to Hadley as a full-time instructor.

Mr. Hathaway was instrumental in arranging a college study program for Hadley students, which was initiated in 1944 in memory of the school's founder, William A. Hadley. Through this program, the school makes available in braille selected college courses offered by the home-study department of the University of Chicago.

To assist blind writers in pursuing their careers, Mr. Hathaway edited two Hadley courses in verse writing, and initiated the biennial publication of a braille edition of a guide to current markets in periodical literature, Handy Market List.

Mr. Hathaway is married to the former Esther Ruggles, also of the Hadley staff. The Hathaways have four children.
Position Open: Partially sighted social worker, preferably graduate accredited school of social work. College graduate with experience and some social service background might be considered. Write Ethel Heeren, Director of Professional Services, Chicago Lighthouse for the Blind, 1850 West Roosevelt Rd., Chicago 8, Ill.

Position Open: Itinerant teacher to serve as consultant to legally blind children in new program in Hartford public schools. Write Ellis D. Tooker, Director of Guidance and Pupil Adjustment, Hartford Board of Education, 219 High St., Hartford 3, Conn.

Position Open: Caseworker, graduate accredited school of social work. Unusually interesting opportunity in multiple-service agency serving adult blind persons in metropolitan Cleveland area. Board and administration support highest professional standards. Excellent personnel practices, medical and psychiatric consultants on staff. Agency is field work training center for graduate school of social work. Salary range $1620-$2420. Write to Director, Cleveland Society for the Blind, 1958 E. 93rd St., Cleveland 6, Ohio.

Position Open: Executive director. Qualifications: Master’s degree from accredited school of social work. Minimum of five years of progressively successful paid employment in social work, at least one of which should be in an administrative capacity. Two years’ experience in a supervisory capacity with some administrative responsibilities may be substituted for one year of administration. At least one of the five years should be in an agency specializing in work for the blind. Salary range: $7,200-$10,200. Normal annual increment 5 per cent based on satisfactory work performance. Send complete resumes to Mrs. Leo L. Kinast, President, Allen County League for the Blind, Inc., 1018 Ewing St., Fort Wayne, Ind.

Position Open: Foreman for small shop making brooms, mats and small sewing items. Submit complete record of age, experience, salary expected and availability. Location southeastern Pennsylvania. Write Box 59, New Outlook.

Position Open: Workshop director, for the direction, control and negotiation of light contract work to be performed by blind workers. Should be familiar with general manufacturing practice of light assembly and costing with a good comprehension of the possible social problems involved. Seeking a top-quality person for this permanent position. Salary open. All replies confidential. Address Leo V. Stockman, Secretary, Albany Association of the Blind, 208 State St., Albany 10, N. Y.


Position Wanted: Partially sighted man, 39, with good central vision, desires community relations work. Especially qualified in public affairs and speaking by virtue of eight years’ experience in U. S. Foreign Service as vice-consul. B.A. degree; IHB-OVR professional training program. Write Luther A. Thomas, 8225 Handley Ave., Los Angeles 45, Calif.


Position Wanted: Experienced man, 31, desires position as piano tuning instructor in residential school for the blind. Write Harold E. Carter, 1030 S. 14th St., Springfield, Ill.

Position Wanted: Available for administration, school or association for the blind. Cornell, B.A., Harvard Graduate School of Education, Ed.M. Across-the-community experience as consultant and staff man in health-welfare (including work with the blind) and industry. Human relations approach that is knowledgeable and practical. Write Box 57, New Outlook.

Position Wanted: New method of teaching classical and popular music. Have had thirty years professional experience, especially on electronic instruments. Taught musical braille in sight-saving classes for the blind. Desire a position with residential school or agency for the blind. Write John Hepler, 483 Broad St., Newark 2, N. J.

Equipment Needed: Braille writers are needed for Kansas public school students. Anyone having a braille writer for sale, rent or loan, please contact Mrs. Esther V. Taylor, Chairman, Education Committee, Kansas Association of the Blind, 219 N. 16th St., Kansas City 2, Kans.
M. C. Migel .................................................. Frontispiece, 363
Major Migel: His Broad Contribution ....................... Helga Lende 363
Major Migel: The Early Years .............................. Grace S. Harper 365
Major Migel: A Self-Portrait ............................... 368
Geriatrics and the Venerable .............................. C. W. Bledsoe 371
The Private Agency Program in the Crucial Years Ahead ........ Marian Held 376
Plans and Progress of the OVR Division of Services to the Blind .... Louis H. Rives, Jr. 382
Some Observations on Work for the Blind in the U. S. S. R. ................ Emily J. Klinkhart 386
1958 Migel Awards to Miss Hooper and Mr. Conover ................. 390
Convention Reports #5
Blinded Veterans Association ............................. William W. Thompson 392
Hindsight ..................................................... 393
Research in Review ....................................... 395
Book Reviews ............................................. 399
Appointments ............................................. 403
News Briefs ................................................. 404
Necrology .................................................. 406
Classified Corner ......................................... 407

Published by the
AMERICAN FOUNDATION FOR THE BLIND
The death of M. C. Migel on October 23 ended a half-century of pioneering efforts and achievements on behalf of the blind.

Among successful men, Mr. Migel's stature was unusual. In service to blind people, his contribution was even more unique. Nearly ninety-two at the time of his death, he lived a life marked by superior use of his natural endowments. "What a beautiful life!" has been heard repeatedly in reference to him during the days following his passing.

Born in Houston, Texas, in 1866, Moses Charles Migel devoted more than half of his life to the interests of blind people. He was formerly president of M. C. Migel and Company, manufacturers of silk fabrics, but retired from business in his early forties to participate actively in philanthropic endeavors.

He is survived by his widow, Mrs. Elisa Parada de Migel; two sons, John C. and Richard; a daughter, Mrs. Parmenia Eckstrom; two sisters, Mrs. H. R. Mallinson and Mrs. Marion B. Myers; a brother, J. A. Migel; and seven grandchildren.

In the following pages Major Migel and his works are delineated by three voices: those of two associates in service to blind people, and his own.

Major Migel: His Broad Contribution

Miss Lende is librarian at the American Foundation for the Blind. She speaks in tribute to Mr. Migel from the point of view of one who has observed and admired him at close range throughout most of his years of association with the Foundation.

The American Foundation for the Blind stands as a monument to Major M. C. Migel. When the Foundation came into existence in 1921, everyone interested agreed that only one man was the logical choice to head the new agency. His deep interest in blind people had grown over the years, and his leadership in the field had been firmly established by his dynamic chairmanship of the New York State Commission for the Blind, his participation in the founding of the New York Association for the Blind, and his work in France and in this country with servicemen blinded in World War I.

He had earned the undying gratitude of thousands of blind readers by his support of the work of the Uniform Type Committee and the later Commission on Uniform Type. His participation in the "War of the Dots" came about in characteristic fashion. At some time during the years when he...
gave one evening a week to reading aloud to blind men and women residents of the Society for the Relief of the Destitute Blind in New York he once brought back from England a braille book for one of the girls in the institution. Much to his amazement he found that she could not read it, not because she was illiterate but because the book was in braille and she was a reader of New York Point.

This was a challenge to his organizing ability. For a decade he supported financially and encouraged the labor of the devoted small group of men and women who belonged to the two committees. He made it possible for them to travel to England in 1914 to discuss the matter with the British Braille Committee. He was determined that some way must be found out of the confusion. It was found, but not until the year 1932 at a meeting in London where Mr. Migel also was present. At this meeting Standard English Braille was agreed upon, a system to be read by all English-speaking countries.

Through his championship of this and other causes Major Migel's attention had been focused upon the need for a national agency and he had prepared a tentative plan for its service program. He was in Europe at the time of the incorporation of the American Foundation for the Blind, but immediately upon his return in 1922 he was unanimously elected president. He served in this capacity until 1945 when he became chairman of the board, a position from which he resigned in the summer of 1958.

Few have known the many details of Mr. Migel's leadership at the American Foundation for the Blind and the extent of his munificent deeds for blind people. For the first three years, he underwrote the support of the infant agency. In 1935, he donated the building at 15 West Sixteenth Street. Beyond that, he quietly supported many outstanding projects such as the World Conference of Work for the Blind in 1931, which brought representatives from thirty-seven countries from all parts of the world to discuss affairs of mutual interest.

He became interested in helping blind children to attain ease and grace in social contacts. To this end, he organized a summer course for dramatic teachers in schools for the blind, and later gave personal supervision to a dramatic arts project in cooperation with the Rockefeller Foundation, through which training was given to staff people at schools for the blind that did not have dramatic programs.

Always interested in the recreation of blind people, Major Migel in 1923 opened a beautiful estate, Rest Haven, in Monroe, New York, to be used as a summer vacation home for blind women. He gave the home his personal supervision until 1943 when it was turned over to the Foundation's management. As another token of his belief in the normality of blind people, he imported a collection of chess sets to be distributed to blind players, together with braille instruction pamphlets.

Of even greater significance, perhaps, was his active cooperation in the Foundation's efforts to secure better federal and state legislation. Throughout the years of his presidency, he always was willing to approach his many friends in Washington in behalf of blind people and to use his influence where it was needed. Thus, he was instrumental in the passage of legislation concerning transportation (one-fare concessions, 1927); library services for blind persons (1931 with later amendments); Title X of the Social Security Act (1935 with later amendments); stand concessions for blind persons (1936); purchase of blind-made products by
federal agencies (1938); and the Bar- 

den-LaFollette amendments to the 

Vocational Rehabilitation Act. 

His was a very full, rich and busy 

life. However, he was always ready to 

take over new responsibilities. When 

National Industries for the Blind was 

created in 1938, he became its presi- 

dent, a post he relinquished in 1946 

to fill the newly created position of 

chairman of the board. Also, since 1945 

he served as a director of the American 

Foundation for Overseas Blind. 

He was a recipient of many honors. 

A Chevalier of the French Legion of 

Honor, he held the Order of the Crown 

of Italy, the Shotwell Memorial Award 

for service to the blind, and an honor- 

ary M.A. degree from Wesleyan Uni- 

versity. To honor others interested in 

blind individuals he created in 1937 

the Migel Award for Outstanding Ser- 

vice to the Blind which is distributed 

each fall to two recipients, one a pro-

fessional worker, one a layman. 

When Mr. Migel gave up the presi-

dency of the American Foundation for 

the Blind the late Dr. Robert B. Irwin 

remarked that “it would be impossible 

to estimate the extent of the benefits 

which have accrued to the blind of the 

nation through the unremitting interest 

and ceaseless efforts that have char- 

acterized Mr. Migel’s years in this field.” 

It will be impossible to fill the 

vacuum created by his passing.

Major Migel: The Early Years

Miss Harper, now retired, was for many years the executive 

secretary of the New York State Commission for the Blind; 

in fact she assumed the position at Mr. Migel’s instance 

soon after World War I, and she draws on her many 

recollections of his outstanding personal attitudes and 

principles and motivations as she observed them during 

service with him both in Red Cross work in France and 

later with the New York State Commission.

To attempt to write of Major Migel, 
of the many facets of his personality 

and his service to others, is to revive 

memories with an acute realization that 

he is no longer with us.

He was a man dedicated to the belief 

that one must give of oneself as well 

as share through financial help. His 

warm, human understanding never 

failed to influence his actions.

His interest in the blind began early 

when he visited a home for the aged 

blind in New York City. He sensed at 

once the need for some kind of self- 

expression on the part of blind people 

—some activity in which they could 

participate. He lost no time in securing 

a choral leader, who sparked the inter-

est of the group and developed a sing-

ing fest which added real pleasure in 

their lives.

I speak of his quick understanding 
of the needs of this aged group because, 

all through his development of plans 

for the blind, his understanding of 

human needs influenced everything he 

did.

I first knew Major Migel in Paris 

through our work with the American 

Red Cross during World War I. He 

had been appointed a Red Cross major 

and had brought a group of trained 

nurses to France, at his own expense, 

to work with the war-blinded. This 

was only one of his many contributions 

to the war effort. He served as president
of the Allied Silk Trading Corporation, formed at the request of the War Department for the manufacture of silk cartridge cloth. His work in this capacity is well known—the making of a million silk powder bags for the artillery, for which he refused any payment or salary. As an expert in the silk industry he was an outstanding man for the job. He told me once of what it involved—half Japanese silk and half Chinese, a combination which prevented fouling of the gun as the powder exploded in firing. There were only four or five looms in the country that could weave this combination of the gossamer threads, and the owners of these looms preferred to keep them weaving uniform materials at a better profit. But his authoritative experience in the industry and his persuasive charm prevailed. His task involved millions of dollars, but even to pledging his own financial guarantees, he got the job done.

It was later on, when the Red Cross was getting ready to return home, that the road opened to my future work with Major Migel. As chief of rehabilitation with the Red Cross, in France, I had training programs that needed to be continued for disabled French and Serbian soldiers, and funds were required for a variety of continuing services such as, for example, the provision of liquid food for facially wounded men, and other necessities. There were budgets to be made out to bridge the gap between the Americans' leaving and the French taking over.

Of course, my budget was one of those to be reviewed. I could just hear the Commissioner saying, "Go over her budget—she's a woman."

If Major Migel had been nothing else, he was a businessman and always practical in handling funds for social purposes as well as in business. The budget passed muster and, on my return to the U.S.A., it resulted in an offer to reorganize and direct the work of the New York State Commission for the Blind.

Shortly before we entered the war, Major Migel had accepted the chairmanship of the Commission at the request of Governor Whitman, who asked him to "put it on its feet." Major Migel had looked into the existing activities and immediately seen what should be done—a complete reorganization with trained specialists in various fields. I might mention that the chairman and commissioners never received emolument, and Major Migel never charged his expenses for travel or other expenditures to the state.

The Governor promised funds needed for salaries, which were to be available the following June. This left eight months to be provided for. Major Migel deposited to my withdrawal sufficient funds to engage a qualified staff to begin at once.

I almost laughed when he told me later that my financial accounting of my bureau in the Red Cross was one of his reasons for wanting me for the job! The basic need, of course, was experience in medical and social rehabilitation to really do something for the blind of the state.

Major Migel was fundamentally a social worker himself. He believed in service of self; for him not all the giving was of money. This I know: over years and years he never wanted his generosity or benefactions known.

One of the greatest needs at the time was some form of relief to blind persons who could not work and for whom the so-called "out-door relief" was not enough for decent living. At that time, the state educated blind children at a state school, but there was no vocational training for self-support. So many turned to the tin cup, and in those days...
it was quite lucrative—especially if they played the violin. It was true that the state had done nothing to prepare them for work.

Major Migel worked hard on the provisions of the New York State relief bill, which was passed in 1922, and Mr. Schuyler Davis of Rochester, a lawyer and member of the board, put it into legal form. The town and county supervisors who preceded welfare departments had held the purse strings, and managed the poorhouses. Otherwise, relief was given in food and lodging, never in cash. Many self-respecting blind people would not apply for this form of public aid. Major Migel was always sensitive to the feelings of blind people, and he was ready to fight for a measure that would insure adequate assistance. Every supervisor in the state was visited. There were some misgivings that the Commission would investigate and recommend that the supervisors must pay up to $25.00 a week. I might mention that the Commission was not well liked at the time. There was a past history of promises made and not fulfilled—of doing nothing but teaching knitting, braille, etc., in the homes of blind people.

Thinking back to this early period, I am surprised to find how much thought and planning Major Migel had done before I came. He advised zoning the state into twenty regions, grouping counties according to their geographical features, such as the Finger Lakes Region, the Southern Tier, etc. He then advocated organizing a private group of leading citizens to develop work which the state would supplement through its newly created services—including prevention of blindness. Such organizations, however, were not developed as rapidly as he had hoped.

When the relief bill was under discussion, I recall an example of Major Migel’s human and gentle side. Mr. Schuyler Davis, mentioned earlier, was a sensitive man—thoughtful when expressing an opinion at board meetings—whereas Major Migel’s mind worked quickly and he expected quick responses. Mr. Davis one day told me how much he admired Major Migel, "but I don’t think he likes me—I always shut up when he is a little sharp."

I told Major Migel of this, and of Mr. Davis’ sensitiveness and his underrating of his own contribution; I pleaded that he was thoughtful before expressing an opinion, as were most lawyers.

Major Migel said: "I’ll have all the patience in the world with the blind, but we can’t dawdle in meetings."

After a few more remarks on my part, it ended. At the next meeting of the board, Major Migel was nothing short of lovable in his deference to Mr. Davis, and the blossoming of give and take in discussion.

Another experience comes to mind. He told me that when he wanted to retire from business, his partner said no, he mustn’t leave him, continuing, "You can label your door ‘I work only for the blind,’ but you mustn’t leave me as my partner.” Major Migel stayed in the partnership. (“What could I do? I love him.”)

Major Migel remained chairman of the Commission until 1924. Things worked out constructively. He always had new ideas, good ones. We got a good staff, increased our prevention of blindness work, developed employment in industry. Then he decided to leave us and meet the need for national work for the blind.

Of his work as president of the American Foundation for the Blind, and of his allied interests, others must speak. He kept his office on Madison Avenue, and every so often planned
lunch or cocktails, to reminisce of old
times.

His New Year's letters "to a few old
friends" were an inspiration. I regret
that I have not kept them. They ex-
pressed an unusual man of great charm,
unusual ability in many fields, and true
dedication to service — to others.

Major Migel: A Self-Portrait

These remarks by Mr. Migel, on the occasion of his accept-
ance of the Shotwell Award at the AAWB convention in
Indianapolis, in 1941, convey his personality in an informal,
candid and stimulating way. Particularly noteworthy are
those passages which reveal his astute comprehension of
the nature of blindness.

Looking way, way back, and reminisc-
ing somewhat, I might tell you that the
greater part of my career has been that
of a man of affairs, or what is generally
known as a business man, and whether
by good fortune or because the gods
were good to me, a fairly successful one.

Common sense is vital to a man of
affairs, and this, perhaps, in collabora-
tion with others more fully gifted, has
assisted somewhat in solving some of
the practical problems that have been
presented from time to time for our
physically blind people — for after all,
in the final analysis, sound common
sense, coupled with heartfelt sympathy
as applied to problems pertaining to
the blind, redounds to far greater bene-
fit for them than appeals based simply
on maudlin sentimentality.

As a youngster in the early twenties,
I happened to wander into a home for
elderly blind people in my neighbor-
hood, and noticed a man reading aloud
to the inmates. It seemed to me a fine
thing to do, so for a great many years,
I devoted one evening a week to this
purpose.

This might seem, offhand, rather a
generous thing to do — but I am going
to confess something to you that I have
never confessed publicly before: It was
really most selfish on my part, for I
was taking it for granted that, since
like a Boy Scout, I was doing a so-called
"good deed" one evening a week, I
would be forgiven for raising as much
Cain as I desired during the other six,
without being punished for it. So you
see, my first contact with physically
blind people was based on a rather
selfish impulse. Fortunately, this par-
ticular outlook was soon outgrown.

I can hardly believe it has been over
forty-five years since, with the Misses
Winifred Holt and (her sister) Edith
Holt (now Mrs. Mather and Mrs.
Bloodgood), we collaborated in start-
ing the first New York City Lighthouse,
and started the first Blind Man's Club,
and I even remember leasing the loft
for our first broom shop at that time
on Forty-second Street on the site of
the present Commodore Hotel.

It happens, unfortunately, that ere
this evening, I have attended only one
meeting of either the AAWB or AAIB,
and that meeting was held in Berkeley,
California, in 1915.

I am quite certain that some of you
here will remember that meeting; we
were then in the throes of the uniform
type problem, one of the most vital
ever presented to the schools and
readers of braille. I happened to be
appointed treasurer of the Uniform
Type Committee.

Dear Mr. Shotwell and his able and
hard-working confreres, after monumental and unheard of labors—actually taking physical count, for years, of words most frequently occurring in magazines, daily newspapers, etc., to be used for contractions—presented an ideal braille type, which was to be called “The Standard Type.”

Unfortunately, it meant three braille types. There was a battle royal, and no agreement was reached at the time.

The year previous to the Berkeley meeting, the London Conference was held. We were in London when the [first] World War began. We had had interviews with the late President Wilson and secured personal letters from him to various English statesmen, including the Postmaster General, Sir Charles Hobhouse—who died only last week—and we were instrumental in having the English postage rate on braille literature reduced to a penny a pound.

As we were desirous of interchanging literature with the English, Sir Arthur Pearson, then the leader in London in work for the blind, seemed most appreciative of this act. It was at the London Conference that practically the groundwork was laid for the adoption and final agreement on English Braille.

Immediately after the Armistice, the Red Cross requested us to take eight nurses, familiar with blind and sight-saving labors, to France to undertake the early rehabilitation of our blinded soldiers and sailors.

It was at that period that we had the pleasure of meeting Miss Grace Harper, who later became and now is the exceedingly capable executive secretary of the New York State Commission for the Blind.

Later on, at Evergreen, near Baltimore, our committee under the American Red Cross for about one and a half years had charge of all our blinded soldiers and sailors.

Mr. Walter Holmes was a member of that committee. We met every three weeks in Baltimore. The surgeon general had decided that the boys would have to remain for a period of at least one year at Evergreen for their preliminary education, before being discharged from the Army. A good many of them demurred, and we had trouble aplenty.

As a member and chairman of the New York State Commission for the Blind, we had for years varied experiences. It was the custom in the early days to appoint to the Commission, partly for political reasons, members who had not the slightest interest in the labors of the Commission. Fortunately, this has long been remedied.

In the early days the Commission endeavored to dominate the various associations in the state, but later a splendid spirit of cooperation was established.

As a member of the Foundation, with whose work you are all familiar, the organization being active within a comparatively recent period (about eighteen years), our experience has been a most happy one.

I have skimmed for you through these varied experiences in the work, even at the risk of boring you, with only one purpose in mind, and that is to tell you how, thrown together as we naturally have been in our various enterprises—I might even say adventures in labors for the blind—I have found contact with so many of you workers for the blind who are here tonight both delightful and enjoyable. I have found faith, vision, and idealism, and your sincerity and desire to arrive at the most beneficial results has always been paramount.

We have had differences of opinion, but in the final analysis, it has been a source of great joy and happiness to
have collaborated with so many, and if you will permit a few words "off the record," I might say I have had a hell of a good time doing it. We have found that accomplishment was the greatest reward for any of our efforts, and when successful—which meant nearly always—we always went away singing.

Now, the blind man or woman has never seemed different to me from the seeing. They were simply in the dark—handicapped, it is true, but with as much intelligence, understanding, wisdom, energy and application as the seeing.

There are just as many brilliant, clever men amongst the blind (in proportion to the total number) as amongst the seeing, and conversely, just as many average and below, and I stand in admiration—even in awe—of the capacity of so many, many blind men and women I have met.

Unfortunately, the lay public, who formerly classified almost all blind people as near-mendicants (with a dog and a tin cup), were not aware of the true condition, but one of our tasks has been, throughout the many years, to educate the public—and today this situation is vastly different.

A blind man or women needs occupation above all—and the more active and normal he can make his life, the happier he will be. As he finds himself increasingly self-reliant, taking his accustomed place in the world, his sense of happiness grows—but being handicapped, his handicap must and should be adjusted; he at times should have someone to lean upon, to at least smooth over some of the rough places that even the seeing must face from time to time.

As you know, I have spent a great deal of time in Washington. Our experience and reception there has always been of the pleasantest and kindest during all these years—we have always found them receptive and sympathetic from the Presidents down through Congress.

Knowing we wanted nothing for ourselves personally, Presidents, senators, congressmen have given ear to our requests. They have been patient, kindly and often eager to assist all legislation that seemed fair and reasonable. I might mention Presidents Wilson, Harding, Hoover and our President Roosevelt, with whom we have had close personal contact, as outstanding.

Senator Wagner, an old friend of ours, has sponsored practically the greater part of our legislation in the Senate, during the past few years.

Only yesterday, upon my desk I found a letter from Mr. Irwin in which he says: "There is a greater harmony in work for the blind than I have known for thirty years." Now, to my mind that is the greatest accomplishment to our credit. Cooperation—Unity—Harmony—if we can present a united front even at some sacrifice of our own personal views, nothing can stop our forward progress.

And now—as to the medal that your Association has seen fit to present to me. I do not think I deserve it—there are others who have done far greater service for our blind friends than I have. Besides, I owe you all a great and tremendous debt. Many of my contemporaries who retired from active affairs about the same time that I did have passed away, having no interest—no zest in life—but I, thanks to all of you, being able to cooperate and participate in your labors, have had so great an interest that it has kept me younger and happier.

And so, although I feel I do not deserve it, I accept the medal with heartfelt gratitude, and shall always love and treasure it.

I thank you.
In *Geriatrics*, February 1958, some attempt was made to outline for physicians and co-professional specialists some of the problems confronting the worker for the blind in assisting the blind geriatric patient whose eye trouble comes on with age. There is also a need to describe for workers for the blind some of the problems confronting medical personnel as they see the aged patient who loses his sight. The same perplexities do not adhere to the blind geriatric patient who has been without sight all, or nearly all, his life. Such patients' problems require separate and different treatment.

It is essential to realize that this subject is a junction for three important problems which meet in its center almost by accident. The first is the problem of dependency of patient on the doctor. The second is the problem of relationships between doctors and workers for the blind. The third is the problem of knowing the actual needs and wants of blind geriatric patients.

In thinking of the newly blinded geriatric patient, it is especially important to bear in mind the fact that all blind people enjoy very large areas of living in which we workers for the blind do not belong at all. Moreover, these areas are not exclusively the areas of smooth sailing, but rough passages as well, including circumstances in which the need for our help is apparent, but not to the patient, for whom the word *blind* is reason enough to abscond in any other direction openly or deviously.

A patient's fear of the word *blind* requires some tact and understanding. It has often been the cause of unnecessary embarrassment on the part of workers for the blind (eager and willing to give aid and comfort) and doctors and nurses (ready and obliged to transfer the blind patient to the ministrations of these workers). The patient, however, refuses to be transferred. With men and women of seventy, eighty and ninety, not infrequently people "of some means," a treatment dilemma can ensue. Obviously, no one can tell these patients they *must* get help from someone specially qualified to help the *blind*.

Mr. Bledsoe is chief of blind rehabilitation, physical medicine and rehabilitation service, Department of Medicine and Surgery, Veterans Administration. His most recent previous discussion in the New Outlook was "Blind Patients as Domiciliary Members," reprinted in April 1957 from the VA Department of Medicine and Surgery Program Guide.

We are thereby led to consider what resources we workers for the blind have which may reach the patient at second hand through physicians, nurses, occupational therapists, hospital aids, physical therapists. As we consider this, we come face to face with the possibility that all these individuals are a great basic resource for blind rehabilitation, and one which we have been slow to cultivate.

Lest such a vision carry us away, it is important to consider some of the difficulties confronting these people in trying to work with the blind patient and with workers for the blind.

Looming largest is a problem which all doctors face with nearly all patients who feel overwhelmed by a medical diagnosis. This is the factor of emotional dependency of the patient, which only lately we have evaluated at anything like its true weight and measure in rehabilitation calculations. It has taken us a long time to realize that those who depend on us depend on us to worry. The recurrence of this psychological and emotional phenomenon is of course not confined to rehabilitation, being common in parenthood, teaching, leadership in trades, and the governing of professions; and it is also common in the human changes described by psychiatrists. It is surprising that this factor has so seldom been examined as one of the hazards of rehabilitation, of which it may also in season be an instrument. That “worry” is what the dependent craves is a rough and ready way of stating the situation. Worry is a rather gross term, and there are many gradations of this kind of emotional exercise up a scale that includes such concepts as “concern” and the like. At his most benign the dependent wishes “care”; at his most malicious he craves “distraction.” In any case each patient is to some extent a “care” of his doctor.

With the blind patient for whom sight restoration has been determined impossible, and who is “no child,” but an aging adult, it is an additional cause for worry that he refuses to “go” to the properly constituted authority (agency for the blind), but continues to summon or return to medical resources. Even so knowing a group as physicians frequently do not look beneath the surface, but nurture a vague, indescribable, unfounded idea that “there must be something wrong” with people whose service is refused by those it is designed to help. Happily, this suspicion may often be dispelled almost immediately when a doctor is made aware that the patient’s recoil from those associated with the word “blind” is a familiar and recurrent phenomenon.

The Less Obvious Areas of Strain

Unfortunately, however, there are certain points of hazard and strain in professional etiquette between doctors and workers for the blind which are not so easily explained. It may be helpful to sketch briefly some observations regarding these points, since they have obvious bearing on help we may give the blind through medical resources.

Most doctors, especially eye surgeons, really do not like some of the ward, gallows or surgical humor which frequently is used by workers for the blind among those presumed familiar with the fact of blindness—even though the humor comes from workers for the blind who are blind themselves. There is hardly an individual in our society who takes his work as seriously as an ophthalmologist does. I would like to give personal testimony, after somewhat more close association with ophthalmologists than most people have had, that there is no open or closed secret of cynicism among these specialists; rather,
on and off duty, the deepest concentration of professional ability toward the saving of sight. This concentration leaves only a question of whether it is too intense and specific, in dedication to eye rather than patient. In any case, I have never heard an ophthalmologist take the lead in joking about blindness.

Time is another element which is a point of strain between workers for the blind and doctors. Most doctors pack their days tight and are highly critical of anyone who gives even the appearance of being careless with time. On such people it grates harshly to encounter occupational habits of conversation which transform so much of the surrounding environment into language. Somewhat irksome in patients, it is intolerable in those of us who unconsciously carry it as an occupational eccentricity into our dealings where blind people are not actually involved, over-describing because we forget how much can be taken in at a glance.

Another idiosyncrasy with us which often mystifies doctors is our way of expressing truculence. They often show impatience over the way we differ with each other, and though it is not easy to be specific in describing the nature of this impatience, there is a very clear indication they think we waste our time over the unessentials, quarrel too much with the very ways of the world, and also have a tendency to wear our insight on our sleeves, not being satisfied with knowing each others' foibles, but insisting on making an exhibit of the knowledge. When we shock their sensibilities along these lines, it neither gets nor gives any growth.

When we keep these facts in mind, we do a little better in telling doctors and other medical personnel who make up their world what will help their blind patients.

An extremely wise psychiatrist, after thinking over problems of informing ophthalmologists regarding matters pertaining to blindness, suggested the following general rule: The surgeon, though a man of action, is not one against whom it is ever wise to launch a frontal attack of any sort whatsoever. On the other hand, he will listen scrupulously and meticulously to specific problems and suggested remedies; and will even master his natural antipathy to mental hygiene, arranging consultations with skill and grace, if he is told enough that is definite about the trouble his patient has. The “definite,” the “sensible,” what “works” will interest him, and he will devote himself wisely to it.

The Two Primary Problems

In depicting the needs of the geriatric blind patient to physicians, it is first important to emphasize the intensely personal nature of these problems. Those who are well experienced with the situation will agree that the loss of ability to move about and to use the eye for small personal things and for reading are the paramount disadvantages of blindness for the aged.

From all grandiose notions, whether legislative, psychoanalytic, social or altruistic, we return to these two rather simple problems as small things of life which confound great ones. How to get about? And how to read? These are eternal questions of all newly blinded adults, hardly less of the aged than of the young college student who has just lost his sight.

These problems are of a definite kind which would commend themselves to physicians intensely concerned with “function” — with “what works.” So great is the confidence of the public in the medical profession that, if doctors were convinced there should be a prestige reader and guide service from the hospital out, as a regular part of hospital treatment in America, it is
probable that their blind patients would get it. Except sporadically, such help is not organized, and it would appear that this is because the need for it lies in a kind of no man’s land between “eye trouble” and “blindness.”

**Overlapping Areas**

This no man’s land requires some exploration along the borders, both from the standpoint of medicine and of work for the blind. In this exploration it seems necessary not merely to concede a large area to medicine, but to persuade medicine to take an area over, even though it is in the territory of work for the blind. This area, as indicated above, begins in the lives of patients who have not yet reconciled themselves to so much as a “contact” with a “worker for the blind.”

It seems time to tell the public that a master’s degree in typhlology is not a prerequisite for reading to a man of seventy his directions for taking medicine, street signs, the latest market reports or even the latest volume of Churchill’s *History of the English Speaking World*. Nor indeed is it a prerequisite for guiding him to the ball park, broker or bank.

Few if any of us really believe that blind people are the exclusive property of workers for the blind and that no one else should be allowed near a blind person, but sometimes we are so committed to our ideas that we should remind ourselves of King Gama in Gilbert and Sullivan’s *Princess Ida* when he sang,

*If you give me your attention, I will tell you what I am! I’m a genuine philanthropist — all other kinds are sham, Each little fault of temper and each social defect, In my erring fellow creatures I endeavor to correct.*

Nothing has been said of the possibility of teaching specially adapted methods of foot travel to the aged, though that might also be managed. But such a program also would often depend on the direct action of people other than workers for the blind who would have to learn from us certain techniques. (The physical therapist has been considered as a possible agent of this kind of lore.)

**“Venerability”**

Perhaps at the outset queries should have been raised over what exactly a worker for the blind thinks can be done with and for an aged blind patient, but this could hardly take shape before certain inescapable facts concerning the situation have been put forth. With two rather specific items of help in focus (reader and guide service), and with an awareness of the need for practicality, some devotion to intangibles may also be acknowledged.

Just as we wish all children may have some measure of joy, all youth some measure of beauty, all middle age some measure of fulfillment, so for age we wish all may have some measure of “venerability.” This as a rule is concomitant with a state of equipoise commanding an uncommon kind of respect, especially from the young. How this status is threatened by the disadvantage of blindness is one of the particular concerns of workers for the blind. (True creativeness is not only the fascination with such phenomena as childhood, but infinite curiosity and concern for the unborn and those about
to die, in which latter class we may all be said to have a stake.)

Let “typhlology” be the “science that deals with blindness”; yet there is something, not a science, which workers for the blind do with and for blind people which we have fallen into the way of calling “rehabilitation.” With infants this is absurd; with the aged it is far-fetched.

Most people concerned with what is called rehabilitation would like to have a shorter, clearer, better word, untarred by past mistakes. Yet some of the objection to the term comes not of past mistakes in rehabilitation, but with the fundamental mistake (often of nature) which makes rehabilitation necessary. Again some of these mistakes are not mere mistakes of nature, but human mistakes.

That which medical learning can give is an encyclopedia of the infinite ways in which people have been known to deal with their problems which, however much we may be wedded to certain of our weaknesses, there are ways of handling. For example, one of the major problems of rehabilitation, as of psychiatry, is to release the patient from compulsions.

Seeking Rehabilitation Guide Lines

Somehow we must show medical people the need blind patients have for them, especially older blind patients. At the same time we must somehow, gently, put across to physicians that one of our best guides in rehabilitation of the blind is to continue to ask ourselves questions about the things blind people say. These questions might pursue the following lines:


And particularly with the geriatric patient we ask: Does he enjoy bodily satisfaction in the daily routine? Which of his possessions are meaningful? Do happy memories give him the pleasure of recall? Does he look forward to the future with equanimity and expectation?

Insofar as possible our questions must lead to the person as a person with obvious cognizance of his particular limitations. And we should never cease to emphasize that, for the blind geriatric patient (despite weaknesses), dignity, even venerability, is possible and worthy of our protection. What, may we ask, does age want out of life? Perhaps the most important thing is strong
ties with youth of a mutually helpful kind. Indeed, venerability almost depends on some kind of close connection with those just embarking on life.

If I were forced to describe what I mean by venerability I would do it in terms of certain notable friendships between youth and age, as between Boswell and Johnson. Mr. Justice Holmes, seventy-five, and Harold Laski, twenty-three, began in 1916 to write each other 2,000 pages of letters which may well be the soundest and friendliest comment on the times to survive. Thomas Jefferson, over seventy, began his university for the young and worked out a highly successful mystical union with the students by dining in an alcove where they could see him from the main table, which he gave up to them, but where they need not feel obliged to speak through his hearing problem. The voice of 1776 did not need to repeat itself garrulously in 1816. The students could see him, which was enough both for them and for the geriatric patient in question, who was slowly getting the Virginia Legislature to wade and then to splash in the idea of a university. The personal finances of the patient were a classic ruin as his fortunes sank beneath a house so beautiful that the unborn would renew its planks and bricks decades later, but the old man was too preoccupied with the play of children to bother, and one of them grew up sufficiently straight to pay his grandfather’s debts and shepherd his university on through the century. Did Jefferson have an eye problem, as well as a hearing one? I never have heard, but if he did, it was (or would have been) just one more thing, which he and they about him managed (or would have managed) on the basis of common humanity.

The Private Agency Program in the Crucial Years Ahead

IN THIS AGE of social upheaval and uncertainties, the private agencies are more and more under scrutiny by government agencies, foundations, and research and other groups. While our agencies for the blind represent but a small fraction of all private agencies, it is essential that we evaluate our programs, ponder our present status and appraise our position with regard to philosophy, purpose, personnel, activities and operating standards. The most important consideration of all is whether we are meeting and can meet in the future the very pressing needs of blind people. Surely, if we are to develop realistically our present programs...
and think ahead, we cannot disregard
the feelings of blind men and women
toward the agencies. While we may not
agree with some of the discontent ex-
pressed by certain individuals and
groups, yet we do feel such complaints
should not be easily dismissed but
should impel us to examine the facts.

I shall endeavor in this rather brief
paper to discuss frankly some of the
perplexing problems which haunt us,
and to give some opinions on subjects
which may be somewhat controversial.
We are all striving for a better life in
the years ahead — blind and sighted
alike. Should we not
now adopt and
strengthen such programs as will cor-
rect our mistakes, retain the best of the
past, and help in the further improve-
ment of private agencies so that a
greater number of blind people may be
better served? This is our obligation
and we, the present workers, must dedi-
cate ourselves toward these ends.

Problems, Attitudes and Opinions

In our eagerness to prove that we are
an educated, progressive group, and in
our desire to demonstrate that we are
capable of meeting modern, profes-
sional standards, are we not becoming
either over-anxious or perhaps too crit-
icial of our work and our philosophies?

1. Professional Personnel. Federal
and state agencies are coming more and
more to require graduate degrees in
order to meet predetermined standards
for professional personnel. Many pri-
ivate agencies also are accepting these
standards, when they apply, or are try-
ing to develop standards directly related
to their own programs. We are highly
in accord with the need to define our
positions carefully and to secure the
people who will provide the best pos-
sible service to blind people. Within
this general frame of reference there
are considerations related to the avail-
ability of workers and of funds, fre-
quent staff changes and turnover which
could adversely affect the smooth opera-
tion of the agency’s program, and even
some questions of philosophy.

In large social agencies serving blind
people there are many direct-service
personnel positions for which advanced
professional training is not essential,
and it is up to each agency to determine
which positions involve a degree of re-
ponsibility requiring such advanced
training. Education and training pro-
vide a short-cut to experience and they
are very important, but there are many
workers whose years of experience pro-
vide the equivalent of this training.
Also, when the need arises, referring to
and working with more specialized
agencies enables some of us to better
meet the total needs of the individual
and family whom we may be serving.
The lack of trained workers at this
time is a realistic problem. There are
just not enough to go around; and fur-
thermore, there is still insufficient una-
nimity of agreement on professional
standards in our field to develop ade-
quate training programs for the variety
of workers needed. This fact should not
deter us from seeking constantly to
establish standards and programs of
training to reach them.

In smaller agencies, where size pre-
vents the differentiation between vari-
ous functions, it may be that the ex-
perienced person who knows the com-
unity will often provide the best pro-
grain. Many of us have been forced,
because of lack of facilities elsewhere,
to do much of the training of our own
staff personnel through in-service train-
ing programs. We have found this to
be even more advantageous because of
the practical working knowledge gained
from mature and experienced staff.

2. Agency Programs. I ask the ques-
tion, “Are we providing blind people
with the services they seek and need?”
If we do not now make adequate pro-
vision for the adjustment of the newly blind, providing the basic services, if we are lacking in home teaching, training and workshop facilities, if we have failed in finding or establishing employment outlets and over-emphasize the academic rather than the practical approach in our programs, then how can we hope to meet the needs of the blind in the years to come? In order to survive as agencies, we must realistically meet the basic needs of adjustment, training, economic independence and recreation—the four cornerstones of a well-rounded program. The cooperative efforts of the official and voluntary agencies in the VRS programs have been a shining example of unity and mutual understanding, a stimulus in our work which has had far-reaching effects. True, a greater number of blind people have been trained and placed in jobs than ever before. However, I venture to say that less than 25 per cent of the agencies' caseload is in this category. There still remains the majority of blind clients who lose their eyesight after middle age, constituting more than 60 per cent of the total. (Approximately 15 per cent would be in the preschool or school age category.) I repeat what was stated in my paper given at the 1948 AAWB convention at St. Paul: "From our past experience, have we not learned that many of the blind who come to the agencies are those who require the greatest amount of concentrated training and orientation? It is not likely that this group will reach the highest level of achievement, either in performance or productivity. If our aim is to give maximum service, we must then make provisions not only for the most capable but for the less able."

We have an obligation and a responsibility to these people. These are the aged, the newly handicapped, those who are fearful, bewildered, who need guidance and encouragement. Well, perhaps they receive blind assistance, social security, or are provided with a roof and shelter. But is this enough? Is the organization for the blind giving them services? And if so, what kind of service and how frequently? Do we feel a lesser sense of responsibility since government legislation has provided more adequate financial aid? On the contrary, we should then be able to concentrate more fully on this group. Competent staff should be utilized to help restore to each individual his sense of adequacy and usefulness and whenever possible he should be encouraged to resume his social activities, either with his family, friends or community, or at the agency itself. Perhaps this means the establishment, on the agency premises, of facilities for sheltered shops, for educational and cultural pursuits, for recreation. True, the agency should create in the individual a feeling of independence and not foster paternalism, but there should be some definite program offered, not just unresolved, vague planning.

**Early Programs Set Patterns for Today**

In the beginning "we just grewed" like Topsy (and by "we" I mean agencies for the blind generally). But whatever was developed—whether in methods of case handling, in training, in recreation, etc., programs were formulated on the practical needs of blind people. The system which proved feasible was to make available to clients the agency's facilities through the misadministrations of a pioneer staff, capable of understanding the special problems of the blind. Our work, as it stands today, is indeed a tribute to these early workers. Times have changed, it is true, but the problems of blind people, to a considerable extent, have not changed. They require the same basic understanding and services as well as certain
flexibility on the part of both the worker and the agency. We should all review some of our past case histories of the successfully adjusted men and women served during these early years. Many would be amazing stories of accomplishment. New philosophies have also developed in the area of recreation and camping. Nowadays we hear about "group work," and there is a place for these more specialized techniques in our field. The graduate group workers, trained in the schools of social work, may be sincerely desirous of developing within the agency these therapy groups for which they, as specialists, conscientiously see a need. On the other hand, the general conception of a recreation program for the blind is to provide leisure-time activities with trained and experienced recreation personnel. These programs seem to meet the needs of the majority more than a highly specialized therapy program, valuable as that may be for some. Let us remind ourselves that the blind people coming to our agencies are a cross-section of society. As group therapy programs involve highly qualified personnel, and serve only limited numbers, we must also think in terms of the greater number of men and women who wish to attend the agency's program for fun, socialization and relaxation. Both services are important and the agency must decide on just how much emphasis it can afford to place on either or both.

Integration vs. Segregation in Recreation Programs

While on the subject of recreation, there are those who question the value and advisability of so-called separate or segregated programs and who support the contention that the agencies should channel their efforts in another direction—to open doors of community programs to include the blind. Efforts have been made in this direction, and there will be more in the future. There need be no extremes in our thinking. However, many adequate, successful blind persons do seek and enjoy clubs, drama groups, summer camps. And why? Perhaps because in these environments they find a tempo geared to their limitations and can relax more completely. On the other hand there have always been well-adjusted blind men and women desiring no part of agency help, who prefer the company of their sighted family and friends. But again, have we not a responsibility to the many hundreds of men, women and children who enjoy so thoroughly the agency's recreation program? Is not the prime criterion the feeling of the blind person—and are we helping him as a human being to live more adequately and become more socially acceptable?

Summer Camping

As for summer camping, we, like all of you, I suppose, have had varied experiences—successes and failures. In the summer of 1955, the Lighthouse opened a day camp for blind children, setting up an integrated program with the sighted children of the Child Service League of Queens—the first of its kind, I believe. We have observed closely the advantages and disadvantages of this important project. The change this summer in the use of our new Lighthouse Queens Center facility part of the time gave greater conveniences and comfort to the blind children, while those days spent with the sighted children provided additional opportunity for camping experiences. Our three out-of-city vacation camps also were filled to capacity. To determine which type of camp is more suitable for its clients is the agency's responsibility, depending upon needs of the blind, budget, staff and the kind of services the agency desires to provide.

For several years at these New York
State Federation conferences the training of the preschool child has been thoroughly discussed, so I will not dwell on that subject except to report the closing of the Lighthouse "public school class" in Bellerose, Queens, as of April of this year, due to the diminishing number of blind infants in that particular school area. Because of the overall reduction in enrollment we were able to place the remaining Bellerose children in our Forest Hills nursery school, which is more centrally located. The Lighthouse program, similarly to many others, changes with the times—nothing is static. It is flexible so that it may fit the varying needs.

Some Criticisms and Weaknesses

The conscientious administrator cannot avoid hearing nor can she ignore complaints which come to her attention—sometimes from the blind person, often from concerned staff workers. The most familiar one is that the worker must "spread herself too thin" in her field visits. Urgent needs must be given priority, and planning and rehabilitation services for those who meet the requirements for more intensive training courses have our immediate consideration. The blind "shut-in"—and there are many hundreds of these on our own register—longs for more frequent home calls, and should, in a long succession of dreary days, be stimulated and where possible encouraged to some activity by a concerned teacher. The talking book machine, the radio, the occasional visits of volunteers, etc., do not take the place of the blind home teacher. We are all aware of our current shortage of capable teachers, and this is definitely one of our "lacks." We also find it increasingly difficult to send workers to provide the additional therapeutic type of recreation now sought by the social service committee of our city hospitals and institutions for their aged and chronically ill blind patients.

Many blind people seek some activity, some interests to fill their days and nights. We cannot always immediately accommodate everyone in our diversified programs, in our camps, our shops, our recreation activities. We, too, are limited because of physical or budget reasons, and transportation continues to loom as our Number One problem.

Another cause of worry is the too-selective screening for admission to homes for the blind or aged—especially for blind persons who suffer from other disabilities than blindness. And the shortage of suitable private facilities for nursing or convalescent care is one of the greatest concerns to our social workers. Also, blind people complain of the appointment system and feel that their problems cannot wait and that at times they are not given prompt enough attention. The employment or occupation of the less capable blind person remains as always a major problem.

I have mentioned some few of the grievances of our clients. We know they exist. Perhaps with better planning and more unified effort we can eventually relieve some of these perplexing situations.

A Firm Foundation for the Future

We review these past years with gratitude to those whose vision and leadership helped to broaden our horizons and to move forward. Throughout our country there have been sincerely devoted persons in our work who served us all faithfully. We at the Lighthouse are especially cognizant of the stimulative years, under the wise guidance of our retired executive director, Dr. Philip S. Platt. He encouraged independent thinking, and his liberal and warmhearted as well as practical viewpoint distinguished his years with us.

It is always difficult, sometimes impossible, to project our plans beyond...
the immediate future. One can hopefully foresee a greater acceptance of blind people in sighted industry, along with other severely handicapped groups. With educational institutions accepting more blind students, placement in other areas should be greater. The general needs of the blind should not be very much different than at present; in fact, for at least fifteen years there should be an upsurge of applications for services caused by the retrolental fibroplasia caseload of the past ten-year period. While preschool programs and nursery school registration will diminish, other activities in the areas of rehabilitation, education, placement and recreation will be increasing. However, we must face with some trepidation the likelihood that business recessions and increasing automation will affect the less skilled, the older and less able blind person. How then would our sheltered workshops, our industrial workshops fare, and could they absorb additional workers, when their own problems of production and outlet for sales must necessarily be reduced?

Programs to be Augmented

There undoubtedly will be strengthening of programs to meet specialized needs, such as prevention of blindness, low vision lens services, medical and surgical care, and volunteer transcribing and reading services, due to the increasing number of students. Through legislation there should be improved school facilities of all kinds for all children. And we must not overlook the ever constant needs of our aging blind population. For most of this latter group, the private agency has provided and will continue to provide many essential services through its social workers, home teachers, part-time work centers, music schools, recreation and camp programs. Although, as stated, social security and blind assistance grants keep these men and women from actual want, yet the agency to many is a vital need in their lives. And twenty years hence, the story probably will be the same, as, more and more, we learn to enjoy leisure-time activities and the companionship and stimulation of our fellows. Also we can, with more effort and perhaps using funds to greater advantage, better serve the deaf-blind as ably demonstrated by the Industrial Home for the Blind, in Brooklyn. The most serious problem confronting us all is the financial means to maintain our extensive and expensive plants. This is fundamental—the crux of the whole problem.

Conclusion

I have mentioned above some matters vital to us all—our philosophies, growth, continuation of desirable activities, better programs, personnel and problems of the future. We have already experienced years of excellent cooperation in our state between the official and voluntary agencies, and we look forward to an even more comprehensive program of mutual assistance in the years to come. Private agencies have had a distinguished past history in our years of effort to bring to blind people opportunities for normal living. We have developed good procedures; we have earned respect in our communities, and, I believe, from the people we serve. Let us strive even more by sound and constructive planning to fill up the vacuums of needed services, to eliminate those which have become obsolete, to keep our standards high and to let criticism—whether deserved or undeserved—be a further spur in our earnest and wholehearted efforts to justify our existence. We will not fail, and we look to the years ahead with optimism—for blind people everywhere have made and will continue to make tremendous strides in their struggles toward acceptance and independence.
Before discussing the specific plans and purposes of the Division of Services to the Blind, I want to talk for a few minutes about the research and demonstration program of the Office of Vocational Rehabilitation. This program, which was made possible by the 1954 amendment to the Vocational Rehabilitation Act, authorizes the director of the Office of Vocational Rehabilitation, with the approval of the National Advisory Council, to make grants to states and other public and private organizations and agencies to meet a part of the cost for research and demonstrations and projects for the establishment of special facilities and services which hold promise of making a substantial contribution to the solution of vocational rehabilitation problems common to all or several states. This program brings a wonderful opportunity for us to find better methods and techniques of rehabilitation and the answers to many of the questions that baffle us in assisting severely disabled people along the road to rehabilitation. Incidentally, I know you will be interested to learn that more projects have been approved relating to the rehabilitation of the blind than in any other field of disability.

One of the earliest projects approved was a grant to the American Foundation for the Blind to study the types, qualifications and compensation of professional personnel in agencies for the blind. This study* makes an important contribution in the establishment of professional standards and provides information which should be of real value in raising the level of compensation so that it will be more commensurate with the professional responsibilities and duties of workers for the blind.

In the field of agriculture, there are three projects under the research and demonstration program in which I think you will be interested. One is the project undertaken by the Georgia Division of Vocational Rehabilitation to study what types of greenhouse and nursery work are best suited for blind persons. Another was the project undertaken by the Farm School for the Blind in Cincinnati, Ohio, to study the methods of farming best suited for the blind. The report of this project is now being compiled and should make a valuable contribution to our knowledge. The third is a project undertaken by the Alabama Vocational Rehabilitation program to study and demonstrate how all resources, state, federal and local, public and private, can be utilized and coordinated so as to bring about successful rehabilitation of blind persons on the farm.

Another research project in which we had the pleasure of participating was the development of the manual for the rehabilitation of the deaf-blind. This manual is a truly significant contribution to the rehabilitation of these most severely disabled persons and holds a real promise of opening the way for substantial progress in this difficult area. The work on this project was carried on under the leadership of Peter J. Salmon with the cooperation of many other outstanding experts. Another important grant was made to the Franklin Institute for research on an electronic cane. The Blinded Veterans Association has received a grant to study and demonstrate how community resources can best be coordinated in placing blinded veterans in suitable employment. The Cleveland Society for the Blind has also engaged, with our assistance, in an important study to find out how maximum use may be made of hearing in the process of adjustment to blindness.

Another research grant has been made to the Rehabilitation Center of the Catholic Guild for the Blind in Boston, Massachusetts, where under the direction of Father Carroll a study is being made to determine the optimum length of time required in a rehabilitation center for the blind for the best adjustment to blindness. A research grant has also been made to the New York School of Social Work, Columbia University, to study attitudes toward blindness and how they affect rehabilitation of the blind. The Industrial Home for the Blind in Brooklyn has also undertaken another important research study to find out what the effect of hearing loss is in the process of adjustment to blindness, particularly in the area of mobility, and how this problem may best be combatted.

Another research project which we feel has made a significant contribution to our knowledge is one which has now been completed by the Vermont rehabilitation agencies, both general and blind, in cooperation with the American Foundation for the Blind, National Industries for the Blind, and the Office of Vocational Rehabilitation to develop a homebound program for the blind and other severely disabled in a rural area.

We have also participated in research with the Industrial Home for the Blind and others to find the best methods for establishing clinics for the fitting of optical aids. This research has demonstrated that in a substantial number of cases where there is a small amount of residual vision, the proper fitting of optical aids can result in restoring useful vision for specific purposes.

One more word about our research and demonstration program. Miss Switzer* and the National Advisory Council feel it most important that the information and knowledge developed through research be put into practice. To this end, funds have been set aside to help in the establishment of projects patterned after and based on the information and experience developed through the research grants. In rehabilitation of the blind, three such demonstration areas have been selected. These are the establishment of optical aids clinics, of industrial homework programs for the blind and other severely disabled in rural areas, and of programs for the rehabilitation of the deaf-blind. To date, eight grants have been made for the establishment of these prototype projects.

The Total Program

Now I would like to talk for a while about the plans, the purposes, and the philosophy of the Division of Services to the Blind of the Office of Vocational Rehabilitation.

*Mary E. Switzer, director of the Office of Vocational Rehabilitation.
Rehabilitation. In essence, our plans and purposes and philosophy have but one objective: that is, to be of the maximum service possible to state agencies serving the blind. To accomplish this objective, I think it is essential that the full resources of the Office of Vocational Rehabilitation, both central and regional, be utilized to the fullest. Agencies for the blind should be able to look to the Office for assistance in fiscal planning, in program administration, and in casework practices. The regional offices are just as much concerned with problems of agencies for the blind as they are with the problems of the general agencies, and I assure you that they will work with you in building a close working partnership.

Three Major Functions

In carrying out this concept of service, I think that the functions of the Division of Services to the Blind fall specifically into three major areas. These are technical consultation, the training of personnel, and the provision of leadership. By leadership I do not mean unilateral authoritarian action. I mean rather such things as constantly seeking new ways and ideas for more effective rehabilitation of the blind, and for making this information available to you; for finding new tools and for making them available to you in usable form; for working as your representative with national, public, and private agencies so as to strengthen the rehabilitation program for the blind; and for always spurring both you and us to higher standards of quality.

1. Provision of Leadership

In this area of leadership, one of our most important responsibilities is in connection with the vending-stand program. We are aware of this responsibility and are now, with the full support of the Secretary of Health, Education, and Welfare, vigorously pursuing negotiations with other federal departments so as to make the preference granted by the Randolph-Sheppard Act more meaningful and more productive of substantial employment opportunities for blind persons. In the area of technical consultation we do not feel that we should duplicate within the Division of Services to the Blind the technical skills of general applicability found elsewhere in the Office of Vocational Rehabilitation. I do feel that it is our responsibility to provide, through the Division, those special technical services which are particularly related to the rehabilitation of the blind.

During the past three months, I have had a chance to talk with more than thirty directors of state agencies serving the blind and to ask them in just what areas they want and need technical consultation. The needs expressed are: first, for assistance in placement—industrial, agricultural, clerical, white collar and professional; second, for assistance in the development and expansion of vending stand programs; third, in the areas of adjustment to blindness, including the use of rehabilitation centers for the blind; and finally, in the establishment of programs for sheltered employment, including workshops and programs for the homebound.

2. Technical Consultation

The priority of needs for technical assistance, though varying slightly from state to state, seem to be primarily for assistance in placement and in vending-stand programs. To fill these needs, we are going to do two things. First, hire full-time staff competent to provide the technical consultation required. We are currently actively recruiting for two positions and I hope there may be a third one later this year. This problem of trying to find the kind of staff who are qualified to give you the sort of
service that you want but who are willing to leave their established jobs and come to Washington has proved to be a most difficult one, but we will persevere until we can find the right people. The second way in which we are going to fill this need for technical consultation is through a sort of lend-lease arrangement. Through this plan we have made arrangements to borrow highly qualified technical experts from different state programs and lend them to other states for perhaps a month at a time to assist in the development of certain aspects of the rehabilitation program.

3. Personnel Training

In the area of staff training, we felt it most essential to find out just what the needs for training are. To this end, we called together an *ad hoc* advisory committee consisting of state directors of agencies for the blind, state directors of agencies serving the blind as well as other disabilities, representatives of national and local voluntary agencies and representatives drawn from the coordinators of the rehabilitation counselor training program. This committee enthusiastically and capably undertook the job of assessing the needs for both short-term and long-term training for personnel engaged in rehabilitation of the blind. Briefly, the recommendations of the committee are as follows:

In the area of short-term training, the major needs are for training personnel in how to do a better job of placement in all areas—industrial, agricultural, professional, etc.; for training in how to develop and manage more effective vending-stand programs; and for the training of mobility or travel instructors. In this latter area, the committee recommended that the Office of Vocational Rehabilitation, in cooperation with the American Foundation for the Blind and other interested organizations, develop a curriculum for travel instructors. This curriculum could then serve as the basis for a series of short-term courses to increase the supply of competent travel instructors, not only in rehabilitation centers, but in operating agencies for the blind throughout the country. The committee also recommended that the short-term courses in the three areas of placement, vending stands, and mobility training be of sufficient duration to permit the putting into practice, under competent supervision, of the information learned through the courses.

In the area of long-term training, the committee recommended that more emphasis be placed on the specific aspects of counseling and placement of the blind within the rehabilitation counselor training program supported by the Office of Vocational Rehabilitation. This could be accomplished either through modification of some existing counselor training programs so as to highlight the particular problems relating to rehabilitation of the blind or through the establishment of specific courses dealing with the rehabilitation of the blind for persons who have completed the general rehabilitation counseling course. Emphasis was also placed on the need for well-planned supervised field work in agencies serving the blind for rehabilitation counselor trainees. The committee also recognized the need for long-term training in the field of home teaching, but felt that before the Office of Vocational Rehabilitation should make long-term training grants in this field steps should be taken by the Office, in cooperation with other appropriate agencies, to arrive at some agreement as to just what the major functions and responsibilities of the home teachers should be. The content of the training courses could then be developed in line with these major functions and responsibilities.
Some Observations on Work for the Blind in the U.S.S.R.

EMILY J. KLINKHART

There are fifteen republics in Russia. I visited only three of them—the Russian Republic, the Ukraine and Uzbekistan. And I was in Russia only five weeks, so this can claim to be no more than a report on some brief glimpses into work for the blind in the Soviets.

I guess I might as well start with a story on me. The subways in Moscow are all marble, clean as a whistle and freshly painted. They run at two-minute intervals, and there are no expresses. Going down to Red Square, it always seemed as though the first half of the first car had plenty of seating space, so that is where we jumped on. Everybody smiled at us in a very friendly fashion. We didn’t find out why until later. It seems that section of the train is reserved for pregnant women and the handicapped.

That is why I saw so many blind people there. None of them had white canes; none of them had guide dogs. In fact, there are very few dogs in evidence in Russia, and it is rumored that many household pets served as food during World War II. Also, I did not see any artificial eyes, but there seems to be a dearth of artificial limbs, too, so things like this may be provided for in future five-year plans.

I was a member of a cultural exchange program—seventy-one members of the Comparative Education Society. At all times, we had at least four interpreters, but our lingo and interests often were as foreign to them as their mother tongue—Russian—was to us, so if any parts of this report are hereafter proven to be inaccurate, language difficulties may account for it.

But let's get back to our itinerary. Our first stop was Moscow, a city of eight million people, they tell me, and the broadest boulevards I have ever seen—at least three or four times the width of Fifth Avenue. We were there at least two weeks at the beginning of our junket.

In Moscow under the Russian Federated Republic, there is a Ministry of Education. Each republic has one but this ministry seems to be the pace-setter for the rest. Under this ministry there is an Academy of Pedagogical Sciences. And, if you will bear with me, under this Academy there is an Institute of Defectology. That is where we find the upper echelon of educators and researchers for the blind.

The first time I was there, on August 23, I met Engineer Pasen of the In-
stitute staff. He is their mechanical researcher. He could read English but could not speak it. My Russian was limited to “yes,” “no,” and “thank you,” so our spoken discourse was rather restricted. But we managed to get along. I gave him one of the AFB drawing boards and he let me know he had heard about it and would make copies in short order for Russian blind people.

He showed me reprints of articles on American mechanical research dealing with Benham, Witcher and Gunderson—but mainly Gunderson, for Engineer Pasen seemed to live and breathe “ham” radio. He said he had a class of sixty in “ham” radio at the Moscow School for the Blind out of a total enrollment of 210 students.

Later he proudly took me into another room to show me the reading machine for Russian print. Although he twisted and turned the knobs and changed the plugs endlessly that first time it wouldn’t work. I guess I was just as embarrassed about it as he was. It seemed fitting that my first introduction to formal work for the blind in Russia should be mechanical because the whole country is Sputnik-proud and Sputnik-conscious and the whole focus in education is changing to the scientific and the polytechnic.

The next time I went to the Institute for Defectology, about a week later, Mrs. Zemzova, chairman of educational research for the blind, and Mr. Sokolayamsky, chairman of work for the deaf-blind, had returned from their summer holidays.

It seems that this deaf-blind leader had a special school for these doubly handicapped youngsters before World War II in the Ukraine. But when the Germans moved in they destroyed the school and killed all of the pupils. Now Mr. Sokolayamsky is teaching twenty students in Moscow. I do not know whether he has any assistants but I do know that he does not use the vibration method.

In Russia, it is not uncommon for both parents to work and for their babies and very young children to spend much of their time in nurseries or kindergartens. In the case of deaf-blind children, this specialist recommends that the child stay at home until he or she is of school age. In that environment, it is possible to work with all members of the family to create better understanding and adjustment. Mr. Sokolayamsky had much more to tell me, but every time we exchanged a few words the interpreter was called away so I never did get the full story.

**Relationship with the Schools**

Mrs. Zemzova explained that the Institute was interested in the development of curricula, the selection of textbooks and programs and in the establishment of theories based on research. There are two types of schools for the visually handicapped—one for the blind and one for the partially seeing. In these schools, the child receives the regular ten-year school program in eleven years. After the ten-year school (the equivalent of our high school) is completed, a blind student can enter any university or higher school, excluding those that train for dangerous work. There he is eligible for double the usual stipend given to students not physically handicapped and there are extra funds for readers.

Mrs. Zemzova was most interested in the problem of compensation and gave me a book she had written on the subject. She also has done special research work in movement and believes in organizing the blind person’s environment in planes for work space. She told me that the Russian definition of blindness was 0.05 kwen. [inability to read the test chart from more than five feet away] and that 30 per cent of...
the students in schools for the blind were totally blind. Teachers for the blind are trained at pedagogical institutes by special faculties. The Russians are inclined to be amused by the American preoccupation to estimate or to count everything. When I asked how many blind children there were in the U.S.S.R., they told me 6,000 had been counted in the clinics but reminded me it was a big country.

I gave Mrs. Zemzova many pamphlets and reprints of articles on education for the blind in the U.S.A. She seemed truly amazed to hear about public school classes for blind children. In the U.S.S.R. there is a tendency to deny exceptionality and to try to give everybody equal treatment and training in the collective sense, so separation of the handicapped seemed all the more unusual.

At this point, Engineer Pasen appeared again and conducted me into the room where he had his inkprint reading machine. This time we all beamed approvingly as the machine uttered appropriate noises as it passed over Russian type. The sound was not musical; it was not the sound of a Russian voice or Russian words. It will be tested at the Moscow School for the Blind during the current school year.

Next we moved on to Kiev in the Ukraine. Although there was a school for the blind there, there was no section on blindness at their Maxim Gorki Institute. The explanation was that blindness was declining and that teachers were trained in Moscow and research was available from there. I was told that there were schools for the blind in Odessa, Kharkov and Lvov in addition to Moscow, Leningrad and Kiev. Although I was given permission to visit the school for the blind in Kiev, when the time came I was not allowed to go because the school was moving from the country to the city. Permission to do this or that often was withdrawn for curious reasons on short notice in Russia.

The Leningrad School

A few days and one short plane hop later, I was told that I could visit the Leningrad School for the Blind. Dmitri E. Pavlov is director, and he had only one American book dealing with education of blind children—a volume by Dr. Merle E. Frampton of the New York Institute for the Education of the Blind.

We had some general discussion in Mr. Pavlov's office before we toured the school. I was told there were at least fifty schools for the visually handicapped and blind in the Russian Republic alone and that this particular school had been in existence for seventy-eight years. It apparently enjoys a fine reputation and it receives applications for admission from other republics as well as the Leningrad region.

The teachers for this school are prepared at the Herzen Pedagogical Institute, also located in Leningrad, and they do practice-teaching at the school for the blind. The school has 210 pupils, and on a later tour of dormitories we observed how very overcrowded it is; in fact a new building is going up within the year which will have a kindergarten for blind youngsters. This seems to be an innovation, since I was told that there is only one kindergarten now, in a city called Ufaa.

Some boys and girls who are visually handicapped and not totally blind are allowed to live at home and attend the school as day students. I was informed that about one-third of the pupils are completely blind and that the major causes of loss of sight are war injuries, mine explosions, meningitis, cataracts, tuberculosis of the eye, brain tumors and the usual run of accidents. Upon questioning, the school doctor said...
there had been some retrolental fibroplasia there, but very little of it.

The school is financed by the state, and in addition to the regular ten-year course in eleven years, it offers specialties such as cold-metal engineering, making musical instruments, textiles and needlework and brush making. Last year six graduates entered institutes and universities for higher education.

The principal told me rather proudly that the children in the shops last year produced goods sold by trade unions for 200,000 rubles. That is about $20,000. About 25 per cent of this is banked for the children and given to them at graduation. They work in these shops about three or four hours a week; and when we visited the cold-metal shop later, I was amazed to find them making manicuring shears, door keys and desk fastenings, or formings, as they called them. The assistant director of the Institute for Defectology in Moscow had said that the blind people of Russia do not like the namby-pamby atmosphere and work of sheltered shops, and this cold-metal shop seemed proof of her contention. I think this was the most dramatic thing I saw in work for the blind in Russia.

Society Aids in Employment

The principal said that the All-Union Society for the Blind, an organization that seems to cover the entire U.S.S.R., with branches everywhere, is most helpful to the school. I had heard earlier that the All-Union Society was active in employment. Although I kept asking to be taken to a branch of the Society, none of the interpreters or educational personnel that surrounded our group ever knew where I could locate an office. I tried asking a blind person on the street but he didn't know English, so my effort came to a dead halt. Anyway, I was told that getting a blind person a job in the U.S.S.R. is no problem at all. The principal of the school just talks the situation over with some plant manager and they put the blind person to work. Of course, I didn't see this myself so this may be an oversimplification of the situation.

At the Leningrad school, I saw at least two blind teachers and full-page braille slates, and no clear-type books—only braille. When I asked about the apparent lack of talking books, I was told experimentation was going on in the Urals. There were life-sized stuffed animals and birds and a very modern and large gymnasium. An international competition (actually satellite countries) of blind sportsmen had been recently held at the school. All over Russia there is emphasis on physical culture, and this school was no exception. It offers track, skating, skiing, handball and a wide range of gymnastics.

That just about ended my active quest about work for the blind in the U.S.S.R. A snafu, never fully explained, developed about our departure for Tashkent, a city of 800,000 located in Uzbekistan, or Middle Asia. Our time there was cut from four to two days and we streaked across the 2,400 miles from Moscow in a Russian jet plane in four hours at an altitude of 35,000 feet. This was enough to get one's mind off of work for the blind but I finally did find the person in charge of this specialty, an assistant minister of education. She told me there were four schools for the blind in her republic and about 500 known blind students. She said blindness has been cut considerably since the Revolution due to improved medical methods, and that they had a good many blind musicians. Again, the teachers are trained at the Institute for Defectology in Moscow although the local Institute of Pedagogical Sciences offers some special courses.
1958 Migel Awards
to Miss Hooper and Mr. Conover

Marjorie S. Hooper, braille and large-type editor of the American Printing House for the Blind, Louisville, Kentucky, and Henry S. Conover, president of the Industrial Home for the Blind, Brooklyn, New York, were awarded the 1958 Migel Medal for Outstanding Service to the Blind at ceremonies on October 23 at the American Foundation for the Blind.

The award is presented annually by the Foundation to one professional and one lay person connected with service to the blind. The ceremony takes place on Foundation Day, the third Thursday in October, which is also the occasion for annual meetings of the membership of the corporation and of the trustees, and the annual reports of the president and the executive director.

For the first time since he established the award in 1937, Maj. M. C. Migel, founder and chairman of the board of the American Foundation for the Blind, was not present for the ceremonies. He was too ill to attend. He died on the same day at 10:25 p.m., just a few hours after the awards were presented.

In the absence of Miss Helen Keller, who traditionally makes the presentations of the awards, Jansen Noyes, president of the American Foundation for the Blind, delivered Miss Keller's remarks to the recipients.

Addressing Miss Hooper, Miss Keller cited not only the “skill and constancy you have displayed in your labors for the blind,” but also “a constructive interest in braille, which is not essential to you, but which brings to the blind daily pleasure and rich treasures of knowledge and information.” She also praised Miss Hooper’s “tireless attention [in striving] to assure the blind of uniformity in the braille system.”

To Mr. Conover, Miss Keller expressed her admiration for the Industrial Home for the Blind, where “your counsel and helpfulness during more than fifty years is truly precious to [the blind] and to the deaf-blind who have joined them. . . . It is wonderful that with all your interests in city affairs you should give special attention to a group whom the seeing are apt to pass by heedlessly.”

Miss Hooper's Service

Marjorie S. Hooper has a lifelong acquaintance with work for the blind. The daughter of J. T. Hooper, former superintendent of the Wisconsin School for the Blind, she attended her father’s school in the early grades although she is not visually handicapped. There she became familiar with the educational problems of blind children.

After graduation from Mount Holyoke College, she served with the American Foundation for the Blind for two years in an informational and secretarial capacity. Early in 1932 she ac-
cepted a position with the American Printing House for the Blind, where she has remained ever since.

She started as a secretary to the superintendent, but her ability and knowledge soon brought her added responsibilities. For many years she has had charge of all braille and large-type books, catalogs, and the more than sixty-five braille magazines published by the Printing House. She has handled the complicated quota relationships with schools for the blind on which the federal distribution of textbooks for blind children is based. It is largely due to her imagination that money has been raised to distribute the Reader's Digest free to blind persons who wish it.

In addition to these responsibilities, Miss Hooper has also done research in schools for the blind on educational needs of blind children. A year ago she became vice-president of the American Association of Workers for the Blind, a position which traditionally leads in time to the presidency.

Mr. Conover's Contribution

Henry S. Conover was born in Keyport, New Jersey. He moved to Brooklyn as a child, and his social, business and civic interests throughout his life have been concentrated there. He attended Pratt Institute High School, and later, Pratt Institute.

He and the Conover family have been associated with the Industrial Home for the Blind almost since its founding—for more than fifty years. He became a trustee in 1929. He was elected treasurer in 1939 and president in 1950.

Mr. Conover served as an infantry officer in the First World War, as a lieutenant in the 106th Regiment.

He was associated for forty years with Jason Moore Company, Brooklyn, of which he became president. He was one of the founders and organizers of the Lafayette National Bank in 1926, and has served as a director there until the present.

One of Brooklyn's Masonic leaders, he is a past commander-in-chief of Scottish Rite, a 33-degree Mason, a member of one of Brooklyn's cultural clubs, the Apollo Club, a member of the Brooklyn Club, and a Rotarian. He has served for many years as a director of the Brooklyn YMCA.

His leadership has been one of the decisive factors in the growth and maturity of the Industrial Home for the Blind. The blind population of the four counties of Long Island have long since learned to associate his name with unusual service in their behalf.
The thirteenth annual national convention of the Blinded Veterans Association was held in Seattle, Washington, July 16-19 at the Benjamin Franklin Hotel. The convention was highlighted by stimulating panel discussions on employment opportunities and veterans' benefits and the election of new national officers.

**Officers Elected**

Dr. Robert A. Bottenberg, of San Antonio, Texas, was elected president. He is a research psychologist in the Human Resources Center at the U. S. Air Force Lackland Field. Dr. Bottenberg is the immediate past vice-president and has been active in BVA affairs for many years. Michael I. Bernay, of El Monte, California, was elected vice-president; Durham D. Hail, of Reedsport, Oregon, is the new secretary; and Irvin P. Schloss, of Washington, D.C., former executive director of the Association, is the treasurer.

Reverend Thomas J. Carroll, BVA’s national chaplain, addressed the convention at a luncheon via an amplified telephone hookup from New York City. Father Carroll missed the BVA convention for the first time because of a knee injury which had him confined to a wheel chair at the Institute of Physical Medicine and Rehabilitation of the Bellevue Medical Center. He addressed the group on the “exploitation of blindness” and warned that this is not always a conscious act.

**Cites “Selfish Use of Blindness”**

He said, “The danger of a subtle type of exploitation is a constant danger for all of us in the field of work with the handicapped—or, for that matter, for handicapped persons themselves.” Later in his talk, Father Carroll said: “What must be fought is the selfish use of blindness—the use of blindness willfully, or otherwise—in ways that will do harm to blind persons living or as yet unborn; in ways that will raise a new stereotype, or reinforce the existing ones; in ways that will stand in the path of the project of public education which is all-important; in ways which will increase the already overwhelming attitude of pity, or deepen the already unfathomable ignorance of so many of the public. This selfish use of blindness must be fought whether it is on the part of an agency for the blind, or an organization of the blind. And it must be fought no matter how good, or how apparently good, the aim of the person, the organization, or the agency using it.”
INSIDE HINDSIGHT

A few weeks ago we received a rather pointed inquiry from Verner Ljunggren, of Stockholm, Sweden. Somewhat nonplussed about the content or the purpose of this column, he wrote as follows:

Excuse me for writing to you. I should be very grateful if you would be kind enough to give me an explanation of the word "Hindsight" appearing as a _heading_ in the New Outlook for the Blind. I've asked some Englishmen, but no one can tell me the meaning of the word "hindsight." I will be very glad if you will send me an answer to my question.

Many readers may often question the word as it has been used and abused as a title for this department, but no one ever posed such a specific question about the meaning of the word itself. This question gave us momentary pause, during which we consulted Webster's dictionary of the English language.

We learned from that resourceful book that "hindsight" actually has two meanings. One is its real and serious meaning; the other is marked as the humorous usage of it. Number 1, a noun: the rear sight of a firearm. Number 2, also a noun but humorous: perception of the nature and demands of an event after it has happened; opposed to foresight.

Well, you might imagine that those definitions made us very happy. In the first place, the humorous meaning is exactly the application of it that we had in mind when we named this column. The items appearing herein are supposed to treat subjects in a reflective way—sometimes humorously—and with the immodest presumption that by so doing all of us would gain some knowledge from such reviews. It also should be noted that even the serious meaning as reported by Webster can be turned to advantage. As I remember from the days before I became blind, most firearms are equipped with both a front and a rear device, each called a sight. In attempting to puncture tin cans tossed on the surface of a pond or the head of a defenseless rabbit, one needs both hindsight and foresight.

Notwithstanding all this, we can sympathize with the Swedish puzzled one, and having had many moments with English friends, we can appreciate how their literal interpretation of the language may have added to his confusion. For example, one might reason that the word has something to do with seeing something. Well, Webster goes on to give definitions of the word "hind," which in this instance we may be supposed to be seeing in the sight of this column. The word "hind" can be the adult female of the red deer, and we'll bet that is just what it is to a zoologist. To a fisherman in some parts, however, a hind is a category of grouper, including such fish as the rock hind. What's more, a hind is an assistant to a farmer in some other parts, although the dictionary isn't specific as to the nature of his duties.

We assure you that we have had no intention of seeing any of the foregoing. The sight—or, pardon—the sights of this column are supposed to have been trained on matters affecting blind persons, reflecting or commenting upon
events or announcements after they have happened. Once in a while we have forgotten this strict definition, and have used the space for commenting pro or con something that looks as if it were going to happen. One of these departures gave cause for critics to provide—if not a new definition—at least a suggested new name for the column. They thought it much more appropriate to call it "Backward Sight," by which they meant to imply that this column isn't always as progressive as they might think it should be by their standards.

One blind fellow that we were talking to at a convention thought the column ought to be called "Earsight." This name emerged after one of those gabfests about blindness that are so easy to get started, and there had been some of the usual anecdotes about the problems of blind persons. This reminds us currently of an "earsight" story told once by Hector Chevigny. He's the rather outstanding writer of both radio drama and serious literature in article or book form who lost his sight a few years ago. He has written much more than My Eyes Have a Cold Nose in our field, and much more than Portia Faces Life in the radio field, but these are examples. (For the benefit of readers abroad, I should explain that Portia is the central figure of one of America's radio serials called soap operas.)

Anyhow, Hector tells of how he was progressing through traffic in New York City with the customary help of a sighted friend, one who ought to know better. Workmen were busily prodding the pavement at one intersection with the boiler-factory racket of many jack hammers. Maybe the proper word is air drills. As they passed within a few feet of the excavation, the friend tipped up to cup his hand over his mouth and Hector's ear to megaphone to him as loudly as he could shout—"They're tearing up the street!"

But to get back to the problem of the definition of "hindsight." Webster lists another word spelled "hinder." This unusual epithet is—"of or pertaining to that part or end which follows or goes behind."

This brings to mind a statement by a well-known author who recommends as a first rule of successful writing "the application of the seat of the pants to the seat of the chair." This column may not have been any index of success, but every month we put our hinder into a chair and try to write "Hindsight" with insight and foresight. To do so even takes a bit of the hindbrain—which Webster, incidentally, also defines as the posterior portion of another vital organ of the body.

If we may be pardoned for another look backward, we would like to thank all those who over the months have contributed their own reflections to this department. We wish more of you would come from behind—move to the fore, as it were—and send along your thoughts in what we hope will be printable form.

In all seriousness, we owe to the Swedish reader and to one other person the real story of whence came the name of "Hindsight" for this column. Before getting into work for the blind, I worked for several different newspapers. One was located in a small town in the state of Florida, and its editor was a woman named Mildred White Wells. One of my chores was to do a weekly bit of claptrap about anything in town that could be mentioned or ought to be without identification—meaning a gossip column. She did a bit that was quite well filled with thoughtful, wise and stimulating comment upon the life of the community. She called her column "Hindsight." She did it so well—that is, the reflective ex-
amination of events that already had happened in order to help the citizenry do a better job next time—that I never questioned the meaning of the title.

And so, dear Mr. Ljunggren of Stockholm, we have answered your question about the meaning of hindsight. Each generation throughout the world’s history has used it to attempt the perfection of its own time. May we in the field of effort on behalf of blind persons do the same, and since it is that time of the calendar—may we wish for you and all you love the state that foresight may bring to them all—a Happy New Year.

---

Research In Review

Conducted by Herbert Rusalem, Ed.D.


Undergraduate students in education and human relations quickly become conscious of the fact that a disproportionate quantity of the research in their fields is based upon populations of college students. As a group, college students constitute a convenient and captive audience which lends itself to a variety of experiments and manipulations. However, legitimate questions are frequently raised about the desirability of extrapolating data obtained from college students to the general population.

In the area of blindness, we are faced with a comparable problem. Over the years, we have compiled a rich literature derived from sources that are experiential, clinical, and experimental in character. However, this information has been based upon blind persons known to organized social institutions. They have been blind students enrolled in schools, blind adults receiving social services, or blinded veterans receiving VA benefits. Apparently, in a large city, it may be expected that a significant proportion of all blind persons residing in that area will be known to organized social welfare and rehabilitation. Despite this fact, are we justified in using this group as though it were representative of all blind persons?

Obviously, it is extremely difficult, if not impossible, to study blind persons who have no relationship to organized community social service. As a result, we have numerous hypotheses about them, but little actual data. In some instances, they are described as a superior group of persons who, because of adequate personal and family resources, are facing no special problems which require specific service. On the other hand, there are observers who
perceive this group as individuals who may not be aware of the services available or may be psychologically unable to use them.

Whatever our findings may ultimately be, Dr. Kaufman's study of blinded veterans tends to shed some light on the subject. It should be noted that his populations are limited to small segments of blinded veterans residing in a specific geographical area. However, even taking these limitations into account, the reader may find the results of the research provocative.

THE STUDY. The purpose of this study as stated by Dr. Kaufman was "... to appraise the personal-social, educational and vocational adjustment of those blinded veterans who reside within the jurisdictional area of the New York Regional Office of the Veterans Administration and who were entitled to vocational rehabilitation training under the provisions of Public Law 16." The study approaches this purpose by investigating differences in adjustment between blinded veterans of World War II who participated in the VA vocational rehabilitation program and those who did not. Thirty-seven male veterans were in the former group; thirty-three in the latter. Both groups were equated on the basis of age, intelligence, pre-service educational level, completion of a blind readjustment program, the degree of visual loss, and pre-service occupational level.

In general terms, the total population may be described as having a mean age of about thirty-four to thirty-five years, a mean intelligence quotient of about 102 to 106, and a pre-service educational level of about ten years. Of the seventy veterans studied altogether, twenty-five had had no readjustment training. The others had had from six to thirty weeks of such training. Fifty-eight of the seventy veterans studied were considered by the VA to have a 100 per cent loss, in terms of vision. Twenty-six were totally blind and seven had light perception. The others ranged from 1/200 to 20/200, with eight veterans being placed in the latter classification. Two members of the group had "field defect only."

Sixty-one of the subjects (thirty-two who had been in training and twenty-nine who had never been in training) were given the Bell Adjustment Inventory and the Bauman Emotional Factors Inventory. At the same time, a social worker rating team, using an adaptation of the Somers Evaluation Scale, rated the blinded veterans on personal-social adjustment. One scale was used for each of the following areas: 1) Atmosphere of the home (emotional environment); 2) Acceptance or rejection of the handicapped veteran; 3) Social status in the family; 4) Family attitude of protectiveness toward the blinded veteran; 5) Veteran's attachment to family; 6) General adjustment; 7) Adjustment to handicap; 8) Adjustment to work life; and 9) Modes of adjustment.

Scores on the three instruments were intercorrelated and an examination was made of the social and vocational data concerning the group. Personal interviews were conducted with the veterans and reviews were made of veteran records.

FINDINGS. Some of the major findings were:

1. As a total group, the blinded veterans were above the normative samples of the two personality inventories used in regard to personal and social adjustment.

2. On the basis of the inventories, the untrained veterans were, as a group, better emotionally adjusted than were the trained veterans.

3. On the basis of the personal inter-
views and the reviews of records, the untrained veterans were generally better adjusted personally, socially, educationally, and vocationally than the trained veterans. This finding was inconsistent with the hypothesis originally stated by the author at the initiation of his study and was, therefore, contrary to expectations.

4. The intercorrelations matrix of the three personality measures—the two inventories and the social workers' ratings—revealed:

a. "... the meaning blindness held for the individual veteran seemed to depend principally on his own social experience since blindness."

b. "... an adequate personal and social adjustment was ultimately interwoven with full emotional acceptance by the family, which in most cases was the wife. Probably the most important single factor in the over-all adjustment of the blinded veterans was the fact that most of them were married."

Dr. Kaufman discusses the seemingly incongruous finding that untrained veterans—those who did not receive vocational rehabilitation—were revealed to be better adjusted in this study. "The trained group are the veterans who, feeling themselves unable to cope with their educational or vocational problems, come to the Veterans Administration for help, both in acquiring employability as well as for ultimate placement. They have relatively more inadequate family and social resources for assistance in placement, and none of them has been successful in securing employment with a former employer on leaving service. In this group is found the greater proportion of the racial and ethnic minority sub-groups of the population. The normally greater placement problem faced by these individuals is compounded by the addition of their exceedingly great disability. It is not surprising to find that almost half of the trained group stems from these minorities.

**IMPLICATIONS.** As a caution, it should be noted that the population of blind persons studied in this investigation are, by reason of age, general health, agency services received, conditions under which blindness occurred, and general vocational feasibility, probably not similar to the population of blind persons served by local and state agencies. Yet, the possible hypotheses suggested by the study are worthy of examination and further research.

If these findings can be generalized to other services to the blind, then it may be inferred that agency caseloads of blind persons are not typical of blind persons who fail to seek agency services. The latter may be thought to be individuals who, in the main, are persons of greater personal and social resources with fewer social handicaps. Possibly, their family climate is warm and accepting and the community has made available to them educational and work opportunities, without the intervention of specialized agencies. In effect, they may be individuals for whom blindness has not resulted in catastrophic personal and social upheavals of lasting duration. In the face of blindness, the untrained veterans in Kaufman's study were able to move ahead to achieve life plans, revealing less maladjustment than the trained group and requiring fewer community services.

Since such a large segment of our literature is based upon observations of blind persons known to organized community services, we may, at this point, begin to raise questions about the applicability of some of these findings to blind persons, in general, and to the blind individual who has not used agency services, in particular. Be-
beyond the usual reach of the agency for the blind, there is a population of blind persons, undetermined in size and relatively unknown in characteristics, which appears to be having experiences with blindness which may be significantly different from those of many agency clients. Perhaps some of us have known individual blind persons in this category. Probably, few of us have had considerable experience in working with them and in understanding them. Since this group may constitute an import, albeit relatively small, group in the total population of blind persons, it seems clear that much could be gained by an organized attempt to learn more about them.

Finally, if Kaufman's study has relevance for other populations of blind persons, there seems to be an implication in his findings for agencies for the blind. The trained veterans were individuals who had blindness in conjunction with other problems. In many cases, family problems, emotional maladjustment, and minority group membership combined with the blindness to create personal-educational-vocational difficulties for the individual. Blind clients, too, will bring to the agency not only their blindness but also a multitude of other problems not dissimilar to those presented by non-blind clients to other social agencies. Therefore, it may be said that if the blind client is likely to present complex life problems of which blindness is only one facet, workers for the blind must be trained to help persons with these more general problems as well as being specialists in the management of the specific problems introduced by seriously impaired vision.

BUY WHITE CANES
Made in Our Workshop with 100% BLIND LABOR

Prices F.O.B. Bedford

Straight Shaft — $15.00 per doz.
Tapered — $18.00 per doz.
5% discount on orders of one Gross or more.
Shipping weight per doz. — 7-8 lbs.

We Invite Your Orders

Bedford Branch
PENNA. ASS'N FOR THE BLIND
P. O. Box 572
Bedford, Penna.

The exceptional child is no longer the forgotten child. Public attention and concern are being focused on the child who differs from the normal and many efforts are being made to understand the differences. In these efforts, this comprehensive study will be a guide and help. The editors and their collaborators describe modern practices and scientific techniques in the education of children with various kinds of differences. There is no attempt to give a detailed study of all the individual areas, but rather a broad understanding of those problems which would be met by the classroom teacher or school administrator in a school accepting the responsibility for the handicapped child in its program.

This sizable volume of 723 pages is divided into four parts. In Part One, Dr. Cruickshank defines and describes the whole field and more or less sets the philosophy of the approach of his school of thought. Part Two deals with intellectual differences; Part Three, with physical differences; and Part Four, with administration, chiefly guidance and supervision. Each section of the book is written by a person well grounded in his field, and each appears to have stayed within a basic structural form, giving the book a sense of unity.

Dr. Cruickshank defines the exceptional child as “one who deviates intellectually, physically, socially, or emotionally so markedly from what is considered to be normal growth and development that he cannot receive maximum benefit from a regular school program and requires a special class or supplementary instruction and services.” Current ways of providing this special education are: 1) the residential school; 2) the special school, in a local community, including all handicapped groups; 3) the special class for each group; 4) the resource room; 5) the itinerant teacher; and 6) home and hospital teaching.

As the residential schools are the oldest and care for the largest number of exceptional children, they receive the first attention. This concept of education is now under criticism, we are told, although “the onus of responsibility does not entirely lie in the hands of the residential-school administrators.” It is attributed to a lack of social concern and failure to support this form of education. Current criticisms are: 1) children need the security of their homes and parents; 2) the stigma often associated with institutionalization carries over to the residential school; and 3) the quality of teaching staffs and curriculum development. “It must be pointed out,” Dr. Cruickshank states, “that there are numerous exceptions to the statements which are here in being made. Outstanding schools are to be found.”

As such, two schools for the deaf and one for the mentally retarded are cited. It is too bad, from our point of view, that a school for the blind could not have been thrown in to round out the handicapped groups first served by the
residential schools. And it might be pointed out that, especially in the East, boarding schools are still considered most desirable for seeing boys and girls whose parents can afford them. Incidentally, it is interesting to note the number of these schools which are now accepting blind students. For, as Charlotte B. Avery points out in the current book by quoting Dr. Lee Meyerson, "... the restrictions of institutionalization are but a small price to pay for the boon of education."

"The residential schools," Dr. Cruickshank grants, "have performed a great service to thousands of handicapped young people," and he states, in italics, "... nowhere has the abolition of the residential school been advocated." He goes on to say: "... the challenge of the residential school is not their cessation, but their increase in stature... to the point where it can ... take its role in American education as a force of unquestionable magnitude and importance." It is our humble conviction that residential schools for both exceptional and normal youth have played and are playing a large role in American education even though they may need, as Dr. Meyerson has pointed out, some help in providing more favorable psychological environments. And we wish that leaders in special education might help in this improvement and that this book might have told potential teachers a little more of the evolution and achievements of the residential school.

A role, however, has been cast for the residential school. "There are types of children, the multiple-handicapped for example, which the residential school does not serve." How about the mentally retarded blind children (and probably retarded deaf children) that many schools have accepted when the institutions for the feeble-minded would not, and vice versa? Here is an area of helpful research for the schools of special education. Should the retarded blind child, for example, go to the school for the blind or for the retarded? Where will he receive his optimum education? And what about the education of the deaf-blind, the most thrilling story in special education, of which no mention is made in the book!

Dr. Cruickshank is undoubtedly right about the future role of many residential schools, but they will have to continue to serve their present pupilage for a long time. At the present time, about three-quarters of the blind children in educational programs, and over two-thirds of the deaf children, are in residential schools. In view of the prevailing teacher shortage, it will take some time to transfer that teaching load to the day school. Mackie and Dunn indicated a minimal need of 100,000 new special education teachers in 1953-54 and pointed out that less than 5,000 persons were training for these positions. A further difficulty is to find university professors qualified to train the needed teachers. This book points out these problems and has strong promotional plans to solve them and to orient school administrators to their responsibility in the education of exceptional children.

In the presentation of the alternatives to the residential school, this book comes to the solid core of its message. The phenomenal new demand on the part of the parents for schooling near home and integration with their other children has thrown a challenge to community school systems. For example: with the blind, about 10 per cent were enrolled in day classes fifteen years ago, while in 1955 the ratio had risen to 26 per cent, and the trend is definitely growing. The same trend in other groups is indicated in this book, which has as its purpose the setting of a pattern for the type of education that will
meet this demand and the providing of a handbook for those concerned with it. It is needed, for since the breach with the residential school, alternative methods seem to be passing through a state of flux and to be wavering in the absence of fully tried and proved methods.

The special schools, some including only one handicapped group and others taking several groups, seem to be outmoded, and the best that can be said for them is that they are an improvement on the residential school as the children live at home. The special class in the community school system, originated for the blind in 1900 and for the partially sighted in 1913, seems also to be falling out of favor. The terms “sight saving” and “sight-conservation classes,” we are told, are being dropped from the special education vocabulary. The resource room and the itinerant teacher are the current terms in high esteem. The resource room, really the cooperative type of special class, involves the presence of a special teacher in a single school building to meet the exceptional needs of the handicapped pupils. The itinerant teacher covers several schools and is an effort to meet the needs of scattered handicapped children. His task is to help and advise the classroom teacher with the specialized problems of the exceptional children under his care.

These are the growing plans strongly advocated for exceptional children, even though “to date there is no research to demonstrate the ineffectiveness of the resource room or the itinerant teacher plan... these adaptations of special education will probably continue to increase [since they provide] facilities within the community school.” Because of this, it is to be expected that both Fredericka M. Bertram’s chapter on partially sighted children and Georgie Lee Abel’s on blind children should slant in that direction. With the education of the partially sighted, residential schools have played but a small part. From the first classes in 1913, provision for them has rested chiefly with the public schools. Here there has been progress from the isolated class to the integrated or cooperative class, with the present trend seemingly to the resource room and the itinerant teacher. This aligns the advocated public school programs of both groups, the partially sighted and the blind. With the partially sighted, however, the stress is on educating them as “seeing” people to the maximum potential of their remaining sight, a stress greatly needed and to be commended.

Miss Abel has done a commendable job, according to her philosophy, in the chapter on the blind, setting as her specific goal “a fuller treatment of developments in the education of blind children on the basis of best practice and theory, examination of philosophy and trends, and current status information.” She discusses the three current patterns: 1) the residential school; 2) the integrated and cooperative program; and 3) the itinerant teacher program. Supporters of the residential school program may well feel that too much attention is given to their shortcomings with slight mention of their achievements and not enough on the forward steps now being taken in many schools. They will also wish that more constructive suggestions for their strengthening might be offered both here and in earlier chapters beyond the proposed future of caring for the multiple-handicapped. For, after all, there are over 7,000 blind children in the residential schools and that number will increase until the peak of the “retrolentals” is reached. In addition, many of the schools are accepting more multiple-handicapped children and some are providing for day students. Perkins, as it opened this year with a
total enrollment of 300, had fifty day-
pupils and a special class for the cere-
bral palsied blind, as well as its century-
old program for the deaf-blind.

This is not to imply any lack of ap-
preciation for the two other plans.
They are the new ways and should
be interpreted and encouraged. In these
areas Miss Abel writes with competence,
and teachers under these patterns will
find her suggestions helpful. To show
her concentration on these methods, it
is interesting to note that six of her
references are to the Pine Brook Report
and nine concern the itinerant teach-
ers. Only three references are to books
by heads of residential schools: Lowen-
feld’s section in Cruickshank’s Psychol-
ogy of Exceptional Children and Youth;
Frampton and Kerney’s The Residen-
tial School, quoted as the best account
of the day classes; and Farrell’s Story
of Blindness for giving (surprisingly,
it would seem) the information that as
early as Howe’s day, there was interest
in integration and concern for employ-
ment of graduates. Indicative of her
current status information is the fact
that, of her sixty-seven references, all
but about half a dozen are from peri-
odicals, and in her suggested supple-
mentary reading of twenty-four items,
sixteen are publications of the Ameri-
can Foundation for the Blind and only
two are books: Lowenfeld’s excellent
volume Our Blind Children, the latest
book in the field; and Zahl’s Blindness,
now out of print. If the purpose of this
book is to stimulate further study and
research, should not other books, even
if “dated,” be listed to provide back-
ground for the current status?

Because the readers of this review
will be largely those interested in the
visually handicapped, emphasis has
been placed on that area. Therefore
we will not attempt to evaluate the
excellent chapters on other handi-
 capped groups, feeling a lack of competence
and being confident that the profes-
sional journals in their respective fields
will do so. We do want, however, to
stress our conviction of the great value
of this publication and the current need
for it as new ways are being explored.
If some of our comments have seemed
critical, they may be minimized if one
considers the apparent purpose of the
book. No survey of such broad scope as
this book could possibly give complete
coverage of the large number of fields
included. Also, for those who are in-
terested in further research in a specific
field, there is a bibliography at the end
of each chapter listing books which will
carry the reader further into the sub-
ject to be explored. One of the out-
standing characteristics of this book is
the over-all understanding that the
problem of special education is a grow-
ing one, and in no field is there yet a
definite answer. Each area covered in-
dicates the wide amount of research
which still must be done before anyone
can say, “This is the way.”

Education of Exceptional Children
and Youth is a comprehensive survey of
the problems of special education show-
ing how they might be met and what is
now being done to cope with them.
To many of us who are already in the
field, it may seem to give inadequate
historical coverage in specific areas and
little credit to the residential schools
and special schools which were the
pioneers in the education of excep-
tional children. However, the book is
an excellent background for anyone
who is new to the field and is interested
in studying the problem as a whole.
And for the classroom teacher and
school administrator accepting the re-
ponsibility of including the handicapped
child in their program, it can be a
veritable handbook. Above all else, it
focuses attention in a readable manner
on the exceptional child so that he is
no longer the forgotten child.

402 THE NEW OUTLOOK
Milton A. Jahoda has become executive director of the Cincinnati Association for the Blind, succeeding Calvin S. Glover, who has retired after forty years of service to the Association.

Mr. Jahoda has been engaged in professional social work for thirteen years. He became the first director of the Allen County League for the Blind, in Fort Wayne, Indiana, in 1951, when the agency was established. Prior to that, he was a medical caseworker with the Department for the Handicapped, Brooklyn Bureau of Social Service, New York City, from 1949 to 1951. He also served as rehabilitation counselor for the Division of Services for the Blind of Kansas and of New Hampshire from 1945 to 1949.

Mr. Jahoda, who has been legally blind since childhood, received his A.B. degree from Bard College, Columbia University, and his M.S. degree from the New York School of Social Work, Columbia University. He is married and has two children, four and six years old.

Two new field representatives were appointed recently to the staff of the Division of Community Services, American Foundation for the Blind. They are Dr. H. Kenneth Fitzgerald, who joined the staff on August 25, and Wilmer M. Froistad, whose appointment became effective on September 15.

Dr. Fitzgerald formerly served with the Muscular Dystrophy Association of America, where he was administrative assistant in the Scientific Department. From 1950 to 1953 he was a family social caseworker with the American Red Cross, in Cincinnati, where he was also a part-time instructor in sociology at the Xavier University Evening College. He served as executive secretary of the Catholic Social Services of Metropolitan Atlanta, Inc., in Atlanta, Georgia, from 1953 to 1956, when he was appointed coordinator of the India Project of the Council of Social Work.

He earned his A.B. degree in sociology from the John Carroll University, in Cleveland, Ohio, and his M.A. and Ph.D. degrees in social welfare administration at the Catholic University of America, Washington, D. C.

Mr. Froistad formerly served as associate executive director of the Unitarian Service Committee. From 1942 to 1945 he was director of training, Pacific Area, for the American Red Cross, in San Francisco. For the next five years he was employed by the U. S. Office of Military Government as chief of health and welfare for the U. S. Government High Commission Office in Berlin, Germany. From 1952 to 1954 he was a consultant on staff development with the Department of Health, Education and Welfare.

Mr. Froistad secured his graduate professional training at the University
Wilmer M. Froistad

of Washington, in Seattle, where he also obtained his A.B. degree in the fields of English and social work.

Mrs. Maria Antonieta Suarez de Taeschler has been appointed South American representative of the American Foundation for Overseas Blind, Inc., in the South American Regional Office, Santiago, Chile. She replaces Roberto Kuepfer, who resigned May 1.

In her new position, Mrs. Taeschler serves as a technical consultant to organizations and institutions for the blind in South American countries. Mrs. Taeschler was director general of the National Department of Rehabilitation under the Ministry of Labor and Social Security in La Paz, Bolivia, from 1946 until her resignation in December 1957. She began her work with the education of blind children in her own home in Oruro, Bolivia, in 1932. Before this time there were no organized services of any kind in the country for any handicapped group of people. During her twenty-five years of service in Bolivia, Mrs. Taeschler established schools for the blind, teacher training courses, and prevention of blindness and rehabilitation programs.

In 1951 Mrs. Taeschler came to the United States on a fellowship from the United Nations. While she was in this country, she visited many agencies for the blind, the deaf and the mentally retarded, where she studied education and rehabilitation methods.

TV Charles Gallozzi, assistant chief of the Division for the Blind, Library of Congress, was presented the 1958 Louis Braille Award in Philadelphia on September 10. The award, the second to be given, is a silver trophy presented annually by the Philadelphia Association for the Blind, Inc., in recognition of distinguished work for the blind. Mr. Gallozzi was selected for his outstanding services from 1949 to 1957 as head of the Library for the Blind of the Free Library of Philadelphia. In June 1957, he supervised the relocation of his de-
partment from the Central Library to modernized headquarters. Under his direction the collection grew to include more than 50,000 volumes of braille and talking books, and the library’s circulation of reading materials to the blind became the largest in the world. Mr. Gallozzi also instituted a unique service of transcribing and distributing magnetic tape-recordings of books.

The author of many articles for professional journals, Mr. Gallozzi also served with other prominent librarians on the Advisory and Editorial Committees for the Survey of Library Service for the Blind, conducted in 1955 by the American Foundation for the Blind and published in 1958.

☆ At its annual meeting in October, the National Council of State Agencies for the Blind elected the following officers:

Paul G. Conlan of Michigan, president; Harry L. Hines of Nebraska, president-elect; W. B. Gaines of Georgia, secretary; Herbert R. Brown of New York, treasurer; and Carl Camp of New Hampshire and Merle Kidder of North Dakota, directors.

Francis J. Cummings of Delaware was elected to a two-year term as states council representative. The other representative, already in office, is Harry E. Simmons of Florida.

☆ Mayor John Rosenblatt, of Omaha, Nebraska, received the annual public personnel award for 1957 of the President’s Committee on Employment of the Physically Handicapped at the United States Conference of Mayors, on September 13, at Miami Beach, Florida. The presentation was made by Maj. Gen. Melvin J. Maas, USMCR, Ret., chairman of the President’s Committee.

Mayor Rosenblatt was selected for the honor because of his encouragement of the employment of physically impaired workers in the Omaha city government, and he has been personally active in the observance of National Employ the Physically Handicapped Week, the first full week of October each year.

☆ The Toledo Society for the Blind plans to construct a new factory building adjoining its present home in Toledo. The new building will be of one-story construction providing 7,000 square feet of space, completely modern with truck-level docks. Blind men and women will occupy the building.

The present building, dedicated in June 1956, used in the Society’s program of training and fitting blind people for employment in industry, will be returned to its original purposes as a recreation center and headquarters for activities of blind people.

The Toledo Society is the official agency of the local Community Chest for serving blind people of its community, and is also supported by the Toledo Lions Club. The Society plans no drive for funds for construction, nor will any part of the cost be financed by the Community Chest. All costs will be met through gifts and legacies from interested people.

☆ Plans are being formulated for the 1959 annual forum of the National Conference on Social Welfare in San Francisco May 24-29. This will be the eighty-sixth annual forum. The program will recognize the impact on social welfare being wrought by domestic and world issues. Scenic transcontinental tours by rail are being arranged for those who plan to attend, as is a special post-conference trip to Hawaii. For information on registration, housing, exhibits, and travel, write the National Conference on Social Welfare, 22 West Gay Street, Columbus 15, Ohio.
Necrology

Donald H. Dabelstein

Donald H. Dabelstein, assistant director for program of the Office of Vocational Rehabilitation for more than eleven years, died October 8 of a heart attack following pneumonia. He was fifty-one years old.

Internationally known in the field of rehabilitation, Mr. Dabelstein was keenly interested in the problems of blindness specifically. He was co-editor, with Wilma Donahue, of the book Psychological Diagnosis and Counseling of the Adult Blind, selected papers from the University of Michigan Conference for the Blind in 1947, and is represented by other writings on the subject as well as on the broader scope of rehabilitation and the handicapped.

Mr. Dabelstein received the Superior Service Award of the Department of Health, Education and Welfare for his work in establishing research projects and rehabilitation programs in the fields of chronic illness, industrial accidents and congenital disability. He represented his agency twice at meetings of the International Labor Organization. He also served as his unit’s liaison representative with the Committee on Prosthetic Devices of the National Research Council, the office of the Surgeon General of the Army, and the council handling federal employees injured in line of duty.

Born in Winona, Minnesota, Mr. Dabelstein attended the University of Minnesota, where he received his bachelor’s degree in 1928 and his master’s degree in 1933. After serving as director of special education and vocational rehabilitation for the state of Minnesota, he joined the staff of the Office of Vocational Rehabilitation in 1944 as chief of the Section of Research and Statistics. He was promoted to his last post in 1947.

Mr. Dabelstein is survived by his wife, Verna, and a daughter, Susan.

Stanley and Wallene Mendenhall

Stanley Mendenhall and his wife, Wallene, both of the staff of the Albuquerque Training Center of the New Mexico School for the Visually Handicapped, were killed in an accident on September 10.

Mr. and Mrs. Mendenhall were on their way home from the Center during a heavy rainstorm. A jet plane attempting a landing at the nearby airport went out of control when its drag chutes failed to open. The pilot bailed out and the plane hurtled across the street crashing the Mendenhall car and killing both occupants instantly.

Mr. Mendenhall, who was manager of the Albuquerque Training Center, came to New Mexico in 1953 when the shop was first started. It was housed at that time in a converted barracks building in the Commodity Center, loaned by the Department of Public Welfare. Mr. Mendenhall had the satisfaction of seeing the Center grow, demanding greater space, and of enjoying the move in 1957 to a fine new building providing modern working facilities, recreation area, and room for an eye-testing program sponsored by the Lions Clubs. Mr. Mendenhall helped to establish the eye-testing program which is for school children and is conducted cooperatively by the school health program and ophthalmologists of the city.

Mrs. Mendenhall also worked at the Center, assisting in training and recreation activities.

The Mendenhalls are survived by three children who now live in Idaho with their grandmother.

406
Position Open: Partially sighted social worker, preferably graduate accredited school of social work. College graduate with experience, and some social service background might be considered. Write Ethel Heeren, Director of Professional Services, Chicago Lighthouse for the Blind, 1850 West Roosevelt Rd., Chicago 8, Ill.

Position Open: Itinerant teacher to serve as consultant to legally blind children in new program in Hartford public schools. Write Ellis D. Tooker, Director of Guidance and Pupil Adjustment, Hartford Board of Education, 249 High St., Hartford, Conn.

Position Open: Caseworker, graduate accredited school of social work. Unusually interesting opportunity in multiple-service agency serving adult blind persons in metropolitan Cleveland area. Board and administration support highest professional standards. Excellent personnel practices, medical and psychiatric consultants on staff. Agency is field work training center for graduate school of social work. Salary range $4620-$6240. Write to Director, Cleveland Society for the Blind, 1958 E. 93rd St., Cleveland 6, Ohio.

Position Open: Foreman for small shop making brooms, mats and small sewing items. Submit complete record of age, experience, salary expected and availability. Location southeastern Pennsylvania. Write Box 59, New Outlook.

Position Open: Workshop director, for the direction, control and negotiation of light contract work to be performed by blind workers. Should be familiar with general manufacturing practice of light assembly and costing, with a good comprehension of the possible social problems involved. Seeking a top-quality person for this permanent position. Salary open. All replies confidential. Address Leo V. Stockman, Secretary, Albany Association of the Blind, 208 State St., Albany 10, N. Y.

Position Open: Itinerant teacher of blind children attending public schools. Eligibility for appropriate certification by the Connecticut State Department of Education. No residence requirements, State car provided. Please submit resume to State Personnel Director or Connecticut State Board of Education of the Blind, State Office Building, Hartford 15, Conn.

Position Open: Rural rehabilitation consultant. Must have five years of experience in rural employment placement, employment in a private or governmental agricultural organization requiring familiarity with rural occupations, vocational counseling of handicapped persons including rural placement, management or supervision of a large and diversified farm, or college teaching in the agricultural field; and such training as may have been gained through graduation from a four-year college or university, or any equivalent combination of experience and training. Civil Service protection. Entrance salary currently $6900. Address letters of inquiry and application to: Norman M. Yoder, Acting Commissioner, State Council for the Blind, Department of Public Welfare, Room 128 Health and Welfare Building, Seventh and Forster Streets, Harrisburg, Pa.

Position Open: Excellent opportunity for qualified young woman, age 25 to 40. Experienced woman with either college degree, social work background, welfare work experience, or registered nurse. Must have driver's license. Duties will include remedial eye care services, preschool vision screening, industrial consultation, and other eye health education activities. Salary range $4000-$5500. Prefer ambitious, unmarried individual desiring residence in resort lakeside city of Erie. Send letter of application, personal data, and photograph to George T. Walters, Executive Director, Erie Center for the Blind, 230 E. 21st St., Erie, Pa.

Position Wanted: Totally blind man, 38, B.A. in social science, desires position as teacher or in related work. Experience in tutoring, administrative and industrial work, public relations; fourteen years in elective public office. Excellent traveler. Willing to relocate. References furnished on request. Write James H. Connell, 186 Congress St., Troy, N. Y.

Position Wanted: Experienced man, 31, desires position as piano tuning instructor in residential school for the blind. Write Harold E. Carter, 1030 S. 14th St., Springfield, Ill.

Position Wanted: Partially sighted man, 39, with good central vision, desires community relations work. Especially qualified in public affairs and speaking by virtue of eight years' experience in U. S. Foreign Service as vice-consul. B.A. degree; IHB-OVR professional training program. Write Luther A. Thomas, 8225 Handley Ave., Los Angeles 45, Calif.

Position Wanted: Available for administration, school or association for the blind. Cornell, B.A., Harvard Graduate School of Education, Ed.M. Across-the-community experience as consultant and staff man in health-welfare (including work with the blind) and industry. Human relations approach that is knowledgeable and practical. Write Box 57, New Outlook.

Position Wanted: New method of teaching classical and popular music. Have had thirty years' professional experience, especially on electronic instruments. Taught musical braille in sight-saving classes for the blind. Desire a position with residential school or agency for the blind. Write John Hepler, 483 Broad St., Newark 2, N. J.


Equipment Needed: Braillewriters are needed for Kansas public school students. Anyone having a braillewriter for sale, rent or loan, please contact Mrs. Esther V. Taylor, Chairman, Education Committee, Kansas Association for the Blind, 219 N. 16th St., Kansas City 2, Kans.
INDEX

THE NEW OUTLOOK FOR THE BLIND

VOLUME LII, 1958

New York, 1958
American Foundation For The Blind, Inc.
15 West 16th Street
INDEX
THE NEW OUTLOOK FOR THE BLIND
VOLUME 52, 1958

Compiler's Note — Names of individuals are set in capitals and small capitals. Subjects are set in roman type. Titles of articles are set in roman type with quotation marks. Titles of books, periodicals and pamphlets are set in italics.

AAIB. See American Association of Instructors of the Blind.
AAWB. See also American Association of Workers for the Blind.
"AAWB Appoints Executive Director," 229-30
Adjustment testing, 182-84
"Adjustment Testing and Personality Factors of the Blind." Dean. (Review), 104-105
AFB. See also American Foundation for the Blind.
AFB Certificate of Merit, 145
AFOB. See also American Foundation for Overseas Blind.
"AFOB Opens Far East Regional Office," 154
Aged blind, 161-65, 371-76
Agencies for the blind (See also individual names), 75-77, 376-81
Alfred Allen Memorial Award, 243
ALLEN, ALFRED. See Alfred Allen Memorial Award.
ALSUP, LON. 285
American Association of Instructors of the Blind, 263-65
American Association of Workers for the Blind, 243, 273-74, 308-309, 310-11
American Foundation for the Blind, 35-36
American Printing House for the Blind. See APH.
American Society of Blind Persons, 69
"APH Announces New Braille Printing Process; Marks 100th Anniversary" (Davis), 92-94
APPLE, LOYAL E., 318-19
Appointments (See also individual's name; Directory Changes), 68-69, 137, 199, 245-47, 282-83, 318-20, 360-61, 403-404
ASHCROFT, SAMUEL, JR. au. See MEYERS, ERNEST.
ATKINSON, J. ROBERT, 36
Attitudes toward blindness, 191-92, 330-35, 336-38
"Attitudes Toward the Blind and the 'Integrated' School" (Rottman), 78-82

BARNETT, M. ROBERT, 284
BARNHART, GILBERT R., 320
BARRETT, S. RUTH, 201
BARRETT, WALTER, "A Private Agency's Program for Independent Vending Stand Operators," 11-16
BAUMANN, HANNAH, "Selective Placement by a State Employment Service," 56-59
Beacon Lodge—Camp for the Blind, 200
BEATH, ROBERT WILLARD, 285-86
BEERS, NORA, "The Preschool Blind Child in the Hospital," 216-21
BINDT, JULIET, Convention report, Western Conference of Teachers of the Adult Blind, 31-32, 343-44
BLANCK, FREDERICK, 146
BLANK, H. ROBERT, "Blind Spots in the Professional Worker About Blindness," 173-75; "McCartney's Thesis on Dreams," 175-76
BLEDSOE, C. W., "Geriatrics and the Vulnerable," 371-76
BLEDSOE, WARREN (C. W.), ed., War Blinded Veterans in a Post War Setting. (Review), 278-81
"Blind Spots in the Professional Worker About Blindness" (Blank), 173-75
Blinded Veterans Association, 23-27, 200, 247, 322, 392
Book Reviews (See also individual titles and authors), 65-68, 107-108, 155-57, 278-81, 316, 357-58, 399-402
Books for the blind (See also Library service for the blind), 261-62
Boston Nursery for Blind Babies, 322
Brady, John & Wuenschel, Raymond J., “Principles and Techniques of Placement,” 177-81
Braille, 355-57
Braille music notation, 60-61
Braille reproduction, 92-94
Braillewriters, 139-42, 193-94
Bridges D. Ronald, 154
Brooklyn College Early Childhood Center, 254-57
Brown, Charles E., 35
Brown, Herbert R., 405
Burack, Bernard, 283
Calendar of meetings, 153
Camp, Carl, 405
Camping for the blind, 248
Captain Brown Award, 109
Caracciolo, Albert F., 70
Carroll, Howard C., 157
Castellano, Joseph, 35
“Causes of Blindness in Children of School Age,” Kerby. (Review), 231-33
“A Century and a Quarter Later—How Far Have We Progressed?” 352-53
“Ceylon Plans Workshop Program,” 312
“Changing Attitudes of the Public Toward the Blind” (Himes), 330-35
“Changing Attitudes Toward Blindness—From the Point of View of 20/20” (Ritter), 336-38
“Changing Attitudes Toward Employment of the Blind” (Maas), 86-88
Cholden, Louis S., A Psychiatrist Works with Blindness. (Review), 357-58
Civil Service Commission, 339-42
Columbia Lighthouse for the Blind, 75-77
Conlan, Paul G., 405
Connecticut Conference on Visually Handicapped Children, 242
Connecticut State Board of Education of the Blind, 284
Conover, Henry S., 390-91
Conventions. See Calendar of meetings, also names of individual organizations.
Cooking Without Looking (Knudson), 201
Cooper, E. H., 64
Cordero, Loaiza, 72
Cornel transplant, 69-70
Credit unions for the blind, 321
Cromeenes, Sharon R., 109
Cross, Chester G., 246
Cruickshank, William M. & Johnson, C. Orville, eds., Education of Exceptional Children and Youth. (Review), 399-402
Cummings, Francis J., 405
Current Literature, 39-40, 105-106, 198-99, 244, 317, 359-60
“Current Status of the Perkins Brailler” (Waterhouse), 139-42
Dabelstein, Donald H., 406
Davis, Finis E., “APH Announces New Braille Printing Process; Marks 100th Anniversary, 92-94
Deaf-blind child, workshop, 192
Dean, Sidney I., “Adjustment Testing and Personality Factors of the Blind” (Review), 104-105
Dean, Sidney I., “Some Experimental Findings About Blind Adjustments,” 182-84
Delaney, Sadie Peterson, 286
Delta Gamma Foundation, 59
“Denial and Infantilization: Two Pitfalls in the Choice of Setting” (Hulse), 257-60
Diagnostic technique demonstrated, 321-22
Directory Changes (See also Appointments), 7, 157
Disability freeze. See Social Security Act.
“Disability Freeze Deadline,” 224
Dodge, Helen, “Music Therapy,” 17-21
Dolan, Cleo B., 360-61
Dreams of the blind, 174, 175-76
Editorially Speaking, 97-99, 234-35, 272-73, 310-11, 345
Education, integrated, 70-71, 78-82, 128-33
Education of Exceptional Children and Youth. Cruickshank & Johnson, eds. (Review), 390-402
Education of the blind (See also Education, integrated; Nursery schools; Teacher training), 222-24, 242, 352-53
"Effect of Fund Raising on Public Opinion and Education" (Urrows), 298-302
Electronics library for the blind, 30-31
Employer of the Year Award, BVA, 200, 247, 322
Employment in community organizations, 158
Employment of the blind (See also Professions for the blind, Sheltered employment, Vocational rehabilitation), 56-59, 86-88, 89-92
Enchanted Hills National Foundation for the Blind, 159
Ethington, Doris, jt. au. See Meyers, Ernest.

Farrell, Gabriel, "Today's Legislative Picture in Historical Perspective," 325-29
FBI Seeks Fugitive, 241
Ferris, Frederick J., 282-83
Fielding, Sir John, 95-96
Fike, Norma, "Social Treatment of Long-term Dependency," 50-56
Fitzgerald, H. Kenneth, 403
"5,000 Years of Bad Advertising is Enough!" (Ziemer), 287-92
Friedensohn, Oscar, 283
Froistad, Wilmer M., 403
Fun Comes First for Blind Slow-Learners. Huffman. (Review), 65-66
Fund raising, 208-209, 293-97, 298-302, 305, 311-12

Gaines, W. B., 405
Gallozzi, Charles, 404
General Mills, Inc., 71
"George Eberhard Rumpf" (Coon), 147-48
"Geriatrics and the Venerable" (Bledsoe), 371-76
Gluck, Samuel, 319-20
Godfrey, Joseph, "Insurance Benefits and the Disability Freeze," 123-27
"Gottlieb Conrad Pfeffel" (Coon), 33-34
Graham, Milton D., 282
Griffin, Donald R., Listening in the Dark; Chapter 12, "Echolocation by the Blind." (Review), 313-15
"Group Work with Blind People" (Saul), 166-72
Gruber, Kathern F., "Operation BVA, 23-27

Hadley School for the Blind, 353-54
Hance, Wiley, 145
Handbook for School Teachers of the Blind. (Review), 107-108
Handicapped American of the Year award, 247
Harper, Grace S., "Major Migel: The Early Years," 365-68
Harris, Janice, 36
Hasbrook, Tom, "Hoosier Madness Harnessed to Help the Blind," 311-12
Hathaway, Donald W., 361
Hathaway, Donald W., "New Spanish Course Combines Braille and Recorded Textbooks," 353-54
Hayes, Samuel P., 248
Heisler, William T., Convention report. American Association of Instructors of the Blind, 263-65
Held, Marian, 243
Held, Marian, "The Private Agency Program in the Crucial Years Ahead," 376-81
Helping the Visually Handicapped Child in a Regular Class. Pelone. (Review), 155-57
Heltzell, George D., 69
Henle, John, 360
Hillyer College, 284
Himes, Joseph S., "Changing Attitudes of the Public Toward the Blind," 330-35
Hindsight. 37-39, 63-64, 102-103, 149-50, 193-94, 239-41, 273-75, 346-48, 393-95
Hines, Harry L., 405
"Historic Japanese Attitudes Toward Blindness" (Tanaka), 191-92
Hoffman, Simon, 285
Hooper, Marjorie S., 390-91
"Hoosier Madness Harnessed to Help the Blind" (Hasbrook), 311-12
Hospitalization of preschool blind child, 216-21
Hubbard, Ina Estes, 285
Huffman, Mildred Blake, Fun Comes First for Blind Slow-Learners. (Review), 65-66
Hulse, Wilfred C., "Denial and Infantilization: Two Pitfalls in the Choice of Setting," 257-60

Ierardi, Francis B., 243

IHB-OVR program of professional training, 61-62

Imperial, Betty Barbers, 154

Indianapolis Star fund, 311-12

Institute for Parents and Preschool Blind Children, 322

"Insurance Benefits and the Disability Freeze" (Godfrey), 123-27

"The Interdependence of an Agency's Program and its Financial Support" (Platt & Reiser), 203-209

International Society for the Welfare of Cripples, 201

Iowa Commission for the Blind, 70

Ireland, Ralph R., "Recreation's Role in Rehabilitating Blind People," 134-38

Jahoda, Milton A., 403

Japan, 191-92

Jernigan, Kenneth, 246-47

Jewish Braille Institute, 191-92

Johnson, C. Orville, jt. au. See Cruickshank, William M.

Johnson, J. Arthur & Dishart, Martin, "Letting the Client Judge," 75-77

Joint Uniform Braille Committee, 60-61

Kansas School for the Blind, 70

Kaufman, Max, The Personal-Social, Educational and Vocational Adjustment of Blinded Veterans of World War II. (Review), 395-98

Keizer, R., "Rehabilitation of the Adult Blind in The Netherlands," 225-29

Keller, Helen, The Open Door. (Review), 67-68

Kenmore, Jeanne R., 35


Kerby, C. Edith, "Causes of Blindness in Children of School Age," (Review), 231-33

Kerina, Jane Miller, "The Segregated Setting: Positive Values and Problems," 249-54

Kesler, George, 247-48

Kidder, Merle, 405

Kimura, Ryuhei, 191-92


Knudson, Esther, Cooking Without Looking, 201

Ko, Ruby, 154

Lake, Louise, 247

Latin America, 349.50

Legislation for the blind, 325-29

"Legislation—Past and Present" (Salmon), 28-30

Legislation, state, 1-7


"Letting the Client Judge" (Johnson & Dishart), 75-77

Library of Congress, 320-21

Library service for the blind (See also Books for the blind), 63-64, 270-71, 320-21

Life at My Fingertips. Smithdas. (Review), 281

Lighthouse, New York. See New York Association for the Blind.

Listening in the Dark; Chapter 12, "Echo-location by the Blind." Griffin. (Review), 313-15

Lloyd, John D., 199

Louis Braille Award, 404

Maas, Melvin J., "Changing Attitudes Toward Employment of the Blind," 86-88

McAULAY, John Henry, 72

"McCartney's Thesis on Dreams" (Blank), 175-76

McDonough, Virginia, 283

Mackenzie, Sir Clutha, 71

Maeder, Edith H., 70

"Major Migel: A Self-Portrait," 368-70

"Major Migel: His Broad Contribution" (Lende), 363-65

"Major Migel: The Early Years" (Harper), 365-68

Martz, Samuel E., 320

Medical social work, 50-56

Mendenhall, Stanley, 406

Mendenhall, Wallene, 406

Meyers, Ernest; Ethington, Doris; & Ashcroft, Samuel, "Readability of Braille as
a Function of Three Spacing Variables"  
(Review), 355-57  
Migel, M. C., 363-70  
Migel Medal, 390-91  
Minneapolis Society for the Blind, 43-49  
Minnesota, State Services to the Blind, 43-49  
Minton, Chester G., 157  
"More Science Through 'Firsthand' Experimenting" (Huckins), 222-24  
Morris, Effie Lee, 270-71  
Murray, Virginia, "Parental Attitudes Affect Growth and Development of the Young Blind Child," 8-10  
Music education, 89-92  
Music notation. See Braille music notation.  
"Music Therapy" (Dodge), 17-21  
"Music Therapy in the Rehabilitation of the Adult Blind." Unkefer. (Review), 275-77  
National Conference on Social Welfare, 201, 405  
National Council of State Agencies for the Blind, 405  
National Federation of the Blind, 265-69, 274  
National Industries for the Blind, 272-73  
Naylor, George, 35, 284  
Necrology (See also individual names), 72, 248, 285-86, 406  
Nelson, Nathan, "Rehabilitation Centers—An Appraisal," 82-86  
Netherlands, 225-29  
"New Spanish Course Combines Braille and Recorded Textbooks" (Hathaway), 353-54  
New York Association for the Blind, 11-16, 203-209  
New York Guild for the Jewish Blind, 158-59, 248  
"New York Library Expands Service to Blind Children," 270-71  
"New York State Employment Service, 56-59  
Nolan, Carson Y., 68-69  
"The Non-segregated Setting: Positive Values and Problems" (Shuey), 254-57  
"Not Fish; Not Flesh; Just Poor Red Herrings," 101  
Noves, Jansen, Jr., 196-97  
Nursery schools, 249-54, 254-57, 257-60  
Office of Vocational Rehabilitation, Division of Services to the Blind, 382-85  
O'Neill, Paul C., "The Power to Change the World," 303-307  
The Open Door. Keller. (Review), 67-68  
"Operation BVA" (Gruber), 23-27  
"Organic and Psychiatric Disorders of the Aged Blind" (Fisch), 161-65  
OVR Program of professional training. See IHB-OVR program of professional training.  
Palmer, Eber L., 284  
"Parental Attitudes Affect Growth and Development of the Young Blind Child" (Murray), 8-10  
Pearson, Leon, 145  
Pelone, Anthony J., Helping the Visually Handicapped Child in a Regular Class. (Review), 155-57  
Pennsylvania Conference for the Education of Exceptional Children, 41  
Perkins Braille Writer, 193-94  
Perkins Brailler, 139-42  
The Personal-Social, Educational and Vocational Adjustment of Blinded Veterans of World War II. Kaufman. (Review), 395-98  
Pfeffel, Gottlieb Conrad, 33-34  
"The Place of the Rehabilitation Center in the Rehabilitation Counseling Process" (Richterman), 117-22  
Placement of the blind. See Employment of the blind; Vocational rehabilitation.  
"Plans and Progress of the OVR Division of Services to the Blind" (Rives), 382-85  
Platt, Philip S., 158  
Pollack, Mrs. Sidney E., 158-59  
"The Position of Civil Service in Vocational Rehabilitation of the Blind" (Murr), 339-42
"The Power to Change the World" (O'Neill), 303-307
"Practice of Law—Teaching Political Science" (Ward), 21-23
"Preschool and Kindergarten Child Attitudes Toward the Blind in an Integrated Program" (Wolman), 128-33
Preschool blind child, 8-10, 249-54, 254-57, 257-60
"The Preschool Blind Child in the Hospital (Beers), 216-21
President's Committee on Employment of the Physically Handicapped, 247-48, 405
"Principles and Techniques of Placement" (Brady & Wuenschel), 177-81
"The Private Agency Program in the Crucial Years Ahead" (Held), 376-81
"A Private Agency's Program for Independent Vending Stand Operators" (Barrett), 11-16
Professional training courses (See also Teacher training), 6-62, 192
Professions for the blind (See also Employment of the blind, Sheltered employment, Vocational rehabilitation), 17-23
Psychiatric aspects of blindness, 161-65, 173-75, 175-76
A Psychiatrist Works with Blindness. Choden. (Review), 357-58
Psychological research, 182-84
Public assistance, 234-35
Public relations, 287-92, 293-97, 298-302, 303-307
"Public Relations Workshop" (Ziemer), 143-46
Radio library for the blind, 30-31
RASKIN, NATHANIEL J., 35
"Readability of Braille as a Function of Three Spacing Variables." Meyers, Ethington & Ashcroft. (Review), 355-57
Reading machine, 345
Recording for the Blind, Inc., 261-62
"Recording Textbooks for the Blind" (Trosch), 261-62
Recordings for the blind, 71
Recreation, 166-72
Recreation's Role in Rehabilitating Blind People" (Ireland), 134-38
Rehabilitation centers, 117-22
"Rehabilitation Centers—an Appraisal" (Nelson), 82-86
Rehabilitation counseling, 117-22
"Rehabilitation of the Adult Blind in The Netherlands" (Keizer), 225-29
Rehabilitation of the blind (See also Group work; Recreation; Vocational rehabilitation), 75-77, 134-38, 210-15
"Rehabilitation Teamwork: Public Welfare, Private Welfare, and Community Resources" (Daum), 43-49
Reiser, Neil, jt. au. See Platt, Philip S.
Research in Review (See also individual titles and authors), 104-105, 185-90, 231, 273-77, 313-15, 355-57, 395-98
Richertman, Harold, "The Place of the Rehabilitation Center in the Rehabilitation Counseling Process," 117-22
Ritter, Charles G., "Changing Attitudes Toward Blindness—From the Point of View of 20/20," 336-38
Rives, Louis H., "Plans and Progress of the OVR Division of Services to the Blind," §82-85
ROSENBLATT, JOHN, 405
Rotman, Robert R., "Attitudes Toward the Blind and the 'Integrated' School," 78-82
The Royal National Institute for the Blind. Thomas. (Review), 316
RUMPH, GEORGE EBERHARD, 147-48
RUMSEY, WINEFIELD S., 35
Russia, 386-89
SALMON, PETER J., 40, 284-85
Salmon, Peter J., "Legislation—Past and Present," 28-30
San Francisco Association for the Blind, 159
San Francisco Lighthouse for the Blind, 159
SANTANDER, ALBERTO, 349
Saul, Sidney R., "Group Work with Blind People," 166-72
SAUSSER, DORIS P., 282
SCHLOSS, IRVIN P., 245-46
Scholarships, 59, 351
Science education, 222-24
The Seeing Eye, Inc., 284
"The Segregated Setting: Positive Values and Problems" (Kerina), 249-54
"Selective Placement by a State Employment Service" (Baumann), 56-59
SELIGMAN, EUSTACE, 196-97
"Senile Cataracts; an Exploratory Study of 157 Cases Reported in New York City in 1955-1956." Miller. (Review), 185-87
Sheltered employment, 40-41, 272-73, 312
SHERMAN, ALLAN W., 318
"Science education, 222-24
The Seeing Eye, Inc., 284
"The Segregated Setting: Positive Values and Problems" (Kerina), 249-54
"Selective Placement by a State Employment Service" (Baumann), 56-59
SELIGMAN, EUSTACE, 196-97
"Senile Cataracts; an Exploratory Study of 157 Cases Reported in New York City in 1955-1956." Miller. (Review), 185-87
Sheltered employment, 40-41, 272-73, 312
SHERMAN, ALLAN W., 318
Sherman, Allan W., “Some Basic Guideposts in Public Relations and Fund Raising,” 293-97
Shotwell Memorial Award, 243
Sills, Jeanette, 154
Simmons, Harry E., 405
“Sir John Fielding” (Coon), 95-96
Smithidas, Robert J., 159
Smithidas, Robert J., *Life at My Fingertips.* (Review), 281
Social casework. See Medical social work.
Social Legislation Information Service, 158
Social security, 40
Social Security Act, disability provisions, 128-27
“Social Treatment of Long-term Dependency” (Fike), 50-56
“Some Basic Guideposts in Public Relations and Fund Raising” (Sherman), 293-97
“Some Experimental Findings About Blind Adjustments” (Dean), 182-84
“Some Observations on Work for the Blind in the U.S.S.R.” (Klinkhart), 386-89
South America. See Latin America.
South East Amateur Radio Club, Inc., 30-31
Spanish, teaching of, 553-54
Suárez de Taeschler, María A., 404
“A Survey of State Legislation in 1957” (Lende), 1-7
Sutton, Clarence Buster, 241
Talking book, 321
Tanaka, Mitsuo, “Historic Japanese Attitudes Toward Blindness,” 191-92
Teacher training (See also Education of the blind), 159
Thomas Mary G., *The Royal National Institute for the Blind.* (Review), 316
Thompson, William W., 318-19
Thompson, William W., Convention report, Blinded Veterans Association, 392
“Today’s Legislative Picture in Historical Perspective” (Farrell), 325-29
Toledo Society for the Blind, 405
Townsend, M. Roberta, “The World is Too Big a Client,” 210-15
Trosch, Carol, “Recording Textbooks for the Blind,” 261-62

Uganda Foundation for the Blind, 71
Ultrasonic examination technique, 321-22
Unkefer, Robert K., “Music Therapy in the Rehabilitation of the Adult Blind” (Review), 275-77
Urrows, H. H., “Effect of Fund Raising on Public Opinion and Education,” 298-302
U.S.S.R. See Russia.

Vending stand programs, 11-16
Veterans Administration, 247, 345
Vocational rehabilitation (See also Rehabilitation of the blind; Sheltered employment), 43-49, 75-77, 82-86, 177-81, 382-85, 339-42
Voorhees, Arthur L., 35
Vosk, Marc, 319

Walker, Hulen C., 229-30
*War Blinded Veterans in a Post War Setting.* Bledsoe, ed. (Review), 278-81
Ward, John Preston, “Practice of Law—Teaching Political Science,” 21-23
Waterhouse, Edward J., “Current Status of the Perkins Brailler,” 139-42
Weller, Marian, 36
Western Conference of Teachers of the Adult Blind, 31-32, 148, 343-44
“Why Popular Music for the Blind?” (Sherman), 89-92
Wichita Clinic, 200
Wilkin, Robert A., Convention report, National Federation of the Blind, 265-69
Wolman, Marianne J., “Preschool and Kindergarten Child Attitudes Toward the Blind in an Integrated Program,” 128-33
Workshops for the blind. See Sheltered employment.
World Council for the Welfare of the Blind, 346-48, 349-50
“World Council Forms New Regional Committees” (Boulter), 349-50
“The World is Too Big a Client” (Townsend), 210-15
Wuenschel, Raymond J., jt. au. See Brady, John

Ziegler, William, Jr., 115-16
Ziemer, Gregor, “5,000 Years of Bad Advertising is Enough!” 287-92; “Public Relations Workshop,” 143-46