A GUIDANCE PROGRAM FOR THE SCHOOLS OF THE BLIND

by

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<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER I. INTRODUCTION ...........................................</td>
</tr>
<tr>
<td>The Blind School's Purpose........................................</td>
</tr>
<tr>
<td>Objectives of a Guidance Program..................................</td>
</tr>
<tr>
<td>Statement of the Problem.............................................</td>
</tr>
<tr>
<td>Purpose of the Present Study........................................</td>
</tr>
<tr>
<td>Location of the Study................................................</td>
</tr>
<tr>
<td>Subjects Employed in the Study......................................</td>
</tr>
<tr>
<td>Sources of Data and Facts.............................................</td>
</tr>
<tr>
<td>Definition of Terms Used in the Study...............................</td>
</tr>
<tr>
<td>CHAPTER II. HISTORICAL BACKGROUND..................................</td>
</tr>
<tr>
<td>Status of the Blind in Ancient Cultures............................</td>
</tr>
<tr>
<td>Status of the Blind During the Middle Ages........................</td>
</tr>
<tr>
<td>Education of the Visually Handicapped Emerges.....................</td>
</tr>
<tr>
<td>The Coming of Guidance...............................................</td>
</tr>
<tr>
<td>CHAPTER III. RELATED FIELDS.........................................</td>
</tr>
<tr>
<td>Prerequisite to Successful Guidance..................................</td>
</tr>
<tr>
<td>Diagnoses and Remedial Reading......................................</td>
</tr>
<tr>
<td>Mental Hygiene........................................................</td>
</tr>
<tr>
<td>Psychology of Blindness...............................................</td>
</tr>
<tr>
<td>Speech Correction....................................................</td>
</tr>
<tr>
<td>Clinical Work in Eye Conditions.....................................</td>
</tr>
<tr>
<td>Oregon's Suggestions for Teachers of the Visually Handicapped.</td>
</tr>
<tr>
<td>CHAPTER IV. GUIDANCE BEING DONE BY THE SCHOOLS FOR THE BLIND</td>
</tr>
<tr>
<td>Guidance Personnel....................................................</td>
</tr>
<tr>
<td>Guidance Specialists.................................................</td>
</tr>
<tr>
<td>Vocational Guidance Committee......................................</td>
</tr>
<tr>
<td>The Teacher's Role in the Guidance Program........................</td>
</tr>
<tr>
<td>Testing Program........................................................</td>
</tr>
<tr>
<td>Achievement Testing Program.........................................</td>
</tr>
<tr>
<td>Diagnostic Testing Program..........................................</td>
</tr>
<tr>
<td>Vocational Aptitude Tests............................................</td>
</tr>
<tr>
<td>Vocational Guidance...................................................</td>
</tr>
<tr>
<td>Social Guidance........................................................</td>
</tr>
<tr>
<td>Relation of the Sexes................................................</td>
</tr>
<tr>
<td>Association with Sighted Children of Same Age......................</td>
</tr>
<tr>
<td>Moral Counseling.......................................................</td>
</tr>
<tr>
<td>Marital Counseling....................................................</td>
</tr>
<tr>
<td>Section</td>
</tr>
<tr>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS</td>
</tr>
<tr>
<td>Conclusions</td>
</tr>
<tr>
<td>Recommendations</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
</tr>
<tr>
<td>APPENDIX A. A Case History</td>
</tr>
<tr>
<td>APPENDIX B. Questionnaire</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I  The Place Held by Guidance Specialists in Schools for the Blind</td>
</tr>
<tr>
<td>II Information Regarding Vocational Guidance Committees in Schools for the Blind</td>
</tr>
<tr>
<td>III The Teacher's Role in the Guidance Program</td>
</tr>
<tr>
<td>IV Prominence of Achievement Testing in Schools for the Blind</td>
</tr>
<tr>
<td>V  Extent of Mental Testing in the Schools for the Blind</td>
</tr>
<tr>
<td>VI Extent of Vocational Guidance in Schools for the Blind</td>
</tr>
<tr>
<td>VII Relation of Sexes in Schools for Blind</td>
</tr>
<tr>
<td>VIII Association of Blind Pupils with Sighted Children of Same Age</td>
</tr>
<tr>
<td>IX  Moral Counseling in Schools for Blind</td>
</tr>
<tr>
<td>X   Marital Counseling in Schools for the Blind</td>
</tr>
</tbody>
</table>
A GUIDANCE PROGRAM FOR THE SCHOOLS OF THE BLIND

CHAPTER I

INTRODUCTION

John F. pressed the parchment of paper between his fingers as he walked down the walk from the State School for the Blind. His heart was full of joyful satisfaction which comes from reaching one's goal. Tonight he had received his certificate of graduation from the school for the blind. He was now to enter into the world of other men and women. At last he would be able to take his place in community life. He would be one of them now.

Imbedded in his bosom was the desire which every normal intelligent human being possesses—the yearning to be accepted by the group as a supporting spoke in the machinery of life. His struggle for an education had been toilsome and tedious, but now he was a polished tool ready to work and to be worked in the interest of other people.

During the days to come John F. discovered that his new life was not as promising as he had anticipated. Although he had been considered in the blind school as an accomplished piano tuner he could not find enough piano tuning to support himself. Then he turned to broom making only to discover to his dismay that he was unable to
compete with factory-made brooms.

Also he found that the community life went on as though he was not in its midst. He had been invited to play his cornet several times at social functions at the church. The parent-teachers organization had invited him to speak to them about the blind school. When he was on the street, people greeted him. Yet, he could always sense there existed between him and others a gap he was unable to bridge. He was never able to become one of the group, but ever remained an invited guest. Everyone knew John F. could play the cornet. "But he was blind," and that ended his chance to become a normal individual in a natural social setting.

Did the State School for the Blind really educate John F.? Has a school fulfilled its purpose by merely assisting a student to procure an academic course of study? On the institution's records John F. was educated. Yet, was he?

If a school for the blind is to be an efficient educational institution that school must prepare its pupils to live adequately with sighted men and women. Unless that pupil becomes an accepted contributing personality in the social, economic, political, and home life of his community, the school has failed to educate him. Instead, it has sent him forth upon the ship of life to
become additional freight.

The Blind School's Purpose. Dr. Richard Slayton French (7:228), superintendent of the California School for the Blind and lecturer in Education at the University of California, postulates the following criteria for judging the success of the blind:

(1) The making of a decent living by giving value for value received; (2) contribution to the social whole in loyalty and good citizenship; (3) a happy bearing and that degree of contentment that reflects cheer on one's associates; (4) physical health; and (5) a moral tone sufficiently high to insure maintenance of the 'moral level' and a little more.

The day is past when blind graduates are thrust out into the world to become parasites. Today the visually handicapped individual must be trained to make the fullest use of his abilities and to realize adequately his potentialities. He must not expect to receive without giving equal value in return. If the sighted person is expected to give service or commodity in exchange for services or goods received, should not the blind be trained to do likewise?

No city desires to endure a situation similar to the one through which Detroit passed during the lush war year when work was plentiful and earnings high, (20:181-183). Blind beggars "appeared on every busy street with their doleful songs, their helpless shuffling and their
tin cups." They were not disturbed by ethics or decency. At length the city government had to step in and terminate such antisocial activity.

Happily this incident is not typical of the blind. In fact the well-bred blind of Detroit were the leaders in the drive against the blind beggars. In other instances the blind have been valuable assets to society. No doubt the difference in these two groups is that those who have become good citizens are products of sound institutional teaching and training.

A blind school, if it fulfills its mission, must prepare its pupils to become well-integrated personalities. Pupils must be assisted to become adjusted socially, economically, and individually. Training must be closely associated with the every-day living of the pupils.

French declares:

Education unrelated to vocation is not true education. Education which fails to correlate with the great social and moral ends of actual life is worse than no education. Education broken up into unrelated fragments defeats its own ends. The greatest need in the education of the blind is the close correlation of subject with subject and of the whole with life, while considering the special fitness of each and respecting the personality of each and all. (7:282)

In order to realize this purpose, the school for the blind must not merely carry on an academic program,
but must have a well-functioning guidance program. During recent years ever-increasing emphasis has been placed upon the guidance phase of education not only in the sighted schools but also in the blind schools.

Objectives of a Guidance Program. Too often when one thinks of guidance, he thinks of a system in which the client is made to fit in a preconceived pigeon hole by the counselor. Admittedly that method is the easiest for the counselor, but such procedure cannot be considered guidance; it is merely allocating men to stations in life through unethical and outmoded procedures.

One ideal of guidance is that it seeks to assist the individual in becoming progressively more able to guide himself, (14:37). Educators of the blind must remember that their pupils will not always be under the protection of the school. The time will arrive when each student will enter the game of life where he will be compelled to make his own decisions. "...one of the primary purposes of education in a democracy is that of training individuals to think and act for themselves in the best interests of a democracy. (14:38).

If the visually-handicapped individual is to achieve this independence he must be taught to live. Dr. Elsie F. Hartens, (13:1-6) in a report to the National Vocational Guidance Association at Cleveland, Ohio, Feb-
ruary 25, 1939, stressed the following aspects of guidance with the blind: (1) Teach them to live with other people, (2) Teach them to live with one's self, (3) Teach them to earn.

The blind must be taught to live with others because the severe handicap of blindness has a tendency to set him apart from other people. Society is geared for a sighted world wherein is demanded that individuals learn to live as normal seeing persons. Home life, community living, and vocational careers are planned for this sighted world, not for the world of the sightless. Often when the blind person has been thwarted in his attempt to live in such a world he will withdraw from others into a world of his own. Not too infrequently this isolation has led to serious personality disturbances which may even result in the injury of the mental life of the person.

Therefore, definite provision must be made in the guidance program of the resident school of the blind for wholesome and normal social relations with the sighted children of his community. These relations must lead him to see himself with a handicap which does not necessarily set him apart from other people, but a handicap which must be recognized, evaluated and conquered.

Then there is the necessity for the blind person to learn to live with himself, for unless he knows how to live with himself he will not be able to live with others,
nor will he be able to work for others in earning. Naturally, all individuals must learn to live a happy life with themselves, but with the blind person this secret is far more a necessity. Many hours will have to be spent alone. He must learn not to spend these hours in feeling sorry for himself for the loss of his vision. Also he must learn not to view his handicap with bitterness. It is true that many pleasures common to the sighted are denied him, yet he should be assisted to develop within himself springs of happiness.

Nor should the guidance program permit the blind person to surrender himself to an inactive life. Nothing is more injurious to a blind person than to spend all his time listening to a Talking Book. And although reading is a constructive way of spending leisure time it will prove non-recreative if over-indulged. Each blind person must be provided with some active methods of recreation in order that he may remain in the best of physical health. In order to surmount his handicap he must have the fullest use of his mental powers, but unless he is in the best possible physical health, his mind cannot and will not properly function.

Then there is the matter of teaching the blind to earn. There must be imbedded into his very being, the proper attitudes regarding his work and fellow workers.
He should not enter a position expecting special favors and considerations. He should be trained to work and not to receive a "handout." If his blindness prevents his doing a certain job, let him find one he can do and not remain on the job he is unfitted for. Let him know that each person must evaluate his abilities and interests in determining the type of work he will do. Then he must select the vocation which fits his individual abilities and interests. A guidance program must enable, therefore, this sound evaluation of personality traits and the logical selection of a vocation which will fit each individual's traits.

But, ever bear in mind that it is not the function of the counselor to determine what vocation the person should enter. Instead, it is the undisputed duty of the guidance worker to teach the client to evaluate himself and to select for himself the vocation which fits his personality. Often workers of the blind complain that their greatest task is to persuade the students to choose a vocation suited to their abilities. Many students among the blind are eager to enter the professions, report these workers. Naturally only a few visually handicapped can make success in the professions.

Perhaps the reason for this prevalent difficulty is that these workers fail to teach the individual to
know himself. To them it is easier to make the choice for the pupil than it is to teach him to make his own choice. To live is the ability to respond to one's environment. To live fully, in part, is the ability to respond and adjust adequately to one's environment. For the blind to live satisfactorily is the ability to adjust to all phases of life regardless of his handicap. This means that he must do his own choosing; not depend on someone else to decide for him. Guidance must assist the blind person to stand on his own feet.

Confronting the guidance worker is the problem of enabling the pupil to understand himself. Blindness results in complexities, and unless the pupil is enabled to solve these problems he will develop feelings of defeat. After he has had one hope after another shattered, how can he be expected to keep faith in himself? To lessen these defeats in the life of the blind the guidance worker must assist him to understand the problems confronting a visually handicapped person. Also there must be imbedded into his very being a self-confidence which can weather the worst storm.

Hilton H. Cline, (15:88) Administrative Assistant, Division of Public Assistance, State Department of Public Welfare, Columbus, Ohio, in writing about the blind, says, 'While treatment seeks to achieve understanding and acceptance of his limitations, it cannot stop here, but must
provide the individual with positive ego values as well."

Statement of the Problem. The problem to be solved therefore, is to set up a guidance program which will enable the resident schools for the blind to assist the visually handicapped individual to know himself; to assist him to become a well-integrated personality who can enjoy the fullest happiness in his personal, social, and vocational life.

Purpose of the Present Study. In order to formulate a sound guidance program for such a school, one must have a knowledge of the guidance programs existent in the present schools for the blind. This study endeavored to gain that knowledge, after which an evaluation was made of the results of the research. Then follows the setting up of a typical guidance program which may be followed by schools for the blind when inaugurating or improving a guidance program.

Location of the Study. This thesis could have looked at the problem from a world-wide viewpoint, but it was believed advantageous to limit the study to a more limited area. Accordingly attention was centered upon the schools for the blind in the United States, Canada, and Hawaii.

Besides the geographical limitation the study is
confined definitely to the field of guidance. To consider all the activities carried on by the schools for the blind would be a too-comprehensive study for the present space and time. Naturally, the teachers, classroom, social activities, pupil duties and responsibilities, and housemothers are brought into the guidance and counseling program.

Then within the guidance field there must be a definite centering of study, for to take the entire field of guidance would be impossible. Also there are on the market at the present, a plentiful supply of good books on the field of general guidance. But there is not in existence an adequate treatise on guidance as it relates to the visually handicapped.

Subjects Employed in the Study. Four general subjects constitute the study. The first to be considered is "Personel." Under this will be considered the guidance specialist's duties, the vocational guidance committee, and the teacher's part in the guidance program. The second general subject to be considered is the "Testing Program." This will consist of the achievement-testing program, the mental-testing program, the diagnostic-testing program, and the vocational aptitude and interest tests. Another general subject will be "Vocational Guidance," dealing with special problems peculiar to the
visually handicapped. The last general subject to be considered is "Social Guidance." Again this area will be considered as it relates to the unique needs of the blind.

**Sources of Data and Facts.** No one source was sufficient in gaining the data and facts necessary for the completion of the information needed for this thesis. In order to obtain adequate material to render possible a candid conclusion, use was made of the Oregon State College library, the American Foundation for the Blind's library, and books from the private libraries of several prominent workers in the field of the blind.

Also it seemed advisable to obtain information from various books on the subject which were not obtainable from any known library—perhaps they were obtainable, but lending source was unknown. These books were purchased. Naturally in a developing field as the work with the blind new books are constantly coming off the press. When the authors were accepted as well-informed writers in this field, their works were bought.

Another source of information was direct contact with accessible resident schools for the blind. One trip was made to the Washington School for the Blind, where a morning was spent in consultation with the superintendent, the principal, and the men's counselor. To the Oregon School for the Blind were made three trips during which
time Superintendent Dry and assistants were commendably cooperative in assisting in the gathering of this information.

Still another source of information was through unlimited correspondence with present-day authorities in the field. Such persons were contacted as Dr. Samuel P. Hayes, head of the department of Personnel and Research at Perkins Institution for the Blind; Miss Evelyn C. McKay, Social Research Secretary for the American Foundation for the Blind; and Michael J. Shortley, Director of the Office of Vocational Rehabilitation, Service for the Blind, Washington, D.C. In addition several of the leading national organizations were contacted by letter.

An additional source which contributed untold valuable information in this study was the questionnaire sent to all the resident schools for the blind in the United States, Canada, Hawaii, and Porto Rico. A response from thirty-nine of the fifty-six schools contacted, gave an appreciative coverage of the schools. Porto Rico did not respond so was excluded from the study.

Definition of Terms used in the Study. Naturally in a study of this type there are certain terms which need clarification if mutual understanding is to be assured. The first term needing definition is "blindness" which has been well defined by Dr. Robert B. Irwin. (12:3) Execu-
tive Director of the American Foundation for the Blind. "The term blindness does not mean only total absence of vision but includes all degrees of visual defect which are so severe as to prevent one from carrying on 'the ordinary activities of life for which sight is essential.'" This definition would include the totally blind—those with no vision; and the partially blind—those with some sight, yet without sufficient vision to assume a normal sighted person's place in society.

Most of the states and the Federal Government consider a person blind who possesses visual acuity of 20/200 or less in the better eye with corrective lenses as measured by the Snellen test, or one who possesses visual acuity greater than 20/200 but with a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than twenty degrees, thus rendering him incapable of obtaining an education or making a living with ordinary visual proficiency. (21:9)

Then there is the sight-saving group who possess visual acuity of 20/200 or over but less than 20/70 in the better eye with correction. Although this group cannot be considered as being blind, they must have attention by either the resident school for the blind or by the school
authorities where they attend. In either case they must be provided sight-saving devices such as books with large print.

A visually handicapped person is one whose vision is so impaired as to render him incapable of gaining an education, making a living, or of entering social activities with the ordinary visual proficiency, or one who needs special cautionary measures taken to insure the retaining of the vision he now possesses. The visually handicapped includes both the blinded and the sight-saving groups.

A resident school for the blind is an educational institution for the instruction, training, or the supervision of the education and training of visually handicapped pupils and where the students live on the premises of the institution during all or part of the time required for their education.

Another term needing definition is guidance. With the blind guidance may be defined as (1) the systematic study of the personal characteristics of each pupil as relating to his social, educational, and vocational possibilities and prospects; (2) the collection and presentation to each pupil of pertinent information and facts necessary for intelligent choices in the vocational, social, and educational realms of life; (3) the face to face counseling of individual pupils through which pupils are assisted to
become independent in their thinking, choices, and actions; and (4) the student's becoming properly and adequately adjusted in his social, educational, and vocational living.

With the clarification of these terms the further consideration of this thesis, *A Guidance Program for the Schools of the Blind*, may be continued.
HISTORICAL BACKGROUND

Status of the Blind in Ancient Cultures. French (7:32) writes, "In both barbarous and civilized countries in ancient times, blindness was treated by the magic use of drugs or by exorcism." He relates how in Greece, eye diseases were cured by the priests through the temple sleep, or incubation. The afflicted person was first given a bath, after which he was anointed. The priests would then burn incense amidst prayers and hymns. Probably narcotic herbs were included in this ritual for the purpose of putting the patient to sleep during which he was supposed to have seen a vision. The patient would awake healed. All other ancient cultures had similar rituals.

Viewing the blind of ancient times from the social side, one discovers the blind were considered a definite burden and in most cases were disposed of by being left to suffer death from exposure. Most countries had statutes governing the proper disposal of infirm babes. From all indications few blind babes were permitted to live. French (7:34) states, "Want and suffering was the rule rather than the exception and the blind were an economic liability. Therefore, when by chance the blind child did grow up, he had little hope of being cared for."
As time progressed there gradually developed a recognition of individual worth and a respect for personality. In turn this led to a lessened desire and determination for the destruction of the physical misfits of society. At times the blind, for instance, obtained a respected position in their groups. The several nations of the classic period eventually provided care for the blind. French (7:35-36) informs, "The care of the blind among other groups, was firmly established by the time of the Greco-Egyptian and Greco-Syrian kingdoms, and these latter as well as their successor Rome, copied their benefactions from the Egyptian and other early oriental kingdoms."

Yet, in this ancient care for the blind there was no rehabilitation in view. The sole purpose no doubt was to merely care for the needs of the victims. It is quite true that at times the blind obtained an honorable status in his society, such as Homer in Greece, but in most cases the blind were considered as miserable wretches needful of some kind of care. Often this care was of the poorest, being at times of such nature as hardly merited the name of assistance to those in need. But ancient civilization was making an attempt to ease the misery of the unfortunate.

French summarizes the status of the blind in the pre-Christian period:
Doubtless blindness was looked upon as the worst evil that could befall men, and often as a punishment. Though certain blind persons obtained a sort of spiritual preeminence, inspiring even a superstitious awe, the great mass was looked upon as practically useless, and some were at times given over for destruction. While feelings of humanity afforded some a tolerable existence, the majority led the wretched life of beggars. No one had thought of the systematic education of them for useful employment. The life of the blind passed without love as well as without light. (7:41)

During the closing centuries of ancient times—the period after the birth of Christ—the blind were the recipients of organized charity. In the Christian communities of the first century the blind were given charity under the supervision of the deacons of the churches. There developed in the hearts of churchmen a tender compassion for their unfortunate brethren. Constantly was the need of the blind laid before the governing bodies of the churches which in response gave a definite place in their programs for the care of the blind. Also at this period every Christian home was open to the needy humanity who chanced to come to the door. At length, when the physically handicapped persons became numerous as a result of the wars of the time, asylums and hospitals were erected to care for them.

The Status of the Blind During the Middle Ages.

These asylums and hospitals continued during Medieval
times. As monasticism rose in Europe the care of the blind passed into the hands of the cloisters. Now care was extended to not only the adult blind, but to the children as well who were in danger of death because of their physical defect. Also there rose the "Hospital Brotherhoods" whose sole purpose was the care of the blind.

Yet, the main factor to remember regarding the status of the visually handicapped during the Middle Ages, was that the care was simply that of charity. The desire of the donors was to make the blind comfortable. There was no thought of rehabilitating them for caring for and supporting themselves. Indeed the blind had their needs supplied as far as physical wants were concerned, but their mental lives were neglected. None of them had the satisfaction of creative living which is so vital to the wholesome wellbeing of men regardless of his physical soundness.

Education of the Visually Handicapped Emerges.
Systematic training of the blind did not emerge until around the year 1784 A.D. True there had been the training of individual blind persons before this date. Diodorus, who lived in the fourth century after Christ and who was blind from childhood, was eminent for his learning. Another blind individual to attain an intellectual
reputation was the blind mathematician, Nocholas Saunderson, who at one time was professor at Cambridge. Universal education of the visually handicapped did not, however, receive any attention before the latter part of the eighteenth century.

In 1771 Valentin Hauy, as a result of the work done by De l'Epee for the deaf and of witnessing blind beggars being exploited by unworthy men, became interested in the education and training of the blind.

According to Hauy's own account, the misery of the blind appealed to him, not in any general way, but through specific instances, and the work of Del'Epee inspired his thought to take the more and more concrete turn; first, of teaching the blind how to read, and second, of giving them employment. (7:87)

In response to his interest in the education of the blind for vocational purposes Hauy begun the first school for the blind in 1784. Beginning with only one pupil, Hauy's education venture progressed into a class wherein was provided systematic and regular teaching. In time through public exhibitions Hauy gained the support of the French government which enabled him to establish the first school for the blind. Subjects taught were reading, writing, arithmetic, geography, music, and industrial arts.

Although Hauy was possessed with zeal and enthusiasm, he made one serious error in his training of the blind. He worked under the supposition that what appeared
pleasant and satisfactory to the eye was in like manner, acceptable to the sense of feeling. He contended that because print was a satisfactory means of conveying thought through the sense of sight, it would in like manner be just as acceptable to the fingers. So he employed embossed print and similar methods. In the years following Hauy's time, this hypothesis had been entirely discredited.

Notwithstanding this error, Hauy did contribute considerable to the uplifting of the visually handicapped out of the miry clay and setting their feet upon solid ground. He had begun a new order for the blind which was to develop into a satisfactory means of rehabilitating the blind for entering the world of the sighted as self-supporting and self-respecting citizens.

The Coming of Guidance. For nearly two and one-half centuries after Hauy's contribution to the welfare of the visually handicapped, the education of the blind followed the cold intellectual method. Pupils were expected to fit into the non-yielding scheme of the educators. If they failed to adjust to the academic program they were cast off as "unfortunates." The intellectualists failed to give any consideration to the individual needs and peculiarities of the pupil, contending that mere mental discipline was the sole raison d'être of education.
Within the last decade the educators of the blind have realized that if they are to fully enable their pupils to assume the role of respectable citizens in today's complex community, the blind must be adequately prepared. Furthermore the educators have recognized more and more that the needs of the individual pupil must be fully kept in mind when planning the teaching program. To discover these individual needs each pupil must be analyzed and studied. This can come about only with an adequate guidance program.

Guidance work with the blind is in its infancy. Several educators of the blind, however, have made commendable progress in the study of guidance with the blind. One educator of the blind who deserves commendable mention for his contribution to the guidance with the blind, is Dr. Samuel Perkins Hayes, who is at present head of the Department of Personnel and Research at the Perkins Institution and Massachusetts School for the Blind. Having done extensive research in the field of the visually handicapped, he has won recognition as an authority on the psychology of blindness. For a long time he has served as a consultant psychologist for the American Foundation for the Blind, the Perkins Institution, and the Pennsylvania Institution for the Instruction of the Blind. In his book (10:263-290) he has presented important data on the psychology of blindness and on the mental measurements in
schools for the blind. Then in Appendix A of the book Dr. Hayes has summarized the history and chronological bibliography of intelligence measurements of children in residential schools for the blind. In addition to this book Dr. Hayes has had published a number of periodical articles on the psychology of blindness which relates closely with the guidance of the visually handicapped. He has also contributed much to testing programs for the blind.

Another individual who has contributed greatly to the field of guidance with the blind is Dr. Richard Slayton French, Superintendent of the California School for the Blind and Lecturer in Education at the University of California. He has greatly developed the individualization of the educational methods and techniques with the blind. In the California School for the Blind Dr. French has been instrumental in adapting the training of that institution to meet the needs of each individual pupil. And he has gained national prominence through his professional publications on work with the blind in which he has constantly stressed the individualistic viewpoint of education.

Also there is Superintendent Walter Dry of the Oregon School for the Blind who although not subscribing to a formalized guidance program, has nevertheless ventured deeply into the field of guidance with the handicapped.
As a result he has become an object of observation by not a few in his profession. No doubt Superintendent Dry is far ahead of many of his associates in the new guidance plan which is reported by Dr. Bertold Lowenfeld. (16:1-8) Mr. Dry has cooperated with the Oregon State Department of Education in the formulation of a plan through which the pupils with visual handicaps are approached individually in an effort to ascertain each student's peculiar needs, potentialities, interests, and many other influencing factors. Then the pupil is placed in the school where he will be most benefited. Under Mr. Dry's supervision the Oregon School for the Blind is becoming more and more a dispensary in which the pupils are prepared to enter the sighted schools of the state at the earliest possible time.

Indeed there are others who are doing just as satisfactory a piece of work in the field of guidance with the blind and who deserve to be mentioned along with these men, but further space cannot be given to this phase. These were given in order that a clear picture might be gained of the present trend in the guidance approach to the needs of the blind. Today's educators in this field of learning have recognized the necessity of adapting their curriculum to the needs of the individual and are doing a commendable work in many instances.
Thus this chapter has presented an overall view of the different standings of the visually handicapped during the history of man from ancient times down to the present. With this historical perspective, one is ready to progress further into the study of A Guidance Program for the Schools of the Blind.
CHAPTER III

RELATED FIELDS

Prerequisite to Successful Guidance. If the guidance program for the visually handicapped is to be successful, there are several fields of study with which the counselor should become acquainted. In fact these fields are so closely correlated with the guidance of the blind that success would not be possible without a working knowledge of them. The purpose of this chapter, therefore, is to point out these related areas of study and to show their correlation to the guidance of those who do not enjoy normal vision.

Diagnoses and Remedial Reading. In commenting about good reading habits and tastes Lefever writes:

These embrace continuing interests in reading of a wide variety and the regular perusal of a number of weekly and monthly periodicals; intelligent use of the library, bookstore, and book-club facilities; critical selection of what is worth reading in the daily papers; finding in reading a rich source of information, stimulus, recreation, life-enrichment, aesthetic appreciation. . . (14:149-150)

If the visually handicapped person is to find in reading such a store of enrichment he must first know how to read. The totally blind will not enjoy the newspaper for instance, but the person with partial sight may be assisted to enjoy the paper by being taught a procedure of reading which will result in rich enlightenment.
while at the same time not overtaxing his vision. The individual should be taught to scan headlines and lead paragraphs just as busy sighted persons do.

It must be remembered, however, that faulty reading habits often accompany visual deficiency. These faults may be caused by the educator's demanding and expecting the pupil to read print too fine for his vision. Or they may be due to previous inefficient training. In fact they could result from a number of causes, and none of the causes need be the visual deficiency; the cause might be the attitude of former teachers towards the defect. In any instance the real underlying cause must be discovered and remedial training provided.

Ten to twenty years ago the proper procedure of a sighted school when discovering a child with limited vision was to send him to the state school for the blind. One pupil, for instance was discovered with only two and one-half per cent vision. The health nurse at once insisted that the child must be removed to the blind school. At length the parents consented and the home ties which are so essential to any child were severed. After he had spent one and part of another school year at the state school for the blind, the family doctor advised the parents to return the child to the regular grammar school where he formerly attended, which advice the parents followed. The doctor maintained that the child had enough
vision to enable him to read the braille with his eyes instead of reading it with his finger tips. Braille was more injurious to the child's vision than print would have been. The child did read braille visually at the blind school. The only method known by the educators of the blind at that time to prevent pupils from reading braille with their eyes, was to blindfold them while reading, which in turn resulted in mental frustration. The child should not have been blindfolded or allowed to read braille visually.

A proper diagnosis of that child's case would have saved his being snatched from the tender care of his parents and the normal home life. It would have also saved his losing one full year in his school life, for he left the sighted school when in the third grade and returned after two and one-half years to be placed in the fifth grade. The year intervening between his leaving the blind school and his returning to the sighted school, was spent in idleness at home. The result of this experience was his having to attend classes and associate with groups in which the average age was one year his junior. This had a profound effect upon his social life resulting in a serious social frustration which he has never completely overcome. Dare a counselor today to be responsible for such a grave error when dealing with a visually
handicapped child?

Then there are the children who have enjoyed normal vision for the first few years of their lives, but who, through some cause, lose part or all their sight later in their school life. With this group old habits must be replaced with more adaptable and practical reading habits which will meet their needs now they are handicapped. Only with a knowledge of the technique of diagnoses and remedial reading can the guidance worker meet the needs of this class.

**Mental Hygiene.** Mental hygiene is concerned with the prevention and correction of mental maladjustments. Where can one find more mental maladjustments than among the visually handicapped? To discover a visually handicapped person mentally sick from worry is not an uncommon discovery. To be confronted with a blind person who is bluffing—manifesting a bold front—is not an infrequent occurrence. Outwardly he appears cool and collected while inside he is in a state of turmoil. Another sightless person may have lost all initiative as a result of constant emotional blocking or other obstacles in his path.

Gabriel Farrell, (5:219-220), Director of Perkins Institution and Massachusetts School for the Blind, declares that one of the most difficult problems among
educators of the blind is the dealing with young people, and sometimes older persons, who, losing their sight unexpectedly, are unwilling to submit to blindness. Such a reaction is easily understood when one realizes that to the newly blinded person plunged into "outer darkness" comes the horrid reality that never again will he see the golden sunset, the fresh green grass of Spring, nor the smile of his mother. Naturally, it is not easy to surrender one's self to blindness. No wonder that mental sickness often follows such a severe shock. The guidance worker must have a philosophy adequate to cope with this problem and be so thoroughly trained as to be able to direct and assist the blinded to solve their practical problems of academic, vocational end social adjustment.

Another citation from Dr. Farrell:

A member of the staff of the California School for the Blind lists as primary characteristics of blind children: (1) lack of initiative due to emotional blocking rather than to physical causes; (2) feelings of inferiority often compensated for by bravado; (3) worry about the present and the future; and (4) a varied phantasy life of wish-fulfilling or sadistic nature. (5:221-222).

Dr. Thomas D. Cutsforth (4:71-102)--blinded by accident at the age of eleven, now engaged in private practice in the field of psycho-therapy, and recognized as one of the foremost authorities on the psychology of blindness--has given considerable space to the subject
of the phantasy life of the blind. From his treatment it is obvious that excessive phantasy is a grave mental problem in the life of the visually handicapped child. He maintains that excessive phantasy building, without transition into socially acceptable adjusive behavior, is not the signal of social maladjustment in a small isolated part of the personality, but it is an indication of a defective organization of the whole self.

The counselor must possess adequate knowledge of mental hygiene which will enable him to discover the hidden cause for phantasy in the life of the child, and through a scientifically approved procedure lead the thwarted pupil from his maladjusted state into a well-integrated personality.

Another source of mental conflict among the blind is society's demand that the blind adjust to a sighted world in which everything is geared to conform to the needs of the seeing, and where the sightless is expected to live as sighted people. For instance, when filling a glass with water, the blind child would naturally put his finger near the top of the glass on the inside to tell when the water is nearing the brim. But etiquette places a taboo on such procedure, making necessary the blind person's pouring the water under the suspense that he may run the water over the top of the glass. There exist many other such non-
yielding social conventions to which the blind person must adhere if he is to remain a respectable member of the group.

Dr. Cutsforth declares:

The necessity of adjusting to this form of social requirement induces at times an intense emotional strain, a consciousness of being watched. This emotional strain too often spreads to all behaviour and takes on the intensity of an obsession or phobia. (4:133)

Then there is the helpless feeling which often accompanies blindness which the counselor must cope with when dealing with a visually handicapped child. Too often it is an easy matter for one without vision to resort to his handicap as a sound excuse for not doing a given task. In its mild stages this mannerism is not serious, but when it reaches the state where the blind become helpless creatures who cannot and will not attempt to do anything, but rather spend a life of hopeless dependence on society, it becomes a serious maladjustment which must be reckoned with.

Dr. Cutsforth (3:113-115) brought this subject forcibly to the attention of the American Workers for the Blind at their annual meeting in 1939. The speaker showed that a blind person when blocked will at once surrender to a hopeless attitude that he just cannot accomplish his desire. He demands that educators must take positive and adequate steps to prevent the blind taking this means of
escape from the necessary demands of life.

Ruth Adams Knight affirms:

... It is the frightened, helpless feeling that comes to a blind man which does more harm than actually losing his sight. He feels that he must depend on someone else to take him wherever he wishes to go, and he learns to wait patiently, sometimes hopelessly. He is often so sure that he cannot do anything for himself that he does not even try. He is likely to accept the idea that because he cannot see, there is nothing more for him in life. He grows unhappy and sometimes sullen, as any person would who has nothing to interest him and keep him busy. (13:35)

Thus is revealed the necessary place which a knowledge of mental hygiene has in the guidance work with the visually handicapped. There will be times when the counselor must employ remedial procedures, but in all cases possible the guidance program of the schools for the blind must be so operated so as to prevent these serious maladjustments.

Psychology of Blindness. Closely akin to the field of mental hygiene is the field of the psychology of blindness. At first reflection one might be inclined to think that the two fields are not different. Mental hygiene, as was noted above, is concerned with the prevention and cure of mental disorders, while psychology of blindness is concerned with the whole field of mental activities of the visually handicapped.

Perhaps in no other field of study is there greater
need for the employment of the scientific method than there exists in the field of the psychology of blindness. Considerable unreliable information has been published in this field of study, and without a careful evaluation of the material in the light of sound psychological teaching one would gain serious misleading conceptions regarding the mental life of the blind.

An example of the false teaching is the prevalent view that nature is so kind as to compensate the remaining senses of man should he lose his sense of sight. For many years men have maintained that should blindness come to a man, his sense of feeling would become acute, enabling him to attain outstanding success through his finger tips.

Yet, there exists no greater fallacy than this belief. Man is so constituted that should he be deprived of one of his senses, instead of being compensated through his remaining senses, he becomes less able to cope with life about him. In some instances on record there has been shown that the loss of one sense, such as seeing or hearing, will diminish the acuteness of the remaining senses.

Anne Anastasi (1:211) supports this view by declaring that the blind do not have a finer discrimination than the normal person in the remaining senses, such as hearing or touch. She contributes the apparent superior
awareness in the remaining senses to training and a more efficient use of the other senses.

French comments on the belief:

The common opinion that the loss of one sense renders the other keener has now rather definitely been put to rest. Fairly conclusive experiments and the reliable testimony of blind persons all tend toward the reversed conclusion, namely, that the less of sight is accompanied by more or less impairment of the remaining senses and not by increased sensitivity. One cannot argue a priority either way. (7:10)

Another conception regarding the psychology of the blind which has hindered the happiness and well-being of the visually handicapped, has been the classification of all blinded into a designated set-apart group. But the blind are not a group by themselves; they are individuals with normal interests and ambitions just like the seeing, the only difference being that they lack one of the senses.

The blind (other handicapped persons as well) should not be grouped as a class and be treated uniformly by the counselor. Each one is an individual who differs from his blind fellow just as widely as a seeing person differs from his fellows. (2:288)

In dealing, therefore, with the blind each individual must be dealt with on his own merits. This will demand that the counselor should not look at his client as a blind person possessing limitations because he is blind, but the counselor must recognize that before him is a person with many potentialities. Help him to chart
his assets, develop other assets, and dream a realistic life dream and then to realize it.

Karsten Ohnsted, who lost his vision while in high school, has ably summarized the psychology of blindness:

Blindness does not set a man apart from the world any more than strawberry-blond hair or flat feet. He is still an individual, still a distinct personality. His interests are in the sighted world and he wants to work with and among sighted people. He does not wish to be shut off or cooped up. His interests are as broad as those of any of his contemporaries. He enjoys dancing, skating, playing cards. He likes to go with friends to movies, to the theater, to football games—all kinds of entertainment. The greatest compliment is to hear his sighted companions say, "You know, I never think of you as blind." (19:348)

Speech Correction. Among educators of the blind it is a common knowledge that lack of normal vision is often accompanied by defective speech. Usually this faulty speaking is functional, not organic, although in some instances the injury producing blindness has also injured the speech organs. Also speech defects are as common among those with limited vision as well as with the totally blind.

There are various reasons for the prevalence of speech disorders among the visually handicapped. One is that parents when confronted with a child with poor vision become frustrated and assume a hopeless attitude toward the child. In their eagerness to shield him from any additional hurt, they unwisely permit him to continue in maladjusted mannerisms. Besides the parents will permit
infantile behaviour to continue far beyond its natural duration in the child's life.

Another cause for defective speech among the visually handicapped is the hopeless attitude which the general public has for a child possessing poor vision and defective speech. In many instances such a child is labeled "feebleminded" and passed aside as unfortunate. No efforts are taken to determine the mental ability of the handicapped boy or girl. Nor is any step taken to ascertain whether or not the speech can be corrected.

N. J. when only two years old was found to possess very limited vision. The parents took him to all the specialists they knew only to be told that the boy's vision could not be improved by medical science. As the lad reached his sixth year of age the father and mother were further grieved to detect in their child a serious speech defect. Again they consulted the medical profession only to be informed that nothing could be done to correct the speech.

When he entered school the teachers accepted his vision and speech as permanent and took no action to correct either. Later he was sent to the blind school. There, also, his speech was passed by with the thought that it was just one of those things which couldn't be helped. Later he was permitted to complete both grammar and secondary school with no effort by the school authorities to
correct his speech.

While in high school he was active in his local church, becoming an officer in the young people's society and being appointed as a teacher of his Sunday School class. Not only was he active in his church, but he was active in the student body. During his junior year he was business manager for the junior class play and a reporter for his school paper. In his senior year he was appointed business manager of the school's paper and also was on the business staff for the senior class play. All this took place despite his handicaps.

Upon completing high school he attempted to find employment, but his eyes and speech barred him from the vocational world. He desired to enter the ministry and, although several friends and acquaintances attempted to show him the inadvisability of the ambition, he continued laying the groundwork for the ministry. He was able to persuade a denomination to grant him a ministerial license and later was appointed to a small country church by the stationing committee of the conference when requested by the local congregation. There he remained for a year. Apparently he didn't permit his eyes and speech to stop his work that year because at the close of the year he was reappointed to the field and happily accepted by the people. Yet, he resigned with the request for something better. The
bishop then kindly told him there was absolutely no hope for him in the ministry because of his speech and advised him to take up another calling. But what could he do?

The weeks following were black. Discouragement gnawed at his innermost recesses. Oh, the ridiculous folly of some of the educational procedures of today. How much heartache that young man might have been spared should there have been someone in the school to help him to overcome his speech defect. But, alas, there was none to "fill the gap." It remained for a Baptist pastor who had majored in speech at the University of Colorado to assist that young man to attain correct speech habits. When later he entered a western college he studied many speech courses, even being on the oratory squad for his Alma Mater during two seasons.

The responsibility of the educators of the blind would be less should all the visually handicapped children with speech defects be as fortunate as this pupil was in the end, but too often the majority do not fare as well. Instead, they will go through life with their speech disorder if not properly counseled by the guidance staff of the school.

Cutsforth (4:110-121) supports this thesis that speech defects are prevalent among the blind. He also shows that in most cases, as stated above, the defects
in speech are habitual, not organic. Dr. Cutsforth's discussion on this subject deserves the careful reading by all who desire to work with visually handicapped pupils, as he shows the necessity for the educator of the blind to have procured adequate training in the speech field.

Clinical Work in Eye Conditions. The purpose of becoming acquainted in this field is not to enable one to prescribe medical aid or counsel, but rather to enable the counselor to be versed enough in the field to discuss the adjustment problems which will invariably arise while dealing with the visually handicapped. Before proceeding however, with any guidance or remedial measures the counselor will always have a thorough and complete examination by a recognized eye specialist. All counseling will be given in harmony with the specialist's suggestions. In no case should any procedure be employed which might result in a greater handicap.

The advantage which comes to the counselor's being trained in clinical procedure is that after the specialist has rendered a decision in which he locates the problem and maps out the general procedure to be followed the counselor can continue with the details without constantly having to consult the oculist. This naturally will make for quicker and smoother guidance.
Oregon's Suggestions for Teachers of the Visually Handicapped. In concluding this chapter it might be well to give the suggested fields of special training proposed by the State Board of Education in Oregon. This no doubt is a fair sample of the general requirements followed by the other states which have a similar program. And this list serves as a safe guide for the training of all guidance workers of the visually handicapped.

The suggested general fields are: diagnosis and remedial reading, guidance, child psychology, child psychiatry, educational sociology, psychology of exceptional children, clinical psychology, mental hygiene, educational tests and measurements, teacher's use of social agencies, and handicraft. To this might be added the field of vocational opportunities and requirements. In their special requirements for the visually handicapped, the Oregon Board of Education requires twelve term hours in the following fields: Survey of eye conditions (clinical course); methods, materials, and observations; and practice teaching.

This chapter has presented the related fields with which one should be familiar if he is to render satisfactory guidance with the visually handicapped. Neither the layman or professional worker can expect to assist the blind if there are not those in the guidance program who possess a knowledge of these related fields.
In order to determine the present status which guidance has in the resident schools for the blind, questionnaires were sent to the fifty-six schools in the United States, Canada, Hawaii, and Porto Rico. Returns were received from thirty-nine of the schools contacted, including thirty-six answered questionnaires plus three explanatory letters. Included with some of the returns were pamphlets which explained in fuller detail the guidance set-up in those particular schools. The pamphlets have been of much value in the present study.

GUIDANCE PERSONNEL

Guidance Specialists. Most, if not all, the authorities in guidance maintain that there should be a specialist heading the guidance activities in any school system whether it be secondary or higher education. Without this leader, the work cannot be coordinated and thorough. In the more progressive educational systems for the sighted there is such a supervisor, but the returns from this study reveal a startling lack of guidance specialists in the schools for the blind. Only 26% of the institutions reporting had specialists—less than
one-third—and in two instances in these the superinten-
dent of one school and the principal of another were act-
ing as the guidance specialist. This superintendent was
prepared for guidance, having earned a minor in the field.
But in the majority of the schools for the blind the pre-
vailing opinion is that any superintendent or teacher can
render satisfactory guidance as the occasion arises re-
gardless of whether he or she has had any professional
training in the work. In some cases the schools are
guidance conscious but lack the necessary funds for the
employment of a trained counselor.

Table I

The Place Held by Guidance Specialists
in Schools for the Blind

<table>
<thead>
<tr>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>1. Schools having a guidance specialist- - - - - 10</td>
</tr>
<tr>
<td>2. Schools with full time guidance specialists - - 3</td>
</tr>
<tr>
<td>3. Schools with guidance outside the classroom - - 10</td>
</tr>
<tr>
<td>4. Schools providing individual counseling - - - 9</td>
</tr>
<tr>
<td>5. Schools providing student group discussions on problems common to the pupils- - - - - 9</td>
</tr>
</tbody>
</table>
| 6. School's guidance program is coordinated by the specialist:
  By general supervision of teachers in classroom guidance procedure- - - - 6 |
  By instructing teachers in guidance techniques - - - - - - - - - - - - 4 |
| 7. Specialists inform state officials and citizens regarding school's guidance objectives- - - - - - - - - - - - - - - - 6 |
One school had just employed a specialist in guidance when the questionnaire reached them. The counselor wrote a personal letter in which he explained his institution's situation and plans for the immediate future. He emphasized the fact of their intending to employ many of the plans indicated by the questionnaire. His task is to coordinate the guidance activities of the school which had formerly been carried on by the superintendent, the principal, and a guidance committee.

Another school responded to the questionnaire by writing that the Vocational Rehabilitation division in the state's Department of Public Welfare assists them with the guidance. In that state there are nine counselors who counsel the pupils at the school's request and under the guidance of one of the school's teachers. Plans are for one of the counselors to spend one day per week at the school counseling all the pupils in the grades seven to twelve. This is one of several instances in which the rehabilitation counselors are serving the students in the residential schools for the blind. Unlike this school, however, the guidance assistance in the other schools by the rehabilitation agents is being provided students in the junior and senior high school departments of the residential schools.
Item 3 in Table I reveals that all ten schools with guidance specialists are providing guidance outside the mere incidental inclusion of the principles of guidance in the classroom teaching situation, but they are endeavoring to provide the assistance in a non-classroom atmosphere in which the pupil will associate the guidance with everyday life experiences. Also by removing the guidance outside the classroom the counselor is able to give as much time and variety of attention to the pupils as each requires.

If the needs of each pupil are to be dealt with there must be provided individual guidance by either the specialist or some other member of the staff. Only nine schools are providing at present that very necessary phase of guidance. Also if individual guidance is to be realized, the specialist cannot expect to do all the work by himself. Instead he should so coordinate the guidance work of the school as to enable the teachers to assume much of the individual guidance functions under his direct supervision. This can come about only through his general supervision of the teachers in their classroom guidance procedure and by instructing them in guidance techniques. As indicated in Table I these schools do not rate very high on the coordination of the school's guidance program through this supervision and instruction of the teachers. Obviously most schools consider the teachers are adequately
prepared for counseling. If they were—in most cases they aren't—there would still exist a necessity for the specialist to instruct and supervise the teachers if a uniform method of procedure is to be obtained. Otherwise each faculty member will be going his own way without giving any thought to what his associates are doing.

One of the functions of an efficient guidance specialist is to keep the state officials and citizens of the state acquainted with the work which his institution is doing in assisting the pupils to become prepared to return to the world of the sighted prepared to assume a normal and satisfactory life. State officials should be informed in order that they may see the advisability of the school's employing a guidance specialist. Otherwise they may dismiss the specialist and discontinue the guidance specialist's position, resulting in the guidance work becoming improperly administered and the results not in keeping with the best guidance practice. And the citizens should be informed in order that they may become better acquainted with the needs of the visually handicapped which will enable them to manifest a more helpful attitude and willingness to assist. Generally there exist in people damaging opinions and attitudes towards persons visually handicapped. The school's guidance specialist must remove this mistaken conception of the blind by the public. And to
think only six schools are providing the information due
the state officials and citizens.

Institute for the Blind and now Director of the Counseling
and Employment Service for the Children's Aid Society of
New York City, declares, "Every school for the blind has the
dual role of providing both academic and vocational educa-
tion for all pupils, with, of course, the exception of
those who go on to colleges."

The United States Government's Office of Rehabili-
tation (6:1) defines, "Vocational rehabilitation, as pro-
vided today by the States with the assistance of the Fed-
eral Government, is a service to preserve or restore the
ability of our people to work for pay."

This rehabilitation must begin in the schools for
the blind if it is to meet with the fullest success. Each
pupil must be analyzed and studied in the light of pos-
sible interests and aptitudes which will enable him to
enter and remain successfully in some vocational field.
Naturally the school will not be expected to complete the
rehabilitation, but it must lay the foundation upon which
the rehabilitation officials can construct life's struc-
ture. No school can escape its dual responsibility as
held by Mr. Ryan. And in order to provide the necessary vocational guidance and training the school must have incorporated in its guidance program a vocational guidance committee.

It seems logical that such a committee should have as its chairman the guidance specialist. He would be in the best position to direct the activities because he is already in the forefront of the guidance work of the school, and his acting as chairman of this committee would enable him to incorporate the committee's functions into the whole guidance program of the school, making for smoother running of the machinery.

Table II

Information Regarding Vocational Guidance Committees in Schools for the Blind

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools having a vocational guidance committee</td>
<td>17</td>
</tr>
<tr>
<td>2. Schools in which guidance specialist is chairman of the committee</td>
<td>4</td>
</tr>
<tr>
<td>3. Schools where committee includes teachers</td>
<td>17</td>
</tr>
<tr>
<td>4. Schools where housemothers and advisors are members of the committee</td>
<td>10</td>
</tr>
</tbody>
</table>

It is gratifying to note that the schools are making a better showing here than they did on the information regarding their having guiding specialists. Seven more schools have vocational guidance committees than had a guidance specialist. This indicates that the educators
of the blind are recognizing the need for guidance, at least in the vocational realm. Yet, they must realize that vocational guidance is impractical, if not impossible, with the visually handicapped unless guidance is provided for his social, educational, and emotional life as well as the vocational life. Unless the pupil becomes adjusted in his whole personality, he cannot realize complete satisfaction in any isolated part of his life.

In most instances the guidance specialist is not chairman of the vocational guidance committee. The reason for this would be interesting if known. It may be that the superintendent of the school is chairman in many places. Or, perhaps, the principal serves as chairman. No doubt in other schools the committee members elect their own chairman from one of the committee personnel. Whatever the practice may be the fact still remains that the best person to serve as chairman is the specialist. In any school of average enrollment, the superintendent is too occupied with administrative duties to be in a position to give adequate and careful attention to the committee's work. He, of course, will be an ex-officio member of the committee, which will grant him a voice in the business of the committee. Also he should be available for any assistance he might need to render to the counseling of the pupils. Other than that he should be free of the more exacting duties of the
Likewise the principal should in a normal size school be loaded with the supervision of the academic operation of the school which will keep him occupied. He too, will be an ex-officio member of the vocational guidance committee and will render similar services to the vocational guidance as the principal. But no principal can do justice to his administrative duties of the school if burdened with duties which can be rendered by another member of the staff.

The reason for including housemothers and supervisors on the vocational guidance committee is to enable the committee to have first-hand information regarding the personal life of each pupil while outside the academic activities of the institution. Who is better qualified to observe a child in a resident school than the housemother or supervisor? In the cottage or dormitory or on the playground the pupil is free from the more exacting supervision which he is under in the classroom. Therefore, when under the attention of the housemother he will act more like the real person he is. Traits and interests will come to light there which might never present themselves during the formal activities of the child's day. Even when all this is true only ten of the schools include housemothers and supervisors on their vocational guidance committees.
The Teacher's Role in the Guidance Program. Long since has Intellectualism—the educational philosophy which held that mere mental discipline is the raison d'être of education—has been superseded by Personalism which demands that the school facilitate the growth of the entire individual in contrast to the mere training of the intellect. Practical everyday living learning must accompany the intellectual training if the growth of all phases of the student's life is to be realized.

E.G. Williamson maintains:

...Personal workers therefore believe that the basic purpose of education is not only to train the intellect but also to assist students to achieve those levels of social, civic and emotional maturity which are within the range of their potentialities. (24:5)

If this intellectual ideal is to be realized in the school, the teacher must adapt her instruction to fit the needs of each individual pupil. To enable her to make this necessary adaptation, the administrators must provide her pertinent information regarding each pupil at the beginning of each term, such as past scholastic record, record of experience before entering the blind school; date and cause of the visual handicap; life of his family; and the records made on the various tests given to determine his mental, social, and educational achievement; results from aptitude tests he has taken; and any other informa-
tion essential to her understanding the pupil she is to teach.

Also in order that the personalistic ideal might be realized the teacher must give each pupil individual attention and assistance, adapting her teaching methods and course material so as to meet the individual needs and abilities of each pupil. This will necessitate her having an effective remedial program which seeks out the pupils' difficulties and which takes definite steps to reduce or remove these difficulties. She must bear in mind that she is teaching the pupil, not the curriculum!

Table III

The Teacher's Role in the Guidance Program

<table>
<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>1. Schools providing teachers with pertinent information regarding each pupil at the beginning of each term - - - - - - -</td>
</tr>
<tr>
<td>2. Schools where teachers give pupils individual assistance by adapting teaching methods and course material to each pupil's individual needs and abilities - - -</td>
</tr>
<tr>
<td>3. Schools where teachers have effective remedial program which seeks out pupil's difficulties and which takes definite steps to reduce or remove pupil's difficulties - - - - - - - - - - -</td>
</tr>
<tr>
<td>4. Schools where teachers present the studies in a manner to assist pupils to work toward definite goals - - - - - - - - -</td>
</tr>
<tr>
<td>a. For their vocational life - - - - -</td>
</tr>
<tr>
<td>b. For their avocational life - - - - -</td>
</tr>
<tr>
<td>c. For their personal health - - - - -</td>
</tr>
</tbody>
</table>
d. For their student relationships - - - 32

e. For their community life - - - 31

f. For developing confidence and poise - 32

In addition the teacher must present the studies in such a manner as to assist the pupil to work towards definite goals. All too often the classroom teaching is unrelated to the practical every-day life of the pupil. Can the student be expected to give his attention to a study which bears no relation to the interests and ambitions he may cherish within his bosom? The teacher must discover these interests and ambitions in her pupils, and should there exist no apparent desires in the pupil she must take steps to implant in him coals which can be fanned into flaming fire! The classroom work must be given in terms of his vocational aspirations, his desires for avocations, personal health, craving for happy student relationships, yearning to become a reputable citizen in his community, and the necessity for developing confidence and poise.

On page fifty-three appears a table in which is portrayed the teacher’s role in the present-day school for the blind. The first noteworthy fact gained from a study of this table is that a much larger percentage of the schools are employing better teaching methods than there are which are meeting the current conception of guidance personnel. This is no doubt due in part to the teachers
themselves. In many schools the teaching staff as a result of rather recent training are employing the more modern conception of instruction, whereas the administrators are in many cases endeavoring to carry on as was the case decades ago. As in the sighted schools the influence of the teachers is felt in every phase of the school, especially in the classroom procedure.

It is noteworthy, however, that in these more progressive schools the administrators have been willing to keep pace with the newer methods which the teachers bring into the institution. Nor can it be ignored that in several of these more progressive schools, the superintendents are educational specialists, manifesting the recent recognition by state officials that administrators of blind schools must be teachers as well as administrators. More and more the spoils system is being replaced by longer tenures through civil service, and administrators are being chosen according to their abilities and training, not in response to a political debt.

One questionnaire when returned had a bracket around the questions regarding the teacher's presenting her studies in a manner to assist the students to work toward definite goals. Beside the bracket was written, "All good teaching keeps all this in view." The interesting aspect about this was that the school did not answer the
group of questions. One wonders whether or not that school has good teaching.

Testing Program

In order to do effective guidance the counselor or teacher must adequately understand his pupil. No one will deny the inadvisability of the counselor’s employing mere subjective analysis in his attempt to understand his subject. Preconceived notions, likes and dislikes, personal attachment to the subject are certainly unreliable determining factors influencing the subjective judgment of the counselor. Even the most sincerely honest counselor is liable to err when depending on mere subjective evaluation of his counselee. The guidance worker needs a more sure foundation upon which to construct his structure. That foundation is measurement through objective testing with proved and reliable norms as standards.

Lefever (14:253) gives the purpose of measurement for guidance, “when administered for guidance purposes, standardized tests or inventories are intended to present a picture of a student’s capacities, attainments, or patterns of behavior in certain areas.” Without the slightest doubt standardized tests which have been proved for their worth through careful study and evaluation are the most reliable means of determining the real person of
the counselor's client.

Up to date there has been interest shown in the testing of blind students, but as yet not too much has been accomplished. Several schools for the blind are doing commendable work in this field with the tools for testing which are now available. In many of the other schools the workers have manifested at times a strong desire to employ more standardized tests but have been at a loss to know where to turn for satisfactory tests. The present research has revealed several sources of supplies; these will be discussed under the proper heading in this present discussion on the testing program.

But before turning to the several subdivisions of this section on testing it might be well to have a definition of just what is a standardized test. For such a definition one may turn to Dr. Harry A. Greene.

A test is standardized when (1) it is composed of exercises which have been selected in the light of current teaching emphasis and curricular content, when (2) these exercises have been statistically evaluated as to innate difficulty, and when (3) the test itself is accompanied by norms permitting the interpreting of the results of pupil reactions to the test in terms of levels of accomplishment. (8:16)

Achievement Testing Program. This group of tests is for the purpose of showing the progress of the pupil in his school work; especially is this true with the guidance
program in the schools for the blind. Dr. Samuel Hayes, (10:264-270) has handled achievement testing ably well, and his work should be read carefully by all those who desire to do adequate testing for achievement in the schools for the blind. He discusses the measurement of educational achievement in schools for the blind; how to handle test results; available achievement tests for use in determining the progress in geography, English, and other subjects. Dr. Hayes has also given detailed information as to how to administer achievement tests in order to obtain the greatest satisfactory results. Following two of the chapters in this portion of his book, Dr. Hayes has listed several references to be further read in search of information on the handling of achievement tests.

Table IV on page fifty-nine reveals the present degree of achievement testing which is being carried on by the schools for the blind. Of the achievement tests listed in the table only the Standard Achievement Test: 3rd edition is being employed by all the twenty-six schools having achievement testing programs. Of these twenty-three are using the braille edition, while twelve schools are using the sight-saving form. Ranking next in frequency of usage is the Terman’s English Vocabulary Test with only twelve schools employing it. Then
Table IV

Prominence of Achievement Testing in Schools for the Blind

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Schools having Achievement Testing: 26</td>
</tr>
<tr>
<td>2.</td>
<td>Schools employing Standard Achievement Tests: 3rd edition:</td>
</tr>
<tr>
<td></td>
<td>a. In braille: 23</td>
</tr>
<tr>
<td></td>
<td>b. Sight-saving form: 12</td>
</tr>
<tr>
<td>3.</td>
<td>Schools employing Hahn-Lockey Standard of Geographical Information: 0</td>
</tr>
<tr>
<td>4.</td>
<td>Schools employing Curtis Map Test: 3</td>
</tr>
<tr>
<td>5.</td>
<td>Schools employing Terman's English Vocabulary Test: 12</td>
</tr>
<tr>
<td>6.</td>
<td>Schools employing the Standard Graduation Examination for Elementary Schools: 7</td>
</tr>
<tr>
<td>7.</td>
<td>Schools employing the Sangren Information Tests for young children: 1</td>
</tr>
<tr>
<td>8.</td>
<td>Schools employing the Pressey Test of Practical Information: 5</td>
</tr>
</tbody>
</table>

- 

comes the Standard Graduation Examination for Elementary Children which is being employed in only seven schools. The Pressey Test of Practical Information ranks next in number of schools using it, being employed by merely five of the schools.

- 

Tanking lastly is the Sangren Information Test for young children which is being used by only one school. The Hahn-Lockey Standard of Geographical Information does not hold a place in the schools, as it was found to not be in use in any of the schools.

- 

Space was provided on the questionnaire for the
listing of additional tests not included in the question-
naire list. This course of information revealed that four
schools are using the Sons-Harry High School Achievement
Test. Three schools are employing the Myers-Kuch High
School Progress Tests. Also the Unit Scales of Achieve-
ment, grades six to eight is being handled by two schools.
Tests being used by only one school—not the same school
using all these tests—are Gray Oral Reading Tests; Iowa
Silent Reading Tests (grades four to nine), form B; Metro-
politan Achievement Test, form B; Michigan Vocabulary Pro-
file; Monroe Silent Reading Test; National Achievement
Test; American Council of Education Achievement Test;
Achievement Tests in Business Law; Achievement Tests in
Salesmanship; and Achievement Tests in Physics.

This information reveals that many of the schools
for the blind have become achievement testing minded. It
also shows a lack of unity in the usage of the available
tests. Perhaps this is due to the present lack of com-
piled information on these tests. It probably also indi-
cates a beginning experimental stage of development in
the field which will in due time be followed by a more
thorough testing program of achievement in the schools for
the blind. At least that is the hope of many of the more
progressive workers with the visually handicapped, for
achievement tests may render valuable help in making the
classroom work successful.

Greene (8:2) lists three ways in which achievement tests are helpful in the teaching program of the school. (1) By the proper use of instruments for measuring results it is possible for the teacher to know what her teaching has accomplished. (2) Accurate measuring instruments also aid in discovering when emphasis has been misplaced in the instruction. (3) Measuring instruments also make it possible for the teacher to resort to experimental methods and thus to learn definitely whether materials and methods are effective. In addition to assisting the teacher in her methods of instruction achievement tests also enlighten the pupils as to their progress, weaknesses, and where they must give more attention to subject matter.

Mental Testing Program. While educational (achievement) tests are primarily concerned with the measurement of the results of instruction, mental or intelligence tests have as their primary purpose the measuring of the individual's mental ability. To a great extent the results gained from mental testing are unrelated to what instruction a person may have received. In fact intelligence tests should be given before instruction commences for the purpose of determining what level of instruction a pupil is potentially capable of mastering. Then the
instruction should be geared to fit into the intellectual mechanism of the child.

Dr. Greene supports this definition:

Educational tests have as their primary function the measurement of the results or effects of instruction and learning. On the other hand, intelligence tests, or psychological examinations, have as their purpose the measurement of pupil intelligence or mental ability in a large degree without reference to what the pupil has learned either in or out of school. (8:10-11)

For information regarding the employment of mental tests with the blind, it is suggested that Hayes (10: 271-283) be consulted. In chapter eight of his book he

Table V

Extent of Mental Testing in The Schools for the Blind

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools having mental testing programs- - -</td>
</tr>
<tr>
<td>2. Schools employing group intelligence programs- - - - - - - - - - - - - - -</td>
</tr>
<tr>
<td>3. Schools employing individual mental tests</td>
</tr>
<tr>
<td>4. Schools employing Hayes-Binet Intelligence tests - - - - - - - - - - - - - - - -</td>
</tr>
<tr>
<td>5. Schools employing Wechsler-Bellevue Intelligence Scale - - - - - - - - - - - - -</td>
</tr>
<tr>
<td>6. Schools employing the Kihlmenn-Anderson Group Intelligence tests- - - - - - - -</td>
</tr>
<tr>
<td>7. Schools employing the Standard Achievement Tests - - - - - - - - - - - - - -</td>
</tr>
</tbody>
</table>

has discussed the work of the Department of Psychological Research at the Pennsylvania Institution for the Instruc-
tion of the Blind. At the close of this chapter Dr. Hayes has a list of thirteen references which are excellent and right to the point regarding the testing of intelligence and the treatment of various mental levels. Then in chapter sixteen, part B, he discusses intelligence tests in schools for the blind. Among other subjects in this section, the author discusses the steps in the adaptation and standardizations of a Binet-series for the blind. Further on in the discussion he compares the Hayes-Binet I.Q. with a Standard-Binet I.Q.

Table five on page sixty-two, gives the extent of mental testing in the schools for the blind. There is one more school which uses mental tests than there is which employs educational tests. Over twice as many schools employ individual mental tests as employ group intelligence tests. In fact only one of the schools with a mental testing program does not employ individual psychological tests. This significantly reveals that the schools now having a mental testing program are definitely concerned with the mental capacity of the individual pupil.

As to the type of intelligence tests being used in the schools for the blind it is interesting that the Hayes-Binet Intelligence Tests are being employed more than any other series of tests. No doubt this is accountable by the fact that Dr. Hayes's long experience with the blind
has enabled him to adopt a series of tests better adapted to the needs of the blind than those produced by other men. The Wacheler-Sellevus Intelligence Scale has also made a fair showing on the table. A number of other tests are being also used by the schools, but because each of them was being used by only one school it did not seem wise to list them in table five.

**Diagnostic Testing Program.** Harry A. Greene defines:

Educational diagnosis implies the use of procedures, more or less technical in character, designed to locate specific learning and instructional difficulties, and if possible to determine their causes. . . . The well-prepared modern teacher now has at hand refined statistical techniques, exact and analytical diagnostic tests in different subjects; diagnostic charts; devices for measuring aural and visual acuity; and means of measuring many other highly important qualities which may account for a pupil's lack of progress in many fields of learning (8:289-290).

Naturally the quotation is for the teacher in the sighted school, but there is no reason why a capable teacher under the supervision of a thoroughly trained guidance specialist cannot employ many of the diagnostic techniques and tools which are currently available. All too often a visually handicapped child's lack of progress in one or more school subjects is blamed on his poor eyesight. Surely
such a procedure is not to be condoned by any administrator of a school of the blind today. Dr. Hayes apparently supports this thesis at this point, as he gives attention to the use of diagnostic testing in the schools for the blind.

Hayes writes:

...The specially constructed diagnostic test seeks to assist the teacher in putting her finger directly upon the process, element or factor in a school subject which is causing particular difficulty for the individual pupil. An account of the use of diagnostic tests at the New York Institute for the Education of the Blind may be found in Chapter 27 of Education of the Blind (New York: World Book Company, 1940, p. 436).

Dr. Hayes (10:271) has listed a number of diagnostic tests which may readily be employed in the teaching of the blind.

In response to the questionnaire's queries as to whether they were employing diagnostic tests, seven schools answered that they were. But a careful checking of the methods employed by these schools in their diagnostic testing program revealed that at least two of the schools thought mere physical examination of the eyes was enough. In the light of this discovery there seem to be only five schools for the blind which are using diagnostic testing. Is this not a discouraging record for the schools instructing the visually handicapped pupils?
All the schools employing the diagnostic tests were of the opinion that the tests were satisfactorily revealing the pupils' difficulties. The tests listed by the schools—no one being employed by more than one institution—were Terman (they did not designate which Terman test), Guilford Martin Personality Profile, Inventory Test for Mathematics, Ruder Preference Record (Can this test be considered a diagnostic test?), Minnesota T.S.E., and Inventory Tests for High School Physics.

This information certainly does not place the schools for the blind in a very commendable position as a group when it comes to the diagnostic testing program. One would be interested in knowing what the teachers are doing with pupils who cannot master their lesson material. Are the pupils being "socially promoted?" or, just what is being done with them?

**Vocational Aptitude Tests.** The purpose of these tests is to reveal the general fitness or ability of adaptation characteristic of a pupil which will enable him to enter and remain successfully in a given occupation or occupations. It is, therefore, the contribution of these tests which make vocational guidance possible, and without the help of these tests this part of the guidance program will be severely curtailed in its effectiveness.
Hayes (11:3) defines these tests as, "A vocational aptitude test is a test designed to measure the specific abilities needed for success in some specific occupation."

Reports from the schools on the questionnaire showed that only ten of those reporting were giving vocational aptitude and/or interest tests. Only five of the ten felt that the tests were meeting the needs of the blind. When one sees the tests being used he is not surprised that they regard the tests for vocational aptitude as they do!

The Kuder Preference Profile is being used by three schools, which is far too few. No school was using the Strong's Interest blank. Two schools are employing the Pennsylvania Bi-Manual Work Sample. The following list of tests is being used by only one school with a different school for each test: Seashore Test in Music; Guilford Martin Personality Profile; Minnesota Rate of Training, Placement, etc.; Johnson O'Conner-Finger Dexterity; Minnesota T.E.; Piano Tuning Aptitude--Perkins Tests; Minnesota Rate of Manipulation Test.

In some cases the State Rehabilitation Division for the Blind is handling the vocational testing for the State School for the Blind. In those cases, it is not necessary for the schools--as the administrators maintain--to carry on a vocational guidance testing program. This may be sound reasoning if the testing is carried on
early enough in the pupil's school career to enable his faculty to assist him to choose courses which will better prepare him for the type of vocation to which he is adapted. But even then it is probably better for the school to maintain its own vocational testing program.

Vocational Guidance

Lefever wrote:

No better form of reference could be taken for the discussion of a vocational guidance program than the five-point steps established by the National Vocational Guidance Association. They are: (1) Assist the student to become informed about the vocational opportunities available to him, the job requirements for entering these fields successfully, and the personality demands for making progress on the job. (2) Help the student to make a wise choice of a vocation. (3) After having chosen an appropriate vocation, assist him to enter upon the vocational training program which will prepare him to qualify for a job. (4) When he is prepared for work, assist him in locating a job. (5) Give every assistance to the worker so that he may make satisfactory progress in his chosen field of work. (14:162-163)

Evelyn C. McKay (17:1), Social Research Secretary of the American Foundation for the Blind, maintains, "Vocational Guidance is a process—that is, it extends over a period of time, often a number of years, and cannot be considered to be disposed of in one or two interviews."

Then Miss McKay lists the basic principles of vocational guidance:
1. It should be directed toward the long-term happiness and satisfaction of the individual, and each step the client takes should be related to the ultimate achievement of that end.

2. It should be a democratic process; that is, the client or counselee should participate freely in planning for his future and decisions should be his, not those of the counselor.

3. It should be a constructive process; that is, the choice of vocation, the choice of training, and the choice of a job should be based on the client's vocational assets, not on his liabilities—on what he has rather than on what he lacks.

4. It should recognize the importance of social and emotional adjustment as a concomitant of vocational adjustment and the interrelationship of counseling and social case work, without confusion of the two.

5. It should be an individual process, avoiding facile generalization and superficial classification of individuals.

6. It should have as its aim the establishment of each individual in the vocational opportunity which offers him the greatest scope for his abilities and the greatest likelihood of satisfying his emotional, intellectual, social, and economic needs.

Arthur J. Ryan (22:585-588), former Director, Vocational Guidance, New York Institute for the Education of the Blind, has discussed the vocational guidance program for the three years immediately preceding May, 1941. As this institution is one of the foremost schools for the blind employing vocational guidance, it will be well to note what it was doing during that period, at which time the average enrollment was about 315 pupils.

One person devoted at least one-half of each
school day to vocational guidance. Also at least one afternoon per week was given to visiting special agencies concerned with the placement of the blind, and the follow-up of the graduates—one person was assigned this duty. Each pupil upon completion of the ninth grade or when seventeen years of age, received special consideration regarding his vocational plans. Likewise each ninth grade pupil was interviewed during May by the counselor and an assistant at which time general plans were made with each boy and girl for the balance of his or her vocational and academic training in the school. Each pupil was required to take at least two vocational subjects during his final three years in school in addition to an academic program which prepared him for a job.

Arrangements were made for actual work practice in or near the school or apprenticeships in chosen occupations. Interviews by the vocational counselor and the assistant principal were repeated at least twice yearly as routine, to fill out necessary record forms, to check on original program, and to watch progress of the pupil. All information gained was compiled on regular forms and placed in a folder to be filed according to name and class.

An alumni vocational guidance committee, composed
of three blind men and women with at least ten years of successful occupational experience, visited the school two or three times a year to talk over problems with individual members of the sophomore and junior classes. The experienced blind adult was able to clear up many problems directly correlated with the loss of sight.

During the final check-up made approximately six months previous to graduation all available information is incorporated on the record forms, a copy of which is forwarded to the local agency concerned with the placement of that particular person. To enable the placement agent to become personally acquainted with the blind pupil before he applied for work, arrangement was made for a visit by the agent with the student before graduation. The visit took place either in the school or at the agent's office.

In June following the graduation or after the pupil was twenty-one years of age the pupil ceased to be under the jurisdiction of the school. Those residing in greater New York received assistance from one of the private agencies in obtaining employment, while those outside the metropolitan area received assistance from the New York State Commission for the Blind.

The present guidance work of this institution is discussed in two pamphlets published by The New York In-
One pamphlet discusses the aims and functions of the Department of Guidance while the other discusses the school's Guidance and Diagnostic clinic giving the purpose of the clinic, services both to blind children and adults, requirements for blind adults, and how to apply to the clinic for assistance.

The California School for the Blind also has a very efficient vocational guidance program. (21:80-87) In an effort to assist the pupils to obtain experience in vocational living the school furnishes work both in shop and laboratory, on the ground, and in classroom projects. Pupils selected on their promising aptitudes and abilities are sent to trade schools in the city where the blind school is located.

Vocational guidance should make certain that no student is permitted to extend his training beyond his intellectual capacities. In the school guidance system, there should be a thorough segregation at various grade levels, at which time those mentally capable of continuing higher grade levels in the intellectual realm be guided to advanced scholastic levels. On the contrary those who have apparently attained their intellectual plane of accomplishment should be directed into the trades or similar vocations.
French (7:200) writes, "Grading and segregation according to ability must be recognized as a part of training and a certain seemingly cruel aspect of such grading and segregation overlooked in the avoidance of the greater cruelty of thrusting misfits upon the world."

If handled rightly this segregation does not need to be so cruel. Today undue stress is laid upon mental accomplishment. There needs to be a recognition that the Creator has not equally endowed all persons with academic capacity, but has given to many, talents in other fields or vocation. Those in charge of vocational guidance should clarify this important reality with the blind who do not possess the kind of mentality needed to enter the professional fields. They should understand that in each field some have greater capacity than others, just as in some the muscles of the arms and feet are stronger than they are in others. And just as a weaker muscle is not considered a disgrace, so is not a less capable mind, but in each instance there must be a recognition of one's potentialities and a willingness to work in cooperation with them.

A study of the table on page 74 reveals an overall picture of creditable vocational guidance. That is, it shows that the schools for the blind, generally speaking, are vocationally minded and are endeavoring to provide the necessary vocational training and guidance necessary
to fit the pupils for post-institutional living. There is a need, however, for more schools to assist pupils to study the various vocations in order that the pupils may know what characteristics and requirements each occupation demands of its employees. It is not enough for the faculty to be acquainted with occupational requirements, but each pupil should possess a similar knowledge of the vocations.

Table VI

Extent of Vocational Guidance in Schools for the Blind

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools informing pupils regarding possible fields open to the blind - - - - - - - - - - 35</td>
</tr>
<tr>
<td>2. Schools where pupils study occupations to discover their characteristics and requirements for the employee - - - - - - - - 29</td>
</tr>
<tr>
<td>3. Schools studying each individual pupil to discover his particular aptitudes and abilities in order that the pupil may be trained for the vocation which fits his possibilities for success - - - - - - - - 33</td>
</tr>
<tr>
<td>4. Schools offering opportunities for students to get vocational experience - - - - - - - - 31</td>
</tr>
<tr>
<td>a. Part-time employment - - - - - - - - 23</td>
</tr>
<tr>
<td>b. Duties in the institution - - - - - - - - 31</td>
</tr>
<tr>
<td>5. Schools segregating pupils at different grade levels according to mental ability - - - 19</td>
</tr>
<tr>
<td>a. Permitting those with ability to do higher intellectual work to advance to higher grades - - - - - - - - 17</td>
</tr>
<tr>
<td>b. Directing others into training fitted to their intellectual level - - - 19</td>
</tr>
<tr>
<td>6. Schools having an effective arrangement for cooperation between the schools and the state agencies responsible for the training and placement of the adult blind - - - - - 34</td>
</tr>
</tbody>
</table>
There is also need for more schools to provide opportunity for the pupils to gain vocational experience, both by outside part-time employment and duties within the institution. There are many tasks which the pupils can do within the institution which will provide valuable working experience, both in the doing of the work and the working with others. Part-time employment may be secured during the summer for the more mature pupils in their home communities. No one should assume the attitude that the latter is impossible, for it is being done by several of the institutions.

Another need in vocational guidance in the schools is that a larger number of institutions should incorporate the practice of the segregation of pupils according to their abilities. The administrators must recognize that their duties are not to turn out pupils with mere book knowledge, but rather to turn out pupils who can assume community responsibilities which will include the self-support of themselves and all dependents plus becoming a contributing member in the community life and activities.

It is gratifying to note the close cooperation in most of the schools for the blind and their state adult agencies. This is as it should be, because only through this close cooperation can they develop an adequate adult employment program. Such a cooperation will enable the
adult agency to become acquainted with the pupils before
the pupils are turned over to them, which will enable the
adult agency to be better prepared to find the right posi-
tion for the right person.

Social Guidance

Relation of the Sexes. The iron-clad opinion of all
educators of the blind during the past has been to keep the
boys and girls separate, save in the academic activities
of the schools and a few supervised social gatherings
which were few and far between. Several of the schools
permitted the younger boys and girls to play together,
but the older ones were strictly prohibited to inter-
mingle. If a boy and girl were caught talking to each
other on the grounds they were severely reprimanded.

One main reason for such a procedure was that the
administrators did not desire romance to develop between
a blind boy and girl. It is doubtful whether such a method
ever accomplished much good. Any one acquainted with the
personality traits of adolescents knows that when they are
denied something they will often exert every effort to ac-
quire it. Recognizing that the Creator has so planned
maturation that the mating urge comes to its peak in teen-
age pupils, an educator should recognize the budding sex-
drive and attempt to work with it instead of ignoring
the drive.

This thesis, while recognizing the inadvisability of the blind marrying the blind, maintains that the maturing sexes should be permitted to play and associate together if the schools for the blind are to produce well-integrated social personalities. How can a matured blind person be expected to know how to act while out on a "date" if he has never had the happy experience during adolescence which can come only through wholesome association of the sexes? The preventing of the blind marrying the blind must be achieved by more sound methods than the prohibition of joyful boy and girl relationships during school days.

Thomas D. Cutsforth (4:154-165) wrote that homosexuality is a rather common practice among inmates of institutions for the blind. He declares that this condition is due to the prohibition against the mingling of the two sexes. When discovered the problem should be handled wisely, with the environment receiving its proportion of corrective treatment; don't blame the victims for the practice! By providing a much larger heterosexual environment, most of these anti-social sexual problems would be removed. Educators should bear in mind that the most important function of sex at the present time is the creation of a personality that will meet the demands of
modern society. Aim should be not to blight and wither sex activity, but to encourage normal development, and normal development among the growing boys and girls in wholesome and happy inter-association of these boys and girls.

Karsten Ohnstad, who lost his vision in his teens, attended the school for the blind in his state. During his stay there he and his fellow students missed the friendship of the girls in the school. No doubt Ohnstad's feeling was intensified by his past association with the girls while in the regular sighted school when he had his vision.

After graduation Ohnstad wrote:

But more than anything else we wanted to be normal in our associations with girls. Because romances were forbidden fruit, we were uncommonly excited over the few contacts we had with girls. It was a great adventure for me to whisper to the girl who sat next to me in a class, and to bet her three candy bars that the Yankees would win the second game of the World Series. A date--a real treat--was a tremendous thing. (19:145)

Returning to the blind school after he had been out of it for some time Ohnstad was deeply impressed with the changed social atmosphere which then existed between the sexes. He wrote:

The rigid segregation rules had been modified. The boys and girls no longer had separate walks. The eagle-eyed matron no longer sat in her second-story window wait-
ing to see two talking to each other at
the point where the sidewalks crossed, so
that she could send them into the superin-
tendent's office. I met boys and girls strol-
ling down the sidewalks together, laughing
and talking, apparently with no fear at all
that someone might see them. (19:158)

Table VII on this page shows that the majority of
today's schools for the blind do not permit the children
to play together.

Likewise less than half of the schools permit the
boys and girls to sit at the same table during the meals.

Table VII

Relation of Sexes in Schools
for the Blind

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools permitting boys and girls to play together on the playground</td>
<td>18</td>
</tr>
<tr>
<td>2. Schools in which dining room service provides for intermingling of sexes at tables during meals</td>
<td>15</td>
</tr>
<tr>
<td>3. Schools providing mixed social gatherings such as parties</td>
<td>32</td>
</tr>
<tr>
<td>4. Schools maintaining a &quot;social room&quot; where boys and girls may gather together during free hours</td>
<td>13</td>
</tr>
</tbody>
</table>

The same is true of the social room; less than half maintain one where the boys and girls can associate together during free hours. Only in the mixed social gatherings do the schools make a commendable showing. No doubt even in these social gatherings the freedom of as-
sociation is in many cases destroyed by the careful
supervision of the events. In the majority of cases the schools are remaining in the horse and buggy age in their institutional social life.

Association with Sighted Children of Same Age. Some of the social lag in the schools' failure to permit the sexes to enjoy happy and wholesome intermingling may be counteracted by the provision for social relations with sighted children of the same age. But even this will not completely remedy the situation caused by the strict segregation of the blind boys and girls. Yet, such social gatherings with the sighted will greatly enrich the lives of the visually handicapped regardless of whether they are segregated or not in the daily institutional life.

One method of providing association with the sighted is to invite the sighted children to parties at the school. For instance suppose the high school department is having a party, and in order to add interest and enjoyment to the occasion they sent an invitation to the pupils of one of the clubs in one of the city's high schools. If there happens not to be a club in the sighted school in which boys and girls are members the visually handicapped children may elect to invite both a boys' and girls' club in order to have both sexes represented among the sighted guests.
Another method of providing association with the sighted is to graciously accept invitations by youth groups in the city for the students to attend. In most if not all, cities wherein the school for the blind may be located, there are church youth groups, boys' and girls' clubs in the sighted schools and in the community separate from the sighted school. Would it not be far better to enable the students to join some sighted Boy Scout troop in the city than it would be to have a special troop made up entirely of the blind pupils? Can the pupils be trained and prepared to live with the sighted if they are not permitted to associate with the sighted while still in school?

Still another method of permitting the visually handicapped children to associate with the sighted is to permit them to enter as soon as is possible the sighted school. For over twenty years the California School for the Blind has been sending its selected pupils to the local high schools and trade schools in Berkeley, which has met with very gratifying results. (21:80) Then there is the recent plan put into operation in Oregon, two points of which are of interest at this stage of the discussion.
First, any child who can be educated in the public schools should not be institutionalized or even segregated.

Second, the residential school for the blind has as its aim the rehabilitation of visually handicapped children for public school education and is not interested in keeping children any longer than necessary. (16:2).

The table on page 83 shows that the present-day schools for the blind are in most cases providing association with the sighted for their pupils. In the matter of having part of their pupils' education carried on in the sighted schools most of the schools as yet are not doing so. Certainly more institutions could incorporate such a system into their program if the administrators could only bring themselves to where they were more concerned about their pupils' welfare than they are about the welfare of the institution. One superintendent has been accused of attempting to do away with the schools for the blind merely because he has seen and responded to the vision that the visually handicapped can profit more from association with the sighted than they can by being segregated entirely in an institution.

Moral Counseling. The blind like the sighted need moral counseling. As the schools for the blind in most cases have these children the larger part of the year, moral training must be provided in the school. They must
Table VIII

Association of Blind Pupils with Sighted Children of Same Age

<table>
<thead>
<tr>
<th>Number</th>
<th>1. Schools providing opportunities for pupils to have social gatherings with sighted children of the same age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. By inviting sighted children to the school's social events</td>
</tr>
<tr>
<td></td>
<td>b. Permitting pupils to attend social events in the city, such as church parties</td>
</tr>
<tr>
<td>34</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>2. Schools having part of pupils' education carried on in the sighted schools in the city where the blind school is located</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Upper two years in high school</td>
</tr>
<tr>
<td></td>
<td>b. All four years of high school</td>
</tr>
<tr>
<td></td>
<td>c. Only subjects of the high school years</td>
</tr>
<tr>
<td></td>
<td>d. Certain subjects in the upper years of grammar school</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

|        | 2                                                                                                                          |
|        | 4                                                                                                                          |
|        | 1                                                                                                                          |

be provided with ethical ways of acting when in a social group. Also because of the fact that often improper sex ideas accompany loss of vision, and often these ideas are of the lower sort, the school must render adequate counsel in sex to enable the pupil to think of sex as a proper and wholesome urge when used properly. Then there is the matter of the proper attitude towards his own body and person. He must be taught and counseled to practice acceptable social patterns regarding himself. Anti-social attitudes must be eliminated through sound guidance procedure.

Cutsforth (4:149-150) wrote that while the seeing
child is developing in relation to the expanding social world and stimulating objective environment, the blind child also is growing in relation to his environment, yet in an unlike social situation in which his growth draws its relationship to a greater degree from the stimulation that the self can give instead of drawing greatly from the stimulation of others. At the age of puberty the blind child's, as does that in the experience of seeing children, sexual life actually begins. Acts which once possessed merely physical meaning how assume a sexual consciousness. The blind child's world expands into social activity and objective expression, yet his social sexual stimulation is composed of self-generated flights into unreality, and his feelings are resolved through auto-erotic activity.

The blind adult will be dealing with people in business in his everyday purchasing. The guidance program of the school should implant in the pupil's mind the necessity of practicing acceptable business ethics. The visually handicapped person is held in none too complimentary esteem by the average person without practicing questionable business transactions. Every effort, therefore, should be taken to insure sound monetary dealing by the pupils.

A study of table IX will show that moral training has a place in most of the schools for the blind, also
Table IX

Moral Counseling in Schools for the Blind

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Schools providing moral counseling - - - 31</td>
</tr>
<tr>
<td>2.</td>
<td>Schools providing moral counseling in social group relationships - - - - - - 31</td>
</tr>
<tr>
<td>3.</td>
<td>Schools providing moral counseling for proper relation of the two sexes - - - 29</td>
</tr>
<tr>
<td>4.</td>
<td>Schools providing moral counseling to insure business integrity - - - - - - - 28</td>
</tr>
<tr>
<td>5.</td>
<td>Schools providing moral counseling to insure proper attitude toward one's own body and person - - - - - - - 31</td>
</tr>
</tbody>
</table>

that in each area there is a good record. The lowest showing is in the training of business integrity.

Marital Counseling. In the breast of man is the desire to have a mate. The social culture of today recognizes the relationship of legal wedlock as the basis for mating of men and women. The fact that a man or a woman does not have sight does not destroy the mating urge and the desire to satisfy the sex drive. Just as with the sighted, the visually handicapped will marry. The challenging question is, "Whom will they marry?"

On one return of the questionnaire was written, "They marry the one they love," in response to the question about the showing to the pupils the inadvisability of the blind marrying the blind. In response to that statement one must ask as to what love is. Surely it
is not merely an infatuation. Is not true love rather based upon firm ground? It is up to the guidance department of the school for the blind to furnish the mutual grounds upon which love can be built.

Some sighted person would lead men to believe that the blind do not possess the right to marital happiness merely because the person is without sight. Surely the loss of sight does not take from the man or woman the privilege of marriage, any more than the loss of an arm or leg.

The blind should be shown the advisability of choosing a sighted person. In most cases, as high as ninety percent of the cases, the blind couple who marry, will not have a very enjoyable marital life. A few years past one institution for the blind adult had several married husbands and wives who were blind. Instead of marriage being a means of happy fellowship, it became a mere acquaintance ship. Nor is the marriage of a blind couple conducive to sound child rearing and care. Neither of the parents will be able to see the baby, and the child must grow up with no one to supervise his play.

Recently a college student related how he developed a speech defect as a result of not learning to communicate with his voice. His parents were both deaf-mutes who could teach him merely the sign language. Until twelve
years of age this college student had never been taught to say one audible word! At that time he and his sister were removed from the home. The fact that both parents were handicapped prevented their giving to the children the necessities of life. This is a typical example of what happens when a couple with the same handicap get married.

French wrote:

A blind man in his right mind is not going to contract marriage with a blind woman, and if he is not in his right mind, he has no right to be married at all. A blind man who carries no taint of inheritable disease and can decently support a wife and children has as much right to marry and be happy in marriage as any one does. A blind woman of normal health and mentality, has a perfect right to marry and rear children, if a man who can properly support her and her children, sees fit to choose a blind wife--and there are many perfectly charming blind women. (7:229-230)

The guidance program for marital happiness should give instruction in the matter of choosing a mate. It should counsel also in the problems of marriage and family life.

The table on page 88 shows that marital counseling does not have a very good footing in the schools today. One reason is that some of the schools do not have high school grades. Another cause is that the administrators of some of the schools do not consider the matter of enough importance to justify the incorporation of marital
Table X

Marital Counseling in Schools for the Blind

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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Schools providing marital counseling- - - 16</td>
</tr>
<tr>
<td>2.</td>
<td>Schools showing the inadvisability of the blind marrying the blind - - - - - 12</td>
</tr>
<tr>
<td>3.</td>
<td>Schools instructing the pupils in the matter of selecting a mate - - - - - 10</td>
</tr>
<tr>
<td>4.</td>
<td>Schools instructing pupils in problems of marriage and the family life- - - - 12</td>
</tr>
</tbody>
</table>

counseling into the guidance program of the school. The schools which are providing this all-important counseling are to be commended for their fine accomplishment.
Conclusions. In comparing the results gained from the compiling of the answers on the questionnaires with the standards set by recognized authorities in the field of guidance with the visually handicapped certain interesting and noteworthy conclusions were formulated. Perhaps at this time it would be well to bring those conclusions into form in order that an overall picture might be gained of the present status of guidance in the schools for the blind.

1. Although an appreciative number of the schools for blind, being guidance conscious, are giving a commendable guidance service to their pupils, there still is a large number which have not employed a guidance specialist to coordinate the guidance activities of the school. Many of the administrators are reluctant for one reason or another to employ expertly qualified guidance specialists.

2. A greater percentage of the schools, however, are operating a vocational guidance program under the supervision of a vocational guidance committee composed of teachers, supervisors, and housemothers. While most of the schools employing specialists include them on the
committee, there are only a few instances where the specialist is chairman of the committee. Many schools have not recognized the value of having the specialist act as chairman of the committee, which would enable him to better unify the vocational guidance with the other branches of the school's guidance organizations.

3. In most schools the teachers' participation in the guidance program is quite satisfactory, being due no doubt largely to the teachers themselves who, fresh out of training have brought into the schools the latest guidance philosophy and methods.

4. Generally speaking the testing programs in the schools for the blind are far inferior to the standards set up and recommended by the guidance authorities and experts. This situation may be a result of the present experimental stage of testing through which the schools for the blind are passing. Indications are, however, that as time passes the testing process will become more highly perfected for use with the visually handicapped, which will result in a sharp increase in the use of tests in the guidance programs of all the schools.

5. Vocational guidance also is favorably developed in the schools for the blind. Yet, there is need for the students being provided more opportunities to study on a much larger scale, the various vocations, which would en-
able each pupil to become better acquainted with the employee's qualifications such as interests, aptitudes, training which each vocation demands. Another important improvement is a wider practice of segregation of pupils according to their mental abilities in order that pupils may be directed towards vocations suited to their mental capacities.

6. Coming to social guidance, it is discovered that the schools are still prohibiting in many instances, the boys and girls from playing and intermingling on the grounds. In many institutions the only association between the sexes which is permitted outside the classroom occurs in the carefully supervised mixed social affairs. Such a condition does not contribute to assisting the pupils to be at ease when the sexes do meet.

7. Another social guidance practice among most of the schools for the blind is to invite sighted children to be guests at the school's social functions, and to permit the institution's children to attend social events in the city to which they are invited. This assists in the orientation of the visually handicapped children to living with the sighted.

8. Only a few schools for the blind are attempting to place their pupils in the regular sighted schools, which plan has been successful in several schools for the
blind.

9. On the whole moral counseling is being very ably carried on in many of the schools. This includes the counseling on business integrity, which should well be stressed more thoroughly; on sex in the majority of the schools; and on marital matters. The latter is carried on in only a few of the schools.

Recommendations. If a school for the blind is to have a successfully operating guidance program, there are certain things which should be incorporated into the program. The school should employ a well-trained guidance specialist whose duties will be the coordinating of the school's guidance activities. To assist him there should be a vocational guidance committee, made up of the specialist as chairman, teachers, housemothers, and supervisors.

In order that the teachers may render effective service they should be provided at the beginning of the term with pertinent information regarding each pupil. From this information and personal observation the teacher should adapt her teaching material and methods so as to meet the individual needs of her pupils. In this way she will be able to assist them to become adjusted in the school and other realms of daily life. To assure satisfactory pupil-adjustment there should be an effective
remedial program employing definite procedures to discover pupil difficulties. This will make possible the removal of the difficulties, freeing the pupil of the hindering factors. The teacher's instruction must also be so handled as to enable the pupil to work toward definite goals in his vocational and avocational living, his personal health, his student relationships, his community life, and the development of poise and confidence.

As pertaining to a testing program, the school authorities should not be satisfied until they have a program which will adequately meet the needs of the students in their scholastic pursuits, social living and vocational career. In order to fulfill this great need, the testing program must employ adequate achievement testing to enable the teacher and pupil to know what academic progress the pupil has made, and whether or not the accomplishment has proven satisfactory. Also there must be a mental testing program to enable the counselors to place the pupils in the grade levels which will fit their intellectual capacities. In addition there must be a diagnostic-testing program which will enable the teachers and counselors to determine what specific difficulty or difficulties are causing the pupils to do unsatisfactory school work. Besides these, there should be a thorough vocational aptitude testing program which
will enable the placing of the pupil in the right training and vocation.

Vocational guidance must have a large place in the guidance program in any school system, but in the blind school it is especially important. The seeing person may easily find a place for himself in the working world, but if the school for the blind fails in her vocational guidance it is quite probable that the blind person will spend several years without gainful employment. The school should, therefore, study each pupil in the light of vocational potentialities, guide him into the proper training, assist him in the securing of employment, and carry on follow-up supervision to make certain the pupil makes a success. Often, however, the placement and follow-up work with the graduate pupil should be turned over to the state's adult division for the blind.

It must be remembered, too, that vocational guidance must be accompanied with social guidance in the school. Therefore, the guidance program of any school for the blind must provide for the happy association of the sexes on the school ground, the social room, and other social activities. Beside learning to live happily with others of their group, the blind must, through association with the sighted children of their own age, learn to associate harmoniously with the sighted. This
socialization of the blind with the sighted may be realized through social events in which the sighted and the blind enjoy companionship together; also by the placing of the visually handicapped in the regular sighted schools as soon as the pupil can be rehabilitated to where he can successfully enter and remain in the sighted classroom.

No guidance program for the blind is complete without provision for adequate moral training in the social relationships of the pupils and others, the proper relation of the sexes, in business integrity, and in the proper attitude towards his own body and person. One reason why the school for the blind must provide this moral counsel is due to the school's having the child under its care during three-fourths of the year.

If the child is to mature without possessing fears regarding marriage, the school's guidance program must provide marital counseling. The pupil should be shown the inadvisability of the blind marrying the blind. They must understand that much more happiness can be realized if a blind person marries a sighted person. The counselor must instruct the pupil in matters of selecting a mate, by showing the pupil what characteristics a person should look for when choosing a life's partner. Then to insure marital success the pupils should be instructed in
problems of marriage and family life.

Although the present guidance situation in the schools for the blind has some discouraging aspects, there exist many promising indications of progressive developments. More and more of the schools are directing their efforts toward the standards set by the guidance experts. The seed has been sown, the watering is now in process, and ere too long will come the harvest!
BIBLIOGRAPHY


APPENDIX A

A CASE HISTORY
<table>
<thead>
<tr>
<th><strong>PERSONAL DATA</strong></th>
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<td><strong>Fast,</strong></td>
<td>Mary</td>
<td>Louise</td>
<td></td>
</tr>
<tr>
<td><strong>Last Name</strong></td>
<td>First Name</td>
<td>Middle Name</td>
<td></td>
</tr>
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<td>326 John Adams</td>
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<tr>
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<td><strong>Sept. 20, 1928</strong></td>
<td>June 2, 1938</td>
<td>Ten Years</td>
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<td>Date Discharged</td>
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<td><strong>Arthur Fast</strong></td>
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<td><strong>Father’s Name</strong></td>
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<td>Age Nationality</td>
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<td><strong>Ida Payne Fast</strong></td>
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<td>30 U.S.</td>
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<td><strong>Mother’s Name</strong></td>
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Profile of Mary Louise Fast.

Prepared in cooperation with the Guidance Department of the Oregon State School for the Blind.

Facts relating to birth; Had normal delivery. Was not born blind, and there are no other visual defects in the family.

Facts relating to health; Mary has no other physical defects besides her blindness. As to her general physical condition she has excellent health, and has had since infancy.

Facts relating to blindness: In her right eye Mary has five percent vision; in her left eye she has none. The vision she has in the right eye enables her to see large objects and to read large print. The loss of vision is attributed to an accident she experienced when two years of age, at which time while playing with her older brother the point of a pair of scissors was thrust into her left eye causing complete loss of sight in that eye. In sympathetic response the right eye's vision decreased to a mere five per cent. A thorough eye examination on July 29, 1930 revealed there was no hope for the left eye, so the eye ball was enucleated. Regarding the right eye, it
was found to have 4/200 vision. Another examination on May 15, 1938 showed that the vision in the right eye was diminishing to where Mary had light perception only. Doctors advised against an operation at this time.

Facts relating to special qualifications for admission to the Oregon State School for the Blind: Through careful study Mary was found to possess sufficient mental ability to enable her to assume the studies in the third grade. She was able to wash, dress, and feed herself. In addition she was able to attend to the calls of nature without assistance. In addition she had no other defects and had full use of her hands and fingers. Her record of attendance in the public school at Oregon City for her first two grades showed her to be capable of doing very well in her school work and to be very quick to learn.

School record: During her stay at the school for the blind she has made an excellent scholastic record. This has won for her the reputation of being an outstanding and excellent student. Being a good and conscientious worker Mary has progressed normally through the grades, completing the tenth grade at the age of sixteen. Recognizing Mary to be capable of doing work in the regular sighted school Superintendent Dry placed her in the Salem High School for the eleventh grade. This permitted orientation to the sighted classroom under the supervision
of the staff at the blind school. The following year, one additional step further from the watchful care of the school for the blind occurred when Mary entered the high school of her home city.
APPENDIX B

COPY OF THE QUESTIONNAIRE

SENT TO THE

SCHOOLS FOR THE BLIND
Greeting:

Inclosed is a questionnaire covering the counseling program at schools for the blind, such as yours. As a graduate student at Oregon State College, I am seeking information from the several schools in the United States, Hawaii, Porto Rico, and Canada. Since I am preparing for work with the blind, I am interested in what the schools for the blind are doing regarding the guidance of the blind young people.

I realize only too well how busy you educators of the blind are, yet I believe you will be doing the cause a real service if you will give time to this questionnaire, as I plan to make available the information gained from this source. To say the least, I shall be indeed grateful to you for giving this request your careful attention.

You will find inclosed a self-addressed stamped envelope for the returning of this questionnaire.

Thank you for your consideration and response to this request for information which only you can provide.

Sincerely yours,

Kenneth B. Price
QUESTIONNAIRE

Personnel

Do you have a guidance specialist?-------------------

Is he employed full time in guidance work?----

If not, what portion of his time is devoted to such work?-----------------------------------

Are his duties carried on outside the classroom?

---------------------------------------------------------------

Does he give individual counseling?----------

Does he conduct student group discussions on problems common to the pupils?---------------

Does he coordinate the school's guidance program:

   By giving general supervision to teachers in counseling students in their classes?------

   By instructing teachers in counseling techniques?-------------------------------

Does he inform the state officials and citizens regarding the objectives of the school's guidance program?------------------------

Do you have a vocational guidance committee?-----

Is guidance specialist chairman?---------------

Does it include teachers?----------------------

Does it include housemothers and supervisors?-
Teacher's part in the guidance program.

Are teachers provided pertinent information regarding each pupil at the beginning of the term?-----------------------------

Do the teachers give the pupils individual assistance, adapting their teaching methods and course material to each pupil's individual needs and abilities?-------------------------------

Do the teachers have an effective remedial program which seeks out pupil's difficulties and which takes definite steps to reduce or remove pupil's difficulties?-----------------------------

Does the teacher present the studies in a manner to assist pupils to work toward definite goals?

For his vocational life?-----------------------------

For his avocational life?-----------------------------

For his personal health?-----------------------------

For his student relationships?-----------------------------

For his community life?-----------------------------

For developing confidence and poise?-----------------------------

Testing Program

Do you have an achievement-testing program?--------

Do you employ the New Stanford Achievement Tests (Third Edition)?-----------------------------
In Braille?-----------------------------
In sight saving form?-------------------
Do you use the Hahn-Lockey Standard Test of Geographical information?-------------------
Do you use the Curtis Map Test?-------------------
Do you use Terman's English Vocabulary Test?-----
Do you use the Standard Graduation Examination for Elementary Schools?-------------------
Do you use the Sangren Information Tests for young children?-------------------
Do you use the Pressery Test for Practical Information?-------------------
Other achievement tests which you employ:---------
--------------------------------------------------------------------------
Do you have a mental-testing program?---------
Do you employ group intelligence tests?--------
Do you give mental tests?-------------------
Mental tests employed by you:-------------------
--------------------------------------------------------------------------
Do you have a diagnostic-testing program?--------
Is it satisfactory revealing pupils' difficulties?-------------------
Diagnostic tests employed by you:-------------------
--------------------------------------------------------------------------
Do you use vocational aptitude tests?--------
Do they meet the needs of the blind?

Aptitude tests employed by you:

--------------------------------------------------

Vocational Guidance

Are pupils being informed regarding possible fields open to the blind?

Are occupations being studied to discover their characteristics and requirements for the employees?

Is each individual pupil studied to determine his particular aptitudes and abilities in order that he may be trained for the vocation which fits his possibilities for success?

Is opportunity being provided for students to gain experience in vocations?

By being employed part time?

By having duties in the institution?

At the different grade levels—say for instance the sixth grade, ninth grade, and eleventh grade—do you segregate the pupils according to mental ability?

Permitting only those with ability to do higher intellectual work to advance to higher grades?

Directing the others into training fitted to their intellectual level?
Is there an effective arrangement for cooperation between your school and the state agency responsible for the training and placement of the adult blind?------------------------

Social Guidance

Relation of sexes.

Do boys and girls have freedom to play together on the playground?------------------------

Does dining room service provide for intermingling of sexes at tables during meals?-------

Are there "mixed" social gatherings, such as parties?------------------------

Does the school maintain a "social room" where boys and girls may gather together during free hours?------------------------

Do you provide your pupils with association with sighted persons at same age?------------------------

By providing opportunities for them to have social gatherings with sighted children?-----

Do you invite sighted children to the school's social events?------------------------

Do you permit your pupils to attend social events in the city, such as children's parties in the churches?------------------------

By having part of your pupils' education carried
on in the sighted schools in the city where
your school is located?-----------------------
Is this done in the upper two years of high
school?--------------------------------------
Or is it in all four years of high school?-----
Or does it include only certain subjects of
the high school years?-----------------------
Does it include certain subjects in the upper
years of grammar school?---------------------
Is moral counseling provided?------------------
For social group relationships?---------------
For proper relation of sexes?------------------
For business integrity?-----------------------
For proper attitude toward one's own body and
person?--------------------------------------
Are you providing marital counseling?---------
By showing inadvisability of the blind marrying
each other?----------------------------------
By instructing pupils in matters of selecting a
mate?----------------------------------------
By instructing pupils in problems of marriage
and family life?-----------------------------

Personal comments:

Any comments which you would offer as to any of the
questions in this questionnaire will be greatly appreciated.
Use this space and the following sheet for comments and
suggestions.