

THE STATUS OF THE BLIND
IN THE
STATE OF OREGON

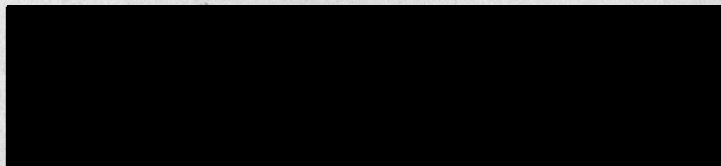
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DEDICATION

This study is dedicated to Dr. Samuel Haig Jameson, Professor of Sociology at the University of Oregon, whose assistance and encouragement has made this study possible, and to Mr. Walter R. Dry, Superintendent of the Oregon State School for the Blind, who has given so generously of his knowledge and experience.

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CHAPTER I

INTRODUCTION

1. The Problem

The state of Oregon has long been interested in the problems of the blind. In 1872 a school for the blind was established in Salem; in 1921 the Oregon Employment Institution for the Blind (now the Oregon Blind Trades School) first began to function as a state institution; in 1936 the state first began to provide pensions for the blind. Although there have been a number of investigations of the two state institutions which care for a portion of the blind in Oregon, there have never been any thorough studies made showing their purposes or accomplishments in detail.

In 1932 the Advisory Board for the Blind attempted a survey of the blind in Oregon. The report of this board, A Survey of the Blind in Oregon, is extremely fragmentary and inconclusive. In fact, neither a fair nor a complete picture of the status of the blind in the state can be gleaned from its pages. The discussion is largely devoted to statistical information and an enumeration of the state programs for the blind, with very little information concerning the actual benefits of these programs to the blind. There are no other studies or reports available which give information concerning the blind of Oregon or the work being done in their behalf.

Approximately \$299,713.80 a year is being spent on the blind in Oregon. This is exclusive of amounts being used for W.P.A. teachers and

readers programs which both help the blind and provide employment. Of the \$299,713.80, \$212,474.00 is expended for blind assistance, \$53,952.50 for the Oregon State School for the Blind, \$31,719.30 for the Oregon Blind Trades School, and \$1,568.00 for the reader's fund. Except for \$105,987.00 which the federal government provides for blind assistance, all of this money is furnished by the taxpayers of the state of Oregon.¹

It is apparent that the programs for the blind in the state are costing nearly one-third of a million dollars a year, yet the citizens and taxpayers of the state have little knowledge, if any, as to how this money is being used or as to how satisfactorily the various programs are working. For these reasons, it is felt that there is a definite need for a study of the status of the blind in the state of Oregon.

2. Methodology

Because it is impossible to understand the present status of the blind separate from their status in the past, some space is devoted to the history of the care of the blind. That part dealing with the history outside of the state of Oregon is based upon published literature. The history of the care of the blind in Oregon has been divided into two parts, one dealing with the Oregon State School for the Blind in Salem and the other with the Oregon Blind Trades School in Portland. Some historical information is presented which is not related to either of these institutions, but because of lack of available information no

1. cf: Blind assistance, governor's recommendations for 1939-1940; Ninth State Budget of Oregon for the 1939-1940 Biennium, p. 132 ff. Oregon State School for the Blind and Oregon Blind Trades School, legislative appropriation for the 1939-1940 biennium, Oregon Laws, 1939, Chapter 838.

Reader's fund, estimated expenditures for the 1937-38 biennium, Ninth State Budget of Oregon for the 1939-1940 Biennium, p. 44.

special section has been devoted to this aspect. Particular attention is focused on the two institutions since all of the available information concerning the history of the blind is centered around them.

The historical information concerning the blind in Oregon comes from three major sources: (1) institutional records, principally the biennial reports, minutes, correspondence, and accounts of the institutions, (2) published information, particularly newspapers and articles published in Oregon magazines, and (3) interviews with workers for the blind and with persons at present or previously connected with the institutions as residents or clients, students, teachers, administrators, and other officials.

A three-fold technique was used in ascertaining the present status of the blind in Oregon:

(1) Statistical. The number and characteristic traits of the blind throughout the state have been studied statistically (a) by consulting institutional records and through interviews with the superintendents of the institutions; (b) through information concerning blind minors made available by the State Board of Health; (c) through partial and fragmentary information made available by the State Relief Committee, and (d) by consulting sundry published information available on the subject.

(2) Interview method. Most of the information concerning the present status of the blind in Oregon has been gathered through a large number of interviews with (1) administrative officers and members of the boards and commissions working with the blind; (2) institutional blind of the two established state institutions for the care of the blind; (3) non-institutional blind, and (4) persons directly related to the care of the

blind, such as relatives, physicians, and independent workers for the blind.

(3) Representative life-historical cases, based upon information obtained (a) by direct interviews with blind persons, their relatives, and the superintendents of the institutions caring for the blind, and (b) by consultation of institutional records. These cases are selected on the basis of the extent to which they are typical of certain classes of blind.

3. Special Difficulties

Considerable difficulty was experienced in obtaining certain types of information. The institutional records of the Oregon State School for the Blind prior to 1931 and of the Oregon Blind Trades School up to the present are very meagre. This made it necessary to rely almost entirely upon the biennial reports, the daily newspapers, and interviews for historical data.

The statistical information comes from a number of sources. Most of this data is probably inaccurate because of (1) the incomplete coverage of the blind, (2) the use of different methods of gathering information, and (3) the use of different definitions of terms and different classifications. Thus the material from the different sources is not comparable, and consequently comparisons with other regions or the observation of trends is impossible. Because the institutional records of the Oregon Blind Trades School were incomplete, an attempt was made to obtain most of the statistical information concerning that institution from interviews with the superintendent.

It was impossible to obtain any very significant information from the State Public Welfare Commission because the law provides that their records are to be kept confidential.² Had it been possible to study these records much more pertinent data would have been available not only concerning the functioning of blind assistance but also concerning the status of blind individuals.

In making the case studies considerable difficulty was encountered in obtaining names and addresses of individual blind persons. The superintendent of the Oregon Blind School was able to furnish names and addresses of some of the former residents of that institution, and the present residents were accessible during only certain hours of the day. The records of the Oregon State School for the Blind were made available and proved to be a fruitful source of information not only for names and addresses but also for more detailed information about its students. Greatest difficulty was encountered in making contacts with those blind who had never attended either of these institutions within recent years.

2. Oregon Laws, 1935, Chapter 60, Section 22: All applications and records concerning any applicant shall be confidential and shall be open to inspection only by the applicant, or his duly authorized representative, or by persons duly authorized by the state or the United States in connection with their official duties. Amended as follows:

Oregon Laws, 1939, Chapter 456, Section 22: The state public welfare commission shall make and enforce reasonable rules and regulations governing the custody, use and preservation of the records, papers, files and communications of the state public welfare department and the county public welfare departments. The use of such records, papers, files and communications by any other agency or department of government to which they may be furnished shall be limited to the purposes for which they are furnished and by the provisions of the law under which they may be furnished. Such records are confidential subject to the rules and regulations of the state public welfare commission.

The list of names furnished by the Talking Book librarian in Portland, while proving to be valuable, was rather selective since primarily the more intellectual blind are making greater use of this service than are the rest of the blind. Both the administrator of the W.P.A. reader's project and the State Relief Administrator refused to furnish names and addresses of adult blind. The blind who are in poorer financial condition were located largely through information provided by the individual readers working on the W.P.A. reader's project and by other blind persons interested in the project.

CHAPTER II

HISTORY OF THE CARE OF THE BLIND

1. History outside of Oregon

Beginnings: Prior to the eighteenth century very little was done in the way of organized help for the blind. In the fourth century a hospice was established for the blind in Asia Minor; similar refuges were established in Syria in the fifth century and in Jerusalem in the seventh century. Shortly afterwards a hospice was set up in France, with similar innovations in Italy and Germany. One of the best known of these institutions was the Hotel des Quinze-Vingts, established in Paris by Louis IX in 1254. In the thirteenth and fourteenth centuries the movement spread more rapidly, and brotherhoods for the service of the blind were also organized in a number of cities. In addition, hospitals and other institutions working with the needy and suffering gave some assistance to the blind. Nothing was done for the education of the blind until the sixteenth century, and these early efforts consisted mostly of written treatises on the subject of teaching the blind, although there are a few instances of individual efforts to actually give instruction to the blind.¹

Education of the Blind in the Eighteenth Century: The first organized attempt to educate the blind had its beginning in 1784 when a Parisian, Valentin Haüy, began experiments in the education of a blind

1. Harry Best, Blindness and the Blind in the United States, (New York: The Macmillan Co., 1934), pp. 300-301.

boy, Francois Lesueur. In 1785 the Institution National des Jeunes Aveugles was opened in Paris through the cooperation of the French Academy of Sciences. This school was taken over by the State in 1791,² the same year in which a school was opened in Liverpool. Other countries soon followed these examples, and interest in the education of the blind was quite pronounced in Europe by the time the work was taken up in the United States.³

Education of the Blind in the United States: Prior to the opening of the first school for the blind in the United States, there were occasional instances of private education on the part of families or friends of the sightless. By 1800 there was evidence of a faint interest in the blind and the problem of their education, and by 1830 this interest was beginning to crystalize. The first legislative recognition of the blind in this country was in 1819 when New Hampshire authorized an enumeration. Four other states followed this example, and in the United States census of 1830 the blind were included. In part as a result of these investigations, interest in the education of the blind was further awakened.³

The pioneer schools in the United States were the New England Asylum for the Purpose of Educating the Blind,⁴ the New York Institution for the Blind,⁵ and the Pennsylvania Institution for the Instruction of

2. Ralph Vickers May, Problems in the Education of Visually Handicapped Children, (Cambridge: Harvard University Press, 1933) p. 21

3. Best, op. cit., pp. 306-307.

4. The present Perkins Institution and Massachusetts School for the Blind.

5. The present New York Institute for the Education of the Blind.

the Blind. The first two of these institutions opened in 1832, and the Pennsylvania school received its first pupils in the following year. The fourth school to open, that in Ohio in 1837, was the first to be directly under state control. Interest in the education of the blind had now developed to such an extent that by 1860 nineteen new institutions were established. Practically all of the schools opened since the Ohio school have been under the control of the state, the total number of such schools being fifty-four in 1933. In addition, there were seven private schools receiving state help.⁶

The early schools met with considerable difficulty in overcoming the attitude so prevalent prior to the time of their establishment that the blind were a hopelessly dependent class for whom nothing could be done to make life more enjoyable. Many people did not understand the true nature of the schools, supposing them perhaps to be infirmaries for the treatment of the eye (largely for the purpose of advancing medical science), or asylums for the care of the blind at the lowest possible expense.⁷ Some of these earliest schools were considered to be experimental, not to be established as permanent institutions until it was felt that their accomplishments warranted such a step.

The early schools placed considerable emphasis upon vocational education:

Before 1840, the schools had high hopes of their pupils' becoming self-supporting citizens. However, after graduates had repeatedly failed to succeed because of public prejudice, a lack of initiative, or the necessary assistance in other respects, the schools clearly saw it their duty to

6. Ralph Vickers Merry, op. cit., p. 27.

7. Harry Best, op. cit., pp. 313-314.

provide facilities whereby their pupils could overcome the burden of idleness and through which they could at least help toward their support. Their inability to succeed in earning a livelihood was responsible for the development of adult workshops in the institutions for the young blind.⁸

Employment Institutions for the Blind: This policy of providing workshops for the adults in the same institutions in which blind children were educated was first followed to provide employment for the graduates of these schools. It was then extended to provide employment opportunities for all adult blind. This policy, however, did not prove to be satisfactory, and the two programs were either carried on in separate institutions or the workshop was discontinued.

In the case of the Perkins Institution, an employment department was opened in 1840. In 1850 a special plant was created for this purpose, and has continued with little change to the present day. In New York an industrial department was established in 1845 but was discontinued in 1862. In that year an independent organization in New York city attempted to carry on an industrial program. Although financial aid was given by the legislature, the city, and by private groups, the program was abandoned after eight years of trial. Similarly, the Pennsylvania Institution provided an industrial department from 1851 to 1883. The abandonment of this enterprise was not due solely to inherent weaknesses, but because two institutions with industrial features had been established in Philadelphia.⁹

The first independent industrial establishment was the Pennsylvania

8. Louise Wilber, Vocations for the Visually Handicapped, (New York: American Foundation for the Blind, 1937) p. 67.

9. Harry Best, op. cit., pp. 496-499.

Working Home for Blind Men, which opened in 1874 and is still in operation. Although a private institution, it receives aid from the state. The Kentucky Manufacturing Establishment for the Blind was opened in 1882 and continued operations for about twelve years. The first employment institution to be supported by public funds was the California Industrial Home for the Adult Blind, opened in 1885. By 1890 four more public institutions were established, but all except one have been discontinued. Since that time, nearly all shops that have been started have continued to the present.¹⁰

The various shops which have been established have been under both public and private auspices, although the trend since 1919 seems to be toward private institutions. In general, the aims of the workshops have been to provide industrial training and a place for employment, although other functions have in some instances formed a part of the program. Among these might be mentioned the providing of libraries, employment bureaus, and homes for the indigent blind.

Industrial institutions have been severely criticized throughout the country, such criticism usually being that the institutions are too expensive, poorly managed, lacking in variety of occupations, or taking on the nature of a poorhouse. Yet, "there has usually been for the greater number of them general sanction and approval."¹¹

Home teaching: In addition to formal, institutional education, home teaching has played a considerable part in the education of the blind in some parts of the United States. Although home teaching by friends

10. Ibid., p. 501.

11. Ibid., pp. 506-7.

and relatives had been practiced for some time, it had its initiation as a formal proceeding in 1882 when the Pennsylvania Home Teaching Society and Free Circulating Library was organized in Philadelphia, and when a women's club in Chicago took over this activity as a part of its work. In 1893, Connecticut created its Board of Education of the Blind which had the specific activity of home teaching. The first distinct legal provision was made in 1899 when the Massachusetts legislature adopted a resolution providing for inquiry into the problem. In 1899 an appropriation was made to carry on this work, which was entrusted to the Perkins Institution until 1916 when it was transferred to the state commission.¹²

During the twentieth century considerable progress has been made in home teaching, until today about eight thousand blind persons benefit from the program, and over half of the states are either conducting or contributing to the work. In most cases the program is carried on either by a commission for the blind or similar body or by the state workshop.¹³

Tactual printing: The story of the invention and development of tactual printing has been very closely related to the education of the blind. The first real step in the development of tactual printing was made by Valentin Haüy in about 1875. His system consisted merely of raised letters which were of the same form used in the conventional alphabet. He and some of his followers experimented with various sizes and kinds of type, and even with serrated letters. However, no really success-

12. Ibid., p. 452

13. Ibid., 454-455.

ful method was developed, even though prizes were offered by various groups, until 1840 when William Moon of England developed his Moon system. His alphabet is linear in form, somewhat resembling the Roman. In no small part due to Moon's missionary zeal, his system became quite popular, and, although, now playing a very minor roll, it is still used by many blind people, particularly those who become blind later in life.

Three names are of significance in the development of the point system of raised printing in Europe. In 1832 a German, Lachmann, presented a point system which, although having all of the tactual qualities of Braille, was too complicated to be easily read or written by the blind.

Charles Barbier, a Frenchman, in 1809 had invented a somewhat similar system intended for military use. He also invented a writing frame which could be used in writing his alphabet. However, both his alphabet and his frame were too clumsy for practical application by the blind, although some efforts were made in this direction. It remained for Louis Braille to develop a satisfactory system of tactual printing. His cell differs from that of Barbier's only in that it is smaller and therefore more easily read and written than any of the earlier systems.¹⁴ His first publication was in 1829, the full system appearing in 1837. Official recognition was given in France in 1854, two years after his death, and Braille was introduced into Great Britain in 1868. However, it was over twenty years before it had general recognition in the blind schools of that country.

Tactual Printing in the United States: The development of raised

14. Richard Slayton French, From Homer to Helen Keller, (New York: American Foundation for the Blind, 1932) pp. 132-153

printing in the United States is quite similar to that in Europe. The first methods employed consisted primarily of raised printing of the ordinary alphabet. Braille became known in the United States in 1860, but point systems did not become firmly established until after the introduction of New York Point in 1868. In 1878 a modified braille, known as American braille, made its appearance. The co-existence of several commonly used types of tactual printing in the United States greatly retarded blind printing for a considerable length of time. It was not until 1932 that both the United States and England adopted Standard English Braille, a compromise between American Braille and Grade Two braille of England. This standardization has made it possible to greatly increase the amount of printed matter available for the blind.

Printing for the blind had its first real beginning in the United States in 1855 with the establishment of the Kentucky Printing House for the Blind, shortly afterwards renamed the American Printing House for the Blind. Until the Civil War this establishment was supported both by direct appropriations of a number of states and by private contributions. After the war, it was largely supported by the various schools--all but one contributing by 1879 when it was subsidized by the federal government. Although there are several other printing houses, the only one of any importance is the Howe Memorial Press, a privately endowed establishment conducted in connection with the Perkins Institute. A number of periodicals are also available.

Blind Pensions: Most of the work done for the blind in the United States has been directly or indirectly of an educational nature. Even the so-called work shops are often, at least theoretically, largely trade

schools. With the beginning of the twentieth century, however, public interest in pensions for the blind was becoming apparent. At that time only a very few states had made provisions for blind pensions, but after the turn of the century many states did so.¹⁵ With the passage of the Social Security Act, assistance to the blind has been offered by a much larger number of states, until today only nine states have no plan of aid to the blind approved by the Social Security Board.¹⁶ One state, North Dakota, while having an approved plan, is spending no money for this purpose.¹⁷ The maximum monthly benefits average around \$30.00. At the present time there is a bill in Congress which would provide a monthly pension of \$50.00 for the adult blind.¹⁸

Other Assistance for the Blind: Although the blind have been given assistance, both public and private, through agencies whose primary interest is not in the blind but rather in some other needy class of society which would include blind persons, there is no available information on either the nature or extent of such assistance.

Summary: From the foregoing it is apparent that the work in behalf of the sightless and the deficient in vision in America has tended to follow the same evolutionary process that it followed in Europe. In both areas work for the blind had meagre beginnings. Education, both cultural and technological and including the development of teaching devices and methods, was the next stage of development. This was followed by the

15. Harry Best, op. cit., pp. 551-552.

16. Connecticut, Delaware, Illinois, Kentucky, Mississippi, Missouri, Nevada, Rhode Island, and Texas.

17. The World Almanac, 1939, p. 593.

18. S. 1766, Introduced in the Senate by Senator McNary on March 13, 1939.

establishing of employment institutions and shops, and finally with blind pensions.

Unquestionably the care of the blind has greatly improved. Most of the sightless and handicapped need assistance in making their adjustment to society, particularly if the handicap is one developed after reaching adolescence and maturity. More recent developments in the care of the blind have been in the direction of assisting them to make a real adjustment to society rather than merely to provide them with the necessities of life.

2. History of the Oregon State School for the Blind

Earliest beginnings: The history of the care of the blind within the state of Oregon follows the same general trends as that for the country as a whole. Interest first developed in the education of the blind, and it was not until thirty years after the establishment of the blind school that an institution for the adult blind was created. Since all of the available information concerning the beginnings of the care of the blind in this state is centered around the blind school, a history of that institution gives a rather complete picture of this history.

There are no records available which show the exact nature of early proposals for the care of the blind in Oregon. The early records of the House and Senate, if such records were made, have been lost. The earliest reference to the care of the blind of which there is any record is the recommendation of Governor A. C. Gibbs, in his message to the Legislature of 1862, that provision be made for the education of the deaf and blind

as soon as the state is in a position to do so.¹⁹ It is also known that several bills concerning the blind were introduced prior to 1872, the first year for which definite information is available. Since most of the early bills deal with the education of the blind, specifically the establishing of a school for the blind, it is probable that these earliest bills were concerned with the same problem.

Legal provisions: The 1872 Legislature passed a law providing for the appropriation of four thousand dollars "to be expended for the education of blind persons of this State." "Full discretion" was given the State Board of Education "to rent such buildings, employ such teachers, purchase such books and provide for boarding and lodging the scholars."²⁰ This Board of Education was the same as the Board of School Land Commissioners which was composed of the Governor, the Secretary of State, and the State Treasurer.²¹ According to the first report of the superintendent of the school, this act was passed "at the suggestion of Miss Nellie Simpson, a blind young lady, and through the efforts and appeals of the officers of state, and a few other friends."²²

The Board, meeting with Mr. and Mrs. Nesbitt and Miss Nellie Simpson on February 26, 1873, adopted the following propositions:

19. First Biennial Report of the State Board of Charities and Corrections for the Partial Biennial Period Ending December 31, 1892 (Portland, Ore.: F.W. Baltus and Co., 1892), p. 282.

20. General Laws, 1872, pp. 102-103.

21. Report of the Commission in Charge and Superintendent of the School for the Education of the Blind, (Salem, Ore.: Mart. V. Brown, State Printer, 1874), p. 3.

22. Ibid., p. 11.

1. The Board will pay to Wm. Nesbitt and wife the sum of five and a half dollars per week for board, lodging, washing and mending, and general care of pupils of the Institution for the Blind; said Nesbitt to furnish sufficient house room for the proper instruction of said pupils.
2. The Board will pay Miss Nellie Simpson the sum of thirty (\$30) dollars per month for instructing said pupils--she to furnish books for instructing the blind, and the use of a cabinet organ for instruction in music.
3. The number of pupils for the first six months from date shall not exceed five, and the following twelve months not to exceed seven.
4. Miss Simpson shall give all instruction...for the first six months, except what may be required of pupils, after which date the state shall furnish a music teacher, not to exceed \$300 per annum for services.
5. All moneys paid by pupils for their own board and education shall go to the State fund for the general support of the institution. Also all the earnings of the pupils outside of their immediate assistance in conducting the school.

The Board reserves the right and privilege of annulling this contract at any time, and changing the management of said Institution whenever its interests appear to require it.

The Board to furnish all necessary medical treatment in case of illness of pupils; also, to furnish beds and bedding to the pupils, which are to be the property of the state.

Rules and Regulations

1. It is expected that the pupils, having a knowledge of their duties and privileges, will observe a proper and correct deportment at all times, and cheerfully obey the orders and directions of those to whom the care of the Institute is intrusted.
2. The pupils must assist each other in their studies, as may be required by the Principal.
3. The pupils must not leave the premises without permission of the Principal.
4. (Students may make complaints to the Board).
5. It is expected that the pupils will attend public worship at least once on Sunday, at such a place as they or their guardians may prefer.²³

The school first opened in February 1873 and closed the following June. Although only two students were present at the time of the opening

23. Ibid., pp. 3-6.

a total of two male and three female students, ranging in ages from twelve to thirty-two attended during the term. Five of these returned for the second term of school when there were a total of two male and six female students in attendance. Their ages ranged from fourteen to thirty-three.²⁴

In December of 1873 a superintendent, Rev. J. H. Babcock, was employed. The following month a superintendent for the school of music was added to the staff.²⁵ Although provision had been made for the use of funds derived from payments by the students, no money was received from them or their parents or guardians.²⁶ The school was evidently functioning as a free school from the first.

Mr. John Babcock included the following discussion of the number of blind in the state in his first report:

The number of blind persons in this State mentioned in the census of 1870 is thirty-five, of whom twenty-three were males and twelve were females. Fifteen of these, eight males and seven females, were between the ages of five and thirty.I think there are at least fifty blind persons residing in the state...(about) one half of these are of suitable age to need and profit by such instruction as Institutes for the blind are intended to give....At this date we know of ten or twelve that wish to attend school; and, doubtless, there would be at least twenty applicants if it were known that they could be received.²⁷

During the first year, the subjects taught in the school included reading, English grammar, composition, writing, United States history, cyphering, pin type printing, music, fancy work, and sewing.²⁸

24. Ibid., pp. 11-12.

25. Ibid., p. 6.

26. Ibid., p. 7.

27. Ibid., p. 14.

28. Ibid., p. 12.

The law of 1874 was more specific in many respects than was the law of 1872. Section three of this act reads:

All blind persons who are residents of this State, of sound mind and in good health, shall be entitled to free education at the Institute, for a period of not more than two years, and the Board of Trustees shall have authority to give full or partial board and maintenance to such pupils as, in the judgment of the Board cannot be supported by their parents or guardian, or friends. The Board shall further have authority to allow pupils, for special reasons, to remain for a longer period than two years.²⁹

At the same time, the school was placed under the control of the new State Board of Education, consisting of the Governor, the Secretary of State, and the State Superintendent of Public Instruction.³⁰

The 1875-6 school year lasted but six months because no funds were available to finance the work. The school was reopened the following fall.³¹ The second biennial report emphasizes the view that the institute was a school, and gave one of its functions as that of curing blindness.³² Mr. Chas. H. Kaiser was appointed principal in September of 1874, and retained this position until sometime between October 1875 and the spring of 1877. He seemingly emphasized the importance of literary, musical, and mechanical education, although he considered the latter field rather neglected in the Oregon school.³³

29. General Laws, 1874, pp. 90-91.

30. First Biennial Report of the State Board of Charities and Corrections For the Partial Biennial Period Ending December 31, 1892, p. 282.

31. The Oregonian, Oct. 5, 1876.

32. Biennial Report of the General Superintendent of the Oregon Institute for the Blind, (Mar. v. Brown, State Printer, 1876) p.5.

33. Biennial Report of the State Board of Education for the Oregon Institute for the Blind, (Frank C. Baker, State Printer, 1889) p. 8. The Oregonian, Oct. 5, 1876.

In the spring of 1877, Mrs. Jennie E. Dawne was appointed principal. She held this office until the temporary closing of the school about two years later.³⁴ She introduced needle and fancy work, and expressed the opinion that there was need for training in making brooms shoes as vocations for the men.³⁵

Early Attitudes of Administrators: Insight into the early attitudes of the administrators is given by the following quotation from the biennial report of 1878:

I have encouraged (music)..., not that it is profitable as a means of making a living, but a pleasant way to sometimes gladden a life of darkness: by this means they always have music at hand when they wish to brighten one of their many sad, dark hours with a merry dance.³⁶

The studies included were mathematics, geography, English grammar, composition, botany, physiology, astronomy, natural philosophy, rhetoric, and logic.³⁷

Politics in the school: That politics began to enter into the picture is evidenced by a letter to the Oregonian written by Mr. Simpson, the superintendent of the Oregon Institute for the Blind, in defense of his having received a salary for this work. The letter was written as a result of charges by the principal that Mr. Simpson had really done no work at the school. Mr. Simpson's defense, in part, was that his total salary as superintendent and as "private secretary" netted him but \$1,450 for the year.³⁸ Evidently, then, his position

34. Biennial Report of the State Board of Education for the Oregon Institute for the Blind, (Frank C. Baker, State Printer, 1889) p. 4

35. Report of the Oregon Institute for the Blind, (Mart. V. Brown, State Printer, 1878, p. 4.

36. Ibid., p. 6.

37. Ibid., pp. 7-8.

38. The Oregonian, Nov. 2, 1878, p. 2, col. 1.

as superintendent was given largely to augment a very small salary which he received for other work which he was doing for the state. In the same letter, Mr. Simpson charged that Mr. and Mrs. Dawne had for years been supported by the political largess of the state.

After having been closed since about 1879, the school was reopened in 1883 with C. E. Moore as superintendent.³⁹ It was during his administration that the school purchased a building and three lots on Twelfth Street at a cost of \$3,250.⁴⁰ The total expense for the biennium ending in 1886, including this building purchase, was \$11,052.76. During this same biennium a census of the blind, made through the county judges, was attempted. Less blind people were found, however, than the 87 previously reported in the federal census of 1880.⁴¹

The ages of the students were still high when compared with the school today, since the youngest was seventeen, while the oldest was forty.⁴² The subjects being taught were much the same as in the previous years.⁴³

Olive M. Capwell was superintendent at the time of the biennial report of 1889. The superintendent's salary had now been increased from the original \$25 per month to \$75 per month, although the next superintendent was to receive only \$50 per month. The superintendent reported that little had been done in the industrial department, even though a broom machine had been purchased. In spite of this, it is stated that

39. Biennial Report of the State Board of Education for the Oregon Institute for the Blind, (Frank C. Baker, State Printer, 1889), p. 8.

40. Biennial Report of the Board of Education for the Oregon School for the Blind, (W. H. Byars, State Printer, 1886), p. 6.

41. Ibid., p. 8.

42. Ibid., p. 9.

43. Ibid., p. 12.

...one grand result of institutions for the blind is seen from the fact that few go out from them into the world to become dependent on charity....It is a mistaken sympathy and an injury to the blind to encourage them to feel that they should be provided for and waited upon through their natural life.⁴⁴

More politics: In 1880 Governor Thayer had recommended that a non-political board be given control over the institution. This was deemed advisable to make it less probable that politics enter in, and because the state officials were too busy to give the school the necessary attention. Such action, however, was never taken. In 1891 difficulties arose because of the insubordination of the teachers. One member of the Board of Education had been selected to look after the school, and the board had not met to consider the school for over a year. There was no definite rule defining the duties of the employees. However, as a result of the difficulties existing between the superintendent and her subordinates and at the suggestion of the Board of Charities, the Board of Education set up regulations which it was hoped would clear up the situation. This, however, was not effective, and because the Board of Education favored the teachers rather than the superintendent, she resigned to be replaced by E. S. Bolinger.⁴⁵

Legal Provisions of 1891: In 1891 the Legislature passed an act providing that the clerks of all school districts report the names of all deaf, mute or blind youth within their districts who were between the ages of six and fourteen. The superintendents of the blind and deaf schools were to receive a list of these children and were to send their parents or guardians the necessary application blanks for

44. Biennial Report of the State Board of Education for the Oregon Institute for the Blind, (Frank C. Baker, State Printer, 1889), p. 10.

45. First Biennial Report of the State Board of Charities and Corrections for the Partial Biennial Period Ending December 31, 1892, pp. 282-284.

admission to the proper institution. Provisions were also made that the county should provide clothing and transportation to and from the school when the parents were unable to do so.⁴⁶ Perhaps in part as a result of this new law, the number enrolled between January 1891 and the time of the biennial report of 1893 was twenty-nine, of whom thirteen were new students. Prior to this time, the highest number in attendance had been sixteen, with the average attendance ranging from two to ten.⁴⁷ E. S. Bolinger, the superintendent, reported over-crowded conditions in the school as a result of the increased enrollment. Other information reported includes the use of New York Point and the rule limiting admissions to blind persons between the ages of six and thirty.⁴⁸ A physician's report was included for the first time.

In 1894 the blind school was moved to the former site of the deaf school⁴⁹ where it has since remained. Prior to the time of moving, sanitary conditions in the school had not been good. The buildings occupied had been used for a number of different purposes, and had often been remodeled.⁵⁰

The biennial report of 1897 reported the ages of admission as being from seven to twenty-five.⁵¹ The total number of "blind inmates" was twenty-one.⁵²

46. General Laws, 1891, pp. 138-139.

47. Eighth Biennial Report to the State Board of Education by the Superintendent of the Oregon Institute for the Blind, 1893, pp. 6-7.

48. Ibid., pp. 7, 14.

49. Papers of Edward C. Robbins in the Portland Public Library.

50. Ninth Biennial Report to the State Board of Education by the Superintendent of the Oregon Institute for the Blind, 1895, p. 20.

51. Ibid., p. 15.

52. Ibid., p. 12.

Legislative Investigation: In the same year, a hearing was held as a result of complaints from the students that the superintendent was incapable of advancing them in their studies, and that he was unable to concentrate. The matter was taken under advisement,⁵³ but no definite action seems to have resulted at the time. Four years later, the Legislature appointed a joint committee to investigate the school, which was under the administration of the same superintendent, J. L. Carter. The report, in part, reads:

We find that there have entered the school during the past two years eleven persons over twenty-one years of age, and we, as a committee, do not think (this)....is for the interests of the state or...of the school...we find that some of them have been turbulent, unsatisfactory, and very hard to manage.....

We are of the opinion that the pupils have been properly fed...and cared for; that...rigorous treatment and undue punishment...does not exist; but we further find that there is a friction...between the pupils...and the management.....This...is not...(caused by) any particular act, or acts, on the part of the management; it is caused principally by a tendency to scold, and...find...fault with the pupils, and a lack of sympathy...This friction has lessened the efficiency and attendance...and (we) recommend that a change be made in the management.....

We believe it would be more for the benefit of the pupils could they be taught more of the useful arts and trades instead of the higher branches of education.⁵⁴

The committee also recommended the union of the blind and deaf schools. The entire report was adopted, resulting in the dismissal of the superintendent, and the desired change in the ages of admission to the school.

The biennial report of 1903 was written by G. W. Jones, who

53. The Oregonian, June 10, 1897.

54. Journal of the House, 1901, pp. 907-908.

resigned sometime during the biennium covered by the 1909 report (published in 1908) to go to the Illinois school.⁵⁵ During the administration of Superintendent Jones, the per capita cost of the institution was reduced from \$306 to \$241 per year, part of this decrease perhaps being due to a somewhat larger enrollment. Mr. Jones introduced a piano tuning department and braille writing.⁵⁶

Compulsory Attendance: A compulsory school law passed in 1907 provided that all children from the ages of nine to fourteen inclusive, and all those between fourteen and sixteen who were not employed, must attend public school unless their education was being otherwise provided for. The law was specifically made to apply to those children eligible for entrance into the blind school in Salem.⁵⁷ The average attendance at the school during the biennium Oct. 1, 1908 to Sept. 30, 1910 increased to thirty, an increase of five over the previous biennium. However, the average daily attendance fell to slightly below twenty-five the following biennium.

Administrative Control: The biennial report of 1909 gives evidence to the effect that the State Board of Education was employing the teachers⁵⁸ although the superintendent was appointing the employees the

55. Biennial Report of the Superintendent of the Oregon Institute for the Blind to the State Board of Education, 1909, (Salem: Willis S. Duniway, State Printer, 1908), p. 5

56. Biennial Report to the State Board of Education by the Superintendent of the Oregon Institute for the Blind, (Salem, Oregon: J. R. Whitney, State Printer, 1903), p. 10.

57. General Laws, 1907, Chapter 79, pp. 133 ff.

58. Biennial Report of the Superintendent of the Oregon Institute for the Blind to the State Board of Education, (1909), p. 5.

following biennium.⁵⁹

Some industrial work was also being carried on at this time, including basketry, weaving, chair caning, and hammock making.⁶⁰

E. T. Moores was superintendent from the time the biennial report of 1909 was written until his death during the biennium covered by the 1919 biennial report. During this period the average daily attendance increased from twenty-five students to slightly over thirty-three. This was accompanied by a definite decrease in daily costs for the institution.⁶¹

The Legislature of 1913 established the Oregon State Board of Control, composed of the Governor, the Secretary of State, and the State Treasurer, and gave this board governing power over the several state institutions, including the Oregon State School for the Blind. Section 14 of Chapter 78⁶² sets forth the duties of the superintendent:

The executive head of the...Oregon State School for the Blind shall be known as the superintendent of said institution....(He) shall be selected and may be removed at the pleasure of the board, and before assuming the duties of... (his) position,...shall take and subscribe to an oath that... (he) will support the Constitution and laws of the United States and the State of Oregon, and...shall furnish to the State of Oregon, subject to the approval of the board, a bond, in such reasonable amount as the board may designate, conditioned upon the faithful performance of...(his) duties. Said...(superintendent) shall, subject to the approval of the board, appoint all assistants, officers and other employees at the... (school), and may suspend or remove them, reporting all acts of suspension or removal to the board

59. Seventeenth Biennial Report of the Superintendent of the Oregon Institute for the Blind to the State Board of Education, (1911).

60. Biennial Report of the Superintendent of the Oregon Institute for the Blind to the State Board of Education, (1909), pp. 15-16.

61. Fifth Biennial Report of the Oregon State Board of Control, (1923), p. 203.

62. General Laws of Oregon, 1913.

for approval or disapproval....(He) shall have control of the wards of the State at the...(school); shall prescribe or direct their treatment, care, custody and discipline, unless otherwise directed by law or by rules of the board; adopt sanitary measures for their health and comfort; promote their mental, moral and physical welfare and development; and shall enjoy such other powers and privileges and perform such other duties as may be prescribed by law or rule of the board, or as naturally attach themselves to... (his position). ... (He) shall reside at the (school) and shall be furnished, free of charge, with a residence or house-keeping rooms for himself and his immediate family, household furniture, provisions, heat, and light from the supplies of the said institutions.

The salary of the superintendent was set by law at \$1,200, although the Legislature of 1921 amended this portion of the act, giving the Board of Control the authority to fix the salaries of the executive heads of all institutions under its control.⁶³

Further Legal Provisions: Section 27 of Chapter 78, General Laws of Oregon, 1913, makes the following provisions concerning the blind school:

The Oregon State School for the Blind, situate in the city of Salem, county of Marion, shall be used as a free training school for such blind persons as are now or may hereafter be enrolled; provided, however, the length of time which any pupils may continue in school shall not exceed ten years, except in special cases the board may extend the time from year to year. No pupil shall be detained in school after it has been ascertained that such pupil has ceased to make progress or is not being benefited. Any pupils may be dropped for cause, at any time, by the board. It shall be the duty of the superintendent of said school to see that each person enrolled is given reasonable

63. General Laws of Oregon, 1921, Chapter 179, p. 332.

instruction in the subjects taught at said school, and to select the necessary teachers and employees for the successful maintenance of said school according to the methods in vogue in similar institutions.⁶⁴

This law differs somewhat from a bill introduced into the house during the same session, which would have provided that this free education at the school should extend for "a sufficient time to enable such blind person to obtain a common school education, and to master such trade or special branch of learning as shall enable such person to earn a living by such trade or learning" and giving the Board of Education power to allow pupils, for special reasons, to remain in the school for an indefinite period of time.⁶⁵

The same Legislature passed laws concerning the reporting of blind children to the superintendent of the school, and providing that the county court must pay for the clothing and traveling expenses to and from the school for all indigent blind children.⁶⁶ These laws do not differ fundamentally from similar laws passed in 1891.⁶⁷

Under Superintendent Howard: Following the death of E. T. Moores, his wife, May Moores, was superintendent for about a year. J. W. Howard was made superintendent in about 1920. A rather strict disciplinarian, he tried to prevent the intermingling of the sexes. His administration was very unpopular with the students. During his

64. General Laws of Oregon, 1913, Chapter 78, Section 27.

65. House Bill No. 362, 1913 Legislature.

66. General Laws of Oregon, 1913, Chapter 342, Sections 18-20.

67. Supra, pp. 23-24.

administration the Legislature of 1923 appropriated the sum of \$35,000.00 for the construction of a fire-proof cottage,⁶⁸ which served as a boys' dormitory.

In 1925 a bill was introduced in the Oregon Senate which would have created a Board of Regents for the deaf and blind schools. This board would have consisted of five persons: the Superintendent of Public Instruction, the deans of the schools of vocational education of the University of Oregon and Oregon Agricultural College, the president of the Oregon Normal School, and three citizens, at least two of whom should be women, to be appointed by the Board of Control. This uncompensated board was to have the duties of establishing standards of qualifications for the superintendents and the instructors, and of furnishing the Board of Control with a list of eligible persons from which appointments were to be made. They also would have had the duties of providing courses of instruction, vocational training, and other activities which would bring about the best development of the children attending the schools.⁶⁹ This legislation did not pass, however, and the school has remained under the control of the State Board of Control.

The 1929 Legislature passed legislation governing attendance at the blind school. In the main, it provided that the school should be a free school; that the length of time which any pupil may remain in school shall be limited to ten years unless exception is made in specific instances by the Board of Control; that any student unable to make further progress should not be retained in school; and that the Board of Control could

68. General Laws of Oregon, 1923, Chapter 253, p. 355.

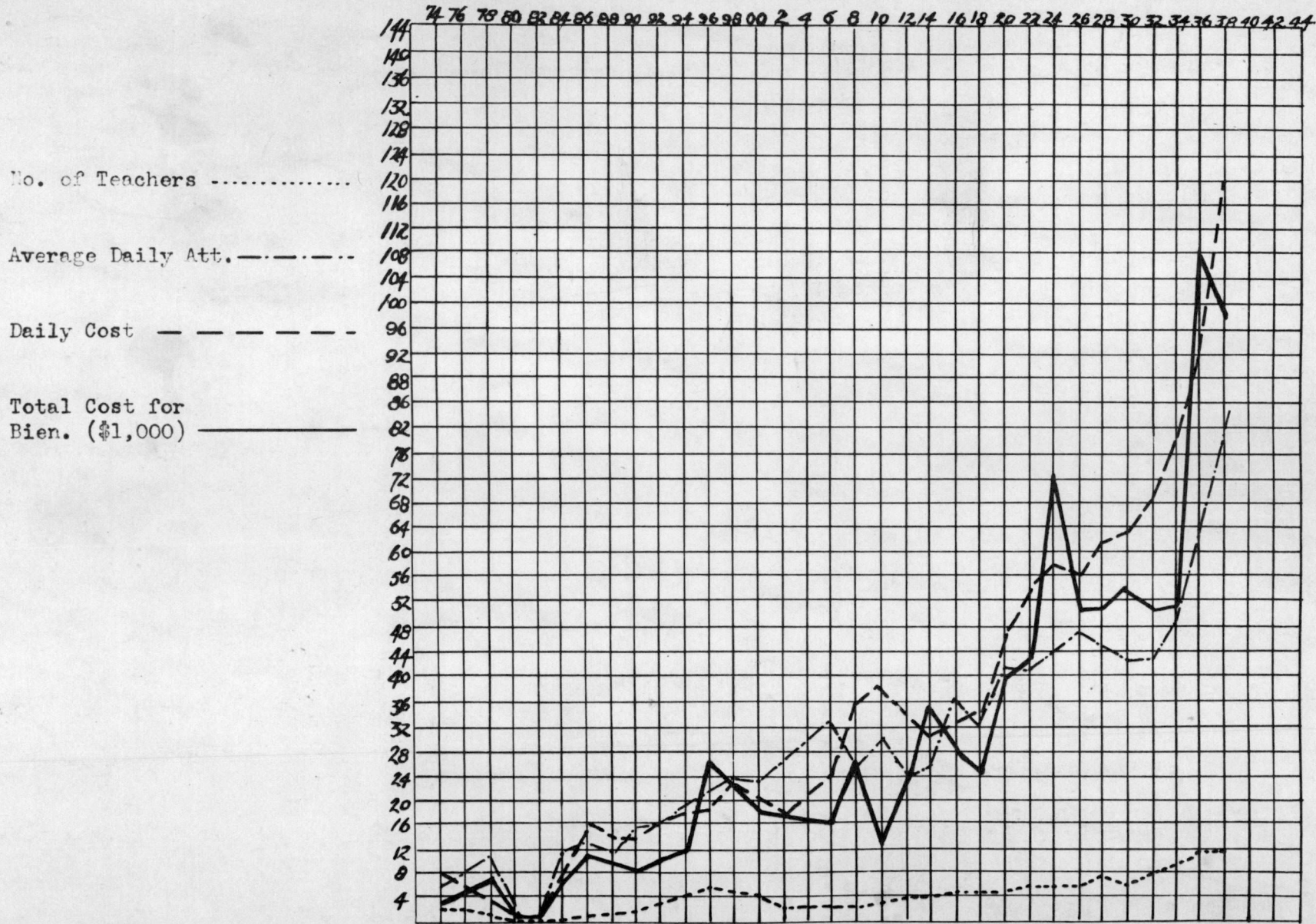
69. Senate Bill 56, 1925 Legislature.

drop any student at any time for cause. Provision was also made that the board could deny admission to persons not suitable to be received or instructed. The superintendent was given power to select teachers and employees.⁷⁰

During the latter part of his administration, Superintendent Howard was failing mentally to the extent that his wife was virtually the superintendent. Shortly after leaving the institution, he was placed in a sanitarium. Mr. Walter Dry, the present superintendent, replaced him on August 15, 1931. Under the present administration, the number of students attending the school has greatly increased, making necessary the construction of a new boy's dormitory in 1936.

Since it was first opened in 1874, the Oregon School for the Blind has shown a steady and continuous growth, a growth which has been greatly accelerated since the last change of administration in 1931. This growth, as it is shown by increases in number of teachers employed, the average daily attendance, the daily cost, and the biennial cost, is shown by the graph on page 32.

70. General Laws of Oregon, 1929, Chapter 276, p. 297.



GRAPH I Growth of the Oregon State School for the Blind

3. History of the Oregon Blind Trades School

Beginnings: When the Oregon Blind School in Salem was first established, it attempted to educate the adult blind as well as the young. Gradually, however, it was changed to a school for the education of blind children of elementary and high school age. With this change, it became apparent that the state had no specific program of any kind for the adult blind.

Sentiment favoring the establishing of an institution which would meet the needs of the adult blind is evidenced as early as 1895 when the superintendent of the blind school in Salem recommended the construction of a home for the dependent blind, as the only means for caring for them was to place them in county homes.⁷¹ Although the Legislature of 1895 appropriated \$3,000 for this purpose, none of it was expended because "the state board of trustees deemed it not legal."⁷²

There is no further evidence of interest in the problems of the adult blind until 1913 when a movement was begun in Portland to establish a trade school for them. As a result of the efforts of a few blind men, the mayor of Portland, and particularly of the Press Club of Portland, a "shop" was opened in December 1913.⁷³ This institution was placed in the hands of Mr. Mullin, formerly superintendent of the Washington State School for the Blind at Vancouver, who gave his services

71. Ninth Biennial Report to the State Board of Education by the Superintendent of the Oregon Institute for the Blind, (1895), p. 32.

72. Tenth Biennial Report to the State Board of Education by the Superintendent of the Oregon Institute for the Blind (1897), p. 11.

73. Oregon Journal, Nov. 14, 1913. The Oregonian, Nov. 19, 1913, p. 4., col. 4, and Dec. 8, 1913, p. 16., col. 1. Interview with J. F. Myers, Dec. 29, 1938.

free of charge.⁷⁴ The newly opened "shop," located in the city shops at First and Madison streets, offered work in chair caning and other lines of work.⁷⁵ This was the first time anything had been done for the blind in Portland.⁷⁶

Relation to the Portland school board: On March 9, 1914, the Portland school board took charge of the "shop", which prior to that time had been supported largely by public subscription. At this time the "shop" was moved to the School of Trades⁷⁷ and Mr. J. F. Myers was made principal.⁷⁸ He was considered qualified for the position because he had served as an instructor in both the Denver school and shops and because he was able to teach piano tuning, basket making, broom making, mattress making, chair caning, and other trades.⁷⁹

During the year there were about fifteen blind attending the "school" daily. The Multnomah county farm was sending some, allowing twenty dollars a month for each.⁸⁰ This is of significance for it indicates the nature of the care being given the blind prior to this time.

74. The Oregonian, Dec. 8, 1913, p. 16, col. 1. Oregon Journal, Nov. 14, 1913.

J. F. Myers, in an interview on Dec. 29, 1938, stated that the "shop" was opened on Dec. 1, 1913, with six men attending. No salaries were paid the instructors. His account differs from that of the newspapers of the time in that he reports that he "took charge" at the time of the opening. Since the newspaper reports are consistent in referring to Mr. Mullin as superintendent and in placing Myers' appointment at a later date, it is assumed that their account is the more accurate. There are no other available sources which might be used for verification.

75. The Oregonian, Jan. 10, 1914, p. 9, col. 4. Interview with J. F. Myers, Dec. 29, 1938.

76. The Oregonian, Nov. 19, 1913, p. 4, col. 4.

77. Now Benson High School.

78. Interview with J. F. Myers, Dec. 29, 1938. Myers stated that the school board "furnished money" although The Oregonian on Dec. 15, 1915 reported that the school board had furnished no money for the project.

79. Oregon Journal, Feb. 8, 1914, sec. 4, p. 8, col. 1.

80. Interview with J. F. Myers, Dec. 29, 1938.

State Interest: Mr. Myers was very anxious to have the state take over this work, but it was not until 1917 that the first bill dealing with this institution was introduced into the Legislature.⁸¹ This bill, as well as one introduced into the Legislature of 1919,⁸² failed to pass. The special session of the Legislature held in 1920 passed the following bill which finally resulted in the creation of a state institution:

Section 1. It is hereby provided that a tax of one-sixth ($1/6$) of a mill shall be levied in the year 1921 by the state of Oregon upon all assessable property within the state, for the purpose of erecting and equipping an institution for the purpose of teaching such arts and trades to blind persons as shall be deemed advisable to be taught by the Oregon state board of control, and it is further provided that a tax levy of one-twenty-fifth ($1/25$) of a mill shall be levied in 1921, and each year thereafter, on all the assessable property within the state of Oregon for the purpose of maintaining said institution.

Section 2. The said institution shall be known as the Oregon employment institution for the blind. It shall be located within the corporate limits of the city of Portland, state of Oregon, and shall be open to blind persons who have resided within the state for three years next preceding their making application for admission to said institution, upon the recommendation of the state board of control.

Section 3. The proceeds of all sales of finished products of the labor of said blind inmates, while attending the said institution, shall be turned over by the Oregon state board of control at the time of filing the quarterly report to the state treasurer, and shall thereafter become a part of the general fund. The unused proceeds of the annual tax of one-twenty-fifth ($1/25$) of a mill shall be turned over by the state board, to the state treasurer at the time of filing the last quarterly report of each year and shall thereafter become a part of the general fund.

Section 4. In the manufacturing of products by the inmates of said institution, the Oregon state board of control shall fix a certain sum for each finished product, the same to be paid as compensation for the labor of said inmates and shall be drawn out of the general fund each

81. House Bill 65, 1917 Legislature.

82. House Bill 264, 1919 Legislature.

and every month upon an itemized order of the superintendent of said institution and upon the approval of the board of control.

Section 5. Nothing in this act shall be construed to prevent the said board from providing, as part of this institution, board and lodging accommodations to the inmates thereof.

This act is hereby referred to the people for their enactment or rejection.⁸³

Because of a technical defect, funds for the institution were not made immediately available. For this reason the Legislature of 1921 made a special \$15,000 appropriation for the institution, which was to be operated in rented buildings.⁸⁴ This same Legislature also passed an act which more clearly defined the powers of the Board of Control in relation to the new institution. This board was empowered to "govern, manage, and administer the affairs" of the institution and to purchase land and erect buildings. It was also empowered to make expenditures "for the purpose of teaching, instructing, maintaining, supporting, and employing the adult blind who may be admitted to said institution" and to equip and maintain the institution. It was granted full power to employ all the necessary employees, to make the necessary rules and regulations for the governing of the institution, and to fix wages and prices. Specific provision was made that those blind who, in the judgment of the Board of Control, required it might work in their homes. Provision was also made for the employment of a field officer "to work outside of said institution...for the purpose of informing the adult blind of the conditions at said institution and to advise them with reference to gaining entrance or admission thereto". A library of embossed

83. General Laws, 1920, Chapter 39, pp. 72-3.

84. General Laws of Oregon, 1921, Chapter 313.

books was also to be established.⁸⁵

Mr. J. F. Myers, who had been serving as principal of the Portland School for the Sightless, was selected as superintendent. His salary, \$1,700 per year, was to remain the same.⁸⁶ The Portland School for the Sightless was at the time giving training to thirteen blind persons. The new legislation placed the work of this school in the hands of the state, and the Portland school board donated its equipment to the new institution.⁸⁷ In the early part of April a building located on East Burnside was rented.⁸⁸ In the new location, provision could be made for twenty-five blind students and their families.

The purposes of the institution, as set forth in the law, were many. Although called the "Oregon employment institution for the blind" in the legislation passed, it seems to have been established for the purposes of "teaching, instructing, maintaining, supporting and employing the adult blind."⁸⁹ The newspapers were fairly consistent in referring to the institution as a "school" and to its inmates as "students," although mention is also made of its function as an employment bureau. It was evidently the desire of the first superintendent that the new institution should serve as a "headquarters" or "clearing house" for the work of the blind; it was to be a combination of trade school, employment institution or workhouse, employment agency, and home for the indigent blind.⁹⁰

85. General Laws of Oregon, 1921, Chapter 72.

86. Portland Telegram, Mar. 22, 1921. Interview with J. F. Myers, Dec. 29, 1938.

87. Oregon Journal, Mar. 31, 1921, p. 14, col. 1.

88. Interview with J. F. Myers, Dec. 29, 1938.

89. General Laws of Oregon, 1921, Chapter 72, p. 99 ff.

90. Interviews with J. F. Myers, Dec. 29, 1938, and Feb. 4, 1939.

The purposes of the institution have remained equally poorly defined to the present time.

Functioning under the Board of Control: In December, 1921, it was being tentatively planned that the twenty-four men then "inmates" would devote their entire time to broom-making, and the five women were to take up the work of chair caning, then done by the men. At the time the women were making baskets and doing bead and fancy work.⁹¹

In January, 1922, trouble broke out in the institution after the superintendent swore out a warrant for the arrest of two blind men on charges of trespass at the institution. This trespass consisted of refusing to leave when ordered to do so because they were not legally eligible for state support. The State Board of Control had threatened to withdraw state support unless these men were removed.⁹² After the men spent one night in jail, they were acquitted and returned to the institution. The defendants stated that the trouble arose because of protests over unsatisfactory conditions, while the superintendent considered their removal to be essential to the maintenance of discipline.⁹³

Investigation: Complaints both from within and from the outside continued to reach the Board of Control. Finally, the Governor appointed an investigating committee consisting of five members. The State Board of Control was credited with the following statement:

For the sake of the institution, its wards and the people of the state, a full, free and impartial investigation should be made for the purpose of remedying bad conditions, if they exist, and to ascertain fully and truthfully what the conditions are.⁹⁴

91. The Oregonian, Dec. 6, 1921, p. 7, col. 2.

92. Ibid., Jan. 7, 1922, p. 1, col. 5.

93. Ibid., Jan. 8, 1922, p. 9, col. 5.

94. Ibid., Jan. 14, 1922, p. 1, col. 3.

The investigation, begun on January 27 and concluded on February 9, resulted in the complete exoneration of the superintendent and the committee recommended the "immediate dismissals" of five residents of the institution. The trouble was attributed to the loss of perspective on the part of the complainants.⁹⁵

The Board of Control concurred with the opinion of the investigating committee and ordered the dismissal of the five trouble makers,⁹⁶ and gave them ten days in which to find places to live.⁹⁷ One month later, four of these inmates had left the institution and were living with relatives or friends, while one was permitted to remain.⁹⁸ Two of those leaving the institution were forcibly evicted.⁹⁹

Affairs at the institution evidently progressed more smoothly for a time. In April the superintendent reported that three more could be cared for and that there was need for broom-making equipment and looms for the making of rugs and carpets.¹⁰⁰

Purchase of site: During this time, the Board of Control and the investigating committee had been searching for a suitable site upon which to construct the new institution. The present site at North East 32nd

95. Ibid., Feb. 24, 1922, p. 1, col. 3. Although Mr. Edward Robbins stated in an interview on Dec. 29, 1938 that a "confidential report" did not exonerate Myers, no further evidence of this report has been found.

For testimonies, see: The Oregonian, Jan. 28, 1922, p. 20, col. 1; Jan. 29, 1922, p. 10, col. 1; Feb. 3, 1922, p. 9, col. 1; Feb. 7, 1922, p. 12; Feb. 9, 1922, p. 4.

96. The Oregonian, Feb. 23, 1922, p. 7.

97. Ibid., Mar. 5, 1922, p. 6.

98. Possibly because a suitable place for him could not be found.

99. The Oregonian, Mar. 5, 1922, p. 6; Mar. 15, 1922, p. 6; Mar. 17, 1922, p. 13, col. 1; April 6, 1922, p. 19.

100. Ibid., April 18, 1922.

and Glisan was finally decided upon as being the "best buy", and the eleven acres were purchased for the sum of \$12,500. Actual construction of the buildings began in January, 1923, and the school was moved in June of that year. The blind residents were privately boarded, at the expense of the state, from June until October when construction was completed.¹⁰¹

Succession of Superintendents

J. H. Myers: There was considerable discussion during this period concerning whether or not to retain the blind superintendent.¹⁰² In November, 1923, Mr. Myers sent in his resignation because the board was placing instructors without consulting him, thus causing friction within the institution.¹⁰³ He stated that he lacked the proper support of the board which was necessary to his success, and that the first information that he had received to the effect that he was to be removed had come from the press and not from the Board of Control.¹⁰⁴

The real reasons for the final dismissal of Mr. Myers are difficult to ascertain. Unquestionably he had his difficulties while acting as superintendent of the school. However, the investigating committee evidently completely exonerated him of all charges. There is considerable evidence available which leads to the conclusion that he may have been

101. Interview with J. F. Myers, Dec. 29, 1938.

102. Portland Telegram, Oct. 16, 1923, p. 1, col. 2; Oct. 17, 1923, p. 11, col. 1

103. Portland Telegram, Nov. 28, 1923, p. 1, col. 1.

104. The Oregonian, Nov. 29, 1923, p. 10, col. 1.

discharged in order to make a place for the aging Mr. Goodin. Myers himself says that he was "compelled to resign because of politics."¹⁰⁵ On the other hand, his difficulties have been attributed to lack of tact,¹⁰⁶ and to blindness.¹⁰⁷

R. B. Goodin: The secretary to the Board of Control, R. B. Goodin, became acting superintendent of the institution on November 30, 1923 and was given the permanent appointment on May 7, 1924. He was 72 years old at that time. The appointment was made in spite of opposition on the part of friends of Myers and on the part of the Secretary of State who wished to retain Goodin as secretary to the Board of Control.¹⁰⁸

In March it was decided to retain Myers in the capacity of field agent at a salary of \$200 per month.¹⁰⁹ The superintendent's salary at the time was \$1,800 per year.¹¹⁰

According to Mr. Myers, Goodin had no policy other than that of saving money in order to return more to the general fund.¹¹¹ Upon the death of Mr. Goodin in September, 1924, his wife took over the work, acting as superintendent until May 15, 1925.¹¹²

For a while after his resignation, Myers traveled about the state interesting the blind in the institution. However, in January 1925 he

105. Interview, Dec. 29, 1928.

106. Interview with Ed. C. Robbins, Dec. 29, 1938.

107. Interview with Orville Gamble, ex-superintendent, Dec. 29, 1938. Interview with Margaret Bondurant, former chairman of the Advisory Board, Jan. 24, 1939.

108. The Oregonian, Feb. 24, 1924, p. 7; Mar. 26, 1924, p. 2, col. 3; Mar. 30, 1924, p. 9; May 7, 1924, p. 6, col. 3; Oregon Journal, Mar. 26, 1924, p. 8

109. Oregon Journal, Mar. 26, 1924, p. 2, col. 3.

110. Sixth Biennial Report of the Oregon State Board of Control, (1925), p. 288.

111. Interview, Feb. 4, 1939.

112. Sixth Biennial Report of the Oregon State Board of Control, (1925), p. 280; Seventh Biennial Report of the Oregon State Board of Control, (1925), p. 280.

appeared before the Board of Control seeking work, stating that he had done nothing since early October to justify his remaining on the payroll. In February he complained that the superintendent considered his activities an intrusion. At this time it was also inferred that the new Board of Control might effect certain changes in the heads of the institutions.¹¹³ This new Board of Control undoubtedly refers to the replacing of State Treasurer Jefferson Myers by Thomas Kay on January 4, 1925.¹¹⁴

Of fifty-two residents present in January 1925, three were caning chairs, three making rag rugs, one weaving rags, and eight making brooms. Wages were very low--\$1.75 to \$2.10 for making rugs and about \$1.25 a day in the broom shop.

It is apparent that the present use of the institution is as a home for the blind rather than a school, and Mrs. Gooding stated that it is in actuality a home.

The institution under Mrs. Goodin's care, while it lacked in arrangement to keep the inmates studying, was in excellent condition from the housekeeper's point of view.¹¹⁵

The only new legislation passed during the period covered by the second biennial report of the Oregon Employment Institution for the Blind was an act passed in 1923 providing that the property left at the institution and belonging to inmates who either left the institution or died should escheat to the common school fund unless claimed by the individual or his heirs within a year of the time of his leaving or of the time of

113. Oregon Journal, Jan. 7, 1925, p. 2, col. 4; Feb. 8, 1925, sec. 1, p. 6.

114. Oregon Blue Book, 1937-1938, p. 165.

115. Oregon Journal, Feb. 8, 1925, sec. 1, p. 6, col. 1.

his leaving or of the time of death.¹¹⁶

W. J. H. Clark: Shortly after the close of the Legislature, Mrs. Goodin resigned her position as superintendent, evidently as a result of the dissatisfactions expressed. In April, W. J. H. Clark, a state senator from Multnomah County, was appointed as her successor. Clark was a former member of the Portland school board and had been a business man in Portland.¹¹⁷ Mrs. Clark, appointed matron, was a member of the Portland women's club. Political influence was undoubtedly a very important factor in these appointments.¹¹⁸ About all Mr. Clark accomplished while superintendent was to keep the shops going.

In 1925 a campaign was begun to create a home for the indigent blind, and in December 1925 headquarters were opened to raise funds for this home. An organization, called the Oregon Benevolent Association for the Blind, was formed for this purpose.¹¹⁹

Although nothing ever developed from this move, it is of significance in showing that the problem of caring for the aged, indigent blind was not being solved even though the Employment Institution was serving, at least in part, as a home for the indigent blind.

In June, 1926, W. J. H. Clark was stricken with paralysis and was no longer able to continue his work. At this time Carl Abrams, secretary to the Board of Control, took over the superintendent's position

116. General Laws of Oregon, 1923, Chapter 58, p. 85.

117. The Oregonian, April 23, 1925, p. 14. Interview with J. F. Myers, Dec. 29, 1938.

118. Interview with Mrs. Margaret Bondurant, Jan. 24, 1939.

119. Oregon Journal, Dec. 6, 1925, p. 14, col. 4. The association mentioned was an organization of blind people and of those interested in the blind, according to papers of Ed. C. Robbins in the Portland public library.

with the assistance of Mrs. Clark.¹²⁰ He found the books to be poorly kept and called in an accountant to organize them. It was also necessary to waterproof the buildings.¹²¹

C. T. Roberts: The arrangement of having Mr. Abrams and Mrs. Clark carry on the work of the institution was not intended as a permanent one, and on July 16, 1927, Mr. C. T. Roberts, brother-in-law of State Treasurer Thomas B. Kay, was appointed superintendent. He was totally inexperienced, having previously been a Hood River apple grower.¹²² Ill with tuberculosis at the time of his appointment, he was able to carry on his duties only until about August, 1928. While he continued to hold the position, his wife was really the acting superintendent until his death in March, 1929, when she was officially appointed to the position.¹²³

Mrs. Bondurant, who had been interested in the problems of the blind, had hopes of solving the difficulties which had continually been present by establishing an advisory board for the blind. As a result of a conversation with Thomas Kay concerning the possibilities of this proposal and concerning the problems of the institution, she received permission to make an investigation. She and Mrs. Teiser, who carried on this investigation, found the main difficulties at the time to be the lack of employment for the blind and the virtual absence of activities. Mrs. Roberts was leaving the shops largely to themselves; broom making

120. Seventh Biennial Report of the Oregon State Board of Control, (1927), p. 160. Interview with J. F. Myers, Dec. 29, 1938.

121. Seventh Biennial Report of the Oregon State Board of Control, (1927), p. 160.

122. Interview with J. F. Myers, Dec. 29, 1938; The Oregonian, June 30, 1927, p. 17.

123. Interview with J. F. Myers, Dec. 29, 1938. Ninth Biennial Report of the Oregon State Board of Control, (1930), p. 216.

was virtually the only industry being carried on, although there was some rug making and chair caning. Wages paid to the blind were about seven cents an hour. The superintendent was not a businesswoman, but was doing well as far as feeding and housekeeping were concerned.¹²⁴

There was considerable friction at the institution.¹²⁵

The Advisory Board: In 1931 the Legislature passed an act creating the Advisory Board for the Adult Blind.¹²⁶ Although three

124. Interview with Mrs. Margaret Bondurant, Jan. 24, 1939.
Interviews with Mr. Walter Dry, Dec. 22, 1938, and Ted Hansen, Feb. 3, 1939.

125. Interview with Ted Hansen, Feb. 3, 1939.

126. Oregon Laws, 1931, Chapter 65: Section 1. The governor shall appoint an advisory committee of five members who shall be known as the Oregon state advisory board for the adult blind and who shall serve without compensation. Upon this act becoming effective the governor shall appoint two members of said commission for a term of five years, two members for a term of four years, and one for a term of three years, and thereafter each member appointed to said commission shall serve for a term of five years from the date of his or her appointment; provided, that an appointment may be made for the unexpired term of any member who for any reason fails to complete the term for which such member has been appointed.

Section 2. The Oregon state advisory board for the adult blind shall visit the Oregon employment institution for the blind as often as they may deem advisable and shall make recommendations in writing to the board of control upon the matters pertaining to the employment of the superintendent of said institution, to the rules of admission to said institution, to the training to be furnished at said institution, and to any other matters of policy which shall come under the observation of the board.

Section 3. The membership appointed to the Oregon state advisory board for the adult blind shall be citizens of the state of Oregon of legal age and shall receive no remuneration for their services. No paid employe or member of any agency carrying on work for the blind in the state of Oregon or elsewhere shall be eligible for appointment to said commission.

temporary committees had investigated the institution, this was the first time that any permanent board had been created, and it was the first time that legislative action in this direction had been taken. Prior to this time, the institution was solely under the supervision of the Board of Control.

This legislation marked the beginning of a series of attempts to solve the problems of the Oregon Employment Institution for the Blind. The first Advisory Board consisted of Mr. Kronenberg, Mrs. Margaret Bondurant, Mrs. Sidney Teiser, and two blind men, Ted Hansen and B. F. Irvine.

Walter Dry: Not long after the Advisory Board began to function, Mrs. Lenore Kay Roberts resigned her position, and in October, 1931, Walter R. Dry was made superintendent.¹²⁷ At the time of his appointment he was superintendent of the Salem school. He acted as superintendent of both institutions from October, 1931 until August, 1932, and has continued as superintendent of the Salem school to the present time.

A number of reasons have been given for Mr. Dry's resignation as superintendent at Portland. Mr. Myers feels that, although he is well qualified to work with the younger blind, the work with the adult blind "is out of his line". Two of the members of the Advisory Board attribute his difficulties largely to unsatisfactory employees in the institution who were placed there by the State Treasurer as a member of the Board of Control. Undoubtedly no small factor in the failure of the arrangement lies in the difficulties encountered when one man tries to hold two positions in separate communities.

127. Interview with J. F. Myers, Dec. 28, 1939.

Orville Gamble: Following Mr. Dry's resignation, his assistant, Mr. Orville Gamble, was appointed his successor. He was recommended for the position by Mr. Dry, and received the enthusiastic support of Mrs. Bondurant and Mrs. Teiser, who were members of the Advisory Board.

The new superintendent desired to make as many of the blind as possible independent. In order to accomplish this, he encouraged the blind to live at home, even though working in the shops, by paying them a higher wage than was paid those living in the institution. He attempted to place the shops on a self-sufficing basis, and to keep up an even, steady production. He was able to build up a market for self-service baskets for grocery stores by employing sighted inspectors and thus insuring satisfaction. He made every effort to remove the institution from politics, and a political recommendation was considered to be sufficient reason to disqualify the applicant. He feels that he was given more latitude in running the institution than any other superintendent, since his "two sets of bosses," the Advisory Board and the Board of Control, were unable to agree, leaving him to do virtually as he desired.

Because (1) he did not go out into the state to look for prospective inmates; (2) he tried to limit admissions to capable blind persons; (3) he discharged malcontents; and (4) many left the institution to successfully enter the economic world, the population decreased considerably. He was criticized for this because, while it decreased the total costs of operation, it raised the per capita costs. Some felt that since the facilities were there, they should be utilized. He was of the opinion that, at the time of his resignation, he had taken every

blind person in the state with ability and made something of him. He therefore considered his work to be finished, leaving only routine matters.¹²⁸

Mr. Gamble was severely criticized, especially by certain members of the Advisory Board, for many of his policies. The Legislature of 1933 passed one law in an attempt to solve some of the difficulties arising from these differences in opinion. The act was designed to force the superintendent to provide care for the indigent blind, and provided that "the Oregon employment institution for the blind shall also provide a home for aged indigent blind persons in so far as the present capacity of the said institution will permit."¹²⁹

Reference has already been made to disagreements existing between the Advisory Board and the Board of Control. The 1933 Legislature attempted to unravel these problems by specifically placing the control of the institution in the hands of the Board of Control and making the Advisory Board purely an advisory board, with no direct authority over the institution.¹³⁰

Two other legislative acts were passed in 1933 which directly affected the institution. One of these, passed largely through the efforts of the superintendent, provided for the changing of the name of the institution from the "Oregon employment institution for the blind" to the "Oregon Blind Trade School". This was in keeping with his desire to have the institution act primarily as a school,¹³¹ but was hardly in accord with the act passed by the same Legislature providing that the insti-

128. This information concerning the policies of Mr. Gamble was given by him in an interview on Dec. 29, 1938.

129. Oregon Laws, 1933, Chapter 450, pp. 851-852.

130. Oregon Laws, 1933, Chapter 280.

131. Oregon Code, 1935 Supplement, Section 35--4314. Interview with Orville Gamble, Dec. 29, 1938.

tution should care for the indigent blind.

The other law passed provided for the repeal of the annual tax levy for the support of the institution made at the time it was first established. This law, making it necessary for the institution to go before the Legislature for the appropriations necessary for its continuance,¹³² was passed largely through the efforts of Walter Dry.¹³³

By 1935 the difficulties between the Advisory Board and the superintendent were coming to a head. The superintendent was accused of "railroading" the blind to the insane asylum, a charge made largely as a result of his successful efforts in placing a blind man in the Eastern Oregon State Hospital.¹³⁴ He was further accused of lack of cooperation with the Advisory Board and with having a large oversupply of brooms on hand due to the high prices being charged.¹³⁵

In February, 1936, there was another investigation made of the institution. S. W. Starr, auditing the books, reported inventory losses and found that the records were inaccurate and incomplete; residents there for one meal a week were included in computing the per capita costs of the institution. Two residents had no applications on file, and several had never received the approval of the Board of Control.¹³⁶

Dissatisfactions and disagreement continued up to the time of Gamble's resignation and the establishment of the Blind Commission.¹³⁷

132. Oregon Laws, 1933, Chapter 219.

133. Statement of J. F. Myers.

134. The Oregonian, May 21, 1935, p. 5, col. 4. Confirmed by interviews with members of the Advisory Board and Orville Gamble

135. The Oregonian, May 21, 1935, p. 5, col. 4.

136. Ibid., Feb. 6, 1936.

137. Ibid., Sept. 29, 1936, section 2, p. 24, col. 2; Nov. 24, 1936, p. 10, col. 5.

Only one member of the Advisory Board supported Gamble, and he is of the opinion that most of the trouble was due not to the superintendent but to the Advisory Board. Another member of the Advisory Board feels that the audit of the books showed the mishandling of funds.

Although dissension within the Board of Control was not beneficial to the institution, most of the difficulties arose because the Board of Control was unable to adequately supervise the institution since all of its members were men busy with other duties and did not have the necessary time to devote to the institution. The continuously changing personnel of the Advisory Board was also a contributing factor.

The Commission for the Blind: The Oregon Legislature of 1937 passed an act reorganizing the administration of the school, placing the administrative control in the hands of "a commission for the blind and prevention of blindness", abolishing the Advisory Board, and taking the institution entirely out of the hands of the Board of Control.

This commission was established in part as an attempt to provide a satisfactory administrative organization for the institution. However, this was not the sole reason for its creation. One member of the Advisory Board was so much in favor of the change that he made fourteen trips to Salem fighting for it. His major goal in having the commission created was to remove the superintendent, and if this new legislation had not passed there would have been an investigation that "would bust things wide open."¹³⁸

Shortly before the change was made, Mr. Holman sent for a representative of the American Foundation for the Blind to come to Oregon to

138. Interview, Dec. 29, 1938.

observe the system in use here and to make recommendations. Miss Rand, who was sent, advised the abolishing of the institution. Mrs. Lee Patterson, however, was opposed to this move, and received Holman's approval of a commission plan of administration as being preferable to abolishing the institution entirely. According to her, Governor Martin had previously requested Mr. Gamble's resignation, but it was the commission which actually obtained it.¹³⁹

Since the commission is still the administrative body controlling the institution, and since there has been only one superintendent at the school since the commission was established, the history of the institution may now be concluded. A later chapter will deal with the present administration.

139. Interview with Mrs. Lee Patterson, Jan. 25, 1939.

CHAPTER III

NATURE AND EXTENT OF BLINDNESS IN OREGON

1. Number of Blind in Oregon

No one knows the exact number of blind in the state of Oregon. Not only are some enumerations more thorough than others, but different definitions of blindness by different enumerators, have caused differences in the total number of blind recorded.

The federal census of 1930 reported 496 blind in the state, or 507 per one million population. This is slightly higher than the 354 blind found in 1920, with a ratio of 452 blind per one million population.¹ In both of these census years a supplementary schedule was used to record blind and deaf-mutes. The definition of blindness used in both years was:

BLIND.--Include as blind any person who can not see well enough to read, even with the aid of glasses. The test in case of infants must be whether they can apparently distinguish forms and objects; and in the case of older persons who are illiterate whether they presumably can see well enough to read if they knew how to read. Do not include any person who is blind in one eye only.

The census bureau itself is rather critical of this method of enumeration:

No high degree of accuracy is to be expected in a census of the blind....carried out by the methods which it has been necessary to use thus far in the United States. The reasons for this are that even with careful definitions of the groups to be included a large element of personal judgment enters into the decision of an enumerator as to whether a

1. The Blind and Deaf-mutes in the United States, 1930, (Washington: United States Government Printing Office, 1931), p. 9.

given individual should be reported...; and inconsistencies follow from the varying degrees of intelligence and persistence of enumerators. Added to this, there is a tendency on the part of relatives to conceal the presence of blind persons or deaf-mutes in their families, especially in the case of children.....The enumeration of the blind...has doubtless always been more or less inaccurate and incomplete.

One factor which might tend to cause the census of 1930 to be more complete than that of 1920 is the fact that in 1930 two cents a name was allowed to enumerators for each blind person reported, while in 1920 no such compensation was expended.²

Assuming that the census of 1930 enumerates all the blind in the state, and assuming that the ratio of the blind to the total population has remained the same, the present estimated population of the state being about 1,075,000, the number of blind in the state should now be 559. However, Best³ estimates that the census reports only from three-fourths to two-thirds of the blind in the United States. On the basis of these estimates, the total blind in Oregon in 1930 was between 744 and 823. Interpreting these figures in terms of the present, following the same procedure as above, the number of blind in Oregon today would be between 838 and 928.

A survey of the blind of the state made in 1932 reported 681 blind persons.⁴ Although the exact definition of blindness used in this study is not stated, some indication is given from the following statement:

2. Ibid., pp. 1-2.

3. Harry Best, op. cit., p. 170.

4. A Survey of the Blind in the State of Oregon Conducted by the Advisory Board for the Blind, (1932), p. 25.

There are about one-half...of the blind who are totally lacking in vision, that is, they have no visual sensations whatsoever. Slightly more than one-half...of the blind have insufficient vision to allow them normal progress with the necessary duties of existence.⁵

Assuming that the number of blind in the state in 1932 was the same as in 1930, the finding of 681 blind persons in 1932 would give an estimate of 767 blind at present. Statistically, this would tend to be an over estimation since there were probably actually less blind in the state in 1930 than in 1932 because of an increasing population in the state.

Although the State Commission for the Blind is at present making a census of the blind in Oregon in connection with the annual school census, figures are not available as yet. There are, however, a few available sources which provide a basis for making a fairly rough estimate.

The State Public Welfare Commission reported in August, 1938, that there were 436 persons receiving blind assistance, with 62 applications on file which had not at that time been passed upon.⁶ Since the number of blind persons receiving blind assistance has been remaining quite constant, this provides one fairly accurate source for making an estimate of the number of blind at present. That this number is by no means inclusive is shown by the qualifications which must be met before receiving assistance. Of no little importance as far as making estimates is concerned is the fact that the blind person must be needy. Moreover, the age requirement is sixteen years of age or over. The residence

5. Ibid., p. 16.

6. Public Assistance in Oregon, Statistical Report, August 1938, (State Relief Committee of Oregon), p. 13.

requirement would also disqualify some of the blind. Also, if the blind person is receiving institutional care, he is disqualified.⁷ Furthermore, some blind persons are not receiving blind assistance because a member of their family is receiving some form of public assistance. A number of those persons receiving old age assistance would also be eligible to receive blind assistance, but no estimate as to how many of these there actually are is available. However, there would be at least 498 blind in the state over the age of fifteen. To this figure may be added the fifty-eight inmates of the Portland school, since none of them are eligible for blind assistance. This would give a total of 556 blind in the state at present.

This figure, however, does not include any blind below the age of sixteen. A survey of handicapped children made by the State Board of Health reported 94 children with vision of 20/200 or less⁸ and 57 children with vision of 20/100 or less.⁹ Adding these numbers to those receiving state aid, Oregon would have a total of 607 blind persons. But for reasons stated above, this is probably an under-estimate. Table I provides an easy comparison of these various estimates.

TABLE I

NUMBER OF BLIND PERSONS IN OREGON

Estimated from 1930 federal census.....	559
Estimated from 1930 federal census, corrected.....	838-928
Estimated from 1932 survey.....	767
Estimated from known blind in the state.....	607

7. Oregon Laws, 1937, Chapter 334, Section 3.

8. 20/200 is the maximum amount of vision allowed a recipient of blind assistance.

9. Unpublished figures furnished by Dr. G.D.H. Thompson of the State Board of Health.

Mr. J. F. Myers, the first superintendent of the Oregon Blind Trades School, estimates that there are between six and seven hundred blind in Oregon.¹⁰

The federal census of 1930, when compared with the census of 1920, provides a basis for making comparisons of the relative numbers of blind in the various states and in indicating trends of increase or decrease. This information is furnished in Table II.

TABLE II¹¹

BLIND POPULATION PER MILLION GENERAL POPULATION

Geographical Division	Number per 1,000,000 Population	
	1930	1920
Oregon	520	452
United States.....	517	497
Pacific.....	474	423

While the census data would indicate that blindness is increasing both in Oregon and the United States, the census bureau itself feels that differences in accuracy of enumeration between the two census years may account for this increase, and that in actuality there is a strong possibility that blindness is decreasing.¹²

2. Causes of Blindness

It is equally difficult to ascertain the causes of blindness in Oregon. All studies dealing with this problem have been limited in scope; furthermore, comparisons are impossible because each group making

10. Interview.

11. The Blind and Deaf-mutes in the United States, 1930, (Washington, D.C.: U. S. Department of Commerce, Bureau of Census, 1931), p. 9.

12. Ibid., p. 2.

a study of this problem uses its own classification of causes. The fact that such studies have dealt with different age groupings also makes inter-comparisons extremely hazardous.

The Advisory Board, in its 1932 study, presents a table of causes of blindness which is presented on the following page as Table III.¹³

Obviously, too much importance should not be given to the figures contained in Table III. Out of the total number of blind persons found in the study, only 40.3 per cent reported. This means that over one-half of the blind did not report the cause of their blindness. Had they reported, it is conceivable that certain causes of blindness might have been given a more significant position in the table, for there is reason to believe that a greater tendency exists to reveal the cause of blindness in the cases of some causes than in others. Furthermore, 16.2 per cent of those giving causes were classed as "Not definitely reported", and 4.4 per cent as "Combination of various defects". This means that out of the total number of blind studied, 681, specific information is available on only about 32 per cent. If this were a random sample, it would be of sufficient size to indicate the causes of blindness for the blind in the state as a whole. However, as has already been explained, this is most probably a stratified sample.

The causes of blindness among the 129 students in attendance at the Oregon State School for the Blind during the biennial period ending June 30, 1938 are presented in Table IV which appears on page 59.¹⁴

13. A Survey of the Blind in the State of Oregon, conducted by the Advisory Board for the Blind, (1932), pp. 23-24.

14. Thirteenth Biennial Report of the Oregon State Board of Control, p. 158.

TABLE III

PERCENTAGE DISTRIBUTION OF THE BLIND ACCORDING TO SPECIFIC CAUSES
OF BLINDNESS IN OREGON

Causes of Blindness	Per Cent	Distribution
Diseases.....	62.0	
Specific.....	49.0	
Diseases of conjunctiva.....		3.2
Diseases of iris.....		.8
Diseases of cornea.....		4.5
Diseases of choroid.....		.4
Diseases of retina.....		1.9
Diseases of optic nerve.....		6.5
Diseases of crystalline lens (especially cataract.....)		20.2
Progressive mopia (<u>sic</u>).....		1.4
Glaucoma.....		2.9
All others not here classified.....		7.2
General.....	13.0	
Scarlet fever.....		.7
Measles.....		1.1
Brain tumor.....		.7
Lethargic encephalitis.....		.4
Cancer.....		.4
Venereal diseases.....		4.4
Teeth extraction.....		.4
Blood clot.....		.4
Neuritis.....		1.1
Typhoid pneumonia.....		.4
Brain fever.....		.7
Meningitis.....		.7
Malformation of skull.....		.4
Paralytic stroke.....		.4
Diabetes.....		.4
Abscess.....		.4
Accidents.....	17.4	
Accidents (not specific).....		12.6
Explosions--		
Dynamite caps.....		3.6
Chemicals.....		.8
X-ray.....		.4
Not definitely reported.....	16.2	
Senility.....		1.7
Congenital (present at birth).....		5.1
Inflammations.....		.7
Convulsions.....		.4
Crossed eyes.....		.7
Weak eyes.....		6.1
Too strong medicine.....		.4
Strain.....		.7
Operation.....		.4
Combination of various defects.....	4.4	4.4
Total.....	100.0	100.0

Those reporting--40.3 per cent.

TABLE IV
CAUSES OF BLINDNESS AMONG THE STUDENTS AT THE OREGON STATE
SCHOOL FOR THE BLIND

Causes of blindness	Number	Per cent
Accident.....	10	7.8
Albinism.....	1	.8
Albinism with nystagmus and amblyopia.....	1	.8
Astigmatism.....	6	4.7
Astigmatism with hyperopia.....	3	2.3
Buphthalmos.....	4	3.1
Cataract, central with coloboma.....	1	.8
Cataract, congenital.....	17	13.2
Cataract, congenital with aniridia.....	2	1.6
Cataract, congenital with high myopia.....	1	.8
Cataract, congenital with nystagmus and atrophic iris.....	1	.8
Chorio-retinitis.....	5	3.9
Chorio-retinitis with nystagmus and astigmatism	1	.8
Corneal leucoma.....	2	1.6
Corneal opacity.....	4	3.1
Corneal opacities with cataract.....	1	.8
Corneal opacity with interstitial keratitis....	1	.8
Corneal ulcers.....	2	1.6
Coloboma.....	2	1.6
Coloboma with nystagmus.....	1	.8
Glaucoma.....	1	.8
Hyperopia.....	5	3.9
Hysterical blindness.....	1	.8
Iritis.....	1	.8
Lens, dislocation of.....	3	2.3
Mal-development, congenital.....	1	.8
Myopia.....	5	3.9
Myopia, high with astigmatism.....	3	2.3
Myopia, progressive with nystagmus.....	1	.8
Myopia, progressive with astigmatism.....	1	.8
Nystagmus.....	4	3.1
Nystagmus with amblyopia.....	2	1.6
Optic atrophy.....	14	10.9
Optic atrophy with high myopia.....	1	.8
Optic atrophy with nystagmus.....	2	1.6
Panophalmitis.....	1	.8
Retina, defect.....	3	2.3
Retina, detachment of.....	1	.8
Retinitis.....	1	.8
Retinitis pigmentosa.....	2	1.6
Retinitis pigmentosa with nystagmus.....	2	1.6
Staphyloma.....	1	.8
Strabismus.....	3	2.3
Unknown.....	4	3.1
Total.....	129	101.0

Table V gives the causes of blindness among the 97 blind clients of the Oregon Blind Trade School during the biennium ending January 1, 1939.

TABLE V
CAUSES OF BLINDNESS AT THE OREGON BLIND TRADES SCHOOL¹⁵

Cause of blindness	Number	Per cent
Accident.....	13	13.4
Born blind.....	17	17.5
Glaucoma.....	5	5.2
Trachoma.....	5	5.2
Congenital.....	7	7.2
Corneal ulcers.....	2	2.1
Meningitis.....	2	2.1
Optic atrophy.....	7	7.2
Cataract.....	11	11.3
Blood disease.....	21	21.7
Unknown.....	3	3.1
Senility.....	4	4.1
Totals.....	97	100.1

The State Board of Health survey of handicapped children also provides a basis for determining the causes of blindness in the state. Although 94 children with vision of 20/200 or less were found, twenty of these, or 21.2 per cent, were either not reported or unknown in respect to the cause of blindness. The causes of blindness assigned to the 74 remaining individuals are presented in Table VI, page 61.

Here, again, the number for whom definite information is given is very small, being only 43.6 per cent of the total number covered in the study.

Although the 1930 census did not include a report of the causes of blindness, such a report was made from the 1920 census. This

15. Information furnished by Mr. Linden McCullough, superintendent.

TABLE VI
CAUSES OF JUVENILE BLINDNESS FOUND BY THE STATE BOARD OF HEALTH¹⁶

Cause of blindness	Number	Per cent
Strabismus.....	3	4.1
Interstitial keratitis.....	1	1.4
Juvenile optic atrophy.....	8	10.8
Progressive myopia.....	6	8.1
Retinitis pigmentosa.....	3	4.1
Congenital cataract.....	13	17.6
Trachoma.....	1	1.4
Accidents.....	8	10.8
Other.....	31	41.9
Total.....	74	100.2

material is not broken down to individual states, but Table VII gives the causes of blindness as reported for the Pacific states.¹⁷ This table appears on page 62.

There is no basis for comparing the probable accuracy of these different studies on the causes of blindness. Differences in the number of blind for whom the cause of blindness is reported, differences in the degree of accuracy of reporting, and differences in the classifications of the causes of blindness make any such comparisons extremely unreliable.

This same criticism holds true for any attempt to trace trends in the causes of blindness. Although records are available which show the causes of blindness among the blind attending the state institutions for the blind for a number of years, these statistics have not been gathered upon any uniform basis. Although the major causes of blindness as reported have been reduced from a total of about sixty different causes to approximately twenty, and the per cent of blindness determined for

16. Information furnished by Dr. G.D.H. Thompson of the State Board of Health.

17. The Blind Population of the United States, 1920, a Statistical Analysis of the Data Obtained at the Fourteenth Decennial Census, (Washington, D.C.,: United States Government Printing Office, 1928), pp. 130-131.

TABLE VII
CAUSES OF BLINDNESS FOR THE PACIFIC STATES

Reported Cause of Blindness	Number	Per cent
Definitely reported causes.....	1,183	78.3
Cataract.....	189	12.5
Glaucoma.....	97	6.4
Atrophy of the optic nerve.....	95	6.3
Ophthalmia neonatorum.....	38	2.5
Trachoma (granular eyelids).....	29	1.9
Diseases of the retina.....	42	2.8
Corneal ulcer.....	10	.7
Cancer and other neoplasms.....	14	.9
Diseases of the iris.....	16	1.1
Measles.....	24	1.6
Meningitis.....	13	.9
Scarlet fever.....	15	1.0
Kidney disease and diabetes.....	18	1.2
Influenza (grippe).....	16	1.1
Typhoid fever.....	14	.9
Syphilis and locomotor ataxia.....	18	1.2
Smallpox.....	8	.5
Accidents, total.....	*	*
Explosives (dynamite, gunpowder, etc.)...	60	4.0
Firearms.....	23	1.5
Falls.....	32	2.1
Flying objects (not from explosions)....	24	1.6
Cutting or piercing instruments.....	9	.6
Burns.....	9	.6
All other accidental injuries.....	158	10.5
Poisoning.....	14	.9
Foreign substances in eye.....	14	.9
All other definitely reported causes.....	184	12.2
Indefinitely or inaccurately reported causes.	313	20.7
Congenital (cause not stated).....	111	7.3
Neuralgia.....	12	.8
Exposure to heat.....	11	.7
Sore eyes.....	9	.6
All other.....	170	11.3
Combination of different classes of causes..	15	
Total, causes reported.....	1,511	99.0
Cause unknown or not reported.....	196	100.0
Grand total.....	1,703	

* The total blindness reported caused by accidents is 315 or 20.8 per cent.

each of these causes for a period of years, it is felt that the inaccuracies involved in the whole procedure are such as to make the presentation of such data inadvisable, since the results are more apt to be misleading than informative.

The Committee on Statistics of the Blind of the American Foundation for the Blind has presented a classification of causes of blindness, but no statistical studies of the causes of blindness in Oregon have been made on the basis of this classification. At the present time, the classification is being revised¹⁸ so that it will be some time before it will be possible to study trends in the causes of blindness.

3. Heredity as a Cause of Blindness

The federal census includes in its report tables showing the extent to which blind people have blind parents, blind siblings, and blind children. As presented in their report, the percentages are determined by dividing the total number of blind persons reporting a blind parent into the number of blind persons reporting a blind parent for each cause of blindness reported. A similar procedure is followed for those who report on the vision of their parents, but who do not report them as blind. The statistics for blind persons reporting blind siblings and for those reporting blind children are handled in the same manner.

In studying the hereditary basis of blindness from this data, it is necessary to compare the two percentages, i.e. the percentages, obtained as outlined above, of those reporting blind parents and of those not reporting blind parents (or siblings or children). This census data

18. Letter dated May 24, 1939 from the American Foundation for the Blind.

gives a more accurate picture of the situation when it is handled as follows: in each case, the percentage is determined by dividing the total number reporting as to the vision of the parents for each cause of blindness classification into the number reporting one or both parents blind. The same procedure is used for blind siblings and blind children. In this way, only one percentage is obtained for each group, and comparisons may be made more easily.

The census bureau gives the following explanation of its interpretation of hereditary causes of blindness:

By comparing the diseases having higher proportions in case of parental blindness than in the opposite case, there may be found, to some extent, which diseases have an effect upon blindness through hereditary operations.¹⁹

The same procedure was followed by the census bureau in its interpretation of the statistics on blind siblings and blind children.

On the basis of the census study of blind people who have blind parents, the following causes of blindness are listed as having hereditary factors: progressive myopia, retinitis, pigmentosa, detachment of the retina, cataract, glaucoma, old age, trachoma, neuralgia, exposure to heat, and sore eyes.²⁰ On the basis of the method presented above, however, to include these causes of blindness within the hereditary classification necessitates the inclusion of malformations, all other causes indefinitely or inaccurately reported, and combination of two or more diseases of the eye, since the percentages of those having blind parents for these three causes of blindness are larger than the similar percentages for some of the causes listed as hereditary by the census report.

19. The Blind Population of the United States, 1920, A Statistical Analysis of the Data Obtained at the Fourteenth Decennial Census (Washington, D.C.: United States Government Printing Office, 1928), p. 158

20. Ibid., p. 158.

Similarly, the census bureau finds that, on the basis of blind brothers or sisters, the following causes of blindness may be considered to be hereditary: amaurosis and other disturbances of vision, retinitis pigmentosa, diseases of the choroid, progressive myopia, cataract, trachoma, and atrophy of the optic nerve.²¹ To this list must be added all other diseases of the eye, diseases of the cornea, and combination of two or more diseases of the eye.

In the study on blind persons reporting blind children, the following causes of blindness are found to have hereditary factors: amaurosis, sore eyes, trachoma, retinitis hemorrhagica, cancer and other neoplasms, diseases of the cornea, and cataract. To this list must be added congenital (cause not stated), all other diseases of the eye, combination of different causes, neuralgia, diseases of the conjunctiva, all other causes indefinitely or inaccurately reported, and progressive myopia.

The following causes of blindness, since they appear to have hereditary characteristics on the basis appearing in two of the three classifications, may be considered to be the ones which are most hereditary: trachoma, diseases of the cornea, retinitis pigmentosa, detachment of the retina, cataract, amaurosis and other disturbances of vision, all other diseases of the eye, combination of two or more diseases of the eye, congenital (cause not stated), neuralgia, sore eyes, and all other causes indefinitely or inaccurately reported. However, this type of study tends to overemphasize the hereditary nature of those diseases, particularly trachoma and sore eyes, which are infectious.²² In

21. Ibid., p. 160.

22. Ibid., p. 158.

these cases, the fact that near relatives are blind may be due not so much to heredity as to contagion.

Further evidence that blindness has definitely hereditary factors is given by the census:

Of those blind persons having a parent blind, practically three-tenths (31.3 per cent) have in addition brothers or sisters who are blind. This proportion is almost four times as great as the corresponding proportion for those not having a blind parent but having blind brothers or sisters (8.8 per cent). Of those having a blind parent, 5.2 per cent have themselves children who are blind. This proportion is over three times as great as the corresponding proportion for those not having a parent blind but having blind children (1.5 per cent). The percentage for the blind having blind brothers or sisters and also a blind parent is considerably over four times as large as the corresponding proportion for those not having blind brothers or sisters, or 14 per cent as against 3.3 per cent. The percentage of the blind who have blind children and also have a blind parent is more than three times as large as the corresponding proportion for those not having blind children, or 16.1 per cent as against 5.1 per cent.²³

Unfortunately, this information is not refined according to cause of blindness, nor is sufficient information provided to make such a study possible. If such a study could be made, it would provide a much more adequate basis for studying the hereditary basis of blindness as a whole, as well as of blindness in the state of Oregon.

4. Survey of Blind Minors in Oregon

The State Board of Health has been conducting a survey of the handicapped children in the state of Oregon. This survey is being made in cooperation with the State Superintendent of Public Instruction, and most of the data is obtained through the county health nurses. The

23. Ibid., p. 155.

survey is not limited to blind children alone, but also includes the deaf, crippled, retarded, behavior problems, and low vitality cases. In March, 1939 the survey was by no means complete, since reports of additional children were still coming in.

The ratio of handicapped children to the child population varies considerably from county to county, (1) because there is an actual variation, and (2) perhaps because some counties are more adequately reported than others. Table VIII shows the number of blind minors per 100,000 persons aged nineteen or under for the various counties. All of the tables in this chapter are based upon visual acuity in the better eye. Table VIII follows upon page 68.

The maps on pages 69 and 70 give a more graphic presentation of this information.

As shown in Tables IX and X, most of the visually handicapped children reported in the survey were born in Oregon and born of American born parents. These tables appear upon page 71.

Broken homes: Approximately one-fifth of these minors come from homes in which the normal parental relationship has been broken either by separation, divorce, or death, and, with the exception of the "no light perception" classification, the percentage coming from broken homes increases as the degree of vision decreases, as shown in Table XI, on page 72.

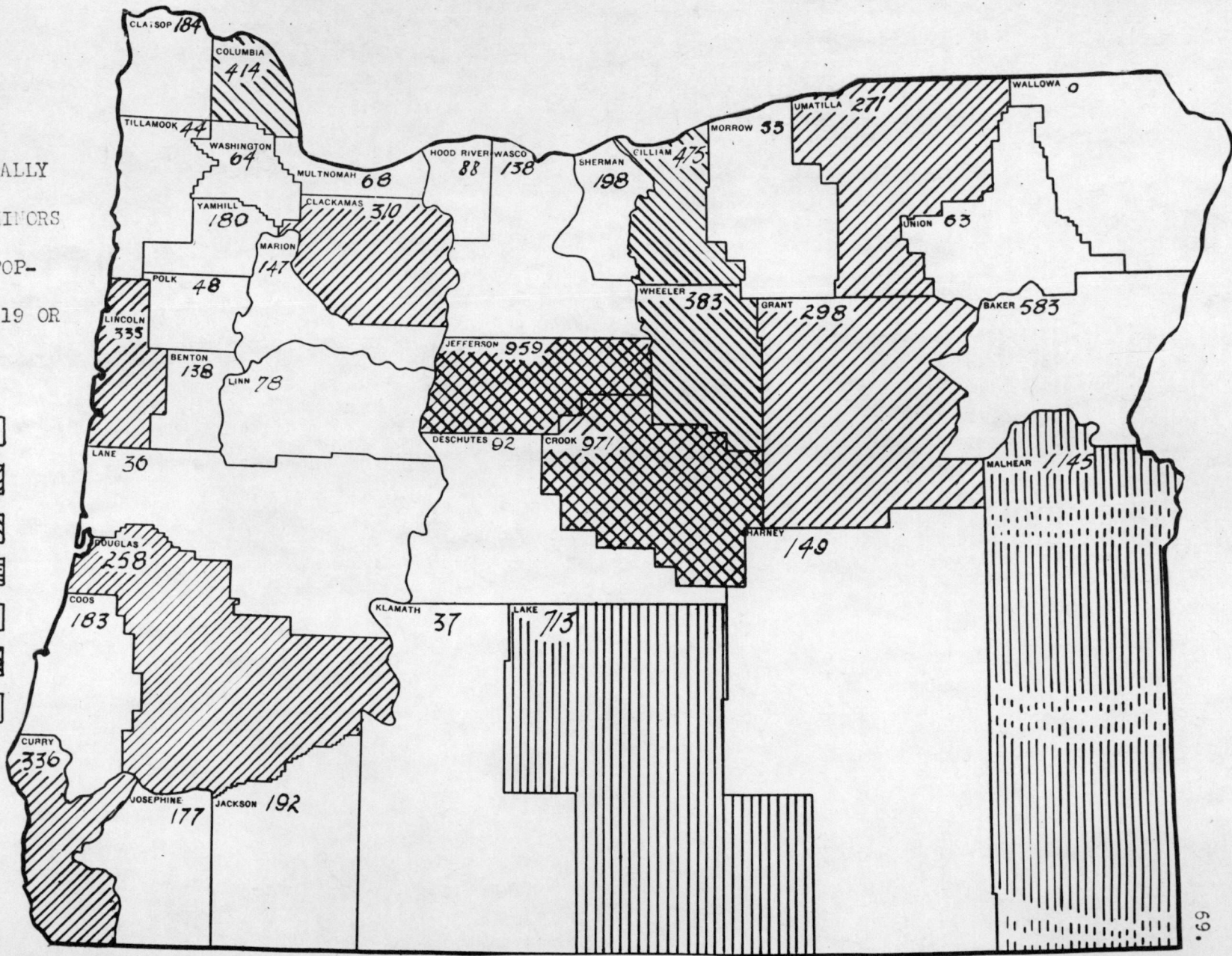
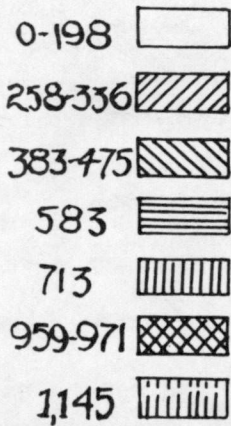
Table XII, on page 72, shows the number living in the home of either their parents, siblings, or relatives, together with the number of those who are receiving relief.

TABLE VIII
BLIND MINORS PER 100,000 POPULATION AGED 19 OR UNDER
BY COUNTIES

County	Population aged 19 or under.	Per 100,000 population	
		Visually handi- capped minors	Visual acuity of 20/200 or less
STATE OF OREGON	316,408	159	30
Wallowa	3,161	0	0
Lane	19,397	36	10
Klamath	10,907	37	9
Tillamook	4,577	44	44
Polk	6,242	48	0
Morrow	1,821	55	0
Union	6,400	63	16
Washington	10,924	64	18
Multnomah	97,634	68	16
Linn	8,927	78	22
Hood River	3,390	88	0
Deschutes	6,510	92	15
Benton	5,853	137	17
Wasco	4,363	138	23
Marion	20,359	147	79
Harney	2,007	149	50
Josephine	3,959	177	25
Yamhill	1,045	180	39
Coos	10,388	183	7
Clatsop	6,510	184	31
Jackson	11,470	192	26
Sherman	1,011	198	0
Douglas	7,757	258	39
Umatilla	6,280	271	80
Grant	2,011	298	149
Clackamas	16,456	310	24
Lincoln	3,606	333	28
Curry	1,191	336	0
Wheeler	1,045	333	96
Columbia	7,731	414	39
Gilliam	1,262	475	158
Baker	6,176	533	49
Lake	1,683	713	59
Jefferson	834	959	0
Crook	1,236	971	0
Malheur	4,455	1,145	135

K E Y

RATIO OF VISUALLY
HANDICAPPED MINORS
TO 100,000 POP-
ULATION, AGE 19 OR
UNDER.



K E Y

RATIO OF MINORS WITH
VISUAL ACUITY OF
20/200 OR LESS TO
100,000 POPULATION
AGE 19 OR UNDER

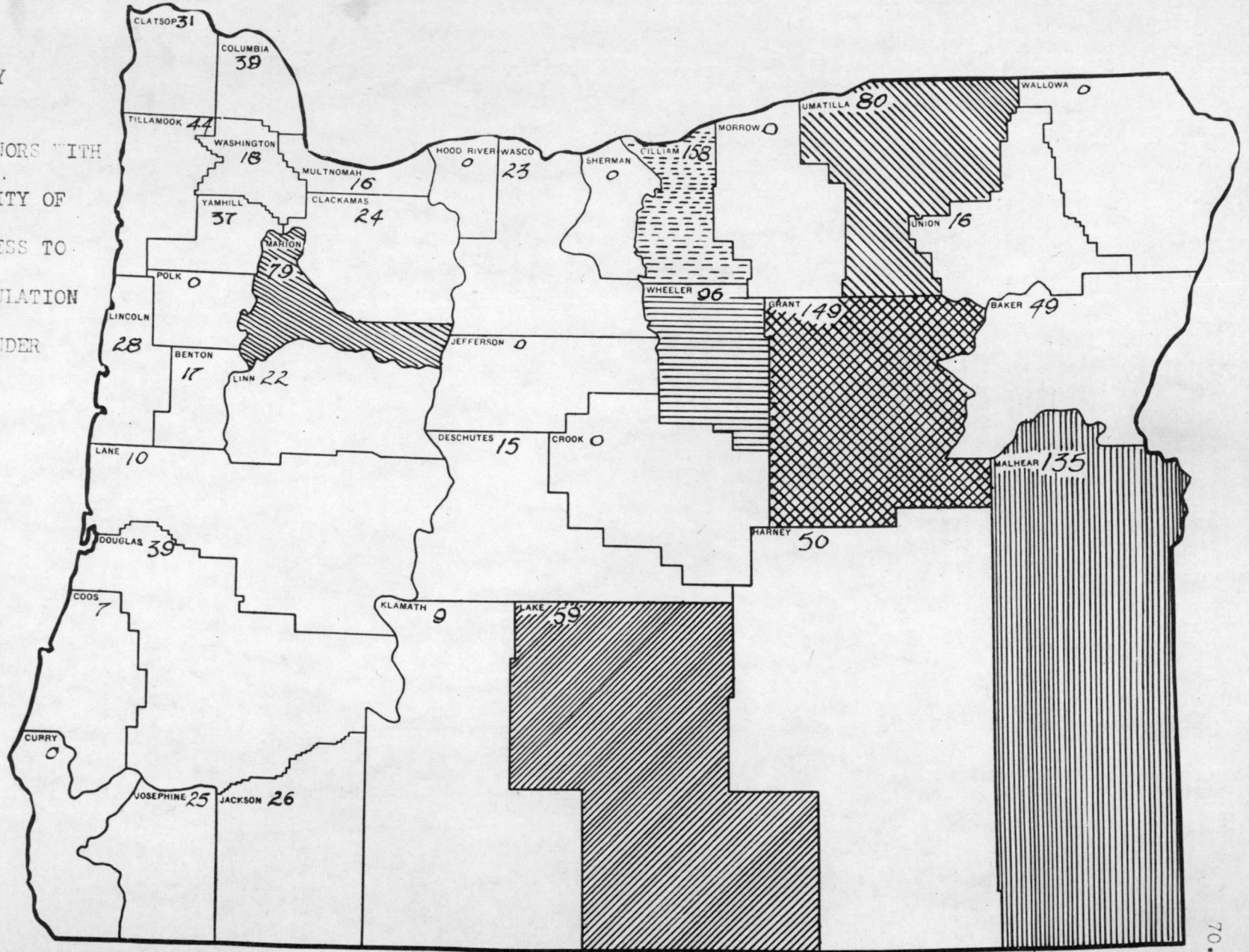
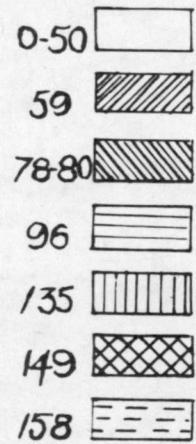


TABLE IX

PLACE OF BIRTH OF BLIND MINORS OF OREGON

Degree of vision	Born in Oregon		Born Elsewhere		Total Number
	Number	Percent	Number	Percent	
No light perception	7	50.0	7	50.0	14
20/200	52	65.0	28	35.0	80
20/100	34	59.6	23	40.4	57
20/70	87	62.1	53	37.9	140
20/50	148	68.5	68	31.5	216
Total	330	65.1	179	35.3	507

TABLE X

NATIVITY OF PARENTS OF BLIND MINORS OF OREGON

Degree of vision	Both parents American born		One parent only American born		Neither classification	
	Number	Per cent	Number	Per cent	Number	Per cent
No light perception	14	100.0	0	0	0	0
20/200	77	96.3	0	0	3	3.8
20/100	46	80.7	5	8.8	6	10.5
20/70	128	91.4	7	5.0	5	3.6
20/50	192	88.9	15	6.9	9	4.1
Total	457	90.1	27	5.3	23	4.5

TABLE XI
NORMAL PARENTAL RELATIONSHIP BROKEN,
BLIND MINORS OF OREGON

Degree of Vision	Total	Normal Relationship Broken	
		Number	Per cent
No light perception	14	1	7.1
20/200	30	27	37.7
20/100	57	14	24.6
20/70	140	30	21.4
20/50	216	38	17.6
Total	507	110	21.7

TABLE XII
NUMBER LIVING IN OWN HOME, SIBLING HOME, OR RELATIVES HOME, AND
NUMBER OF HOMES RECEIVING RELIEF, BLIND MINORS OF OREGON

Degree of Vision	Living at Home		Living at Home and Receiving Relief	
	Number	Per cent	Number	Per cent
No light perception	6	42.9	5	83.3
20/200	35	43.8	30	85.7
20/100	40	80.7	41	89.1
20/70	125	89.3	100	80.0
20/50	194	89.8	167	86.1
Total	406	80.1	343	83.9

Although the evidence is not at all conclusive, since there are no really comparable figures, some very tentative conclusions may be drawn concerning the number of blind children who come from broken homes as compared with the child population as a whole. Of the total number of men in Oregon who have been married, 11.4 per cent are now either widowed or divorced; for women the figure is 17.1 per cent. It should be noted that this does not include separations, since they are considered as married, whereas the study of the blind includes the separated families as families in which the normal marriage relationship has been broken. Furthermore, the study of the state as a whole is made not from the standpoint of the

adult population, whereas the study of the blind is made from the standpoint of the children. Obviously, the two sets of data are not strictly comparable. Moreover, if only those families in which there were children were studied for the population as a whole, as is done in the case of the blind, the percentage of broken homes would be considerably lower, since couples with children are less apt to divorce than couples having no children. Assuming, however, that the figures presented here have some valid significance, there is reason to believe that more blind children than normal children come from broken homes, and that the percentage of broken homes increases as the degree of blindness increases. Just why blind minors seem to come from families in which the normal parental relationship has been broken is not quite clear, but it does indicate that many of these blind minors not only have the handicap of poor vision, but have the additional handicap of a broken home.

Relief: Over eighty per cent of the blind included in this study who are living in the homes of relatives come from families which are receiving relief. Some authorities would say that this definitely indicates that the blind tend to come from families which are in a poorer financial condition than most of the population, while others would say that this situation is largely due to the parents' using the visual handicap of their children as a means of helping them obtain relief.

Type of Home: The type of home from which the blind covered in this study come is shown in Table XIII, on page 74.

All of those living in institutions were living in educational institutions except for six of those with vision of 20/50. Of these six, one was in a correctional institution, one in a mental institution, and

TABLE XIII
 TYPE OF HOME, BLIND MINORS OF OREGON

Type of Home	No Light Perception		20/200		20/100		20/70		20/50	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Own home	5	35.7	34	42.5	45	78.9	120	85.7	185	85.6
Sibling home	0	0	0	0	0	0	0	0	3	1.4
Relatives home	1	7.1	1	1.3	1	1.8	5	3.6	6	2.8
Foster home	0	0	0	0	1	1.8	1	.7	2	.9
Institutional	8	57.1	45	56.3	10	17.5	14	10.0	20	9.3
Total	14	99.9	80	100.1	57	100.0	140	100.0	216	100.0

three in health institutions. The obvious conclusion from these figures is that most of the visually handicapped minors are living either in their own homes or in educational institutions, and that the better the vision the more likely the individual is to be found in his own home and the less likely in an educational institution.

Race: Only a very few of the blind are not of the white race. For all of the visually handicapped children, 97.2 per cent are of the white race, .2 per cent colored, .2 per cent yellow, 1.6 per cent red, and .8 per cent belong to other races.

Religion: Most of these children are Christian, for 84.2 per cent are Protestant, 8.5 per cent Catholic, 4.5 per cent other than Protestant, Catholic or Jewish, 4.5 per cent are Jewish, and 2.2 per cent not reported.

Age: The age of the blind children was found by subtracting the year of birth from 1939. Table XIV, which appears on page 76, gives the ages of these minors.

The average ages of these visually handicapped minors is shown in Table XV, on page 77. In calculating the percentages in Table XV, only those blind between the ages of two and twenty-one inclusive were used. Because of the evident tendency to report more of the blind of school age than of other ages, too much significance can not be given these figures, but there is an indicated tendency for the average age to be rather high. This tendency is more accurately pictured by Table XVI, on page 77, which does not include the extremes of ages reported.

TABLE XIV
AGES OF BLIND MINORS IN OREGON

Age	No Light Perception		20/200		20/100		20/70		20/50		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
2	0	0	0	0	0	0	0	0	1	.5	1	.2
3	1	7.1	0	0	0	0	0	0	0	0.0	1	.2
4	1	7.1	0	0	0	0	0	0	2	.9	3	.6
5	0	0	0	0	0	0	0	0	0	0	0	0
6	1	7.1	1	1.3	0	0	0	0	2	.9	4	.8
7	1	7.1	2	2.5	0	0	0	0	4	1.9	7	1.4
8	1	7.1	4	5.0	4	7.0	5	3.6	13	6.0	27	5.3
9	0	0	6	7.5	1	1.8	9	6.4	19	8.8	35	6.9
10	1	7.1	5	6.3	3	5.3	7	5.0	8	3.7	24	4.7
11	1	7.1	3	3.8	5	3.6	5	3.6	21	9.7	35	6.9
12	0	0	6	7.5	5	8.8	26	18.6	34	15.7	71	14.0
13	1	7.1	9	11.3	5	8.8	14	10.0	23	10.6	52	10.3
14	1	7.1	3	3.8	7	12.3	11	7.9	15	6.9	37	7.3
15	0	0	10	12.5	5	8.8	22	15.7	25	11.6	62	12.2
16	1	7.1	6	7.5	7	12.3	8	5.7	21	9.7	43	8.5
17	1	7.1	4	5.0	6	10.5	13	9.3	8	3.7	32	6.3
18	1	7.1	10	12.5	3	5.3	9	6.4	8	3.7	31	6.1
19	1	7.1	6	7.5	3	5.3	6	4.3	9	4.2	25	4.9
20	0	0	2	2.5	2	3.5	2	1.4	2	.9	8	1.6
21	1	7.1	2	2.5	0	0	3	2.1	1	.5	7	1.4
29	0	0	0	0	1	1.8	0	0	0	0	1	.2
Unknown	0	0	1	1.3	0	0	0	0	0	0	1	.2
Total	14	99.4	80	100.3	57	100.3	140	100.0	216	99.9	507	100.0

TABLE XV
AVERAGE AGES OF BLIND MINORS OF OREGON

Extent of Vision	Arithmetic Average	Median
No light perception	11.9	12.0
20/200	14.1	15.1
20/100	14.1	14.7
20/70	15.9	14.4
20/50	12.9	13.2
Total	13.5	13.8

TABLE XVI
AGES OF THE BLIND MINORS OF OREGON COMPARED WITH THE POPULATION OF OREGON MINORS AS A WHOLE

Vision	5-9		10-14		15-19	
	Number	Per cent	Number	Per cent	Number	Per cent
The state as a whole	81,520	32.9	86,660	33.4	83,370	33.7
All visually handicapped	73	15.1	219	45.2	193	39.8
No light perception	3	27.3	4	36.4	4	36.4
20/200	13	17.3	26	34.7	36	48.0
20/100	5	9.3	25	46.3	24	44.4
20/70	14	10.4	63	46.7	58	43.0
20/50	38	18.1	101	48.1	71	33.8

There is little variation among these three age groups for the population as a whole. For the blind groups, however, the differences are considerable. As would be expected, the percentages for the blind for the age group 5-9 is smaller than for either of the other two age groupings since many children who are blind become so later in life, either through accident or disease. Just why there should be fewer visually handicapped children reported in the 15-19 age group than in the 10-14 age group is more difficult to explain. One possible reason is that some children recover from their blindness. The much more probable explanation, however, is that the older group is not as completely reported as the younger.

Education: The type of school being attended by the blind is shown in Table XVII.

TABLE XVII
TYPE OF SCHOOL ATTENDED BY BLIND MINORS OF OREGON

Extent of Vision	Total Number	In Special School	
		Number	Per cent
No light perception	10	9	90.0
20/200	73	49	67.1
20/100	56	11	19.6
20/70	136	16	11.8
20/50	197	22	11.2
Total	472	107	22.7

Obviously, the greater the visual handicap, the more likely the student is to be in a special school rather than in the regular public schools.

Table XVIII, on page 79, shows the number and percentages of the visually handicapped minors who are able to maintain their age-grade level.

TABLE XVIII

BLIND MINORS OF OREGON MAINTAINING AGE-GRADE LEVEL

Extent of Vision	Special Schools			Public Schools		
	Total Number	Maintaining Age-Grade Number	Per cent	Total Number	Maintaining Age-Grade Number	Per cent
No light perception	9	3	33.3	1	---	---
20/200	49	22	44.9	24	14	58.3
20/100	11	2	18.2	45	26	57.8
20/70	16	9	56.3	120	76	63.3
20/50	22	9	40.9	175	92	52.6
Total	107	45	42.1	365	208	57.0

Of the total number of students covered in this part of the study, 53.6 per cent were able to maintain their age-grade level.

Just why a smaller percentage of students in special schools are able to maintain their age-grade level than in public schools is not quite clear. Such a tendency does not necessarily indicate that this situation is true for the Oregon State School for the Blind, since other special schools are included in the study. It is not too improbable that many of the students in the special schools are there not only because they have a visual handicap, but also because they have other special problems such as hearing, being crippled, intellectual problems, behavior problems, and low vitality, as well. A student with poor vision who is unable to do satisfactory work is more likely to be sent to special schools or classes than one with equally poor vision who is able to do well in his work. This tendency may also explain the reason for the poorer showing made by the students of special schools.

A total of 225 of those covered in this study was reported as having failed to receive school promotion. Of these, 194 reports included the school grade which was failed. Table XIX shows which grades were failed by these students.

TABLE XIX
FAILED PROMOTIONS BY GRADES, BLIND MINORS OF OREGON

Grade Failed	Number of Students Failing
1	81
2	37
3	20
4	19
5	12
6	12
7	10
8 Total	3
	194

Thus, it is apparent that most of the visually handicapped failing to receive promotion fail in the lower grades of school.

Special Problems: As shown in Table XX, many of the blind children also have other special problems. This table follows on page 82.

There is no tendency indicated here for any of these special problems to be more or less common according to degree of vision. The percentage of those with no light perception who also have some other problem is less than that for any other visual group, possibly because of the small number included in the study. Those with the best vision in the group were the ones who most frequently had some other special problem. The reason that so high a percentage of these (34.7 per cent) have other problems as well may be that individuals in this group, having more nearly normal vision, are not as readily noticed unless they have some other handicap as well which may cause more thorough examination to be given. It is safe to say, however, that about 20.0 per cent of those with a more serious visual handicap also have some other special problem which may make their adjustment difficult.

Affiliations: Of the 507 visually handicapped minors reported in the survey, 77 or 15.2 per cent have fathers who are war veterans, and 61 or 14 per cent have one or both parents belonging to fraternal organizations. These may have some advantage in making their adjustment to society since this may be a source of assistance to them.

Causes of Blindness: The cause of blindness is given for 239 of the 504 covered by the study, or for 52.6 per cent. Of the 504, 227 or 45.0 per cent are boys and 277 or 55.0 per cent are girls. This is rather surprising since it is generally accepted that the male blind outnumber the female blind, even for the younger age groups. This tendency

TABLE XX
BLIND MINORS OF OREGON WITH OTHER SPECIAL PROBLEMS

Degree of Vision	Hearing		Crippled		Intellectual		Behavior		Low Vitality		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No light perception	0	0	1	7.1	1	7.1	0	0	0	0	2	14.3
20/200	0	0	4	5.0	6	7.5	5	6.3	1	1.3	16	20.0
20/100	3	5.3	0	0	5	8.8	1	1.8	3	5.3	12	21.1
20/70	4	2.9	5	3.6	11	7.9	4	2.9	4	2.9	28	20.0
20/50	8	3.7	11	5.1	28	13.0	17	7.9	11	5.1	75	34.7
Total	15	3.0	21	4.1	51	10.1	27	5.3	19	3.7	133	26.2

TABLE XXI
CAUSES OF BLINDNESS BY SEX, BLIND MINORS OF OREGON

Cause of Blindness	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Strabismus	20	16.9	27	22.3	47	19.7
Interstitial keratitis	0	0	4	3.3	4	1.7
Juvenile optic atrophy	9	7.6	3	2.5	12	5.0
Progressive myopia	10	8.5	17	14.0	27	11.3
Retinitis pigmentosa	2	1.7	1	.8	3	1.3
Congenital cataract	18	15.3	7	5.8	25	10.5
Trachoma	4	3.4	7	5.8	11	4.6
Accidents	11	9.3	7	5.8	18	7.5
Refractive error	4	3.4	4	3.3	8	3.3
Congenital nystagmus	5	4.2	2	1.7	7	2.9
No accompanying condition	1	.8	5	4.1	6	2.5
Other causes	34	28.8	40	33.1	74	31.0

for the girls to outnumber the boys holds true for all degrees of blindness, insofar as it is shown by this study.

Of the 239 or 47.4 per cent for whom the cause of blindness is reported, the causes indicated in Table XXI, on page 82, are reported.

For the group as a whole, the most common causes of blindness are strabismus, progressive myopia, and congenital cataract. Two causes of blindness, juvenile optic atrophy and accidents, each account for at least five per cent of the blindness for which the cause was reported. Two other causes, phlyctenular keratitis and ophthalmia neonatorum, although specifically included in the study, were not reported as a cause of any blindness in the state. Ophthalmia neonatorum has in the past been a quite common cause of blindness, and while it is possible that some suffering from this disease of the eye has been recorded under "other" as baby's sore eyes or some other cause, this seems to indicate that the health regulations directed at the control of this cause of blindness are working very satisfactorily.

Some of the causes of blindness are more common among one sex than the other. Trachoma, progressive myopia, and strabismus were much more common as a cause of blindness among girls than among boys, while juvenile optic atrophy, congenital cataract, congenital nystagmus, retinitis pigmentosa, and accident were much more common among boys. Four girls were reported as having their blindness caused by interstitial keratitis while there were no boys suffering from this cause. Refractive error was very evenly divided between the sexes. Although girls exceeded boys in "No accompanying condition" and "Other causes," this information is of no significance without further refinement.

Summary: Perhaps one of the most significant conditions shown by this study is the definite tendency for these visually handicapped minors to have other handicaps as well as blindness. Many of them come from broken homes, which indicates that in many cases valuable home training will have to be compensated for. The number coming from families which are on relief indicates that these individuals are probably being raised in a home atmosphere which will not be too conducive to the development of ambition with the result that many of them will themselves probably become public charges. The difficulty which they have in maintaining their age-grade level in school is in itself indicative of the type of handicap which they are going to face when trying to compete with normally sighted individuals. Moreover, many of them have special problems such as other physical defects, intellectual handicaps, low vitality, and behavior which will provide a further handicap in making adjustments.

CHAPTER IV

REHABILITATION OF THE BLIND IN OREGON

1. Present Status of The Oregon State School for the Blind

Historical Background: The Oregon State School for the Blind was first established in 1872, and placed under the control of the State Board of Education. The school remained under this body until the 1913 Legislature placed it under the State Board of Control. With few exceptions, the superintendents of the institution have not been particularly well qualified for the position.

As the school functions today, the superintendent is appointed by the State Board of Control and is responsible to that body. The present superintendent, who took office in the fall of 1931, is a man of outstanding ability and is virtually given complete control over the school.

Institutional Records: When the present superintendent assumed his duties, the records of the school were very incomplete, making it necessary for him to start his work with little knowledge of what had been done prior to his administration.

Since 1931, however, the records are quite complete. A file is kept on each student which contains the application blank, medical reports, grade reports on scholarship and conduct (including comments by the teachers), records of scores on placement tests, intelligence

examinations, personality tests, and all of the correspondence concerning that individual. Occasionally it has been found necessary to make special studies of some of the students, and when such occasion arises, these studies are included in the file. For example, one student who was a serious behavior problem and who was finally dismissed from school has in his file a ten page case study giving information concerning him and his background, recommendations of psychologists consulted concerning his problems, and other data not usually included.

The School Under the New Regime: At the time the present superintendent took office, the average daily attendance at the institution was approximately forty-three students. The attendance at the school has greatly increased during the past eight years, for the average daily attendance at the close of the last biennium was about eighty-six¹ or virtually twice what it was in 1931. This increased enrollment is largely due to the efforts of the superintendent to have all blind children of the state enter the school and to the expansion of the program to include sight saving as well as the education of the totally blind. This increased attendance made necessary the construction of a new dormitory in 1936.

The superintendent and the school are obviously well liked by all of the students and parents who were contacted in connection with this study, for parents and children alike feel that the school is being of great help to its students in making their adjustment to society.

1. Biennial Report of the State Board of Control for the Period Ending June 30, 1938, p. 156.

Present Aims

(1) Restoration of Vision: The superintendent feels that the first aim of the school should be to restore vision whenever this is possible. The sight restoration program of the school has been highly successful. Between 1928 and 1931, the year in which the present superintendent took office, there are records of only two instances in which sight was restored. Since 1931, however, there have been twenty-three cases of restored vision, or an average of over three each year. Most of these were the result of operations or refractions, while only two or three resulted from factors (such as recovery from hysterical blindness) not directly related to the work of the school.

(2) Cultural Rehabilitation: Character education is also one of the primary aims of the school, since the administration feels that a blind person, in order to succeed in the outside world, must be of outstanding character and personality. It is the aim of the school to so develop the personality of the students that they will have both the ability and the ambition which are so necessary for success. The students frequently come to the school with "blindisms", but only infrequently does a student retain these characteristics after he has been in the school for any length of time. Every effort is made to help the individuals to so adjust themselves to their blindness that their affliction becomes so inconspicuous as to be hardly noticeable except upon close observation. Many who come to the school have been sheltered in their homes until they are unable to do much for themselves. They soon learn, however, how much they are capable of doing and quickly become virtually independent.

Despondency is not a characteristic of students who have been in the school for any length of time. Almost without exception, they are busy, cheerful, and happy. One of the present teachers at the school, who has been teaching in a number of blind schools in the East and who has visited several others, reports that she has never been in a school in which the students are so happy and optimistic. Perhaps the major cause of this cheerfulness is the fact that the students are kept busy. In addition to their school work, parties and dances are frequently provided. Sports, naturally limited by blindness, are encouraged as much as possible for the blind are often weak physically as a result of lack of exercise. The school is equipped with a track and a small gymnasium. The wrestling team is outstanding, for although it holds meets with many of the largest high schools in the state, it is seldom defeated. The school spirit is excellent, and the pep rallies preceding wrestling matches, although small in size, are more enthusiastic than usually found in the regular public schools.

Much of the discipline at the school is handled by the students themselves, who give such punishments as the receiving of "swats," or the assigning of particular types of work, such as making beds. A miniature trial is held for these offenders, which gives training in citizenship. Severe disciplinary problems, of course, are handled by the administration. The most common type of punishment on the part of the administration is placing the student on grounds or refusing permission to take part in the social activities of the school.

(3) Vocational Education: Although all of the students who attended the school during the past biennium have received industrial

training,² a great deal of emphasis is not placed upon this phase of education. The superintendent feels that the teaching of trades is of secondary importance since the graduates of the school are too young to be able to apply the trades learned. Even the normal seeing high school graduate of today has difficulty in obtaining employment. The superintendent feels that a system should be worked out whereby the graduates of the School for the Blind may be given training at the Blind Trades School at the time when vocational training will be most useful to them--after high school graduation. With proper character education on the grade and high school level and proper vocational education afterwards, it is felt that the blind will be properly prepared to go out into the world.³

(4) Academic Education: Education at the School for the Blind is given in much the same way as in the regular public schools, differing only in that teaching methods are adapted to the needs of the blind and in that certain special subjects, such as braille, are offered.

Under the present curriculum, each blind student in the high school department of the Oregon school takes the following subjects: four years of English, including grammar, public speaking, letter writing, journalism, American literature, and English literature; two years of typing (every student learns to type before he is graduated); one year of health education; one year of commercial geography; one year of biology; one half year of commercial law; one half year of salesmanship; and adequate instruction, where it is practical, in piano tuning, shop, caning (chair bottoms), handicraft, office practice, and sewing. This, of course, is exclusive of piano, voice, and other musical training....as well as of gymnasium, wrestling and supervised games.⁴

2. Ibid., p. 160.

3. Interview with the superintendent.

4. Tyrus Hillway, Oregon's Modern Tendencies in the Education of the Blind, papers at Oregon School for the Blind, p. 14.

Each spring the students are given standardized placement tests, and promotions are largely based upon these. The school definitely maintains the same scholastic standards as the regular public schools. Frequently students will be taking work in different grades, depending upon their abilities in the various fields.

The Daily Schedule: The students at the school are awakened at 6:30 A.M., and breakfast is served at 7:00. Classes begin at 8:00. The high school group has five fifty minute periods in the morning, while the grade school is given ten periods of twenty-five minutes with a ten minute recess. Lunch is served at 12:30 and afternoon classes take up at 1:30. At 3:10 the regular classes are over, and the students turn to such activities as gymnasium work, industrial training, and home economics. Dinner is served at 6:00 P.M.

At 6:30 P.M. there is a half-hour reading period for the youngest students and a half-hour period of supervised study for the high school group. Although this study period is voluntary, poorer students are advised to attend. At 7:00 there are four more periods of reading, one lasting for a half-hour, one for three-quarters of an hour, and two lasting for one hour. These groups are separated according to the ages of the students, the younger ones receiving less reading. Bed time varies from 7:00 to 10:00, according to age.

Type of Students: Although the school directs its attentions to the blind or partially sighted child who is otherwise normal, many of the blind who have attended the institution are of such low mentality that they are unable to progress in their school work. Since 1931, twenty students have been dismissed for this reason, which is second

only to restoration of sight, and accounts for 19.5 per cent of the total dismissals. The school is not unfairly dismissing these students of low mentality, because the superintendent feels that it is best both for the other students and for these individuals that they do not remain in school. In a number of instances, they have been allowed to return in the hope that they might be able to do the work when they are a little older, and some have been allowed to stay in school longer than would ordinarily be the case in the hope that they might show improvement. It is only after being given a fair trial and after having been tested with psychological examinations that they are dismissed. Nor is the opinion of the school officials alone accepted, but outside psychologists are consulted as well.

Statistical Studies of Present Students: During the biennium from July 1, 1936 to June 30, 1938, fifty-eight students were received. Table XXII, which appears on page 92, shows the ages at which these students entered the school.

The blind usually do not enter school at as early an age as the seeing, and many who entered the school had previously attended public schools. Of the fifty-eight admitted during the biennium, thirteen were illiterate, six were able to read and write, thirty-one had attended common school, and eight had attended high school.⁵

Of the 129 cared for during the biennium, forty were totally blind, while eighty-nine had vision in excess of light perception.⁶

During the biennium, four girls and eight boys were graduated

5. Biennial Report of the State Board of Control for the Period Ending June 30, 1938, p. 158.

6. Ibid., p. 159.

TABLE XXII
AGES OF ADMISSION TO THE OREGON STATE SCHOOL FOR THE BLIND⁷

Age	Male	Female	Total
5	0	1	1
6	2	3	5
7	3	1	4
8	5	1	6
9	1	0	1
10	8	1	9
11	2	2	4
12	2	0	2
13	1	1	2
14	2	1	3
15	5	3	8
16	2	2	4
17	2	1	3
18	2	2	4
19	1	1	2
Totals	38	20	58

from high school. Seventy-one students were present on July 1, 1936. Fifty-eight were received during the biennium and thirty-five dismissed, leaving a total of ninety-four present on June 30, 1938.⁸

Of the 129 cared for during the biennium, industrial training and literary training were being given to all. Physical training was given to 121, music to sixty-nine, typewriting to forty-one, and tuning to five.⁹

Post-Institutional Activities: Although there have been no studies on the ages of the gainfully employed blind, there is reason to believe that the younger blind are not usually gainfully employed. The fact that those who have left the State School for the Blind since

7. Ibid., p. 158.

8. Ibid., pp. 156, 158.

9. Ibid., p. 160.

1931 are still young probably accounts for the relatively small number employed at present. Of those leaving the institution prior to 1931, 32.2 per cent are working, while of those leaving since that date, only 8.6 per cent are working. This percentage would be increased to 22.4 per cent if those living at home and working were included and if those whose sight has been restored and who are of low mentality were not included in the total. The ages of the employed blind who have left the institution appear in Table XXIII.

TABLE XXIII
PRESENT AGES OF FORMER STUDENTS OF THE OREGON STATE SCHOOL FOR
THE BLIND NOW EMPLOYED¹⁰

Age	Left 1928-1931	Left 1932-1938	Total
15-19	0	1	1
20-24	1	6	7
25-29	6	2	8
30-34	4	0	4

Although this evidence is by no means conclusive, it does tend to substantiate the superintendent in his view that students just leaving the school are too young to obtain employment. Considering the fact that these blind are quite young, the figures compare quite favorably for the national total of 25.8 per cent of the male and 7.8 per cent of the female blind gainfully employed,¹¹ and the 30.9 per cent of the total leaving the Blind Trades School who are gainfully employed.¹²

Table XXIV shows the activities of the blind who have left the School for the Blind since the present superintendent took office:

10. Information furnished by the superintendent.

11. Harry Best, *op. cit.*, p. 218.

12. This includes those who are working and also receiving blind assistance.

TABLE XXIV
PRESENT ACTIVITIES OF FORMER STUDENTS
OF THE OREGON STATE SCHOOL FOR THE BLIND¹³

	Number	
Working, total		9
Tuning pianos	1	
Office work	1	
Farm work	3	
Salesmen	1	
Woodsawing	1	
Music	2	
Living at home, total		16
Not working	8	
Illness	4	
Transcribing	1	
Farm work	1	
Housekeeping	2	
Low mentality, total		20
Living at home	14	
Left the state	1	
Fairview	3	
Hospital	1	
Unknown	1	
Unknown		3
Sight restored		24
Left the state		8
Advanced education		7
Pension		2
Under doctor's care		1
Married (female)		7
Returned to school, total		5
Miscellaneous reasons	2	
Parent uncooperative	1	
Special school	2	
Died		3
Total		105

The Oregon State School for the Blind is definitely achieving its goal of giving academic and character education to those blind who are capable of benefitting from this type of training. The superinten-

¹³. Information furnished by the superintendent of the Oregon State School for the Blind.

dent recognizes the fact that most of the blind will remain dependent, but the school does all that it can to help and encourage the few who seem to have the qualifications for success.

2. Present Status of the Oregon Blind Trades School

The Commission for the Blind.

Creation of the Commission for the Blind: The Oregon Blind Trades School is operating under legislation passed in 1937.¹⁴ This legislation set up a new administrative body known as the "commission for the blind and the prevention of blindness" which has the duties of "promoting...the welfare of blind persons, persons with seriously impaired vision, and persons suffering from conditions which might lead to blindness." The five members of the Blind Commission, of whom one must be a blind person, are appointed by the Governor for a term of four years. They receive no compensation. This Blind Commission has the power of appointing "all officers and agents as may be necessary" and of fixing their compensation. It is also to compile and maintain a complete register of the blind in the state, describing the condition, cause of blindness, and capacity for education and industrial training of each. It is to maintain a bureau for the prevention of blindness, which is to make inquiries concerning the causes of blindness, to learn what proportion are preventable, and to inaugurate and cooperate in preventive measures. It may also arrange for the examination of the eyes of individual blind or partially blind persons and may furnish

14. Oregon Laws, 1937, Chapter 258.

medical and surgical treatment for them. One or more bureaus of vocational aid, for the purpose of finding suitable employment for the blind and for the purpose of disposing of products manufactured in the home, are to be provided.

Training the Blind: In addition to establishing, equipping, and maintaining schools and workshops, the Blind Commission may also pay all the expenses of blind persons taking training in any field, whether such training is taken within or outside of the state. Such training is to be furnished "wherever in the judgment of the commission....(it) will contribute to the efficiency or self-support of such blind persons." It may also aid individuals or groups of blind persons by furnishing materials or machinery to them and by assisting in the sale and distribution of their products, but it is not authorized to make gifts.

Money from the sale of products made in the workshops or under the supervision of the Blind Commission, and to which it has title, is to be placed in a separate fund to be used "for the support and maintenance of said industries and the carrying on of the work of the commission."

Home Visits and Home Teaching: A non-mandatory provision is made for the Blind Commission to ameliorate the condition of the blind by promoting visits in their homes for teaching or social service. The Blind Commission "shall" cooperate with the State Public Welfare Commission in the administering of financial aid to the needy blind, and make such investigations of applicants as the Welfare Commission may request. It may receive money by gifts and bequests, but must include

in its annual report to the Governor all moneys so received and expended. A detailed report to the Governor is to be made at the first of each year in which the Legislature convenes, "showing all appropriations received and how the same have been expended, and covering its activities and accomplishments for the preceding biennium, and making recommendations therein...."¹⁵

The Register of the Blind: Although the Blind Commission has been functioning for nearly two years, little has been done in the direction of compiling a register for the blind. In the school census of 1938-39 a special sheet is enclosed on which to enumerate the blind, with blindness being defined as the ability to count fingers at a distance of ten feet. Information to be given includes the name, age, date of birth, sex, address, whether or not being taught, and where being taught. Reports on this census were not yet available on January 1, 1939, and even when the results are made available much additional work will have to be done before the information required by the law is gathered. Each school district is allowed fifteen cents, to be paid by the Blind Commission, for each blind person reported. According to the first biennial report of the Blind Commission, this will include many more names than should be included in such a census, "but the list will serve as a basis for careful checking and insure reaching all the blind."¹⁶ The last statement may be questioned since it is known that in one community, where several blind reside, none were reported in this census.¹⁷ After this census has been completed and

15. Oregon Laws, 1937, Chapter 258.

16. First Biennial Report of the Commission for the Blind, (1939), Chapter III.

17. Interviews with the census taker and the secretary to the superintendent of schools.

the results made available, a further check is to be made with the records of the State Public Welfare Commission. Even after this work is completed, much will remain to be done before the register may be considered complete either as to the number of blind included or as to the information required concerning them.

Bureau for the Prevention of Blindness: The Blind Commission has not created a bureau for the prevention of blindness, but some work in this direction is being carried on by the Blind Commission and the Blind Trades School. To date, the only work on prevention which the Blind Commission has done is to print a leaflet, in cooperation with the Committee on Conservation of Vision of the Oregon State Medical Society, which describes ten causes of blindness and gives some information on the care of the eyes. Written in simple language, the booklet is to be distributed through the public schools of the state. One member of the Blind Commission reports a very incomplete "coverage" from this technique.¹⁸ There is no record of any studies concerning the causes of blindness being made by the Blind Commission.

Restoration of Vision: The Blind Commission takes credit for the restoration of sight to five blind persons,¹⁹ but there is no record of the Blind Commission's having given financial aid in this connection, and in February, 1938 a letter was exchanged between two Blind Commission members stating: "I regret that ... (the superintendent's) enthusiasm led him to the idea that he was privileged, without consulting the commission, to secure a surgeon and arrange for an operation which was not authorized by us."²⁰ The total estimated expenditures for the

18. Interview.

19. First Biennial Report of the Commission for the Blind, (1939), Chapter I.

20. Letter dated February 5, 1938 on file at the Oregon Blind Trade School.

1937-38 biennium for "Medical and surgical" was \$112.38, practically all of which was spent for drugs, chemicals, and bandages. Eighty dollars was to have been spent for an eye specialist. The request for the 1939-1940 biennium was for \$103.60 for medical and surgical purposes, and nothing for eye specialists.²¹ Here is conclusive evidence that the Blind Commission is not spending much money on its sight restoration program. The medical attention now being given the blind is administered through the Blind Trade School. The work is done by the University of Oregon Medical School and the Multnomah County Hospital, while the Public Welfare Commission occasionally furnishes funds for transportation and treatment. Through this program over 250 blind people have received medical attention.²² One independent worker for the blind and former member of the Advisory Board has stated that the Blind Commission has assumed credit for the restoration of the sight of one man when in actuality it had very little to do with it since this worker had made all of the necessary arrangements at the request of the superintendent.

Placement Work: The "one or more bureaus of vocational aid" which the Blind Commission is required to maintain are evidently located in the hands of the superintendent of the Blind Trades School. Little has been done in the way of placing the blind in remunerative occupations other than the efforts directed towards setting up stands in federal office buildings. At present nine vending stands are being operated in federal buildings in the state of Oregon. These stands

21. Ninth State Budget of Oregon for the 1938-1939 Biennium, p. 43.

22. Interview with the superintendent of the Oregon Blind Trade School.

have been made possible through loans to the blind operator by different groups in the state. Five have been helped in this way by Lions clubs, one by a Kiwanis club, one by a Rotary club, one by an organization of Welsh citizens, and one through the efforts of the blind person himself. Four of these stands are located in Portland, and one each in Marshfield, Salem, Astoria, Klamath Falls, and Medford.²³

"The average weekly sales have approximated \$50 with a profit of 25 per cent to the vendor."²⁴

Six more favorable locations are available in the state, with local men available for each: Eugene, where the postmaster has given the necessary approval but which is being delayed until completion of the new building, Roseburg and The Dalles which have been "needing action" for six months but which have not yet been established, Oregon City which has not yet been approached and which may not be a satisfactory location, and Baker where the postmaster has "stalled" but would probably "come around." What might be considered unnecessary delays in setting up stands in favorable locations where all of the preliminary arrangements have been made is explained by the superintendent by saying that it requires three or four days' work to set up such a stand, and he has not had the time available for such services.²⁵

According to one of the members of the Blind Commission, there is need for a greater diversification of trades for the blind, and of a canvass of the state to find possible new fields,²⁶ and at the

23. Interview with the superintendent.

24. First Biennial Report of the Commission for the Blind, (1939), Chapter V.

25. Interview with the superintendent.

26. Interview.

December, 1938 meeting of the Blind Commission another member urged the future employment of an investigator and placement agent to discover occupations, contact the blind, determine the problems of each, and find suitable employment.²⁷ No action was taken, however.

Virtually nothing has been done by the Blind Commission in the line of conforming with the non-mandatory provision for home teaching and social service, nor has the State Relief Committee called for assistance from the Blind Commission. The State Relief Committee is doing all that is being done in the way of social service work, while W.P.A. readers and teachers are working along the lines of home teaching.

Politics in the Blind Commission: One of the major reasons for the creation of the Blind Commission was to remove the work for the blind from politics. Of the seven persons who have served on this commission to date, only three might be considered merit appointments. One of these is a former member of the Advisory Board who had done considerable independent work for and with the blind. One is an eye specialist in the city of Portland whose experiences should have given him some knowledge of the problems faced by the blind. The third in this group is a blind man. The four remaining individuals who have served on the Blind Commission had had no previous experiences with the problems with which they were to deal. One of these is a Portland politician who is at present a county commissioner, one a preacher, college president, and former army officer, one a lawyer in Portland who

27. Minutes of the commission, Dec. 10, 1938.

has admitted that he is a political appointee,²⁸ and one a post-mistress.

One member of the Blind Commission is rather critical of the composition of the commission, and feels that most of the trouble lies in the large number of political appointees to that body. Another factor which is not conducive to satisfactory work by the group is that it is extremely difficult to find capable men who can give the necessary time.²⁹ All of the present members of the Blind Commission are very busy people.

A letter written by another member of the Blind Commission to the superintendent gives further evidence that the commission has not been entirely removed from politics. It reads, in part, "There was a nice little compliment in yesterday's Oregonian taken from the Governor's speech...both for yourself and for the commission, and of course, it will not hurt me in my campaign program."³⁰

The Commission Meetings: The first meeting of the Blind Commission was held at the school on March 29, 1937. It was decided at this time to hold meetings on the first Monday of each month.³¹ Since its inauguration, the Blind Commission has been meeting every month. The minutes for all of the meetings were not available at the

28. Interview.

29. Interview with a member of the Commission for the Blind.

30. Letter dated April 20, 1938 on file at Oregon Blind Trade School.

31. Minutes of the Commission for the Blind, March 29, 1937. At the November, 1938 meeting it was decided to meet on the first Saturday of alternate months, beginning in January.

institution even though a complete set is supposedly kept there, and the missing minutes were not available. At the time the minutes were read, the Blind Commission had been in charge of the institution for twenty-three months, but there were minutes for only nine meetings. Of these nine meetings, only three had been fully attended, five were attended by four members, and one (a special meeting) was attended only by the three members who at the time were residents of Portland. One Blind Commission member missed three of the nine meetings, while three missed one each. At one meeting there were only four members of the Blind Commission present since one had resigned and his successor had evidently not yet been appointed.

Only two changes have taken place in the membership of the Blind Commission, both due to resignations. One member resigned because he had been elected county commissioner and because his physician had advised it.³² The other member who resigned had been a member of the Advisory Board, and while the resignation had been turned in prior to the change to the Blind Commission, it had not been accepted and the individual had been appointed to the commission. According to a letter written by another member of the Blind Commission, the resignation resulted because of a feeling that "there is too much complaint and petty annoyances connected with the school."³³

The Superintendent

Selection and Qualifications: At the first meeting of the Blind Commission, the resignation of Orville Gamble as superintendent was

32. Minutes of the Commission for the Blind, Dec. 10, 1938.

33. Letter dated June 11, 1938 on file at the Oregon Blind Trade School.

accepted, and Mrs. Edna Kelley, bookkeeper, was elected temporary superintendent.³⁴ A total of nine applicants were interviewed by the Blind Commission for the position of superintendent, with Mr. Linden McCullough finally being "the unanimous selection for the position."³⁵ In spite of this reported unanimity, however, one member of the Blind Commission reported that two of the members wanted to wait and go outside of the state for the superintendent in order to obtain a better qualified man for the position. This member feels that the present superintendent is not a business man, that he is "dumb", and that he will not be supervised. A member of the Advisory Board considers the present superintendent to be "by far the worst superintendent they've had out there." Another member of the Blind Commission feels that the superintendent, although appointed under the Blind Commission, is a political appointee. "Even the hiring of a bookkeeper has in the past involved politics." He criticizes the superintendent for bringing out friends to eat dinner at the expense of the state, and asks, "Is this to interest them in the school, or is it for political reasons?" This is "the biggest thing the superintendent has ever had," and this commission member questions his ability as an administrator. He feels that the Blind Commission should get a good man and hold him responsible.

Further evidence that the superintendent has not been removed from politics is found in a rather lengthy letter written by him to a member of the Blind Commission presenting detailed evidence that he

34. Minutes of the Commission for the Blind, March 29, 1937.

35. Minutes of the Commission for the Blind, March 29, 1937 and April 12, 1937.

has been a good Democrat, and that his whole family had voted the Democratic ticket for a period of twenty-eight years.³⁶

The Superintendent and the Blind Commission: Although the minutes of the meetings of the Blind Commission give only very meagre information concerning the activities of the Blind Commission, some evidence as to what is being done is available from this source. With the minutes of the Blind Commission is filed one rather detailed report of the superintendent. Among the twenty-four items listed here are requests to purchase chicken feed on a yearly basis, to hold picnics on Saturday, to have outdoor broadcasts of ball games, to purchase certain printed materials from a blind printer in Portland, etc. Evidently the new superintendent did not know the extent to which he, as superintendent, had the authority to make certain minor decisions, or the Blind Commission was giving very minute supervision to the institution. One item of the superintendent's report at this time read "report of underhanded visits on part of Orville Gamble and family". Evidently as a result of this report, the Blind Commission passed a resolution "requesting all volunteer workers at the blind school to register in a visitor's book". The superintendent's report was "approved as a whole."³⁷

There is some evidence available in the correspondence to show that the Blind Commission does not entirely trust the superintendent. In April and May of 1938 letters were exchanged between the Blind Commission and the Washington State Department of Social Security. Evidently the superintendent was going into the state of Washington for

36. Letter dated August 8, 1938 on file at the Oregon Blind Trade School.

37. Minutes of the Blind Commission, May 3, 1927.

the purpose of selling products in competition with the blind of that state and in violation of previous mutual agreements. In May, 1938 the chairman of the Blind Commission wrote the Governor:

I have been requested to ask you if you will please refuse all travel orders from the Oregon Blind Trades School unless they have been signed by the secretary of the blind commission.

The enclosed copies of letters received from Washington will explain this request. These trips were taken by the superintendent of the blind school without the knowledge of the...commission. We are endeavoring to adjust this matter and in order to avoid future difficulties the commission would like to be able to check all traveling, especially out of the state, before you sign the travel orders.³⁸

It would seem that the Blind Commission, unless it distrusted the superintendent, might have been able to make satisfactory arrangements with him without taking this matter to the Governor.

In the latter part of the same month, the budget director was written:

The commission for the blind was surprised to receive copies of the correspondence between you and the superintendent of the Blind Trades School....in as much as none of the additional help or increases in salary had been requested or authorized by the commission. In fact, we feel that these changes are not necessary at the present time.

In view of the fact that your letter...covered information for the 1939-1940 biennial budget, we can see no reason why this program should be put into effect now, especially without the knowledge of the commission for the blind.

It is felt that since the commission members are willing to give their time and energy in the interests of the taxpayers in working out these problems, it hardly seems fair that such action be taken without at least consulting the commission.

We trust you see our position in this matter.³⁹

In February of 1939 the superintendent received the following letter from the Blind Commission:

38. Letter dated May 2, 1938 on file at the Oregon Blind Trade School.

39. Letter dated May 31, 1938 on file at the Oregon Blind Trade School.

Confirming my conversations with you and with Mr. Goudy this morning, this is to advise you that:

1. Under no circumstances are you to correspond with relief agents in the several counties without directing your letters through Mr. Goudy's office. This is in accordance with our understanding with the State Relief Committee;

2. I am very sorry your enthusiasm for the excellent cause of federal pensions for the blind led you to make use of the stationery of the Blind Commission in asking county relief agents to circulate pledge cards to raise money for Mr. Myers to make his trip East. No public agency such as ours, or the State Relief Committee, is permitted to make use of its official status to solicit funds for whatever purpose. I feel sure that careful reflection on your part would have shown you the propriety of this regulation. You will recall that the only action the Committee took respecting this matter was to authorize leave for Mr. Myers at such time as his trip might be made possible. It will be necessary for the committee representing the blind of this state to address themselves directly to their companions in misfortune, and I am sure that Mr. Myers and the committee in charge will know how to go about this without subjecting either the Commission or the Relief Committee to further embarrassment.⁴⁰

Ten days later, another letter was written the superintendent concerning a very similar matter:

I have learned with regret that Mr. Myers has seen fit to address himself to sheriffs of certain counties, asking them to secure from the Relief Committee the names of blind persons. Since these lists are confidential, Mr. Goudy has properly ruled that they may not be released for the purpose of collecting funds.

I trust that Mr. Myers will find some other method of contacting these blind individuals, since solicitation through public officials is specifically forbidden, in accordance with the ruling of our Board and the State Relief Committee. Please call Mr. Myers' attention to this fact in order that the Commission may not be further embarrassed.⁴¹

One member of the Blind Commission feels that the superintendent

40. Letter dated February 10, 1939 on file at the Oregon Blind Trade School.

41. Letter dated February 20, 1939 on file at the Oregon Blind Trade School.

should be placed in charge of the institution. In the December meeting of the commission, an attempt was made to define more clearly the policy of the Blind Commission in regard to the school. It was decided that the school should be managed and conducted by a superintendent selected by and responsible to the Blind Commission. Subordinate employees are to be chosen by the commission from those applicants recommended by the superintendent, and are to be responsible to the superintendent.⁴²

The Oregon Blind Trades School

Admissions: According to the First Biennial Report of the Commission for the Blind, "The acceptance of persons coming into the institution has been based upon the findings of members of the group of ophthalmologists who pass upon eligibility for blind assistance."⁴³ There are about seventy-five of these ophthalmologists, selected by the Board of Directors of the State Medical Society, although in actuality Dr. Fenton is asked to name them. A committee of three ophthalmologists also passes upon the eligibility of the blind persons. Although such procedure, if properly carried out, should insure the selection of only qualified blind persons, the present administration is accused of filling the institution with sighted persons.⁴⁴ While such accusations are largely unfounded, some of the inmates, although industrially blind, are sufficiently sighted to do gardening, manual labor, and mechanical work. One "blind" man interviewed at the institution

42. Minutes of the Blind Commission, December 10, 1938.

43. Op. cit., Chapter IV.

44. Interviews with a former blind resident of the institution and two members of the Advisory Board.

had sufficient sight to read books and magazines and said that he could see Mt. Hood from the school when the weather permitted. His hobby was photography, and he insisted that his work at the institution demanded considerable vision. He has been in the institution for about a year, coming there upon the recommendation of a local relief worker. This person has badly crossed eyes, and it may be possible that the work he does at the institution is of such a nature that a normally sighted person would have to be employed in his place if he were not there.

Institutional Records: Not only the records of the Blind Commission but also the records of the institution are very meagre. What the superintendent calls "case studies" contain from one to six typewritten lines concerning each blind person, with the majority of "cases" being made up of two or three lines. At least nineteen who had been at the institution or who were still there had not been included in the report, and information concerning them was given by the superintendent from memory. A few of these "case studies" will shed considerable light upon the type of records kept. They read:

Health fairly good. Has not needed clinic attention.
Aging rapidly. Fine citizen.

Health good, getting old.

Left May 28, 1937. Is patient at County farm. Failing physically and mentally.⁴⁵

Entered Nov. 6, 1937. Learning basket making rapidly.
Ready to go out on own.

45. Although not included in the "case study", the superintendent reported that this individual had since died.

Entered August 2, left October 18, 1937. A real flop. Let all of us down.⁴⁶

Been only short time in school. Young man just past 21 with a very good physique, could do any type of work except for vision handicap, married, now doing work for father-in-law.

Has been in the institution a number of years. Very temperamental. At times have been (sic) a trouble maker despite the fact that he is an expert basket maker, good chair caner and good broom maker, at the present time behaving himself well and working without complaint.

From interviews with the superintendent and by consulting the application blanks, some additional information was obtained concerning all of the residents.

Ages of Residents: The ages of fifty-three of the fifty-four full time residents were available. These are shown in Table XXV.

TABLE XXV
AGES OF RESIDENTS AT THE OREGON BLIND TRADE SCHOOL

Age	Number
75-79	6
70-74	4
65-69	5
60-64	9
55-59	3
50-54	2
45-49	4
40-44	5
35-39	5
30-34	2
25-29	2
20-24	1
Total	53

From this table it is apparent that many of the blind at the

⁴⁶. Although not certain, the superintendent thought this individual was in jail in Portland.

institution are rather old: nearly twenty per cent are over seventy, while approximately fifty per cent are over sixty.⁴⁷

Length of Time Residents Have Been in the Institutions: The length of time which these people have been in the institution is also of considerable interest. Information concerning the time which the individuals entered the institution was obtained from the applications for admission, when this information was included, or from the superintendent. Table XXVI covers fifty-four residents.

TABLE XXVI

YEAR PRESENT RESIDENTS ADMITTED TO THE OREGON BLIND TRADE SCHOOL

<u>Year Admitted</u>	<u>Number</u>
1921	1
1923	5
1924	3
1925	2
1930	1
1931	1
1932	7
1934	3
1935	1
1936	1
1937	20
1938	9
Total	54

Twenty of the fifty-four have been in the institution for over five years, and eleven of these have been there over ten years. The fact that twenty of these were admitted to the institution in 1937, even though more of those entering at an earlier date, is sufficient evidence that this was an exceedingly heavy year for admissions. It would seem that the new superintendent proceeded to fill the institution

47. According to The Blind in the State of Oregon, the 1932 survey of the Advisory Board, 25.5 per cent of the blind in the state as a whole are over sixty.

which his predecessor had left with comparatively few residents.

The total number admitted during 1937 and 1938, including those who have since left the institution is given in Table XXVII.

TABLE XXVII
HISTORY OF THOSE ENTERING THE OREGON BLIND TRADE SCHOOL
DURING 1937 AND 1938

Age	Dismissed	Still in Institution	Total
75-79	1	2	3
70-74	0	1	1
65-69	0	3	3
60-64	1	5	6
55-59	2	6	8
50-54	1	1	2
45-49	0	2	2
40-44	2	2	4
35-39	3	4	7
30-34	3	2	5
25-29	4	1	5
20-24	2	0	2
15-19	1	0	1
Total	20	29	49
Not available	5	2	7

Of this group of forty-nine, thirteen or slightly over 25 per cent, are over sixty years of age. Of these thirteen older blind admitted during these two years, only two have been dismissed. One of these is working outside but living in the institution; the other is receiving blind assistance. Table XXVII shows clearly that only the younger blind are leaving the institution.

These studies of the ages of the residents and of the length of time which they have spent in the institution definitely point to the conclusion that the institution is serving not as a "school" but as a refuge for the aged blind.

Post-Institutional Activities: Table XXVIII shows what those who have left the institution during the past two years are now doing.

TABLE XXVIII
PRESENT VOCATIONS OF THOSE LEAVING THE OREGON BLIND TRADE SCHOOL
DURING 1937 AND 1938

On blind assistance, total	15	
On blind assistance and working, total		5
House to house salesmen		2
Making baskets		1
Selling papers		1
Working at school (living out)		1
Died	5	
Sight restored	4	
Married	3	
Students (reader's fund)	3	
Vending stands	3	
In jail	2	
Teachers, total	2	
W.P.A.		1
Elementary school		1
Living in the institution, working outside	1	
Working in the institution, living outside	1	
Mattress maker	1	
Janitor	1	
Living with relatives	1	
Making baskets	1	
In veterans' hospital	1	
Service pension, making baskets, rugs	1	
Total	45	

Of those who have left the institution during the past two years, thirty-six are still living and still blind. Twenty-three, or approximately two-thirds, of these are receiving some form of government assistance. Sixteen, or not quite half, of the group are working, but only eight may be considered self-sufficient. Of these eight, six may be considered as working in occupations for which training is offered in the institution.

This information concerning those who have left the institution is probably not too accurate, since it was given by the superintendent from memory. No records are kept of the activities of those who leave the institution, since the superintendent feels that the institution should not meddle in their affairs.

In spite of the facts presented above, the superintendent, under date of September 6, 1938 wrote a letter stating, "The real function of the Trades School is being realized--a place of training--then out into gainful occupation".⁴⁸ One member of the commission has stated that the institution is not an old people's home, although it often has to care for the blind who have been there for a long time and who are no longer able to work.

Activities in the Institutions: In December there were fifty-eight persons in the institution, of whom seven were women. Table XXIX shows the occupations of these residents.

TABLE XXIX
OCCUPATIONS OF RESIDENTS OF THE OREGON BLIND TRADE SCHOOL

Occupation	Male	Female	Total
Broom shops	25	0	25
Chair caning	9	5	14
Rug making	1	1	2
Piano tuning	1	0	1
Gardeners	2	0	2
Mechanic	1	0	1
Manual labor	2	0	2
Basket making	2	0	2
Not working (aged)	8	0	8
Waitress	0	1	1
Totals	51	7	58

⁴⁸. Letter dated September 6, 1938 on file at the Blind Trade School.

All who were working were being paid. Of those working in the broom shops, eleven were averaging from \$11.00 to \$24.00 per month; eleven more were averaging approximately \$11.00 per month; two were making \$13.50; one was making \$40.00; and two were making \$12.50 per month. One chair caner was making about \$25.00 per month, while the other thirteen were eking out \$9.00. Rug weavers earned about a dollar a day when they worked, which was only about five days a month. The piano tuner was making \$25.00 a month; the mechanic, \$21.00; the two gardeners, \$13.50 each; and the two manual laborers, \$12.00 each. The two basket makers averaged \$12.00 per month, and the waitress was paid \$25.00.⁴⁹ Although the salaries are not high, this would seem to indicate that the institution is serving largely as a workshop.

Some additional income is provided from the sales of goods at exhibits. During the biennium ending January 1, 1939 about twenty individuals participated in eight exhibits, averaging about three dollars apiece in profit from each exhibit.⁵⁰

During the year, ten new mattresses were made and eighteen were renovated.⁵¹ These mattresses are of satisfactory quality and price to sell to the state purchasing agent,⁵² which, according to the law, means that they must be purchased from the blind school.⁵³ However,

49. Interview with the superintendent of the Oregon Blind Trade School.

50. First Biennial Report of the Commission for the Blind, (1939) Chapter XI. Interview with the superintendent.

51. First Biennial Report of the Commission for the Blind, (1939), Chapter XI.

52. Minutes of the Blind Commission, January 7, 1939.

53. Oregon Laws, 1937, Chapter 258, Section 7.

at the present time, no inmates of the institution are engaged in mattress making.

Reactions of Residents to the Institutions: The residents of the institution seem to be well satisfied. Their room and board is furnished them at state expense, and the amount they earn in the shops is sufficient to supply them with the other needs of life. Their time is fairly well taken up with their work, their radios, and in visiting. One young man who has been blind for only a year feels that the "school" is a blind man's paradise, and states that he had more fun in the two weeks in which he had been at the "school" than in the whole year of his blindness.⁵⁴ Occasional dances and programs are arranged for their entertainment.

An elected grievance committee represents the blind in submitting requests to the Blind Commission and to the superintendent.⁵⁵ Members of this committee who were interviewed reported that grievances were very rare, and then only of a minor nature. One example of the type of grievance coming to the committee was a request that a clock station for the nightwatchman be installed in one of the halls in the men's living quarters. There are occasional complaints concerning certain dishes that are served at the meals, but there are no serious complaints concerning the food.

The blind living outside of the institution are not too favorably impressed. According to one blind man who is not in the institution,

54. Interview.

55. First Biennial Report of the Commission for the Blind, (1939), Chapter VIII.

the blind are dissatisfied with the food and the wages paid them. He was of the opinion that the blind would not talk, and could not be made to talk, concerning their grievances because they are dependent upon the institution for their sustenance and they feel that they would be in danger of losing this security if it were known that they had made complaints. This applies also to those blind who are outside the institution and who are receiving blind relief or some other form of governmental assistance, since they feel that their position is dependent upon politics.

One member of the Blind Commission reports that the blind in the institution are particularly appreciative of the things done for them, but that occasionally one is found who feels that the world owes him a living. These, however, are weeded out of the institution.

There is considerable evidence in support of the view that, under the present administration, the number of complaints has fallen off considerably. The superintendent quotes Secretary of State Snell as having said, "We no longer have these letters of complaint. Believe me we had it plenty." The Secretary of State, under date of May 1, 1937 wrote the superintendent: "I am very much impressed with the manner in which you are taking hold of the activities of this important work."⁵⁶ It is also reported that both governors (Martin and Sprague) were satisfied with the work being done.⁵⁷

Not all of those connected with the institution, however, are so well pleased. A former Blind Commission member states that the individual

56. Letter dated May 1, 1937 on file at the Oregon Blind Trade School.

57. Minutes of the Commission for the Blind, January 7, 1939.

blind, especially the indigents, are not satisfied at present.

In October, 1938, a former inmate wrote to the chairman of the Blind Commission:

(The superintendent)...has left me no other alternative but to lodge a complaint with the commission about his conduct.

He ignores my letters and orders for materials, therefore I am forced to take the matter up with you. I had an insight into his spiteful disposition while in attendance at the School in the summer of 1937, although he and I never had any words while there.

I went to the school to learn a trade that I could work at at home...I was told while there that it would be impossible for me to make anything at home, and when I asked why?, the answer was that you will not be allowed to make anything. However, I had to find out for myself, and there is no longer any doubt about it.

I went ahead and learned to make service baskets... At the time I returned home, we were temporarily out of material, but expected a shipment within a few days. The day before I came home I went to the office and left an order for material with the bookkeeper(...(the superintendent) being away). The bookkeeper wrote down the size and quantity wanted and promised to ship it to me as soon as the material arrived. I came home and waited a month without hearing a word from it. Then I wrote a friend and asked if they had received the material or not.

He said "yes, a long time ago". I supposed you had yours and was working right along."

I wrote several letters to (the superintendent)... Finally he wrote and said if I would tell him the kind and quantity I wanted he would ship it to me subject to the terms applied to the rest of the outside blind which was C.O.D. I complied with his request but in all it was three months...before I received the material.....

About the same time I received a letter from him saying I would be limited to 40 baskets a month.⁵⁸ And the next was 2 raises in the price of material in 2 months. Then the next was two separate cuts in the price of baskets. And from the beginning, although I was required to pay cash, I had to wait and wait on my money. I complained about it several times and each time was obliged to wait several days longer until it was 6 weeks or more before I received my money. promptness does not seem to be one of his virtues.

58. This is in sales to the school.

I have at least one communication that was postmarked several days after it was dated. I never received bills of lading less than from 2 to 3 weeks after I received the material. Invoices on baskets that should have been dated before the middle of the month was dated the last day of the month and received about the 20th. of the next month when I got my check. There was one bill of lading that I never did get. Now I have all communications, invoices, bills of lading, and freight bills, which will speak for themselves....Before I received the money for the last quote of baskets, I got a local order for three dozen baskets. I sent in for material...and waited 20 days and never heard a word about it, and...was forced to cancel the order as people are not going to wait indefinitely for their baskets.

The latter part of August 1938 I got another local order...and sent an order to...(the superintendent) for material enclosing P.O. money order to cover cost of material dated Sept. 3d. He never has acknowledged receipt of the order. On Oct. 1, I wrote him to cancel the order and return my money to me by return mail. he has ignored it completely.....Now...(the superintendent) thinks he stands four aces high with the commission. I know another man that told...(the superintendent) that he did not think he treated him right. He said he didn't care what he thought about it. He told him he guessed he would have to take it up with the Commission. ... (the superintendent) says. "all right, they meet again on such and such a day....In my opinion, judging from experiences that I have had there should be a shake up in that office that would rock it to the foundations with a thorough clean up. I have tried to get along in peace, but when it comes to being treated as a worm...that is going a little too far. I am completely fed up.

I trust that you will see that I at least get that \$9.40 back at once. I could tell you more....

I trust that you...will take the necessary action to straighten that office out once and for all for the good of all concerned. I cannot believe that the commission would knowingly sanction such conduct as ...(the superintendent) has employed.⁵⁹

Letters on file at the school show that this correspondent has not exaggerated his complaints concerning the length of time the

59. Letter dated Oct. 12, 1938 on file at Oregon Blind Trade School.

superintendent requires in answering his correspondence. A perusal of the letters on file at the Oregon Blind Trade School shows that the superintendent has, on at least some occasions, been slow in responding to the letters of customers. Concerning the criticisms presented in this letter, the superintendent wrote that the individual had made frequent complaints about the meals and the conditions in general, and that he was difficult to handle in the shop because he found it difficult to learn. Delays in the shipment of orders were attributed to the fact that these orders had to be approved in Salem, and to the war conditions in the Orient making it difficult to obtain materials. Delays in sending the money were the result of technical disbursement problems and the fact that the materials ordered were expected to arrive.⁶⁰

In response to the above letter, the chairman of the commission wrote, in part:

As president of the board I am not justifying... (the superintendent's) action nor upholding him in any business matters that have not been strictly according to the best interest of any blind person in Oregon, but of course, we can not expect him to do the impossible and yours is the first real complaint that has come to my attention, since he has been superintendent everything seems to be in so much better condition and so much more harmonious than previously that we felt he was doing a very good job.

I have asked many of the blind at the school and they all seem pleased and happy..... I am sure I would know it if there was any general dissatisfaction.⁶¹

The letter also told of the criticisms the superintendent had made of the blind correspondent, who wrote again:

In regard to my complaint about the food will say that that is substantially untrue. Some of the boys did complain and I said that the quality was alright, but sometimes the quantity was small as we were allowed one helping of

60. Letter dated October 14, 1938 on file at the Oregon Blind Trade School.

61. Letter dated October 15, 1938 on file at the Oregon Blind Trade School.

some things and only one glass of milk at a meal.... I did not complain to....(the superintendent), we simply joked about it between ourselves.

In regard to the inmates there liking...(the superintendent) will say that I being among them there heard complaints, some of them I believe were more or less imaginary, while others, perhaps had a cause to complain. I spoke to one of the members of the grievance committee in regard to a certain condition and he agreed with me.

I asked him why the committee did not take it up with the commission. He said, "You wish to enter that as a complaint and let us use your name?" I told him it wasn't a complaint but a condition that should be remedied. I told him it was more to their interest than mine as I intended to go home soon. It was never brought up. You see those that are figuring on staying there permanently are afraid to make unjust complaints in fear of jepordizing their chance of a home. I think you know what I mean.

The school is a lovely place, and I am sure that all of the blind are truly grateful to those who make such a place possible. Now of course as in all institutions there are conditions which could be improved upon, but of course it is impossible to please everyone no matter how hard one may try, but there certainly should not be room for favoritism or spite work in a place of that kind.

This letter is not in the form of a complaint, but simply a statement to show that there are things that goes on which the commission does not know and probably never will know, as it is only the intolerable that ever comes to light.⁶²

Here is additional evidence that the blind are unwilling to talk concerning their grievances. When such a situation exists, it would seem that the Blind Commission should make every effort to become easily accessible to complainants. However, a regulation was passed at the July 1938 meeting requiring that criticisms must be written and signed for careful consideration.⁶³

The criticism of the food is probably not justified, for, while

62. Letter dated October 17, 1938 on file at the Oregon Blind Trade School.

63. Minutes of the Commission for the Blind, July 16, 1938.

it is neither fancy nor expensive, it is of satisfactory quality and sufficient quantity. One member of the Blind Commission feels that eating conditions could be improved, but his objections are not directed towards the food itself but to the manner in which it is served.

'Academic' Training: During the past year the school received \$1,100.00 in credit for books from the Printing House for the Blind. Since shelf space for braille books at both the Blind Trade School and the Portland Public Library has been exhausted, new books are now being placed in the hands of the State Library for state wide distribution.⁶⁴ All books added to the library are passed upon by an employee of the Portland Library Association who has charge of the work for the blind, the State Librarian, the librarian at the Blind Trade School, and the three W.P.A. teachers who are teaching the blind in Portland. According to the superintendent, fiction and books of a religious nature comprise about ninety per cent of the braille library at the school.

There are now 192 talking book machines available in Oregon. These machines are loaned out through the Trade School, which also has charge of the repairs in Oregon, while the records are handled through the Portland Library Association. It is felt that "The whole program of adult education for the blind has been speeded up through the Talking Book",⁶⁵ because it brings to the blind the type of material with which they should be familiarized and because it creates an interest in reading.

In March, 1939, there were 86 W.P.A. readers for the blind in

64. First Biennial Report of the Commission for the Blind, (1939), Chapter VI.

65. Ibid., Chapter VI.

Portland. Each of the 150 blind being contacted in this way received twelve hours per week reading. Of these 150, between thirty-five and forty were at the school. In the opinion of the administrator of the W.P.A. reader's project in Portland, the blind are interested in light literature, with the quality being somewhat higher at the Oregon Blind Trade School. Seven of the Multnomah county readers are reading at the Oregon Blind Trade School. One of these readers states that they are not particularly well liked there, since they are paid more than some of the employees at the institution. This reader reported the most popular book at the school to be a pseudo-anthropological work, The Lost Continent of Mu by James Church Ward.

The blind people themselves, both within and outside the institution, do not particularly approve of the reader's program. Two main criticisms are (1) that the readers are not qualified to read, and (2) that the readers are changed too often, making necessary a continual process of adjustment between the blind person and the reader. A former member of the Blind Commission reports that the blind feel that if they do not allow these readers to come they would be stopping progress and contributing to unemployment.

In addition to the readers in Multnomah county, there is one reader in Lane county and one in Marion county.

In Portland there are three W.P.A. teachers engaged in teaching braille, English, typing, history, citizenship, German braille, music, current events, home making, and play production to the blind.⁶⁶ The

66. First Biennial Report of the Commission for the Blind, (1939), Chapter VII; interview with the administrator of the W.P.A. teaching program.

two of these teachers who have their headquarters at the school do not feel that they are too welcome there, although the first biennial report of the commission strongly urged that the project be continued, if necessary at state expense.⁶⁷

Publicity: Mr. J. F. Myers has taken over the work of contacts and publicity, traveling about the state speaking before Lions' Clubs and other groups. Such publicity work, according to the biennial report, has resulted in support from the organizations contacted.⁶⁸ However, this support, except in the loaning of money for stands and the possible creation of a slightly better market for some of the products of the "school", is of a rather intangible nature. Undoubtedly the "school", while it might not have been as well known in the state, would have been accomplishing more if the time and money spent in publicity had been spent in contacting the blind of the state and in studying the occupations available to them.

Summary: Few of the blind at the Blind Trade School are culturally rehabilitated to the extent that they are able to go out into society as normal or near-normal individuals. They do not learn to do things for themselves in such a way that their blindness becomes inconspicuous. Most of them depend upon their white canes to find their way about, which to the better adjusted blind seems to be a definite indication of their lack of adjustment. The Blind Trade School is equipped with inclines instead of stairs, the reason given being that

67. Op. cit., Chapter VII.

68. Op. cit., Chapter X.

it makes it more easy for them to go from one floor to another. Although this is undoubtedly true, the use of stairways in the institution would better train them to adjust to normal society, since they will not be supplied with inclines if they go out into society for themselves. The blind at this institution learn to be blind in an institution, but they do not learn to be blind in a seeing society where they are required to do more for themselves. This virtually means that the blind person, who has had to make one adjustment in learning to be blind in the institution, is required to make another and a more difficult adjustment after leaving the institution in learning to be blind in a seeing society.

The technological rehabilitation given is along the lines of the traditional and already overcrowded occupations of the blind. There is little opportunity for a blind man to make a living in Oregon today in the fields of broom making, chair caning, or rug weaving since the demand for these goods has fallen off considerably and since there are already perhaps too many blind engaged in these fields of endeavor. Some of them do learn to work in these occupations sufficiently well to be able to earn some money in such sheltered employment as is offered at the Trade School, but few of them learn these occupations sufficiently well to become self-sufficient outside of the institution. As appears so clearly in the foregoing pages, most of the blind in the institution plan to remain there, which is evidence in itself that it has failed to rehabilitate them to the extent that they are willing and able to go outside. This situation is not entirely the fault of the institution,

for few of the blind in the United States today are able to make this adjustment. It does show, however, that it is failing to accomplish the goal which it has set for itself. Only the blind of superior, or at the very least average, qualifications may be expected to become independent. There is no evidence that the Trade School is at the present time making any effort to select its residents on the basis of their probable ability to make this adjustment. Most of them fall short on one of the most important prerequisites, namely ambition, for they are content to remain in the institution.

3. Private, Non-Institutional Activities

There are no private institutions in the state of Oregon doing work for the blind. There are, however, a very few organizations which are doing some work with the blind in this state.

One such organization is the Jewish Women's Club of Portland, which at one time had a large fund which was used in making loans for medical care for the blind, for helping them become established in business, and for occasional other purposes. At the present time, this fund has been completely exhausted, and information concerning the exact nature of the assistance given by this group is not available.

The Lions' Clubs of the state have also done some work for the blind. Most of their activities have been directed towards helping blind or partially sighted children, and a great many pairs of glasses are bought each year for needy school children by this organization. The Lions' Clubs are also responsible for the landscaping of the grounds

at the Oregon State School for the Blind around the new boys' dormitory. As shown elsewhere, they have also made loans for the purposes of helping establish blind people in business. While the work which they are doing is very good, their program is quite restricted and may hardly be considered as being of any great benefit to the blind of the state as a whole.

There are a few other organizations of a local nature doing some work for the blind, but these are so few and their activities so limited that their influence is negligible.

CHAPTER V

POST-INSTITUTIONAL ADJUSTMENTS OF THE BLIND

1. Blind Assistance

Blind assistance has been given to the blind of the state of Oregon in accordance with legislation passed in 1935 and amended in 1937. According to this law, a person is considered to be blind who has a vision in the better eye of 20/200 or less or a disqualifying visual field defect as determined upon examination by a licensed ophthalmologist designated by the State Public Welfare Commission. Assistance shall be given to any needy blind person who is sixteen years of age or over, who is not an inmate of a public institution, who is not in need of continuing institutional care, and who shall not solicit alms while receiving assistance. To be eligible, the blind person must also have either lost his eyesight while a resident of the state or have resided in the state for five of the nine years immediately preceding application, the last year of which must be continuous residence. Such assistance is not to exceed thirty dollars a month, although additional amounts may be granted to the recipient who is in need of medical or surgical treatment either to prevent blindness or to restore sight whether or not he is blind according to the definition of blindness given in the act. However, the law states that the individual receiving such funds must be otherwise eligible to receive blind

assistance. Money used for medical purposes may also be used for necessary transportation and other expenses.¹

The law is quite confusing in regard to moneys to be expended for medical purposes, since in one place it definitely states that "such assistance shall in no event exceed thirty dollars....a month",² while it also provides for "additional assistance" for treatment to prevent blindness or restore vision.³ The 1939 Legislature revised this law, making it much less ambiguous. Concerning these changes, and the practices prior to the changes, the state administrator has written:

....Section 3, House Bill No. 421, ...amends Section 4 of chapter 60, Oregon Laws, Special Session 1935. The amendments to this section make the following changes:

1. Changes the word "relief" to "assistance"
2. Strikes out the word "temporary" with relation to medical or surgical assistance, which would permit the State Public Welfare Commission to provide medical or surgical assistance, whereas the present law provides only for temporary (sic) medical or surgical assistance.

....Attention was called to objection which was raised to the last paragraph in Section 2, which amends Section 3 of Chapter 60, Oregon Laws, Special Session 1935. You will note that this provision of the law is amended to provide that medical, surgical and hospital care may be provided in excess of the thirty dollars a month, but in any case only to the extent that funds are available.

Under the Social Security Act, assistance from Federal funds can be provided only in the form of cash grant to the individual blind person. It is not possible to use Federal funds to pay doctors' costs directly to the physicians rendering the service, or to nurses or to hospitals for services rendered to blind persons. Under the present Blind Assistance law it has been the practice, where medical and surgical services

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1. Oregon Laws, Special Session, 1935, Chapter 60, Sections 1-16.
 2. Ibid., Section 3.
 3. Ibid., Section 16.

are to be provided in excess of the cash grant, to charge this to the general relief fund, necessitating the opening of two cases, with necessary higher costs....and other complications. This section of the law is changed in order to permit a simple method of providing medical, surgical and hospital care within the funds available directly from the funds appropriated by the counties and the State for Blind Assistance purposes and in order to avoid the necessity of opening a separate duplicate relief case.....⁴

The 1935 law provided that any person refusing medical or surgical treatment would be refused blind assistance,⁵ while the 1939 law provides that whether or not such assistance will continue will be left to the discretion of the County Public Welfare Department in accordance with the rules and regulations of the State Public Welfare Commission.⁶ This change was probably advisable, since it is conceivable that occasions may arise whereby the blind individual being offered such medical treatment is justified in refusing it. One case is known where a blind man underwent an operation in one eye which resulted not in improvement but in his total loss of vision in that eye. Because of this experience, he is unwilling to undergo a similar operation in the other eye.

Upon the receipt of an application for assistance, the County Public Welfare Department is to "cause an investigation to be made" to ascertain the eligibility of the applicant before it grants the request. This body also ascertains the amount of assistance to be given in

4. Copy of a letter dated March 8, 1939 on file with the chairman of the Commission for the Blind.

5. Oregon Laws, Special Session, 1935, Chapter 60, Section 15.

6. Oregon Laws, 1939, Chapter 456, Section 13.

each case.⁷ Before an application is approved, the applicant is examined by an ophthalmologist to determine whether or not he is eligible from the standpoint of visual handicap. Eligibility on the basis of need is determined by a case worker and must be approved by the County Public Welfare Department. The amount of money to be given the blind person under the act is determined by first ascertaining the minimum need of the family. According to an officer of the State Public Welfare Commission, the amount the blind person can draw is determined by the case worker and is equal to the minimum need less income from other sources, such as work.

Provision is made that the applicants for blind assistance may appeal from the decision of the County Welfare Commission to the State Welfare Commission, that changes in the amount of assistance may be made in accordance with changing circumstances of the recipient, that recipients may move to another county and even to other states without losing their assistance when such moves have the approval of the County or State Public Welfare departments, respectively, and that the county will have a claim upon the property of any blind person receiving or having received assistance upon the death of such recipient.⁸

Proper functioning of these provisions should eliminate all unqualified persons from receiving assistance, and should permit the blind to move about the state without danger of losing their assistance. It should be noted, however, that the financial qualifications for

7. Oregon Laws, 1935, Chapter 60, Sections 9-10, as amended by Chapter 456, Oregon Laws, 1939.

8. Oregon Laws, 1935, Chapter 60; Oregon Laws, 1939, Chapter 456.

blind assistance differ but little from the financial qualifications for general assistance, for the presence of need must be demonstrated in either case. The only real advantage to the blind person is that grants under blind assistance average somewhat higher than grants under general assistance.

Prior to the enactment of the law providing for blind assistance, many of the blind were receiving other forms of public assistance, but there is only one source available which indicates the number of such blind persons. In August, 1935, the State Relief Committee made a survey dealing with this problem.

A report of the survey shows: 75 blind persons receiving an average of \$15.94 from county funds; 50 blind persons receiving an average of \$16.21 from county unemployment-relief funds; 172 blind persons receiving no aid who are in need of public assistance to maintain a reasonable standard of living.⁹

It is no doubt true that some blind were receiving assistance from other sources, but there are no records available which give information concerning the extent of such help.

The policy of the Welfare Commission has been to grant blind assistance and later provide operations if there is a possibility of restoring vision. Decisions as to whether or not such operations are to be performed are made by three ophthalmologists accepted by the State Public Welfare Commission on the basis of the report of the examining ophthalmologist. Medical treatment has been given by the counties, largely from public assistance funds.

9. Walter R. Dry, "Pensions for the Blind", The Commonwealth Review, Vol. XVII, p. 174.

Aid to the blind in the form of blind assistance was first given in Oregon in May 1936, when thirteen were included in the program. By July, 1937, the number was increased to 411, and since that date has remained fairly constant at slightly over 400. Graph II, appearing on page 134, shows the increase in the number of blind receiving assistance during the early period of the program.

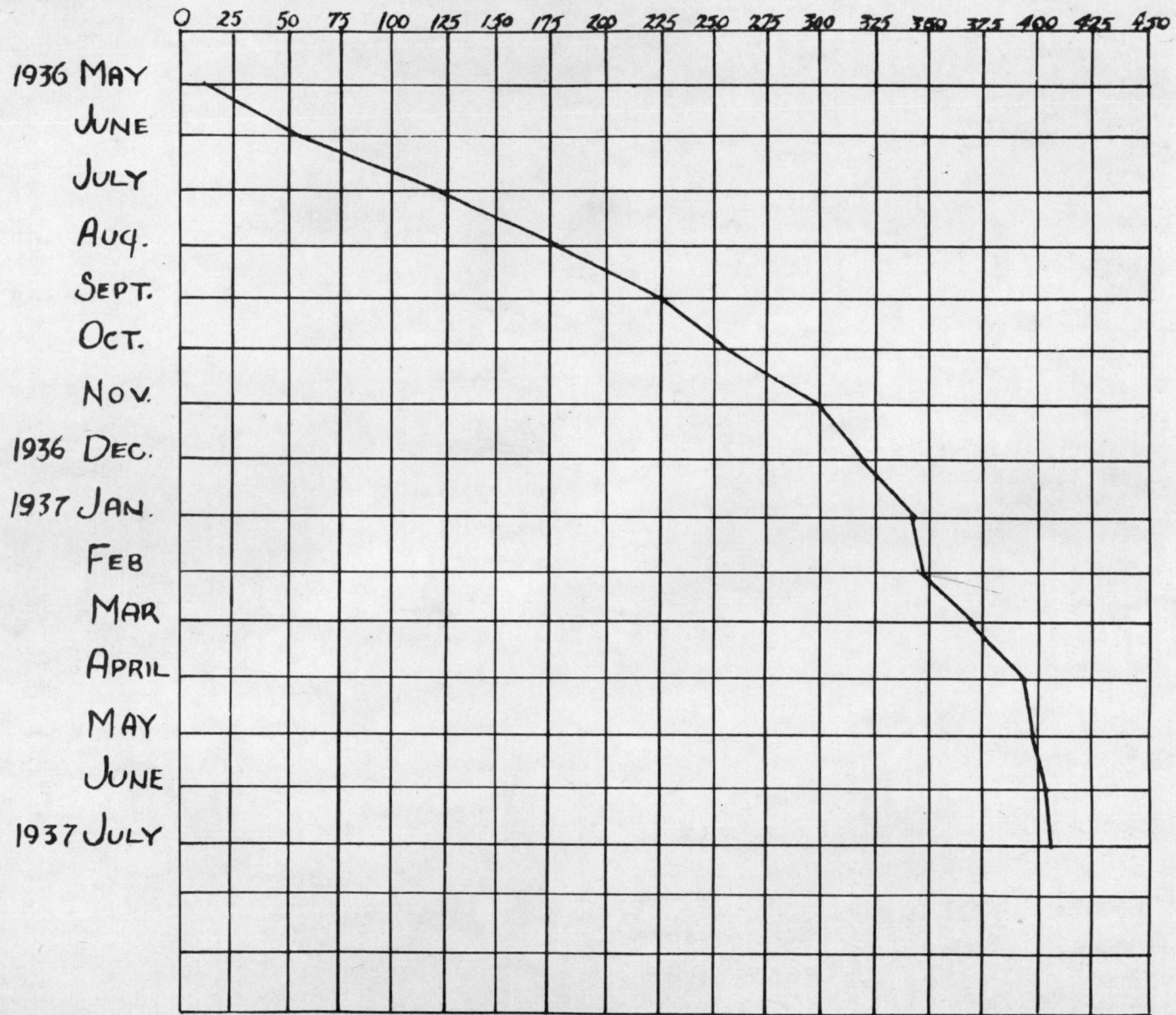
Three reports of the Relief Committee for 1938, summarized in Table XXX show that there has been little change in the number of blind receiving blind assistance or in the cost of the program.

TABLE XXX
NUMBER OF OREGON BLIND RECEIVING BLIND ASSISTANCE
WITH AMOUNTS EXPENDED

Date	Number	Amount	Average Per Capita
January, 1938	421	\$10,546.00	\$25.05
April, 1938	435	11,028.00	25.35
August, 1938	436	11,071.00	25.39
December, 1938	436	*	*

The fact that the number of blind receiving assistance has not been increasing materially is interpreted as indicating that all of the needy blind in the state are being reached by the program,¹⁰ although the increase in the costs of the entire blind assistance program from an estimated \$259,821 for the 1937-1938 biennium to \$424,948 for the

* Figures not yet available.
10. Interview, Lane County administrator.



GRAPH II Growth of the Blind Assistance Program in Oregon (May 1936-July 1937)

1939-1940 biennium,¹² is in part explained by "the reason that the program was just getting well under way at the beginning of the 1937-1938 biennium", which would indicate that probably more people will be given blind assistance in the future. The transfer of the cost of medical treatment for the blind from general assistance to blind assistance will also raise the cost of the blind assistance program.¹³

Because the law provides that the records of the Public Welfare Commission concerning blind individuals are to be considered confidential, access to these records was not permitted. However, the State Public Welfare Commission furnished the following tables which cover the 110 blind persons accepted for blind assistance during the fiscal year from July 1, 1937 to June 30, 1938.

Table XXXI, on page 136, shows the living arrangements of these recipients of blind assistance.

This indicates that relatively few of the blind covered by this study are living with their spouse, while, in comparison with the total population, a rather large number are either living alone or living with relatives other than their spouse.

12. Ninth State Budget of Oregon for the 1939-1940 Biennium, p. 132 ff. The costs of the program are distributed as follows:

	Grants		Administrative Costs	
	Estimated 1937-38	Governor's Recommendation 1939-1940.	Estimated 1937-38	Governor's Recommendation 1939-1940.
State	\$61,862	\$100,940	\$3,093	\$5,047
Counties	61,862	100,940	3,093	5,047
Federal	123,725	201,880	6,186	10,094

It should be noted that after the budget was published a law was passed changing the relative contributions of the state and counties.

13. Letter dated July 5, 1939 from the state administrator, Public Welfare Commission.

TABLE XXXI
LIVING ARRANGEMENTS OF 110 RECIPIENTS OF
BLIND ASSISTANCE IN OREGON

	Total	Male	Female
Living alone	20	11	19
Living with spouse only	12	6	6
Living with spouse and others	28	21	7
Living with other relatives	39	21	18
Total	110	67	43

Thirty-three of the 110 reported have some other source of income while receiving blind assistance. Table XXXII shows the nature of this income.

TABLE XXXII
OTHER SOURCES OF INCOME OF 110 RECIPIENTS OF
BLIND ASSISTANCE IN OREGON

Source	Number
Annuities, insurance, etc.	1
Property	4
Earnings	11
Sale of farm products	2
Relatives, friends	11
Workingmen's compensation	1
Other	2
Two types of income	1
Total	33

Only nine of the 110 were employed. Of these, three were in sheltered employment, five in self-employment, and one in "other" employment. The nature of this "other" employment was not reported.

Two of those accepted during the fiscal year were attending special schools for the blind at the time of application, 102 receiving

no instruction, and six were not known.

Twenty-five of the 110, or nearly twenty-five per cent, were receiving some other form of public assistance in the household. Table XXXIII shows the type of assistance being received by the applicant thirty days prior to application.

TABLE XXXIII
TYPE OF ASSISTANCE RECEIVED THIRTY DAYS PRIOR TO APPLICATION,
110 RECIPIENTS OF BLIND ASSISTANCE IN OREGON

Type of Assistance	Total	Male	Female
Care in a public institution	5	4	1
Works progress wages by applicant	1	1	0
Works progress wages by a member of the household	2	1	1
General public assistance	49	34	15
Other assistance	1	0	1
No assistance for over two years	43	24	19
No assistance, some for within two years	9	3	6
Total	110	67	43

Sixty-seven, or over one-half, had received some form of assistance within two years of the time of making application for blind assistance. This would indicate that most of the blind covered by this study have been dependent or are members of dependent families.

The marital status of these blind, as compared with the state as a whole, is given in Table XXXIV, on page 138.

Although factors other than blindness, such as age grouping and sex, probably enter in to effect these figures, there is no question but what the percentage of these 110 blind who are widowed or divorced is greater than the percentage for the state as a whole. The per cent of single blind is very much the same as the per cent of single for the

TABLE XXXIV
 MARITAL STATUS OF ALL ADULT PERSONS IN OREGON
 AND OF 110 RECIPIENTS OF BLIND ASSISTANCE

	Marital Status in Percentages				
	Single	Widowed	Divorced	Separated	Married
110 Oregon blind assistance cases	27.3	16.4	7.3	9.1	40.0
The state of Oregon ¹⁴	28.6	7.6	2.6		61.2

entire population of the state, if these 110 are typical of the blind as a group. To compare the number of married blind with the number of married people in the state, it is necessary to combine the separated and married blind which gives 49.1 per cent married as compared with 61.2 per cent for the state as a whole. Clearly, a smaller percentage of the blind are married. If figures were available, it is highly probable that the percentage of blind who are separated would prove to be greater than that for the state as a whole.

The ages of these 110 blind as compared with the ages of the blind for the entire state and for the United States is given in Table XXXV, which appears on page 139.

This would indicate that these relief cases follow the age groupings of the blind for the United States more closely than they follow the age groupings for the blind of the state of Oregon, probably because of differences in accuracy of data as a result of varying methods of gathering the information.

Ninety-nine of the group granted assistance during the year

14. These figures are based upon the Census of the United States, Population Bulletin, Second Series, Oregon, (Washington: United States Government Printing Office, 1931), p. 11, and cover the total population of the state which is fifteen years of age or over.

TABLE XXXV
AGES OF ADULT BLIND

Ages	110 Relief Cases	State of Oregon ¹⁵	United States ¹⁶
20-24	5.5)	9.6))
25-29	4.5)	4.7))
30-34	6.4) 19.1	4.0) 24.6) 15.4
35-39	2.7)	6.3))
40-44	6.4)	10.3))
45-49	6.4)	6.9))
50-54	9.1) 33.7	10.3) 37.7) 32.9
55-59	11.8)	10.2))
60-64	18.2)))
65-69	10.9) 47.3) 37.6) 51.7
Seventy or over	18.2)))
Totals	100.1	100.0	100.0

15. Adapted from The Blind in the State of Oregon, p. 13.

16. Adapted from Harry Best, op. cit., p. 132.

were native born, nineteen were foreign born (of which sixteen were born in Europe), and two were unknown. All but three were of the white race; two of these were Indian and one Chinese.

The size of the community in which these blind were living is shown in Table XXXVI.

TABLE XXXVI
SIZE OF COMMUNITY IN WHICH 110 RECIPIENTS OF BLIND
ASSISTANCE IN OREGON LIVE

Size of Community	Numbers	
Urban, total	58	
Cities over 100,000		41
Cities between 2,500 and 99,999		17
Rural, total	52	
Incorporated places under 2,500		18
Unincorporated places		10
Rural farm		24
Total	110	

Most of the applications for blind assistance accepted during this fiscal year were approved during the month following application, although in a very few instances they were not approved for nearly a year. The first payment to the applicant was practically always made in the month following approval. This means that, with very few exceptions, the blind receive their first payment two months following application for assistance.

During the fiscal year, eighty-one cases were closed. The reasons for closing these cases is given in Table XXXVII, on page 141.

Of the entire group removed from blind assistance, only five

TABLE XXVII
REASONS FOR CLOSING BLIND ASSISTANCE CASES IN OREGON
DURING THE FISCAL YEAR

Reason	Number	Per cent
Death	27	33.3
Vision wholly or partially restored	4	4.9
To public institution	11	13.6
Self supporting	4	4.9
Relatives supporting	3	3.7
Moved	2	2.5
Ineligible	11	13.6
Other ¹⁷	19	23.5
Total	81	100.0

per cent became self-supporting, while five per cent more had their vision restored. Presumably, the remainder of the group who were still living were still dependent.

During the calendar year of 1938, 501 different individuals received blind assistance. Four hundred and twenty were receiving assistance on January 1, 1938. Ninety-five cases were added and seventy-nine were closed during the year, leaving 436 cases on December 31, 1938. This would indicate that there is a considerable shifting of blind persons on and off the relief rolls.

The blind recipients of relief are not entirely satisfied with the program. Their main objections are that, (1) in many cases, the thirty dollars a month maximum is insufficient to provide them with the necessities of life, and that (2) the policy of determining the amount of assistance on the basis of a minimum budget discourages them from working. Any amount earned by the blind person receiving blind assistance must be reported, and, unless the amount which he is

17. The report gave no further information concerning this classification.

receiving is less than the minimum budget, will be deducted from his assistance. This would leave him with the same amount of income as if he had not worked. Furthermore, (3) it takes considerable time (usually two months) for an applicant for blind assistance to actually receive his benefits. Should a blind person find some other source of income, the amount of assistance which he would receive would be reduced, or perhaps he would be entirely removed from participation in the program. Should his source of income prove to be only temporary, it would take considerable time for his blind assistance to be restored to the original amount. This in itself tends to discourage ambitious blind from seeking other sources of income. Some program might well be worked out whereby these blind might have their assistance restored to them as quickly as it is taken away, thus removing one of their major reasons for not seeking employment.¹⁸

Whether or not the medical program conducted in connection with the blind assistance is functioning to the fullest possible extent is not known. The Public Welfare Commission would not furnish any specific information on this phase of the program, but certain employees of the Oregon Blind Trade School have stated that the medical program is being carried on, not through the blind assistance program, but by the Portland institution. If the medical program is not functioning properly, every effort should be made to expand this phase of the work both for the benefit of the individuals concerned and for the ultimate financial savings which would be made for the governments participating

18. Interviews with blind recipients of relief.

in the program. A few thousands of dollars spent in sight-restoration would be of much greater benefit to the blind than similar amounts spent on pensions. Furthermore, it would be much more economical to restore sight than to give blind assistance over a period of years. There is also definite need for greater cooperation among the agencies working for the blind in this connection. At present there seems to be more antagonism than cooperation.

There is reason to believe that, as the program now functions, little effort is made towards rehabilitation of the blind. Out of the approximately 400 individuals receiving blind assistance, there are undoubtedly some who, with encouragement and assistance, could be helped to become wholly or partially self-supporting. There is no record of there having been any effort to send applicants for relief to the Oregon Blind Trade School. Closer cooperation between the State Public Welfare Commission and the Commission for the Blind might make it possible to remove some of the blind residents who can not be rehabilitated from the Oregon Blind Trade School and place them on blind assistance in order to make it possible to rehabilitate some of those recipients of blind assistance who have the necessary qualifications. Here, again, is a possible program which would not only be of greater benefit to the blind but which would ultimately reduce the costs of the care of the blind in this state.

2. Re-Employment and Placement Agencies

Other than the work being done by the Commission for the Blind and the Oregon Blind Trade School, there is no re-employment or

placement work being done with the blind in this state. The work of the commission in this connection is discussed under that section dealing with the Blind Commission and the Trade School.

3. Privileges for Competition

With the exception of the work now being done in connection with vending stands for the blind in federal buildings, no special privileges for competition are being extended to the blind. At one time the Blind Trade School was purchasing baskets from the blind and re-selling them. This program, however, did not prove satisfactory because there was no market for the baskets, and has been abandoned. Except for the marketing of products made by the residents of the Blind Trade School, there are no special privileges for the marketing of products or for competition.

4. Readers' Fund

The first legislation providing for financial assistance for blind students attending institutions of higher education in the state of Oregon was passed in 1923, primarily as the result of pressure brought to bear upon the Legislature in behalf of three young blind men who wished to attend such institutions.¹⁹ This law provided a sum of not to exceed \$500 per year for each blind student attending a state institution of higher education. The program was administered by the State Board of Control.²⁰ In 1933 the law was revised providing that

19. Oregon Voter, March 17, 1923.

20. General Laws of Oregon, 1923, Chapter 177.

an affidavit by the managing officer of the institution attended would be necessary as proof that the blind student was coming within the provisions of the act--that is, that he was actually regularly matriculated.²¹ The special session of the same year limited the assistance to any particular person to a period of five years. The Board of Control was still administering the program.²² These minor revisions were made in an effort to eliminate those who were attending school, not to receive an education, but to receive financial aid from the state.

Since 1937 the program has been operating much more successfully under new legislation. It is now no longer necessary that the students attend state educational institutions, for they may attend any "university, college, conservatory of music, or normal, professional or vocational school within the state of Oregon." The program is now administered by a committee consisting of the Superintendent of Public Instruction, the superintendent of the Oregon Blind Trade School, and the superintendent of the Oregon School for the Blind. Students must be regularly matriculated and can receive assistance for a period of not more than five years.²³

The readers' fund committee in 1938 made the following regulations:

Each recipient will be informed that the Committee hereafter requires a Budget of pupils time:- A budget of expenses-room, board-reader-tuition-special fees-books,

21. Oregon Laws, 1933, Chapter 259.

22. Oregon Laws, Second Special Session, 1933, Chapter 44.

23. Oregon Laws, 1937, Chapter 134.

(with names and prices) - Miscellaneous to cover laundry and care of clothes, and illness.

At the end of each quarter recipient will be required to submit an itemized financial statement which must be satisfactory to the Committee before further recommendations are made. The Committee is to hold regular meetings each quarter to make a study of the reports on the recipients of the fund.²⁴

Although the readers' fund program is functioning better today than it has in the past, it is still imperfect. The use of the readers' fund as a pension rather than as an aid to education has evidently been stopped. One member of the committee, however, points out that there are two students who are using the readers' fund to attend business college. This would seem rather impractical, for it is very questionable that any individual with sight so poor as to require a reader will ever be able to do office work. Either these students are receiving funds to which they have no just claim, or the money of the state is being used to educate them in a line which, in all probability, they will never be able to follow. In either case, the money is not being used for the purpose for which it was intended. Some of the blind students are using the readers' fund to train themselves to enter the field of secondary education. This, however, is not as absurd as trying to enter the field of business, since there is some opportunity for them to obtain employment in blind schools providing they are sufficiently capable and have the proper personality qualifications. The possibility of a blind person being able to obtain employment in public schools is very small. There is more

24. First Biennial Report of the Commission for the Blind, (1939), Chapter I X.

possibility of success in the field of music, provided the individual is sufficiently talented, and one student is taking such training. Another student receiving help from the readers' fund is planning to become a lawyer, and there are a number of blind people who have been successful in this profession.

Unless the individual is able to maintain a rather high scholastic standing, and unless he is well qualified in other respects, it is questionable that higher education will ever prove of any particular benefit to him as far as financial success is concerned. Although it is recognized that this is perhaps a rather narrow criterion upon which to judge the value of education, it is the basis usually used in support of giving the blind a higher education. In some unusual cases, the personality development of the individual may be sufficient reason to justify the use of public funds for his so-called higher education.

In December, 1938, eleven blind students were receiving from \$35.00 to \$55.55 per month. At a meeting of the committee held in that month, one student was dropped for poor scholarship. Dean Jewell of the University of Oregon was asked to attend this meeting because two students taking education at the University were under consideration. He was also asked to make recommendations concerning one other student at the University of Oregon since he was the only representative of that institution present at the meeting.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Nature and Extent of Blindness: As previously intimated, too much significance can not be given to the available statistical information on the blind in Oregon. Hence any attempt to trace trends or to make comparisons among different geographic divisions is hazardous and inadvisable. This situation holds true not only for enumerations of the blind but also for other statistical information, such as causes of blindness. Although the Committee on Statistics of the American Foundation for the Blind has presented a uniform classification of blindness, no studies using this classification have been made in Oregon. Since the classification is at present undergoing revision, it will be some time before it will be possible to make comparisons and study trends quantitatively.

Although studies of the hereditary basis of blindness have been made by the census bureau and somewhat refined in the present study, this information does little more than indicate which causes of blindness are more frequently of a hereditary nature than others. Whereas it would be possible to reduce this information to percentages for the various causes of blindness, and from these percentages estimate the extent of hereditary blindness in Oregon, such procedure would be so inaccurate that it would not be worth-while. A thorough study of

the inheritance of blindness is sorely needed, for such information would serve as a basis for a program of eugencies which, if properly carried out, might reduce the number of blind materially.

Survey of Blind Minors in Oregon: Perhaps the most significant finding from the material on the survey of handicapped children is the presence of a large number of blind and visually handicapped children in the state. There is little that needs to be added to the picture of their condition as it has already been presented. The purpose of the survey has been merely to find out the extent to which children in Oregon are handicapped, and no specific program to prevent such handicaps or to help those who are handicapped has been worked out by the State Board of Health. However, the names and addresses of those with a visual acuity of 20/200 or less have been given the superintendent of the Oregon State School for the Blind, which will make it possible for him to get in touch with and enroll a number of blind children who had not previously been located.

The Oregon State School for the Blind: Records at the Oregon State School for the Blind are very meagre for the period prior to 1931. Since that year, however, very complete records are kept on every student. These records contain not only the ordinary information, such as grades, conduct reports, etc., usually included in student records in the public schools, but also contain detailed data concerning the work done for students with special behavior, intellectual, or other problems, as well as the progress made by them.

The program of restoration of vision is considered one of the

primary aims of the institution. During the past seven years, about twenty students have been able to return to public schools because their vision has been improved through either operations or refraction. While many of these were partially sighted, the school has not only been able to conserve the vision they did have, but has made it possible for them to leave the blind institution and return to regular public schools.

The work in cultural rehabilitation is much less tangible in form but is nevertheless very real. Regardless of the character and personality of the students before coming to the School for the Blind, it is not long before they become independent and cheerful. The school is kept as much like schools for the sighted as possible, for it is the aim of this institution to train its students to adjust to sighted society and not to a permanent institutional life.

Although every student attending the school during the past biennium was given some industrial training, the administration does not feel that this phase of their education is nearly as important as character education. Many of the graduates of blind schools are unable to use their vocational education for some time after graduation. Therefore, most of the emphasis of the school is placed upon character education and personality development, since they are essential if the blind person is to succeed according to the criteria upheld in the outside world. Vocational training should probably be given after graduation.

The curriculum at the school is comparable to that of the public schools, and the same standards of scholarship, as shown by standardized

tests, are maintained. The curriculum, because of the small size of the school, is not as varied in the high school as it is in many of the public high schools. However, it does contain all of the essential subjects.

The Oregon State School for the Blind in Salem is devoted to the task which it has set for itself. Its students receive the same type of education as do the students in the public primary and secondary schools of the state, and in addition are given much assistance in the development of character and personality. The superintendent is well recognized in his field, and has been able to select an efficient staff.

The Commission for the Blind: Other than the work being done in connection with the Oregon Blind Trade School, the Commission for the Blind has done but little. A reading of the act creating the commission and outlining its duties and powers will show that its work in connection with the Blind Trade School actually should comprise only a small part of its total functions, which are much broader in scope. As one worker for the blind has aptly put it, "The tail is wagging the dog."

Although the Blind Commission has been functioning for approximately two years, it has done little towards compiling and maintaining a complete register of the blind as required by law. Through the cooperation of the State Superintendent of Public Instruction a census of the blind, made in connection with the annual school census, has been undertaken. The information to be obtained includes little more

than the age, sex, address, and information on present education. Much work will be necessary before the register will also include information on the condition, cause of blindness, and capacity for training as required by law. There is also reason to believe that not all of the blind will be enumerated by the census.

The Blind Commission is also to maintain a bureau for the prevention of blindness. This bureau is to make inquiries concerning the causes of blindness, to learn what proportion are preventable, and to cooperate in preventive measures. The commission is empowered to arrange for examinations of the eyes of blind and partially sighted persons and to pay for medical or surgical treatment. As far as is known, the required studies of blindness have never been made. Through funds made available by the State Public Welfare Commission, over 250 persons received medical attention during the biennium at the Multnomah County Hospital and clinic. While all of these received eye examinations and treatment, most of the medical work done was for other types of disorders. During the biennium five individuals had their eyesight restored through operation and treatment--a very small number in comparison with the average of three a year helped in this way by the Oregon State School for the Blind which reaches a much smaller number of blind individuals.

The one or more bureaus of vocational aid, whose function is to aid the blind in finding employment, to teach them trades which can be carried on in their homes, and to aid them in marketing the products of home industries, are evidently located in the Blind Trade School. Other than the work in placing the blind in vending stands, little has been

done in the way of finding employment for the blind. While there has been virtually nothing done in the way of training for home industries, it is questionable that such a program is feasible. A thorough study of possible vocational opportunities for the blind is in order.

Provision has been made that the Blind Commission may pay all of the expenses, including lodging and support, for instruction, private or institutional, which in their judgment will contribute to the self-support of any blind individual. Such training may be taken outside of the state when it can not be obtained within the state. Provision is also made that materials and machinery may be furnished to blind individuals or groups, but not as gifts. Aid may also be given in the sale and distribution of products. With the possible exception of limited aid in the sale and distribution of products, nothing of this nature has been done. Neither has the Blind Commission concerned itself along the lines of home visits, home teaching, or social service. As far as can be ascertained, all of the work of this nature done in Oregon is done through the W.P.A. projects and by a very few independent workers for the blind, and not by the Blind Commission.

Provision is also made that the Commission for the Blind shall cooperate with the State Public Welfare Commission in administering financial aid to the needy blind, and when requested to do so by the Welfare Commission it is to investigate applicants and make recommendations concerning medical service for sight restoration and employability of applicants. The work being done in connection with medical and surgical treatment has already been discussed. It should be pointed out that, with the exception of the medical work, there is little

cooperation between the Public Welfare Commission and the Commission for the Blind. In fact, certain employees at the Trade School are definitely antagonistic towards the Welfare Commission.

The Commission for the Blind is made up to a large extent of political appointees. At the time this is being written, only two of the members have much knowledge of the needs of the blind. Two others are definitely political appointees. The fifth is a man so busy with his own work that he can hardly be expected to devote much time to the Blind Commission. Since the commission has not been doing as much for the blind as it is legally required to do, it was probably a mistake to change the frequency of meetings from once a month to every other month. Every effort should be made to select as members of the Blind Commission persons who understand the problems of the blind and have sufficient time to devote to the work. Meetings should be held more frequently at least until the entire program outlined for the commission gets well under way. Irregularities in attendance at these meetings invites attention; no doubt a quorum provision should be adhered to.

The Oregon Blind Trade School: In its entire history, the Oregon Blind Trade School has never had a superintendent who was trained in the work of the blind. There are only two possible exceptions to this statement. The first superintendent was probably qualified as far as experience is concerned, but his blindness makes his total qualification questionable. Mr. Walter Dry who was superintendent for a very short period was also qualified to work with the blind, although he is more interested in the blind of school age. The present superintendent is

equally inexperienced with work for the blind, although he seems to be doing as well as any of his predecessors. Everything is done which could reasonably be done for the residents to make their stay at the institution a happy one. Most of them are content with this security and are not planning to leave the institution.

It has already been pointed out that this institution is a "school" only in name. In actuality it is an employment institution and home for the blind. Most of the criticism directed against the institution is not necessarily the fault of the persons in charge. The legislators of the state, together with many of the workers for the blind, have refused to recognize the fact that only a very few of the blind are capable of vocational rehabilitation. The fact that the institution has had such a turbulent history is evidence that it has not functioned properly. There has been no effort to base admissions to the institution on the qualifications of the blind for rehabilitation. Although the blind living in this institution do not feel that it is a charitable institution, in reality it can hardly be considered otherwise, for food, housing, and laundry are furnished at state expense. Such a program makes it possible to provide partial employment for a number of blind, but at an unreasonable cost to the state.

On the basis of this study, and supported by many workers for the blind, it is felt that it would be for the best interest of the blind of the state if the Oregon Blind Trade School were completely abolished and the money now being used in maintaining it spent in

other work for the blind--particularly along the lines in which the Blind Commission is legally instructed to work. If it is deemed advisable to offer sheltered employment to some blind at state expense, this could better be done by offering such employment in a smaller, non-resident institution. Such an institution would operate much as the factories where normally sighted persons are employed. The blind person would live where he desired and would come to the shop during the day to work. It has been the experience throughout the country that these non-resident institutions permit the blind person to receive practically all of the benefits of the resident institution, and at the same time live more nearly normal lives.¹ At present, the more intelligent blind refuse to go to the Oregon Blind Trade School because of fear of the institutionalization of its residents. In a non-resident institution the same opportunities for work and training could be offered and in addition the blind would have associations with normal society. Undoubtedly the blind themselves could not make enough money in such an institution to be able to live independently. This need could be met best by subsidizing the institution and paying the workers more than they actually earn in order to assure a living wage. If such a non-resident institution were established, it should be kept entirely separate from the school for the younger blind, for experience has shown that the two groups can not satisfactorily be kept together.

1. Cf. Harry Best, op. cit., pp. 508-518.

The non-resident institution should also prove to be more economical than the resident institution, for this has been the general experience of such institutions in the United States:

In some cases the losses incurred in the venture have been considerable, which is especially likely to be true where industrial homes are concerned, that is, where a home is provided for some of the blind as well as industrial facilities.²

Further evidence that the non-resident institution should be more economical is based on the fact that there is at least one broom shop in the state operated, except for one employee, entirely by the blind and which is able to operate without gifts from the outside. Most of the employees are able to make enough in wages to be independent, although some of those who are employed as salesmen or who are irregularly employed are receiving blind assistance. Some of the present residents of the Oregon Blind Trade School would probably not work in a non-resident institution. These could be cared for by means of blind assistance at no additional cost to the state, and probably with some saving. It is now costing the state an average of over \$525 a year to care for each resident of the Portland institution. A pension of forty dollars a month should make it possible for these blind to live more comfortably than they are living now. There is every reason to believe that the blind could find very comfortable quarters in private homes if they are willing to pay forty dollars a month for room, board, and laundry. Since the blind at the Oregon Blind Trade School who are not working receive only their room, board, and laundry they

2. Ibid., p. 512.

would probably actually be better situated under the proposed change.

At the time the Commission for the Blind was created, a worker for the American Foundation for the Blind recommended that the Oregon Blind Trade School be abolished, but this was not done. At that time, such a move would have made many of the blind homeless. Now, however, the blind pension would provide them with considerable income. While this is not sufficient to live extravagantly, a number of blind are able to live alone and independently on the amount provided. It might be advisable to allow those blind who are living alone a slightly larger pension than is now allowed. As shown above, such a program would be more economical than institutional care, and there is every reason to believe that the blind would be equally happy.

If any kind of an institution for the adult blind is to be maintained, there should be a definite program of follow-up in order to ascertain to what extent the training offered in such an institution is proving beneficial to the blind. There is no such program in connection with the Oregon Blind Trade School for the superintendent feels that the institution should not meddle in the affairs of the blind.

Blind Assistance: Little has been learned concerning the operation of the blind assistance program in Oregon because the state administrator has been unwilling to open his records for the benefit of the taxpayers. There is reason to believe that there is little cooperation between the Blind Commission and the State Public Welfare

Commission. These two agencies, both being so directly concerned with the problems of the blind, should of necessity be cooperative. The blind people themselves are not entirely pleased with the program of blind assistance because they are not allowed to supplement their blind assistance with income from other sources. It would probably be advisable to permit the blind to work and earn money without reducing their blind assistance, since this would encourage them to work. Even if they could not become self-sufficient, many of them would become more active. Here again is evidenced need of a more complete study of the conditions of the blind in the state. It is highly probable that, if the true conditions were known, improvements could be made in the administration of the blind assistance program, for few programs of any kind are perfectly administered. The administrators of the program have evidently not made such a study. No summary of the causes of blindness among recipients of blind assistance has been made, and the State Public Welfare Commission was either unwilling or unable to furnish any statistical information concerning the recipients of blind assistance other than the information presented in Chapter V.

One possible change in the method of administering blind assistance would be to have the case work done by specially trained workers for the blind rather than by the general case workers. While such a change would perhaps add somewhat to the cost of administering the program, it would be of considerable benefit to the blind since they would then have direct contacts with trained workers who

understand their problem.

Private Work for the Blind: There is very little private work being done for the blind at the present time. A few private individuals are doing some work along the lines of home teaching and are probably giving some financial assistance, but this work is negligible. There is also some work being done by organizations in the state, particularly by the Lions' Clubs which have helped in supplying glasses to some needy children, in giving financial assistance to certain blind, and in lobbying for the Oregon State School for the Blind. However, by far the greater part of the care for the blind is the problem of the state government.

Recommendations:

1. There is need for the establishment of uniform statistical procedures so that trends may be studied and comparisons between different geographical areas made. This would be of considerable assistance in comparing the relative efficiency of the various programs for the blind.
2. A thorough study of the hereditary basis of blindness should be made in order to help in the program of prevention.
3. Appointments to the Commission for the Blind and the selection of its employees should be upon the basis of individual merits, particularly knowledge of the problems of the blind, and not upon the basis of politics.
4. The Commission for the Blind, or some other state agency, should make a thorough study of the blind in the state in order to

build a more efficient program in their behalf.

5. The Commission for the Blind should expand its program to include work on behalf of all of the adult blind rather than concentrating on those who come into contact with the Oregon Blind Trade School.

6. There should be a thorough study of the possible vocational opportunities for the blind in Oregon.

7. The Oregon Blind Trade School should be abolished and in its stead there should be a non-resident employment institution which could provide employment for deserving blind persons and also serve in part as a trades school for the teaching of trades to capable blind persons.

8. All institutions having as their aim the rehabilitation of the blind should have a definite follow-up program to help the blind establish themselves and to show how efficient their program actually is.

9. There should be a study made of the functioning of the blind assistance program with the view of making such changes as may be found to be desirable.

10. The blind assistance program should be so administered as to encourage the blind to seek employment rather than to curb their ambitions.

While some of the proposals presented here are rather sweeping in nature, it is definitely believed that their inception would prove highly beneficial both to the blind in the state and to the sighted

citizens. It is, after all, in the interests of these two groups that all programs for the blind should operate. The need of further investigation with this end in view can hardly be over-emphasized.

APPENDICES

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INTRODUCTION TO CASE STUDIES

Up to this point most of the material presented has been of statistical or historical nature. While this type of material is essential to an understanding of the status of the blind, it does not give a complete picture. For this reason, a number of case studies are being included. These case studies give insight into the personalities and problems of the blind which could not be given by any other approach. The status of the blind as a group is much better understood from a more detailed study of the status of some of the individuals comprising that group.

Since the blind in the state are so numerous and so scattered, it has been impossible to contact all of them. However, it is believed that the cases presented here are typical and representative. In the cases of the blind students of the Oregon State School for the Blind, a comparison of the records of the students indicates that the cases presented are representative of the blind in that institution. The superintendent concurs with this opinion. Studies of the institutional records and interviews with the employees of the Oregon Blind Trade School, with the blind both within and outside of the institution, and with workers for the blind, indicate that the cases of the residents and former residents of that institution are representative and

typical. Similar evidence, accompanied by the fact that no new types were being found, supports the selection of cases of those blind who have never been in the Portland institution.

These cases are selected on the basis of the extent to which they are representative of certain classes of blind. On this basis, the cases of adult blind have been classified as (A) institutional cases at the Oregon Blind Trade School which are (1) non-institutionalized blind and (2) permanent institutional types, (B) dependent blind men living alone, and (C) the blind who are living with others. This classification is subdivided as follows: (1) capable but lacking in ambition, (2) mentally deficient, (3) physically incapacitated, (4) blind living with spouse (and not coming under some other classification), (5) blind couples, and (6) "successful" blind.

The blind students of the Oregon State School for the Blind have been classified as (1) those of low mentality, (2) the partially sighted, and (3) those totally or nearly totally blind.

APPENDIX A

CASES OF BLIND AT THE OREGON BLIND TRADE SCHOOL

1. Non-institutionalized Blind

Case I: Case I is a boy about twenty years old who lost his sight one year ago in a dynamite explosion. He comes from an economically poor family unable to give him any financial assistance. He received a seventh grade education in North Carolina, and at the age of twelve began working in the textile mills. He has been working most of the time ever since. His family moved to Oregon in 1936. Case I is now in the Oregon Blind Trade School temporarily to receive medical treatment.

Although he will receive some compensation because his blindness resulted from an accident while working, he has not been able to obtain any of this money for himself as yet since he has not reached his majority. There is some possibility of at least partially restoring the sight in one eye through operations, although the doctors have not given much encouragement.

At the time of the interview he had been in the institution for only two weeks. He feels that the institution is a blind man's paradise, and that he has had more fun in the two weeks he has been there than in the entire year he has been blind. He feels that the only

future for a blind man is to come there and stay. Because of this almost parasitic attitude, there is reason to believe that there is a strong probability that he may become a permanent institutional type.

He states that, because of his brooding, he almost went crazy upon first becoming blind. Most of his time was spent sitting and thinking about his difficulties. He slept a great deal to get his blindness off his mind, but would often wake up clawing his face. He has been blown up thousands of times in his dreams. Although he feels that being born blind presents certain disadvantages, particularly in distinguishing colors and shapes, those who become blind later in life have a greater adjustment problem since they realize more fully the nature of their situation.

He does not feel that the blind can compete with seeing society and make a living. In describing being blind, he states "It's hell", and often feels that he would be better off dead. Upon first becoming blind he often contemplated suicide.

Perhaps largely because he has been blind for such a short time, he has not yet been able to make any social adjustment to his affliction. He has neither learned to mix with sighted people without his sight, nor has he been able to substitute new activities to any extent.

Case II: Case II is a blind woman twenty-six years old. She has sufficient vision to be able to enjoy motion pictures if she sits in the front seats, but is industrially blind. She first had trouble

with her eyes in 1917 when she was four years old, although it was not until about 1929 or 1930 that her vision became more seriously impaired. Blindness is caused by corneal opacity. She finished high school at the school for the blind in Vancouver, and then spent two years with her parents in Tacoma, Washington. After her parents moved to Astoria, she became eligible for admission to the Oregon Blind Trade School, and has been there since 1936, entering at the age of twenty-three. Her parents have since returned to Washington, where her father is now working on W.P.A.

Since coming to the school she has been working in the chair caning department. The work, although not hard, is nerve wracking and tedious. The shops are closed on Saturday and Sunday, but she works regularly every morning during the rest of the week from 8:00 to 11:45. Because there is not enough work to run steadily, work in the afternoons, scheduled for from 1:00 to 4:15, is very irregular. However, she is able to make about five dollars per week. Recently the workers in the caning department took a voluntary wage cut in the hope of getting more work and thus making more money.

She finds that seeing people are often inconsiderate of the blind, and incidents frequently occur at exhibits which make her feel that she is often regarded as an object of entertainment much like an animal in a zoo.

In addition to the amusement provided at the school, she often goes on picnics with blind friends. She evidently derives more pleasure

from these picnics than from any other amusement. On these occasions, they "tell some rare ones", probably of an obscene nature. Case II is planning to marry a blind man during the summer. They will probably take an apartment and live on the \$25 to \$50 which he is able to earn, supplemented by blind assistance.

Since becoming blind, she has spent all but two years of her life in institutions. She has not been able to make a satisfactory adjustment to her blindness. Association with sighted people seems to bother her, and her friendships are limited to the blind.

Case III: Case III is a man forty-seven years old. His parents returned to China thirty years ago but he remained in the United States with a high school chum and his well-to-do parents. He attended college at the University of Oregon, but did not finish. While at the University he studied music, and has been a professional singer on regular stage circuits. He is married and has two children.

He is partially sighted, his loss of sight having occurred twelve years ago because of cataract. Following the loss of his sight he worked in restaurants in the East for two or three years, and then owned his own restaurant for six years. However, he lost his business and lived on his savings until he lost heavily on the stock market. He came to the Oregon Blind Trade School one year ago, and has been working as shipping clerk. In this way, he is able to "get an existence." He does not feel that the "school" is a charity institution, and although he would like to leave, he is not planning to do so immediately. His eyesight has improved considerably, and according to

records at the Oregon Blind Trade School he will probably be dismissed from the institution for this reason.

Perhaps because he is partially sighted, he is not too well satisfied with the institution from the social standpoint. He finds the interests of the blind to be rather limited, largely because their outside contacts are so few. Few of them often go further than a few blocks from the institution, which necessarily limits their horizon. In their conversations among themselves, they dwell quite largely upon their afflictions. These viewpoints not only throw some light upon the probable condition of the blind in the institution, but also give insight into the adjustment of Case III. Obviously, he does not consider himself a member of the social group. Since he has no friends outside of the institution, this tends to leave him more or less alone. Although he has by no means withdrawn from the group, he does not feel that he "belongs". He will undoubtedly be happier upon leaving the institution unless his economic problem becomes too serious.

2. Permanent Institutional Types

Case IV: Case IV is an example of a blind person who, since reaching school age, has never been outside of an institution except for occasional visits. She was born in 1896 and has been blind since she was three days old. She had just a little sight, but began to lose that when she was fifteen. She was born in Colorado and has lived in Iowa and South Dakota, where she attended school for three months. Her parents moved to Oregon, and she entered the School for the Blind

at Salem in 1905, remaining there for fourteen years. From the School for the Blind she went to a Menonite home in Salem. Although her parents had separated when she was sixteen, her mother paid for her care at this "home" or "hospital". In 1921 she left the Menonite home and came to the Oregon Blind Trade School. Since then she has been in the Portland institution caning chairs and doing some weaving. Like practically all of the residents, she is planning to remain in the institution.

She has the feeling that many seeing people are unable to understand the blind, and believes that in their relations with the blind they show that they feel that the blind are inferior. This indicates that Case IV has not been able to make a satisfactory adjustment to seeing society, for those blind who have made such an adjustment do not take this attitude. She will probably never make such an adjustment, for she will probably remain in the institution, associating almost entirely with blind people, for the rest of her life.

Case V: This case is an example of a woman who became blind later in life. At first she attempted to live a life as nearly like that of the normally sighted person as possible, and it was not until later that she entered the Blind Trade School and finally became a permanent institutional type.

Case V was born in 1873. She received a high school education and attended summer schools in Michigan and Chicago. A former primary teacher, she was living with her mother and teaching kindergarten and tutoring when she became blind eleven years ago. Her blindness is

caused by glaucoma. At the time she became blind, she was buying a house for her mother, and had made some repairs on it. Since she was unable to obtain a loan when she lost her sight she lost the house.

Case V lost her sight suddenly but feels that she was able to adjust herself because, as a former teacher, she had helped others with their problems. She did not want to come to the Blind Trade School, and found that people laughed at her for the things she wanted to do. Only one friend and a doctor said "of course you can".

After first becoming blind, she lived with relatives in Portland for five years. Friends helped her to establish herself making a health candy, gave her a typewriter, and helped her sell verses, but these enterprises were unsuccessful. She feels that she didn't have a chance at home because her friends and relatives thought she was unable to do anything and thought she was unwilling to submit to her fate. This attitude, together with their trying to do everything for her, was making her more helpless, so she decided to come to the Blind Trade School.

She found it hard to learn to do fine work, and feels that those who are born blind have an advantage in this respect, for they learn this type of work while they are still young. She has been in the school for six years, and has been weaving most of this time. Because there is not enough weaving for steady work, she is able to earn only about five dollars a month. She is planning to remain, but feels that if a blind person has a place to go it is better to leave and associate more with normal society.

Case V also believes that sighted people treat the blind as if they were helpless and incompetent. While she recognizes the limitations

of a blind person when she attributes the success of blind men to their sighted wives, she is quite reasonably unwilling to consider the blind as being "helpless and incompetent". She has made a very satisfactory institutional adjustment, but her contacts with the outside world are extremely limited. She became a permanent institutional type only after having unsuccessfully tried to make a satisfactory adjustment to normal society.

Case VI: Case VI is a negro who was born in 1876. He received a meagre education, and was a barber until he lost his sight about twenty-one years ago. His blindness is evidently largely the result of a syphilitic condition. At the time of losing his sight he moved to Portland where his wife had relatives. He has two children.

For about sixteen years after his sight began to fail he worked in a number of occupations. During this time he had a wood yard and operated a grocery store, a cigar stand, and a shine parlor. Although almost totally blind during much of this time, he was able to make a comfortable living. He does not feel that his blindness has ever been a social handicap to him, and although today he does not leave the institution except occasionally, he has many friends within the institution, and a number of outside people, both white and colored, come to visit him. He is very happy where he is and definitely wants to remain. He feels that living in the institution would be better than living outside and receiving a pension of one hundred dollars a month because in the institution everything is done for the residents. Although he may at one time have made a satisfactory adjustment, both economically and

socially, to his blindness, he has now become thoroughly institutionalized.

Summary: Although these cases represent somewhat varying degrees of social and economic adjustment problems, none of the institutionalized blind may ever be expected to go out and assume the struggle for existence in a competitive social world with normal people. With three exceptions noted, those blind covered in this section may be expected to stay where they are for the rest of their lives. Of the three exceptions, one is a young man who is only temporarily in the institution for medical treatment, but who would nevertheless like to remain in the institution permanently; the second is a man whose vision has improved to the extent that he will probably be discharged from the institution in a short while; the third is a young lady who is planning to leave the institution and marry a blind man. As for the rest, the Trade School is a permanent home for them. They are public charges and in reality the wards of the state.

APPENDIX B

CASE STUDIES OF BLIND MEN WHO ARE LIVING ALONE

Case VII: Case VII is sixty years old and was reared in an orphanage. He received a fourth grade education, and became financially independent as a jockey when he was twelve. He has worked as a boxer and longshoreman, and was a hotel clerk when he became blind in 1926, at the age of forty-seven. His vision weakened gradually, and he continued to work until his employers finally dismissed him. When he lost his vision his wife left him because he was no longer able to help her.

Since becoming blind he has lived in rooming houses and hotels, living on his savings and his thirty dollars a month soldier's pension. He has spent a considerable amount of money in efforts to restore his sight, but his blindness, caused by glaucoma, is incurable. He has peripheral vision of shadows and forms, which helps him some. However, too much use of this very slight vision causes pressure in his eyes and considerable pain.

At present he is living alone in a clean but small room in a Japanese-operated rooming house. He eats in a restaurant which is about half a block from his room. In addition to his soldier's pension, he now receives ten dollars a month blind assistance. His soldier's bonus was used to pay his bills and to buy clothes.

His talking book and radio are his major amusements, although he has one friend who comes in occasionally for a visit. He does not read braille and does not want to learn. He feels that his circle of friends has definitely become limited since he lost his vision, for it is difficult for him to go out to visit or to make new friends. It is also impossible for him to participate in his former amusements, mainly sports. He does not seem to be unhappy, however, for he has been able to substitute other activities for his former ones.

He would like to have a vending stand, but his dislike for braille prevents him from qualifying for a federal stand and he has no money with which to start one independently. He feels that there is a greater opportunity to enter selling in California because there are more people there, but he is unwilling to leave Oregon because he would lose his blind assistance. He would also like to sell from house to house, and feels that he could sell about one thousand good quality ties, worth about \$1.25 retail, at Christmas time. This is largely wishful thinking on his part, since he probably could not be as successful in house to house selling as he believes, both because house to house selling is difficult and because he has not learned to get around sufficiently well to be able to do this work. Even during pleasant weather, he seldom goes further than two blocks from his room.

Case VII would not sell brooms, and would not go to the Blind Trade School to learn a trade because he feels that there is no money in these endeavors. The element of pride seems to enter in here, too, for he considers the broom maker or seller as little more than a

beggar, and feels that to engage in such occupations brands one as being blind. He insists that he is not blind, for the little vision which he has is of some help to him.

He frequently feels despondent, and believes that people are too curious about the blind because they often bother him on the streets with questions and advice. This advice, he feels, is of absolutely no value since it usually consists of the recommendations of things which he has already tried. These people are trying to help him, but are ignorant and uninformed concerning the problems of the blind with the result that they succeed only in annoying him. People are very willing to help him across streets and he appreciates this help. However, they often bother him when he is resting, which annoys him. On one occasion a seeing man ran into him on the street and broke his cane, leaving him stranded until someone else came to his assistance.

He has had "two legal wives and several illegal ones," but now feels that "a good whore is better." This attitude is no doubt largely due to the fact that his wife left him when he lost his vision. Before becoming blind, he never lacked female companionship, but has found since that women have "no use" for a blind man.

Obviously, he has not made a satisfactory social adjustment in the eyes of sighted people, although he is not unhappy except for periods of despondency. He has been able to substitute new activities for those which he had prior to becoming blind. He finds, however, that blindness is a definite vocational handicap, and probably will not do any remunerative work as long as he is able to receive his pensions.

Case VIII: Case VIII was born in Kansas in 1882. It was necessary for him to help support the family because, when he was still a boy, his father died. He was able to finish high school, however, and attended the Massachusetts Institute of Technology on a scholarship. Since that time he has worked as an electrician, holding several very responsible positions. Before becoming blind, however, his fortunes had changed and he was working on W.P.A. He moved to Oregon prior to the World War, and has been married but he and his wife separated ten years ago.

He lost the sight of one eye five years ago, and the sight of the other two years later. He has had one eye operated on at the clinic for cataract, but the operation was a failure, and he lost the little sight he did have in that eye. He feels that the failure of the operation was due to the fact that no anaesthetic was used and to the poor care given him. Because of this experience he will not permit an operation on the other eye except by particular surgeons, since he is afraid he will lose what little sight remains.

He receives thirty dollars a month blind assistance, and lives in a single room in a rooming house, where he pays ten dollars a month. He does his own cooking. His room is equipped with a bed, chair, dresser, two tables, a small gas stove with no oven, and boxes which serve as a pantry. The rugs are worn, and the entire building is none too clean. The halls are unlighted and dark, and the cockroaches quite numerous.

Case VIII has but few friends, although he frequently goes out

to visit the men working in electrical shops where he has been employed. At the present time he has a W.P.A. reader. Like many of the blind, his amusements consist almost entirely of reading either in braille or the talking book and listening to the radio.

He has no desire to learn a trade because he does not feel that he could make much money and because he would be in danger of losing his blind assistance. He does not care to go to the Blind Trade School because he does not believe they teach anything there which is of much help to the blind. He has invented what he considers to be a very satisfactory high-speed electric motor, but has not had sufficient money to either patent or exploit it. He would like to do electrical work, and reports that there is an electrical motor factory in Russia which employs mostly blind men. However, he knows of nothing of this kind in the United States. He feels that he could do certain kinds of electrical work, such as winding certain types of electrical motors, and has tried to find such employment. However, there are very few concerns large enough to be able to employ a man whose abilities are so specialized and limited, and no one seems willing to employ a blind man.

Case VIII has a very pleasing personality, and seems quite intelligent. He probably belongs to that small class of blind people who could be made wholly or partially self-sufficient, although his age is such that, even if it were possible to work towards vocational rehabilitation, such efforts might be better spent upon a younger man.

Case IX: Case IX, a sixty-four year old negro, first had trouble with his eyes in his youth because of granular eyelids. However,

this condition became better, and he was able to work as a porter until about five or six years ago.

Although he has lived on the Pacific coast all of his life, his work as a porter required that he move about. For this reason he is not eligible for blind assistance in any state. He receives thirteen dollars a month general assistance and is living in a clean room in a large rooming house in the negro district in Portland. Friends help him some with gifts of clothing, and he has sufficient sight to do his own cooking.

He recently returned his talking book because it was mechanically imperfect, and he has no radio. Most of his time is spent visiting friends on the street corner and listening to the radio of a friend who lives across the hall. He at one time wanted to enter the Blind Trade School, but there was no room there. He also desired to learn braille, but the available teachers were busy and there was a long waiting list. He still seems to wish to learn braille, but is making no special efforts to obtain a teacher. He sees sufficiently well to be able to find his way around the streets with little assistance.

He is not in good health as he is very nervous and has high blood pressure, for which he is receiving treatment at the clinic. Because of his health condition he probably will never be able to obtain employment.

Summary: These blind who are living alone are all found in low-priced rooming houses. Their circle of friends is definitely limited in all cases, although they do not seem unhappy. Their adjustment to blindness consists not in being able to do those things which are done

by seeing people, but in substituting new activities for those which they followed prior to the time they lost their vision. All of them are older, being approximately sixty. There is hardly any chance for their rehabilitation. Of this group, only one seems to have the necessary qualities to succeed, and he is probably too old to make training worth while.

There is reason to believe, too, that the sexual adjustment of the single adult blind man is a difficult one. At least one patronized houses of prostitution, and all admit that they desire but do not have feminine companionship.

No blind women were found who were living alone. This does not necessarily mean that there are none, but it does indicate that there are probably very few.

APPENDIX C

CASE STUDIES OF BLIND WHO ARE LIVING WITH OTHERS

1. Capable but Lacking in Ambition

Case X: Case X is a young man twenty-eight years of age. He lost his vision gradually between the ages of six and eight. He did not start school until he was eight because he was losing his vision and because he was having operations performed on his eyes. He attended the Oregon State School for the Blind for one year, following which he was out of school for two years because of illness. He then entered the public schools in Portland, completing grammar school after four years of actual school attendance. He was able to do this largely because he comes from an educated family and because his mother taught him at home. He attended high school in Portland and has had two years of college work. He has also studied music for one year in Chicago and is evidently an excellent pianist. He returned from Chicago because of his mother's illness, and since her death he and his father have been living in one of the best Portland hotels.

Case X has always associated with sighted people and feels that he has been able to meet them socially on an equal footing. He feels that the inclination of the sighted to address his father rather than himself until after they become acquainted typifies the feeling on the part of the sighted that the blind are helpless.

Except for the period spent in school in Salem, he has never

been separated from his family. Although he is able to do many things for himself, he is very dependent upon others and does not even leave his hotel room unaccompanied. His time is spent largely listening to the radio or phonograph or playing the piano. A rapid braille reader, he prefers reading braille to listening to the talking book.

He is an excellent musician, but he does not feel that there is any vocational opportunity in this field, either for performing or teaching, although he has never attempted to find work of this nature. This attitude is in part based upon the fact that it is extremely difficult for the blind to obtain employment in any field. It also may in part be attributed to a rationalization of lack of ambition.

Although he has had encouragement and help from his family in obtaining an education, and although he is evidently very capable and has a pleasing personality, he has no desire to do things for himself. His dependence is perhaps largely due to the attitudes of his family towards blindness. He does not feel that the blind can expect to make a living, and will probably remain dependent throughout his entire life. Should his father die, he would undoubtedly make his home with his brother who is a physician in California.

No other cases of this particular type were discovered in the course of this study, but reading and interviews with workers for the blind indicate that this case is typical of one type of blind people.

2. Mentally Deficient

Case XI: Case XI was born in Europe in 1900. He lost his vision

at the age of two months because of corneal ulcers. After his parents came to Oregon in 1907 he spent two years at the Oregon State School for the Blind. He feels that he did not make any progress although he does not know for sure since at that time there were no grades at the school. Although there are no records to show the reason for his brief stay at the school, it is believed that low mentality was an important factor.¹ Examined by psychologists at the clinic in Portland, he was reported as having "definite psychasthenic with paranoid delusional tendencies".²

After leaving the blind school, Case XI stayed home, doing some work around the house, until 1924 when he entered the Oregon Blind Trade School, where he remained for thirteen years. He was dismissed because of his mental condition and because he had developed homosexual tendencies. He reports that although he did work in the broom and basket shops, he really did not learn any trades, and feels that even if he had learned a trade he would not be able to earn anything outside of the institution. At one time he tried to return to the institution, but was told that he could not because he had learned his trade. At that time, he desired to return in order to make the institution his home. Since leaving the institution he has been receiving thirty dollars a month blind assistance and has been living with his mother. He has tried selling brooms, but was unable to make any money.

Case XI has a radio and talking book, but has no social life

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1. Interview with the superintendent of the Oregon Blind Trade School.
 2. Records at the Oregon Blind Trade School.

except for occasional visits with blind friends made while he was in the Blind Trade School. He was bothered considerably when a boy by other children who would tease him and throw rocks at him.

He sees well enough to get around the neighborhood and to do some work at home. He seems content at present, and probably does not particularly desire to work although he feels that he would like to have a vending stand. Because of his blindness and his mental condition, he will probably always remain dependent.

3. Physically Incapacitated

Some of the blind have other physical handicaps as well as blindness. Those of this nature are included in this classification.

Case XII: Case XII was born in New Zealand of well-to-do parents. Her father died when she was two years old. In her youth she traveled in Europe and lived in England. While still a young girl, in 1892, she left home and came to America. She stayed in Boston for a while, working as a maid because she was too proud to send home for money. She then moved to Portland, where she had a sister, and worked there for some time. She soon took a homestead in Washington, clearing the land and raising the crops herself. Not long after taking the homestead she married and has had seven children, five of whom are still living. While in Washington they were burned out three times, the last time being twenty-eight years ago. Her first husband died some time later. She remarried, and her present husband is now in the asylum as the result of an accident.

She became blind ten years ago, and is able to see only shadows. She has no feeling in her fingers because she had a stroke, hence she cannot learn braille. Her legs "give way" so that she is unable to get outside except for occasional automobile rides. She is now receiving thirty dollars a month blind assistance and is living in a small apartment in an apartment house belonging to her daughter and son-in-law, who are also caring for two orphaned children of the daughter's sister. Although her daughter prepares her food, she prefers to eat alone since she is embarrassed and nervous when she spills her food.

An extremely active woman before she lost her sight, she was very despondent upon first becoming blind, and wanted to die. She has since become accustomed to her changed situation and is not unhappy. Her religion has been a comfort to her. Because of her physical condition she would probably be unable to work even if she were sighted.

Case XIII: Case XIII was born in Wilmington, Delaware in 1865, and when she was five her parents moved to San Francisco. There were eleven children in the family, but six died in their infancy. Her family, while not wealthy, was in good financial condition.

When she was eighteen she married and had one child by her first husband, who died when she was twenty-one. In 1900 she married again and, following the San Francisco earthquake, moved to Portland. Shortly after coming to Portland, the sight began to fail in one eye, with the other following shortly afterwards. She has been unable to read for thirty years, and for seven years has been unable to see to get about.

She has written, "Only those who have gone through such an experience can fully understand what depths of despair can engulf one, and how futile that despair can be. Slowly, but increasingly, I began to realize that I was not only making myself miserably wretched, but that I was making....(my husband) intensely unhappy." It was only by not permitting herself to think of her troubles that this despair was overcome. She had many lonely hours, but her time is now well occupied with typing, braille reading, the radio, the talking book, and her husband's reading to her. She also has several friends who come to visit her. She is quite alert mentally, and has done a great deal of writing, mostly for her own amusement, although she has had some published. Since her husband is well able to support her, she has no financial worries.

Case XIII has made a somewhat better adjustment to her blindness than most of the blind in that she has been able to find participatory as well as vicarious amusements. Unfortunately she has a rheumatic condition which confines her to her home most of the time.

4. Blind Men Living With Spouse

All of the cases presented in this section are dependent blind. They have, however, been able to make a somewhat better adjustment than those blind who are living alone.

Case XIV: Case XIV, the younger of two children, was born in Texas in 1875. His parents were divorced, and he lived with his mother who traveled about the country as an army cook. Between 1875 and 1890

he lived in Texas, New Mexico, Kansas, Indiana Territory, Missouri, Michigan, Vermont, and finally returned to Texas, where he finished high school. After graduation he lived in New Mexico for one year with his father. When he was eighteen he was an assistant Sunday School superintendent in Texas.

In 1898 he joined Roosevelt's Rough Riders as a packer, and saw service in Puerto Rico until the end of the year. He continued to work as packer and ambulance driver for another year, and then for sixteen years worked as fireman, conductor, engineer, and yardmaster on sugar cane trains and as mule driver for a construction company. In 1916 he returned to the United States at the request of his mother.

While in Puerto Rico he had two children by a woman whom he never married. This conduct was not considered to be immoral, since only the wealthier people married. In 1908 he married a Puerto Rican who died in 1921. He remarried in 1932, but has had no more children.

Since returning to the United States he has been working as a porter on trains and in hotels. He came to Portland in 1918. Because his eyes were failing, he was forced to quit work in 1936, and has since worked only for a short time, in 1937. Blindness is caused by a "clogged" optic nerve, and while there is nothing that can be done for him, doctors report that there is some chance that sight may return.

Case XIV is one-quarter negro, one-quarter Indian, and one-half Irish. Prior to becoming blind he was quite prominent in a negro church, being one of the deacons, and was a member of a negro club. He also spent much time playing whist and pool. He has participated

in none of these activities since becoming blind, and while he missed them greatly at first he has become accustomed to his changed situation and is fairly happy. He now occupies himself largely with the talking book and the radio. He has not learned braille because he feels that he is too old. He gets out of the house only occasionally and then only for short walks, but has a very few friends who come to visit him infrequently. His wife is away from home most of the time working as a W.P.A. housekeeper, so he does most of his own cooking. His wife's work and the money paid them by one roomer furnish the only revenue of the family. Because he was not actually in the military service, he is not eligible for a service pension, and since he owns his home, he is ineligible for blind assistance.

Case XIV does not wish to go to the Blind Trade School because to do so would mean that he would have to be separated from his wife and because there would then be no one home to look after the house. He feels that he could learn a trade such as making brooms, baskets, or belts, but also feels that if he were to enter the Oregon Blind Trade School he would probably remain there indefinitely since so many things are furnished the residents.

Case XIV is another of that group of blind which has made a social adjustment by becoming satisfied with a new way of living.

Case XV: Case XV is a sixty-eight year old negro. He received a fourth grade education and worked in the coal mines until he came to Oregon nine years ago. His first wife died when he was about thirty, and he remarried twenty-one years ago. He has two children, one of

whom is dead, and the other unknown.

After coming to Portland he worked as a hotel clerk until he was forced to quit in 1932 because of his blindness, which is caused by cataracts and diabetes. After losing his sight he and his wife "lived on relief". Because of their impoverished condition they moved six or eight times a year as a result of their inability to pay rent. Friends helped them by giving them clothing and food. However, since the blind assistance program has been operating, he has been receiving \$30.00 a month blind assistance while his wife receives \$10.00 a month general assistance.

Case XV does not feel that his blindness is a social handicap. His wife takes him out to visit neighbors and friends, and he reports that he never has been interested in parlor games or cards so that he does not feel "left out" in this respect.

He feels that he is well situated financially at present, and has no desire to work or to enter the Trade School, because he feels that the state will continue to care for him.

Case XVI: Case XVI is now fifty-one years of age. He has a seventh grade education and has been working in logging camps since he was fourteen. His first wife died twenty-five years ago, and he remarried nine years ago. He has been blind for about seven years, as the result of an accident. After his sight failed, he worked on emergency relief work on roads, but was finally forced to quit in 1937. Since that time he has been receiving blind assistance to the extent of \$30.00 a month. His wife has received excess commodities and some

clothes from the sewing project, but at present is not receiving any kind of assistance. She is unable to work because of ill health. They are having a hard time financially, and have found it necessary to move often because of inability to pay rent. He feels that blindness closes all possible vocational opportunities, but does not feel that it is in any way a social handicap.

He has a talking book, but reports difficulty in obtaining records. On the whole, both he and his wife are quite critical of all of the programs for the benefit of the blind. They feel that the blind assistance is insufficient, that the readers are incapable and the administrators of the program too critical and too minute in their supervision, that the talking book program is poorly administered and the selections poorly chosen, that the Lions' Club Christmas party is nonsense and a waste of money, and that the sending of blind to symphony concerts could be better changed to sending them to baseball games.

Case XVII: Case XVII was born in 1898. He received a fifth grade education, and has worked at common labor all of his life, part of the time as a painter. He has been married nine years to a woman about twenty-five years his senior. Because of optic atrophy, his sight began to fail about six years ago. At the time he was doing road work. At about this time he began working on W.P.A. and continued this work until his sight became so bad that he was discharged. He received relief for a short time, and then entered the Blind Trade School for a period of about two months. Since leaving the Trade School, or for

a period of about two years, he has been receiving thirty dollars a month blind assistance. His wife receives eighteen dollars a month old age assistance. For a short time after leaving the institution he made baskets at home, where he was able to make five or six dollars a month by working seven hours a day. He finally quit this work because of the low income provided, because the price of the baskets was cut by the Blind Trade School, and because the work required that he have his hands in water much of the time, which aggravated a rheumatic condition in his back which resulted from an accident.

He personally disliked the institution in Portland because he wished a home of his own, although he feels that it is an excellent place for blind persons who do not care for their own home.

He finds that his blindness makes it hard to get around, but has many friends in the neighborhood nevertheless. He is able to walk around in the immediate neighborhood without too much difficulty, although like many other blind persons, he finds that too much walking makes him extremely nervous. He is also able to do some work around his home. Although blind, he is able to mow the lawn and chop wood, although the results are not always too satisfactory. He has not tried to learn braille and does not desire to have a reader because he feels that the talking book is superior to either.

He feels that, on the whole, sighted people are very helpful and considerate, although occasionally some are found who will not offer to help him across the street or who are inconsiderate in their driving. Sighted people do not understand the blind or their capabilities, which

often contributes to their dependence. Their foolish questions are often annoying. He feels that one of the greatest needs of the blind at the present time is education for the sighted so that they will know better how to treat the blind.

5. Blind Couples

Case XVIII is a blind couple who have been married since 1936. The husband has a blind brother (now dead) who married a partially sighted woman. He received a seventh grade education and worked on farms until he became blind at the age of twenty-seven. For eight years he lived in Portland doing odd jobs, such as putting in wood, as much as his little vision would permit. During this period he ate at Grandma's Kitchen and slept in flop houses where he paid fifteen cents a night for his bed. He managed to "get by" in this way. From 1934 to 1936 he lived at the Blind Trade School where he made baskets and brooms at a wage of seven cents an hour.

His wife, who is also hard of hearing, became blind at the age of ten because of measles. She attended the Blind School in Salem for nine years and then spent three years at home transcribing in braille. She entered the Oregon Blind Trade School in 1932.

They were married in 1936, when they left the Blind Trade School. Since that time, each has received thirty dollars a month blind assistance. For a short time after leaving the institution, they made baskets in their home, but did not find it remunerative.

He is now forty-two and she is twenty-six years old. They have

a daughter about two years old whom physicians have pronounced to be perfectly normal. They report that the Public Welfare Commission did not like their having a child, and requested that one of them be sterilized. This operation, however, has not been performed although they do not plan to have more children.

They are living in a clean, well-kept apartment in an old and rather run down wooden apartment house in a residential district in Portland, but are hoping to be able to move into a house in the near future. They have friends, both blind and sighted, in the neighborhood and do not consider their blindness to be a social handicap although their circle of friends is rather limited. They do feel that their blindness is a definite vocational handicap, and are dependent upon the sixty dollars a month blind assistance which they receive.

6. "Successful" Blind

Case XIX: Case XIX lost the sight of one eye when he was eight years old, and the sight of the other when he was nineteen. He has received a fifth grade education. Since becoming blind he has operated a pop-corn stand, which he gave up because of competition, proved up a homestead, lived with relatives and at the Blind Trade School, and operated a small hotel. At present he has a broom shop.

He entered the Blind Trade School in 1923, living there spasmodically until 1925 because he was still proving up on his homestead and had to go to Eastern Oregon to spend the necessary time on this property. He obtained clear title to this property in 1925, and remained

in the Trade School until 1928. While there he caned chairs and worked in the broom shops. Although he was averaging from eighteen to twenty dollars a week and was allowed to stay in the institution free of charge, he did not desire to remain there permanently. In 1928 he sold his homestead and left the Trade School to operate a hotel in The Dalles. He was married in October. From 1929 to 1934 he worked in Portland as a broom salesman, and since that time he has been operating his own shop. It was possible for him to establish his own shop because he had some money left from the sale of his property in The Dalles and because a private charitable organization loaned him money for this purpose. At the present time he owns his own home and shop. He has four children. Everything is now mortgaged, but he expects to be able to "pull through" since his shop is running regularly and since he has in the past always been able to make enough to pay his debts promptly. He now has ten blind men working steadily and three irregularly, and has had twelve and thirteen working steadily for him. Of those working at present, seven are door to door salesmen and one a wholesale salesman. The remainder are working in the shop.

He does not feel that his blindness is a social handicap, for he and his sighted wife have many friends with whom they visit. He does feel that blindness is a definite vocational handicap, but believes that he will be able to make a success of his business.

Case XX: Case XX was born blind and has two blind brothers. He was educated at the Oregon State School for the Blind, and after graduation spent one year at home. In 1926 he entered the Oregon Blind

Trade School where he remained until 1933. Since then he has worked making and selling brooms and tuning pianos. He has been married to a sighted woman for four years. At present he is making brooms and tuning pianos, which gives him a total income of about fifty dollars per month. A very proficient broom maker, he has had no difficulty in obtaining employment.

Although he feels that blindness definitely limits vocational opportunities, he has no difficulty in finding employment himself.

Case XXI: Case XXI is a young man about twenty-six years of age. He lost his sight at the age of thirteen as the result of an accident. Following the loss of vision he remained home for three years before entering the Blind School in Salem. He remained in the Blind School for three years, and in addition to the regular subjects learned to tune pianos. After leaving the school he stayed home for a period of four more years, doing some tuning and singing but for the most part remaining inactive. Because he was unable to find work at home, because he disliked inactivity, and because his family tended to do too much for him, he left home and came to Portland to enter the Blind Trade School, where he remained for about one year. For two years he received blind assistance, stayed in a private home in Portland, and did some tuning and singing. About ten months ago it was suggested to him that he take over a vending stand. He was able to borrow three hundred dollars from a Portland business man for the purpose of purchasing the stand and supplies, and has been in the stand since that time. At first he made but little since the man who had

previously operated the stand had made a failure of it, but he has since been able to build up a larger volume of trade until he clears about \$45.00 a month at present. He also is receiving \$30.00 a month blind assistance while he is repaying his loan. There is reason to believe that Case XXI will become economically self-sufficient with assistance being limited to free rent on his stand.

Case XXI has evidently made a very satisfactory social adjustment. At first he was somewhat despondent over losing his sight because it was no longer possible for him to participate in the sports and games of the boys of his age. He also found it very difficult to make friends. He would attend social functions in his rural neighborhood, but found it virtually impossible to open a conversation himself. People who knew him seldom talked to him at these gatherings because they did not know what they should talk about. After he learned to sing, however, they would stop to congratulate him for his performance which would serve as an opening for further conversation. He learned to dance while at the Blind School in Salem and states that he has never felt handicapped in finding feminine companionship and that he has almost always had a "girl friend", although in a few instances the girls' parents would discourage their friendship because they were afraid it might become too serious. At the present time he is going with a girl whose family heartily approves of the romance and whose sister, in particular, seems to wish that they marry. However, he does not seem to be seriously considering marriage at the present largely because he does not feel that he is yet in the position to support a

wife.

Case XXI is intelligent and has a very pleasing personality. His stand is well kept and he knows how to meet his customers and make friends. He is by no means as confined as many of the blind. He lives ten blocks from his stand and walks back and forth daily by himself. He frequently attends social functions, goes on picnics, and goes to dances. He is a very good example of a blind man who has made a very excellent social and economic adjustment to blindness.

Case XXI has found for the most part that sighted people treat the blind very well. Strangers, however, frequently give evidence of not understanding the blind and ask many personal questions and give valueless advice. He reports one incident in which an old lady opened a conversation with a remark such as "Oh, you poor, poor blind man. It must be terrible not to be able to see. Isn't there anything I can do for you?" However, when he suggested that he could make good use of a couple of dollars, she disappeared. This incident, he feels, exemplifies the shallowness of this type of sympathy. He told of a number of similar instances, all of which were given as examples of the more humorous side of life.

Summary: The blind who are living with others (such as a spouse, relatives, friends, etc.) seem to have made a much better social adjustment than those who are living alone. Even where two blind people are living together with no other people in the home, the living conditions are definitely more cleanly than are the living conditions of the lone blind man. Furthermore, the blind who are living with

others do not feel that their blindness is as great a social handicap, although some of them have been forced to change the nature of their social relationships. Some of them, in fact, feel that their blindness is a definite social advantage, as they feel that their circle of friends has increased since the loss of their sight. The reason for this is not difficult to find, for the blind man living with a sighted wife has a companion who makes it her responsibility to see that the blind man makes friends, and people are more willing to visit with the blind man because they feel that they are doing him a favor. Any blind person living in any family group has a similar advantage over the blind person who is living by himself.

Whether or not a blind person is able to become economically self-sufficient is dependent, not upon whether or not he has attended the Oregon Blind Trade School, but upon whether or not he has the personality qualifications and the intelligence to make a success. On the basis of evidence in these case studies, those who make satisfactory economic adjustment are also the ones who make the most satisfactory social adjustment. Only three cases of what might be considered economically successful blind persons are included in these studies. This does not mean that there are only three such blind persons in the state; it is apparent that the number of such successful blind is actually very small when compared with the total number of blind in the state.

Without getting into contact with all the blind in the state, there can be no absolute certainty that the cases presented here are typical. However, because certain similarities are to be found through-

out and because no really "different" cases were being found at the time this study had to be terminated, it is believed that they do give a fair picture of the blind in this state.

APPENDIX D

CASE STUDIES OF STUDENTS OF THE OREGON STATE SCHOOL FOR THE BLIND

1. Low Mentality

Case XXII: Case XXII is eight years old and in kindergarten. His blindness is caused by congenital cataracts, and he has light perception only. He is a poor to average student with average conduct. His father, a baker's helper, earns \$23.00 weekly and has six dependents. The family is heavily in debt. The mother, thirty years old, has five children. Case XXII has a twin brother who has badly crossed eyes with an internal squint, but who sees well enough to attend public school. The twins were born prematurely, which the mother thinks accounts for the fact that her blind son has not progressed well in school. Other reasons, however, are more significant.

When his mother found that he was blind she was quite upset and did not know what to do. Largely through ignorance, she kept her son in bed for the first three years of his life. When he was found by a county case worker he was absolutely helpless, badly undernourished, and had bed sores. As soon as a suitable home for him could be found, he was boarded out. He remained in this private home, where conditions were much better, until he came to the Oregon State School for the Blind. Although this family did all that it was able to do for the child,

and helped him a great deal, it was unable to do as much for him as it might have done had it been trained in this type of work. At one time he was almost sent to Fairview, but two Portland psychologists refused to sign the commitment papers, evidently feeling that his condition was due more to his environment than to any innate mental deficiency.

Case XXII has not been allowed to return to his home during the past two summers because of his unfavorable home conditions. Last summer he was privately boarded, at the expense of the county, with his house mother at the Salem school. This summer he is remaining at the school, half of his expenses there being paid by his parents and half by the county.

He has been retained at the school in spite of a very low I.Q. Tested in May 1937 with the Hayes-Irwin revision of the Binet test, his I.Q. was found to be sixty-six. One year later it was found to be fifty-eight; two years later, fifty-one. According to this, the school has not been able to help Case XXII. The superintendent points out, however, that he is being taught and is learning those things which would ordinarily be taught only to youngsters at least three years younger than he. Those his own age are making much more rapid progress in more advanced fields, which means that, in this instance, much work is necessary to prevent the I.Q. from falling. Although his I.Q. has evidently fallen some, the superintendent feels that they are making definite progress and that there is still considerable hope that he will show improvement. He is not certain that this will happen, for there is no previous record of any similar case ever

having been worked upon. He feels however, that the time and money being spent on this child is not being wasted as long as there is reason to believe that he can be saved from the feeble-minded home. Should the experiment fail, it will give valuable experience should a similar case appear in the future. It is still too early to make any predictions concerning the future of Case XXII. He requires a great deal of individual attention, but his conduct is not such as would in any way harm the other students. In some instances, children of low I.Q. have been discharged from the institution for this cause even when there was some reason to believe that this evidenced low mentality was largely the result of lack of training.

Case XXIII: Case XXIII is now thirteen and in the third grade. After he was born he spent ten months in the hospital because it was necessary to operate for an abnormal intestinal condition. He was born with cataracts, and has only light perception. His father is a logger, but his parents have been separated for several years. His mother now keeps an apartment house. There are four other children in the family, but none are abnormal.

Case XXIII entered the blind school when he was seven. His I.Q., according to the Hayes-Irwin revision of the Binet test, was seventy-eight in 1933; the same test gave an I.Q. of seventy-four in 1937. His mother feels that his slow progress in school is due, not to poor ability, but to slow development resulting from his having spent considerable time in the hospital when a baby. She also feels that he has definite musical talent, but he has not been permitted to take up music

at the school because his teachers have not found him to be musical and because he cannot read braille well enough to read music.

Case XXIII has not made a good social adjustment, either at home or at school, because of his inability to get along well with others. His appearance and personality are against him, and he has a speech difficulty resulting from lack of muscular coordination and an excess flow of saliva. His future is not too bright. His lack of progress in school indicates that the school has done about all that it can for him, and, because he is so badly retarded, he is becoming somewhat of a behavior problem. For these reasons he will probably not remain there much longer. He will undoubtedly always remain a total dependent; probably it will be necessary that he be placed in some state institution unless his relatives remain in a position to care for him.

2. Partially Sighted

Case XXIV: Case XXIV is nine years old and in the third grade. He entered the blind school in 1936 after attending public school for one year and receiving a conditional promotion. He was a behavior problem in public school because he did not see well enough to compete with the other children on an equal basis. He has one sister. His father is a fireman and is able to provide for the family. Case XXIV has a visual acuity of 20/200 in both eyes with correcting lenses. He has a grandmother in the asylum, but the nature of her difficulty was not known at the blind school.

The Hayes-Irwin revision of the Binet test given in 1937 gave his I.Q. as 117. The same test, given in 1938, gave an I.Q. of 111. He is now a good student with average conduct. During the school year, he lives at the school, although he is a resident of Salem. In spite of his low vision he is able to read large print, and seems to be rather talented in painting. He has made a good institutional adjustment. During the summer he plays normally with other children, baseball being about the only common game in which he cannot compete. He does feel left out in this respect, however.

Case XXIV is still too young to have any vocational ambitions. Because of his superior intellect, his pleasing personality, and his good home situation, there is reason to believe that he may be one of those few blind who will be able to make a satisfactory economic adjustment later in life. Although he has some vision and has been classified as partially sighted here, his vision is so low as to be of questionable value to him when he desires to find employment. Because of the youth of Case XXIV, prediction of any kind is hazardous.

Case XXV is eleven years old and is in the fifth grade. He entered the blind school in February, 1938, and had attended public school for four years previous to that time. His I.Q., according to the Binet test, is ninety-five. His grades and conduct are poor to average, although he has done very poor work in arithmetic. He has one brother and two sisters. His father is a service station attendant and makes \$60.00 per month. He became "blind" at the age of ten, and his vision in the right eye is 20/30 and in the left 20/40. He is

perhaps the best sighted student at the school, and there has always been some question in the minds of the superintendent, the doctors, and his parents as to whether or not he really belonged in the school. It has been decided that he should return to the public schools this coming year.

At first he disliked the blind school, but his work improved after he transferred from the public schools, and he likes it very well now. His mother is quite concerned with his future and his scholarship, and the family is evidently very cooperative with the superintendent. A resident of Salem, he lived at the school for one year, but has since lived at home. Although his father has a squint in one eye, his mother reports that doctors have told her that there is no evidence which would indicate that his cataracts are of an hereditary nature.

During the time he has been at the blind school he has not been a particularly good student either from the standpoint of conduct or scholarship. Part of his difficulties were no doubt due to maladjustments resulting from the fact that his vision was, comparatively speaking, superior. However, he had met with similar problems of adjustment in public school due to his poorer vision. Since he has been in the blind school his vision has improved considerably, and he has learned better how to make full use of what he has. There is reason to believe that, because of these conditions, he will now be able to make a normal adjustment in public schools.

Case XXVI: Case XXVI is fifteen years old and will be a

sophomore in high school when school reopens. She entered the blind school in 1936, after having attended public school for seven years and completing seven grades. According to records at the institution, her grades are average to excellent, her attitude good. She has one brother and two sisters, all of whom are normal. Her father is an occasional laborer, and is "able to provide"³ for the family. She has a visual acuity of 20/50 in her right eye and 20/200 in her left; visual difficulty is caused by hyperopia. She has a brother and an uncle who squint. According to a Kuhlman-Anderson test given in 1936, her I.Q. was ninety-four; according to a Binet test given this year, her I.Q. is 99.

Case XXVI likes the Blind School much better than public school because she finds the teachers less critical and more understanding and helpful in the Blind School. Although she has never lived at the school, she never returns home before late evening as she remains for the afternoon activities and for the reading period in the evening.

Because she has considerable vision, she has never felt that her visual difficulty was a social handicap. She does feel, however, that she does have a vocational handicap. At one time she hoped to become a tap-dancer, but has given up this idea. She now hopes to do stenographic work when she finishes high school, although she has not yet definitely decided upon this as a career. She is planning to do some work in the offices of the Blind School next year to find out just how much she is capable of doing. As she is partially sighted, both she and the superintendent feel that she could do such work if too much fine

3. Application for admission.

reading is not required, and there are a number of such positions available.

Case XXVII: Case XXVII is fifteen years of age and is a sophomore in high school. He entered the Blind School in 1938 after attending public school for ten years. According to a Binet test given in 1939, his I.Q. is ninety-eight. He is an average student with good conduct. He has two brothers. His father is in the tuberculosis sanitarium, but his mother is able to support the family by working as a housekeeper and receiving \$42.00 a month aid to dependent children. He has a visual acuity of 20/60 in one eye and 20/120 in the other. Partly because of the financial condition of the family, he has been living in the school although a resident of Salem. During the summer he is working on a farm milking cows and doing general chores, and seems to like his work.

When it was first suggested that he might be able to advance more rapidly in his school work if he transferred to the Blind School, both he and his mother were opposed to such a change, but both are now well pleased. Case XXVII sees sufficiently well to make a normal social adjustment, but his vision is not quite good enough for him to do regular school work. He has made a satisfactory institutional adjustment. He sometimes feels that he would like to learn mechanical engineering, but his vision is probably not adequate for this type of work although he is not nearly as seriously handicapped vocationally as many of the blind in the school. He is still too young to have any really definite vocational desires.

Case XXVIII: Case XXVIII is sixteen years of age and in the eighth grade at the Blind School. Before entering the Blind School in 1933 he attended public school for three years, completing three grades. He has two sisters who are evidently perfectly normal. His father, a carpenter, is of average financial condition. His vision is 20/100 in both eyes with correcting lenses. Poor vision is caused by congenital nystagmus.

According to the superintendent, he was a non-reader in public schools. He had been pushed back and repeatedly told "You can't do that" with the result that he was rather peculiar and quite noisy-- probably in an effort to attract attention which was not otherwise given him. Since coming to the Blind School, he has become a fairly good student and has made a good social adjustment. His improvement is, in part, due to a good home situation. A resident of Salem, he has boarded at the school for only one year. In May, 1938 a Kuhlman-Anderson test gave him an I.Q. of seventy. A Binet test in 1939 gave an I.Q. of 93. Most of this difference is probably due to an actual increase in mental age, while part of it may be due to differences in the tests, the testing situation, and similar rather intangible circumstances.

Case XXVIII liked public school, but feels that he gets more individual attention and learns more at the Blind School. Because he has sufficient vision to ride a bicycle and do most of the things that are done by boys of his age, his visual handicap has not been a social handicap. Like most boys his age, he is still not decided as to what

occupation he would like to follow. He feels that he would like to be a radio news commentator, and spends some time visiting the local radio station during news broadcasts, at which times he is sometimes allowed in the studio with the announcer. The opportunities for work of this nature are extremely limited, however, and usually require that the individual have some technical radio ability--ability which he probably will not be able to develop because of his vision. His speech and enunciation at present would not qualify him for such a position, although he might improve. The probability, however, is that he will enter some other field of endeavor, for as he grows older he will realize the impracticality of his present ambition and the occupation will lose its glamour. He is not too badly handicapped visually, and sees well enough to do most kinds of work not requiring particularly good vision. There is every reason to believe that he will eventually make a satisfactory economic adjustment, although he is still too young to be able to draw any very definite conclusions.

Case XXIX: Case XXIX is eighteen and has a visual acuity in the right eye of 20/100 and in the left eye of 20/50. His father is a locomotive engineer, but has not been working steadily. According to a Kuhlman-Anderson test given in 1936, his I.Q. is 109; according to an Otis test given in 1937 it is 100. Blindness is due to a prenatal injury. Case XXIX entered the Blind School when he was in the eighth grade, having previously attended sight-saving classes in Portland. While in school he was a poor to average student, with good conduct. He feels that the school in Salem has done him more good

than all of the thousands of dollars which have been spent on his eyes. He disliked the sight-saving classes in Portland, but feels that they are now doing much better work.

He sees sufficiently well that he has virtually no problem of social adjustment. His vision is better than it was when he first entered the Blind School, and while he still can not see well enough to drive a car or keep books, his vision is sufficient for most kinds of work. Since his graduation last spring, he has been working in a sanitarium, where he takes care of the furnace, makes beds, cleans, assists the patients about the building, and does similar work which may be required. For this work he receives \$20.00 a month and his board and room. He is not planning to remain in this work permanently, but is hoping to get something better.

3. Totally Blind

Case XXX: Although Case XXX has light perception, he is included with the totally blind because his vision is much less than that of any of the cases presented as partially sighted.

Case XXX is ten years old and in the first grade. Both of his parents work as mattress makers, but neither they nor either of his two brothers or two sisters are blind. His blindness is caused by congenital cataracts. He did not enter school until 1938 because he was having operations on his eyes and because his mother did not want him to leave home. According to the Hayes-Irwin revision of the Binet test, he has an I.Q. of 115. He is an average to excellent student, and has good conduct. He has made an excellent institutional adjustment.

He does not feel "left out" of the games in his neighborhood, and spends a great deal of time playing the usual games with his friends. Baseball is about the only game which is played in which he can not compete. During the summer he is also selling magazines, putting in some wood, and doing other miscellaneous odd jobs in the neighborhood. Although he is not making much money, he is doing quite well for a boy his age and is evidently very ambitious. He is to have another operation on his eyes this summer, which may restore some of his vision.

Case XXX is still too young to have any definite vocational ambitions. Like many boys his age, he now wishes to become an aviator, but this is probably nothing more than a childish desire. Because of his intelligence, his ambition, and his pleasing personality, he should be able to become one of the more successful blind.

Case XXXI: Case XXXI attended the public schools of Portland for two and one-half years, completing three years of work. He then suffered a brain tumor and was out of school for about two years. His blindness resulted from this illness. Since entering the Blind School, he has proven to be an excellent student with excellent conduct. His institutional adjustment has been very satisfactory. A Hall test given in 1935 showed him to have an I.Q. of 105; a Kuhlman-Anderson test given in 1936 showed his I.Q. to be ninety, while a Hayes-Irwin revision of the Binet test given in 1937 showed his I.Q. to be 127. In spite of his missing school, he is able to maintain his age-grade level, for he is fifteen and will be a sophomore next year. His

father is an auto mechanic who covers a large territory for the company for which he works. He evidently has a very good home situation.

Case XXXI definitely misses many of the activities in which he would participate were he not totally blind. He does do what he can, however. For example, he is able to play a fair game of croquet "by ear", and has worked out a system for riding the bicycle whereby he pumps and his brother steers. He has but very few friends outside of the school and during the present summer he has been quite inactive, although he has done a little piano tuning and some practicing.

The superintendent of the Blind School feels that Case XXXI is extremely musical and could probably make a living either tuning or teaching, and Case XXXI is planning this kind of work as his life vocation. The superintendent also feels that he is worthy of college. A very intelligent and talented young man, with parents who are willing and able to give him a reasonable amount of assistance, he should prove to be one of the more successful blind.

Case XXXII: Case XXXII, now twenty years old, received her education at the Blind School in Salem, finishing high school last spring. According to an Otis test given in 1937, her I.Q. is 108; a Hayes-Irwin revision of the Binet test given in the same year gave her I.Q. as 109. She has been a good student and good in conduct. Her father does "general work" and is able to provide for his three children. Case XXXII has been blind since she was four. She has been humored by her parents, who at one time sent her to California to

take dancing lessons. The school there, however, dismissed her because she did not have ability as a dancer.

Since her graduation from high school she has been living at the Blind Trade School in Portland where she is learning weaving, not as an occupation but for her own enjoyment. Although she likes the Trade School and has no criticisms to make, she does not wish to remain there permanently because she does not care for institutional life. She is still undecided as to what she would like to do as a vocation. She has expressed a desire to attend Oregon State College to take work in home economics, again, not as a vocation, but for her own enjoyment. There is some possibility that the committee administering the blind reader's fund might give her assistance in this connection. There is reason to believe that she would like to marry.

Case XXXII is a very attractive young lady with a pleasing personality. According to the superintendent of the school in Salem, she has the intelligence and personality to make a success of operating a vending stand, and she would accept a stand if one were given her.

Summary: A study of the records at the Oregon Blind School indicates that these cases are typical, and the superintendent of the school feels that they represent a very fair cross-section of the students in the school.

Practically all of those students who are old enough to have any understanding of their vocational problems recognize that they are seriously handicapped in this respect. Like most people of grade and

high school age, however, they have not given too much consideration to their future and have not yet selected their life's work. Most of those covered by this study and most of those in the school are still much too young to be able to tell a great deal about their future adjustments. Some of them, however, give certain indications of their future prospects. Of the group covered in this study, five seem to have the qualifications for success. Two of these, however, are really too young to be able to make any accurate predictions; two are just out of high school and one of these is already beginning to establish himself; the fifth, Case XXXI, is now in high school. That all of these will be able to succeed is doubtful. For the present they seem to have the qualifications, but when they go out into the world and receive the "hard knocks" to which young persons are subjected, loss of ambition is a probability.

Of the remaining cases offered here, two are mental problems. Although Case XXII may show considerable improvement, it is doubtful that he will ever become superior, which is necessary if the blind person is to make a successful adjustment. The other four are merely "average", but because they are not totally blind they may be able to make adequate adjustments.

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Typed by
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