OUTLOOK FOR THE BLIND

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The Moonlight Sonata

ONE of the loveliest legends clustering in the dusk of fantasy about Beethoven's Moonlight Sonata is the story of its creation.

One evening—so runs the legend—while the great master strolled moodily through the streets of Vienna he caught the sound of one of his compositions. So beautiful was the interpretation that he entered the house, curious to see who might be playing.

In the dusk of the room he found a young blind girl. The master spoke with her and wondered what beauty he might bring to this soul which had such perfect understanding of his work. He played for her and into his melodies wove the mood of a moonlight night—haunting, tranquil, majestic. The sightless girl understood. She saw its unearthly beauty, felt its mystery, and thrilled to its power as the master ended his composition in a wild burst of arpeggios.

Only a legend—but a fitting interpretation of the sonata, which has indeed revealed to us the beauty of the moonlight as it was revealed to the mythical blind girl on that night long ago.
American Foundation for the Blind
Nation-wide Service

MEMBERSHIP MEETINGS
In White Plains on March 4th, the first Membership Meeting took place. The object of these meetings is to create through special committees, clubs and churches an interest in the work and purpose of the Foundation. No greater influence could be brought to bear on this effort than the presence of Helen Keller and her teacher and companion, Anne Sullivan Macy. They, in their forceful way, give the message which has stirred audiences throughout the world. Only a life-story could ring with the sincerity and human interest which reaches out from the platform when Mrs. Macy clearly and simply tells of Helen Keller's mastery of a triple handicap and of the perfect mutual understanding which has made this mastery possible. The close relationship of their personalities and what it means is constantly felt. Following the life-story, Miss Keller makes a direct appeal to her listeners in behalf of the Foundation and the strength and persuasion of her words evokes eager response and liberal subscription.

Nor must it be forgotten that the program would not be complete without such splendid men as Edwin Grasse, organist-violinist; Guy Envin, poet-lecturer; Abraham Haitowitz, violinist, and William Fuhrmeister, baritone—all blind—all artists—all masters of a handicap.

Both in White Plains and in East Orange overflow meetings had to be held to accommodate the crowds. The thousands who attended these meetings were intensely eager to hear about this new enterprise and to learn of the purpose of the Foundation. They marveled at the work of the artists and were keen to be told how opportunities for just such accomplishment might be opened to all persons without sight.

The value of these meetings, aside from what they mean to the Foundation, is tremendously great to the general public. From point of education they are important; from point of soul-interest and awakening appeal, they are indescribably significant.

Following are the cities which have already heard the program:
White Plains, New York, March 4th
East Orange, New Jersey, March 7th
Newark, New Jersey, March 10th
Trenton, New Jersey, March 12th
Pelham Manor, New York, March 16th
Plainfield, New Jersey, April 9th
Hackensack, New Jersey, April 13th
New Rochelle, New York, May 19th
Passaic, New Jersey, May 22nd
Jersey City, New Jersey, May 23rd
Montclair, New Jersey, May 26th
Paterson, New Jersey, June 2nd

25,000 ATTEND NEW JERSEY WEEK FOR THE BLIND
A Week for the Blind, May 12th to 17th, inclusive, was conducted by the American Foundation for the
Blind in Newark, New Jersey, in behalf of the New Jersey State Commission for the Blind, St. Joseph's Home for the Blind, Jersey City, and the local work in general. It was educational in purpose, consisting of exhibitions of occupations and arts in which the blind are successful; featuring the prevention of blindness; demonstrating the work of the classes for the blind and low vision classes in the public schools, and having on sale merchandise made by the blind. There were lectures and special features—such as a model store set up and conducted by a man without sight, and demonstrations of the optophone, the instrument which transforms the written word into sound. The Week serves as an excellent medium to broaden the interest of the public in this work and to demonstrate that people without sight can be made self-supporting when adequately trained.

On Sunday, May 11th, in every Catholic church, synagogue, and in ninety per cent of the Protestant churches announcements were read of the Week for the Blind which was also incorporated in the church calendars. In many instances the clergymen gave brief addresses on the work for the blind and the hymns sung were those by blind composers. In one church a cantata, "The Light of Life," by E. Capel-Cure, the beautiful and inspiring story of a blind man restored to sight, was sung by the choir.

Another item of interest in the publicity work for the Week was the appearance of a dog, famous throughout New Jersey for his war work, who wore a blanket bearing the announcement of the Week.

Each club and church group was scheduled to take charge of the activities on definite days. A special committee of representative women acted as hostesses in the tea-room, the revenue of which paid the incidental expenses of launching the campaign.

The receipts of the sale of articles on exhibition went to the blind workers who had produced them. In addition, all demonstrators were paid for their services, and each child of the blind and low vision classes, out of the incidental funds raised during the Week, was given a dollar with which to start a bank account.

More than 25,000 interested spectators attended the Week. It is evident that as a result of these activities a better understanding and a helpful interest has been aroused in the public which will prove of great service in all future work for the blind in New Jersey.

A Successful Advertiser
ENCOURAGING LETTERS

112 Shaw Avenue
Newark, New Jersey
May 21, 1924.

Mr. M. C. Migel, President
American Foundation for the Blind
New York, New York.

Dear Sir:

Permit me to write you my thanks for the great introduction the blind of New Jersey had to the people of Newark last week, through you, as President of the American Foundation for the Blind.

I can see, but my wife has been totally blind for fourteen years—glaucoma. It took seven years on the part of oculists to determine there was no hope for her. During that period she was in misery of mind and body looking forward to a useless life,—shut in and cut off from all that makes life worth living. A little over three years ago the New Jersey Commission took her under its wing to teach her to read, to occupy her mind—found her capabilities, made it possible to occupy her hands. Now she is a happy woman, well in body and mind, again in the world, happy and contented, also highly respected, and loved by her blind friends.

I am writing after fourteen years of close observation, and three years of observing the blind en masse, and find that the general public really do not know them. The Week in Newark has astonished those who attended and all who studied and watched the sightless men and women day after day at their different tasks,—noted their happiness, their activity of mind and hand, their ambition to work and their pride in it.

The public now see what has been done for the blind by the Foundation and they are responding in manly and womanly ways. Thank God for it, and the men and women who have devoted their time and means to bring this condition about.

It was a great Week for the Blind in Newark and another year will see a greater, and the blind are going to prepare to try and make it so.

The public need to know the blind and the blind need to mingle more with each other. Publicity will do it. Your work has, in a way, made the blind to see, to be happy, contented, cheerful and part and parcel of the world.

My sincere thanks to you.

Arthur S. Barbier

Board of Managers,
New Jersey Commission for the Blind,
9-11 Franklin Street,
Newark, New Jersey.
May 23, 1924.

Mr. M. C. Migel, President,
American Foundation for the Blind,
New York City.

My dear Mr. Migel:

At a meeting of this Board held Thursday afternoon, May 22nd, after receiving a report of the Week for the Blind launched by this Commission under the guidance of the American Foundation for the Blind, it was unanimously voted to extend to the Foundation through you, the sincere thanks for this splendid co-operation in service which enabled the presentation of every phase of our State work for the blind. At least 25,000 visitors inspected the work and over two thousand dollars worth of the work of the blind was sold.
The value of the public's not only seeing the blind at work, but also having the opportunity to chat with them, establishes a social contact of inestimable value.

It is felt that the fruits of this Week for the Blind are a better understanding on the part of the public as to what their State is trying to do for the blind, a more intimate knowledge of the blind in their locality, and a more understanding service in this field.

Very truly yours,

New Jersey Commission for the Blind.

Lydia Y. Hayes,
Chief Executive Officer.

VIRGINIA

Following the Three Day Educational Campaign conducted in Richmond, Virginia, from February 12th to 14th under the auspices of the American Foundation for the Blind a bill has been passed by the Legislature, providing for the erection of a school for blind white children of Virginia to be known as the Virginia School for the Blind.

$42,000 was appropriated for the purchase of a certain tract of land near Charlottesville, comprising approximately 187 acres.

The school is to be under the government of a board of visitors consisting of five members (one of whom shall be blind) to be appointed by the governor.

It is planned that funds for the erection of a building may be secured from private sources so that construction may not be delayed until an appropriation is granted by the General Assembly.

LETTERS OF INTEREST

Commonwealth of Virginia,
Governor's Office,
Richmond.
February 22, 1924.

Mr. M. C. Migel, President,
American Foundation for the Blind,
New York City.

My dear Mr. Migel:

It was my pleasure to attend Richmond's Three Days' Educational Campaign for the Blind. It was my pleasure to introduce Miss Keller. This meeting in Richmond I am sure has done wonderful good and has centered the attention of our people on what can be done to help these most unfortunate people. I believe the meeting will bring splendid results. Everyone enjoyed meeting Miss Keller, and the program that was put on the night she was here was splendid. The auditorium was packed to its standing capacity.

I want to take this opportunity to state that the Foundation has rendered valuable assistance and was a real inspiration to the local work.

With my best wishes, I am

Very truly yours,

E. Lee Trinkle,
Governor of Virginia.

Virginia Commission for the Blind,
1228 East Broad Street,
Richmond, Virginia.
March 8, 1924.

Mr. M. C. Migel, President,
American Foundation for the Blind,
New York City.

My dear Mr. Migel:

In behalf of the Virginia Commission for the Blind we wish to express
our sincere gratitude for the services rendered by the American Foundation for the Blind. With such an organization as this, giving nationwide service to the various commissions and associations, the cause will advance rapidly.

Our recent campaign was a most creditable success and without the aid of the Foundation we could not have made the mark, or created the sensation we did without the services of Helen Keller. For her appearance here we are deeply indebted to the American Foundation who arranged for her coming. Miss Keller's appearance in the Virginia Legislature had a most thrilling and desired effect upon the General Assembly and helped to give the Legislature a better understanding of the work being done by the Virginia Commission for the Blind.

Again thanking you for your kind assistance, we remain,

Cordially yours,

Herbert J. Taylor, Chairman,
W. B. Hopkins, M.D., Secretary.

The Virginia Assn. of Workers for the Blind, Inc.,
1228 East Broad Street,
Richmond, Virginia.

Mr. M. C. Migel, President,
American Foundation for the Blind,
New York City.

My dear Mr. Migel:

As spokesman for the blind and their friends throughout the State, the Virginia Association of Workers for the Blind deems it a privilege to make known to the Foundation something of the value of your recent contribution to our cause in the "Old Dominion."

The Educational Campaign for the blind conducted in Richmond on February 12, 13, and 14th by the Virginia Commission for the Blind and under the guidance of the American Foundation for the Blind was the first campaign of its kind to be undertaken in the South. Without detailing in minutia the happy results of that campaign, let it suffice to say that in no other way, by no other means, could we have aroused such interest and enthusiastic confidence as our cause now commands from the Richmond people and from the general public of the State.

As to what the blind of Virginia owe the Foundation for its collaboration with our Commission in its campaign, it is not too much to say that without it, success would have been virtually impossible. Here in Virginia we are comparatively "new in the game," and the Foundation has taught us many things for which our blind will have cause to feel grateful.

Helen Keller "speaks for herself"; when we think of the inspiration she brought to our sighted public and in particular to the State Legislature, the Foundation "scores" again, for we recognize that the coming of Miss Keller could hardly have been realized without the help of the Foundation.

In conclusion the most we can wish is, that the Foundation may do as well in all its undertakings as it did for us.

Cordially yours,

L. L. Watts, President.

J. B. Cunningham, Secretary.
Do Our Music Departments Meet the Needs of Our Pupils?

By Robert B. Irwin

The Research Department of the American Foundation for the Blind has recently invited certain superintendents of institutions for the blind, social workers interested in the adult blind, and successful blind musicians, to express their views on the need of an investigation in the field of music with relation to the blind. This invitation was prompted by criticism which has been voiced in certain quarters, of results of musical instruction in schools for the blind.

In the belief that these views may be of interest to those responsible for the musical education of the blind of this country, an attempt has been made to summarize in a few paragraphs the suggestions which our recent inquiry has elicited.

No attempt has been made to canvass the sentiment of the entire country on the subject considered below. Those communicated with, however, are among the most thoughtful and successful men and women interested in the field of music with relation to the blind.

Music is perhaps the best medium for affording aesthetic training to the blind. It is the only form of art which the blind can appreciate upon an absolutely equal footing with those who see. As a social asset and as a means of recreation, the value of music to a blind person with some ability in this direction can hardly be overestimated. Its vocational possibilities have long been recognized by educators of the blind.

It is the conviction of many of our correspondents that the high cultural bent of the average music teacher has prevented him from appreciating the vocational value of music in some of its most practical forms. It is pointed out that there is an unfortunate lack of well-defined aim underlying the music departments of many schools for the blind. One writer says, "We hear much loose talk about cultural value, vocational value, value as a pastime, etc., but in many of the schools none of these values have been pursued to their logical conclusion in formulating the course of study."

We are told that in certain schools the highly artistic ideals of the music teachers have resulted in a tendency to concentrate attention on a small percentage of "promising pupils," and gradually to discard the great bulk of the student body as unworthy of further time and attention of the music instructor. Membership in the general school chorus, it is said, constitutes about the limit of the musical instruction such discarded pupils receive. There is a strong conviction among many of the alumni of the schools for the blind, that the failure to recognize the social value of music and the vocational value of certain forms of music, has resulted in a very regrettable neglect of a large proportion of the pupils who should have been continued in the music departments with instruction adapted to meet their needs.

Another ground for criticism of music departments as conducted in schools for the blind, which is voiced by alumni of long experience, is the failure to teach pupils to memorize rapidly. It is contended that if pupils were deliberately taught to commit to memory, they would be enabled to
offset in large measure the lack of embossed music.

There is a strong feeling among blind musicians of fair ability, and among their friends who have observed the vicissitudes of blind people with more or less musical ability, that the whole field of music should be investigated. They argue that there should be a reappraisal of values, and a readjustment of music departments with this reappraisal in mind. They feel that the time has come when blind people outside of the schools should be studied and the significance of music to them be noted, and that music courses be planned with a view to meeting the practical needs of the large group rather than to developing a few “artists” who seldom materialize and who when they do materialize are usually destined to a life of bitter disappointment.

Many recognize that music teaching offers a field of employment for certain well selected individuals. It is urged, however, in this connection, that the music departments of all of our schools for the blind follow the example of those who offer a normal course designed specifically to train blind persons to teach sighted pupils.

It is also urged that the vocational possibilities of music in the field of church organ playing be studied, and that an educational campaign be inaugurated, designed to make employers in the field more ready to accept blind musicians. The field of employment which is afforded by the moving picture theatre, the legitimate theatre, the dance hall and the restaurant should, it is felt, also be carefully studied. This is a rapidly growing field, employing many thousands of musicians. A few blind people with average musical ability are attaining gratifying success in this form of occupation.

The questions raised by thoughtful blind people and some of their friends are: Why do not more find employment in these activities? Why do not our schools definitely train for such musical opportunities? If a few can succeed without specific training, could not many find employment in the “music trade,” were they trained especially so as to obviate some of the difficulties which now cause shipwreck before the blind musician is fairly launched as a commercial performer?

It has been proposed that the American Foundation for the Blind employ a competent person to investigate and report on the subject of music and the blind,—that a study be made of the various lines of occupation in the world of music in which blind persons have succeeded, that the exact nature of the work in which success has resulted be set forth, that qualifications and training of the successful persons in each line be noted, and that the peculiar difficulties which each had to overcome and the means of overcoming them be described carefully.

The social value of music, it is suggested, should also be studied,—the ways in which music has proved a social asset, the kind of music which has proved of most value, and the ways in which music as a social asset has indirectly proved to be of economic value.

One writer says, “To succeed I must be a good mixer. My limited ability to play popular pieces on the piano, little as it was appreciated by my teacher, has been of inestimable
assistance to me in offsetting the terrific social handicap of the lack of sight."

A superintendent of a western school for the blind points out that inexperienced teachers of music find difficulty in adapting to their work with blind children the methods of teaching sighted children which they have learned in the conservatory. He proposes that these difficulties and their solution be studied and reported, for the benefit of the many inexperienced and often unsupervised music teachers who are annually joining the staffs of the music departments in schools for the blind throughout the country.

Another man suggested that in this investigation a study be made of the curricula of some of our best schools for the blind, and a careful report be drawn up showing how these curricula might be adapted so as to meet the cultural, vocational, social and recreational needs of blind men and women, as they face actual situations in the communities to which they go after leaving school.

**SUMMER COURSE FOR HOME TEACHERS**

The American Foundation for the Blind has arranged this summer for a six weeks' course for the training of home teachers of the blind. This course will be given in co-operation with New York University. The course will be under the direction of Robert B. Irwin, Director of the Bureau of Research of the American Foundation for the Blind. Associated with Mr. Irwin will be Charles B. Hayes, Director of the Bureau of Information and Publicity.

An opportunity will also be afforded for special instruction in certain home industries which home teachers are called upon to teach. A similar course was conducted during the summers of 1921 and 1922 in connection with Columbia University. It is interesting to note that practically all the students who took the course at Columbia are now engaged in some form of social work for the blind.

For information regarding the cost of board, etc., communicate with the Bureau of Information, American Foundation for the Blind, 41 Union Square West, New York City.

The following persons constitute the Advisory Committee for this course:

- Dr. Thomas J. Riley, Brooklyn Bureau of Charities.
- Miss H. Beatrix Griswold, Headquarters for the Blind, Brooklyn Bureau of Charities.
- Mr. Edward M. Van Cleve, New York Institute for the Education of the Blind.
- Miss Lydia Y. Hayes, New Jersey Commission for the Blind.
- Mr. W. I. Scandlin, New York Association for the Blind.
- Mr. Eben P. Morford, Brooklyn Industrial Home for Blind Men.
- Miss Frances Moscrip, Division of Blind and Sight Conservation Classes in the Public Schools.
- Mrs. Winifred Hathaway, National Committee for the Prevention of Blindness.

The Advisory Committee has in the past met the cost of this class and are planning this year to offer substantial financial support.
Members and friends of the American Foundation for the Blind are especially interested in Mr. Latimer for he, more than anyone else, is responsible for the form this organization has taken. While many persons in this country advocated for years the establishment of an organization for the blind, doing nation wide work, it was Mr. Latimer who finally crystallized this idea, drafted a plan which would make such an organization representative of workers for the blind of the country and enlisted the leaders in the work in the support of this project.
Henry Randolph Latimer

HENRY RANDOLPH LATIMER, Executive Secretary of the Pennsylvania Association for the Blind, comes of a well-known Southern Maryland family. He is a relative of the late historian and novelist, Mrs. Elizabeth Wormley Latimer, and a cousin of Rear Admiral Julian Lane Latimer, Judge Advocate General of the United States Navy.

He received his early education in the local country school; but, owing to his defective vision, he was sent away, at the age of ten, to the Maryland School for the Blind in Baltimore. His standing here among his schoolmates may be judged from the fact that, for two years, he was president of their voluntary organization, known as the Henry Clay Debating Society; while his standing with the faculty may be judged from the further fact that, during his last term, he served as director of the regular school orchestra, consisting of twenty instruments. Upon his graduation, at the age of nineteen, he was employed as a teacher in a school; where, during the following twenty years, he gave instruction in practically every department, filling the post of librarian, and taking his measure of responsibility for the daily discipline of the students. During these early teaching days, in addition to his regular school duties, he took a college course which led, in 1899, to the degree of Ph. B. The following summer he spent at Harvard University, taking courses in the theory and history of education. During the ten years prior to his coming to Pittsburgh he was Head Teacher of the Maryland School for the Blind, and, as such, became well known among the educators of the blind in this country.

Before 1921 Mr. Latimer was probably best known in relation to his activity as a member of the Uniform Type Committee, and of its successor, the Commission on Uniform Type for the Blind. The purpose of these expert bodies was to secure the adoption of one system of tangible reading and writing for the blind of the English-speaking world. In 1914, he, with others of the Uniform Type Committee, visited Great Britain in the interest of this cause. He served as Executive Secretary of the Commission on Uniform Type for the Blind until the main purpose for which the Commission had been created was accomplished, and its remaining work turned over, in June, 1923, to the American Foundation for the Blind.

In 1908, Mr. Latimer was instrumental in organizing both the Associated Blind Men of Maryland and the Maryland Association of Workers for the Blind, serving for several years as President of the former organization and as Vice-President of the latter. For two terms, 1919 to 1923, he served as President of the American Association of Workers for the Blind, an organization representative of every interest of the blind in the United States and Canada. During his presidency this Association provided for the establishment of the American Foundation for the Blind, and he was chairman of the committee which, in September, 1921, incorporated the Foundation. He was prevailed upon by the trustees of the
Foundation to accept temporarily the position of acting Director-General, which office he held, in connection with his other work, until December 31, 1922, when, upon the appointment of a Director General, he was made a member of the Board of Trustees of the Foundation. In May, 1923, he was elected a member of the Board of Corporators of the Western Pennsylvania School for the Blind, Pittsburgh. In February, 1924, he was named by Governor Pinchot a member of the State Commission to study conditions relating to blind persons in Pennsylvania.

In 1905, Mr. Latimer planned and supervised the building of an attractive six room house in the town of Hyattsville, Md., which was rented even before it was finished, and which afterwards sold to considerable advantage. Notwithstanding this tendency toward the practical, a volume of verse appeared over his name in 1907, entitled, "Virginia Dare and Other Poems," which ran rapidly through two editions.

In 1911, Mr. Latimer married Miss Jane Byrd Page, a member of the old Virginia family of that name, whose good taste, judgment, and ready help have been invaluable to him in his work. Mrs. Latimer is a sister of George W. and William C. Page, prominent in the banking world of Baltimore, Md., and a cousin of the well-known writer, the late Thomas Nelson Page, United States Ambassador to Italy during the recent World War.

Herbert H. White

Treasurer of the American Foundation for the Blind, Inc.

THERE are a great number of persons throughout New England whose surname is White, and the majority of these are descended from the same progenitor, John White, who was at Salem, Massachusetts, in 1638.

A worthy scion of this ancestor, John White, is Herbert Humphrey White, who for more than forty years has been engaged in financial circles of prominence and whose opinion on investments carries with it conviction. The spirit which he regards as the "best" investment and the one with which he would have young men approach life is "to do your duty as it is made clear to you without regard to consequences." This is the spirit that has been the dominating influence of his own successful life, still in its prime.

Mr. White was born in Hartford, Connecticut, in July, 1858. He received an elementary education in the public schools of that city and completed a classical course at the high school. Because of his delicate health he was obliged to forego a college education, which was a keen disappointment. After his graduation from high school he continued to study at home, his principal subjects being political economy, constitutional history, and astronomy. His health improved and he was soon as vigorous and
strong as desired, but with the passing years had come other responsibilities and as a consequence the college course was not attained.

Mr. White’s first entrance into the business world was in the capacity of a clerk with the Hartford Trust Company, a financial position in keeping with his natural tastes. He was employed in this work for four years, resigning to accept a similar position with the Phoenix National Bank where he remained twenty years, serving as assistant cashier of the bank for nine years. For a period of four years Mr. White had been connected with the Connecticut Mutual Life Insurance Company of Hartford as an auditor and in January, 1899, he was promoted to the directorate and to the office of secretary of the company. He gave efficient service in this department until March, 1906, when he was elected the treasurer of the company and is filling this responsible position in his commendable manner today.

The Connecticut Mutual Life Insurance Company in its financial management calls for the exercise of sound business judgment and a knowledge of financial law, national and international. Mr. White is ideally fitted
for this position in view of his twenty-five years experience in banking circles and especially because of his familiarity with the affairs pertaining to this particular company. Mr. White's tactfulness, his genuineness, his conscientiousness, not to mention his other qualities, further increase his fitness for this post.

Mr. White's interest was first aroused in work for the blind through his friendship with Mrs. Emily Welles Foster through whose efforts the Connecticut Institute for the Blind was established. In the years of its development he acquired an intimate knowledge of the Institution and in 1897 was elected Treasurer. Only the pressure of business forced him to relinquish this position, but he has been Director and member of the Executive Committee for twenty years. Upon the establishment of the American Foundation for the Blind Mr. White was elected its Treasurer. He is also Director of the State Bank and Trust Company; Secretary and Director of the Hartford Retreat for the Insane; and Director and Chairman of the Executive Committee of the Connecticut Institute for the Blind. Mr. White has always maintained his interest in matters pertaining to education and is Chairman of the West Middle School District Committee. He is also a member of the High School Plan and Building Committee.
English, French and American Organists, Blind

THIRTY-FIVE YEARS PERSONAL OBSERVATION
OF THE
TRAINING AND PLACING OF ORGANISTS AND CHOIRMASTERS IN ENGLAND

By LADY CAMPBELL
Formerly of the Royal Normal College and Academy of Music for the Blind

Sir Francis and Lady Campbell
October 9, 1912

THE training of organists formed an important part of the musical course at the Royal Normal College for the Blind, as both Dr. T. R. Armitage and Sir Francis Campbell believed that positions could be secured, if the applicants were thoroughly prepared for their duties. When Dr. Armitage visited the Institution Nationale des Jeunes Aveugles, Paris, in 1869, he was surprised to find that music and pianoforte tuning provided employment for sixty per cent. of its pupils whereas in England, with a few notable exceptions, blind organists had not obtained appointments.

Sir Francis Campbell had made a careful study of the successes and failures of blind musicians. From his own experience as a pupil in the School for the Blind, Nashville, and
the results of his eleven years as musical director of Perkins Institution for the Blind, South Boston, he was convinced the following factors were essential, if the blind were to gain a livelihood by the profession of music.

1. In the selection of pupils for special training the mental capacity must be considered as well as the musical.

2. Their physical and intellectual powers must be developed, and the surroundings provide a refining influence.

3. They must have instruction, practice, and opportunities of hearing music equal to those given the seeing students, with whom they would have to compete in the open market.

4. The organists must have lessons in choir-training and the art of accompanying.

Sir Francis Campbell was an early advocate of vocational training, and in all departments of the college the pupils were given practical experience in their various lines of work.

Social Training

Let me preface my remarks on the special topic under consideration with this important statement—to prepare the youthful blind for successful work among the seeing, there must be persistent effort to secure independence of movement, freedom from mannerisms, and the ability to meet people socially without calling attention to the fact of blindness. Constant reminders on the part of teachers, and hearty co-operation on the part of the pupil are needed to secure these results.

Staff

When the Royal Normal College was established in 1872, it required some persuasion to convince the board of directors that "poor blind children" must have equally good, if not better instruction, than was given their own children. Before engaging the college staff, Sir Francis Campbell sought the advice of Sir George MacFarren, Principal of the Royal Academy of Music, Sir Sterndale Bennett, Madam Jenny Lind Goldschmidt, and others who had a wide acquaintance with the musical world. The professors chosen were those connected with the best conservatories of music for seeing students, and they were employed at the college for one or two days a week to supplement the work of the resident teachers. For thirty-five years Mr. Frits Hartvigson gave piano lessons two days a week. He had been the teacher of Queen Alexandria in her native country and later was on the staff of the Royal Academy of Music, London. We were fortunate to secure for vocal training Dr. W. H. Cummings, for many years a lead-
ing tenor on the concert platform. Lessons in harmony, counterpoint, and composition were successively given by Professors Banister, Corder and MacPherson, all from the Royal Academy Staff.

Great thought was given to the choice of an organ teacher, for many a brilliant recitalist is not a good church organist. Dr. E. J. Hopkins of the *Temple Church was engaged. He was recognized by his fellow organists as an unrivalled accompanist, and the musical services at the Temple Church ranked with those of the Abbey and St. Paul's. Dr. Hopkins' genial personality won the love of his pupils, and they responded to his interest in their progress with faithful practice.

**Accompanying the Church Service**

Dr. Hopkins drilled the choir in chanting the Psalms, and other parts of the church service. The antiphonal chanting of the Psalms in the Church of England proved a difficulty, as the blind organists could not read the Psalter and play at the same time. It was therefore necessary for them to become very familiar with the words and pointing of the Psalms. They gained this familiarity by accompanying the weekly practice of the choir, and profited by Dr. Hopkins' suggestions as to pace, registration, etc.

In the daily choir practice under Sir Francis Campbell many anthems and cantatas were learned which the organists accompanied. In the accompaniment of sacred solos Dr. Cummings was invaluable as he had scored many a success in oratorio singing, and knew just the right rendering. Once he pulled up the organist and choir in "God Save the Queen" because Dr. Campbell, being an American, had not placed the right emphasis on the words.

**College Chapel Services**

As soon as a beginner could play a hymn creditably, he was given a chance to accompany in the morning or evening chapel service. During one month the Psalms for the day were chanted in the morning, and a hymn sung at evening prayers. The next month the order was reversed. In this way the organists became familiar with all the Psalms and had committed a number of hymn-tunes. The latter were chosen from the hymn-books used in Non-conformist places of worship, as well as the Church of England, in order that the organists might be prepared for positions with different denominations. The privilege of playing in the chapel service was an incentive to beginners, and they were soon able to add Prelude and Postlude. Each organist who could accompany was required to take his turn alphabetically and "I forgot, doctor, to learn the chant or hymn" was not accepted as a valid excuse.

**Embossed Music**

A great drawback at first to using the Psalms in the school services was the lack of an embossed copy of the Cathedral Psalter. I remember laboriously teaching the seventy-three verses of Psalm LXXVIII—only an earnest desire to help an organist who had to

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*The Temple Church was built for the Knights Templars during the Crusades. In the oldest part, dating from 1185, are the effigies of the Knights in complete armor, those who had served in Palestine lying with crossed legs.*
use it the next Sunday kept one patient over such a task. The college choir gave concerts to raise the money for printing the Cathedral Psalter. At the present time, great assistance is rendered the organists by the National Institute for the Blind which embosses many anthems, settings of the Church services, and other organ music.

Repertoire

Before a pupil began organ lessons he must show good progress on the piano, and some knowledge of harmony. He was required to keep his old pieces in memory and have more than one or two at his finger’s ends. Dr. Alfred Hollins, a graduate of the College, considers a good repertoire such an essential qualification, that he gives an annual prize for the pupil presenting the longest list of organ pieces he is prepared to play at the end of the year. He is tested by the judges as to whether he really knows the pieces.

Organ Practice

Beside good teaching, sufficient organ practice is a *sine qua non*. As soon as the main building was completed in 1878, a large three manual organ was erected in the concert hall, and two small organs, one for the boys and one for the girls, were built by the same firm. The latter were so constructed with regard to pedals and other essentials as to afford good facilities for practice. All the organs were blown by a gas-engine. These organs were given by Dr. Armitage without whose generous support the college could not have been established and maintained. He believed the best equipment was essential to the highest success.

Services in London

Institutions which are supported in America by municipal or state funds are dependent in England on charitable contributions. One of the ways in which the needs of the College were brought before the public was through sermons preached by noted London clergymen. This had a twofold benefit, for the college choir rendered the church service and a blind organist accompanied. When Canon Farrar of St. Margaret’s, or Canon Fleming of St. Michael’s kindly gave such assistance, Dr. Hopkins would go with the organist and make him thoroughly familiar with the new organ. If I remember rightly, the clergymen, choir, and organist felt somewhat nervous at the first service in St. Margaret’s, and Dr. Hopkins sat on the organ-stool ready to slip into his pupil’s place if there seemed to be any danger of a slip in the service. Dr. Hopkins, Dr. Cummings, and Mr. Hartvigson were always ready to assist in concerts given by the pupils, going as far as Glasgow for this purpose. The whole-hearted interest which led busy professional musicians to give their time, to take long journeys to aid their blind pupils was an important factor in the success of the college graduates.

Hearing Music

One of the advantages enjoyed by students in conservatories of music in large cities is the constant attendance at symphony and other concerts. Sir Francis Campbell wished to secure the benefit of large playgrounds for open air exercise, and at the same time a musical environment. These were combined at Upper Norwood for the College was within ten min-
utes' walk of the Crystal Palace concert room. Of its value in a musical education Francis Hueffer, the critic of the London Times, said, "You have at your very doors some of the very finest concerts in Europe, where the music of all countries is performed by first rate artists. To listen to such performances, and still more to attend the rehearsals of such performances, is a privilege enjoyed by few of the greatest music schools on the continent." Once in three years a Handel Festival was given at the Crystal Palace with a choir of three thousand voices and an orchestra of one thousand. The Palace management gave the school entrance to all concerts, operas, and plays at the cost of two dollars and a half for each yearly season ticket, and six cents admission to the concert room. When the Palace fell on evil days and its fine orchestra under Sir August Manns was disbanded, the pupils were taken to concerts in London for which the agents freely gave tickets.

Recitals and Lectures

Each week Dr. Hopkins and Mr. Hartvigson gave recitals for the whole school. Dr. Cummings and the professors of harmony gave frequent lectures on their respective subjects. Professor MacPherson was a leader in bringing to the notice of music teachers the importance of aural culture and musical appreciation. His enthusiasm made two of his pupils, now on the College staff, able exponents of his methods.

Examinations

When Dr. Hopkins was succeeded by Mr. H. Balfour, he advised his pupils to enter for the Associate and Fellowship examination of the Royal College of Organists. This plan was readily adopted. Since 1901 fifty-eight graduates have gained the Associateship, and twenty-six the Fellowship of the College of Organists, while forty have won the Licentiateship of the Royal Academy of Music. The College of Organists gives a stiff examination and many candidates are plucked. Some of the conditions are harder for blind candidates than for their seeing brothers. For instance, the latter has a specially written hymn tune placed before him to transpose at sight, whereas the former is given fifteen minutes to commit it from a Braille copy, and has to transpose it without playing it in the original key. In spite of the handicaps, our candidates both for the Associate and Fellowship often took the prize awarded to the one obtaining the highest marks. The candidates come from all parts of the United Kingdom and number over two hundred.

Results

Did the results justify the belief of the founders of the Royal Normal College? Appointments were secured, though in many instances vigorous efforts were needed to overcome the prejudice and conservatism of minister and choir. The Senior School averaged one hundred and twenty and of these some prepared as tuners, typists, school and music-teachers. Only those who had musical ability, and were willing to give the time and hard work necessary to prepare thoroughly for their duties took a course on the organ and in singing and harmony. At the end of thirty years from the time the first gradu-
Placing Organists

In a paper Sir Francis Campbell wrote for the Chicago Conference, 1892, are these words: "There is much prejudice to be overcome in securing employment for young blind men and women. If they have to make their way in the world unaided, many failures will occur, where brilliant successes would be possible, if they had been supported by the combined influence of principal, staff, and board of directors." Such help was cheerfully rendered by those connected with the college. One of the first situations was secured through the interest of our president, the late Duke of Westminster. An organist was wanted for a church near Eaton Hall, Cheshire, one of the country residences of the Duke. There were many applications, but the Duke inquired of the principal if a homeless boy sent from Liverpool was ready to graduate. On receiving the affirmative answer, this youthful organist was given the position, and when I left England in 1914 he was finishing his thirty-fourth year. When the Duke attended that church he spoke to the organist, and anyone familiar with the English countryside will understand the prestige that kindly attention gave the young organist. We had many letters from clergymen attesting the ability of blind organists to train choirs, and their sympathetic rendering of the service. I quote from the rector of this parish.

"For nearly thirty years I have had much to do with the training of choirs and their general superintendence, but I never open my lips at the Aldford Choir Practices. To be present at these

Miss Emily Lucas, F.R.C.O., L.R.A.M.
Graduate of the Royal Normal College for the Blind and for twenty-seven years organist of the Presbyterian Church, Upper Norwood.

ates were ready to go into the world to try their fortune, we had a list of seventy-five who had obtained organ appointments; some had good teaching connections, and others added to their income by tuning.

It was more difficult to find places for girls, but there were some on the list. The young lady who succeeded Dr. Alfred Hollins at the Presbyterian Church, Upper Norwood, has held her position twenty-seven years. A young German lady who obtained an appointment at Stettin was one of the first of her sex to receive an appointment in Prussia. The work of the British and Foreign Blind Association, the influence of the College, and the Act making the education of blind children compulsory raised the standard of training in schools for the blind throughout the United Kingdom, and with more thorough preparation their graduates obtain organ appointments.
practices is indeed an education. The marvellous skill and patience of the man, the personal devotion of the choir to him, the deep reverence when, for example, we are preparing for a choral celebration, the purity of his enunciation, the quality of voice which he produces from the boys, these and many other things set him, to my mind, in a class of the very best choirmasters in the Kingdom. That he has won a unique place in this district may be shown from the fact that, when we make arrangements for our rural deconal joint choir festival, there is never any question as to who is to be conductor and trainer of the combined choirs."

Another helper in securing situations was Mr. William A. Arrol, treasurer of our Scottish Scholarship Committee. He sent to the principal the advertisement for an organist in his church at Glasgow. In answer to the application came the reply that no blind candidate would be considered, which brought forth the protest that no such condition was mentioned in the advertisement. Aided by our Scotch friend the blind candidate had his "innings," and was put on what the Scotch term "the short list." At a final test before the minister and congregation, each of the three candidates was to play in addition to recital pieces, any hymn-tunes selected by the audience. This seemed a "poser," and perhaps was so intended, but it was met successfully. Mr. Arrol was asked to send a list of fifty hymns commonly sung in that church, as it was probable familiar hymns would be called for. Fortunately the young man was equal to the occasion and learned the fifty hymns. On the eventful evening he played one hymn after another as soon as it was called for, to the astonishment of the audience. He has been in that church thirty-eight years, and on the twenty-fifth anniversary the minister, in the name of the congregation, presented him with a check for two hundred guineas, and expressed the wish that he might celebrate his jubilee with them. The choir gave his wife as the "power behind the throne," a set of sable furs.

When another Scotch friend reported a vacancy, Sir Francis Campbell journeyed to Scotland to be at the meeting of minster and choir committee, and present the claims of his candidate. The obstacle in this case was teaching the Sunday School. With a cane and borrowed umbrellas the formation of the musical staff was illustrated, and the ease with which it could be taught by the Kindergarten method. The battle was won and the organist held the position till he died.

Overcoming Prejudice

In many cases the opposition was on the part of the choir rather than the minister. I would like to relate how a determined young Scotchman overcame the prejudice of his choir. When he was chosen organist a precentor was given charge of the singing. He learned that a choir-master was wanted for another church in that city, applied, and was engaged, thus filling two positions. He also formed a select-choir and each year gave a successful concert. Encouraged by the success of his select-choir, he ventured on the performance of "The Messiah" at Christmas, aug-
menting his select-choir by two hundred voices. The organist of Glasgow Cathedral came to assist his friend, not by conducting, but by accompanying. For eleven years the Christmas Oratorio was given, and at concerts in the spring, St. Paul, Elijah, The Creation, and Israel in Egypt, with its eight double choruses. This long list ought to show any blind student he must not be afraid of hard work if he is so fortunate as to secure a situation.

The following story illustrates the need of training in independence and self-reliance. A candidate, having sent in his testimonials without mentioning his blindness, was asked to take a Sunday service. On his arrival at the country station there was no one to meet him and the vicarage was two miles away. The cabman who carried him to the vicarage started him on a straight path to the front door. The family were away so the servant ushered him into the library, and brought in afternoon tea. Not realizing he was blind she left him to serve himself and later directed him in his room. The vicar and his wife having returned, they met him at the foot of the stairs when the dinner bell rang, and great was their surprise when they discovered he was without sight. His playing proved satisfactory and as he had not broken their tea-cups, or like Mr. Pickwick at Ipswich, invaded the wrong bedchamber, they considered it safe to engage him.

His case and others disprove the argument often used when boys form the choir. It is urged they are unmanageable, but there is chivalry in boys of that age to which blindness appeals. On his journeys to London,

Dr. Alfred Hollins, F.R.C.O.
Organist and composer. One of England's most eminent musicians and graduate of the Royal Normal College for the Blind. This young man was often accompanied by one of his choir-boys, and the esteem and affection in which he was held was very evident.

Dr. Alfred Hollins
The name and compositions of Alfred Hollins are well-known, and his success has been influential in helping his brother organists. All blind musicians felt their cause had been advanced when Edinburgh University conferred on him the degree of Doctor of Music. He has given recitals in the United States, Australia, and twice in South Africa. He drew the specification and superintended the construction of a large organ in Pretoria. While organist of a Presbyterian church in Norwood and the People's Palace, London, he was offered a position in St. George's Church, Edinburgh, the wealthiest and most influential church in the Presbyterian denomination. Another well-known blind organist and composer is
Mr. William Wolstenholm. He was educated at Worcester College and Oxford University.

In connection with the recent inauguration of the magnificent new organ in the Catholic Cathedral, Westminster, recitals are to be given by eminent organists, English, American, and French. On the list are the names of three blind organists, Dr. Alfred Hollins, Mr. William Wolstenholm, and M. Louis Vierne of Notre Dame, Paris.

Elements of Success

In all education it is the spirit which prevails among teachers and pupils that counts the most for success or failure in the future. The influence to which our ex-pupils attributed their success is shown in their answers to our annual Christmas letter. There were many references to the musical advantages and excellent teaching, but the following extracts show they realized there was an underlying motive power. "I learned two things thoroughly, how to work, and how to stick to my work." "You never enrolled a less gifted student, but I learned that the true definition of genius was the art of taking infinite pains." "Of the benefits, the greatest was the lesson that perseverance, patience, and love of work for its own sake are the stepping stones to a successful career." "It is to you, doctor, who by your indomitable perseverance in overcoming all obstacles, and your faculty of instilling into others a like spirit, that we owe all." "I cannot speak too highly of all that was done to make the pupils self-supporting, and render them high principled and conscientious in all their duties." "No small measure of success has been due to those wholesome, moral and religious influences which you brought to bear on your students and their work. The great principles you instilled have in my personal experience removed difficulties for which mere technical skill has no solution."

The principles set forth by the founders of the Royal Normal College have proved true. If the blind are to be successful in after life, their education and training must increase their bodily activity, general intelligence, and special knowledge; inculcate business habits; arouse self-respect and moral responsibility; and create in their minds a belief in the possibility of self-maintenance.
“Skeeters am a-hummin' on de honey-suckle vine,
Sleep, Kentucky Babe!
Sandman am a-comin' to dis little coon of mine,
Sleep, Kentucky Babe!
Silv'ry moon am shinin' in de heabens up above,
Bobolink am pinin' fo' his little lady love.
You is mighty lucky, Babe of old Kentucky,
Close yo' eyes in sleep.”

These are the beautiful words which were used to confute my objection to write music for a plantation song—the song which is now undoubtedly the most loved of all my compositions. An amusing incident attests, inadvertently, to its popularity. Upon one of the occasions when I crossed the ocean I was asked to play “Sleep, Kentucky Babe” at a benefit. A friend called the attention of a passenger to the fact that I was the composer of the music. The skeptic promptly denounced me.

“You may never make much money at it,” he said, “but it will bring you a reputation. When you can show people a piece of music with your name on it as composer they will be more likely to let you teach their children.”

My love for music had already manifested itself before my sixth year when I was still living in Neuenheim, Germany, where I was born in 1855. Even at that early age the itinerant musicians who wandered like minstrels throughout Central Europe were a constant joy to me. I followed them for hours, only going home when they had left town. I learned to play all their melodies from memory for I was already without sight at that time.

In 1862 my parents came to America and settled in Philadelphia where I attended the Pennsylvania Institution for the Instruction of the Blind.
The first instrument I learned to play was the violin, later the piano and organ. For a time I rebelled at the routine practicing, preferring to improvise, and I was consequently set to caning chairs. Dr. David I. Wood fortunately took an interest in the little German boy who dreamed at the piano, or I might have been weaving strips of rattan for some time to come. After my graduation I remained at the school for two years teaching harmony and composition.

Three years after "Evening Bells" had finally found a publisher I wrote a two-part song called "Good Night, My Love, Good Night" which I had no difficulty in placing. It was as a result of this that I received my first foreign order which established my international reputation. I could now devote all my time to composing. My hymn tunes proved especially popular. Perhaps the greatest favorite of them all is "Stand Up, Stand Up for Jesus."

In 1911 the honorary degree of Doctor of Music was conferred upon me by Temple University, and in March of this year I was paid the signal honor of a month's celebration in Philadelphia in commemoration of my fiftieth anniversary as a composer.

Although my early days were not filled with buoyancy or happiness because I was blind and missed the joys of other children, I now feel that my blindness has been a blessing; that it has drawn me close to people, and through my music has given me a medium to touch their lives.

JOHN MELDRUM
Concert Organist

Young in years, making his appeal not as a prodigy or a personality, with a touch of marvelous delicacy and a spirit, breathing through his music, of force and fire, John Meldrum, the young pianist, made an instant appeal in his New York début. The press notices were enthusiastic. "John Meldrum, a pianist of artistic ability, appeared in recital yesterday afternoon at Aeolian Hall. He showed an absorption and insight, a feeling for inner voices of harmony, that added charm to Saint-Saëns' Caprice, on airs of Gluck, as later to Chopin's Aeolian Harp study in extended chords and to works of Debussy and Scriabine. Mr. Meldrum gave a performance of Franck's Prelude, Chorale and Fugue remarkable in boldness of melodic outline." . . . . "He played the Gavotte with the requisite simplicity; Saint-Saëns' Caprice with the elegance that it demands." . . . . "His sense of values is fine, just and feelingful."

This was in 1919. Mr. Meldrum has since played to New York audiences and appreciative critics many times.
The young pianist was born in Buffalo, New York, in 1894. From childhood he had evinced a love of music that led him rapidly through the preliminary stages of training while he was still very young. He attended the New York State School for the Blind at Batavia until 1912. In May of that year he was made Associate Member in the American Guild of Organists—the youngest man who has ever attained this honor. After studying at the University School of Music conducted in conjunction with the University of Michigan at Ann Arbor he became the pupil of Leopold Godowsky. The five years which followed before his début in 1919 were spent in New York under his master and Mme. Sina Lichtmann, Godowsky’s assistant at that time.

Since then Mr. Meldrum has toured the country, played as soloist with orchestras, notably the Buffalo Symphony Orchestra with whom he was first soloist, and has done some private teaching. In the fall of 1923 he became director of music at the Oklahoma School for the Blind in Muskogee.

The musical papers of America have given a great amount of publicity to Mr. Meldrum, for he is recognized as one of America’s most promising young pianists. One of his most cherished ideas is that music must be the artistic voice of America as poetry is of England. Consequently he feels that the obligations of musicians are heavy and their mission great. What a tribute to be able to say about John Meldrum that he is definitely helping to effect this ideal with a quiet dignity which befits the artist he is!

GEORGE KRAUER
Church Organist

When divine service is being held in the Flemington Methodist Church in New Jersey the organ floods the edifice with full, rich tones. The organist and choir master is George Krauer who is only twenty-four years old. His appointment to the post last fall is the result of a life-long development of an inherent passion for music; and the will and the determination to live fully in spite of a handicap.

Mr. Krauer lost his sight at the age of fourteen months. His mother likes to tell how his love of music first was shown. He was sitting at a window when an organ grinder stopped in the street below. The small boy became so absorbed in the melodies which he heard that not even a summons to lunch could entice him from his magic seat. As a result of this incident his parents bought George a melodeon. In a short time he could play from memory all of the organ grinder’s tunes.

Mr. Krauer received his education in the New York Institute for the Education of the Blind. In addition to his academic studies he learned piano tuning from which he now derives most of his income. He also specialized in harmony, counterpoint, musical history and acoustics.

It was during the centennial celebration of the Flemington Methodist Church that Mr. Krauer was given an opportunity to substitute as organist. How well he filled his position is significantly shown by the fact of his permanent engagement when a vacancy occurred soon after this occasion.
ANY LOSS MAY BE YOUR GAIN

By Richard Boehler
Motion Picture Organist

In the days when I first played in a motion picture theatre the principal reason for hiring a pianist was to drown out the noise made by the audience! No attempt was made at dramatizing. Now, with the emphasis placed on just that phase of music, the uninitiated assume the musician without sight must have found his Waterloo. By no means! The way in which I overcame the difficulty of following the pictures on the screen with appropriate music is simple enough. I hired a lad to sit on the organ bench with me and read constantly just what was happening in the picture. In this way I devised many schemes by which he could indicate with certain movements just what I should dramatize. In such activities as marching or dancing I have him mark the exact rhythm on my arm or leg. In this way I keep perfect time with the feet on the screen.

The manager of a Chicago theatre in which I hold my present position, like most business men who are unaccustomed to the blind, was as skeptical as the rest of the world. In spite of the fact that I came excellently recommended by my former employer he refused to consider me. It was only because he was in the last stage of desperation that he sent for me six months later. Then it was to serve as substitute organist for five days. At the end of that time I was released. The audience, however, liked my work and finally I was permanently engaged. My success in the eight years I have remained with the Famous Theatre and the tripling of my salary are not as great a satisfaction as that I feel in having taught the manager and members of the staff how to respect and to appreciate a blind man’s abilities—to acknowledge that he is in no way hampered from doing what a sighted man may do.

All my life I have shown a strong aptitude for music. Until the age of ten I had perfect sight. After one year spent in that wonderful school for the blind at Jacksonville, Illinois, where among other things I learned to read Braille, I entered the department for the blind in the Chicago public schools, which brought me, happily, in contact with sighted children.

Following my graduation from the public schools I entered Central College of Music. I love to reflect on those two short years of study under two of the finest of instructors—Von Schiller and Edwin Schneider.

My larger musical education in technique, harmony, and orchestration was of great benefit in filling dance engagements, for I often had to do a great deal of faking with strange orchestras with which I played without rehearsals.

When my work became slack I tried my hand at canvassing and was specially successful at selling cigars. But when a friend recommended me for the position of pianist in a motion picture theatre I eagerly accepted. When organs were introduced, however, I thought my days were numbered as I had never studied that instrument. At the suggestion of the manager of the theatre and because I knew it meant my bread and butter I
learned to play the organ satisfactorily and from that time advanced successfully from position to position.

Following are some of the rules I found necessary for playing in a motion picture house—1. To have a good command of the keyboard. 2. To be able to improvise consistently. 3. To be able to transpose anything and everything. 4. To be neat in dress, tactful, and a good mixer. 5. To hire and pay a boy who will read to you. 6. To be familiar with every style of organ. 7. To keep abreast of new music, both classical and popular. 8. Never to be a minute late. (Rather be an hour late for then you may have a good excuse!)

In Chicago, which is one of the best paying centers for commercial music, the salaries of the motion picture musician vary according to the admission price of the theatre. They range from $60.00 to $125.00 a week.

In the theatres in which I have played there have been no orchestras or vaudeville bills, which, though simplifying matters, eliminates an interesting field of endeavor.

From the foregoing it can readily be seen that blindness did not take me from the race—rather it turned my loss into a threefold gain—music, happiness, and independence.

EDWIN GRASSE

Thirty-seven years ago Edwin Grasse was born in New York City. In those few years he was destined to become an organist, a violinist, and a composer. Loss of sight soon after birth was no hindrance in the fulfilling of these three remarkable achievements. He has now become the musician about whom Fritz Kreisler can write in the following strain—"I am very happy to hear that some movement is on foot to secure public recognition of the immense talent of Edwin Grasse, the blind violinist-organist-composer, whose merit in these three fields are worthy of the greatest possible support and encouragement. I have on numerous occasions performed Mr. Grasse’s works, which occupy a distinguished place in modern literature, and shall always be happy to pay tribute to his talent or to be of service to him personally. Please accept my sincerest thanks as a brother artist of Mr. Grasse for your kind efforts to secure recognition for the distinguished musician."

The story of Edwin Grasse could easily be written in the words of appreciation of brother musicians and connoisseurs. He has frequently played in Baltimore as soloist with the John Hopkins’ Orchestra and some of his most fervent admirers are found in that city. April 25th, 1922, was the occasion of the first performance in Baltimore of Grasse’s Concerto for Violin and Orchestra, Opus 43, which elicited the following comment: “Following closely the classical form, rich in melody, skillfully orchestrated and written with a master’s hand for the solo instrument, I believe that Grasse has created an art work which will live and become recognized as an important contribution to modern violin literature.”

Of late, Grasse has been gaining recognition in that citadel, hardest of all to conquer—New York. He played recently at Aeolian Hall, and in the Wanamaker Auditorium,
where internationally famed organists have appeared, he gave the first performance of a sonata for the organ in C Major, Opus 47. Robert Haven Schauffler, music critic, has written with reference to his relative merits as composer and performer—"Large as is his talent for performing the work of others, the chief service which this blind genius will render humanity is in creating music of his own. It is the strangely original music of a man who has lived apart from the ugly commonplace sights of modern existence, in a rarely beautiful and joyous world all his own—yet of a man of warm human sympathies and passionately devoted friendships. It is the music of an easy master of form and instru-
mental technic, of modern harmony and counterpoint, and best of all the music of a heaven-born melodist."

**ROLLO F. MAITLAND**

At the age of forty, Rollo F. Maitland, Fellow of the American Guild of Organists, can look back over thirty-two successful years as a musician. Mr. Maitland's unusual career began with a début at the age of eight. He played, at that time, Spindler's "Charge of the Light Brigade" on a small reed organ.

From that night until today, the story of Mr. Maitland has been that of a musician who has risen brilliantly, undeterred by obstacles, including that of blindness. Today he is one of America's eminent organists and composers. He was educated at the Pennsylvania Institution for the Instruction of the Blind, which he entered at the age of thirteen, and had the good fortune to study the organ under Dr. David Wood, the noted blind organist and teacher. Violin and piano were supplementary studies. After his graduation he became a church organist and teacher of the violin. For four summers he was violinist at summer resorts, but in 1908 he abandoned this instrument to devote himself to the piano, organ, and to composition.

In 1912 he accompanied motion pictures on the organ at entertainments given at the Y.M.C.A. which paved the way to an engagement as organist in the Stanley Motion Picture Theatre in Philadelphia.

Mr. Maitland now devotes his time entirely to the organ—in the theatre, church, on the concert platform, and as composer and teacher. His compositional positions include a sonata for piano, one for organ, a Festival Overture for string orchestras, incidental music to Poe's "The Raven," and many organ and piano pieces, anthems, and songs. Mr. Maitland's daughter, fourteen years of age, has inherited her father's talent and has recently had a composition for the organ accepted by Fisher, music publishers of New York.

This distinguished and versatile American musician is a composing member of the American Guild of Organists, a member of the National Executive Committee of the National Association of Organists, and a member of the board of directors and examiner of the American Organ
Players' Club. He has twice lectured before the National Association of Organists on music for the photoplay, and has contributed articles to many prominent musical journals.

Of his playing the critics have said—"It seems that the pinnacle of performance . . . was Mr. Maitland's playing of the Bach 'Passacaglia.' Here we had not only polished technic, sane and interesting interpretation, elegant phrasing, delightful registration, but also a warmth of feeling that carried the audience right along from the beginning to the end. It was the sort of Bach playing that challenged not only the intellectual but also emotional reaction, and was a wonderful piece of work." "Mr. Maitland's playing was full of rhythmic vitality and a remarkable sense of tone color. Even at the end of a long session his playing held the attention of the audience and won a deserved outburst of enthusiastic applause."

THE PARISH ORGANIST

By Fred V. Walsh

Although the position of church organist is relatively modest it affords a flavor of variety, for there are interesting experiences resulting from unexpected duties to perform and unusual posts to fill. As St. Eulalia's parish in Boston is small, my salary as organist is likewise small. It amounts, however, to $500.00 a year—a considerable increase over the $250.00 with which I started.

My early life was bound up inextricably with Perkins Institution for it was there that I received my education. My great interest was music, but the study of the organ was not undertaken until several years before my graduation. Miss F. A. Black, herself blind, was my teacher, and it is to her that I owe all my present knowledge.

A course at the New England Conservatory of Music followed my graduation from Perkins. It comprised normal work in piano teaching, harmony, theory and musical history, enabling me to pursue a teaching career which I have continued for the past twenty-two years. I played for church societies, and conducted singing classes, but it was not until 1913 that I held a definite position as organist. In qualifying for the position in St. Eulalia's parish I was given two weeks in which to have an entire mass transcribed into Braille, to memorize it, and to rehearse it with the choir. I found the actual event a trying one, but I managed to accomplish it and have since that time had charge of all the music at St. Eulalia's parish.
Upon several occasions I have supervised the music of the parochial school connected with the parish, visiting each class and giving the regular lessons in singing. At present I am conducting three distinct choirs.

In my efforts as an organist I have had more than one satisfaction. Not the least of these is the fact that I have always been engaged under the same conditions accorded sighted musicians without any allowance being made for my blindness.

**LOUIS VIERNE**

M. Louis Vierne, organist of Notre Dame, Paris, is a world-famous figure. As a composer he ranks among the most distinguished of the modern French school. His pupils encompass the most famous of contemporary musicians. They include that most brilliant of all organists, Marcel Dupré; Joseph Bonnet, George Jacob, Augustin Barié, and René Vierne, the organist's brother, killed in action in 1918. Twenty-two of his pupils have been prize winners at the Paris Conservatoire.

M. Vierne was born at Poitiers in 1870. Owing to his defective sight he commenced his musical studies at the School for the Blind in Paris. Later he studied at the Paris Conservatoire under César Franck and C. M. Widor as his principal tutors. He was appointed assistant organist at the church of St. Sulpice, Paris, and was made assistant professor at the Conservatoire.

In 1900, upon the death of the organist of Notre Dame, Vierne made application for the position. Nine other candidates applied, but after a most searching examination he was unanimously elected and has held the post since that date.

During the war M. Vierne became ill and entirely lost his sight. He was forced to reside in Switzerland for two years, but despite his ill health he gave as many as thirty concerts for the benefit of the allied armies.

The Institute of France has twice awarded M. Vierne the Prix Trémont.
INGRAIN AND BRUSSELS RUG WEAVING

An industry which is proving of great lucrative value to the blind is the weaving of ingrain and brussels rugs. Although there is an initial cost for laundry equipment and cutting machines, there is practically no outlay for raw material, as customers supply old carpets and rugs. It is more remunerative than rag rug weaving because of the higher prices brought by the finished articles.

An excellent example of the success of this industry may be seen in the workshop of the Wilkes-Barre Branch of the Pennsylvania Association for the Blind, probably the pioneer in this type of rug weaving. The old rugs sent in are washed in the splendidly equipped laundry and cut into narrow strips by a cutting and fraying machine. The brussels strips are twisted before they are woven, but the ingrain strips are woven flat. This workshop specializes in weaving fluff rugs. The work is consistently good, and is often better than that produced by sighted workmen. This has been proved by direct comparison.

Although carpet and rug weaving is the only industry of the Wilkes-Barre workshop and in spite of the fact that there is keen competition from local and out of town agents, the results are highly successful. The finished products improve year by year and the future holds a bright promise for this industry.

Those seeking new forms of industrial activity for the blind would do well to inquire carefully into the work of the Wilkes-Barre workshop.
Joel W. Smith

By Edward E. Allen, Director
Perkins Institution and Massachusetts School for the Blind.

The long life in physical blindness of Joel West Smith, which has just ended, cannot be appraised in a brief, editorial; and it shall not be so dismissed. Notes of it have been gathering for years, and in due time a biographical sketch of him will appear.

Let it here be said, however, that if all the alumni of Perkins Institution of South Boston days should be asked to tell which of their teachers had chiefly influenced them to make good, most would unhesitatingly name Mr. Smith. He was not only their tuning master for a generation but created about him always and everywhere an atmosphere of cheer and pluck. When Dr. Howe lent him to Mr., afterwards Sir Francis, Campbell to organize the tuning department of the Royal Normal College, he wrote of him as "my valued friend and assistant."

Outside of Perkins Mr. Smith was known chiefly as the originator of American Braille. Inside of it he was recognized as inventor of other devices aimed at breaking down one after another of the handicaps of blindness, the burden of which only the blind themselves can know. He pushed braille as against line type, made improved slates and even a sort of braillewriter, introduced to his fellows the use of that emancipator of the blind, the typewriter, and is believed to have devised and been the first to teach the touch method of typewriting, now universally employed. He early obtained for his pupils the contract for keeping in tune and repair the public school pianos of Boston. And for four years, 1891-4, or until his invaluable helper, companion and friend, Miss Martha Sawyer, died, he edited and carried on that pioneer American monthly organ of communication for and among the blind, The Mentor.

What Mr. Smith was in his school community he was also in his home town,—a leading citizen. None knew him but to love and respect him. He was a deacon of his church, was always being put on committees for town improvements; and what he undertook he carried through. Connecticut papers have for years published interesting facts about him. Who's Who in America gives him space. Abounding in friends as he lived, he found his chief medium of pleasure and service in his old age the telephone and the typewriter. Recently he had also a radio, but it could not be to such a man what these other agencies were; for he was essentially social and intimate. His housekeeper says his telephone bell was very active and, as for his typewriter, she heard him at it nearly always before breakfast and often late at night.

Now that he will no longer send out his letters of cheer and encouragement, the lamps of these hosts of correspondents cannot but burn less brightly. A noble life has closed.

"Heaven doth with us as we with torches do;
Not light them for themselves; for if our virtues
Did not go forth of us, it were all alike
As if we had them not."
BOOK NEWS

By Sherman C. Swift

For the A. L. A. Committee on Work with the Blind

For several years past those who have watched carefully the scientific and pseudo-scientific news items coming from Paris have been mildly or keenly interested, according to temperament, in the investigations of Dr. Jules Romain into the visual possibilities of certain nerve ends in the human skin. Dr. Romain claimed to have actually proved in several instances that these nerve ends were at one time, in the primitive history of the race, actually visual organs, and that it was merely the superior powers of the eyes, as finally developed, which caused the abandonment of this earlier means of sight perception. It seems, however, that this neglected sense is capable of rejuvenation or regeneration as you choose.

Dr. Romain has recently published a book containing the description of his numerous experiments and his consequent deductions. This work is now available in English translation by C. H. Ogden and is published under the title "Eyeless Sight" by Putnam. The American edition will appear about the time this note is in the hands of my readers, and will sell probably at from $3.00 to $5.00. It might pay some of us to send to England for the British edition published by the same firm at 5s. If most of my readers think as much of money nowadays as I do, they will certainly take this course if they wish to secure "Eyeless Sight"—the book I mean, of course.

Some of us might be sceptical as to our own capabilities in the direction of stimulating eyeless sight, but Dr. Romain has signed statements from various professors and other prominent men in France, including Anatole France, to the effect that they have seen the experiments and their results. But professors and literary men sometimes see things which to the man in the street remain totally invisible. However this may be, it will be interesting for us of the laity to read what Dr. Romain has to say about this new-old means of sight.

A short time ago died in France one of the greatest blind men of modern times—Maurice de La Sizeranne. He was the founder of the celebrated Valentin Haüy Association in Paris, and was its brains and its force for many years. To the general public, however, Sizeranne's fame rests on his literary work which dealt almost exclusively with the blind and their problems and was of exceptionally high merit. Many of us are already familiar with his book, "The Blind Sisters of St. Paul" (Kegan Paul, translation by L. M. Leggatt) which is a delightful and most interesting book. His greatest work, however, "Les Aveugles par un Aveugle" (The Blind by a Blind Man), though crowned by the French Academy and of distinctly greater value to the student of the history of work for the blind in general, has not, to my knowledge, thus far been translated. To those familiar with French I should warmly recommend this book. No person desirous of knowing something intimately about the education, psychology and social condition of the blind can afford to remain ignorant of this splendid literary work. I hope some one with a gift for translation
will soon give us an English edition of "Les Aveugles par un Aveugle."

An interesting development in the field of periodical literature for the blind is the appearance of The Tribune, the official organ of the Union of Professional and Industrial Blind of Great Britain and Ireland. This journal is a mine of information, not only about the British blind and their problems, but of the conditions in the life and work of the blind of the rest of the world. Splendid articles have appeared recently on developments in Italy, Germany, Russia, etc. The Tribune is one of the best periodicals of its kind (professional) we have yet seen. It is published by the National Institute for the Blind of London at an annual subscription price of 8s.

The Blind Citizen is another comparatively new creation in the field of Braille periodical literature and is the special organ of the blind of Ireland. It is a quarterly and its subscription price is 4s.; it appears from 35 North Great George's Street, Dublin, Ireland.

This is the age of Radio. Everybody who pretends to be anybody is a fan, and everybody's receiving set is better than anybody else's. The blind are equal devotees of the new god, but until recently they possessed in Braille no book of common prayer to their Deity. Now, however, the American Brotherhood for Providing Free Reading for the Blind (Hollywood, Los Angeles, California) has come forward with such a work in the shape of "Radio Mastery of the Ether" by Henry Smith Williams. This little book in two volumes is a gem of its kind. It does not tell us how to build our radio shrine, but it explains the inner mysteries of the cult; and, after all, when these are explained, any schoolboy worshipper can tell us how to set up the altar. We earnestly recommend to the attention of our blind radio fans "Radio Mastery of the Ether."

JOEL W. SMITH

On May 10th, workers for the blind in this country and abroad were saddened to learn of the death of Joel W. Smith. This inventor of American Braille, this great teacher, valued counselor and trusted friend passed away at his home in East Hampton, Connecticut.

Mr. Smith, who was born in 1837, was one of the last links connecting the present day of enthusiastic development of work for the blind with a period of those old pioneers who awakened America to its responsibility for the education and care of the blind.

The reader's attention is called to the expression of appreciation of Mr. Smith prepared by Edward E. Allen for this number of the Outlook. Our readers will be gratified to know that a sketch of Mr. Smith's life and work is being contemplated. No one is better fitted to write such a book than Mr. Allen.
Private Initiative and Government Control

By Mary Vanderpoel Hun

Vice-Chairman New York State Commission for the Blind

There are more than 80,000 blind in the United States and if we count the partially sighted—those who live in a dim twilight and see men as "trees walking"—we will raise this figure to over 100,000. A very large percentage of these people are like the enchanted workers of Thomas Carlyle. For they sit with "their cunning right hand lamed and lying idle in their sorrowful bosoms" and like Carlyle's workers they seem to say, "Do not look at us. We sit enchanted here . . . The sun shines, the earth calls and . . . we are forbidden to obey."

It is the aim of the American Foundation and of all commissions and agencies engaged in the work for the sightless, to break down the heavy enchantment of darkness and to release the prisoners into happy and active life.

Therefore I gladly comply with the editor's request to elucidate what are to me the fundamentals of success and to express my own viewpoint—a viewpoint strengthened by my ten years service as vice chairman of the New York State Commission for the Blind.

Briefly, the work of the Commission can be divided into two periods. During the first the Commission attempted to cover the entire field of endeavor. The State not only supplied home teachers and nurses but attempted to run a workshop and an industrial department. Raw material was bought, i.e. broom corn, gingham for aprons, towelling, crash for washcloths, worked for knitting and crocheting, etc. —and this material docketed and marked was sent to blind workers throughout the State. This is not a happy period to look back upon. In spite of unselfish endeavor, red tape and delay marked every step. The Comptroller's office, always considerate yet acting under their own rules and regulations, required complicated methods of bookkeeping and of the checking and rechecking of articles. The Civil Service Department, deeply interested in our experiment, were yet unable to remove their own restrictions, and the consequence of all this governmental regulation proved to me at least that the State was unfit to become a manufacturer. The overhead expense was large. The system sickeningly slow and unwieldy. The discontent among the blind naturally great.

At the close of the great war, Mr. M. C. Migel was released from his national activities and definitely and practically assumed the chairmanship of the New York State Commission. One of my first acts was to bring to his attention our low wages to the blind and our large overhead expense. After much thought and consideration and with the unanimous approval of all the Commissioners our second period of industry was inaugurated.

The Commission abandoned its industrial department, in some instances turning the work over to private organizations (which local initiation had already started), and in other in-
stances forming new groups for the unorganized territory.

The keynote of this new regime was cooperation between the State and the locality. The State furnished twelve expert blind home teachers, an employment agent, a designer, a buyer and seller, two field agents and two trained nurses. The locality maintained the workshop, did the necessary bookkeeping and the buying of raw material, relying on the Commission for advice as to when and where to place their orders. The Commission employment agent found positions for the blind applicants furnished by the local associations, placing them as newsvendors, dictaphone operators, factory workers, etc. The designer sent her models to the local institutions. The State sometimes provided money for guide service. It also furnished expert medical advice from nurses and doctors, helped with programs for prevention, obtained if desirable free operative treatment from the most skilled doctors. The county generally paid for the hospital treatment and the locality with the help of the blind teachers, field agents or nurses followed up the case histories.

The State passed a relief bill permitting the Commission to appear before the County Supervisors, asking for a bonus for the sometimes inadequate wages of the young blind or to urge outright relief for the old.

The County Supervisors retained within their own hands the right to accept or reject these recommendations. The result of this new administration has been increasingly beneficial. Under it the State is a great stimulator but not a business house.

It would be impossible to close this article without mentioning one of the most happy instances of private initiative and State action. The eye clinic at Sing Sing prison started even in the old days by the forethought of Miss Marion Campbell, former Secretary of the New York State Commission for the Blind, has been splendidly fruitful. Dr. Conrad Berens, Jr., Dr. H. Robertson Skeel and Dr. Walter Baer Weidler have given free medical service. Their only reward has been scientific achievement and humanitarian progress. This medical service has been augmented by the State Commission which has loaned on certain days its trained eye nurse, while the prison department has given both the clinic room and an optometrist for refraction who at the time of his appointment was a prisoner in the institution, and who has worked under the direction of the three doctors. Thus at a relatively small cost the prisoners of the State (inmates of other prisons being transferred for treatment) have received a boon which can be appreciated only after reading the suffering depicted by Dr. Berens in his first report on Sing Sing.

Were these doctors placed under civil service a large number of inferior men, attracted by the small salaries, would compete. An undesirable situation. Although the writer admits that the free service of the present plan is impractical if applied generally and on a large scale.

It is not the object of this paper to urge any special form of administration, but rather to emphasize the fact that local initiative and education alone can solve the difficult problems of prevention and industrial aid.

A few years ago a postmistress in a remote rural district of New York
A New Braille Magazine
By Robert B. Irwin

In March there reached the office of the American Foundation for the Blind the first number of the Minnesotan. The Minnesotan is a monthly publication issued in Braille, grade one and one-half, under the auspices of the Minnesota Council of Agencies for the Blind, at 722 Second Avenue, South, Minneapolis.

The announced purposes of the Minnesotan are four-fold.

1. To publish accurate information on all matters in the state relating to the interests and opportunities of the blind.

2. To be an open forum for the discussion of all matters relating to the blind which may be properly presented by letters and signed articles.

3. To carry a department of personal notes concerning the activities, ambitions and achievements of the blind.

4. To furnish interesting reading matter in the nature of short stories, paragraphs and anecdotes.

We have examined the March and April numbers of this magazine and find them to contain very interesting and worth while material.
Rest-Haven

Last summer an anonymous friend of the blind established in Monroe, Orange County, New York, a vacation center for sightless girls and women—by converting, to suit their special requirements and for their every comfort, a splendid old mansion, situated in a park of fine old trees.

One hundred and forty-six guests were entertained at Rest-Haven last year, coming in groups of twenty-five, each party remaining two weeks, with no expense whatever, even railroad fare from New York to Monroe and return being paid by the host.

Scores of letters from those who were there, tell of happy days at Rest-Haven—"recollections of the singing birds at dawn, the rustic seats in the grape arbor, the summer house built around a great old tree, long cold drinks at the oaken bucket well, walks in the cool of the evening under the trees, the beautiful lawns, fragrant flowers, exciting journeys along unknown paths in the woods."

With such memories to lure them again to Rest-Haven, former guests and their friends responded so eagerly to invitations for the coming season that early in May almost every place was booked from June 5th to October 7th—which covers the 1924 vacation period, as each group remains three weeks this year.

A few accommodations are still available in the group leaving New York September 18th. Information may be obtained by addressing "Rest-Haven" in care of the American Foundation for the Blind, 41 Union Square West, New York City.

Reservations for the summer of 1925 will be made beginning April 1st, 1925, and should also be addressed as above.
Examinations for Home Teachers

By STETSON K. RYAN, Secretary

Connecticut Board of Education for the Blind

WHEN the Connecticut State Board of Education of the Blind was authorized to appoint three additional home teachers, we asked ourselves whether it would be better to allow applicants to compete for the positions, or to make the appointments upon the basis of the known and estimated merits of the candidates. We decided to use a combination of the two methods, in the hope that by so doing we might obtain a composite evaluation of the candidates’ worth to our work.

Early in the summer of 1923 we sent a circular letter to each candidate enumerating the requirements as to a knowledge of the tactile systems, the Braille writer, stylus and slate, writing board, typewriter, spelling, reading, English grammar, arithmetic, other common school branches, hand and machine sewing, knitting, crocheting, tatting, various types of reed and raffia work, chair caning, rug braiding and weaving, the finer weaving crafts, and an understanding of general work in the home. It was further specified that the applicant should be in good health, mentally and physically, and that a physician’s certificate to this effect might be required. It was stated that the appointments would be made upon the basis of 1. working knowledge of the requirements; 2. ability to impart such knowledge; 3. previous training and experience; 4. native qualities, character, and general ability.

About six weeks later another letter was sent to all applicants, stating the examinations for prospective home teachers would be held a specified day and place. Each was asked to bring a stylus and slate, and one unstained sample of reed work and one of raffia work, both of which would be used as a basis for judging their ability in these lines. It was stated that each applicant would be asked to answer questions in writing and that typewriters would be furnished for the purpose. It was further specified there would be a test in reading Revised Braille, grade 1 ½, American Braille, and the Moon type; that there would be a short test in arithmetic, and that several questions would be asked, for which written answers would be required, which would serve to test the applicants’ knowledge of the common school branches and her familiarity with matters of every-day experience; that each applicant would be required to demonstrate her ability in hand and machine sewing; and that there would be an oral examination in chair caning, rug making and weaving, the making of hampers and in other branches of hand work.

When the applicants assembled, upon the day designated, the written part of the examination was given first. Each was allowed to select a typewriter and to practice upon it for a few minutes. Braille copies of the
examinations were then distributed. Each was instructed to take whatever time was necessary to answer the questions, which were as follows:

1. Write a letter of application to the State Board of Education of the Blind, stating your qualifications, previous training and experience, and giving the reasons why you think you should be appointed a home teacher.

2. Suppose, in the capacity of a home teacher, you made a trip to Bristol and Waterbury, with Hartford your starting point. Your railroad fare from Hartford to Bristol is 40 cents; your lunch costs you 45 cents; the fare from Bristol to Waterbury is 48 cents; in Waterbury trolley fares amount to 30 cents; returning, your fare from Waterbury to Hartford is $1.12. What will your expenses for the day amount to?

3. Who is the Governor of Connecticut? Tell how the laws of the State are made.

4. Tell briefly why three of the following are noted: Thomas Edison, Thomas Jefferson, Clara Barton, Oliver Wendell Holmes, John Wannemaker, Samuel G. Howe.

5. Name ten cities in Connecticut.

6. Name five organs of the body. What is the use of the optic nerve?

7. Name several qualifications which a successful home teacher should possess.

The reading tests followed. Each applicant was asked to read a paragraph in Revised Braille, and one in both the American Braille and the Moon type. The candidates were then called together, and some one read a paragraph which they were asked to reproduce with the stylus and slate.

Then came the oral tests. The questions were as follows:

1. Can you do chair caning? Tell how each course should go.

2. Do you know how to make hampers?

3. Can you weave rugs on a loom?

4. Can you braid rugs?

5. Can you weave rugs by hand?

6. Can you weave scarves and other articles?

7. Do you know other hand crafts? If so, what are they?

The sewing and handwork tests were given last. Materials were handed the candidates, and they were asked to submit a small sample of knitting and crocheting, and one of hand sewing and one of machine sewing.

The judges, two in number, assigned a numerical rating to each candidate for each written question and oral test, and for each piece of handwork submitted. Each judge gave a separate rating, so there were two marks for each candidate on every point covered.

We then asked two persons, who were acquainted with all the candidates, to use their best judgment in assigning a numerical rating to each of the candidates on each of the following qualifications: 1. Teaching experience; 2. teaching ability (ability to impart knowledge and to inspire confidence); 3. educational qualifications (schooling and manual training); 4. general worth to the work (including originality and qualities of leadership); 5. applicants' need of the position; 6. health (physical and mental); 7. background (home training, family ties, influences in early life and after); 8. personality (including physical appearance, dress, freedom from mannerisms, etc.); 9. poise (including judgment, common sense, ability to
accept responsibility, etc.); 10. culture and dignity (native and acquired); 11. loyalty to the organization (including desire to cooperate and to serve); 12. optimism (including cheerfulness and friendliness of outlook and ability to impart it).

When this had been accomplished we found that we had two sets of marks on each of thirty points for each of the candidates. A general average was obtained and the appointments were given to the three who attained the highest averages.

It is our feeling that the methods employed gave us in some sense what we desired—a composite evaluation of each candidate’s worth to the work in the terms of training, education, general ability and character.

Special Courses for Teachers of the Blind and Partial-Sighted

At George Peabody College for Teachers, Nashville, Tenn.

Owing to the interest shown in the special courses for teachers of the blind and partial-sighted conducted at the George Peabody College for the past three summers, it has been decided to continue the courses from year to year.

Following is an outline of the courses offered for the summer of 1924:

- Sight Conservation by Mrs. Winifred Hathaway.
- Demonstration Class in Sight Conservation by Miss Alice Burdge.
- History of the Education of the Blind by Miss Mary B. Schoonmaker.
- Kindergarten and Primary Plans and Methods by Miss Anne Thompson.
- Methods in Intermediate Grades by Miss Mary B. Schoonmaker.
- High School Methods by Miss Mary B. Schoonmaker.
- Physical Training, Expression and Dramatics in School for the Blind by Miss Catherine Winnia.
- Conservation of Vision and Sight Saving by Mrs. Winifred Hathaway.

Tuition for this course is three dollars per credit hour.

The Tennessee School for the Blind has agreed to offer board, lodging and laundry for the sum of $7.00 per week for a double room, $8.00 per week for a single room. This includes two meals per day during the week and three meals on Sunday.

For further information address I. S. Wampler, Superintendent of the Tennessee School for the Blind, or the Registrar of Peabody College, Nashville, Tennessee.
The Value of Separating the Myopic Cases from the Low Vision Cases in Sight-Saving Classes

By Helen J. Coffin

Acting Supervisor, Department for the Blind, Cleveland Board of Education

In all cities where sight saving classes are found, there are pupils enrolled who may be classed under two general groups according to the nature of their visual defects—children with high myopia or short sight (an eye condition which is liable to grow worse very rapidly under ordinary educational methods), and children with generally low vision caused by scars, optic atrophy, congenital malformations, or hereditary defects which are likely to remain stationary. Two years ago, after consulting with the school oculist, Mr. R. B. Irwin, then supervisor of these classes in Cleveland, decided to try an experiment whereby children with myopia were placed in certain sight-saving class centers, and children with scars, cataracts, etc., were placed in others known as "low vision classes."

While this plan for grouping the pupils has not been strictly adhered to throughout the city, owing to the large variety of grades represented and the limited number of centers, wherever it has been tried certain decided advantages have been noted. Out of a total of sixteen classes for partially blind children, in eight classes (two junior high and six elementary) a strict division has been carried out. In the remaining eight classes, where a strict division has been impossible, the pupils have been so assigned that there is a strong predominance of either myops or of low vision cases.

This plan of separating pupils with myopia from those having more static eye defects, was inaugurated because it was believed that a strict separation of these pupils would make the variation of treatment more intelligible not only to the special teacher in charge of the class and to her pupils, but also to the other teachers in the school building where such pupils carry on part of their recitations.

The experience of the past two years has demonstrated the wisdom of this plan. A teacher of a junior high school class who has only children with myopia, reports that when her class started in the new building she could explain to the teachers that all her children had the same eye trouble and were permitted just so much eye work and no more. She says that because of this uniformity she gets more intelligent co-operation than formerly, and that the pupils do more effective school work and develop better sight-saving habits. We find the teachers of one accord, in that it is better for Joe with myopia not to see Willie who has cataracts, looking at a map, when Joe has the same lesson to prepare and is told that he may not look at that particular map.

This differentiation has amply justi-
fied itself on the grounds of simpler, more effective handling of the classes, —of clearer understanding, and of safer methods for the pupil with myopia. It is proving also to have the other advantage so vital to the growth of public school sight-saving work —that of offering a real opportunity for economy in the conduct of these classes. At a time when every department of public education is undergoing the closest scrutiny, and all the various activities are being weighed by the taxpayer for their true value, anything that will add effectiveness, efficiency and economy, without in any way lowering standards or causing curtailment in the educational opportunities for visually handicapped children, should be carefully considered.

The pupils who have myopia confine their reading to Clear Type books. With them emphasis is being placed upon the establishment of the habits of sight-saving. Much has to be read aloud to them. These children, except in rare cases, should not have individual piano lessons, but group work, musical appreciation, and ear training; while on the other hand low vision pupils are given individual music instruction according to their aptitude. The myops are not taught sewing nor fine handwork, but reed work, coarse crocheting with a large wooden needle, touch knitting, etc. These children require much attention from the teacher, and the classes should be small—not to exceed ten if more than three grades are represented.

On the other hand, the pupils with more static eye defects are generally permitted by the oculists to supplement to a limited extent their restricted amount of Clear Type reading matter, with books in ordinary print. (If not, they are placed in classes with the myops). The principal difficulty of low vision pupils is their slowness of visual perception, and in the fatigue arising from an effort to see. The teacher’s principal concern for such pupils is not so much to save sight, as to prevent the child from an abuse of the sight which he has, and to save him from the subsequent nervous disorders arising from eye strain, and from general inability to compete with other children whose vision is unimpaired. Experiments are being conducted to ascertain if it will be feasible to provide such classes with reading lenses for use on maps, etc.

In the low-vision classes the teacher can adequately take care of a larger number of pupils — fourteen; and where there are a very few grades represented, even sixteen. This slightly larger grouping of classes lowers the average per capita cost.

It has been found that in general these two groups are composed of children of distinct social traits and tendencies. The children with low vision on the whole present the larger problem as to social training and adjustment, due to many undesirable traits both acquired and inherited. They are the least likely to progress far in academic work, while the pupils with myopia are apt to show a marked tendency to be studious and to desire to enter the professions.

Differentiation in the methods of instruction, social education, moral and vocational guidance, is very necessary all along the line; and this particular type of differentiation is proving to have certain factors which are favorable to more effective schoolroom organization, and to more economy in administration.
"Whatsoever Thy Hand Findeth to Do, Do it with Thy Might"

By Louisa Lee Schuyler

Miss Louisa Lee Schuyler, great, great granddaughter of General Philip Schuyler and great granddaughter of Alexander Hamilton, has always put her talents to valuable practical use. Her long life of helpful welfare work has been a monument to her wisdom, enthusiasm and ability. In 1892 she founded the State Charities Aid Association, and a little later started the Training School for Nurses in connection with Bellevue Hospital. Through her influence the administration of poorhouses in New York State was greatly improved and greater personal attention paid to the people who had to live in them. Her work even earlier during the Civil War, when she labored on the Sanitary Commission—the Red Cross of that day—was of the greatest possible value. The State Charities Aid Association, among other things, has done much towards reducing the amount of tuberculosis; through its efforts a public health law was passed for the proper care of the insane and the county children's agencies were established on a firm basis.

—The Editor.

It was on a bright April morning of 1908 that I returned to my home in New York City, in a large apartment building on Madison Avenue. On the little table in the vestibule, just off the drawing room, I found letters and a large quantity of second class mail matter which the postman had just left for me. The examination of the latter could be postponed, I thought, until the next day, and yet there was one package which from its size and weight excited my curiosity. I opened it and found a large, heavy, forbidding looking volume bound in black. It proved to be the printed report upon the condition of the blind in the State of New York, made by a Commission, appointed by the Legislature, for the purpose. Its author and the chairman of the Commission was Dr. F. Park Lewis, the well known ophthalmologist of Buffalo, New York. He was also president of the Board of Managers of the New York State School for the Blind at Batavia. I had never done any work for the blind. I knew, of
course, of the important work that was being done for them through existing organizations for the blind.

I knew of this work but was not even an active member of any association laboring for the blind. I hesitated giving the time to read the official report, and yet took the book with me into the drawing room, where seated by the fire, I carelessly turned the pages. The report was illustrated and I looked first at the pictures. All represented blind children, some of them single children, more often groups of children. Underneath these pictures was printed in plain black type, "Unnecessarily blind. These children need never have been blind had a simple precaution been taken at the time of their birth."

I was horror stricken. "Unnecessarily blind," I exclaimed. "Why then are they blind?" Something must be done about this.

I turned to the chapter in the report on Ophthalmia Neonatorum (blindness of the new-born), and learned that this was the name of the disease which had made all those children blind; also that this was the cause of blindness of more than one-quarter of all the pupils entering annually all the schools for the blind in this country. Oh, the pity of it! for it was also stated that a simple precaution taken at the time of birth of all these children would have prevented this blindness.

Ophthalmia Neonatorum is a disease well known to the medical profession in all countries. It is caused by a poisonous germ which appears in the eyes of many new-born infants, and is often derived from the diseased generative organs of the mother. All maternity hospitals and all maternity wards in public institutions are on the lookout for this dreaded infection. I read in this same report that a simple preventive had mercifully been discovered which if applied to the eyes of the new-born child at the time of birth—a single drop placed in each eye—would destroy the poisonous germ if there and would not injure a healthy eye. This great discovery was made about forty years ago by Professor Crede, director of the great Maternity Hospital of Leipsig. It has been thoroughly tested and found to be absolutely reliable. The solution is a derivative of the silver salts.

When I closed the book that afternoon I had decided what to do. Sometimes I have been asked whether I go about the world sword in hand, in a belligerent spirit, looking for evils for the pleasure of trying to slay them. Never! I never look for evils, but they often come to me unsought, forcing themselves upon my attention. It was so in this case. It was almost by accident that I opened that book and saw those pictures. Then the pity of it all touched my heart and I resolved that I must do something to save other children from that dreadful calamity.

Mine is an active mind, which reaches decisions quickly, and the decisions once reached, wishes to act immediately. I am fond of old sayings which come to me naturally in every day life. One of my favorite quotations is "Whatsoever thy hand findeth to do, do it with thy might." This has no uncertain sound and has helped me through many difficult hours.

When the sunset light entered the room that afternoon my hand had found something to do. But how to begin? First of all I sent to a special
library and asked for any publications that might have been written by Dr. Lewis. They were few in number, mostly addresses made by him at meetings of physicians, and too technical for my understanding. Among them, however, was one more popular in character which he had delivered to a mixed audience. He spoke of the frightful ravages made by ophthalmia neonatorum and of the great importance of eradicating this disease, but added it was useless for him to speak of this to physicians who knew all about it and who agreed with him that something should be done. "I have said this again and again," he concluded, "and yet, after these meetings, do not we all of us return to our homes and resume our private practice without taking action to make things better? I must now therefore appeal to laymen for their help. Will not they, men and women, both join hands with us to eradicate this evil?"

This appeal made its impression, and I at once wrote Dr. Lewis telling him that I was a layman and would gladly be of service if he would point the way. I asked him to take luncheon with me the next time he came to New York, to talk the matter over. His reply to this communication surprised and delighted me. He telegraphed that he would come to New York on purpose the next Friday, and would see me the following day. I wired to ask whom I should invite to meet him after luncheon. He specified Dr. J. Clifton Edgar, one of the three members of a special committee on ophthalmia neonatorum, appointed by the American Medical Association of which Dr. Lewis was chairman, and several men and women interested in public welfare and some engaged in philanthropic undertakings.

At the small luncheon, Dr. Lewis charmed us all by his earnestness and by his simple, unassuming manners. At the small conference which followed the luncheon I was requested by all present to form a committee for the prevention of blindness in the State of New York, with full power to select its members and officers and to organize the committee. This I gladly consented to do.

Before the conference dispersed I announced my intention of forming a small, active, very representative committee composed of men and women, physicians and laymen and public welfare workers. I declared that as the success of our work was largely dependent upon the co-operation of health officers I would at the outset invite the New York State Commissioner of Health and the New York City Commissioner of Health to become members. I also invited all members of our little conference to join it.

On this first committee for the prevention of blindness which has proved of such importance, were representatives of both schools of medicine, of both political parties, members of the Roman Catholic, Protestant, and Hebrew faiths and social welfare workers of distinction.

As the services of a lawyer were needed I offered the chairmanship to Mr. P. Tecumseh Sherman, of New York, a son of General Sherman.

At the first meeting of the Special State Committee held in June, 1908, it was decided that a popular publication should be issued by the Committee as soon as possible to inform the public of the blindness caused in little children by ophthalmia neonatorum and of the important steps to be taken
to eradicate it. Dr. Lewis and I were appointed a special committee to prepare this publication. In January, 1909, the pamphlet entitled “Children Who Need Not Have Been Blind” was issued. It went through several editions and is now out of print.

The annual twenty-six and six-tenths per cent average of admission to schools of children blinded from ophthalmia neonatorum has fallen since 1907 to the present average of fourteen and two-tenths per cent annually of such admissions.

But this also shows how much more needs to be done and we shall not be satisfied until New York State can repeat the record of Massachusetts. “Not a single case of blindness from ophthalmia neonatorum has been reported for five years,” states the Director of Perkins Institution. This statement was confirmed by the Massachusetts State Board of Health.

A Valuable Contribution to the Literature on the Education of the Blind

By R. B. I.

STUDENTS of the history of the education of the blind were recently delighted to receive the first three chapters of Dr. R. S. French’s book entitled “The Education of the Blind. A Critical and Historical Survey, with Especial Reference to the United States.”

Not since Dr. Best’s book appeared have we had the pleasure of examining anything like as carefully prepared a piece of historical research work in this field as that embodied in Dr. French’s first three chapters. The rest of the book is promised in the near future, and we shall look forward eagerly to receiving it. We understand that the book will comprise eleven chapters and an introduction, all dealing with the problem of education, chiefly in its historical phases. Dr. French is planning to have all twelve parts published at one time in book form. When it is issued copies may be obtained, we understand, from the California Society for the Blind, 842 Phelan Building, San Francisco.

Dr. French has devoted years of careful study to the writing of this book. If the rest of the book is like the first three chapters every worker for the blind should have a copy on his desk.
A Successful Quartette

The Minnesota School for the Blind has been fortunate in having among its students a considerable amount of musical talent. It seemed to the school administration that this talent should be capitalized both for the benefit of the pupils and the school. If the musical talent possessed by a blind person is to be of any vocational and financial value there must be opportunity for him to "try out" before audiences. He must find out for himself the pulse of the public. He must learn from personal experience what kind of music the public will accept and pay for.

With this philosophy in mind our male quartette was organized a year ago. The personnel is made up of Daniel Picha, first tenor, Herman Bischoff, second tenor, Walter LaBelle, first bass, Leonard Severson, second bass. Since their first public appearance they have been in constant demand. The programs consist of quartette numbers, Scotch dialect songs by Bischoff, solos by Severson, violin solos by LaBelle accompanied by Bischoff, and Bischoff and Severson in duets.

Through these public appearances the boys have benefitted socially and financially. They are at ease and confident before audiences. They perform in a cheerful and happy manner, learning what is most important of all, that they can compete with sighted performers allowing for no concessions on the part of blindness.

Quartette of the Minnesota School for the Blind
HEN Edward Robbins of Portland, Oregon, entered the state university at Eugene as a freshman in the school of journalism, he determined, in spite of his blindness, to participate in undergraduate activities and live as well-rounded a life as his fellows.

With the idea of including recreation on his program, Robbins entered the golf class in the physical education department. He practiced indoors under the guidance of the golf instructor for several months, driving the ball from a mat against a heavy piece of canvas that hung at one end of the practice gallery. Able to control wooden and iron clubs accurately, Robbins is now practicing on the athletic field.

Robbins learned what is known among golfers as the "straight-line" system. By drawing the club back from the ball on a straight line until
the left arm is parallel with the ground the golfer is in a position to hit the ball fairly on the downward swing even though his eyes are closed. Trick golfers, blindfolded, can drive a ball perfectly by following this method, to the dismay of those who declare a golfer must keep his eyes on the ball.

Good muscle coordination is necessary, however, to hit the ball with the eyes closed. A canvas stretched at the end of the golf gallery is marked with black disks. A good golfer will strike certain ones if he is using a mashie; others if he is "shooting" with another club. Robbins perfected his shots by attempting to hit the right disks, the instructor informing him of his failures and successes.

Robbins is on the staff of the Emerald, the daily student newspaper. He "covers" one of the most difficult "beats," the chemistry, physics, and pre-engineering departments. He also edits a radio column for the Emerald and directed the stringing of a 200-foot antennae across the university gymnasium.

**Notices**

**PRINTING DEPARTMENT**

**OF THE**

**New York Institute for the Education of the Blind**

After September first the New York Institute for the Education of the Blind will conduct in its new quarters on Pelham Parkway a thoroughly complete Printing Department. The chief purpose of this department will be to satisfy the requirements of the school for embossed lesson sheets and such literature as is not available elsewhere. In no sense will it compete with the American Printing House for the Blind, but it is hoped that the Printing Department of the Institute will be of service not only to its own pupils but also to others whom it may serve.

For the management of this department a competent person is to be employed and the Principal, Mr. Edward M. Van Cleve, is seeking such a person, desiring to find a printer who will devote himself to the upbuilding of the department and making it a real influence in the school and for the cause of the blind. Mr. Van Cleve will be glad to hear from any persons interested. He may be addressed for the next three months at 412 Ninth Avenue, New York City.

**WANTED:** Teacher of the blind for Spanish American country. Preferably one with some knowledge of Spanish and the ability to teach some of the trades. For further information communicate with the American Foundation for the Blind, 41 Union Square, West, New York, N.Y.

**WANTED—**Extra copies of the Booklist, Vol. I, No. 1 and 2 by the American Foundation for the Blind, 41 Union Square West, New York City.
Wyant’s A Z Mop-Ferrule

MR. JOHN E. WYANT of Rochester, New York, has recently perfected a mop ferrule known as Wyant’s A Z Mop-Ferrule which because of its simplicity and the ease and rapidity with which it can be handled should be of great value to blind workmen.

The A Z mop ferrule is substantial and sightly in design, made of furniture steel for dry mops, and copper or brass for wet mops. The fact that copper or brass cannot easily be corroded by salt water makes the ferrules especially useful for swab and deck mops.

In constructing a mop it is necessary only to place the straps around the center of the cut of yarn, pull strap (A) through the slot in the end of strap (B) and bend back end of strap (A). The handle is then placed in ferrule (C) and secured with two tacks, or by means of a vise with perforating teeth. Emergency hooks (D) are used only in mops intended for hard usage as in deck and swab mops.

Industrial Experiments

Interesting experiments along industrial lines have recently been made by the Pennsylvania Association for the Blind at Pittsburgh. The outcome of these ventures would seem to point to equal success if attempted by other organizations.

The first experiment was the purchase of a truck for delivering. For the three months ending March 31, 1924, the total cost of the truck, including the chauffeur’s wages, amounted to $614.00. During this period the truck delivered 2025 packages—brooms by the dozen and half-dozen, single articles such as chairs—which at an average of forty cents per package affected a saving of $810.00. Second trips for the same articles and deliveries to the forty-six girls in the Home Work Department are omitted from these figures. During that time the chauffeur spent twenty-five per cent of his time assisting in the broom department. It is obvious, therefore, that the figure $810.00, is a conservative estimate of money saved.
Twenty-Seventh Biennial Convention of the American Association of Instructors for the Blind

The Twenty-Seventh Biennial Convention of the American Association of Instructors of the Blind will be held at the Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., June 23-27, 1924.

The tentative program which has been arranged provides for:

1. Demonstration work. At the special request of the Executive Committee, the pupils of the Perkins Institution will give a demonstration of their indoor activities on Monday afternoon and on Monday evening will hold their Commencement exercises. Demonstrations of class teaching will be a feature of the program throughout the Conference, and pupils of several schools will participate. On Tuesday afternoon an Athletic Field Meet will be held between the pupils of the Perkins, and a visiting team from the Pennsylvania Institution at Overbrook; music will be furnished by a band from the Department for the Blind, Cleveland public schools.

2. Ample provision for round table discussions. The speakers on each topic assigned have been requested to offer definite, concrete and constructive suggestions in brief form so there may be ample time for discussions. In this way it is hoped that the best constructive thought of the profession will be brought to bear on each topic discussed.

3. Several inspirational addresses by men of prominence outside of the profession have been planned for the evening sessions.

4. One session on Thursday, June 26, has been designated for the annual meeting of the American Foundation for the Blind.

Board and lodging may be obtained at the Perkins Institution at the rate of $2.00 per day for the length of stay, no deduction to be made for occasional absences during the Convention.

Accommodations will be reserved in the order of application and it is very important that Director Allen be notified at once exactly who will attend, and when arrive, whether men or women, whether the applicant possesses vision or not, and whether alone or with a companion. Those expecting to attend will confer a favor by applying at once. Rooms will be open for occupants any time Monday. It is hoped that a large number will come early that day.

The railways have offered a rate of one and one-half fare for the round trip if as many as 250 are in attendance.

Perkins Institution is situated at the corner of North Beacon Street and Beechwood Avenue, Watertown, Massachusetts.
From South Station, Boston, take Cambridge subway to Central Square, Cambridge. Get transfer to surface car marked "Watertown, via Arsenal Street," and leave car at Beechwood Avenue.

From North Station, Boston, take surface car for subway to Park Street, and change to Cambridge subway, as above.

To avoid delay in receiving baggage, it is advisable to forward it in advance by American Express.

Fourth Annual Convention of the Virginia Association of Workers for the Blind
June 12 and 13, 1924
Y. M. C. A. Auditorium, Charlottesville, Virginia

PROGRAM

Thursday Evening, June 12
8:00. Song—"America the Beautiful"
Invocation—Rev. Woodson, Presbyterian Church
Address of Welcome
Hon. E. A. Joachim, Mayor of Charlottesville, Virginia
Address of Welcome
Hon. E. Lee Trinkle, Governor of the State of Virginia
Response to Addresses of Welcome
L. L. Watts, President of the Virginia Association of Workers for the Blind
8:15 The Home Teacher and Her Position in a Community
Miss Anne Connelly, Home Teacher for the Virginia Commission for the Blind, Richmond, Virginia
8:45 Sight-Saving Classes in the Public Schools
R. B. Irwin, Director Bureau of Research, American Foundation for the Blind, New York
9:15 The Blind of Today and Tomorrow
John B. Cunningham, Field Agent for the Virginia Commission for the Blind, Pamplin, Virginia
9:45. American Foundation for the Blind and What It Means

Charles B. Hayes, Director Bureau of Information and Publicity, American Foundation for the Blind, New York, N. Y.

Friday Morning, June 13
9:15. Call to Order
Appointments of Committees
9:30. Round-table discussion "The Home Teacher and Her Position in a Community"
Miss Edna Williams, Chairman, Richmond, Virginia
Miss Kathleen Frazier, Altivista, Virginia
William S. Blair, Chatham, Virginia
9:45. General discussion "Sight-Saving Classes in the Public Schools"
10:00. The Colored Blind and Their Problems
Hattie Wills, Home Teacher for the Colored Blind, Newport News, Virginia
10:20. General discussion of the "Colored Blind and Their Problems"
10:30. The Importance of Tuning as a Business Industry for the Blind
J. G. Cronise, First Vice-President of the Virginia Association of Workers for the Blind, Buchanan, Virginia
10:45. Round-table discussion “The Importance of Tuning as a Business Industry for the Blind”
   C. V. Allenworth, Chairman, Vienna, Virginia
   J. Harold Lawrence, Richmond, Virginia
   C. B. Funkhouser, Orange, Virginia
11:00. Possibilities of Salesmanship for the Blind
   Luther Clark, Danville, Virginia
11:15. Round-table discussion on the “Possibilities of Salesmanship for the Blind”
   C. C. Hume, Chairman, Raccoon Ford, Virginia
   John Tyler, Richmond, Virginia
   Jack Wilson, Portsmouth, Virginia
11:30. The Possibilities of Increased Publications for the Blind
   Miss Irene Haislip, Staunton, Virginia
11:50. Discussion “The Possibilities of Increased Publications for the Blind”
12:00. Recess for Lunch

Friday Afternoon
2:00. Call to Order
   Impressions and Advantages of Attending a Public High School
   T. Wallace Connelly, Norfolk, Virginia
2:20. General Discussion
2:30. Historical Sketch and Importance of Workshops for the Blind
   William S. Blair, Chatham, Virginia
3:00. Round-table discussion “Historical Sketch and Importance of Workshops for the Blind”
   G. S. Burcher, Chairman, Oyster Point, Virginia
   J. Edward Beale, Remington, Virginia
   J. W. McCambridge, Staunton, Virginia
3:15. What the Bureau of Rehabilitation Means to the Blind
   D. M. Blankenship, Supervisor, Bureau of Rehabilitation, Richmond, Virginia
3:35. General discussion “What the Bureau of Rehabilitation Means to the Blind”
3:45. The Practicability of Blind Persons Becoming Masseurs
   Miss Juliet Walker, Richmond, Virginia
4:05. General Discussion “The Practicability of Blind Persons Becoming Masseurs”
4:15. Law as a Profession for the Blind
   John Munford Boyd, Attorney at Law, Charlottesville, Virginia
4:35. Round-table discussion “Law as a Profession for the Blind”
   William Jennings, Chairman, Richmond, Virginia
   H. W. Connelly, Lawrenceville, Virginia
   R. B. Hilton, Fincastle, Virginia
8:00. Music
8:15. Address
   W. G. Holmes, Editor Matilda Ziegler Magazine for the Blind, New York
8:45. Progress of the Virginia Commission for the Blind
   W. B. Hopkins, M.D., Secretary Virginia Commission for the Blind, Richmond, Virginia
   Hon. Oscar L. Shoemaker, Judge, Corporation Court, Richmond, Virginia
9:30. Report of Committees
   Election of Officers
Description of Spline Removing Apparatus

Designed by THOMAS SLOUGH
Louisiana Commission for the Blind

The apparatus consists of three principal parts:
A. STEAM GENERATOR.
B. RANGE BOILER.
C. HARDENED COPPER STEAM NOZZLE.

A. The STEAM GENERATOR consists of a Humphrey, or other make of copper tube heater. This is connected by a series of pipes and valves to the range boiler (or tank).
B. The BOILER contains water, and is for the purpose of holding the water to be supplied to the steam generator and for receiving the steam therefrom.
C. The HARDENED COPPER STEAM NOZZLE is a simple nozzle of hard copper connected to the steam portion of the range boiler.

The Process consists of applying live steam in a fine stream to the end of the spline, thus softening the glue so that the spline may be raised, after which this steam nozzle ejects a fine stream of steam under the spline, softening the glue, and the nozzle itself can then be used to raise the spline by a simple forward motion, so that the entire spline can be removed without tearing the wood by the use of chisels or other instruments.

MR. FRANCIS S. GRAVES TESTING SPLINE REMOVER, PENNSYLVANIA ASSOCIATION FOR THE BLIND, INC.

The Spline Remover has proven a marked success. It is easily run by a blind person after a little practice, and means better and quicker work. Eight minutes is the best average time made here for cleaning out a spline chair without any danger of chipping or injuring the frame. We hope to do even better in the future. This machine has already proven to be well worth while.
The Booklist of Braille Books
GRADE ONE-AND-ONE-HALF

AMERICAN FOUNDATION FOR THE BLIND

and

AMERICAN LIBRARY ASSOCIATION'S
Committee on Work with the Blind

Compiled by
LAURA M. SAWYER
Perkins Institution, Watertown, Mass.

This list includes all the books published in Braille, Grade One-and-one-half, which have been issued since March, 1924.

The publishing houses from which the books may be purchased are indicated by initial letters following each title and are as follows:

A.B.S. American Bible Society, Bible House, Astor Place, New York City.
C.P.H. Clovernook Printing House for the Blind, Mt. Healthy, Ohio.
H.C.S. Hadley Correspondence School for the Blind, 584 Lincoln Avenue, Winnetka, Illinois.
H.P.S. Howe Publishing Society, Old Court House, Public Square, Cleveland, Ohio.
T.B.A. Theosophical Book Association for the Blind, 1548 Hudson Avenue, Hollywood, Los Angeles, California.
U.B.P. Universal Braille Press, 3612 West First Street, Los Angeles, California.

Additional copies of this and of the previous numbers may be had from the American Foundation for the Blind, 41 Union Square, W., New York.

BOOKS AVAILABLE JUNE, 1924.

Aldrich, Mrs. Lillian Woodman. Crowding memories. 43p. 1924. $1.75. C.P.H.
"Memories of important people who were friends of Thomas Bailey Aldrich half a century ago."

Besant, Annie. The inner government of the world. 88p. 1924. $2.50. T.B.A.

Bible. Ezra; Nehemiah; Esther and Job. v.10. 128p. 1924. $4.15. U.B.P.
—Proverbs; Ecclesiastes and The Song of Solomon. v.12. 72p. 1924. $3.10. U.B.P.
—Jeremiah and Lamentations. v.14. 131p. 1924. $4.15. U.B.P.
—Ezekiel. v.15. 133p. 1924. $4.15. U.P.B.
Daniel; Hosea; Joel; Obadiah; Jonah; Micah; Nahum; Habakkuk; Zephaniah; Haggai; Zechariah and Malachi. v. 16. 137p. 1924. $4.15. U.B.P.

Scripture passages. 74p. 1922. 50c. A.B.S. These selections are printed on both sides of the page and include the 23rd Psalm, the 14th chapter of the Gospel of St. John, the 13th chapter of first Corinthians, with passages from the life and teaching of Christ.


Chiles, James A. German prose composition. 3v. 309p. 1924. $12.40. A.P.H.

Dickens, Charles. David Copperfield. 11v. 1616p. 1924. $64.65. A.P.H.

D'Ooge, Benjamin L. Elements of Latin. 8v. 910p. 1924. $29.85. A.P.H.


Fox, John, Jr. A mountain Europa. 104p. 1924. $4.20. C.P.H.

Hadley, William A. Typewriting for beginners. 32p. 1924. 65c. H.C.S.

Harbaugh, Katherine M. Finger bowls and accomplishments. 18p. 1924. 75c. C.P.H.

Krauskopf, Joseph. The wandering Jew, The loyalty of the Jew; The romance of the Jew, by S. W. Purvis. 50p. 1924. $1.75. A.P.H.

McGrath, Harold. Princess elopes. 154p. 1924. $6.20. C.P.H.

Penitential Office, and the Litany from the Book of common prayer. 33p. 1924. 80c. A.P.H.

Petrie, Cordia Greer. Angeline at the Seelbach, and Angeline steppin' out. 21p. 1924. $1.80. C.P.H.

Smith, Joseph Russell. Human geography. Book II. Regions and travel. 10v. 955p. 1924. $18.45. H.P.S.


Storm, Theodor. Immensee, German text, with vocabulary. 2v. 170p. 1924. $6.80. A.P.H.


Wright, Harold Bell. The mine with the iron door. 3v. 356p. 1924. $14.25. C.P.H.
REPRESENTATIVES OF SCHOOLS FOR THE BLIND

Alabama—F. H. Manning
Arizona—Clarence J. Settles
Arkansas—Lucy Thornburg
California—Richard S. French
Colorado—T. S. McAloney
Connecticut—G. L. Hicks
Florida—A. H. Walker
Georgia—G. F. Oliphant
Idaho—Ethel W. Hilliard
Illinois—R. W. Woolston
Indiana—G. S. Wilson
Iowa—F. E. Palmer
Kansas—Thos. E. Chandler
Kentucky—C. B. Martin
Louisiana—A. J. Caldwell
Maryland—John F. Bledsoe
Massachusetts—E. E. Allen
Michigan—C. E. Holmes
Minnesota—Joseph E. Vance
Mississippi—M. L. Batson
Missouri—S. M. Green
Montana—H. J. Menzemer
Nebraska—N. C. Abbott
New Mexico—R. R. Pratt
New York—C. A. Hamilton
N. Y. City—E. M. VanCleve
N. Carolina—G. E. Lineberry
North Dakota—B. P. Chapple
Nova Scotia—Sir Fred’r Fraser
Ohio—J. Frank Lumb
Oklahoma—O. W. Stewart
Ontario—W. B. Race
Oregon—J. W. Howard
Pa, East—O. H. Burritt
Pa, West—B. S. Joice
S. Carolina—N. F. Walker
S. Dakota—Otis O. Rule
Tennessee—L. S. Wampler
Texas—M. B. Brown
Texas (Colored)—J. T. Martin
Utah—Frank M. Driggs
Virginia—H. M. McManaway
Virginia (Colored)—Wm. C. Ritter
Washington—H. R. Chapman
W. Virginia—H. F. Griffey
Wisconsin—J. T. Hooper

REPRESENTATIVES OF ORGANIZATIONS

Am. Bible Society—Dr. Lewis B. Chamberlain
Am. Printing House—E. E. Bramlett
Congressional Library—Mrs. G. T. Rider
National Committee Prevention of Blindness—Lewis H. Carr
Society for the Promotion of Church Work Among the Blind—Rev. W. A. Warner
Uniform Type Com.—H. R. Latimer
Calif. Industrial Home—D. Keith
Conn. Institute—A. L. Curado
Del. Commission—C. B. Van Trump
Ind. Bd. Industrial Aid—C. D. Chadwick
Iowa Society—Eva A. Whitcombe
Maine Institute—W. E. Travis
Md. Assoc. Workers—Geo. W. Connor
Mass. Assoc.—Samuel F. Hubbard
Mass. Division of the Blind, Dept. of Education—Robert I. Bramhall
Mass. Memorial Home—Mrs. E. H. Fowler
Mich. Assoc. Wkrs.—Miss R. A. Griffith
Mich. Emp. Inst.—F. G. Putnam
Mo. Commission—Mrs. A. F. Harris
Minneapolis Assoc.—Edith H. Marsh
Minn. State Bd. of Control, Dept. for the Blind—Ruth Coley
Montreal Association—Phillip E. Layton
Mutual Aid Blind Association, Inc., St. Paul, Minn.
National Library—Etta Josselyn Giffin
N. J. Commission—Lydia Y. Hayes
N. Y. Association—D. Fiske Rogers
N. Y. Bible Soc.—Dr. Geo. Wm. Carter
N. Y. Brooklyn Industrial Home—Eben P. Morford
N. Y. State Com.—Grace S. Harper
N. Y. City Public Library—L. A. Goldsmith
O. Education of the Blind in Day Schools—Cincinnati—Estelle Lawes
O. Cincinnati Workshop—Calvin S. Glover
O. Cleveland Society—Eva B. Palmer
O. Clovernook & Lib. Soc.—The Misses Trader
O. Education of Blind in Day Schools—Cleveland—HeLEN J. COFFIN
O. County Pensions—Louis Stricker
O. State Commission—M. E. Miskall
Pa. Association—H. R. Latimer
Pa. Home Teaching Society—Isabel W. Kennedy
Pa. The Free Library of Philadelphia, Department for the Blind—Mrs. Liborio Delfino, Chief
Pa. Working Home—J. H. Meader
Rhode Island Assoc.—Pres.: Mrs. Rush Sturgis
Tenn. Com.—F. B. Morton
Va. Commission—L. L. Watts
Wis. Workshop for the Blind—Oscar Kustermann
Work for the Handicapped of the Junior League—Dorothy Dorsey
Xavier Free Publication Society for the Blind
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“Lady Arthur Pearson”

It is probably unnecessary to tell in the columns of any journal printed in the English language who Sir Arthur Pearson was, and in what direction lay the work of his life. Stricken with blindness in the midst of a successful business career, he turned wholeheartedly to the task of imparting hope and courage to those of the British Empire Forces whom the Great War had placed in like predicament as himself, and the crowning achievement of his life was the result—the organization of St. Dunstan’s, where the great work is carried on with the approval and co-operation of the British Government.

Sir Arthur’s death in 1921 was a tremendous shock. Who would take his place? Out stepped Lady Pearson, or “Lady Arthur Pearson,” as by public approval and by her own wish, she is known. Lady Pearson had been devoted to philanthropic work for years prior to her husband’s death, and had played a leading part in founding and carrying on the “Queen’s Work for Women Fund.” In recognition of this work and of her zeal in furthering her husband’s ideals in regard to St. Dunstan’s, she was created a “Dame of the Order of the British Empire.” One of her enterprises was the formation of “The Blind Musicians’ Concert Party,” composed of blind musicians and singers trained by herself and sent on concert tours throughout the country. As a worker for the civilian blind, Lady Pearson is Vice-President of the National Institute.

The United States and Canada know much of Lady Pearson through her interest in the “Arthur Pearson Memorial Fund,” by means of which nearly thirty thousand pounds was raised. One third of this amount was given to St. Dunstan’s, one third to the National Institute for the Blind, and the remainder to organizations for the blind throughout the world.

Lady Pearson’s personal charm and her intense human sympathy have won her an enviable place in the regard of the public and of the blind themselves.
THE Annual Meeting of the American Foundation for the Blind convened at Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., on June 26th, 1924, in conjunction with the Biennial Meeting of the American Association of Instructors of the Blind.

The meeting was called to order by Mr. Olin H. Burritt, principal of the Pennsylvania Institution for the Instruction of the Blind, and a Trustee of the Foundation. In the absence of President M. C. Migel, Mr. H. R. Latimer, Executive Secretary of Pennsylvania Association for the Blind, Pittsburgh, and a Trustee of the Foundation, was elected Chairman of the meeting. Charles B. Hayes acted as secretary pro tem.

Mr. Burritt gave a general report of the activities of the Foundation, especially mentioning the development of the Helen Keller meetings, and the grant which the Foundation had received from the Laura Spelman Rockefeller Memorial.

Mr. Charles B. Hayes, Director of the Bureau of Information and Publicity, then gave his report of the work of that department, which report was accepted; after which Mr. Robert B. Irwin, Director of the Bureau of Research, presented a report of the work of his Bureau, which report was also accepted.

In the absence of Mr. Herbert H. White, the Treasurer's Report was presented by Miss Florence McKay. This report, covering the financial condition of the Foundation as of June 1, 1924, was accepted and ordered filed with the records of the Foundation.

The election of Trustees was then taken up. The Chairman stated the plan under the Charter and By-Laws, by which the nominations of the Trustees representing the respective groups of workers for the Blind are previously received by mail and reported at this time. Also that the recommendations of the Executive Committee, for Trustees other than those representing the groups of workers, were to be presented.

In regular order the following Trustees representing the following groups of workers, were re-elected:

GROUP
(1) Trustees, superintendents, principals and teachers of residential schools for the Blind.
(2) Librarians and others officially engaged in Libraries and Library departments for the Blind.

REPRESENTATIVE RE-ELECTED

Olin H. Burritt

Arthur E. Bostwick
St. Louis, Mo.
Officers and Agents in work for Prevention of Blindness and Conservation of vision.

State Commissions and members of Board of Directors and Executive Officers of Associations doing state-wide work, etc.

Directors and Superintendents, Workshops and Industrial Homes for the Blind.

Officers of Associations and Clubs for the Blind; city-wide and special work, etc.

Placement agencies, Field officers, Heads of Departments, Home Teachers, Social Workers, etc.

Agencies doing charitable work for the Blind and Partially Blind, Relief Agents, etc.

In regular order the following Trustees-at-large were re-elected:

Edward M. Chamberlain, Washington, D. C.

Charles W. Lindsay, Montreal, Canada

Felix M. Warburg, New York City

Wm. F. Morgan, New York City

M. C. Migel, New York City

Herbert H. White, Hartford, Conn.

Miss Prudence Sherwin, Willoughby, Ohio


H. R. Latimer, Pittsburgh, Pa.

Dr. Robert H. Babcock, Chicago, Illinois.

Wm. Ziegler, Jr., New York City

In regular order the following new Trustees, representing the following groups of workers, were elected:

GROUP REPRESENTATIVE ELECTED

(2) Supervisors and teachers of classes for the Blind and the Partially Blind, in schools for the seeing.


(4) Technical heads of Embossing plants and departments, and Commissions on Uniform Type.


In regular order the following new Trustees-at-large, chosen by the Executive Committee, were elected:

Miss Mary V. Hun, Vice Chairman, N. Y. State Commission for the Blind, Albany, N. Y.

Charles W. Brown, President Pittsburgh Plate Glass Co. Pittsburgh, Pa.

There was a general discussion of the work and interests of the Foundation, after which, on motion duly seconded and carried, the Chairman declared the Annual Meeting of 1924 regularly adjourned.

H. R. Latimer Chairman

Charles B. Hayes Secretary pro tem.

Watertown, Massachusetts June 26, 1924
The European Mission on the Study of Two-Side Embossing

The American Foundation for the Blind has been conducting investigations into the most efficient and economic methods of embossing Braille. These investigations will result in revolutionary changes which will not fail to encourage those philanthropic persons who are contributing funds with which to print books for the blind.

It is expected that all publishing houses for the blind in America will standardize upon a Braille volume of uniform size, this size to be considerably smaller than that heretofore used in the largest publishing plants. It is further expected that several of the largest houses will adopt two-side printing in the near future. Heretofore, but one side of the page has been used in all Braille printing in this country.

European countries have developed improved methods in two-side printing which are unfamiliar to Americans, so it has been decided to send a mission to England, France and Germany for the purpose of studying the processes and machinery used in those countries. Through the generosity of a friend of The American Foundation for the Blind, it was made possible for the mission to sail for Europe on the nineteenth of August. The return of the mission is scheduled for October, and that month will be pervaded by a general atmosphere of expectancy among workers for the blind, particularly among librarians and those readers among the blind who have had experience with two-side printing.

The European Mission is composed of the following members: Robert B. Irwin, Director of the Bureau of Research of the American Foundation for the Blind, New York City; E. E. Bramlette, Superintendent and Secretary of The American Printing House for the Blind, Louisville, Kentucky; and Frank C. Bryan, Manager of the Howe Memorial Press of Boston, Massachusetts.

American Foundation for the Blind to Study Teaching Methods

Since the organization of the Research Department of the American Foundation for the Blind, we have been looking forward to the time when we could make a study of methods used in teaching blind children. At the June meeting of the Executive Committee it was decided that the Foundation is now in a financial position to add to its staff a Research Agent who could give her entire time to the study of educational problems. Accordingly, Miss Katherine E. Maxfield was employed to undertake this work. Miss Maxfield is a graduate of Mt. Holyoke College and holds the degree of Master of Arts from Teachers College. For the past four years she has been acting as psychologist at the Perkins Institution for the Blind, working under the direction of Dr. Samuel Hayes of Mt. Holyoke College. Miss Maxfield plans to give her first attention to the study of methods of teaching reading. We can accomplish little without the cooperation of teachers and superintendents of schools for the blind.
throughout the country. The Foundation has asked the President of the American Association of Instructors of the Blind to appoint an advisory committee to co-operate with the Research Department in this work. The Research Department will be glad to hear from schools where unusual work in reading is being carried on, and to know of the teachers and superintendents who are especially interested in this subject.

The Summer School Course of 1924

In the last issue of the Outlook, we made a forecast of a six weeks summer school course for home teachers of the blind, scheduled to be conducted under the auspices of The American Foundation for the Blind and New York University.

The course offered ten lectures a week, given by the directors of the Foundation’s research and publicity bureaus and by prominent persons in the social and medical fields of New York City. Nine hours a week were given to industrial training and six to visits to local agencies engaged in work for the blind. An enrollment of six young women brought us representatives from California, Michigan, New Jersey and New York.

Short summer school courses of this kind are of great value, but the Foundation looks forward to a day when there may be offered a course extending through one or two years, given in connection with a university or school for social workers.

The Radio Campaign

The American Foundation for the Blind, The American Radio Association, The Christian Herald, radio publications and newspapers throughout the country are preparing to launch a nation-wide campaign whereby a radio set will be placed in the home of every blind person throughout the United States, who, desiring such a set, is yet unable to afford the expense entailed in its acquisition.

The Foundation, though aware of the enormousness of the undertaking, yet feels adequate to meet the situation. Fuller details concerning the campaign will be forthcoming in the December issue.

A State-Wide Program for Michigan

The Michigan Association for the Blind desired a Foundation representative to be present during its biennial state convention in June, there to assist in forming a state-wide program and to present information regarding the activities of the Foundation. The director of the Bureau of Information and Publicity met this request. Laws creating commissions in other states were discussed and a tentative state program was outlined.

Surveys Made in Minneapolis and Montreal

MINNEAPOLIS

In response to a request from the directors of the Community Fund of The Minneapolis Council of Social Agencies, the Foundation sent the di-
Reducing the Cost and Bulk of Braille Books

By Robert B. Irwin

Braille publishing is at present forming such an important activity in the work for the blind that the Director of Research of the American Foundation for the Blind decided a few months ago that no more valuable contribution could be made by his department just now than to discover ways of reducing the cost of this form of publishing. In order to make immediately available all the knowledge possessed in this country upon the subject of Braille embossing, and also in order to insure that the results of the study would be practicable, it was decided to work through a committee representing main Braille publishing interests in the United States, placing at the disposal of this committee such technical service as the Research Department could muster. Inasmuch as Braille publishing touches other fields of industry in a number of ways, persons outside of the highly specialized activity of Braille publishing were invited to join the committee. Accordingly, the following committee was assembled:


Edward M. Van Cleve, Principal, New York Institute for the Education of the Blind, and Vice President of the Board of Trustees of the American Printing House for the Blind.

Frank C. Bryan, Manager of the Howe Memorial Press.

Thomas Lister, Embosser at the New York Institute for the Blind.

Walter G. Holmes, Manager of the Matilda Ziegler Magazine for the Blind.

Mr. Joseph Brusca, Matilda Ziegler Magazine for the Blind.

Miss Lucille Goldthwaite, Librarian, N. Y. Public Library, Dept. for the Blind, and Chairman of the A. L. A Committee on Work for the Blind.

Mrs. Leila Heyn, Touch Reader and Psychologist.


J. G. Liebenow, Special Representa-
Wm. G. Schneider, Representing the Copper and Brass Research Ass'n C. I. Sprowl, Expert on Sheet Metal.

At the first meeting of the committee held in New York City on March thirteenth, it was decided that there were three major ways in which the cost of Braille embossing might possibly be reduced. First, by standardizing the size of page so that joint purchasing of paper, bindings, etc., by the various publishing houses, might be carried out. Second, by adopting a size of volume which would make possible the use of the labor-saving machinery generally employed in book binding establishments. Third, by the use of two-side printing. There were also certain minor ways in which it was believed that the cost of Braille publishing might be reduced, such as the saving of space by omitting the title of the book from the top of each page, the substitution of uniform interval Braille for block Braille, and the substitution of less expensive paper for that now employed.

After the March meeting the committee was divided into sub-committees to study the various possible lines of economy and improvements suggested at the first meeting. Several members of the committee gave much time to conducting experiments and calculating results. The Director of Research worked with each sub-committee.

The Director of Research wishes here to express his appreciation of the interest exhibited by the members of the committee from the commercial field who have no professional connec-

tion with Braille embossing. Mr. A. V. Howland of the Tileston and Hollingsworth Company, has been most generous in furnishing us with counsel and with paper with which to make various tests. Mr. E. W. Palmer, President of J. T. Tapley Company, has given unsparingly of his time and has been most helpful with problems connected with binding. The Thompson National Press has done splendid work in helping to adapt the platen press for two side printing.

On August fourth the committee met in New York City and adopted a report which reads in part as follows:

**Standardization of Size**

The question of standardization on a particular size of volume depends largely upon whether or not the publishers, librarians and readers can agree upon a satisfactory size. We find the librarians are not very particular about dimensions of volume, provided that it is of a size convenient to handle. Generally speaking, they prefer a small volume if it contains sufficient material to make great multiplicity of volumes in a single work unnecessary.

Of the one hundred and twelve readers interviewed on the subject of size of volume, we find that thirty-three are indifferent, fifteen prefer volumes of large size and sixty-four prefer volumes of small size.

It is the opinion of the committee and of many persons interviewed, that books printed on both sides of the page should contain comparatively short lines. This is desirable in order to obviate an undue amount of shifting of the book from side to side, as right and left pages are read.
This is especially important in view of the fact that, outside of institutions and class-rooms, the great majority of readers hold the books on their laps while reading.

The committee is of the opinion that for lap-reading the top line of the text should not be more than twelve inches from the bottom of the page. Allowing a minimum of a half inch top margin, this would indicate that the desirable height of page is about twelve and one half inches.

**Economical Size**

As to the selection of a size of volume well adapted to book-binding machinery, the bindery member of the committee reports that the book, when open, may not have a spread of more than twenty-two inches, and the page may not exceed thirteen and one half inches in height and ten inches in width.

This means that if we adopt a page measuring thirteen and one half inches in height and ten inches in width, bind the books on the long side of the page and restrict the size of our volumes to an inch and one half in thickness, we can come within the limits of book-binding machinery.

**Interpointing**

In two-side printing, there are four questions involved:

A. *Is two-side printing equally legible with one-side printing?*

B. *Does two-side printing actually reduce bulk?*

C. *Is the cost of producing interpointed books less than that of producing books in one-side printing?*

D. *Are interpointed books equally durable with books printed on one side of the page?*

A. *Relative Legibility of One and Two-Side Printing.*

So far as the committee is aware, no thorough-going investigation of the relative legibility of one and two-side printing has heretofore been made. This form of printing has been in vogue in Europe for many years but in America no considerable amount of two-side printing has been done in Braille outside of that done at the publishing plant of the Matilda Ziegler Magazine. So far as sight is concerned, it is very difficult to read two-side printing with the eye, as it is not easy to distinguish between raised dots and pits made by dots on the reverse side. For this reason it is the opinion of the committee that books such as those for beginners, upon which the teacher and pupil must work together, should not be embossed by the two-side method.

In order that the committee might have reliable data upon which to base a judgment, the American Foundation for the Blind employed Mrs. Leila H. Heyn, a trained psychologist, to conduct a series of careful tests with a considerable number of child and adult readers. The question to be tested was: Is interpointed Braille literature read with as much speed and with as high a degree of accuracy as is one-side printing? After trying out several forms of tests, with various procedures, the following test was determined upon:

One hundred easy words from a second reader were selected. These words were printed in full spelling in non-sense order upon one sheet
in one-side printing, and upon another sheet in different non-sense order in two-side printing. That is to say, on the second sheet the one hundred words were placed on each side of the sheet in different orders. Exact copies of these sheets were made line for line in typewriting. Schools, workshops, homes and private residences were then visited wherever blind readers could be found. These readers were asked to read the lists of words aloud, Mrs. Heyn keeping the time with a stop-watch, and following a Braille copy, while her assistant followed the typewritten copy and noted errors. Careful records were made of both time and errors with each subject. One side of the interpointed sheet was used as a practice sheet in order to put the reader at his ease. The subject was next asked to read either the opposite side of the interpointed page which will be known through this report as page “B,” or the page of one-side printing which will be known as page “A.” Care was taken to alternate the pages used by successive subjects. For instance, the first reader began with page “B,” the second reader with page “A,” the third reader with page “B,” the fourth reader with page “A,” etc.

Records were obtained from 52 children and 56 adults. An analysis of the results of these tests shows the following:

The total length of time required for the 108 readers to read page “A” was 241 Mins. 40 Secs.
The total length of time required for the 108 readers to read page “B” was 246 Mins. 46 Secs.

A total retardation in speed of two-side printing over one-side printing of 5 Mins. 6 Secs. or 2.1%  

The average length of time required by 108 readers to read page “A” was 2 Mins. 14 Secs.
The average length of time required by 108 readers to read page “B” was 2 Mins. 17 Secs. or an average retardation of 3 Secs.

In order to ascertain whether or not the reaction of children is any different from that of adults, the data have been separated. From this we find, in the case of children, the following:

The total length of time in which “A” was read by children was 99 Mins. 13 Secs.
The total length of time in which “B” was read by children was 103 Mins. 22 Secs.

A total retardation in speed of two-side printing over one-side printing of 4 Mins. 9 Secs. or 4.2%  

The average length of time required by the children to read page “A” was 1 Min. 54 Secs.
The average length of time required by the children to read page “B” was 1 Min. 59 Secs. or an average retardation of 5 Secs.

In the case of adults we find:

The total length of time in which “A” was read by adults was 142 Mins. 27 Secs.
The total length of time in which “B” was read by adults was 143 Mins. 24 Secs.
a total retardation in speed of two-side printing over one-side printing of 57 Secs. or .67 of 1%
REDUCING THE COST AND BULK OF BRAILLE BOOKS

The average length of time required by adults to read page “A” was .......... 2 Mins. 33 Secs.
The average length of time required by adults to read page “B” was .......... 2 Mins. 34 Secs.
or an average retardation of ............ 1 Sec.

From this we draw the following conclusions: that there is very little difference in point of speed of reading between one and two-side printing; that this difference is rather more marked among children than adults; that among adults the retardation of speed caused by two-side printing is negligible, being less than 1%. This is possibly due to the fact that the adults, practically all of whom read the Ziegler Magazine, are more familiar with two-side printing than are children.

Comparative Accuracy

Turning to the consideration of comparative accuracy of the reading of one and two-side printing, we find a surprising result. The total number of errors made on page “A” by the 108 cases is 152; the total number of errors made on page “B” by the 108 cases is 114, or a difference of 38 in favor of the two-side printing. Reducing this to a percentage, we find that there were 25% fewer errors made on the two-side printing than on the one-side printing.

To sum up: Careful tests made with 108 cases show that interpointed material requires slightly more time to read than does one-side printing, the difference being a little more marked among children than among adults.

The average retardation of two-side printing over one-side printing, with 108 cases, was three seconds, or two minutes and one second. From the standpoint of accuracy and reading, the tests show that interpointed material is no less legible than one-side printing.

As to the preference of readers for one or two-side printing, we find a marked enthusiasm for two-side printing among many readers. This is based principally upon the fact that this style of printing makes possible a great reduction in bulk. The Ziegler Magazine recently requested an expression of opinion from its readers upon the relative desirability of one or two-side printing. Had there been any marked sentiment against two-side printing in this country, this announcement would have been a signal for a deluge of letters of protest against the style of printing employed in that magazine. It is significant that of the four hundred and fifty-six letters received by the editor, only four expressed a preference for one-side printing. The others enthusiastically endorsed two-side printing.

B. The Relative Bulk of One and Two-Side Printing.

We find that from the standpoint of paper, 100% more material can be printed on sheets of a given size by the interpointed method, than by the one-side method. From the standpoint of thickness of volume, we find that printing on the second side of the page increases the thickness of the volume from 20% to 30%, depending on the height of dot and the kind of paper used. To put this in another way, a book of a given number of words printed in interpointing can be published on about one-half the paper required for one-side printing, and the
bulk when printed on two sides of the page will be about 65% of the bulk of the same number of words printed on one side of the page.

C. The Relative Cost of One and Two-Side Printing.

This brings us to the consideration of cost of production. Obviously, from the standpoint of material, two-side printing reduces the paper bill about 50% and the bindery bill, about 35%.

Press work.—So far as we can ascertain at present, the cost of labor with an improved press is probably no more in the case of interpointing than in one-side printing.

Plate making.—This leaves only the question of plate making. It is probable that it costs more to produce the plates for a given number of words of two-side printing than it does for the same number of words of one-side printing. Just how much more we cannot now state with absolute confidence. No concern in this country, aside from the Ziegler Magazine, has had experience with two-side printing sufficient to be of much value. So far as the actual stamping of the plates is concerned, it takes very little more time to do the second side than the first. The additional time consumed in making interpointed plates is largely in the correcting process.

Assuming that with the average operator it will cost 20% more to make the plates for two-side printing than for one-side printing, it is calculated that this difference would be more than offset by the other savings effected by interpointing.

D. Durability.

As to durability of interpointed books as compared with those printed on one side of the page—where the books are printed on wet paper, librarians agree that interpointed books are no less durable than are those printed on one side of the page. Most of the interpointed books printed during the past ten years have been done on dry paper. These are doubtless not as durable as those printed on wet paper. Librarians tell us, however, that such books are seldom discarded because the print is no longer legible. The causes for discarding books of this kind are the same as the causes for discarding books printed on wet paper, namely, because the pages are torn, binding has given way or the books have become too soiled to be continued in circulation.

Whether or not dry printing is essential to interpointing is not clear. It was resorted to in Europe, we understand, because dry printing is more economical than wet. There seems to be certain compensating advantages in dry printing.

To summarize:—The committee on the cost of Braille publishing has found that the cost of the manufacture of Braille books may be reduced in the following ways:

First—By standardization in size of volume.

Second—By selecting a size of volume which will adapt itself to labor saving machinery.

Third—Printing by the interpointed method.

Standardization of size is a matter to be worked out among the librarians, publishers and readers. This is a sub-
ject on which the committee is still working. The maximum size of book which lends itself well to machine production and which seems advisable to the committee, contains a page 10 inches in width by 12½ inches in height. The maximum thickness of the book with this size of page may not be more than one and a half inches, or between 125 and 150 pages of two-side printing. As to inter-pointing, we find that the reduction of legibility of two-side printing as compared with one-side printing is very slight, retarding the speed of reading on an average of about 2%.

As to the cost of production, there is a saving effected by two-side printing of approximately 50% in the cost of paper and approximately 35% in the cost of binding. The cost of press work is probably about the same in both processes. The cost of inter-point plate making is probably less than 20% in excess of one-side plate making. Assuming that the excess cost is 20%, this difference will soon be absorbed in the other savings.

From the standpoint of the reader, the prime advantage of two-side printing is its reduction of bulk. After the first few copies are printed, however, there is a distinct saving in the cost of production.

**Recommendations**

The Committee adopted unanimously the following recommendations:

**Dimensions.**

That Braille books be published in accordance with the following dimensions:

a. Size of volume not to exceed 1½ inches in thickness, exclusive of covers, and the spread of cover when open not to exceed 22 inches—except where some peculiarity in the subject matter makes a broader book essential.

b. Size of page not to exceed 12½ inches in height and 10 inches in width, except where some peculiarity in the subject matter makes a broader page essential. Top and bottom margin not to be less than ½ inch.

c. Length of line not to exceed 8½ inches, except where some peculiarity in the subject matter makes a longer line essential.

**Style of Printing.**

a. That Braille books be printed by the interpointed method, except where some peculiarity in the subject matter does not lend itself well to the limitations of two-side printing, and except where the use of the books requires that they be printed in a form easily read by sight.

b. That a method of interpointing be employed which will reduce to a minimum the tangibility of dots on the obverse side of the page.

c. That printing be done in such a way as to leave as much calendared surface as possible on the paper.

**Color of Paper.**

That books be printed on a slightly tinted paper.

**Style of Binding.**

That books be bound with a style of binding which will permit of as
flat opening as possible, consistent with strength and durability.

That a sub-committee of persons skilled in the methods of Braille embossing followed in America, visit Europe to study and report on the methods of Braille publishing employed abroad, giving special attention to the following subjects:

a. Processes and materials used in two-side printing.
b. Machinery used for Braille writing and printing.
c. Styles of maps used abroad and methods of producing them.
d. Tangible appliances used in mathematics.
e. Management of libraries for the Blind in Europe, with a view to ascertaining, if possible, ways and means of increasing the calculation of embossed books used by the Blind.

That the Committee continue its investigation into ways and means of reducing the cost of Braille embossing; and that it study the relative legibility of Braille type of various dot spacings, various letter spacings, various line spacings, and various dot heights. That it give special attention to the desirability of publishing Braille books with a uniform letter spacing.

**Editor's Note:** The complete report of the committee on the reduction of Braille Publishing adopted on August fourth has been mimeographed for the sake of those wishing to go further into the technical aspects of the subject. A copy of this report will be sent on request.

An Ink Print Copy of the Braille Music Key

By Robert B. Irwin

**Music** teachers of the blind have felt for some time that an ink print copy of the Braille music key is seriously needed. The key now used in this country was prepared by Mr. L. W. Rodenberg, stereotyper for the Illinois School for the Blind, Jacksonville, Illinois. It was originally intended merely as a reference handbook for use in the Illinois Braille printing shop. It attracted such favorable attention that it was embossed for general use among schools for the blind.

Before putting it into ink type, however, it was decided that a careful revision should be made to clear up certain ambiguities and otherwise to increase the usefulness of the volume.

At the June meeting of the executive committee of the American Foundation for the Blind, it was voted to employ Mr. Rodenberg to begin work immediately on the preparation of this work for publication. After Mr. Rodenberg has made his preliminary re-draft of the text, it will be submitted to a committee of experienced music teachers of the blind, for their thorough-going criticism.

At the July meeting of the Board of Trustees of the American Printing House, it was voted to publish this revised edition in ink print as soon as the approved copy is ready.
An extract from a recent letter from Mr. Rodenberg follows:

"You ask what progress I am making with the music key. That I am at it is the only certain thing I can report.

"The work is a little more difficult than I had anticipated. Although I have ten Braille texts on my desk, every point must be weighed, and usually re-worded to fit the purpose. Often I have to whip myself into battle with the numerous bogey contradictions in usage. The character of our new text will be enhanced if it is left free of historical and dialectical elements. Perhaps I am not without sympathy in this need to champion a tiny phase of national self-assurance. Yet, what is American must be so only because it is essentially true and practical. Since I am making the staff notation somewhat archetypal to my work, I am spending considerable time with the half dozen ink dictionaries and encyclopaedias. In spite of complete and preliminary analysis of a subject, wording of definition and rule is always difficult. For more than a week I have been contending with thirteen directions for the use of slurs and ties, till now every curved line I meet tempts analysis."

UNITED STATES VETERANS BUREAU
WASHINGTON

June 19th, 1924

Mr. M. C. Migel, President
American Foundation for the Blind
One Madison Avenue
New York City, N. Y.
Dear Mr. Migel:

Your courtesy in sending to us a copy of the "Outlook for the Blind," containing the editorial in regard to the publication of books in revised Braille under the direction of this Bureau, is greatly appreciated.

It is our hope that these books will be of service not only to the ex-service blind, but also to all those who have had the misfortune to lose their sight.

Very truly yours,
Frank T. Hines
Director
The Work of Miss Ora H. J. Harris, Thirty-two Years Principal of a School for the Blind

By Catherine de la Mache

MISS ORA H. J. HARRIS, for thirty-two years Principal of the School for the Blind, Pittsburgh, Pennsylvania, is retiring at the close of this school year and returning to her home in Galena, Indiana.

Miss Harris was born in Mooresville, Indiana, and received her education and training in the schools of that state. She has been identified with all departments of school work, having taught successfully in the grade schools of New Albany, Indiana, from which she advanced to the position of Assistant Principal. Later she was elected to the Junior High School of Evansville. Afterwards she taught for four years in the German Annex Department of the Indianapolis High Schools.

By this time, Miss Harris was recognized by the educators of Indiana as a successful teacher of high standing, and the School for the Blind in Indianapolis, realizing her value, secured her services.

When Mr. H. B. Jacobs, former Superintendent of Indianapolis School, came as first Superintendent of the School for the Blind in Pittsburgh, he prevailed upon Miss Harris to come here to take charge of the Literary Department of this school. She came, and so well was her work appreciated, that year after year she was re-elected, and at the end of thirty-two years of service she leaves at her own request.

Miss Harris has the heart and brain of an instinctive teacher. She has done wonderful work in bringing the school up to its present high standard.

No one can take her place. Every phase of the work, every need of the school, every pupil who has passed under her charge, is known to her. She has been a tower of strength to the teachers and officers of the school. We wish her the joys a well-earned leisure should bring.
W. HOWARD HAMILTON

RETIRING SECRETARY
W. Howard Hamilton

W. HOWARD HAMILTON, retiring secretary of the American Foundation for the Blind, descended from a line of men principally engaged in professions, his grandfather and his great-grandfather on his mother's side were lawyers. His great-great-uncle, Thomas Burgess, was a distinguished lawyer in the early days of North Carolina.

On his father's side, both his grandfather and his great-grandfather were prominent physicians.

Mr. Hamilton is a graduate of the City College of Baltimore, Maryland, and in 1907 received the degree of LL.B. from the University of Maryland. Later he entered the practice of law as an associate with Ritchie and Janney, a prominent law firm in the city of Baltimore, afterwards forming the firm of Ritchie, Janney, Griswold and Hamilton, of which the Honorable Albert Ritchie, the present Governor of Maryland was the head.

Upon the dissolution of this firm on April first, 1915, Mr. Hamilton engaged in practice on his own account in Baltimore, specializing in corporation work. He represents a number of important industrial and financial corporations having offices in Baltimore. He is director of the Calvert Bank and is director and counsel of the United States Mortgage Company, the Pittsburg and West Virginia Sand Company, the Yellow Cab Company, the Maryland Warehouse Company, as well as other corporations operating in Baltimore.

During the World War he rendered voluntary legal service to the United States Government in the administration of the Selective Service Law in Maryland and took active part in the sale of the several issues of Liberty Loan Bonds for the Government.

Mr. Hamilton has always been interested in philanthropic work, and takes an active interest in the Men's Club of the Emmanuel Episcopal Church of Baltimore of which he is Senior Warden.

Mr. Hamilton gave gratuitously his legal services to the American Foundation for the Blind during its early organization. No matter how busy he was with his own affairs he always found time to give generous counsel. At the first meeting of the board of trustees of the American Foundation for the Blind held November 28th, 1921, Mr. Hamilton was unanimously chosen secretary. The board of trustees regrets that Mr. Hamilton has resigned as secretary and trustee of the Foundation. He is, however, deeply interested in the future development of the Foundation, and will do all in his power to further its work.
Blind Women Who Have Conquered
Psycho-Analysis and Its Relation to Blind Personalities

By Leila Holterhoff Heyn

WHEN I was in Germany for educational purposes some years ago, I became intensely interested in the subject of psycho-analysis and its possible special application to the study of blind personalities. My enthusiasm in this matter happily led to acquaintance with several physicians who were of a naturally experimental turn of mind, and they, as much as I, were eager to see just how far a person without sight could venture into the field of medical psycho-analytic research.
It was thought best that my studies should begin in a regulation nurses' training course, so I began the usual probationer's work and continued through the entire course. The adventure proved quite successful and no essential difficulty arose except when intricate laboratory work was required of the student nurse—microscopic inspection of the nerve skeleton, for instance.

Medical study at Berlin University followed the training course in nursing, and, throughout the course, special stress was laid on the subject of the mental aspects of the cases.

Work in the clinic for insane patients came hard upon the heels of my medical studies. Here the fear element was entirely lacking because of my inability to see the patients. This saved me much nervous strain. Modern methods in the treatment of insanity follow the psycho-analytic path, so work in the clinic was of special value to me.

During the war, I was placed in charge of shell-shocked patients, and so found opportunity for definite experiments in psycho-analysis. At the close of the war I continued my studies at Columbia University, where I am now embarked on a very definite course of intensive study of industrial psychology and its applicability to blind personalities.

As a child I was subjected to the usual misunderstandings that are the automatic accompaniments of the state of blindness. I spent but three months in a school for the blind—during the rest of my school career, I was just one blind child among sighted children.

I feel that insufficient attention has been given to the study of mannerisms and peculiarities among blind people, and that this holds particularly true in "border-line" cases—melancholia superinduced by blindness.

I am happy in my professional studies, for I am always conscious that I have embarked upon a career that holds forth definite promise as a real medium of help to those who wander within the shadows of the "border-land."

**How a Blind Girl Educates Seeing Children at the Boston Public Library to a Love of Good Reading**

By Alice M. Stewart

The story-telling field is a very joyous and interesting one. I am official story-teller for the public library of Waltham, Massachusetts, and have been assisting the story-teller for the Boston Library and its branches. This work has given me opportunity to meet various groups of children—those from poor, crowded sections of the city, and those from better homes. I have been interested to see the eager enjoyment with which the children of the poorer class listen to all stories, while those from better homes need to cultivate a real love for stories.

The story-teller's work is mainly to educate the children to a love of good reading. This is being accomplished through once-a-week story hours after school. The story hours are held in the libraries and most of the children are of fifth and sixth grade age, although there are some below these grades and a few as far advanced as the high school grades.

The continued story is a special favorite. In a group of Hebrew chil-
dren to whom I was telling "John of the Woods" by Abbey F. Brown, in continued form, I found that a great many of them had read the book or had taken it out after I commenced and had read it through, but every week when the day came for their group to meet, they would call out "John of the Woods!" They knew what was coming, but they wanted to hear it told.

There was one school where I told the children a portion of "The Secret Garden," by Burnett. Afterwards, I told them that they would find the book waiting for them in the library. The librarian told me that about seventeen children came for the book that same day.

Stories for the children's hour must be carefully selected and prepared. I do not memorize them, for nearly all need cutting or arranging. In order to choose the best, a great deal of reading must be done, I try to use stories that are printed in Braille, but when these are not obtainable, I have the stories read to me and then copy them myself, so that I have accumulated quite a valuable library of my own.

I have found that the story-teller of today must have as a background a good collection of standard works from which she may draw, before she enters the story-telling field. Ample time must be given to the study of great stories under the supervision of experienced story-tellers. Thorough preparation and training is absolutely essential to success. A love for children's stories and a great love for children themselves must be inherent.

I often wish that the libraries in schools for the blind might have the benefits of such story hours. What a blessing they would be to children who cannot browse among books as seeing children can. Appreciation of good literature opens a channel to a storehouse where many hours of rich enjoyment may be spent all through life.

The work has proved successful in giving the children a higher standard of reading, and in increasing the circulation of books in their reading room. I cite an instance showing one result of the story hour. A librarian informed me that "Robin Hood" was not read as much as it should be, so I immediately commenced to tell adventures from this book. After telling five stories, I inquired if the children had begun to take the book. The reply was—"My, yes! They are three deep after it!"
From Paper-Box Factory to University and High School Teaching

By Eleanor G. Brown

My desire for an education must have manifested itself at an unusually early age, for when I was but six years old, I was sent to a school for the blind only because of a definitely expressed wish on my part. I was such a nervous child that the doctors did not think I could live long, so they decided to humor me in my desire for an education, while there was yet time.

I thrived at the school, and remained there until I was twenty. As my mother had died during my school days, I was obliged to earn my living immediately after graduation. There was nothing definite that I could do, so I was sent to work in a paper-box factory. During the two years there, I missed my books intensely and determined to continue my education on the ninety-five dollars which I had saved. I registered at the Ohio State University and commuted there every day from the school for the blind where I was permitted to live. During the last three years of my course, I borrowed sufficient capital to board near the university and this proved a much more convenient arrangement.

Paying for a reader was one of the greatest items of expense during my university days, for I had to do a vast amount of extra reading, having entered without the equivalent of a high school education. Fortunately, the law providing for a reader's fund was passed during my senior year.

As the result of the efforts of Mr. Van Cleve, then superintendent of the Ohio School for the Blind, I was given the opportunity to teach in the
local high school. As a compromise, I was called a “coach teacher,” but I did not coach—I taught Latin and two grades of German and English. At present I teach only history and handle two hundred pupils in study hall and recitation periods. After eight years of teaching under the title of “coach teacher,” I was placed last year on the regular teaching staff, and at the regular salary.

Three years ago I won my master of arts degree at Columbia University, and this summer is being spent at the University of Colorado, where I am working for the degree of doctor of philosophy.

These are the simple facts of my life and work, without the touches that go to constitute the joys and sorrows to which all humanity is heir. To me, the things of the heart are not readily the things of the pen.

Establishing a Practice as a Masseuse

By Alma E. Parker

There are many factors which have contributed to my success, but brevity is essential, so I shall confine myself to only the important phases of the situation.

In June, 1907, I graduated from the Philadelphia Orthopedic Hospital and Infirmary for Nervous Diseases. Dr. S. Wier Mitchell, one of the most famous nerve specialists ever known in this country, was then alive, and it was my privilege to obtain a personal letter of introduction from him. This letter has been of inestimable value to me. Dr. John K. Mitchell also gave me letters to physician friends of his in Buffalo, New York, and, armed with these letters, I went directly there.

I chose Buffalo for my work, because it was near my childhood home and there were several relatives and friends living there. I reached the city on Sunday, June twenty-fifth, and arranged to live with a cousin, in a pleasant part of Buffalo. On Monday morning I obtained the names of several of the leading physicians of the place, and that morning and all of the next day were spent in trying to convince them that I was quite able to do the work I had chosen. Some of the physicians greeted me with great warmth and fine promises of work in the immediate future. Others were indifferent, and their attitude seemed to say: “When you show us, we will give you a chance.”

Wednesday brought my first patient. My feelings on that day were indescribable. I made an appointment for the following day and prepared to make my first call. On Thursday morning I dressed plainly and went to the house of my patient. I must confess to great nervousness. I observed the arrangement of the house, the patient’s room and the bathroom. Before entering the sickroom I placed a fresh white apron over my dress, then, with a smile and as much courage as I could muster, I met my patient.

The first treatment went much better than I had expected, and was evidently satisfactory, for an engagement was made for the next day. In three weeks, after nineteen treatments, the patient left town to finish convalescing at the Thousand Islands. Apparently I had made good. This first case proved to be the best for some weeks. During the summer, several short cases found
their way to me, but not until the winter did I have one for each day. My receipts for the first year were three hundred and thirty-three dollars. This, one of my physicians told me, was about the same as his receipts for the first year, and so I felt more comfortable, for it had seemed to me that I should have done much better. The second year doubled my earnings, and since that time I have been able to maintain a good income.

The question of a suitable guide is an important one. I prefer a young girl from fourteen to eighteen years of age, and I usually obtain her through an advertisement in the newspapers. My experiences with guides have been varied, but on the whole, I have been fortunate. During the past winter I have employed boys for my evening work as they are better able to care for themselves after leaving me at my home. When I commenced my practice seventeen years ago, girls were satisfied with three or four dollars a week. Now, twice or three times that amount is demanded. Street car fares have increased, as have living expenses in general, but the price of treatments has not increased proportionately.

There is much to be said in favor of private practice, but there is also much in favor of an institutional position. In private practice one meets people from all walks of life. In an institutional position there is a large measure of escape from the nervous strain produced from constant contact with city traffic. The yearly increase of motor traffic is a serious problem to those of us who are without sight. Part-time private practice and part-time institutional work is the ideal way. There is a successful young blind practitioner in Buffalo who is employed in an institution for crippled children on a part-time basis, and gives the remainder of the days to her private practice.

It is impossible to over-emphasize the importance of advertisement through the proper channels: personal calls upon physicians, follow-up cards and telephonic reminders. In the first days of my new business life, I installed a telephone in my own name and had some business cards printed. I constantly learned of new physicians and called upon them. This is an important point in establishing a practice: Keep before the physicians all the time.
How I Teach Crippled Children That Handicaps Are Merely Obstacles to Be Overcome

By Nevart Najarian

The “Children’s Island” is such an interesting place and the ideal of the sanitarium is so high that it is difficult to give a few facts about the work of a single ward. However, I shall try to describe my small share of the work.

The sanitarium, situated on Lowell Island in Marblehead Harbor, is a summer hospital-home for children who live in the hot and crowded districts of Boston, and is ideally located for those who suffer from tubercular bones and joints—after effects of infantile paralysis, anaemia, debility, malnutrition and rickets. The work is supported by private philanthropy.

The children are divided into four groups, according to ages, physical defects and the amount of care needed. I have a ward of twenty-two boys ranging in age from two to twelve years, all of whom require plenty of sunshine from early morning until late afternoon. Most of my boys are in bed, and some of them are in casts, or high frames called “shells,” which are used to support their backs. A few are in braces.

I have four volunteer assistants—delightful college girls who come here for experience and are willing and eager to perform all duties. Two of these girls assist me in the mornings and two in the afternoons. A ward maid attends to all the sweeping and helps in a general way.

The manual part of the work is not difficult. There is the usual ward work—making beds, bathing the children and serving meals. On pleasant days beds are rolled out on the porch and the bodies of the children are gradually exposed to the sunshine. Those boys who are out of bed indulge in swimming while the bed patients are having the sunshine treatment. Every afternoon the children do handwork under the supervision of a teacher of occupational therapy. Volunteers give just enough help to keep things running smoothly. I try to avoid having the children helped too much, as that would tend to make them extremely dependent. The spirit of the workers helps to keep the youngsters happy most of the time and I do not have to strive for a cheerful atmosphere. My duty is to let these handicapped children realize that each handicap is merely an obstacle to be overcome,
and to cultivate the atmosphere of freedom of action, without that over-accentuation of liberty that may so easily become riotousness.

**Door Attendant, Telephone Operator, Typist and Finally—Normal School Teacher**

By Ella Jeanette Slutz

With the last blast of the March winds of 1888 I entered the world as the sixth child of the Methodist minister of Kingsville, Ohio.

Early in life my vision became imperfect, as the result of infantile glaucoma, which completed its darkening work after I reached maturity. When I was eight years old, my father took me to the Ohio State School for the Blind, and he tells me that in my eagerness to go to school and be like my playmates, I pulled him all the way up the school walk. Under the guidance of kind and inspiring teachers, I finished my high school work and graduated in 1908.

My father had often questioned me with regard to the choice of a possible lifework, and, since I could not see well enough to enter the trained nurses' profession, I decided that I would rather teach than do anything else. Before I left school, I applied to the superintendent for the next position that should be available on his staff. The following summer I accepted the position of door attendant, with the hope that it would lead into something better. It proved limited in its possibilities.

After a year of visiting with relatives and friends, I went to Clovernook Home for the Blind, and there I learned to weave. The next year the managers appointed me stenographer in their newly established printing house.

In the summer of 1915 the Trader sisters discovered my secret desire to attend college and there equip myself for teaching. There and then, plans were afoot which helped to make this great dream of my life come true. The following September I was a freshman at Ohio State University, residing at the State School for the Blind, where I answered telephone calls at odd times and thus helped to pay for my board and room. Two delightful years passed in this manner until the close of my sophomore year, when my health broke down. It was only through the skill of the "Red Pepper Burns" of Columbus and the restorative effects of a summer in the country that I was enabled to return to my college work.
The next winter was spent with my sister in Indianapolis, and during the second semester I took light work at Butler College. In the autumn of 1918 I was permitted to return to Clovernook and I also attended Cincinnati University. I had loved Ohio State University so much that I thought I could love no other, but my heart was soon won by the cordiality of the students and faculty of Cincinnati. I graduated from the Liberal Arts College of Cincinnati University in 1920 and a year later received my master of arts degree from the same University.

In the meantime, my father had been superannuated from the ministry, and had settled at Kent, Ohio, about two blocks from Kent State Normal College. I was advised to apply there for a position, and received my chance. President McGilvrey gave me two classes through the second half of the summer term of 1921—American History and American Literature. I enjoyed them both.

In September I returned to Cincinnati to work for a doctor of philosophy degree, but this was interrupted by the offer of a position in the office of the Ohio Commission for the Blind. That summer I again accepted work in the summer school of Kent State Normal College. This time I was given three classes in English. A similar leave of absence for summer work has been granted every summer since, and I am now in the fourth year of such summer teaching.

It is difficult for one to judge of one's own work, but I do think that the students enjoy my classes and their response certainly indicates progress.

As the summers come and go, I feel that the renewed acquaintance with the students is mutually welcome, and that the valuable friendships gained among both students and faculty will prove to be some of the richest treasures of life.

Music a Prelude to Osteopathy

The path from music to osteopathy would seem to be obscure and difficult to travel, yet Dr. Claire E. Owens of Nebraska has followed it triumphantly.

For nineteen years after her graduation from the Nebraska School for the Blind, she followed the profession of music—teaching both piano and voice, training church choirs and community choruses and supervising public school music in Exeter, Geneva and Fairmont, Nebraska, and also in Oakland and Macedonia, Iowa.
Radio-Criticism a New Profession for the Blind

Miss Marjory Stewart, blind radio-critic for the Westinghouse Electric and Manufacturing Company, regards radio criticism as a profession that is fraught with tremendous possibilities for blind persons of particular endowment. The demand is for intellect, education and concentrative ability but the possession of sight is in no way an essential factor.

Criticism plays an important part in radio broadcasting. It serves as a consistent check on programs by eliminating worthless or negligible numbers, and so establishing a system of standardization, and as a medium through which announcers may be schooled in matters of style, pronunciation and so forth, too much cannot be said in its favor. The supervision of daily programs for children plays an important part in the activities of the radio critic.

A solid educational background, inherent literary proclivities and the ability to be a good listener, are all absolutely essential pre-requisites, and blind university graduates, particularly those who have majored in English, should experience no difficulty in storming this particular professional citadel.

Miss Stewart regards radio as an important factor in the future of University extension courses, and thinks that through its medium, specially adapted courses will find their way into the homes of blind students.

Radio criticism presents a challenge. Let us meet it.
The Mistress of the Inn

THERE is a charming Inn at Brookland, D. C., near the national capital which is the rendezvous of notable people. Representatives of diplomatic and society circles gather to enjoy its hospitality, actors and actresses appearing in local theatres run out for an evening at the "College Inn," and students from Trinity College make it their club house.

The Mistress of the Inn is Miss Louise Moore, who lost her sight when but seven years old. After the usual training, received at the Baltimore School for the Blind, Miss Moore entered Trinity College in 1911, and graduated four years later with the bachelor of arts degree.

Previous to entering college, Miss Moore had conceived the idea that a scholarship extending its privileges exclusively to blind applicants would be of great benefit. When she entered Trinity, she enlisted the interest of the students in her project and raised five hundred dollars in the first few years. This amount was gradually increased by benefits and a "tag day," until twenty-five hundred dollars, the amount required for a tuition scholarship, was realized in 1915, the year of her graduation. A sandwich shop was opened in the main hall of Trinity College during her senior year, and this shop proved one of the main factors in achieving results. The fund has now been increased to six thousand dollars, and the first tuition scholarship, founded in 1915, has already extended its privileges to one student who graduated in 1919.

In the spring of 1923, Miss Moore purchased a large strip of land within walking distance of Trinity College and erected an attractive building thereon. This building is the present College Inn, a flourishing establishment conducted by Miss Moore as a strictly personal enterprise. A small tea shop is now operating for the purpose of raising a twelve thousand dollar scholarship fund for blind students. This shop is an outgrowth of the original sandwich shop.
Recently, many prominent Washington women expressed their admiration of Miss Moore’s unique work by giving a reception for her at the New Willard Hotel.

The new shop will surely succeed.

Miss Ella Graham of Crawford, Texas, is teaching English and History in the Crawford High School. She became blind when but five years old. Two years later, she was sent to the State School for the Blind, at Austin, from which she graduated with honors and a gold medal for general excellence. Later she won through her university course at Baylor University, Waco, Texas, and there received her bachelor of arts degree. Experimental teaching at Baylor led to her appointment at the Crawford school.

Lectures throughout the State enabled her to pursue studies in northern universities leading to the master of arts degree, which she hopes to win from Columbia University in 1926. Miss Graham has force and uses it.
The Diversions of Two-Score Blind People

By Edward E. Allen
Director of Perkins Institution
and
Massachusetts School for the Blind
Watertown, Massachusetts

I HAVE felt for a long time that a tabulation of blind people's diversions would be helpful both to teachers of the young blind and to older people who no longer see. In order to make such a tabulation I requested readers of the Ziegler Magazine to write to me concerning their diversions. Forty-two of the fifteen thousand computed readers of the magazine sent in replies. These replies, though so few in number, are excellent, full and valuable. They come from all parts of the country and most of the writers are institution-trained, active, busy citizens, while a few of them are still students and still others describe themselves as "laid on the shelf" because of old age. These last named would be unhappy indeed, were they unable to while away their accumulating hours of leisure.

Twenty-eight of the forty-two replies are from men, sixteen are from women, two are handwritten, three dictated, four in point or braille, and thirty-three are typewritten—indicating that most of those replying are owners of typewriters. One of the best letters, however, is in point.

Having tabulated and studied the replies, I find that they mention one hundred and two different diversions; that as a rule the men tell of having nearly twice as many, both in number and variety, as do the women, that, while they resort more often to the purely passive pastimes, like listening to radio or phonograph, they also indulge far more in the active outdoor sports like rowing, fishing and hiking. One of them even enjoys opossum hunting with dogs at night. In matters of self-entertainment, however,—reading, puzzles, solitaire, story-writing, etc., the women accomplish more than the men. One woman and eight men find their greatest relaxation in swimming. Eight returns, most of them from men, stress love of nature—the solitude of the woods with their occasional bird notes and the music and murmurs of the leaves and water courses. Strangely enough, no one mentions smoking even as a pastime.

In general the diversions oftenest mentioned are the social ones like cards, dancing and clubs. Second in frequency come out-of-doors activities, particularly walking with friends. Third—self-entertainment. Fourth—the purely passive. Fifth—home occupations, where we find that a few of the men enjoy housework. Sixth—the sought entertainment—concerts or visiting places of interest. Seventh—social service pursuits—teaching fellow blind people gainful occupations and pastimes, or entertaining children.
The most popular single diversion is reading.

The following are interesting comments from some of the letters:

"Because idle moments are liable to become morbid ones, diversions keep off bitter thoughts. They turn hours into minutes rather than minutes into hours."

"When you round out the other half of the blind man's life, you are doing a real work. Therefore, study the blind child's diversions while at school for a clue to his inherited bent and encourage him in them. His school training is apt to be too intellectual. Foster his social tendencies, especially if they are like those of seeing children, for the diversions of blind men and women should be the same as those of seeing people."

"Blindness is more a social than an economic barrier."

"Athletic competition should be sought for and continued mainly for its social contact, not only in school or college but afterwards."

"People are judged largely by the way they spend their leisure time. The blind might well become experts in table games, such as checkers and chess, and by beating most comers might gain directly in credit and indirectly in business. They should certainly cultivate the universal pastimes of cards and dancing."

Some diversions should be related to exercise, like walking; and swimming is strongly recommended as most refreshing and uplifting, begetting that health which is one of the greatest of life's assets.

Finally, frequent stress is placed upon correspondence with friends—hosts of them (Nationally in the mother tongue and internationally in Esperanto), a most delightful and mutually satisfactory pastime, since it brings "Light in Darkness, Hope in Despair and Help in Need."

The thought is that healthful diversions brighten quite the half of life and that those who spend their leisure without them are the really blind.
New York Institute for the Education of the Blind Has New Headquarters

On June twelfth, 1923, there was laid the cornerstone of the new school buildings of the New York Institute for the Education of the Blind. We presented a brief notice concerning the event in the September issue of last year, and it is interesting that this year’s September issue likewise carries news of the buildings.

The buildings are located at Williamsbridge Road and Pelham Parkway, on a site that is considered one of the finest in Greater New York. Built on a centralized school-building plan, they are well balanced and arranged for their purpose. There are seven buildings, set well back from the road.

The very finest type of house-mothers obtainable have been secured, and it is hoped that their influence in socializing the school atmosphere will be far reaching indeed. There is a common dining room for all.

The exact date for the opening of the school cannot be announced at this time, but it is expected that one hundred and twenty pupils will attend and will find a warm welcome and cheerful environment, as well as an entirely adequate and competent staff of teachers.

The New York Institute was one of the first schools for the blind in the United States. A group of philanthropists started it in 1831, and the first sessions were held in the residence of one of the founders.
JULES ROMAINS

From the painting by Paul-Emile Bécat
Eyeless Sight

A Review by Leonard Sackett


M. JULES ROMAINS is known in France as the leader of the Whitmanist poets, as a novelist, and as a student of philosophy and the natural sciences. In this last capacity he has been credited, since the appearance of his volume on extra-retinal vision in 1920, with one of the most remarkable discoveries of modern science.

In an investigation of somnambulism, M. Romains, trying to explain the unerring sense that guides the sleep-walker among obstacles and on hazardous heights, was led to consider the possibility of sight without the eyes. A study of clairvoyance gave his investigations a turn to anatomy. Microscopic anatomy has outrun physiology; the human skin reveals "anatomical structures to which no physiological function has yet been assigned, or functions whose attributes rest on a doubtful basis." It is M. Romains's theory that certain of these microscopic structures in the skin, specifically those known as Ranvier's corpuscles, are "eyes," or as he terms them, "ocelles." Countless, they cover the body; extra-retinal or paroptic sight is possible through the ocelles of the face, throat, hands, trunk, legs.

The psycho-physiology of paroptic sight as given by M. Romains is only tentative; it will need arduous hours in the laboratory before it, or an alternative solution, is verified. But as empiric fact, whatever its explanation, the paroptic visual faculty itself compels one's assent. M. Romains's subjects, their eyes sealed and bandaged, distinguish colors in delicate tints, read a page of a novel, make out a house on the horizon, or recognize a photograph behind them. "This phenomenon is of a certain generality. It is even likely that every individual is capable of exhibiting it in certain conditions." Experiments with blinded soldiers suggest that for their kind, M. Romains may become a Prometheus.

In any case, M. Romains is an artist, and with all his scientific reserve he has known how to give to his book the strength and suspense of romance of adventure that it is. To any reader it will be fascinating; let him skip over the first two chapters of technicalities. One of the most interesting chapters of all is postponed modestly to an appendix—the author's story of the origin of his theory, of its development, of the untoward circumstances of its trial at the Sorbonne, of the calumnies leveled against the author, and finally of its reception. As to the theory itself, it is nugatory to say that one is convinced when Anatole France and a distinguished company of academicians have signified their conviction in writing.
The Right Man in the Right Place

ALL thought concerning blindness as a hindrance to right functioning in industrial and professional circles must be eliminated from future business issues. The question of adaptability and training must take the place of paramount importance. Lack of sight has nothing whatever to do with brilliancy of mind and possibility of attainment. Our people have proven their worth, and a state of mind must be brought about, whereby the public shall cease to regard unusual attainments by blind persons as miracles.

There are many blind persons of unusual intellectual endowment who have also acquired, through intensive courses of carefully selected study, the educational background that fits them to occupy positions of responsibility in the world of educational endeavor and social service. These persons should be given the opportunity to exercise their powers in those professions for which they are so admirably adapted.

A case in mind is that of Mr. Herman M. Immeln, who has received his Master’s degree from Harvard University, is intensively trained in matters of vocational guidance and educational counseling, and is qualified to teach Latin, German, English, history, mathematics, economics and the social sciences.

Here is a man who could qualify as principal teacher in one of our schools or as a progressive worker in one of our commissions. We have been stressing the idea of “The Right Man in the Right Place.” Here is your chance.

In this single issue of our magazine, we cite many instances of success attained by blind men and women in diversified fields of service. In every instance, success has been attained as a result of adaptability and training. Lack of sight has in no case proved detrimental to accomplishment.

In all future striving for an equality basis between our people and those who possess physical vision, a positive attitude toward success must be established, and never must the negative attitude be allowed to intrude.

Is It Not Worth While?

Last year, the American Foundation was instrumental in bringing about the organization of the Rhode Island Association for Promoting the Interests of the Blind.

The Association has recently established an “Outlook Shop” and this shop has been the means of removing two blind men from the jurisdiction of the state almshouse, and is enabling them to earn their daily bread.

The Foundation feels that these two redemptive cases occurring during the first year’s work, augur well for the future effectiveness of the Rhode Island Association.
Blind Children of the Orient

“Out of one million blind in China not more than 500 or 600 are in schools for the blind.

“India has more than 41,000 blind children of school age, but less than 400 are in schools.”

“Japan has 4000 blind children of school age, but not more than 170 are in schools for the blind.”

“In Yokohama alone 1500 blind children are born every year, but only a few reach school age. The majority are turned out to beg as soon as they are old enough to walk.”

Shop Ventures

To establish a blind person as manager of an independent store, due consideration should be given to every angle of the situation. Location, transit facilities, equipment, proper placement of fixtures, necessary painting, advertising and opening day should each receive careful thought. The success or failure of these undertakings leave an indelible stamp upon the public mind and materially affects all future ventures.

Study the individuality of the person who is to manage the store. A successful broom salesman may not be adapted to a managerial position. Remember that training and adaptability are matters of paramount importance. Business competition should be sought rather than avoided.

Blind Girl Composer is Sponsored by Madame Amelita Galli-Curci

Recognition from a world-famous authority is strongly inspirational. Madame Amelia Galli-Curci, in a letter to the Foundation, waxes enthusiastic about the talent of a young blind girl, and predicts that she will become one of America’s leading composers.

The Foundation for the Blind stands for achievement. Genius dies hard, and yet—in so many instances, public indifference engenders discouragement, poverty, and sometimes extinction. Therefore, one of our dreams revolves around a hope that the day is not far distant when blind genius shall receive such recognition and support as shall remove it from a milling struggle for existence, and place it in an environment most conducive to permanent achievement.

We would not choose to provide a bed of roses in place of necessary difficulties, but we do desire to see blind genius placed on an equality basis with sighted genius.

Madame Galli-Curci’s enthusiasm about Miss Fenner should cause other blind musicians to take courage to continue their climb toward success, always remembering that genius is said to be ninety-nine per cent hard work.

We congratulate Miss Fenner, and hope that she will go forward toward the substantial achievements predicted for her by Madame Galli-Curci.
Mr. Charles B. Hayes,
American Foundation for the Blind, Inc.
New York City

My dear Mr. Hayes:

I have your letter of the 22nd regarding Miss Fenner. She is very talented indeed; in fact, I have no hesitancy in saying that she should become one of America's leading composers. I shall sing several of her songs the coming season.

I have already spoken to Dr. Eugene A. Noble, of the Juilliard Foundation, regarding her studies. When Dr. Noble was here about ten days ago I sang for him a number of her songs. He was much impressed and is perfectly willing to undertake the matter of her studying. The Juilliard Foundation does not advance money for living expenses, however, and if some place could be provided for her to stay the matter of her studies under competent instructors would be taken care of by the Juilliard Foundation.

I sent under separate cover the picture you request, but it is perfectly dreadful of both of us—one of these glaring flashlights.

Believe me,
Sincerely yours,

P.S. Miss Fenner is nineteen, not fifteen. She writes her own words for the songs and the texts are lovely. She has only been writing music for one year.
Determination Versus Handicap

Award of the “Prix d' Europe” Goes to
Gabriel Cusson of the Nazareth Institution,
Montreal, Canada

Gabriel Cusson, winner of the three thousand dollar music scholarship that will enable him to continue his studies in Europe, hails from the Nazareth Institution of Montreal, Canada. He is twenty-one years of age, and has been trained entirely at the expense of the Nazareth Institution.

Blind from birth, he entered “Nazareth” when but five years old and soon displayed a remarkable talent for music. He early mastered the technique of the pianoforte and also studied cello, voice and composition. He is regarded as the best all-round musician who has ever competed for the scholarship—the “Prix d'Europe”—since its foundation.

His list of achievements include the following degrees from the University of Montreal:
1922—a degree for piano and pipe organ work.
1923—laureate in singing.
1924—baccalaureate in music.
1924—laureate from the “Academie de Musique” of Quebec.
1924—“Prix d’Europe.”

All of these degrees have been attained with “grande distinction.”

We join with the Nazareth Institution and the public in general, in wishing Mr. Cusson all success with his European studies. We are sure that he will win additional laurels abroad.
Destined to Be Blind

With determined purpose and dauntless courage, Herman M. Immeln has proceeded about his self-appointed task of securing an education that would enable him to take his place as an educator and as a worker in the ranks of the social service field.

Born in Milwaukee, Wisconsin, in 1895, a Fourth of July celebration destroyed the vision of his right eye during his sixth year, and, two years later, a bolt of lightning completely demolished the sight of the other eye.

Entering Perkins Institution in 1913, Mr. Immeln graduated in 1915, but returned to the school for a post graduate course in piano, organ and tuning. After leaving Perkins, six months of persistent effort secured him work as piano tuner and repair-man in a leading music house of Hartford, Connecticut. In the summer of 1917, he entered the Danquard Player Action School in New York City and graduated with a ninety-three per cent mark—the first blind recipient of a diploma from that particular school.

All the while, Mr. Immeln was preparing for college entrance and most of the preparation was accomplished without assistance. In 1918, he entered Trinity College, Hartford, as a freshman, but was compelled to return to piano tuning at the end of the year on account of lack of funds. Two years later, having secured the "wherewithal," he re-entered Trinity and completed the work for his A.B. degree in two more years, winning a scholarship for each year, and reducing the item of reader expense by tutoring those men who read to him. He accomplished the full four year course in three years.

During his collegiate career, Mr. Immeln was actively interested in athletic events, dances, socials, etc. He was a member of the track team for one season, and during his senior year was elected a member of the college senate and president of the Alpha Tau Kappa Fraternity. Senior year also brought to him the Mary A. Terry Fellowship, which was awarded in recognition of his scholastic attainments and general standing. In June of 1923, the fellowship and his A.B. degree enabled him to enter upon a course of graduate study at Harvard University, and that institution recently conferred its A.M. degree upon Mr. Immeln. Mr. Immeln's standing in the post graduate work at Harvard was rated as one hundred per cent in three of the four courses allowed as the maximum amount of work for a resident student.
FRANCIS CUMMINGS was born February 8, 1904, at Wilmington, Delaware. He received his early training at St. Anne's School. At the age of twelve, he lost his sight as a result of an attack of spinal meningitis. The Delaware Commission for the Blind became interested in the boy, and he was entered at the School for the Blind at Overbrook in 1917. After spending four years at this school, the last year of which he did post-graduate work at the West Philadelphia High School, he entered Delaware University in 1921.

Soon after entering college, Cummings was confronted with the problem of procuring French texts in Braille. He appealed to the Delaware Commission and to Overbrook, and these organizations, together with the American Printing House for the Blind, procured the two novels prescribed for his sophomore work. These books are Hugo's "Ninety-Three" and Balzac's "Eugenie Grandet."

During Cummings' freshman year at the University, it was proposed that a group of about eight students should do their junior work in France. Cummings was eligible, and when the chairman of the Delaware Commission for the Blind was asked his opinion of the idea, he said that he thought it would be beneficial to the young man.

On July 7, 1923, "The Foreign Study Group" sailed for France, and at the completion of a six weeks' course at the University of Nancy, Cummings was awarded a diploma for excellent work. In September the group went to Paris, where they completed the preliminary course at the Alliance Francais. They were entered at the Sorbonne in November. Cummings' work at the university resulted in an award of the "French Civilization Diploma."

Francis Cummings will return to this country next July, and will resume his studies at the University of Delaware.
Harvard University

Education of the Blind

An extension course consisting of lectures accompanied by demonstrations and practical exercises for teachers of the blind and the semi-sighted and workers with the adult blind.

This course is conducted by the Graduate School of Education with the cooperation of the Massachusetts Department of Education, Division of the Blind, and the Perkins Institution for the Blind. It was given for the first time in 1920-1921.

Mr. Edward E. Allen, Director of the Perkins Institution for the Blind and Secretary of the Massachusetts Association for Promoting the Interests of the Adult Blind, will conduct the course and give a majority of the lectures. With Mr. Allen will be associated Mr. Robert I. Bramhall, Director of the Division of the Blind, Massachusetts Department of Education. Other students of problems of the blind and workers for the blind will give occasional lectures dealing with special topics.

The course is designed to give in a short period a comprehensive survey of work with the blind and the semi-sighted. It will emphasize the problems which arise in the teaching of the blind. The course will meet regularly for lectures and class discussions on Fridays, from 4 to 5. Demonstrations will be conducted in institutions in the vicinity of Cambridge on Saturday mornings. The opportunities for observation and practice are ample and valuable. The hours have been arranged to make it possible for teachers, school nurses, public health nurses, social workers, and volunteers, whose interests already include work with the blind, as well as for those wishing to fit themselves for service in this special field, to attend both the lectures and the demonstrations.

Reading will be assigned to accompany the lectures, and reports of the demonstrations and practical exercises will be required for those who wish credit for the course. Perkins Institution has a very complete and probably unique collection of literature on the blind and this will be open to students in the course.
The first meeting of the course will be held on Friday, October 3, at 4, in Room 12, Lawrence Hall, Kirkland Street, Cambridge, Massachusetts. With the exception of the Friday and Saturday following Thanksgiving and the Friday and Saturday which fall within Christmas week, the course will meet weekly up to and including Friday, January 23. A three-hour examination will cover the work of the course at its conclusion.

So far as time permits, the following topics, and possibly others, will be covered by the lectures and reading:

The Blind of the Past and of Today; Types of Blindness; Sketches of Celebrated Blind People; What the Public Should Know about the Blind; Recreations and Pastimes among Blind People; The Social Status of the Blind; Literature on Blindness and the Blind; The Human Eye and the Causes of Blindness and Low Vision; History and Progress of the Movement for the Prevention of Blindness; Public and Private Provision for the Blind; Home Teaching for the Adult; History of the Education of the Blind; Means and Methods Used in Teaching; Education of the Blind Child—before School Age, in Residential Schools, in Public Day Schools; Psychology of Blindness and of the Blind; The Socialization of the Blind Child; The Teacher of the Blind; School Curricula; The Teaching of School Subjects; Border-line Pupils; The Deaf Blind; The Movement for the Separate Teaching of the Semi-Sighted; The Evolution of Embossed Systems of Reading; Libraries of Embossed Books; Vocational Training and Employment of the Blind.

The fee for the course will be $10, payable in advance. Checks should be made out to Harvard University.

Inquiries concerning the aims, scope, and content of the course should be addressed to Mr. Edward E. Allen, Director of the Perkins Institution for the Blind, Watertown, Massachusetts. Inquiries concerning registration, academic credit, other opportunities for study open to students enrolled for the course, and similar questions should be addressed to Professor Henry W. Holmes, Dean of the Graduate School of Education, 5 Lawrence Hall, Cambridge, Massachusetts.
SHORTLY before the Civil War, a little son was born to Quaker parents out on a farm in Central Indiana. He was William A. Hadley, destined to become a “follower of the dark trail” when in the midst of his success as a teacher in the Lake View High School of Chicago, eight years ago.

Mr. Hadley graduated from Earlham College at Richmond, Indiana, in 1881 and, during the next three years, taught in the public schools near his home in the winter months, and worked on the farm during the summer.

Feeling that the West offered better opportunities than were afforded at home, Mr. Hadley went to Minneapolis and taught in the public schools near that city for several years. While there, he found time to pursue courses of study in the University of Minnesota, from which institution he received the Master’s Degree in 1889. He was superintendent of schools and principal of the high school of a thriving town in Minnesota for a few years, but felt that his education was incomplete, so went to the University of Berlin in 1892, and there specialized in languages and philosophy.

Returning to America, he entered the teaching field, and occupied the chair in Latin at Marietta College in Marietta, Ohio, for two years, but the work in the public schools was more remunerative and Mr. Hadley found opportunity to teach in Illinois, and in 1900 entered the Lake View High School of Chicago.

Then came the suggestion that the blind could be taught by correspondence and Mr. Hadley seized upon the idea with avidity. The experiment proved so successful that at the end of two years the school was incorporated under the laws of the State of Illinois, a budget was raised, a board of trustees was organized, an office and equipment were provided, and a staff of workers assembled. Courses of study were planned and arranged, text books were embossed and printed.

News of the school has spread, and a total enrollment of more than five hundred pupils has been reached. Pupils are scattered throughout every state in America, and are to be found in China, India, Australia and Canada.
The Hadley Correspondence School for the Blind

W. A. HADLEY, Principal
Five Eighty Four Lincoln Ave.
WINNETKA, ILLINOIS

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New York Point or American Braille books must be borrowed from the libraries for this course, since there is no text-book in Braille Grade One and One-half.
How We Teach Typewriting in Our Sight Saving Classes

By Gertrude Thompson O'Connor
Former Teacher of Sight Saving Classes in Massachusetts and Ohio

It is agreed that the aim of all sight saving class teaching is to save sight through education. The saving of sight is a habit which we must inculcate every minute of the day into the lives of our sight saving class children.

Typewriting is a valuable medium in forming such a habit as it is a pleasurable activity. It is an activity which may continue in the life of a child long after he leaves the sight saving class, and so through it we perpetuate a sight saving habit.

To save sight we must remove eye and nerve strain, and any habit formed for the saving of sight must necessarily answer these two requirements.

To begin with, the first thing we consider in teaching typewriting is posture. The child must sit before the machine in an erect position with arms and hands relaxed. If he takes this position he will attain good results with a minimum of effort. He should be made conscious of this fact. The habit of correct posture is a step towards the improvement of the general health and the building up of the physical child.

There is less eye strain when reading if we look downward and outward. This is a sight saving axiom which every child should know. He should make the conscious effort to apply each day by placing his chart for keyboard drill or his copy for word drill to obtain the desired position for reading. The law of analysis would lead us to expect that having formed this sight saving habit in typewriting, any reading stimulus would evoke the same response.

Let us consider the method of teaching the use of the typewriter. The touch system is easily adaptable to our sight saving class needs, but to make the adaptation we must keep before us the aim of teaching typewriting, i.e., to have the child type-write accurately for his grade teachers any work that would ordinarily be written with pen and ink. From the first we must insist upon accurate work. Moreover, efficiency demands that the child be able to type his work and not to write it in pencil, then use the written sheet for copy.

We know the situation which confronts the pupil and the response which we wish to secure. This requires the “oral” teaching of typewriting and it can be made to “just naturally” teach itself orally.

To do this we must make it the child’s problem—one that he must work out for himself. Generally we find his first interest is centered about the mechanical devices of the machine. Then he will become interested in the keyboard and whenever he does, his learning of the use of the typewriter begins.

The important thing to impress upon the child’s mind from the beginning is that his fingers have a definite position on the keyboard and that the guide keys must be used for guidance. This habit removes the tendency to glance at the keyboard and the
child must be impressed that it is impossible to master touch typewriting and to be accurate if there is any such tendency.

Proper touch, which means uniformity and regularity, is sought for simultaneously with proper fingering. The accuracy of his paper is the test of the child’s precision of touch and he may listen to the sound as each type strikes the cylinder to detect any lack in uniformity or regularity of touch. It is well to let the child know just for what he is to strive, then he can go ahead and form the habit of typewriting.

For the actual teaching it is well to draw an enlarged diagram of the keyboard of the typewriter. First have the child print in the home keys on the chart, then find them on his typewriter. For drill in striking the home keys the teacher should dictate the letters which the child is to strike. The child repeats them orally and with his eyes on the chart strikes the keys with uniformity and regularity. As he strikes each key he repeats the letter. Soon he will be able to decide on what letters he needs the most drill and dictate for himself. As he is ready for the position of new keys the child should print them on his enlarged chart. With the acquiring of the knowledge of the keyboard he must be impressed with the necessity of always returning to the home keys.

An advantage of this method is that the use of all the fingers and their proper relation to the guide keys is taught from the first, but complete development of the weaker fingers is left until facility has been gained with the stronger ones.

Next, the child must take up his own word drills, keeping two points in mind as he compiles them:

1. He must choose his words with the idea of returning to the guide keys.
2. He must choose those words which require the moving of a finger only from one row to the next.

In time he will appreciate that his little fingers are weak and to strengthen them he must make up drills—to develop them.

There is need to recall to our minds facts of habit formation.

To acquire a new habit we must launch out with strong and decided initiative. The fact that the child is in a position to direct himself in typewriting allows him to make the connection with full energy and zeal.

Supervision by the teacher is necessary because we should never suffer an exception to occur until a new habit is securely rooted in our lives. So often we think we have formed a habit when we have merely instituted a practice.

The law of constancy permits no reversions or back-slidings so the teacher must give the closest supervision to the beginner to form right habits of position and fingering.

Accuracy is our aim and it must be insisted upon from the first. Perfect lessons must be required and an error should mean the tearing up of the paper. The child should be admonished to write slowly and evenly.

Concentration is an aid to accuracy. Ultimately to a certain extent mechanical typewriting is to be desired but the early practice should not be mechanical. Much inaccuracy in the early steps of touch typewriting is due to lack of concentration.
HOW WE TEACH TYPEWRITING IN OUR SIGHT-SAVING CLASSES

After a child has “made up” his finger and word exercises he must next “make-up” sentence drills. Children like to compose or to find sentences which contain every letter in the alphabet and are keen in writing words which will give the drill that they individually need. Letter writing follows and eventually compositions.

Since accuracy has been insisted upon, the child will take pride in writing a sheet and passing it in, without glancing at it, secure in the belief of its perfection.

The devices on the typewriter are taken up gradually and exercises in the arrangement of the paper are given in order to develop taste, judgment and originality.

Work should be accepted as each lesson is completed. The sheets should be fastened together in an attractive folder. Every child collects instinctively.

In order to teach the correct idea of typewriting we must keep certain facts continually before the children. Have them compose pithy slogans which will recall to their minds details which the individual needs to emphasize to secure perfection. These slogans may be written on slips and read by the child at the beginning of his practice period:

Sit erect.

Think of the position of each key as you strike it.
Always return your fingers to the guide keys.
Write slowly and evenly
Make perfect copies.
Concentrate on your work.
Cultivate accuracy.
If you make an error destroy the sheet and try again.

Such an adaptation of the touch system removes eye strain. Moreover forming the habit of typewriting in this way we are not employing a means which we later desire to obliterate—the written copy.

Nerve strain is relieved. The child sets his own pace, he works within his own limits, under the desirable emulation of rivalry with others.

If, when a child is attempting to concentrate on typewriting, we permit distractions, we are subjecting him to nerve strain. On the other hand the teacher attempting to concentrate on an arithmetic lesson who permits the distraction of the typewriter is also tolerating a nerve strain for the arithmetic class. The elimination of this form of nerve strain is secured by having definite typewriting periods in which all children not typewriting are either studying or doing occupational work in silence.
Minnesota’s Program
By Ruth Colby
Supervisor of the Department for the Blind
of the
State Board of Control

The Minnesota State Department for the Blind was established by the State Legislature on July 1st, 1923, but did not begin to function until August 1st, 1923.

The law under which we are working is quite different from that of other states, but is one that was carefully worked out by a commission appointed by the Governor to study the problem of the blind and to report to him accordingly.

Our duties, as assigned by the law, are broad, and, with an adequate appropriation, we should be able to accomplish an outstanding piece of work. However, for the present biennial period we are working under an appropriation of only twenty-nine thousand dollars per year, which is to cover all expenditures of the department, including relief. We are moving very slowly and are trying to make no expensive mistakes, as we realize that this is, to some extent, a trial period for the department.

The legislature felt that in view of the present general economic condition of the state, it was not wise to create an entirely new bureau, and, as a result, our department was made a part of the Children’s Bureau, which is the Welfare Department under our State Board of Control. Minnesota is peculiarly fortunate in the plan of organization of its Children’s Bureau. There are, in eighty-seven counties, seventy-three County Child Welfare Boards, members of which are available for investigations, reports and recommendations. Although these members serve without pay, they give most valuable service, and, since we are a part of the Children’s Bureau, we are privileged to use them.

So far, our staff is small. We inherited two workers from the State Agency for the Blind, which was formerly connected with our State School for the Blind, but is now a part of our department. One of these workers gives us full time, but lives at the School for the Blind when she is not going about the state. The other worker is located in Duluth, and gives us part time in the counties adjacent to St. Louis county. Beside these two workers we have only the supervisor and her secretary. However, we are hoping soon to have another field worker who will go over the state from the central office.

The first few lines of our statute show the enormous responsibility that is laid upon us as the agent of our State Board of Control:

“It shall be the duty of the State Board of Control to co-operate with state and local boards and agencies, both public and private, in preventing loss of sight, in alleviating the condition of blind persons and persons of failing sight, in extending and improving the education, advisement, training, placement and conservation of the blind, and in promoting their personal, economic, social and civic well being.”

We are earnestly striving to develop the department so that it will become,
not simply a public agency doing the things that are asked of it, but will become a first class social agency as well. Close co-operation with all existing agencies is maintained. An advisory committee has been organized and is composed of the heads of all the state departments who have any contact with the blind, together with two outside people selected by the ex-officio members. In addition to this group, a permanent case committee meets twice a month to consider difficult cases and work out a constructive plan for handling them.

The law imposes specific duties through which we should develop an organization of value. We are to collect statistics of the blind, “including their present physical and mental condition, causes of blindness, capacity for education and industrial training, and any further information looking toward the improvement of their condition.”

Special attention is to be given to children who are eligible to attend the School for the Blind, or public school classes for the blind, in order to see that they are receiving proper educational advantages.

We are to encourage special vocational training for the adult blind. Such training is given through our State Division of Re-education, which is permitted an appropriation for tuition, books, and, if needed, a reader. Our department then assists by allowing a specified amount to cover maintenance during the training period. It is frequently necessary to remove the individual from his previous environment in order to afford him the necessary training, and without the maintenance allowance, he would be unable to make the change.

We are then further empowered to aid the blind by home instruction; training; assistance in securing tools, appliances and supplies; by aid in marketing the products of their labors; and, finally, by care and relief for those who are incapable of self-support. We have done nothing about the home teaching and marketing phases of the situation, because we have no worker to attend to these problems, and our appropriation is so meagre that it is very doubtful if we can approach them at all during the present biennial period. We do hope, though, that our additional field worker will be able to survey this field in order to enable us to present the need to our next legislature.

We have already helped several people to secure needed equipment which will enable them to become more nearly self-supporting. At the suggestion of some of our blind friends, arrangements have been made, through which the individual may pay for the equipment in small installments, if he so desires. In these cases, a contract is made between the State Board of Control and the blind person, whereby he uses the appliance for a given length of time without making any payment. At the end of this time a report will be made as to the earning capacity of the individual and payments arranged accordingly. In addition to the feeling of independence that this gives the recipient of the equipment, it has the added advantage of providing a small amount of additional funds for more of the same work.

Regarding the relief portion of the statute—About the same time this statute was presented to our legislature, a direct pension bill was also
presented. Considerable debate followed, and it was not until the end of the session that the Commission's bill was passed. It gives us the right to grant aid to blind persons who are citizens of the United States; who have become blind while legal residents of the state, or were either legal residents of the state prior to January 1st, 1920, and continuously thereafter; who have been legal residents of this state for a period of five years immediately preceding the date of such application; and, finally, those who are unable by any occupation, or through lawful income of any kind, to provide themselves with the necessities of life.

We are trying to administer this relief clause with special care. We want it to be helpful and not the means of making dependents of former self-respecting people. Each application is carefully investigated and the amount allowed is made in accordance with the results. Owing to our limited appropriation, we are attempting only supplementary aid, but we do try to enlist the support of other agencies when it is felt that additional help is needed. We are making small allowances at the start, although we may be able to increase these when we have more adequate funds. At present our allowances for relief have ranged from five to twenty-five dollars a month, with an average of about twelve dollars a month. Until January 1st, 1924, ninety-one persons have been financially assisted by the department, seventy-seven of them having been granted relief, eight maintenance and six equipment.

This, in a brief way, gives some idea of Minnesota's program for her blind citizens. It is too soon to give results, but we hope to show constructive work of which our state may be proud.
Establishing a Lunch Counter in a Lithograph Plant

By Elizabeth Arnold

Employment Secretary, Cleveland Society for the Blind

"We have three hundred employees, and if your man can make it pay—go ahead!" Such were the words with which the vigorous executive of a lithograph company responded to the request of the Cleveland Society for the Blind, when we asked that one of our men be allowed to establish a luncheon stand within the environs of the lithograph plant. Within ten days our man was established, and a specially built stand had been installed.

The stand is five feet long and has a hinged cover with a lock and a "drop-foot" attached. The cover serves the double purpose of securing stock at the end of the day's sales and of affording an additional five feet of display space. The main part of the stand consists of a shallow sink for display of stock and a cupboard for surplus merchandise. An improvement would be a change drawer.

Stock is bought and paid for by the salesman himself. Profits belong to him and he develops his own business and keeps his own accounts. An agreement exists between the Society and the salesman, whereby a change may be made, should the present "incumbent" prove to be unsatisfactory.
The Relation of the Subsidized Workshop to the Workmen of Low Productivity

By Calvin S. Glover
Secretary of the Cincinnati Association for the Welfare of the Blind

We have been so preoccupied of late with undertakings of broad professional significance, such as soldier rehabilitation, training of teachers and social workers for the blind and the establishment of our American Foundation, that we have complacently allowed one of our most valuable resources, the workshop, to function quite automatically. The enthusiastic endorsement of subsidized industries expressed at Saginaw in 1905, had congealed into indifference when we met at Toronto in 1919. Nevertheless, new shops have been springing up every year, and the old ones are holding the interest of the most capable volunteer directors that have ever supported the cause of the blind. The optimism of 1905 and the scepticism of 1919 have been rationalized by our experience in post-war placement work, so it seems timely to appraise these workshops more honestly, and to formulate policies for their use with more confidence and unanimity than have been possible heretofore.

Not back, but on to nature is the trend of modern social work. Every artificial device for forcing social decency and economic integrity is now deplored. Many of us have declared the workshop to be one of these unnatural expedients, because it was conceived for the benefit of a limited group of people, who bear but little of its responsibility. This criticism has seldom been challenged; but, here, it is pertinent to ask if there is any incentive for commercial business other than the need or desire of profit on the part of a few promoters, who, while carrying an infinitesimal load of responsibility, receive huge bonuses distilled from the seat of toilers who are often more miserable than our poorest chair caners. Such manufacturing enterprises are generally regarded as successful because they maintain themselves against competition; but do they maintain all their operatives with full-time wages, as do our workshops? Many of the employees of prosperous corporations are known to the associated charities, especially during dull seasons, in spite of their lack of any restricting handicap. The recent dispute over a minimum wage law in the District of Columbia disclosed the fact that more than half of the artisans in certain trades were paid less than a living wage; and the chief problem of the Norwood Community Service this year has been to adjust family budgets to insufficient, though steady, incomes. Imagine subsidizing the great factories on which these families depend. Notwithstanding, private philanthropy is subsidizing the labor which turns their wheels. Many large industrial organizations are now including welfare departments, which promise to serve their employees more promptly and more efficiently than any other agency can do. Our workshops have

*Read at the Tenth Biennial Convention of the American Association of Workers for the Blind.
always combined business and social service, but we have been too prone to judge them by the single standard of business. If, however, Doctor Best’s authorities are right in estimating the efficiency of the blind at from one-third to two-thirds that of the seeing, the workshops have not made a bad showing even by that test.

From a social point of view, the workshop has very serious faults. The segregation of blind people, even for work, is extremely unfortunate. A persistent tendency to pauperism, slovenly manners and careless workmanship must be suppressed by eternal vigilance. This aspect of the question deserves more intensive study than it has ever received, but a few remedial measures will be suggested in this paper.

**OBJECTIVES**

The first workshops in this country purposed to furnish an opportunity for blind men to follow the trades they had learned in school, that is, they supplemented the schools and were originally connected with them, though the training of adults was always recognized as one of their functions. In 1905 the advisability of such affiliation was thoughtfully debated by the charter members of this Association. By that time many independent workshops were operating, and permanent occupations in them was becoming a conscious objective of schools of the blind and of the state commissions, which were just then appearing in the field. No standard of proficiency had been agreed upon, however, and workshop superintendents soon found a large number of incompetent workmen on their hands. To break even or better, as they always hoped to do, under such circumstances, was practically impossible. Yet, discouraging as this realization was, their commercial ambitions received a still heavier blow when the war-time scarcity of labor inspired other employers with a belief in the capabilities of the blind. When a reliable, ambitious man had an opportunity to earn his living side by side with seeing workers, the exigencies of the shop could not be allowed to stand in his way. Surely, the interest of the workshop could not be placed above that of the people whom it was created to serve.

If we accept this policy as fundamental in workshop management it is obvious that financial independence is a forlorn hope, and that social service should be acknowledged as the true criterion of success. This does not mean that sound business principles should not be adhered to wherever they do not arrest personal development. On the contrary, they are imperatively necessary because the manager is usually required to furnish uninterrupted occupation to sub-normal employees with an inadequate working capital and a subsidy, which is likely to be granted as a blanket pardon of his shortcomings. If his financing, purchasing, selling, collecting and accounting are systematized according to the best commercial practice, and his manufacturing processes planned as scientifically as the physical equipment permits, he should be absolved from blame, for the almost inevitable deficit that his limitations entail.
On the other hand, the executive who neglects the social objectives of his institution forfeits a satisfaction that his ledger can never supply. Every workshop organization should be prepared to render the following varieties of service to the blind people of its community:

1. Steady occupation for every blind person of the community who is physically, mentally and morally able to do regular daily work.

2. Temporary employment for factory placement candidates while under observation or during slack seasons.

3. Occupational therapy, for brief periods, if no marketable production is possible.

4. Any training that has a direct and practical value in a rehabilitation program.

5. Just compensation for labor within the shop on the highest scale compatible with market conditions.

6. Relief, from a designated fund for those whose production falls below that of a living wage, for the sick, and for those who need assistance in maintaining a private business through a critical period.

7. Maintenance of pupils and apprentices from a specific fund.

8. Adjustment of job to man, whether within or outside of the workshop.

9. An employment bureau to solicit orders for piano tuners, musicians, insurance brokers, salesmen and other business men and women.

10. A purchasing department to serve individual craftsmen who use raw materials.

11. A noon-day lunch room—service at cost—where decent table manners may be tactfully suggested, impersonal conversation encouraged, and an interest in current events stimulated by the reading of the daily paper.

12. Instructions in home economics.


14. Recreation in which every person may participate, and in which seeing persons shall mingle with the blind as to develop genuine friendships.

PERSONNEL

It is impossible to keep human beings in pigeon-holes; yet some flexible system of classification is almost indispensable. Consciously or unconsciously the placement agency measures his candidates with a four-point gauge, indicating:

A—Educated, tactful, resourceful persons; B—Mentally and physically sound persons of ordinary ability; C—Persons who have physical or mental handicaps in addition to their blindness, but who are able to attend to a regular job; D—Invalids.

In order to complete this register, a general agency for the blind may group all minors under E. Of course, re-grading must be done from time to time, and a story of real progress may be recorded occasionally by the transfer of a man from Class B to Class A.
It is immediately apparent that the workshop is not for people of Class A, though they should benefit by its educational publicity. The invalids are clearly outside of the industrial pale, except for a little home work, and children should be kept innocent of the workshop atmosphere until their transfer to an industrial class is imminent. Classes B and C, then, are the ones with whom the workshops are almost exclusively concerned. Generally speaking, their productive powers are distinctly limited by their blindness, and the concessions made them in the subsidized shop are vitally important. Numerically, these two groups comprise about forty per cent of our blind population; but more than half of them are usually able to eke out a more or less precarious existence independently. The remainder must have the personal guidance and supervision which every workshop is equipped to give more judiciously than any less specialized agency. The superintendent of the workshop is excusably reluctant to engage men who are crippled or deaf as well as blind, but he cannot expect a profit-seeking industry to accept them. The other social agencies of his community are sure to consider them his charges, and is it not his duty and privilege to retain them as units in the great machine of society as long as they can add one foot-pound to its energy?

CONCLUSION

Thus the workshop becomes one of several valuable instruments in the hands of a social service organization, which may or may not have other tools at its immediate disposal. We may stigmatize it as a necessary evil, but if it is really necessary, we should make it universal; and if it is really evil, we should see to it that some greater evil is corrected by it. The industrial segregation of people with a common handicap is undeniably bad, but social isolation need not follow. Of course, we aspire to a perfect state of society, and abhor the signs of imperfection. Yet preventive and corrective sciences still admit their inability to fit a large proportion of humanity into a faultless world; so, while we have those who are irrevocably dependent, we must exploit means of knitting them into our social fabric which pain the idealist. Many of our subsidized workshops have degenerated for the lack of idealism, but they can be revitalized by the application of more optimistic intelligence to their problems, and they will become a blessed refuge to the blind workmen of low productivity.
The Booklist of Braille Books

GRADE ONE-AND-ONE-HALF

AMERICAN FOUNDATION FOR THE BLIND

and the

AMERICAN LIBRARY ASSOCIATION'S

COMMITTEE ON WORK WITH THE BLIND

Compiled by

LAURA M. SAWYER

Perkins Institution, Watertown, Massachusetts

This list includes all the books published in Braille, Grade One-and-one-half, which have been issued since June, 1924.

The publishing houses from which the books may be purchased are indicated by initial letters following each title and are as follows:

P.B.R.W.F. Permanent Blind Relief War Fund, 590 Fifth Avenue, New York City.

Additional copies of this and of the previous numbers may be had from the American Foundation for the Blind, 41 Union Square, West, New York.

BOOKS AVAILABLE SEPTEMBER, 1924.

Atherton, Gertrude. The Conqueror, a dramatized biography of Alexander Hamilton. 6v. 862p. 1924. $30.20. A.P.H.

Balzac, Honore de. In the time of the Terror and other stories. 71p. 1924. $2.50. A.P.H.

Beach, Rex. Pardners. 2v. 191p. 1924. $6.70. A.P.H.

—The spoilers. 3v. 378p. 1924. $13.25 A.P.H.

Buchan, John. Salute to adventurers. 3v. 386p. 1924. $13.55. A.P.H.

Cather, Willa. One of ours. 4v. 544p. 1924. $19.05. A.P.H.

Cobb, Irvin S. The belled buzzard, from The escape of Mr. Trimm and other stories. 25p. 1924. 90. A.P.H.

—Old Judge Priest. 3v. 427p. 1924. $14.95. A.P.H.

Conrad, Joseph. The rescue. 5v. 584p. 1924. $20.45. A.P.H.

Curwood, James Oliver. God's country—and the woman. 3v. 296p. 1924. $10.40. A.P.H.

Davis, Richard Harding. Soldiers of fortune. 3v. 322p. 1924. $11.30. A.P.H.

Dumas, Alexandre. The three musketeers. 10v. Sent free to libraries upon request. P.B.R.W.F.

Duncan, Frances. My garden doctor. 143p. 1924. $5.00. A.P.H.

Gale, Zona. Miss Lulu Bitt. 2v. 184p. 1924. $6.45. A.P.H.

Grey, Zane. The lone star ranger. 4v. 439p. 1924. $15.40. A.P.H.
Halleck, Reuben Post. History of American literature. 5v. 597p. 1924. $23.90. A.P.H.
Hergesheimer, Joseph. Java Head. 3v. 297p. 1924. $10.40. A.P.H.
Hill, Howard C. Community life and civic problems. 6v. 735p. 1924. $29.40. A.P.H.
Maupassant, Guy de. The odd number, translated by J. Sturges; an introduction by Henry James. 2v. 159p. 1924. $5.60. A.P.H.
Thomas, Calvin. German grammar. 8v. 994p. 1924. $39.80. A.P.H.
Williams, Henry Smith. Radio—Master of the ether. 2v. 180p. 1924. Sent free to libraries upon request. A.B.F.R.B.
REPRESENTATIVES OF SCHOOLS FOR THE BLIND

Alabama—F. H. Manning
Arizona—Clarence J. Settles
Arkansas—Lucy Thornburg
California—Richard S. French
Colorado—T. S. McAloney
Connecticut—G. L. Hicks
Florida—A. H. Walker
Georgia—G. F. Oliphant
Idaho—Ethel W. Hilliard
Illinois—R. W. Woolston
Indiana—G. S. Wilson
Iowa—F. E. Palmer
Kansas—Thos. E. Chandler
Kentucky—C. B. Martin
Louisiana—A. J. Caldwell
Maryland—John F. Bledsoe
Massachusetts—E. E. Allen
Michigan—C. E. Holmes
Minnesota—Joseph E. Vance
Mississippi—M. L. Batson
Missouri—S. M. Green
Montana—H. J. Menzemer
Nebraska—N. C. Abbott
New Mexico—R. R. Pratt
New York—C. A. Hamilton
N. Y. City—E. M. VanCleave
N. Carolina—G. E. Lineberry
North Dakota—B. P. Chapple
Nova Scotia—Sir Fred’k Fraser
Ohio—J. Frank Lumb
Oklahoma—O. W. Stewart
Ontario—W. B. Race
Oregon—J. W. Howard
Pa. East—O. H. Burritt
Pa. West—B. S. Joice
S. Carolina—N. F. Walker
S. Dakota—Otis O. Rule
Tennessee—I. S. Wampler
Texas—M. B. Brown
Texas (Colored)—J. T. Martin
Utah—Frank M. Driggs
Virginia—H. M. McManaway
Virginia (Colored)—W. M. Ritter
Washington—H. R. Chapman
W. Virginia—H. F. Griffey
Wisconsin—J. T. Hooper

REPRESENTATIVES OF ORGANIZATIONS

Am. Bible Society—Dr. Lewis B. Chamberlain
Am. Printing House—E. E. Bramlette
Congressional Library—Mrs. G. T. Riders
National Committee Prevention of Blindness—
Lewis H. Carris
Society for the Promotion of Church Work Among
the Blind—Rev. W. A. Warner
Uniform Type Com.—H. R. Latimer
Xavier Free Publication Soc. for Blind
California Industrial Home—D. Keith
Chicago Lighthouse—Edith Swift
Conn. Bd. of Education—Stetson K. Ryan
Conn. Institute—A. L. Curado
Del. Commission
Detroit League of Handicapped—
C. F. Campbell
Ind. Bd. Industrial Aid—C. D. Chadwick
Ill. Soc. Prevention of Blindness—Marion A. Campbell
Iowa Society—Eva A. Whitcombe
Maine Institute—W. E. Travis
Md. Assoc. Workers—Geo. W. Conner
Mass. Assoc.—Samuel F. Hubbard
Mass. Division of the Blind, Dept. of Education—
Robert I. Bramhall
Mass. Memorial Home—Mrs. E. H. Fowler
Mich. Assoc. Wks.—Miss R. A. Griffith
Mich. Emp. Inst.—F. G. Putnam
Mo. Commission—Mrs. A. F. Harris
Minneapolis Assoc.—Edith H. Marsh
Minn. State Brd. of Control, Dept. for the Blind—
Ruth Colby
Montreal Association—Philip E. Layton
Mutual Aid Blind Association, Inc., St. Paul,
Minn.
National Library—Eva Josselyn Giffin
N. J. Commission—Lydia Y. Hayes
N. Y. Association—D. Firke Rogers
N. Y. Bible Soc.—Dr. Geo. W. Carter
N. Y. Brooklyn Industrial Home—Een P. Mor
Ford
N. Y. State Com.—Grace S. Harper
N. Y. City Public Library—
L. A. Goldthwaite
Ok. Comm.—E. F. Milam
O. Education of the Blind in Day Schools—Cin
cinnati—Estelle Lawes
O. Cincinnati Workshop—
Calvin S. Glover
O. Cleveland Society—
Eva B. Palmer
O. Cloverbrook & Lib. Soc.—
The Misses Trader
O. Education of Blind in Day Schools—Cleveland—
Helen J. Coffin
O. County Pensions—
Louis Stricker
O. State Commission
Frances Reed
Pa. Association—H. R. Latimer
Pa. Home Teaching Society—
Isabel W. Kennedy
Pa. The Free Library of Philadelphia, Department
for the Blind—
Mrs. Liborio Delfino, Chief
Pa. Working Home—J. H. Meader
Rhode Island Assoc.—Pres: Mrs. Rush Sturgis
Ten. Com.—F. B. Morton
Toledo Soc. for Blind—Grace R. Jamison
Va. Commission—L. L. Watts
Wis. Workshop for the Blind—
Oscar Kustermann
Work for the Handicapped of the Junior League—
Dorothy Dorsey
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Song of Christmas

By Lindsay George Lucas

Now the bright holly is decking the ceiling,
Now the green mistletoe hangs from the walls,
And the glad bells their bright carols are pealing,
With their sweet melodies filling the halls.

Oh sing me a song that is rhythmic and rollicking,
Full of exuberance, joy and delight,
Of happy children a-frisking and frollicking,
Cheeks that are ruddy and eyes that are bright.

Let the dark shadows by sunshine be banished,
Let the bright spirits fill every dark place.
Now every trouble and sorrow has vanished
And laughter and merriment light every face.

Oh chime, ye bells, chime!
'Tis glad Christmas time.
And lo, every heart is made joyful, sublime!
Pursuant to written notice as required by the By-Laws, the Annual Meeting of the Board of Trustees of the American Foundation for the Blind was held on the 22nd day of October, 1924, at 10:30 A.M. at the offices of the Foundation, Hartford Building, 41 Union Square West, New York, N. Y.

There were present:

M. C. Migel
Herbert H. White
H. R. Latimer
Olin H. Burritt
Wm. Ziegler, Jr.
E. E. Bramlette
Miss Mary V. Hun
George F. Meyer

constituting a quorum of the Trustees at the meeting. Charles B. Hayes, Robert B. Irwin and Walter G. Holmes were also present.

Mr. Migel, President of the Foundation, acted as Chairman of the meeting and called the same to order, and Mr. Hayes acted as Secretary pro tem of the meeting.

The Chairman stated that letters or messages of regret at not being able to be present at the meeting, had been received from Dr. Robert H. Babcock, Arthur E. Bostwick, Chas. W. Brown, Edward M. Chamberlain, Mrs. Homer Gage, Chas. W. Lindsay, Wm. Fellowes Morgan, Felix M. Warburg. The Chairman reported the resignation of Dr. Joseph Nate as Director General of the Foundation, which resignation took effect Jan. 1, 1924.

The minutes of the last annual meeting of the Board of Trustees (held on October 30, 1923) were approved and accepted as mailed to the Trustees.

The minutes of the Annual Meeting of the Foundation held at Watertown, Mass., on June 26, 1924, were approved and accepted as mailed to the Trustees.

The President then gave a detailed report concerning the past, present and future activities of the Foundation, which report was accepted and outline ordered to be filed with the records.

The Treasurer then submitted and read a financial report to Sept. 30, 1924, which was accepted and ordered filed; also an auditor’s unified report to Sept. 30, 1924, was presented and ordered filed, and copies ordered mailed to the Trustees.

It was then announced that as this was the first meeting of the Trustees of the Foundation following the annual meeting of the Foundation at Watertown, it would be in order to proceed to the election of officers to serve for the ensuing year. The following were then duly nominated—

President    M. C. Migel
Vice-Pres.   Miss Prudence Sherwin
Treasurer    Herbert H. White
Secretary    Olin H. Burritt
The above nominations were duly seconded and, the vote being taken, the above persons were unanimously elected as officers of the Foundation, to hold office for the ensuing year.

On motion duly seconded and unanimously adopted, the trustees then ratified and approved all acts of the Executive Committee of the Foundation to date.

The following Trustees were then duly nominated and unanimously elected as the Executive Committee of the Foundation, to serve for the ensuing year:

M. C. Migel
Miss Prudence Sherwin
Herbert H. White
Olin H. Burritt
H. R. Latimer

The Chairman then presented a tentative Budget for the year 1925. This was analyzed and discussed. Mr. Burritt moved that this Budget be amended by an appropriation of an additional $2500 for Scholarships, which motion was duly seconded and carried. The Budget as amended was then adopted on motion of Mr. Ziegler and seconded by Mr. Latimer, and a copy of the Budget was ordered to be filed with the records.

(By correspondence with each member of the Board of Trustees it was resolved that the Executive Committee be empowered to make any changes in the Budget considered desirable by the Committee, provided the Budget figures be not exceeded.)

Mr. George F. Meyer then called the attention of the Trustees to the Foundation's responsibility regarding Public School classes for the blind and partially blind. He said there were many ways in which the Foundation could be helpful to public school supervisors and teachers by assisting them to develop ways and means of making their work more effective. Mr. Latimer moved that it was the sense of the meeting that Mr. Meyer's suggestions in this report be followed up by the Director of Research, and that Mr. Meyer be appointed a committee of one to collaborate with Mr. Irwin in making a study of public school departments for the Blind with a view to finding ways in which this work may be strengthened. Seconded and carried.

Mr. Burritt then presented a memorandum on Scholarships, and on motion duly seconded Mr. Burritt's report was accepted and returned to him for redrafting and presentation to the Executive Committee. On motion duly seconded, Mr. Geo. F. Meyer was elected a member of Mr. Burritt's Committee on Scholarships.

Mr. Irwin then gave a short talk regarding his European trip.

Mr. Irwin's report of the work of the Bureau of Research, and Mr. Hayes' report of the work of the Bureau of Information and Publicity, were accepted as mailed to the Trustees previous to the date of the meeting.

Miss Helen Keller, Mrs. Macy and Miss Thompson called during the meeting, at which time Miss Keller gave an inspiring talk regarding the development of the Foundation.

After some general discussion, the meeting adjourned.

Charles B. Hayes
Secretary pro tem.
Tour of Investigation of Braille Printing Plants in Europe

By R. B. Irwin

Workers for the blind have evinced much interest in the recent investigations of the Research Department of the American Foundation for the Blind in the field of Braille embossing. The Committee which has been studying the problem of how to reduce the cost and improve the methods of Braille embossing recommended on August 4th that immediate steps be taken to publish Braille books by the interpointed method. That is to say, the Committee recommended that henceforth Braille books be printed on both sides of the page instead of on one side, as has been the practice in the past. This method of printing materially reduces the bulk and weight of Braille books and in many respects cuts down the cost of production. Since the interpointing method of Braille embossing has been in vogue in Europe for many years, it was deemed highly desirable that a careful study be made of European plants with a view to giving American embossers the benefit of the long experience on the other side of the Atlantic. Accordingly, a generous friend of the American Foundation for the Blind, who has been watching this study carefully, made this step possible, and on August 10th a committee consisting of E. E. Bramlette, Superintendent of the American Printing House for the Blind, F. C. Bryan, Manager of the Howe Memorial Press, and the Director of Research of the American Foundation for the Blind, started for England. After carefully investigating the British plants the Committee went to France, Germany, Austria and Italy. During the five weeks which the members of this investigating party spent on the other side, they scrutinized very carefully nearly every plant of importance in Europe.

The two largest European printing houses for the blind are that maintained by the National Institute for the Blind in London and that supported by the Permanent Blind Relief War Fund in Paris. These two plants are comparatively well financed and admirably organized. The plant at the Craigmillar school in Edinburgh though small, is interesting because of the fact that practically every employee is blind or deaf. Its equipment is rather limited but it is running at a maximum capacity which makes the quantity of its output compare favorably with some larger establishments.

The well-known Valentine Hauy Association conducts a small printing plant but owing to limited funds its output is not as large as formerly. The Committee was much interested in the size of the books published by the Valentine Hauy Association. These books use a page containing but twenty-three letters to the line and twenty-three lines to the page. The Valentine Hauy books are for
the most part bound in paper. These two facts make them seem quite like pocket editions when compared with the huge volumes produced in most of the American plants.

The plants visited in Germany were those at Marburg, Hanover, Steglitz, near Berlin, and Leipzig. The German plants are suffering for lack of funds. The depreciation in the old German currency worked havoc with the endowments of some of the richest institutions in that country. The German plants, however, are all doing good work.

While every plant in Germany, as in other countries, contributed more or less information of real value to the investigating party, the Committee was particularly interested in a unique method of printing found in Leipzig. At that plant a process has been developed which dispenses with the metal plate. A perforated paper film is used for setting steel type. While this process is still in its experimental stage the members of the Committee were convinced that its progress deserved careful watching. Some persons in Germany and Austria believe that this method will revolutionize Braille printing. It does not adapt itself to the rotary presses used in America, but on platen presses the results are admirable. Every dot is of a uniform height and there is absolutely no possibility of the dots on one side of the page being damaged while dots on the opposite side of the page are being made. Braille as published in Germany is highly contracted. By comparison it makes Grade Two look very simple.

There are but two small plants in Austria, both located in Vienna. These two plants were hard hit by the depreciation in Austrian currency and are not doing a great deal of work. They are, however, doing some good interpointing by the conventional European method.

Those familiar with the technical aspects of Braille embossing will be interested to know that at the National Institute for the Blind in London and at the Permanent Blind Relief War Fund in Paris, printing is done on dry paper under heat. The Craigmiller establishment prints on dry paper with a cold press. The other plants in Europe use moist paper on a cold press for permanent material with the exception of Marburg. In Marburg printing is done on moist paper with a hot press.

There were certain outstanding features which characterized the European plants and distinguished them from most of those in America. In Europe practically every plant recognizes a certain obligation to employ blind workmen whenever possible. Plants like that at Edinburgh and at the Valentine Hauy Association seem to regard the employment feature of their publishing concern as having an importance nearly equal to that of the production of books. The emphasis upon the value of such printing houses as employment establishments for the blind would seem to make a strong appeal to those contributing toward the support of the institution. In conducting any printing house for the blind with a large proportion of blind employees, the question of how to supply copy to the plate makers is a serious one. At the National Institute for the Blind this is met by hiring a reader for each blind machine.
operator. At the Permanent Blind Relief War Fund in Paris books are read into the dictaphone by sighted persons and the stereotyping machine operators use dictaphones in much the same way as typists do in this country. Two readers in this way supply thirteen blind stereotypers with copy. In Germany a stereotyping machine has been invented which can be operated with one hand. This enables the blind stereotyper to read hand-transcribed Braille copy with the left hand while manipulating the keyboard with the right.

Another feature of the European publishing situation which impressed the Committee was the number of Braille magazines. In England there are a dozen or more, including a semi-weekly newspaper, a labor magazine, a musical journal and several other magazines appealing to various groups and various phases of interest. There are several magazines published in France, in Germany and in Austria. Some of them are news journals, some are devoted to problems connected with work for the blind, others are musical in their interest and still others appeal to the general blind public who wish short stories and current articles of political, social or scientific import.

The Committee was also profoundly impressed with the importance of hand-transcribing on the other side of the water. In most instances this is volunteer work, supervised by paid persons. In other instances the hand-transcribers, as well as the supervisors, are paid employees. In Marburg there are many paid hand-transcribers working in their homes. In Leipzig, on the other hand, there are several paid hand-transcribers who meet at Frau Lomnitz’ establishment and work regular hours in the same way as any other clerical force operates. The European libraries depend for the bulk of their titles upon hand-transcribers. In the National Library for the Blind in London, for instance, the titles of hand-transcribed books outnumber the titles of machine made books by several hundred percent. The most discouraging feature of hand-transcribed work is the fact that so many hours of labor must be expended upon the production of a single copy of a book, which in the nature of things can serve but a limited number of readers. M. Garin of Paris has worked out a method by which hand made books can be satisfactorily duplicated. The plant known as La Roue in Paris is the headquarters of an association of hand-transcribers who are working in their homes on paper plates which are treated by a certain process which makes it possible to strike off from fifty to two hundred copies in much the same way as books are printed in this country from brass plates. The investigating committee is convinced that hand-transcribers in this country would do well to adopt the French method. Doubtless, Yankee ingenuity will find ways of improving the process so that a Braille writer instead of a tablet and stylus may be used. This seems to be one of the brightest rays of hope which has yet been shed upon the dark problem of how to furnish the blind with an adequate supply of embossed literature.

For the benefit of those interested in the technical details of the subject, an extended report of this in-
Investigation is in process of preparation by the Committee. Some experimentation must be carried out before definite recommendations can be made. It therefore may be months before the report will be available. It should be said, however, that generally speaking the Committee is of opinion that embossing plants in this country should, as soon as possible, put themselves in readiness to do two-side printing. Much of the machinery for this purpose must be obtained from Europe. Inasmuch as the machines must be made to order and since importation from abroad is a slow process at best, it will probably be nearly a year before the production of inter-pointed books on an important scale can be undertaken in America.

The Committee also investigated the subject of embossed map making. Very good cardboard maps were found at the National Institute for the Blind in London, the National Institute for Young Blind in Paris and those manufactured by Fraulein Richau, Berlin. An interesting set of diagrams was found at La Roue, made by a process developed under Miss Alice Getty's direction. This process might well be used for making maps. While there is still some difference of opinion as to just what form of embossed map is most desirable, the Director of Research was favorably impressed with the maps formerly manufactured by Dr. Kunz at Illsach in Alsace. These are in the opinion of many the best cardboard maps ever produced. Unfortunately Dr. Kunz died and so far as we were able to ascertain no one with the possible exception of members of his family knows how he made the plates from which the maps were printed. These plates were carefully studied, however, and the members of the Committee have certain theories which they wish to try out which may enable us to obtain results comparing favorably with those of Dr. Kunz.

The Research Department of the American Foundation will have more to say upon this subject later.

The time at the disposal of the Committee was so limited and the number of printing houses scheduled to visit was so large that the members of the Committee found little time to look into other aspects of work for the blind in Europe. The Director of Research, however, did get some general impressions and interesting facts regarding education and employment of the blind which may constitute material for future articles in the Outlook. Fortunately also the members of the Committee were able to form personal acquaintances with those prominent in work for the blind in the various countries visited, and some of these persons have been good enough to promise to prepare articles upon their particular fields for the benefit of the Outlook readers.

One cannot conclude this brief report of the Committee's investigations without an expression of appreciation of the cordial hospitality shown the members of the Committee by workers for the blind in every country visited. Without exception, the mission was given every possible assistance by those in charge of the institutions called upon. Busy men did not hesitate to give the mission their undivided attention throughout the entire day for several days in succession. The Committee returned to
America tremendously impressed with the fact that barriers of political boundaries and of language do not interfere in the least with the brotherhood of those engaged in the work of enabling the blind to live useful and happy lives in a world where sight is presupposed. Our philosophy and our methods may differ but the problems which we must confront are the same. Workers for the blind and the blind people themselves everywhere feel that they do not know enough about how the common problems confronting us are being attacked in other countries. We could not help feeling that the time is right for an international conference on work for the blind. It remains only for some one to propose the right plan and put behind it enough energy and enthusiasm to carry it through.

The Director of Research wishes to take this occasion to express his appreciation of the co-operation of the American Printing House for the Blind and of the Howe Memorial Press, who so generously loaned their managers for this two months' tour of investigation. He wishes to express also his appreciation of the unsparing effort and singleness of purpose with which Superintendent Bramlette and Manager Bryan devoted themselves to this study. Without just the kind of service which these men gave to the investigation the expedition could not have succeeded.

The Radio Campaign

As forecast in our last issue, the Foundation, in co-operation with the American Radio Association, the Christian Herald, radio publications and newspapers throughout the country, launched, on November the sixth, a campaign to provide funds with which to place a radio receiving set in the home of every blind person throughout the United States, who, desiring such a set, is yet unable to meet the cost of its purchase.

The expense of running the campaign has been met by donations from private individuals, therefore all money received during the campaign will be used for the purchase of radio sets.

In order to secure the best radios possible, a committee of experts has been appointed to select the sets. On this committee there is a member of the Bureau of Standards, Washington, D. C. Though the Foundation and its cooperating publicity mediums will take the responsibility for raising these funds, we have the assurance of the local organizations for the blind that they will assist us in seeing that the sets are allotted to the proper persons. The Foundation must also depend on the local organizations for the blind to assist in arranging for installation.

So far as possible, the Foundation will follow its established policy of dealing with individual blind people through the local associations for the blind.

It will be some time before we know what funds will be available. The Foundation will appreciate it if the local organizations will begin the preparation of a list of persons who should receive the sets, and submit the list to us.
The Helen Keller Endowment Fund
for the
American Foundation for the Blind

In order to insure the perpetuity of the national work for the benefit of the blind, it has been deemed imperative that an endowment fund be established, sufficient to maintain the minimum activities of this organization.

As the American Foundation for the Blind embodies a dream which has long been cherished by Miss Helen Keller, she and Mrs. Macy have consented to devote their time and energies assisting with the endowment fund campaign.

The campaign is under the direction of a committee of men and women of nation-wide reputation, of which Dr. Henry van Dyke is chairman. Efforts will be made in every large city of this country to enlist friends and obtain contributions toward the endowment fund. This will be done principally through the medium of mass meetings which will be addressed by Miss Keller, Mrs. Macy and others.

The Foundation wishes to impress upon its friends the fact that such a national campaign depends for its success upon the active co-operation of workers for the blind in every community.

A representative of the Foundation will call upon workers for the blind in each community, several weeks in advance of Miss Keller’s visit, in order to perfect arrangements for the meetings.

The Foundation will in all cases be guided by the judgment of those in charge of local organizations, in order that the best interests of all may be served.
William Fellowes Morgan

William Fellowes Morgan is a genuine New Yorker. Born in Staten Island, a son of David Pierce and Caroline Fellowes Morgan, he received his academic and professional education in New York, centered his business and philanthropic interests here and married Miss Emma Leavitt of this city.

At the age of twenty, Mr. Morgan received his bachelor of arts degree from Columbia University, and, four years later, he graduated as a mechanical engineer from Columbia’s School of Mines.

As a young man, Mr. Morgan was a member of the Seventh Regiment, National Guards of New York, and in 1884, he was appointed a member of General Ward’s staff—first brigade. For two years, from 1905 to 1907, he was a member of the General Assembly of New Jersey.

Mr. Morgan’s business interests are many and varied, and his philanthropic affiliations are potent. He is a member of the American Association for the Advancement of Science, a member of the New York Academy of Sciences and is also a Delta Psi man. For fourteen years the Young Men’s Christian Association of New York claimed him as its president, and for six years he was an honored member of the alumni trustees of Columbia University.

At the present time, Mr. Morgan is a trustee of the American College at Beirut, Syria; and of Wells College, Aurora, New York. He is president of the National Committee for the Prevention of Blindness, and a trustee of the American Foundation for the Blind. Mr. Morgan has been a trustee of the American Foundation from the beginning of its organization. We are fortunate in his active interest and friendship.
Fifteen years ago the field of dictaphone operating presented to the blind worker a problem not unsimilar to that which greets the explorer who undertakes to conquer an untracked wilderness.

No one had gone that way before. No well-defined trail lay ahead. No tangible evidence indicated the dangers and pitfalls of the untried way. A single weapon existed with which to meet any eventuality that might arise. That weapon was the courage of a great conviction, the conviction
that a way could be made through the wilderness and out into the open veldts beyond, where the peace and plenty of lucrative industry awaited those who should follow after.

Like all true explorers, Fannie D. Opdyke, pioneer dictaphone operator of the East, took up the weapon of her courage and proceeded to beat out a path for herself. Educated at the New York State School for the Blind at Batavia, Miss Opdyke undertook to work as a dictaphone operator in the office of the reporter of the Condemnation Court of New York City, before she had ever seen a dictaphone. She commenced at eight dollars a week, with the understanding that increased efficiency would mean increased salary. With no knowledge of the detailed and involved technicalities of legal documents, with insufficient training and meagre assistance, Miss Opdyke determinedly mastered her New York job and held it for six years.

A decision to try new fields led her to accompany a friend to Albuquerque, New Mexico, where they together adventured as public stenographers for two years. In 1917, Miss Opdyke obtained her present position with the legal department of The Atchison, Topeka and Santa Fe Railway Company of Albuquerque, New Mexico. She transcribes all the correspondence and legal papers for the company's three lawyers, and writes that she finds the work congenial and easy.

Between Miss Opdyke's first attempts in the New York court reporter's office and her present success, there lies the path through the untracked wilderness of pioneer days. Valiant and true, she discounted the difficulties that were everywhere around her. Will not some of you who read this article take up your weapon of courage and adventure forth into hitherto untried paths? Who knows what rich and beautiful country may open up before you? Who knows what unguessed army of workers may follow after? Go In and Win.

**Conviction and Hope**

**Beatrice N. Hanrahan**

McKinlay, Stone & Mackenzie, New York

"I gladly join you in any message of encouragement you may send to those blind persons who are thinking of taking up dictaphone work."

Such a message carries conviction and hope, coming as it does from one who daily dictates to a blind dictaphone operator. It indicates satisfaction with the particular operator and belief in the ability of trained blind workers to meet the requirements of dictaphone operating in general.
Miss Beatrice N. Hanrahan is employed by the firm of McKinlay, Stone and Mackenzie, New York publishers, and her work is perfectly satisfactory. During the slow season of work, Miss Hanrahan turns out forty or fifty letters a day, but during weeks of rush, the average letter output is seventy or eighty per day. She regards tabulating and the estimating and adjusting of margins as the chief technical difficulties for the blind dictaphone operator, but like many another operator, she has faced these difficulties and overcome them.

Miss Hanrahan advocates much preparatory practice in letter form and construction, and believes that unusual and technical terms should be introduced early in the training period.

The following letter tells how Miss Hanrahan’s work is regarded by one of her dictators.

McKINLAY, STONE & MACKENZIE
New York
Dear Miss Hanrahan:
I gladly tell you how greatly I appreciate the excellence of dictaphone work you have done and are doing for me. Without your aid I should have to put in many hours at one-handed work on my typewriter.

The letters you write are as neat in every way as those written by those who can see. You never need to use an eraser. This shows that losing your sight has in a wonderful degree increased your accuracy of touch, spelling, and punctuation, and it has certainly given you a remarkable keenness of hearing, for you seldom misinterpret even a singular for a plural.

What you have done for yourself in this particular direction should be an inspiration to those who are blind, and I have no doubt but that you have, in a similar degree, developed other faculties.

I gladly join you in any message of encouragement you may send to those blind persons who are thinking of taking up dictaphone work.

Grateful to you for your expert work. I am,

Yours sincerely,

G. M. Hossack.

Qualities Which Make for Success

By LOTTIE MACLEOD LUCE
St. James Hotel, Denver, Colorado

When I first became blind some fifteen years ago, I regarded my loss as an irreparable calamity, principally because I thought I would have to sit in idleness and relinquish all that had formerly made life so happy—work, friends, loving home service and the many pleasures I had enjoyed.

I had never heard of any success attained by the blind, and the future
was indeed dark to me. I had been the public stenographer in one of the leading hotels of Denver for several years and the loss of the position I loved so well caused the deepest pain and anguish, but I finally consented to put a substitute in my place, with the understanding that I should return when again able to do my work.

I began to familiarize myself with the keyboard of the typewriter, for I had not been a touch operator. To my great joy, I was soon able to write by touch. I knew that confidence in myself would win the confidence of the public and make a success of the business. In a few months I returned to my position in the hotel, convinced that I could do the work, and the years of success which have followed have proved that I was not mistaken.

I purchased the best standard single-key typewriter on the market and began to work for accuracy and speed. I practiced all day long for months and even years, criticizing my work severely, each day seeking for higher speed and perfection. Practicing continuously as I did, I found no difficulty in doing the regular work that came in and which was easily taken on the machine by direct dictation.

Early in the autumn of 1917, I went to Washington, D. C., to join the army of war workers. Soon after, I secured a position as public stenographer in a leading hotel on Pennsylvania Avenue, near the White House. I was in this pleasant office for about three years, and then returned to Denver. It was a great pleasure to me while in Washington to meet many officers and enlisted men of our army and navy from all parts of the United States, as well as officers and representatives of the allied countries, who came to my office to prepare their contracts, specifications, business letters, etc. While I missed the sight of their vari-colored uniforms and insignia of rank, I found compensation in taking their dictation and in the friendly talks and kindly expressions of appreciation for which none was too busy or hurried.

I shall always be glad that I had the opportunity of meeting so many Eastern and Southern people during the war. I found them eminently gracious, courteous and kind.

Shortly after my return to Denver, I again opened an office in the St. James Hotel, where I am at present located.

I attribute much of my success to unceasing hard work and a constant desire to please; also to the loving sympathy, encouragement and appreciation of many friends and acquaintances. I have never entertained the thought of failure for a second, but from the start I have said: "I will not fail." Persistent, conscientious endeavor invariably leads to success.

The Fastest Operator in the Company

LILLIE NELSEN
Montgomery Ward & Company,
St. Paul, Minnesota

Miss Lillie Nelsen of St. Paul, Minnesota, holds the record as the fastest and most accurate ediphone operator in the stenographic and typing department of the Montgomery Ward & Company. Miss Nelsen, although relying entirely on her sense of touch, has set the pace for her co-workers for the past four months. She commenced work in her present position
in August, 1921, and although she lives an hour's ride away, she has never been late.

Mr. Charles B. Hayes,
American Foundation for the Blind,
New York City, New York.

Dear Mr. Hayes:

I have your letter of October 30th asking for a statement as to Miss Nelsen's qualifications as an ediphone operator.

Miss Nelsen has been on our payroll since August, 1921. After going over her records and talking personally with her supervisor, it gives me pleasure to inform you that her work is entirely satisfactory. Among the twenty ediphone operators we now have working she ranks second from the viewpoint of output and accuracy. We do not allow Miss Nelsen to address her own mail, due to the fact that initials, names, and addresses are hard to get over the machine. Miss Nelsen seems satisfied, and certainly causes no trouble as far as the general running of the office is concerned.

I trust that this information is complete enough to be helpful to you in your work, the result of which I will look forward to with interest.

Yours very truly,

Theo. Driscoll
TGD:TS Personnel Manager.

Fitting the Job

D. Olin Robertson
Maryland Casualty Company
Boston, Massachusetts

Some years ago, a six-year-old boy lay tossing in a darkened room. He was in the grip of one of the dread child-diseases—measles. When the little lad recovered from his illness, he found himself in a new and darkened world, from which the sight of dear familiar faces, much loved playthings, and all the varied and accustomed aspect of his own small environment had vanished into nothingness, and in their places had come seemingly disembodied voices, a groping for the feel of the little horse and wagon, instead of the ready recognition of its vivid red gleam, and a consciousness was born that new dangers lurked in every corner and turn of once well-known surround-
ings. Paralysis of the optic nerve had occurred during the illness, and the child had become one of the followers of the "dark trail."

As soon as a process of comparative readjustment had commenced, the boy was placed in the kindergarten department of Perkins' Institution, Watertown, Massachusetts, from which he progressed into the regular high school course at Perkins. He was particularly fond of literary subjects, and in pursuance of a possible future college career, enrolled in the Lynn Classical High School, there to supplement such work as he had already accomplished at Perkins. After two years at the Lynn school, he was ready for college, butontoward circumstances interfered, and he turned to face the problem of earning a daily living.

While at Perkins, Olin Robertson had learned to use the typewriter, and when his college prospects were ended so summarily, he followed advice received from the Massachusetts Division of the Blind and undertook a three months' course in speed typewriting at the Burdett Business College in Lynn, where he also received practice in transcribing from the dictaphone. At the conclusion of the three months' course, The Division of the Blind was able to place him as dictaphone operator in the Boston Claim Division of the Maryland Casualty Company. He was accepted there as an experiment for three days, for which time he
agreed to serve gratuitously, but at the end of a successful week of work, he was agreeably surprised to find full pay for the trial days in his pay envelope.

Mr. Robertson has been in his present position for the past five years. His work is the transcription of reports of investigations made by the company’s claim adjusters, and a certain amount of correspondence relative to such adjustments.

Concerning the problem of placing a blind dictaphone operator in the right position, Mr. Robertson says: “I think that the method of giving one’s time to an employer is a fair and reasonable one, as there is a natural uncertainty as to whether or not the blind employee can do the particular work required, and it is necessary for the employee to adjust himself to the office work and to the office force. I enjoy my own work as there is considerable variety in the kinds of claims. My salary has been increased several times since I commenced working, and I now receive a little more than double the amount received when I entered the firm’s employ.”

MARYLAND CASUALTY CO.

October 14th, 1924.

Mr. Charles B. Hayes, American Foundation for the Blind, 41 Union Square West, New York.

Dear Sir:—

Replying to your letter of October 10th, I beg to advise that Mr. Robertson, who has been a dictaphone operator in this office since February, 1919, has done, ever since his employment by us, highly satisfactory work. In fact, he is so much better than the ordinary dictaphone operator who has sight that we figure that he does anywhere from one and a half to twice as much work as the operators whom we have employed and who are able to see.

His work is of the highest quality, both as regards neatness and speed. Very truly yours,

EDWARD I. TAYLOR

Winning the Confidence of a Skeptical Employer

MARY WARD
Lessman Practical Business School, San Francisco, California

“Miss Ward to see you, Mr. Lessman.” The busy executive of Lessman’s Practical Business School looked up to find a frail looking light-haired girl standing near his desk.
She had come to apply for the position of dictaphone operator and typist and was highly recommended as well trained and capable, but—could she do the work? Mr. Lessman had had no experience with persons without sight and was decidedly doubtful of the advisability of employing a blind girl. Eventually, he decided to give Miss Ward a trial, and the decision has not been regretted.

“I was employed simply on trial,” says Miss Ward, “and the first few weeks were rather difficult ones, as I was conscious that doubt of my ability existed. Gradually, however, Mr. Lessman came to have more confidence in me, and I am now working in the capacity of his secretary.

At first my work consisted of transcribing cylinders which came from outside firms, and, when any near-by concern had an overflow of work that could not be handled conveniently by their own operators, the extra cylinders were sent to the school for transcription. My chief early difficulty lay in that I readily forgot the last word written previous to an interruption of my work. I overcame this trouble by refusing to attend to an interruption until I had placed the dictaphone needle immediately after the last word. I am now quite free from the inconvenience of having to ask others for my last sentence or word.

“Dictaphone work can be done by any equipped blind person, as far as transcribing and typing are concerned,” says Miss Ward. “The larger the place of business, the more advantages there are for the blind worker.

“I believe that much can and should be done to strengthen the confidence of the business world in the ability of blind persons to do eminently successful work as dictaphone operators and typists.”

LESSMAN’S PRACTICAL BUSINESS SCHOOL
SAN FRANCISCO, CALIFORNIA

November 12, 1924

Dear Mr. Hayes:

It gives me great pleasure to reply to your letter of November 6, in which you ask concerning the services of Miss Marie Ward. Miss Ward was trained in practical Dictaphone or Ediphone work by this School, and since the completion of such training about nine months ago, she has been serving us satisfactorily and faithfully.

The question that naturally comes in the minds of sighted persons is whether blind persons are adapted for office work and whether, if given an opportunity, they will work out on a par with sighted operators. To these doubting Thomases I would say: You are overlooking a good bet if you don’t give the blind the consideration that they deserve. My experience with Miss Ward is that the blind are dependable, extremely accurate in their work and produce from twenty-five to fifty percent more in work than the average sighted Dictaphone or Ediphone operator.

Miss Ward is 99.44% perfect in her work and when you have a person of such efficiency in your employ, you are glad to say that her services are more than satisfactory and she is deserving of every possible consideration. She is a credit to those who are similarly handicapped.

Cordially yours,

HOMER C. LESSMAN, Manager.
Caught, But Not Crushed

By Arnold Hiller
Spencer Trask Company, New York City

If you have ever bought stocks on the margin, and, with your last dollar up, have been caught in a declining market which continued to go down, down, down—until the bottom fell out, you may, to a certain degree, understand the position in which I was placed in 1914. Although I had not been crushed in a "bear" market, I had been the victim of an explosion which had left me, both physically and financially, almost ready for the hands of the receivers.

At the age of twenty-four, with shattered nerves and the light of day blotted out, I set about the task of retrieving my losses. For about eighteen months I tried to adjust myself to the new state of affairs and to learn what I could, which included acquiring knowledge of the typewriter and dictaphone.

At the end of this period, I went to New York, and shortly afterward, secured a position with a court stenographer. This work did not last for long, but I gained much valuable experience, supplemented later on by a course in one of the local business colleges. In the fall of the same year, I located with one of the large firms.
of investment bankers in Wall Street, and it has been my privilege to serve there for the past eight years.

I have received ample assurance that my work has been entirely satisfactory. From time to time, little incidents have occurred which have been a source of much satisfaction to me. I will mention one of these in order that you may more clearly appreciate what I mean:

Some time ago, one of the bond salesmen came rushing into our department and asked "Who is A. H.?" I began to feel a little uneasy, for those were my initials and I wondered if something had gone wrong with one of my letters. You may imagine my relief when he said that one of his best clients had recently received from our firm a letter, the appearance of which had so impressed him, that he wished to get a typewriter of the particular make on which that letter had been written. Our salesman was informed that all the machines in the department were the same—Underwood No. 5.

Based upon my own experience, I would say that any person without sight, who has received thorough training, should be able to qualify as a dictaphone operator, provided that he agrees with Carlyle that "a man is born to expend every particle of strength that God has given him in doing the work he finds he is fit for, in standing up to it to the last breath."

Three Salary Increases in Two Years

By MARGARET FOLEY
The Iron Age Publishing Company
New York City

When I came to New York to secure employment as a dictaphone operator, I arranged for an interview with Miss Mary V. Hun, Vice-Chairman of the New York State Commission for the Blind. Prior to coming to New York, I had taken a three months' course in typing and dictaphone operating at the Wendell Phillips High School in Chicago, so Miss Hun suggested that I obtain permission to practice under the supervision of Miss Helen Smith, who has charge of the Typewriting Department of the New York Association for the Blind. Through this excellent arrangement I was able to keep my work up to par and to profit by Miss Smith's helpful suggestions.

In February, 1923, a month after my arrival in the great metropolis, an arrangement was made between the Commission and a Dictaphone Company, whereby girls then training for dictaphone work were enabled to take the prescribed test given by the Company to prospective applicants for positions. I passed the test creditably, and the Dictaphone Company recommended me for the position of typist and dictaphone operator at The Iron Age Publishing Company.

Our company publishes several trade papers relative to iron and steel. The Stenographic Department employs about fifty young ladies, supervised by Mrs. Julia C. Allen, a most capable person, who takes a personal interest in each member of the department. When Mrs. Allen learned that I lacked sight, she suggested that I give the work a fair trial, with the understanding that eligibility would depend solely upon ability to put out the work and on the attitude of my co-workers toward me.

In February, 1925, I shall have
been here two years. I have felt quite at home from the first hour, and have received genuine and generous cooperation from the entire organization. I thoroughly enjoy my work and have experienced none of the nervous strain considered an inevitable part of dictaphone operating. As there is frequent opportunity to handle cylinders for various departments, the work does not grow monotonous, and the exhilarating company of bright young girls, together with the many social activities pursued in this organization, make my surroundings happy and congenial. I have thus far received three substantial raises in salary.

Every blind dictaphone operator should figure out little formulae helpful to the particular line of work. I early discovered methods of tabulating, addressing envelopes, quoting paragraphs and arranging interoffice work. Thus, much time and material has been saved. I have learned to regulate the set-up of different kinds of letters by hearing them through, and arranging the carbons while listening to dictation from the dictaphone. In the course of a day's work our office handles as many as seven varieties of stationery, and, when one is without sight, means must be devised for discerning the kind of paper to be used by the different departments. I use a portfolio, and insert the paper between the leaves, thus separating them.

Mrs. Allen has solved the problem of our weekly campaign letters for me. The letters are dictated into the dictaphone, care being taken to mention the scale point at which each line begins. This makes the set-up of form letters a matter of certainty, so that one original dictation is sufficient. I have the letter proofread, copy it in Braille, and am then able to write an indefinite number of similar letters.

The attitude of this organization toward me is convincing proof that employers are now ready to give us a fair trial. Let us meet the opportunities which they afford us.

IRON AGE PUBLISHING CO.
239 West Thirty-ninth Street
New York

October 27, 1924.

Mr. Charles B. Hayes,
41 Union Square West,
New York City.

My dear Mr. Hayes:

It is a privilege to send you information regarding our blind operator, Miss Margaret Foley. Perhaps there is no better way of showing her ability than to open my record book and give you her production for three days this month:

<table>
<thead>
<tr>
<th>Date</th>
<th>Dictaphone (Cylinders from Various Dictators)</th>
<th>Letters and Envelopes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 21</td>
<td>8</td>
<td>48 letters—48 env.</td>
</tr>
<tr>
<td>October 22</td>
<td>6</td>
<td>41 letters—41 env.</td>
</tr>
<tr>
<td>October 23</td>
<td>6</td>
<td>43 letters—43 env.</td>
</tr>
</tbody>
</table>

These are just days that I have opened to by chance and therefore I want to say that there are days when her production is greater. For instance, one morning not long ago I picked up the work from Miss Foley's desk and she had transcribed 35 letters in 3½ hours. When one considers that these letters are on an average
of between 25 and 30 six-inch lines, carrying two carbons, pink and yellow, I think that the record is one to be proud of for any operator even with sight, for they are beautifully balanced on the page, the margins wide and even.

Personally I think Miss Foley is an inspiration, not only to the members of the department and organization, but by her good cheer and smiles to many who call for interviews and visits. Her cooperation is proved each day by her punctuality and faithful performance of all duties that come to her. She is the only one in this department of 50 who has been neither late nor absent so far this season.

The sympathy which may have been instrumental in engaging Miss Foley has been amply rewarded, for she has magnificently justified herself which is proved by her presence on the list with those who are to receive early increases in salary.

Yours very truly,
THE IRON AGE,
Julia C. H. Allen,
In Charge.

MARGARET FOLEY

The Crucial Test
By David Sillman
Blumenthal Brothers
Philadelphia, Pennsylvania

When a blind person makes his début into industrial circles as an “extraordinary prodigy” or as a “poor duffer,” the scales of success are balanced against him. With due respect to the prodigy and with consideration for the duffer, I do not hesitate to say that such a début is detrimental
to the normalization of opinions regarding the blind, and is decidedly unfavorable to the assimilation of the blind by the world of the sighted.

Heretofore, employers have hesitated to employ blind workers because, in their mind, there has been no basis of equalization between the world of blindness and the world of sight. Now that the American Foundation for the Blind has undertaken to act as an equalizer in this situation, it is hoped that much unnecessary misunderstanding will be thrown into the discard.

Concerning dictaphone work—I believe that a considerable degree of speed and accuracy are necessary prerequisites, and I maintain that the preliminary training course should include a fair amount of actual and useful work, rather than the hap-

hazard assortment of somewhat elementary material that is sometimes used in business schools. Desultory practice and an unguarded race for speed result in a sense of irresponsibility that is difficult to shake off when serious work begins.

During a conversation with a young man who was taking a commercial course in one of the Philadelphia high schools, I was forcibly impressed when he told me that in the advanced classes make-believe banks and business houses are established and genuine business procedure observed. Such a method might be advantageously employed in the advanced classes in schools for the blind. Each advanced class could be regarded as a particular department of some business concern, and the various classes could conduct correspondence among themselves after the manner of departmental interchange as it exists in large organizations.

In actual office experience I have found the card index system an invaluable aid. Necessary information is written in Braille on the filing cards, which are then filed alphabetically in the drawer or rack. In letter filing—where carbon copies must be filed, I paste a 3 x 5 inch label in the lower left hand corner of the carbon copy, having previously written the needed information thereon in Braille. I must not forget to mention that the pasteboard divisions of the letter file are annotated in Braille characters.

It sometimes devolves upon the blind secretary to solve individual problems connected with his particular work. A broad knowledge of business methods and a thorough acquaintance with general office equip-
ment aids greatly in these circumstances, and obviates the necessity of seeking information which might quite easily have been acquired by the exertion of a minimum amount of effort.

Ability, training, adaptability and courage are the qualities which make for enduring success and sighted people have no corner on their market. Many blind persons are more richly endowed mentally than their sighted contemporaries, and they have a right to expect such recognition as is commensurate with their abilities. Ability, not blindness, is the crucial test.

BLUMENTHAL BROS.
PHILADELPHIA

November 8th, 1924
American Foundation for the Blind, Gentlemen:

We are in receipt of your letter of November 6th, in reference to Mr. David Sillman.

We found the above mentioned party most excellent in taking dictation and stenographic work; in fact, we consider him a wonder at it. There isn't the least doubt in our minds that in course of a very short time the blind operators will be doing some very fine work. Mr. Sillman has been able lately to do his own filing, and this was his own idea.

Assuring you that we are only too glad to give you the above information, we remain,

Yours truly,
BLUMENTHAL BROS.

Be Conquerors

SUE PARKER EAGAN
Peabody College, Nashville, Tennessee

Miss Sue Parker Eagan is now a successful dictaphone operator at Peabody College, Nashville, Tennessee.

A year before her graduation from a school for the blind, Miss Eagan bought a typewriter, and, with the aid of her brother, acquired sufficient knowledge of the machine to enable her to use it in all her personal correspondence. Typewriting had not been included in the school for the blind from which she graduated until three months prior to her graduation, but with characteristic force of purpose, Miss Eagan had proceeded to make herself conversant with the use of the tool that she would need for her future work.

Miss Eagan had never used a dicta-
phone at the time of her acceptance for the work at Peabody College, but with carefulness and courage, she managed to make the trial period at the college develop into a permanency.

Miss Eagan believes that the public attitude toward blindness should and must be changed. Her own words are:

“What the blind need more than anything else is to be treated like other people. We do not want to be set off in a corner by ourselves or looked on as curiosities. We are not abnormal, we are merely handicapped, and handicap is often balanced by excess of ability in other directions. Why not overcome the handicap and use the ability? It can be done. It is done every day. Let us not cringe; rather—let us conquer.

Saves Money

RAYMOND H. MUNIS
DuPont Co., Wilmington, Delaware

Post graduate work in the Industrial Department, following the regular course at the Pennsylvania Institution for the Instruction of the Blind, enabled Raymond H. Munis to secure work with the DuPont Company of Wilmington, Delaware, where he has been employed as a stenographer since 1918. Mr. Munis is entirely self-supporting and has been able to save money. Preparation has been the key-note and persistence the theme from which success has been evolved for Mr. Munis.
Gaining the Goal

Howard B. Burritt
Atlantic Refining Company,
Philadelphia, Pennsylvania

When the long line of seniors filed into chapel at Pennsylvania University on Commencement Day of June, 1917, Howard B. Burritt was in place in the line. With the rest of his classmates he had passed through all the various phases of college life. With them he had participated in Freshman frolics, Sophomore pranks, Junior "Proms" and Senior suppers. With them he had faced the rigors of examinations and the irony of professors, until, on that June day in 1917, he stood with them to receive the degree that his beloved Alma Mater was ready to confer. The fact that Howard B. Burritt was blind had not caused him to swerve one inch from his determination to earn his sheepskin. He had started out to win it, and win it he did.

Previous to his college career, Mr. Burritt studied at the Pennsylvania Institution for the Instruction of the Blind, and graduated therefrom in 1912. In October of the year of his university graduation, he entered the employ of the Atlantic Refining Company as stenographic assistant in the sales department. He takes dictation on the Hall Braille Writer and is an efficient and valued worker. Mr. Burritt is married and is buying his own home.

Win a Trial — Then Prove Your Mettle

By Marie Shaffer
Burch, Bacon & Denlinger, Attorneys
Akron, Ohio

Dictaphone operating presents a field of opportunity to blind persons. Aside from being an excellent means of affording a livelihood, it serves as a mind developer and character builder, takes one out of a little shut-in world into the larger world of industrial activity, and causes one to rub elbows with thinking, busy human beings.

To those who would become dictaphone operators I would say: "Lay a good foundation upon which to build for your future success. Acquire a thorough working knowledge of English, spelling and punctuation. Familiarize yourself with letter form and construction of correct sentences and paragraphs. Be an efficient typist. Cultivate a first class memory and avoid having to be told the same thing twice. Having done all these things and many more, go to work prepared to take advantage of every opportunity that presents itself. Devise ways and means of doing your own special work in the most capable way possible, with a minimum of trouble for your co-workers. Above all, wear a smile on your lips and carry a song in your heart. Be friendly with every associate and place your employer’s interest first.

I do not say that we can do anything that sighted persons can do, but I do maintain that we can work out many problems for ourselves, if we are afforded an average chance. Do not blame a possible employer for entertaining a certain amount of doubt as to a blind person’s ability. Remember — he has never seen one work! Go on and persuade him to give you a trial, and then prove your mettle. Do not assume that positions are secured without struggle. In my own case it was only by sheer perseverance
and bulldog tenacity that I secured a week's trial, and for many weeks thereafter I felt that my employers and daily associates regarded me in the light of a curiosity. The day came, however, when I won out, and although my first week's earnings amounted to only $3.65, my present salary is $20.00 per week. I work on a piece basis, and from the beginning, I have striven for accuracy rather than for speed. My dictators say that my spelling is about 100%, punctuation good, and accuracy 98%.

Let me say to other blind girls—opportunity is everywhere about you. Learn to recognize it.

BURCH, BACON & DENLINGER
ATTORNEYS AT LAW
Akron, Ohio

November 10, 1924.

Mr. Charles B. Hayes,
41 Union Square West,
New York City, N. Y.

Dear Sir:

In reply to your letter of November 6, 1924, we wish to say that Miss Marie Shaffer came into our office several years ago, direct from an institution for the blind.

We at once put her to work writing letters, taking her dictation from a dictaphone. For the first two or three weeks her progress was slow. But she began to develop accuracy and speed, and in a few months was writing from 100 to 135 letters per day.

Her work is absolutely accurate. She is entirely satisfied and we are glad indeed to have her in our office. We feel that such little time as we spent in getting her started in this work, is amply repaid by the efficient work she has done for us in return.

Very truly yours,

BURCH, BACON & DENLINGER

Don't Be Satisfied With the Easy Job

BY BERTHA E. HANEY
The Cleveland Hardware Company,
Cleveland, Ohio

Training is an important factor in the work of the dictaphone operator, whether blind or sighted. It was my good fortune to be trained at the Ohio State School for the Blind, Columbus, Ohio. I had the usual grammar and high school courses, with a limited amount of instruction in typing—not with a view to doing dictaphone work—but simply to gain the knowledge for general use.

When the idea of becoming a dictaphone operator occurred to me, I knew that some work must be added to the foundation I already had. On January the twenty-third, 1923, I entered a business school, and there pursued a course in English, typing and spelling. The complete course is supposed to take four months, and at the end of that time a test is exacted. In order to pass, one must be able to take dictation at the rate of forty correct words per minute. I completed the required work in a little less than three months.

On April the sixteenth, 1923, I came to The Cleveland Hardware Company, and have been here ever since. My work has been successful to the point that there has been no criticism, and no suggestion that I do not carry my end of the load.

The path of the blind dictaphone
operator is not an easy one, either in learning the job or carrying it on. To the blind who consider dictaphone operating as a possible field of labor I would say—It is possible only to the man or woman of earnest purpose, who is ambitious and determined not to be easily discouraged. These qualities are essential.

Much is required of the teacher who attempts to train a blind person to become a dictaphone operator. Personal interest, unfailing patience, kindly persistence and an exacting standard to which the work must be held—all these are the essential qualifications which must be possessed by the successful teacher. It was my lot to fall into the hands of such a teacher, and no record of my work would be complete without its tribute to her.

After the position has been obtained, the crucial test comes with the attitude of fellow workers. In order to insure proper cooperation between blind and sighted workers, it is necessary for the seeing person to supervise the blind co-worker’s typing, and the dictator should exercise unusual care in spelling and pronunciation, particularly where unfamiliar words occur, such as names of persons, streets and cities. In our office I have met with such uniform kindness and patience from the beginning that the established feeling of being among friends, not critics, has gone a long way toward making my work a success.

When I finished my course, it was suggested that I seek a place where terms would be simple, letter writing easy and the number of dictators limited. When the present opportunity came, there was grave doubt of my ability to undertake work with a manufaturing concern employing all the phraseology common to such work, with domestic and foreign correspondence, and seven men dictating different types of letters. Much is required in the way of remembering the names of the thousand and one parts of hardware made by our company, and the relation which they bear to the finished article. But the satisfaction of conquering the job and adding to my fund of knowledge has more than compensated for the effort put forth.

So—to the blind person seeking work as a dictaphone operator, I would say: “Make sure of your foundation and make yourself as correct an operator as is humanly possible. When that is done and you have some measure of confidence in yourself, seek out work that will require further effort. Do not be satisfied with the ‘easy job’ but take the hard one and master it—the sense of satisfaction which will come to you will be worth much in your mental and moral out-

BERTHA E. HANEY
look on life. Most important of all, keep a careful watch on yourself. Be serene and cheerful, never allow your failures and discouragements to come to the surface. You will gain and keep employment and friends only as you are happy, content in your work and appreciative of the efforts put forth by others in your behalf. Have I set you a hard task? Such a one is the only kind worth attempting.

CLEVELAND HARDWARE CO.
Cleveland, Ohio

October 28, 1924

Mr. Charles B. Hayes,

Dear Sir:

Your letter of the 21st to Miss Bertha J. Haney has been handed to me. I take it from your letter that you would like an expression from the Company as to whether Miss Haney is perhaps all that she claims for herself. I do not know what she has said but for the Company I want to say that we are very glad to have her with us and that she is entirely satisfactory in every way. She has held her own in every particular, is a faithful and efficient employee—a very good dictaphone operator. We are very glad to write this letter testifying to her real worth.

Yours very truly,
The Cleveland Hardware Co.
Charles E. Adams
President.

Go and Make Your Chance

Frederick Tansey
Of S. S. Pierce Company,
Boston, Massachusetts

Out-going ships en route for Europe and Asia; hurrying passengers pur-
up letter for claim collection. In caring for correspondence, after writing a letter, if the subject matter to which it refers is still open to further correspondence, I place the letter in a pile of similar ones on my desk, and this pile is later transferred to the pending file; if the subject matter is closed, I place the letter in another pile, for later transference to the permanent file. I have my own records, care for my typewriter and verify the sailing dates of various ships.

Many of our customers request us to send confectionery, cigars, baskets of fruit, and many other items to their ocean-going friends who are sailing for Europe or Asia. If time is insufficient to ship the orders from Boston, I telegraph to a dealer of high reputation, near the point of sailing, and he arranges to send the order to the steamer. I am the only dictaphone operator in my department and have but one dictator. The work is varied and interesting, though involving a great deal of detail.

I hold that there is nothing unusual about my accomplishment. Achievement is a duty. What I have done, others can do, and so I say to all young blind students: "Do not sit back and say you have no chance; go out and make your chance."

BOSTON
November 7, 1924
Mr. Charles B. Hayes
American Foundation for the Blind,
Hartford Building, 41 Union Square
New York, N. Y.
Dear Sir:

It is a pleasure to tell you that Frederick Tansey is an exceedingly efficient dictaphone operator.

He is quick and accurate and possesses a keen and retentive memory that greatly enhances his value to his department.

His spirit is very good indeed, and we rate him considerably above the average in dictaphone work.

Incidentally, you may be interested to know that he has earned an increase in wages which is to become effective today.

Yours very truly,
S. S. PIERCE CO.
H. H. HUNTER,
General Manager

How I Met a Difficulty
By Martha Bowers
Boy Scout Headquarters, New York

Remember, the world isn't waiting for you. You are only one of thousands whom our colleges and universities send forth year after year. If you want anything—go after it. There are few who realize the weight and truth of the above thought at the time of their graduation, but, once they are "out in the world" it does not take long for the full significance of the words to be felt. Their meaning came to me with double force, when, a few weeks after my graduation from college, I came to live in New York—an utter stranger—not only to the city, but to the state. The sense of loneliness, added to my sightless condition, made it doubly hard for me to obtain work, but I was determined to "go after it."

I knew nothing of the various organizations for the blind, and, when I did hear of them, I doubted their willingness to use their influence on behalf of someone about whom they knew nothing, and who, coming from
another state, had no claim on them as an established resident of New York. I made vain attempts to secure teaching in a private school; answered advertisements for dictaphone operators; applied at various employment agencies—all to no avail. Finally, the New York State Commission for the Blind sent me the announcement that a test in dictaphone operating would be given by the Dictaphone Sales Corporation. I sat for the examination and passed it.

After weeks of waiting, the Commission told me of a prospective opening and gave me an opportunity to gain actual experience in routine office work. I practiced under the supervision of the regularly employed dictaphone operator of the Commission. She was herself without sight and was thus able to understand my problems and answer my questions. At the end of three weeks of work in the Commission office I learned that the prospective opening was closed to me, as the firm that had promised it felt that it could not afford the expense. I was indeed discouraged—but—I wasn’t going to give up.

Another month passed before the Commission told me of a possible position in an office where the Oliver typewriter was used. I had never had experience in operating the Oliver machine, but did not intend to let the mere matter of an unfamiliar typewriter interfere with my prospects. The Commission permitted me to practice on an Oliver which I mastered. My efforts were not in vain, for the following week I became a dictaphone operator at the headquarters office of the Boy Scouts of America.

My first day was filled with the general excitement incidental to a new position. At first my employers and fellow workers were almost afraid to question me or to make suggestions. Now—the same attitude is shown toward me as toward any of the other employees. A splendid spirit of understanding was apparent from the beginning. For instance—all correspondence is stamped with the date and the initials of the operator. In order to facilitate matters, I was given a regular date stamp on which my initials had been placed. This may seem a trifling help, but, coming on the second day after my arrival at the office, it was a source of great encouragement and made me feel that those under whom I was working were anxious to have me succeed.

A certain element of skepticism was revealed about some of my work, and this attitude gave still greater force to my determination to succeed. When I suggested making my own enclosures just as the other girls did, I was told: “Oh, there are too many enclosures. Just put a memo on the letters and I will attend to that.” When certain form paragraphs were asked for I proposed that I make my own copy for future use—“No, just write that part of the letter that is dictated and I will have one of the other girls insert the necessary paragraph,” I was advised.

I understood the spirit in which these offers of assistance were made, but I did not wish to cause any exceptions to be made in my case. When I explained my feelings to my employers, I was given every opportunity to devise ways and means to accomplish my desired aim—to work
absolutely on a par with the other girls.

The solution of the problem of enclosures was an easy matter. I used Braille characters to indicate the form number and purpose of the various application blanks, as well as the number of any accompanying blanks that were to be enclosed with them. I settled the matter of form paragraphs easily by making duplicates in Braille.

The greatest difficulty experienced was the matter of names and addresses. Various departments have their own card catalogues with the names and local addresses of our Scout Executives. As there are some five or six hundred of these officials, my suggestion that I make my own card catalogue was discouraged. I finally overcame the objection and transcribed a complete alphabetically-filed state catalogue. This has proved indispensable. All minor details soon adjusted themselves. At present I am required to ask a minimum number of questions, most of which are relative to information about which any operator would have to inquire.

We who—without sight—expect to be given a place in industry, where we may work on an equal basis with the sighted, must see that the quantity, quality and efficiency of our work is equal to that of our co-workers. We must exert great effort. We must obtain results.

BOY SCOUTS OF AMERICA

November 20, 1924

My dear Mr. Hayes:

It is a source of great pleasure to me to be able to tell you and anyone else who is interested of the wonderful work performed by Miss Martha Bowers, a totally blind dictaphone operator in our employ. Miss Bowers has been with us since May, 1923, and has developed far beyond our most sanguine expectations.

Miss Bowers has been able to meet all our difficult requirements of making enclosures and keeping her own record of names and addresses by means of her own system, together with the Braille System.

Very sincerely yours,

BOY SCOUTS OF AMERICA,

A. M. HUNT.
List of Blind Dictaphone Operators and Typists
in the United States and Canada

NEW YORK

Beach, Anna ..........American Foundation for the Blind.........New York City
Bowers, Martha ........Boy Scouts of America........................New York City
Breiter, Edward E., Educators’ Association ....................New York City
Foley, Margaret ......The Iron Age Publishing Company...........New York City
Gillette, Nora E. .......New York State Commission for the Blind. New York City
Hamilton, Agnes .......Fidelity and Casualty Company..............New York City
Hanrahan, Beatrice...McKinlay, Stone and Mackenzie.........New York City
Hiller, Arnold .........Spencer Trask Company ........................New York City
Hunter, Dorothy ......Eastman Company .............................Rochester
Keator, Grace ........New York Association for the Blind.........New York City
Kuchler, Albert ........Bonyuge and Gerber—also employed at Sidney
                    Ormsby Company, Law Reporters ...................New York City
O’Neil, Anna ..........R. H. Macy ..................................New York City

OHIO

Billow, Ruth ............Akron Society for the Blind.................Akron
Eaglen, Hazel ..........The Tropical Paint and Oil Company........Cleveland
Grafton, Cuma ..........The Union Trust Company ................Cleveland
Grim, Frances ..........Burt Manufacturing Company ..............Akron
Haney, Bertha .........The Cleveland Hardware Company ........Cleveland
Haske, Edna ............The Sheets Elevator Company ..............Cleveland
Jones, Pearl ..........Ohio State Commission for the Blind ....Columbus
Kerr, Adelaide ........Gibson Art Company ........................Cincinnati
McQuirk, Margaret...S. E. Maxwell Company ........................Cleveland
Norris, Isabel .........The Standard Oil Company ..................Cleveland
Shaffer, Marie .........Burch, Bacon and Denlinger ..............Cleveland
Slutz, Ella .............Ohio State Commission for the Blind ....Columbus
Westfall, Mary ..........National Cash Register Company .......Dayton

MASSACHUSETTS

Carr, Emma ..........United Shoe Machinery Company ............Boston
Curran, Mary ..........Crompton and Knowles Loom Works ....Worcester
Gouloud, Edna ........State Reformatory for Women .............Sherburn
Holmberg, Arvid ......Fisk Rubber Company ..........................Chicopee Falls
Kennedy, Annie May ...London Guarantee and Accident Company.Boston
Kimball, Eleanor .......London Guarantee and Accident Company.Boston
McGill, Marie .........Walworth Manufacturing Company ....South Boston
Risser, Mary .........Babson Statistical Institute ...............Wellesley Hills
Robertson, Olin ......Maryland Casualty Company ................Boston
Tansey, Frederick.....S. S. Pierce Company ........................Boston
Walsh, Anna ..........Division of the Blind, Dept. of Education ...Boston

PENNSYLVANIA

Bannon, Alice Maud, International Correspondence School ....Scranton
Burritt, Howard B., Atlantic Refining Company ..................Philadelphia
Chamberlain, George R. G., Dun and Company .......................Philadelphia
Kelly, Genevieve ......Scranton Correspondence School ........Scranton
Roddy, Mary I. ........Lippincott Company ........................Philadelphia
Sillman, David ..........Blumenthal Brothers ......................Philadelphia
Stevens, Wesley ......Pennsylvania Association for the Blind ...Pittsburgh

ILLINOIS

Anderson, Clara ......Montgomery Ward and Company ..............Chicago
Crawley, Johanna ......Name of Firm not listed ..................Chicago
Deutsch, Etta .........Name of Firm not listed ..................Chicago
Getz, Sara ............Keystone Wire Manufacturing Company ....Chicago
Hill, Lena ..............Name of Firm not listed .................Chicago
Manske, Amanda ......Chicago Lighthouse ..........................Chicago
Melcher, Augusta ......Name of Firm not listed ..................Chicago
Nedelt, Ruth ..........Montgomery Ward and Company ...........Chicago
Peterkin, Susie E. .....Montgomery Ward and Company ...........Chicago
Peterson, May ........Name of Firm not listed ..................Chicago
Reynolds, Grace ..........Dixon State Hospital .....................Dixon
OUTLOOK FOR THE BLIND

Sirvotka, Mary  . . . . Chicago-Rock Island Railroad  . . . . Chicago
Slavinsky, Celia . . . . Name of Firm not listed  . . . . Chicago
Smith, Irma  . . . . Montgomery Ward and Company  . . . . Chicago
Valentine, Pauline  . . . . Name of Firm not listed  . . . . Chicago

CALIFORNIA
Allison, Matilda E. . . . . Napa State Hospital  . . . . Imola
Deckard, Everett  . . . . The John Manville Company  . . . . San Francisco
Decker, Edward  . . . . Name of Firm not listed  . . . . San Francisco
Lambert, George  . . . . Dictaphone Exchange  . . . . San Francisco
Ward, Marie  . . . . Lessman Practical Business School  . . . . San Francisco

MINNESOTA
Hake, Bessie May  . . . . Federal Reserve Bank  . . . . Minneapolis
Hineline, Marion  . . . . Pillsbury Mills  . . . . Minneapolis

TENNESSEE
Eagan, Sue Parker  . . . . George Peabody College for Teachers  . . . . Nashville
Herndon, Gladys  . . . . Fiske University  . . . . Nashville
Menskin, Annie  . . . . Grand Hotel  . . . . Chattanooga

WISCONSIN
Cornell, Blanche  . . . . Phoenix Knitting Company  . . . . Milwaukee

CONNECTICUT
Lippman, Lena  . . . . Trades Department for the Blind  . . . . Hartford
Tuttle, Harriet C.  . . . . Phoenix Insurance Company  . . . . Hartford

MISSOURI
Koenker, Genevieve  . . . . Missouri Commission for the Blind  . . . . St. Louis
Newman, Mary  . . . . Missouri Commission for the Blind  . . . . St. Louis

NEW JERSEY
Lewis, Jessie  . . . . Crocker-Wheeler Electrical Company  . . . . Ampere
Ryan, Margaret  . . . . Crocker-Wheeler Electrical Company  . . . . Ampere

COLORADO
Luce, Lotta  . . . . St. James Hotel  . . . . Denver

DELAWARE
Munis, Raymond H.  . . . . DuPont Company  . . . . Wilmington

KENTUCKY
Gortney, Oscar  . . . . Police Court  . . . . Mount Vernon
Thompson, Carrie M.  . . . . Name of Firm not listed  . . . . Harrodsburg

MAINE
Lynch, W. L.  . . . . Maine Institution for the Blind  . . . . Portland

MONTANA
Oxford, Lucy  . . . . Name of Firm not listed  . . . . Missoula

NEW MEXICO
Opdyke, Fannie  . . . . The Atchison, Topeka and Santa Fe Ry. Co  . . . . Albuquerque

RHODE ISLAND
Gadbois, Rose  . . . . Builders' Iron Foundry  . . . . Providence

SOUTH CAROLINA
Street, James  . . . . Southeastern Life Insurance Company  . . . . Greenville

CANADA
A. A. Archibald  . . . . Department of Forests and Mines  . . . . Victoria
Curry, C.  . . . . Canadian National Institute for the Blind  . . . . Toronto
Davidson, W.  . . . . Canadian National Institute for the Blind  . . . . Toronto
Hogan, O.  . . . . Dept. of Neglected Children Prov. of Alberta  . . . Edmonton
Hornsby, C. F.  . . . . Dept. of Municipal Affairs, Prov. of Alberta  . . . Edmonton
Rawlinson, J. H.  . . . . Canadian Department of Immigration  . . . . Overseas Office
Topping, N.  . . . . Department of Asylums and Penitentiaries, Province of Ontario  . . . Toronto
The Blind of Virginia—Their Todays and Tomorrows

By John B. Cunningham
Field Agent, Virginia Commission for the Blind

In presenting to you the picture of the blind of Virginia, I must paint conditions as they now obtain, and must parallel the picture of the blind of today with the ideal conditions for the blind of tomorrow. I must hold up these two portraits—side by side to the light of public judgment, hold them up in all their inevitable contrast, and the public will awaken to the situation. When the public is slow to welcome a reform or a new program of social service, we should rejoice in that slowness, for we know that ultimately a right distinction will be made between the professional agitator and the sincere humanitarian, between a counterfeit display of figures and a genuine revelation of facts.

A census of the blind is a revelation! A single day may register abject poverty or smiling affluence, colossal courage or contemptible laziness, rare artistic talent, the sunshine of sparkling wit and humor, or the shadow of a life-long dejection. The details of such a revelation would furnish material for a goodly volume, but the outstanding conclusion is that where the blind are at work, they are of all men most happy; where they are idle, they are of all men most miserable.

I am often reminded in this census of Robert Louis Stevenson’s observation to the effect that he could do without his arms or his legs, his ears or his eyes, and he might even conceive of getting along without his wife, but that he could not think of existence as being at all tolerable apart from his work. The summary of all that we hope and pray for the blind of tomorrow in contrast to the blind of today is that there shall be for them a maximum of employment and a minimum of unemployment. The questions that naturally arise are: “What can the blind do?” “What can Virginia do to guarantee employment and opportunity to her blind population?” Before attempting to answer, let us not forget that there are scores of blind individuals in Virginia who are employed, and who ask no aid from anybody. The census of the blind has registered in some detail the stories of these successful ones, to be passed on for the inspiration and encouragement of other less fortunate or less “grit-gifted” ones. Virginia has her blind piano tuners and musicians, blind broom makers and mattress makers, blind salesmen, and successful blind in every field of proven adaptability. Let me say that I never make an appeal in behalf of the blind, without giving full credit to the individual who has forged ahead and made good without the help of any organization for the blind. I shall have enough to say presently as to the pressing need for a deeper interest on the part of Virginia in her blind popu-
lation, but she must first be made to recognize the practicability of what we preach. In order that the mass of the blind may be given opportunity to "Go and do likewise," the Virginia public must be shown the example of the blind who are now filling normal places in her body politic. Time will warrant the barest mention of a few such cases.

In the town of Suffolk there is a man who has been blind for the past fifteen years. Today he is the head and chief owner of a cooperage factory employing two hundred men.

In 1917 a blind youth received his A.B. degree from William and Mary College. He is now Y.M.C.A. Secretary at the Virginia Polytechnique Institute and is rated as the most successful secretary in the history of the Institute as well as one of the best contemporary College Y secretaries in the State.

On the Eastern Shore is a man seventy-two years old who lost his sight within comparatively recent years. With his remaining faculties absolutely undistracted by age, he is still active in the daily demonstration and sale of chemical fire extinguishing apparatus, and he goes all over the Eastern Shore without the aid of a guide. Frequently he has called on a prospect, demonstrated his apparatus, made the sale, and walked out without the customer’s knowledge of his blindness.

Ask me who is probably the happiest, and most optimistic blind man in Virginia, and I will tell you of one in the city of Portsmouth, who, at a good location in the heart of the business section of the city, holds forth as proprietor of a cigar store and shoe-shining parlor, with an attached business in shoe repairing, cleaning and pressing shop, and a hat cleaning and re-blocking department. You go into his shop on a rainy day and say, "Jack, the rain rather hurts your shoe-shine business, doesn't it?" "Yes," he says, "but it helps the hat business, so it's six to one and half a dozen of the other." Speaking of cheerfulness and optimism, I can also tell you of a care-free blind youth in Richmond who can do more to put the public at ease with the blind in two minutes with one of his comic jazz songs than I can in two hours of argument.

Ask me about the blind in public life and I tell you of a blind lawyer with a recently opened practice in his native town of Lawrenceville, who is already Judge of the Juvenile and Domestic Relations Court of his county and is also Commissioner in Chancery.

Ask me who, among the blind youth of Virginia, is the pinnacle of social success, and I tell you of a young blind lawyer, recently graduated, who holds the badges of some of the most exclusive clubs at the University of Virginia.

Ask me who is the one most remarkable blind person in Virginia, and I tell of a blind negro in Norfolk who does, mostly with his own race, a large business as contractor. I was talking to the Clerk of Norfolk County: "Do you know John Riddick?" he asked. "Yes," I said, "He's a remarkable negro." "Not only a remarkable negro," he corrected, "but a remarkable man. His assessments cover several pages on the County books; he is easily worth a hundred thousand dol-
They say that once upon a time, John Riddick was waiting in line in a bank. A stranger, mistaking him for a beggar, placed a quarter in his hands. John was seen to cash an enviably large check at the window, whereupon the good stranger was heard to regret his error of judgment in terms most unmistakable. And the remarkable thing about John Riddick is, that he never learned to sign his name until after he lost his sight.

Oh, yes! "The Old Dominion" has her quota of successful blind just as surely as any of your northern or western states.

Thus far, I have painted in bright colors only. Now comes the inevitable contrast. The tragic truth, as brought out by our census of the blind, is that the great mass of them are living in a condition of partial, and generally total dependence on their families, relatives and neighbors. Not one blind person in ten—by any interpretation—however elastic, may be rated as entirely self supporting.

Service to the great, unseen, house-bound mass of dependent blind! For this the State Commission for the Blind was created! And what are the functions of this Commission? What is it that the Commission can do in order that the blind of tomorrow may have sunlight where today there is cloud, laughter where now there is bitterness, enthusiasm where there is indifference, usefulness where there is idleness and waste?

The foremost function of the Commission is the prevention of blindness. In 1918, at the suggestion of Dr. F. H. Hanger, of Staunton, Mr. Herbert J. Taylor, in conjunction with the National Committee for the Prevention of Blindness, secured the passage of a bill providing for the Prevention of Blindness, and the proper treatment of the eyes of the newly born. This bill is considered one of the best in the United States. We have the law, but we will not have its rigid enforcement until the people have been so educated to its necessity as to create a real public demand for its enforcement. Not only is it the business of the Commission to enlighten the public as to the necessity for enforcing this good law, but the Commission is likewise challenged to remove the filth of body and environment that so often causes or accompanies blindness of adults. You do not believe there is any real call for such work in this State? Then it is well for your easy going sympathy that you have never been brought into contact with some of the awful cases encountered in our census.

Down in Isle of Wight County, there is a colored woman who bears the unmistakable marks of social disease. She is the mother of only three children, and every one was born blind. Who will say that there is no need of some power or agency to stop this needless propagation of afflicted humanity?

On the Eastern Shore, I found a family of four, a mother, a son, and two daughters. They didn’t know how to spell their family name, which was Charnock. The parents had been of a close blood relationship, the father having died when the son was an infant. The aged mother and the two daughters are dependent on the son—an uneducated day-laborer on a farm. The two daughters were born deaf-mutes, and were never sent to
school. Now in middle life, these two deaf-mutes have become practically blind. Oh! Poverty, Blindness, Ignorance, and Poor Health, this home is your citadel and your debtors' dungeon. Here jointly you have come to stifle and crush the spirit from out these creatures! Here ceaselessly you take from your prisoners the appointed toll of the iniquity of the fathers, while sun, moon, and societywheel their carefree courses! Here with each flaming dawn you return to fill anew the Charnock's cup of woe, when sleep—their only friend—breaks but to admit you again, and death—their single hope—still mocks them with his tarrying! And does Accomac County care—Accomac, one of the two richest counties in the United States? Of course Accomac cares, it actually gives the Charnock family—three dollars a month! But let me not forget to say this for Accomac: when I reported the case to the county nurse, she raised means to take the two deaf-mute daughters to Norfolk for examination and treatment of their eyes by a specialist. It turned out that the eyes, in both cases, were hopeless.

As to the possibility of real returns on this work of educating the public along the lines of the prevention of needless blindness, we have the example of the State of Massachusetts. A prominent worker for the blind recently told me that not a single baby, blinded as a result of ophthalmia neonatorum, had been reported in Massachusetts for the past five years. To be sure, we here in Virginia have a long road to travel to reach that ideal goal, but that fact merely furnishes another reason for starting now and "speeding up."

Another function of the State Commission for the Blind is that of home teaching. It is my ardent hope that it will not be long before funds will be available for the sending of home teachers into our rural districts, so that the rural blind may enjoy those same benefits which the home teacher, at low cost to the Commission, is now bringing into the homes and lives of our urban blind. The home teacher can reach and ameliorate conditions for more blind than can any other known medium. Sad indeed is the case of anyone who is in no sense
adaptable to home teaching. Such a case I recently found in Nottaway County. The blind youth had a bright mind, but his body, with its fat, bulky frame, carried limbs as diminutive as those of a little child. These limbs were practically without feeling, being, as he said, "All perished and withered," so they were as the limbs of a little child half asleep. Of living tragedies the world has its ful and varied quota; but what could be more appalling than that of this youth, with eyes that have ceased to see, hands that cannot sense the saving landmarks of the dark trail, but whose mind can still remember and dream, and long, even while knowing that each tomorrow will dawn to deepen the emptiness of today and yesterday?

A conspicuous function of the State Commission is the vocational training and placement of the adult blind. Relative to this phase of the work, I shall limit my discussion to its economic aspect only, and that aspect as applied specifically to the broom business. Not that broom making is the only trade we propose to teach the blind! On the contrary—the prime object of placement work is to enable the newly blinded adult to find such employment as suits his own "natural bent" and fits into the industrial fabric of his own home community. Ultimately, workshops will be established in our leading cities for the placement of such blind as are, for one reason or another, disqualified from self-dependent placement. Broom making is one of the fields of proven adaptability to the blinded laborer. At present the Virginia Commission for the Blind operates on an annual appropriation of ten thousand dollars.

Considering the cost of the Commission's other necessary and useful activities, it is obvious that not much can be accomplished with the present appropriation, toward training and placing many blind laborers. There are not many trained blind broom makers in Virginia, but there are some facts and figures which show how utterly preposterous has been our handling of this problem of the blind laborer.

In my own county of Prince Edward, the School Supervisor told me that she had ordered her year's supply of brooms—eight dozen—from the Philadelphia Workroom for the Blind. I asked her why she had not given this order to the Commission. She said she had never heard of the Commission. She said the Order-Taker informed her that the Norfolk and Western Railroad also used brooms made at the Philadelphia Workroom for the Blind. I wrote the Purchasing Agent of the N. & W., and learned that he uses approximately six hundred dozen brooms a year, contract for which is made on a competitive basis. The Philadelphia Workroom for the Blind is a bidder who gets this contract. Six hundred dozen brooms would cost at least something like thirty-five hundred dollars.

That much money goes out of the State and that much patronage goes to the blind outside of the State—from one railroad alone. This takes no account of the other railroads in the State; it takes no account of the ninety-nine counties other than Prince Edward, all of which use brooms in their schools; it takes no account of the big city schools, of the state insti-
tutions of learning, of the hospitals, of the private schools and colleges—all of which are open markets for brooms. While we sleep, our Philadelphia friends, with characteristic Yankee pep, have stormed the citadel of our own Virginia blind. Meanwhile—Virginia is spending ten thousand dollars a year on her blind—about half of one cent from each man, woman and child of the State's population. While we send thousands of dollars out of the State each year as patronage to blind workers elsewhere, there are scores of blind men within our gates who are sitting idle because the Commission has no funds for its full program. What economic situation could be more preposterous? We are violating one of the first principles of business. The blind of Virginia are our neighbors. Every business man knows that it is policy to promote your neighbor's welfare. Why? Because in so doing you are building up a field for your own business. Frankly, unless more money is forthcoming from some source, the money that I have spent taking the census of the blind will have been in great part absolutely wasted. A census unfollowed by actual co-operation with the blind is obviously worthless.

There are conservative men who are wondering where and when our present-day increase of expenditures for public education and utilities in general will end. The average citizen of sixty years is appalled at the diversity of educational and welfare activities which are being run at public expense. In suggesting an answer, I make no apology for the seemingly ethereal tone of what I am to say, for "Where there is no vision the people perish." When anybody sets up a howl over the cost of public welfare work he might be asked not to overlook this fact: Out of every dollar paid into the United States Treasury, approximately seventy-five cents is spent for purposes of war, either past, present or future. I ask you—when and where is that folly of extravagance going to end? If you had your choice, which item of national expense would you wipe out—the cost of coaling the dreadnaughts, or the cost of operating the parcel-post? When the time comes that an almost revolutionary curtailment of public expenditures is necessary in order to rest the people from their burdens, it will probably happen that common sense will lead to the elimination of public squandering. There are influences at work for world peace whose destiny may lie in the dim future, but whose origin is the spirit of brotherly love springing from the Christian religion, which spirit is the headspring of all social agencies, which, if they are genuine and sincere, live to lead the strong to the side of the weak, the sighted to lighten the paths of the blind, and which challenges "the fit" with the problems of "the unfit."

Anyone who saw the Campaign for the Blind in Richmond last February has no need to be told of the marvelous strides made by the Commission in its short history. It was on the occasion of that three-day Educational Campaign that a Richmond newspaper reporter asked me how all this State work for the blind, this recent awakening of public interest in their welfare came about. So I told them the story known to every representative blind person in the State, but then
little known to the Richmond public.

In May, 1913, Lucian Louis Watts was working as a railway construction engineer far out in the mountains of Dickerson County. Though possessing a recognized ability to handle men, Watts was then but a carefree youth with all the patrician instincts of his Albermarle County ancestors, of which County his father was Sheriff for thirty-five years. While directing a hazardous piece of work, young Watts was exposed to a premature explosion of dynamite, which left him his life, but cost him his sight. He had lifted up his eyes unto the hills, and the eyes had gone, but from those hills there came the help of a higher vision. With his natural genius for organization, and a mental and spiritual vision intensified rather than diminished by the loss of physical sight, young Watts set himself to the task of bettering the condition of his fellow-blind. After completing a special course at the State School for the Blind in Staunton, a course designed to adapt him to his new and strange lot in life, Mr. Watts was employed as instructor in the Industrial Department of that School. In June, 1919, he organized the Virginia Association of Workers for the Blind—the first agency of its kind to be established in "The Old Dominion." In 1920, the State Legislature provided for a Commission to Investigate Conditions of the Blind in Virginia. As Secretary of this Commission it was Mr. Watts' duty to collect and systematize such facts and figures as the limited appropriation would warrant. So thorough and conclusive was the conduct of this investigation that the Legislature of 1922 approved, without a dissenting vote, Mr. Watts' recommendation for a permanent State Commission for the Blind, and for the separation of the schools for the deaf and the blind.

Three years ago Mr. Watts stood before the Convention meeting in this city, and advocated Charlottesville as the proper location for a new school. Today, Charlottesville exists as a site for the School for the Blind on the statute books of the State of Virginia. Now if there is anywhere in the history of social service in this State a more romantic chapter than this launching of the work for the blind by L. L. Watts, I don't know where you will find it.

Now the new State School for the Blind bids fair to be an accomplished fact. It was interesting, at times thrilling, to watch the progress of this measure in the Legislature last winter. Who made the fight and how did the victory come about?

Well, the children from the Staunton School went down and made a splendid appeal before the Legislature. Helen Keller was there, and it is needless to say that she made a profound impression. But, even after all this, the bill came within an ace of being lost, and listen to how it was saved. On Saturday, March first, the bill for the School for the Blind stood thirty-five pages down on the Calendar of House bills. Tuesday, March fourth, was the date set in both the Senate and House for each house to cease consideration of its own bills and devote the remainder of the session to the passage of bills already passed by one house, and waiting to be considered by the other. Our bill was thirty-five pages down the Calendar on Saturday, and the House Calendar
was to be abandoned on Tuesday, so it stood as a physical impossibility to get action on the measure if the natural order proceeded. On Saturday, Mr. Watts had one of his friends in the House move that the bill be taken up “out of order” and considered on Monday afternoon. The same thing had to be done in the Senate, where Senator S. L. Fergison of Appomattox was our ardent friend and champion. In the Senate likewise our bill was doomed, in natural order, to be struck off the acting Calendar. But for these motions to take up the bill out of order, not a ghost of a show would we have stood to get any action at all. When it came to the voting, the Senate approved without a dissenting vote, and the House approved by a vote of eighty-five to two.

I have three ardent hopes—the first is that the school shall have an administration that is wrapped up, soul and body, in the love of the cause of the blind. The dual school did its best, so far as human limitations would allow. I have not a word to speak against the Staunton School. Any school that taught me how to read has my lifelong love and gratitude, but it was impossible for a dual school to do its full duty where the interest of the administration had to be perpetually divided between two radically diverse groups of students—the deaf and the blind. Consequently, this census reveals some sad cases of men and women who are now dependent and useless, having been unable to acquire through the incomplete dual school the necessary equipment for life’s battles. In order that the census of the blind of tomorrow shall register no such sad cases as these—give the new school an administration that knows

the blind and their peculiar problems, and delights in nothing so much as their personal success and happiness.

My second ardent hope for the new school is that it shall have a curriculum that will provide for the children everything that can possibly be adapted to a blind pupil. Let us furnish them with at least all that blind children of other states can procure. Evergreen, where the blinded soldiers are taught, gives courses that had never been thought applicable to the blind. Some of these were of course impractical, but the ideal of versatility is a good one. At Evergreen the blinded soldiers learned everything from poultry raising to dancing.

My third ardent hope for the new school is that once it is in regular operation, we shall enforce in this State the application of the Compulsory Education Law for blind as well as for sighted children. With the right kind of school, we must have attendance made compulsory. Our census shows many children who are being denied the opportunities of education, through their parents’ mistaken idea of kindness. Some parents are too soft-hearted to send a blind child away from home, and thus they render him helpless and hopeless for life. Looking over the scores of mistreated and neglected children, whose lives are shut up in prison vaults, I cannot help feeling that—

Perhaps, in this neglected spot is laid Some heart once pregnant with celestial fire,
Hands that the rod of empire might have swayed,
Or waked to ecstacy the living lyre.
Some village Hampden who, with dauntless breast,
The little tyrant of his fields withstood,
Some mute, inglorious Milton here may rest,
Some Cromwell, guiltless of his country’s blood.

The blind of Virginia! They of today are a charge, they of tomorrow are a challenge. From the level of their life as it now is, the upward path is an arduous ascent, and there are ravines to be bridged, and cliff-bound curves to be hazarded. Here is work for both the engineer with uncommon daring and the laborer with uncommon skill. Forgetting for a moment the grades and cliffs that stand between, I can picture that larger field that is to greet the census-taker of tomorrow, and the picture reveals that twenty-five years hence—not ten years hence—he will register not dreams and visions, but realities.

I seem to see for him an understanding and an actively interested public. A public that has ceased to think of “Blind Tom” as being the exemplary type of successful blindness. A public that has ceased to countenance, with misdirected charity, those blind street mendicants who still dare to blacken the landscape of public opinion with the plying of their unmanly traffic. A public that can listen to a gifted blind tenor, with minds undisturbed by petty sympathies for a merely physical inconvenience.

I see the newly blinded adult, not left to curse his fate in solitude and gloom, a shipwrecked mariner on the shores of time; but a valiant sailor rather, giving chase to the storm, laughing at the tidal wave, and steering in the wake of pilots, whom his Mother-State shall lend him.

Best of all, I see—rising here at the feet of your Jefferson, the turrets of one of the greatest schools for the blind in America. Here “The Old Dominion” will gather up those fragments, her blind, but soul-sighted, little ones. Here she will teach them to stand up straight beneath their “mild yoke of light denied.” Here she will show them the treasures of mind and spirit—treasures greater far than all the gold of Ophir and the diamonds of Kimberley. She will lead them upward and on—on through

“The desert, and illimitable air,
Lame, wandering, but not lost.”

Red Cross Classes for the Blind
By Georgina E. Trainor

In September, there was organized at the Western Pennsylvania School for the Blind, Pittsburgh, the pioneer class of blind Red Cross students of home hygiene and care of the sick.

The class was organized by the Pittsburgh Chapter of the American Red Cross. The instructor is Miss Elma Smitten, a graduate registered nurse of the Western Pennsylvania Hospital, and the course consists of fifteen lessons in regulation of diet, bathing and care of babies, making a bed with a patient in it, methods of detecting abnormalities in pulse and temperature, and many valuable lessons in First Aid.

Miss Smitten gives glowing accounts of the splendid work of the class, and is proud of the fact that—although the class is not yet complete—two of the girls have been able to use their recently acquired knowledge.

The success of the course at the Western Pennsylvania School should supply incentive for the establishment of similar classes in every school for the blind in America. Nursing and home-making are the two highest missions of womanhood. Let us have more of these classes.
RED CROSS CLASS FOR THE BLIND
BLINDNESS VERSUS EMPLOYMENT

A BLIND man stood before the bar of industrial justice. Day by day a jury of astute business leaders had weighed the evidence presented for and against the defendant. The prosecuting attorney had handled the situation with trained adroitness, and had presented an apparently irrefutable argument against the prisoner, postulating that common sense and the law of the physical universe were against the supposition that a blind person could "acceptably perform such duties as have been here specified. The thing is impossible. The man is blind. There can be no further argument." The prosecuting attorney, having created the unfavorable atmosphere that he desired, sat down and awaited the final summing up for the defense. He was unprepared for what followed.

With a bland smile, the lawyer for the defense arose. "My worthy opponent has presented a strong argument," he said. "It now remains for me to break down his defenses and refute his argument. Common sense and the law of the physical universe are in favor of my client, not against him. My worthy opponent has distorted his definitions. He should have said 'prejudiced opinion' instead of 'common sense', and 'theory' rather than 'the law of the physical universe.' My client has accomplished that which my opponent declares to be impossible. He has performed the required duties. An unexpected witness has appeared on the scene, and I am permitted to waive my final argument in his favor. Mr. Jones, the young man's employer, will now take the stand."

Mr. Jones justified the defense lawyer's expectations, and concluded his evidence with the words: "We have had no trouble whatsoever with the defendant. His work is excellent; we prize him highly and are well satisfied with him in every way."

The verdict rendered was: "We find this blind man efficient and capable in every way. He has proved his worth, and we recommend that the industrial world consider all similar future cases with equity of judgment, unmarred by traditional prejudice. The court is dismissed."

The foregoing imaginary scene is built on essential truth. Day by day, the ability of blind wage-earners is weighed in the balance and is not found wanting. In this issue of the Outlook, we publish a list of blind dictaphone operators who are today employed in twenty states of the the Union. All of them are sincerely valued by their employers. Careful reading of our Special Feature will show that all write-ups reveal an intense awareness of the opportunity that is opening to workers in the dictaphone field, and a firm belief in intensive preparation for the particular job. Some of the write-ups are
accompanied by commendatory letters from employers.

Blind dictaphone operators should be employed in every one of the forty-eight states of the Union, instead of in twenty, as is true today. That the Canadian government is fully alive to the value of the blind operator, is evidenced by the class of positions held by the Canadian operators who are listed in our Special Feature. Organizations for the blind in the United States must endeavor to place our trained operators in similarly worth-while positions in the government of our country. The preparation and qualifications of our operators must be such that business leaders will seek them out when there are really worth while positions to be filled. We must establish the attitude that says—"if you want the work well done, get a blind operator." We can do it if we will.

WILL THE PUBLIC PAY TO HEAR A BLIND PERFORMER?

At a recent recital given in New York City by Abraham Haitowitz, a blind violinist, every seat in the house was sold. Because of former successful recitals this artist was well-known to New York audiences, but a full house on a night when many world-renowned artists were appearing, indicated that Mr. Haitowitz has an equal power of attraction. This definitely proves that artistic temperament and adequate schooling combined, will draw intelligent listeners. It matters not whether the artist is blind or sighted, providing his work has technical and artistic value.

REGINALD C. VAN TRUMP

It is with deep regret that the Foundation learns of the death of Reginald C. Van Trump, President of the Delaware Commission for the Blind. We extend our sympathy to Mr. Van Trump’s relatives and friends, as well as to the sightless people of Delaware, to whom he was such a stalwart friend—always zealous for their welfare, and determinedly energetic in its establishment.

Mr. Van Trump was instrumental in bringing about the organization of the Delaware Commission for the Blind. Equipped with a deep understanding of human nature, splendid academic and professional training, and a sympathetic attitude toward the sightless multitudes, of whom he himself was one, he was eminently suited for his place in the world of workers for the blind. Through his active interest and guidance, scores of sightless persons were helped toward self-reliance and industrial independence.

The best memorial to this life of sincere purpose and splendidly unselfish service, will be the continuation of those activities whose foundation stones were laid by Mr. Van Trump, and the perpetuation of the ideals embodied in those activities. We hope that the work begun by him will endure and grow stronger through the coming years.
"John N. Burnham"

John N. Burnham, blind organist of the Lutheran Church of the Epiphany in New York, won the fifty dollar prize offered by the Hymn Society, New York, for the best musical setting to the Harvard prize hymn—Our Christ, the words of which were written by Harry Webb Farrington.

One thousand and three competitors participated in the contest, and settings came from Germany, England, Denmark and various parts of America. Mr. Burnham has been organist at the Church of the Epiphany in New York for nineteen years. He is a graduate of Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

Our Christ

Harry Webb Farrington

Andante Religioso

John N. Burnham

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Esperanto—Its Value to the Blind

By Joseph Bartlett
Instructor in French and Esperanto, at Antioch, Ohio

ESPERANTO, especially in its relation to the blind, is one of the best examples of an international auxiliary language. It was the writer's privilege to attend the first international convention of the blind held at Cambridge, England, in August of 1907. This particular meeting was intended to serve as a test of the possible concrete value of similar future conventions. The conventions have proven their value, and, since the World War, they have continued for purposes of business and of pleasure. Many topics of interest to the blind are discussed, and those who have attended the conventions have been able to carry back to their communities and schools, suggestions which have been of invaluable help.

It has been suggested that a Pan-American Congress of the Blind be held in 1928, and the suggestion has met with enthusiastic response. Such a conference would mean that the blind of the entire Western Hemisphere could unite for a common cause. There are countries in South America sadly in need of help from such other countries as have already made definite progress in work for the blind. The writer has been accepted as a member of the Latin-American Union of the Blind, and is in correspondence with blind men in Brazil and Argentina. The language used for the correspondence is Esperanto.

As an outgrowth of discussions at meetings held in various cities of Europe since the Great War, there has developed the idea of a great world-wide organization of the blind. On my table there lies a copy of the statutes which have been suggested for this proposed world organization of the blind. “Universala Asocio de Blindaj Esperantistoj.”

Statutes of the Universal Association of Blind Esperantists

1. Among the blind Esperantists of various lands there has been founded an association under the name of “Universal Association of Blind Esperantists” with the abbreviations U.A.B.E.

2. The association center is wherever the president resides.

3. The organization aims (a) to unite the blind of different lands in brotherly relations; (b) to scatter Esperanto as the unifying agency among the blind of the entire world, and, (c) to present the blind to the world outside.

According to the statutes proposed, there is to be no restriction regarding membership, on account of sex, politics, religion, etc. Any person who has attained his majority and who is not debarred by law, can be a member.

In addition to the congresses of blind men and women, and the great organizations which are springing up as a result of these meetings, mention must be made of Esperanto literature. In the Library for the Blind at 18 Tufton Street, Westminster, London,
England, there is a large collection of books in Esperanto. These books, which are written in Esperanto Braille, can be borrowed from the library. Those who wish to borrow them are asked to pay postage, and for those who cannot pay the small amount, there is a fund which provides for mailing the books.

Another feature of the international language movement among the blind is important as the source from which most of the work springs. I refer to the Esperanto Ligilo, the international magazine for the blind. This magazine contains stories, scientific articles, biography, historical sketches, relief maps, and a department devoted to the progress of Esperanto among the blind. The “gazette” is sent, free of cost, to any blind person and is maintained by voluntary subscriptions.

The future of the magazine is debatable, because of financial insecurity. The Editor, Harold Thilander of Stockholm, Sweden, who is himself blind, serves the magazine gratuitously. Seven hundred copies of the “gazette” go out each month, and the annual cost of the work is $1,500. A committee was formed for the sole purpose of raising funds, and excellent work has been done, but there is fear that the work will stop. Some organizations in Europe have helped a little, but Europe is in no condition to render aid. The time is coming when more blind will want the magazine, but it may be impossible to do more than is being done now. In all probability no more than two hundred of the blind now receiving the magazine could help on the subscription price. The blind of Europe are without means.

The word “ligilo” means “bond.” The Esperanto Ligilo has been a literal binding power that has held together the blind of all nations. It has been the medium through which plans for the yearly international conventions have gone through to successful conclusion; it was the source of the great world-wide co-operative movement among the blind; it is a fertile field for the sowing and reaping of future concrete accomplishments, and large plans for its usefulness are in the heart of the editor. Shall the magazine cease to exist? Such an outcome would result in incalculable loss. Can we of America, blind and sighted alike, do anything to help it to continue to live? Have we the financial resources? The writer of this article has no plan to suggest; he awaits illuminative ideas from his readers.

Esperanto Ligilo is a torch that has been set aflame to help the cause of the blind of the world; shall it be quenched? What can we Americans do?

*Editor's Note:* Last February, the writer of the foregoing article lectured before the International Auxiliary Language Committee of the American Association for the Advancement of Science. His subject was “The Value of Esperanto.” Mr. Bartlett is a graduate of the Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts, and is an instructor of French and Esperanto at Antioch College.
The race was won in 9 minutes and 27 seconds.
The Traditions of Our Day School Classes for the Visually Handicapped

By George F. Meyer
Superintendent of the Department for the Blind, Board of Education
Minneapolis, Minnesota

When I told the Editor of the Outlook that I would prepare something on Sight Saving work, I was quite without any definite idea as to just what might be a timely topic. I consented in the hope that I might thereby get into more intimate touch with the Day School constituency which I am representing on the Board of Trustees of the American Foundation for the Blind, and thus increase the value of my services to that group.

There was not sufficient time to gather complete data of any kind from the various day schools throughout the country with a promise of results worth mentioning. The problems which we in our system have been studying for a considerable time have not reached the stage for publication. It has been my good fortune, however, to have visited a number of Day School classes for both Blind and Semi-Sighted; I have conferred with those in direct charge or in intimate touch with many others, not to mention data gathered from more or less isolated classes. In what is to follow I have attempted to put down in words a composite, as it were, of my impressions of the present status of Day School work for the blind as a whole, from the professional and administrative points of view. I make no claim to a scientific contribution in what I shall say, and I have carefully avoided being specific so as to avoid contrasts and comparisons which are out of place in this paper. If, as a result of this article some are stimulated to greater thought for the benefit of all, and some of those who in the past have already been thinking along these lines are stimulated to action, I shall feel fully compensated.

To some my title may be misleading. It might, perhaps, as well be stated as “Universal principles underlying the Day School movement”—“Universal Standards and Practices”—“Professional ideals among our Day School Teachers”—“Backgrounds in Day School Work,” or numerous other captions. I feel, however, that the choice of the title will permit of a less formal treatment of the material which I hope will put both writer and reader more at ease. I use the word traditions advisedly also in another sense. It usually suggests customs, practices, accounts, etc., which are handed down by word of mouth from one generation to another. The literature on Day School Classes is and has been so meagre that our present practices are more the result of tradition than we realize.

No one will deny that the Day School movement for the blind is in every sense of the word an educational movement, and yet in a surprisingly large number of instances the establishment of these classes did not have
its inception in an existing educational agency. In some instances it was the accomplishment of some individual deeply interested in the welfare of the blind who later perhaps became the first teacher. Or, perhaps the local agency dealing with the adult blind saw the desirability of establishing such classes and after breaking the ground called in an educator to assume charge. Again, it may have been some agency foreign to the community which stepped in, prepared the way for the opening of one or more of these classes, sometimes maintaining an advisory connection with the newly established work, and sometimes withdrawing to a new field. It may be that the head of the State School for the Blind has given his active support to the establishment of certain of these classes, though finding it impossible to assume more than a passive role in their guidance. Finally, it may be that some particularly alert and progressive Public School Superintendent, having sensed the need for such class or classes, has himself put into motion the necessary machinery. With conditions surrounding their origin so different, and with the circumstances surrounding their development quite different, it is, perhaps, surprising that common traditions have been established. Once established, the Day School Class began to reach out to find a foothold for itself. It took over from the residential school for the blind, material and methods which, through years of study and intensive application had been developed, and fitted these into the altered conditions under which the child who read by the sense of touch was educated.

By the use of these methods and materials it was possible for the child without sight to be adjusted in a very broad way to the customs and traditions of the average public school system. Some systems have been content with this adaptation, while others are striving, some with more success than others, to build up a set of standards and traditions which will be truly applicable to the Day School problem.

Before continuing let me say that in referring to the Day School Class, I refer to the plan of educating the child who has a visual handicap which is likely to be permanent, whether that handicap be the result of total loss of vision or whether it result from only partial loss. If undue reference seems to be made to the readers of Braille it is because they have been with us longer, and plans for their education have reached a more definite stage. With the necessary change of technique and of viewpoint in meeting their problem, the underlying principles of the Day School should apply to those with some vision as well as to those with little or no vision.

From what I have said it would appear that the fundamental principles of the Day School plan of instruction originated from two major sources: the residential school for the blind, and the traditions of the general plan of public school instruction of the sighted child. Aside from inheriting from the former the technique of tactile instruction, it would appear that the latter has been most influential in determining the policy of the Day School class.

This seems natural enough in view
of the isolated position of the average Day School Class, the pressure exerted by local school administrators, the lack of adequate facilities for the training of teachers, the lack of a constructive plan supported by the organized efforts of those engaged in this work, the pressure of economy, as well as other forces not mentioned here.

So it has come about that today almost the only distinctive features of the Day School Class which may be said to be universal are the methods of instruction and the small number of pupils assigned to one teacher; even the size of the class is a factor which varies widely. The mastery of that part of the curriculum from which the handicapped child can profit is the only universal aim.

It is not easy to appreciate the extent to which the operation of Day School Classes vary in important details. I do not forget that the Day School Class must adapt itself to its environment, as it were, but we must also bear in mind that there are certain essentials which should represent the consensus of opinion of those in the work.

The size of class is a fundamental detail, yet the number of pupils handled by a single teacher may vary from six to fifteen in various systems with no apparent regard for the grade classification. A superintendent contemplating the organization of a Sight Saving class seriously suggested the possibility of enrolling as many as twenty.

With reference to the relationship between the Day School pupil with defective vision and the pupils of the regular grade we have the variation which ranges through all the stages from complete segregation on the one extreme, to the maximum of participation in the work of the regular grade on the other.

With reference to the curriculum of the Day School pupil there is also a great variation. As mentioned above, some classes are quite content to confine their efforts to the more profitable phases of the regular public school curriculum, supplementing this with work in the lighter handicrafts, and usually adding typewriting, though the aims and methods in teaching the two latter subjects are not always well defined. Other systems have added a limited amount of instruction in music either through direct instruction by the system, or carried on either by members of the school staff or by persons employed by a co-operating philanthropic agency. Still other systems looking forward to a comprehensive curriculum which will meet every need of the child thus handicapped have provided instruction on small instruments, and have planned for the participation of their pupils in outside activities engaged in by their more fortunate brothers and sisters.

One of the chief criticisms which has been directed against the Day School plan of instruction is that it is unable to cope with the problem of the child’s home training. That such a weakness is inherent in this plan of education has by no means been demonstrated. It is unfortunately true, however, that comparatively few systems have fully recognized the need for concentrated attention on this phase of the child’s education, and home visiting has been left ex-
clusively to the teacher who is already overburdened by the sheer multiplicity of her duties. At least one system has recognized the problem and has taken definite steps through the inauguration of a training cottage, and the appointment of special visiting teachers to work with the families of these children.

Concerning the matter of administration there is also considerable variation. Like the old "School for Defectives" now a part of history, there is some tendency to combine the administration of these classes with that of the deaf, the crippled, the stammerers, the tubercular and the pretubercular, the cardiac cases, and finally the mentally defective. Fortunately the plan is not at all general. Other systems approach the problems from a purely hygienic point of view, subordinating the educational phase by placing the administration under the medical department of the schools. In other systems the teacher is left entirely to her own devices and resources. Still other systems have their plan of supervision and administration more or less thoroughly organized, a few being fortunate enough to be able to co-operate in the establishment of a research department. With the work as decentralized as it is, the problem of administration is a real one. The smooth working of an efficient Day School plan involves a multiplicity of contacts, contacts which are subject to sudden and radical change, contacts for the most part with persons and agencies who are in no position to become conversant with the individual and varying problems of the Day School Class.

In the aims and ideals of our Day School teachers there is much more agreement in principle than in practice. This situation undoubtedly for the most part is due to local obstacles which prevent the carrying out of their ideals. Those with a broad knowledge of the work appreciate the necessity for a program which will go the limit in providing educational opportunities which will offset in part the handicap under which the child must live and labor. However, the organization of an increasing number of classes for children with some vision will doubtless tend to narrow the point of view of those in the work. The increased demand for instructors for these classes is bringing into the work teachers who have not had the opportunity for wide preparation and who are therefore inclined to apply the traditions of the educational plan for the sighted child. Furthermore, while the need of many children with some vision for a comprehensive plan of instruction may be even greater than that of others whose vision is much lower, the possession of some vision may make this need seem less obvious.

In the preparation of teachers there is no uniform practice. Some teachers are chosen primarily because of their interest. Some states require certification either with or without examination, others have no special requirements. Perhaps the more common practice is to require teachers to observe for a period, such observation being supplemented by informal courses in eye hygiene and a reading course on problems related to their prospective work.

The above represent elements in Day School work which are of uni-
universal interest, elements upon which substantial agreement would materially assist both teachers and administrators. For more than twenty years the Day School in one form or another has been a going concern yet as a group we have enunciated no set of principles, have fixed no standards for evaluating our work—in short, as a group we have no traditions we can call our own.

Perhaps this is because the work, at first slow in its development, has recently increased so rapidly. Perhaps it is because of the isolation or because of our lean purses. Perhaps it is because there has been no source from which an urge could come. Whatever may be the reason the need for more unified action may soon force a conference on the subject if we wish to maintain present standards which many feel are even now too slow for rendering the services which our children need and should for the sake of future economy and future happiness rightfully have.

More than one factor emphasizes the need for conclusions on some of the points noted above.

As mentioned before, the increasing demand for teachers, especially for those children with considerable vision, must be met in some way. The present plans of training are commendable but should be standardized if State Departments of Education are not to become arbitrary in sheer desperation.

We must remember the obligation which we owe not only to the state but to the child as well. By attending the Day School he foregoes the advantages which any other plan of education might give him, and it is our obligation to fulfill the promise which is tacitly made him when he enrolls with us. Furthermore, a child so handicapped who is ill-prepared to meet the problems of life whether the visual handicap be great or comparatively small is a potential burden upon society. When the public school will not or cannot assume this responsibility the profession should be united in making appropriate demands.

Finally, with the demand for new classes increasing constantly, school administrators are attempting to acquaint themselves with the details of such classes. As I have previously mentioned, the Day School entered the public school system by the back door, as it were, without an invitation from the educator and almost without his knowledge as to what it was all about. To the casual observer the expense seems enormous and to the uninitiated superintendent one class looks as good as another, and the handling of even twenty pupils looks easy to one accustomed to assigning forty or fifty to one teacher. Similarly much of the remaining machinery especially designed for our work may appear as frills and needless expense. With the present financial stringency in education, well-meaning superintendents may not be convinced of the economy of measures which at first seem extravagances. After all, we are a small family in which the strong must support the weak, and in which the increasingly large number of weaklings will inevitably sap the vitality of the stronger members. An isolated system ventures much when it goes beyond those of its class in such a work as this, so that the situation of
Annual Conference of National Committee for the Prevention of Blindness, Nov. 10—17, 1924

The National Committee for the Prevention of Blindness has for some time considered a change in its annual conference. Heretofore, a single annual meeting was held to conduct the business of the organization and a specially invited speaker talked about a particular type of activity. This year—the program was planned for a week's duration, several speakers were invited, and the subjects for discussion were so arranged as to enable those attending the conference to be present at such discussions as would be most profitable to particular groups or individuals.

For, some time past, volunteer workers have wished to hold an Institute, and it seemed advisable to include such an Institute in this year's conference. So it was, that on Monday, November the tenth, the first session of the Institute formed the opening part of the conference which was held at the Russell Sage Foundation Building, New York City.

Mr. Charles B. Hayes, director of the Bureau of Information and Publicity of the American Foundation for the Blind, presented the subject of "The Blind in America." Mrs. Winifred Hathaway, secretary of the National Committee for the Prevention of Blindness, spoke on "The Growth of the Prevention of Blindness Movement." A round table discussion of the field for volunteer service was led by Miss Annette Parke, chairman of the Philadelphia Junior League Committee for the Prevention of Blindness. This discussion closed the morning session.

any small group of cities holding aloft a beacon to mark the way, is a precarious one. Let us study our own problems thoroughly before school administrators pass hasty judgment based on casual observations.

But how can this be accomplished, you ask. The method rests with the teachers and administrators of our Day School. To be effective the study must be conducted by a representative group. The methods must be thorough and the findings must receive the endorsement of all concerned.

I have touched upon various phases of Day School work. Any one of them might justly have been entitled to the discussion allotted to the whole. I have especially tried to avoid passing judgment on controversial issues, and I trust that the reader may have borne this in mind. The greater question of uniform standards for the good of the work should overshadow matters of secondary importance. In over-standardization there is danger of stagnation, but I feel sure that other considerations of a very practical nature will make even a reasonable amount of standardization a goal to be achieved rather than a limitation to progress.

Let me say in closing that I shall welcome a free and unhampered exchange of views on any phase of this article. I should especially welcome constructive criticism through correspondence addressed to me. As Day School representative on the Board of Trustees of the American Foundation for the Blind, I am especially anxious to ascertain the sense of the group I represent.
Dr. Walter Baer Weidler opened the afternoon session with a consideration of the question of "Eye Defects and Their Correction." Dr. Ellice M. Alger discussed the subject of "Eyestrain and Its Effects on General Health."

On Tuesday morning, November the eleventh, there were demonstrations of talks such as are given to children of varying ages. Speakers at the afternoon session were Dr. Thomas H. Curtin and Mr. Louis Resnick, Director of Publicity of the National Committee for the Prevention of Blindness. Dr. Curtin's subject was "Common Eye Diseases and Infections," while that of Mr. Resnick was "Accidents and Eye Hygiene."

On Wednesday, November the twelfth, Miss Eleanor P. Brown, secretary of the Junior Committee for the Prevention of Blindness, addressed the morning group. Her topic was "Organizing Local Committees." Mr. Lewis H. Carris, managing director of the National Committee for the Prevention of Blindness, took up the question—"Cooperation with Local Agencies." Dr. Elizabeth Kemper Adams, who has had a wide experience as educational director of the Girl Scouts of America, was eminently fitted to speak on "What Youngsters Like." Mr. Charles F. Smith represented the Boy Scouts.

Luncheon was served at twelve-thirty, and a round table discussion was enjoyed. The subject of the discussion was, "What the Volunteer Worker Can Do for Children in Sight Conservation Classes." Various phases of sight conservation work were presented by Dr. William M. Carhart, assistant ophthalmologist of the Public School Eye Clinics of New York; Miss Catherine D. Blake, principal of Public School No. 55, New York; Miss Estella Lawes, supervisor of sight conservation classes in Cincinnati; Miss Ida E. Ridgeway, supervisor of Massachusetts state conservation of vision classes; Miss Helen Worstell, who is conducting the course for preparation of sight conservation class teachers at New York University.

An important factor of the conference was the commencement of a cooperative movement for interesting all sight conservation class teachers in the work of the National Committee. The first issue of the "Sight Saving Class Exchange Bulletin" was distributed.

On Thursday morning, November the thirteenth, there was a meeting to discuss "The Eye-Sight of School Children." The question of standardization of visual tests was particularly discussed. Mr. Carris presented the findings of a research committee appointed to obtain data. At four-thirty, the annual business meeting occurred and Dr. Lucien Howe spoke on "Hereditary Blindness." A dinner meeting of the board of directors was held at six-thirty and Dr. Park Lewis there presented the subject of "National Responsibility for Preventing Blindness and Conserving Sight."

Very active discussion took place at practically every one of the meetings, indicating that the experimental program was a success and should therefore be considered for definite future adoption. The conference drew attendance from various parts of the United States. Many practical suggestions were offered and will be carried into effect wherever possible.
Announcement

Miss Olive S. Peek, the Research Agent for Sight Saving Classes of the Ohio Public Schools, Board of Education, Cleveland, Ohio, wishes to announce that through the interest of friends, and as a result of several months experimenting, a new process of producing large type music has been found practicable.

Mr. A. R. Webber of the Dodd Company, 652 Huron Road, Cleveland, Ohio, became interested in the problem of enlarging music by means of the photostat process. By this process the music selected to be copied is placed in the enlarging machine. A negative is made from which needed duplicate copies may be secured. The music is made in the required size with black notes on white paper and the paper has a mat surface. The music has been approved by the consulting oculist of the Cleveland Department for the Blind.

The new process has the following advantages:

1. No mistakes can be made in copying from the original.
2. The quality is uniform.
3. A smaller number of copies may be made, thus securing a greater variety of musical compositions.

As an experiment an enlargement of some pages of a French vocabulary was made. This was very successful. In our advanced classes a page or two from a geometry or a foreign language book would be of great assistance. The type can be enlarged to any size practicable for use in Sight Saving Classes.

Information on the process may be secured by writing Mr. Webber or Miss Peek, the Research Agent. Mr. Webber experimented some time before the right paper and the right chemicals were secured to produce a perfect copy.

A list of music to be duplicated is now being prepared for use in the Cleveland Department for the Blind. The list of negatives will be published in the OUTLOOK FOR THE BLIND as soon as they are available. The Dodd Company will file the negatives as made for the Cleveland Department. Anyone desiring to do so may have copies made from these.

BOOK NEWS

By C. S. Swift, Librarian
Canadian National Institute for the Blind

Though the works now issuing from our various embossing presses are distinctly superior in every way to the output of a period freshly within the memory of many of us who still refuse to be called old, there is seldom anything in the shape of a literary Lachine to disturb the placid flow of the stream. From time to time, however, a slight ripple is perceptible, indicating the presence of hidden rocks, reefs or shoals (V. "If Winter Comes," Howe Publishing Society, Cleveland, Ohio), while only once in a very long cruise does the explorer actually see genuine breakers ahead.

We now glimpse such excitement and prepare to heave to, lower a boat and take soundings before resuming our voyage, after charting the coral reef thus suddenly barring our progress.

Paris is the last place one would expect to be the centre of a flourish-
ing publishing business in English Braille—and yet such is the fact. The Permanent Blind Relief War Fund (President, William Cromwell, New York), is now putting out works in English and is using both grades of Braille, namely, One and a Half and Two. This fact alone would, however, constitute merely a ripple on the face of the waters and would call for no more than casual notice. But the quality of this English output from the French press is distinctly exciting. What do you think, O blasé reader of the “Americo-Best-spew-chee” fiction of the day, when you see a real book put under the fingers of the blind? What do you say to Knut Hamsun’s “Growth of the Soil”?

It is not too much to say that the publication of this masterpiece of real Realism (I personally divide Realism in literature into redl and unreal) marks an epoch in printing for the blind. It is the outward and visible proof that we, like St. Paul, have grown up, have put away childish things, and have taken to eating meat—instead of soft boiled eggs, French toast, floating-island custard, all washed down with the weakest of weak tea. One begins now to believe that we are almost ready for Samuel Butler’s “Way of All Flesh.” When this last work is dotted we can say with truth that our maturity is a thing capable of demonstration and not a mere theory like Einstein’s Relativity. Those of us who love good writing, and who welcome genuine Realism with its clear-cut lines and definite black-and-white of a steel engraving—we extend a sincere and enthusiastic vote of thanks to our Paris friends for giving us “The Growth of the Soil,” one of the greatest books since Hardy’s Tess.

In our last box of books from the Fund we noticed also Frederick O’Brien’s “Mystic Isles of the South Seas”—a delightful canvas flooded with the glorious sunshine of Tahitian skies; Maud Diver’s “Captain Desmond, V. C.”—a raptling story; A. E. W. Mason’s “Four Feathers”—an old favorite; and, agreeable surprise! “Short Story Writing,” by Charles Barrett.

During the past few years I have had numerous inquiries from blind friends as to where a text-book on the art of short story writing could be procured. Mr. Barrett’s work will give these chasers of the will-o’-the-wisp of literary fame an inkling as to whether they are likely to sink in the swamp or to find an islet of real terra firma upon which to stand upright with “head though bloody yet unbowed.”

All things considered, the late arrivals to the haven of our shelves are among the most welcome visitors we have had for many a day.
The Booklist of Braille Books

GRADE ONE-AND-ONE-HALF

AMERICAN FOUNDATION FOR THE BLIND

and

AMERICAN LIBRARY ASSOCIATION'S

Committee on Work with the Blind

Compiled by

LAURA M. SAWYER

Perkins Institution, Watertown, Mass.

This list includes all the books published in Braille, Grade One-and-one-half, which have been issued since March, 1924.

The publishing houses from which the books may be purchased are indicated by initial letters following each title and are as follows:

C.P.H. Clovernook Printing House for the Blind, Mt. Healthy, Ohio.

Additional copies of this and of the previous numbers may be had from the American Foundation for the Blind, 41 Union Square, W., New York.

BOOKS AVAILABLE DECEMBER, 1924

Cobb, Irvin Shrewsbury. A laugh a day keeps the doctor away. 52p. 1924. $2.10. C.P.H.

Duncan, Norman. Dr. Grenfell's parish. 102p. 1924. $4.10. C.P.H.

Fox, John, Jr. The little shepherd of Kingdom Come. 3v. 407p. 1924. $16.30. C.P.H.

Hueston, Ethel. Merry O. 2v. 218p. 1924. $8.75. C.P.H.

Reed, Myrtle. Old rose and silver. 3v. 346p. 1924. $13.85. C.P.H.

Terhune, Albert Payson. Wolf's day off. 25p. 1924. $1.00. C.P.H.
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# Outlook for the Blind

MARCH NUMBER, 1925  
VOLUME XVIII, No. 4

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MR. AND MRS. EDWIN P. BURTT
Mission School for the Blind
Shui Hing, China
A Word From Mrs. Burtt

"I FEEL sure our readers will be interested in a report of the work being done by our graduates from the school for blind girls, Shui Hing. Eight girls have graduated in the past two years, seven having taken the whole course in our school and one having come to us for the last two years after studying several years in the Baptist school for seeing girls here in the city. I am happy to report that six out of the seven are now employed in various lines of useful service, three in our own school and two in other mission schools. The sixth is taking the first year of the Normal School course in the Alliance school for girls at Woo Chow, and the seventh is temporarily making herself useful in caring for our small children here until God opens a definite opportunity for her elsewhere. The Baptist girl, I hear, is doing something to earn her support in their home for blind girls in Canton. In addition to these girls, we have five children who are not only supporting themselves entirely but are bringing help, inspiration and blessing to many of their own people. Three of these girls have not graduated from school at all, and two took half of their course here and finished at Dr. Niles' school for the blind in Canton before we added the upper primary grades to our course. One of these two is a very successful teacher in our own school and the other has gone this year to a newly opened school for the blind in Kwong Sai Province. One of the three who left school before graduating is doing splendid work as a Bible woman in Nanning. Kwong Sai, another, is teaching hand work in a mission school in this province, and the third is supporting herself by weaving cloth in a Christian industrial school, where she also has the privilege of playing the organ for most of the church services. I am feeling very much encouraged because of the success our girls are having in their work and because of the willingness and the desire to give themselves to the Lord's service which seems to fill almost every one of them. Please join with us in prayer that the one who has not yet gone out may soon be called into a place of service where she may not only be able to earn her support but where she may exert a strong influence for good and become a power for spiritual uplift in the lives about her."
American Foundation for the Blind  
Nation-Wide Service  

COLORADO  

At the request of the special committee appointed by the Governor of Colorado, the Foundation made a survey of the work for the adult blind of Colorado.  

Different forms of legislature were discussed by the committee and the Foundation recommended that the present three state departments doing work for the blind be consolidated under one Commissioner. The recommendation was adopted and a bill was drawn. This bill is now before the state legislature.  

COLORADO SCHOOL  
for the  
Deaf and the Blind  
COLORADO SPRINGS  

December 29, 1925  

My dear Mr. Migel:  
I wish to express my personal appreciation for the valuable service recently rendered the blind of Colorado by the American Foundation for the Blind. The intelligence and zeal with which the Foundation handled the problems presented, won the highest admiration and respect of all those in this state, who are interested in the welfare of the blind. We wish to express our thanks to the American Foundation for the Blind for its cooperation at this time.  

With best wishes for a bright and prosperous New Year, I am,  
Cordially yours,  
Thomas S. McAloney, Superintendent  

NEBRASKA  

The Foundation is interested in the development of work for the adult blind of Nebraska. In response to an invitation, the director of the Bureau of Information spent some time studying local conditions in Omaha, and will shortly make a survey there. At the present time there is no organized work covering the particular problem.  

IOWA  

A special committee of the Iowa Council of Social Agencies urged a conference for the purpose of drafting a bill for the establishment of a State Commission. This request was met by the Foundation.  

Miss Helen Keller, Mrs. Anne Sullivan Macy and the director of the Bureau of Information appeared before a joint session of the House and Senate and spoke in behalf of the new bill that is before the legislature.  

Plan for Annual Conferences of  
State Commission Heads  

At a recent meeting of the executive committee of the American Foundation for the Blind, Mr. M. C. Migel, president of the Foundation, read a letter that he proposed should be sent to the executive secretaries of the various state commissions for the blind in the United States. The letter conveyed the proposal that a
meeting of representatives from the different commissions be held in June during the convention of the American Association for the Blind and further suggested the organization of an association of such heads of commissions, which association should meet annually. The proposal was moved, seconded and carried.

We append extracts from a few of the letters received by Mr. Migel in response to his suggestion:

**Kansas School for the Blind**

"I think the suggested plan of a meeting of representatives from State Commissions is a good one, and should such plan be decided upon, I feel sure the Kansas Commission would send a representative. I cannot officially say, as we have had no meeting since receiving your communication and are perhaps not having another until about March first.

Very truly yours,

Eleanor A. Wilson, Superintendent"

**Hartford**

"I like the suggestion which you make in your letter of December eleventh for a meeting of representatives from the State Commissions for the Blind at the next meeting of the American Association of Workers for the Blind. I believe that this is a step forward and I am very glad that the American Foundation for the Blind has broached the matter. I believe that a representative from this Board would be able to attend this meeting and I shall urge such action at the next meeting of our Board members.

Sincerely yours,

Stetson K. Ryan, Secretary"

**The New York State Commission for the Blind**

"I am delighted that there is a prospect of a permanent group which can have meetings at regular intervals; this should lead to careful and really valuable analysis of the various departments which make up the work of any State Commission. I shall be glad of the contribution which the New York State Commission may make, and shall certainly appreciate the opportunity to learn from other State Commissions and Departments for the Blind.

Very sincerely yours,


**State of Ohio Commission for the Blind**

"The Ohio Commission is much interested in the proposition and will arrange to have the Executive Secretary, who will represent the Commission at the meeting of the American Association of Workers for the Blind, attend this conference. Such a conference held regularly would be of value to all Commissions. There is a great need for interchange of ideas and policies.

Cordially yours,

Frances S. Reed, Exec. Secy."

**Missouri Commission for the Blind**

"The Commission would be willing to send a representative each year to the meeting, and I am now perfectly sure we can attend the meeting next June.

I am,

Yours truly,

Anna F. Harris

Executive Secretary."
B EFORE entering upon the large and involved field of the pedagogy of reading, it is important that we do what we can to settle points on the mechanics of reading about which there are differences of opinion. For help along this line, we have turned to the records of the Uniform Type Committee.

During the year 1912, while the Uniform Type Committee was collecting data, in the United States and Great Britain, on the relative legibility of different punctographic systems, much supplementary material was gathered under the heading of “Information Regarding Persons Taking the Tests.” Until now, these facts have never been studied. Mrs. E. H. Fowler, agent for the Committee, made a chart showing the speed of reading for the four hundred and thirty-four who read the selection of one hundred and seventy-four words in one hundred seconds or less, or at the rate of at least one hundred and four words a minute. This represents thirty-six per cent of the total number of readers. Unfortunately, records are unavailable which give the speed of reading attained by the remaining seven hundred and sixty-six readers.

While reading the following pages it is necessary to bear in mind that the Uniform Type Committee records are on oral reading only. It may be noted, in passing, that probably all of the twelve hundred persons taking the tests had at least average reading ability. This means that our classification of them is more strictly a division between fast and faster readers than between slow and fast, as we have sometimes designated them.

In regard to the ways in which the reading finger is held, the twelve hundred readers in the survey found forty-four noticeably different ways of holding their reading fingers. Naturally, there is not a very large percentage of either the total group of twelve hundred or of the faster four hundred and thirty-four using any one position. If we consider only those held by fourteen or more of the twelve hundred readers, we reduce the number of positions to fifteen.

The accompanying graph shows the percentage of the total group of twelve hundred and of the fast group of four hundred and thirty-four, which hold these different positions. The positions are drawn at the top of the graph, just as they were copied from the chart of the Uniform Type Committee, since there is no adequate way of expressing them in words. The cuts illustrate Positions I, II, III and X, as shown on the graph.

The top curve on the graph shows what percent of the number holding
CURVE SHOWING POSITIONS OF READING FINGER Held by Different Percentages of the Total Group (1200), of the Faster Group (434), and of the Various Percentages that the Number in the Faster Group Using Each Position is to the Number in the Total Group Using the Same Position.
any one position is to be found in the fast group. That is, since sixty, or thirty per cent of the one hundred and ninety-nine who hold the tenth position are from the fast group, then the percentage of fast readers in this group is about the same as in the entire group of twelve hundred. Approximately one-third of those assuming the ninth and eleventh positions are from the faster group. These positions, together with the tenth, may be considered as those assumed by an equal proportion of fast and average readers. They therefore neither help nor hinder the reading process, generally speaking. In individual cases, however, a child who had started reading with one of these positions might be seriously hampered thereby. Any pupil retarded in reading, who holds one of these positions, should be tried with one of the first positions on the chart.

If the first three positions are examined, the preference shown them by the faster group can be seen at once. Position I (Cut I) is held by forty-five, eighty-nine per cent of whom are in the faster group. Nineteen, or seventy-six per cent of the twenty-five who hold the third position, (Cut III) are also in the faster group. Such a marked preference for these positions, on the part of the faster readers, leaves no doubt as to their value.

Such a large proportion of the people taking the tests—eighty-five per cent of the slower readers and ninety per cent of the faster ones—hold the reading finger slanting, forming a narrow, acute angle with the plane of the paper, (Cut V), that the correct position of the reading finger seems to be well determined.

Of the 579 using both hands, 43 per cent are in the fast group. Over one-third of the twelve hundred read with the right hand only, and 32 per cent of these are in the faster group. Thus, a slightly larger proportion of slow readers than of fast ones, use the right hand alone. Very few use only the left hand in reading, and of these few but 19 per cent are in the faster group.

Of those who read with the right forefinger alone, about one-third keep the beginning of the line with the left hand. Sixty-seven per cent of these are from among the slower readers. The two-handed readers who follow to the end of the line with both hands appear equally often in the faster and the slower groups. There are only fifteen who read ahead on the next line, but four-fifths of them are among the faster readers. The people who read otherwise—those apparently guiding the one hand with the other, those not using the left hand at all, or the right hand at all—are found predominately in the slower group.

More than 92 per cent of the twelve hundred readers keep the book nearly parallel with the edge of the table or desk. Over four-fifths of those who turn it to a marked degree are in the slow group.

Theoretically, speed of reading would be greater if all up and down motion of the reading-finger could be eliminated, so that the finger might waste no time, but run smoothly and evenly over the line. However, the fact that over 90 per cent of all the readers have a small amount of up and down motion shows that this is at least the natural way of reading. The figures of the Uniform Type Committee shows
no relationship between fast reading and absence of up and down motion of the reading finger.

The statement is often made that there are more good readers among females than among males. A slight difference tending to prove this contention appears in the records of the Uniform Type Committee. Whereas there are 6.5 per cent more females than males in the total group of twelve hundred, there are 14.3 per cent more in the faster group of 434 readers.

The Uniform Type Committee has recorded the occupations of all its twelve hundred subjects. These occupations naturally vary a great deal. However, they may be grouped, for the sake of convenience, into five classes—those who are recorded as doing Braille Work, Music, Study or Nothing, Teaching or Professional Work, Tuning, Manual Work, and Typing. Wherever a person has two or more occupations which would come under more than one heading, he is classified under the occupation which seems to be his major one. The accompanying table will show the general tendency that is found to exist:

**Table Showing Percentage of Faster and Slower Readers in Each of Seven Occupational Classes**

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<th>Occupation</th>
<th>Faster Readers</th>
<th>Slower Readers</th>
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<tr>
<td>Braille Work</td>
<td>66.7</td>
<td>33.3</td>
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<tr>
<td>Music</td>
<td>45.1</td>
<td>54.9</td>
</tr>
<tr>
<td>Study or Nothing</td>
<td>35.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Teaching or Professional Work</td>
<td>31.9</td>
<td>68.1</td>
</tr>
<tr>
<td>Tuning</td>
<td>30.8</td>
<td>69.2</td>
</tr>
<tr>
<td>Manual Work</td>
<td>29.9</td>
<td>70.1</td>
</tr>
<tr>
<td>Typing</td>
<td>6.2</td>
<td>93.8</td>
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The foregoing table shows quite distinctly a close relationship between constant familiarity with Braille and the speed of reading it, rather than a relationship between occupation, per se, and speed of reading. Braille transcribers, stereotypers, or proof-readers undoubtedly have more constant practice in reading Braille than do any other group of people. Musicians are very dependent on Braille, and necessarily devote much time to it. Approximately one-third of the students, teachers, professional workers and those with no occupation are found in the fast group and two-thirds of them are in the slow group. Since the fast group is about one-third of the total group, these figures show that people in the last named occupations appear equally often among the faster and the slower readers.

By way of summarizing the records of the Uniform Type Committee, which have given us the foregoing information, we might consider what would constitute the mechanically ideal Braille reader. One expert reader of Braille might be a woman.
Braille worker who uses both hands for reading, as in Cut I, keeps both reading-fingers at the slant shown in Cut V, reads ahead on the next line with the left, and keeps the edge of the book practically parallel with the edge of the desk. She, of course, reads at the rate of at least one hundred words a minute.

This ideal reader might read with the right forefinger only, (Cut II), or with both hands as in Cut III. Many very good readers also hold their reading-fingers as shown in Position IX, X and XI on the graph, although these positions are not peculiar to good readers.

It would seem desirable to make a little different approach to some of the points covered in the records of the Uniform Type Committee. In order that we may do this, we are planning to do some testing which will give figures on both oral and silent reading. Speed and number of errors will be recorded for each person. The results of our findings will be published in the Outlook for the Blind.
Olin Howard Burritt

Mr. Burritt was born in western New York, the eldest son of a country clergyman who saw to it that his children had good elementary schooling, and sent his oldest boy to college, though the boy helped meet expenses in various practical ways and by tutoring after graduation extended his course two years in the study of languages, finally earning from the University of Rochester the degree of A.M.

Tutoring is excellent preparation for teaching, so Mr. Burritt rapidly rose to be supervising principal of a school at Schuylerville and principal of Franklin Academy, the public high school of Malone, N. Y.

He married Miss Alnetta A. Benton, of Rochester, New York, and it was while they were living at Malone that their eldest son lost his sight, at the age of five years, following an attack of cerebro-spinal meningitis. This circumstance first directed Mr. Burritt's attention to the field of the education of the blind.

In 1901, Mr. Burritt was appointed superintendent of the New York State School for the Blind, at Batavia, New York, which position he filled until 1907, when he succeeded Mr. Allen as principal of the Pennsylvania Institution for the Instruction of the Blind, at Overbrook, Philadelphia, Pennsylvania.

Mr. Burritt's successor at Batavia writes of him as follows:

"Mr. Burritt is an enthusiast in his work; not an enthusiast who wastes his energy, but one who directs his efforts in behalf of the blind intelligently and along practical lines. His splendid preparation for the work of education, his agreeable personality, his tact in dealing with delicate questions, and his thorough devotion to the work have made him a leader among the educators of the blind in the United States."

In 1903, while superintendent at Batavia, he was a member as well as secretary of the New York State Commission of the Adult Blind and in 1906, secretary of the New York State Commission for the Blind. Dr. F. Park Lewis, President of the Board of Managers of the school at Batavia, was president of both these commissions which had been appointed to study the blind and to report their findings to the state.

Later, Mr. Burritt served on the committee appointed to make a survey of the activities of the Massachusetts Commission for the Blind for the ten-year period, 1907-1917, having for his particular topic the subject of organization.

From February to June, 1921, Mr. Burritt served on the advisory board of the course of lectures on the education of the blind, given under the joint auspices of the University of Pennsylvania and of the Pennsylvania Institution for the Instruction of the Blind. During the war he was appointed a member of the special subcommittee of the National Council of Defense, to formulate plans for the training of our war blinded. He was the first director of education, General Hospital No. 7, Baltimore, responsible for plans of the original buildings and their equipment and the formulation of a course of instruc-
tion. Subsequently, he was supervisor for the blind, Federal Board for Vocational Education.

Of his war service a brother superintendent says:

"Though all of us blind school heads were heartily in spirit with the government's plans for its war blinded and though some of us were permitted to be cooperative in deed, it was Mr. Burritt who actually helped more than all the rest of us, since we delegated him to represent us in everything and his board released him from home duties for as much time during many months as he required to be of utmost service to the reclamation, rehabilitation and placement of our soldiers and sailors whom the war had made blind."

In addition to his duties as principal of the school at Overbrook, Mr. Burritt is at present Secretary and Treasurer of the State Commission to Study Conditions Relating to Blind Persons in Pennsylvania. He is also a member of the board of managers of the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind; also of the board of trustees of the Chapin Memorial Home for Aged Blind, of which he is chairman of the committee on admissions; and he is a member of the New York and the Pennsylvania Associations for the Blind.

Mr. Burritt has served the American Foundation for the Blind in many capacities since the beginning of its organization, being its first president, then trustee, and now a member of the executive committee.

While Mr. Burritt has written many pamphlets and reports in connection with his lifework, containing studies of permanent value, none of these is published in book form except that which appears in Chapter III of the "Hygiene of the Eye," by William Campbell Posey, A.B., M.D., entitled "The Blind. Blindness from an Economic and Social Point of View. The Education and Employment of the Blind."
Annual Report on Braille Transcribing

July, 1923-1924

By Gertrude T. Rider
National Advisor on Braille, American Red Cross Librarian for the Blind,
Library of Congress
and
Adelia M. Hoyt, Assistant

The interest in Braille transcribing continues unabated. It no longer requires the appeal of the blinded soldier; the needs of other blind readers suffice to enlist volunteers, and the fascination of the work holds them. There has been no special publicity this year, nor any campaign to enroll new recruits, yet eleven (11) new chapters and nineteen (19) branches have started the work, and hundreds of persons have taken the preparatory course in local classes and by correspondence. To one hundred and sixty-one (161) persons have been awarded the certificate of efficiency, and scores await reports on manuscript submitted as final tests.

More than ninety-one thousand (91,000) pages of Braille manuscript were received during the year, an increase of thirty-five percent. Braille proofreading fell short of the increase as the methods of proofreading had to be standardized, more proofreaders instructed, and an arrangement effected for chapters to pay these blind workers.

The finished books of the year number one hundred and twelve (112) titles, bound in five hundred and forty-five (545) volumes, containing fifty-two thousand, nine hundred and eighty-four (52,984) pages. These figures do not include eight thousand (8,000) pages of trial manuscript submitted by students completing the course. This first work—fifty (50) pages each—is read by expert proofers and reported in detail to transcribers, but is seldom put into permanent bindings because of inaccuracies, duplication, etc. It is used for tubercular blind and those with contagious diseases, and in such distribution fills a real need. The increase in titles amounts to four percent, in volumes thirty-five percent, and in pages fifty-six percent. The relatively small increase in titles compared with the large increase in volumes and pages shows that much longer books were transcribed. Readers evince decided preference for complete books rather than extracts, short stories and articles, and an increasing number of capable and practised transcribers have copied books. A hand-copied book is said to be complete when the manuscript has been sent in, proofread and corrected, shellacked, collated, numbered in Braille and ink, arranged in volumes of convenient size with proper title and contents pages, and sent for binding. Representative titles completed this year are:
<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>VOLUMES</th>
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<tbody>
<tr>
<td>DAMAGED SOULS</td>
<td>Gamaliel Bradford</td>
<td>4 Vols.</td>
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<tr>
<td>OUTLINES OF SCIENCE</td>
<td>J. Arthur Thompson</td>
<td>15 Vols.</td>
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<tr>
<td>ONE OF OURS,</td>
<td>Wills Cather</td>
<td>12 Vols.</td>
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<tr>
<td>MY BROTHER THEODORE ROOSEVELT—</td>
<td>Corinne Roosevelt Robinson</td>
<td>9 Vols.</td>
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<tr>
<td>The Autobiography of a Dutch Boy Fifty Years After</td>
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<td>9 Vols.</td>
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<tr>
<td>THE SEA HAWK</td>
<td>Rafael Sabatini</td>
<td>10 Vols.</td>
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<tr>
<td>THE FAITHFUL POMS OF YESTERDAY</td>
<td>Lord Frederick Hamilton</td>
<td>7 Vols.</td>
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<tr>
<td>CANTERBURY TALES</td>
<td>Geoffrey Treher</td>
<td>9 Vols.</td>
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<tr>
<td>A PAIR OF BLUE EYES</td>
<td>Thomas Hardy</td>
<td>12 Vols.</td>
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<tr>
<td>LETTERS OF ROBERT LOUIS STEVENSON</td>
<td>Edited by Sidney Colvin</td>
<td>4 Vols.</td>
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<tr>
<td>THROUGH THE SHADOWS WITH O. HENRY.</td>
<td>Al Jennings</td>
<td>5 Vols.</td>
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<tr>
<td>THE PSYCHOLOGY OF DEAFNESS AND THE ROAD OF SILENCE</td>
<td>Margaret Baldwin</td>
<td>1 Vol.</td>
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<tr>
<td>PEACEMAKERS—BLESSED AND OTHERWISE.</td>
<td>Ida Tarbell</td>
<td>3 Vols.</td>
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<td>THE BRASS BOWL</td>
<td>Louis Joseph Vance</td>
<td>5 Vols.</td>
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<td>SELECTED POEMS</td>
<td>Matthew Arnold</td>
<td>5 Vols.</td>
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<tr>
<td>RED AND BLACK</td>
<td>Grace S. Richmond</td>
<td>9 Vols.</td>
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<tr>
<td>THE DOVE'S NEST AND OTHER STORIES</td>
<td>Katherine Mansfield</td>
<td>4 Vols.</td>
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<td>LAVL, HEADED LEGION</td>
<td>Joseph Hergesheimer</td>
<td>5 Vols.</td>
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<td>THE RED HOUSE MYSTERY</td>
<td>A. A. Milne</td>
<td>5 Vols.</td>
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<td>TO LET.</td>
<td>John Galsworthy</td>
<td>8 Vols.</td>
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<tr>
<td>BURIED ALIVE</td>
<td>Arnold Bennett</td>
<td>4 Vols.</td>
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<tr>
<td>THE PRIDE OF PALOMAR</td>
<td>Peter B. Kyne</td>
<td>8 Vols.</td>
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<tr>
<td>HEAD OF THE HOUSE OF COOMBE</td>
<td>Frances Hodgson Burnett</td>
<td>9 Vols.</td>
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<td>GENTLE JULIA</td>
<td>Booth Tarkington</td>
<td>6 Vols.</td>
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<td>ALICE AINLEADN</td>
<td>Booth Tarkington</td>
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<td>KING SOLOMON'S MINES</td>
<td>Sir H. Rider Haggard</td>
<td>6 Vols.</td>
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<td>WILD FIRE</td>
<td>Zane Grey</td>
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<td>STILL JIM</td>
<td>Honore Wilkie</td>
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<td>THE CRUCIFIED CHRIST</td>
<td>Abraham Ribbany</td>
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<td>THE MAN NEXT DOOR</td>
<td>Emerson Hough</td>
<td>6 Vols.</td>
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<tr>
<td>CALIFORNIA—An Intimate History</td>
<td>Gertrude Atherton</td>
<td>7 Vols.</td>
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<td>GREAT POSSESSIONS</td>
<td>David Grayson</td>
<td>3 Vols.</td>
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<td>ANDIVIUS HEDULIO</td>
<td>Edward Lucas White</td>
<td>14 Vols.</td>
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<td>J. POINDEXTER, COLORED.</td>
<td>Irvin S. Cobb</td>
<td>4 Vols.</td>
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<tr>
<td>THE MOUNTEBANK</td>
<td>William J. Locke</td>
<td>7 Vols.</td>
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<tr>
<td>THE SECRET CITY</td>
<td>Hugh Walpole</td>
<td>10 Vols.</td>
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<td>STORY OF PHAEDRUS</td>
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<tr>
<td>How We Got the Greatest Book in the World</td>
<td>Newell Dwight Hills</td>
<td>4 Vols.</td>
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<tr>
<td>NOBLESS E OBLIGE</td>
<td>Mary Raymond Shipman Andrews</td>
<td>1 Vol.</td>
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<tr>
<td>SELKS AS A DELIGHT</td>
<td>Bishop William A. Quayle</td>
<td>1 Vol.</td>
</tr>
<tr>
<td>THE STEP ON THE STAIR</td>
<td>Anna Katherine Green</td>
<td>8 Vols.</td>
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<tr>
<td>OLD CROW</td>
<td>Alice Brown</td>
<td>11 Vols.</td>
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The Library of Congress has put many of these books into substantial and attractive bindings, and when not needed at Evergreen circulated them among the blind of the country. New York Public Library, The Free Library of Philadelphia, California State Library, Champaign Public Library, and others have bound and circulated some books Brailled by transcribers in their respective cities and states.

Chapters may have the work of their Braille groups belong to chosen libraries if they arrange for the receiving library to bind the manuscript and circulate it. The place of ownership and distribution in no way affects or alters the proofreading and other careful detailed work done in Washington to prepare all manuscript for binding. As more proofreaders are trained it is hoped there may be competent local ones to cooperate directly with large Braille groups. In deciding the matter of placing hand-copied material, chapters will wish to consider both local interests and the greatest good to the greatest number of readers. Unless there is in a locality, in addition to an apparent need, some prospect of an adequate collection of books for the blind, the gift of a dozen or a hundred volumes is usu-
ally undesirable, as they will soon be read by blind residents and lie on the shelves unused. A library without equipment for announcing and sending books to many blind readers will scarcely wish to go to the expense of binding and caring for a few Braille volumes. It will prefer to direct applicants to libraries keeping stocked with publications for the blind and having facilities for caring for and circulating them by mail. An Act of Congress provides that libraries may send embossed literature to and from borrowers postage free. There are at present about twelve circulating libraries having rather complete and growing collections for the blind, and they are fairly well located for widespread lending.

From many readers come expressions of delight in hand-copied books. They warmly commend the character of the subject matter, the size and form of the volumes, the clearness and accuracy of the Braille, and they show a fine appreciation of the time and devoted effort so willingly contributed on their behalf. A lonely deaf-blind woman writes:

"I always look at the title page of hand-made books to see not only who is the author, but the name of the adorable person who transcribed it. Their places in my heart are pretty well warmed and feathered when they use their time and hands to make books that will some day or other fall into my hands."

Other readers have written:

"I am thrilled by the hand-copied books. The work is so wonderful and is such an untold blessing to the blind. Will you let me know when more new titles are ready?"

"They are such readable books, and my thanks go to all who minister to us. If trials befall them may God raise up for them as courteous and kind help."

"The House of Merrilees, by Archibald Marshall, has reached me safely. The last of the nine volumes arrived yesterday, and I am looking forward with the greatest pleasure to reading the story. Coming just at this time makes it seem almost like a Christmas present, and as I prefer books in raised print to any present in the world, you can imagine how happy I am."

"I am a hand-made book convert. They are splendidly done and are giving us the joy of new worth-while literature."

"The hand-copied books include such fine things. I shall be grateful for all I may be privileged to borrow. I have read practically everything in raised print and am hungry for books."

Some transcribers reach a high degree of accuracy, but all hand-copied manuscripts, to be satisfactory and valuable, must be proofread and corrected. The proofreading of any considerable amount of Braille with the eyes is inadvisable. A touch reader is the proper person for this work, and it happily affords occupation to those whose opportunities are limited. Not all habitual readers make competent proofreaders. In addition to a good education there must be natural fitness for the work: gifts of observation, ingenuity and neatness,—and these must be supplemented by
a study of method. A Proofreader’s Manual has been prepared outlining a course in technique. It is in Braille and gives a series of lessons to be written and sent in by those wishing to proofread for the Red Cross. This training is given free. A Braille edition of the revised Word List has been embossed for proofreaders. It was produced by duplication, the press work and binding having been donated by the Ziegler Publishing Company. Forty-five (45) persons (blind) are taking the course, sixteen (16) have completed it, obtained satisfactory standing, and begun proofreading.

With more and experienced transcribers increased attention has been given to hand-Brailling works of study and reference. Because of the many different and frequently changing text books used by colleges they are not press-embossed, and it becomes an individual problem for blind students to secure Braille copies of them. Red Cross Braillists have helped. We have record of more than three thousand (3,000) pages copied for students this year, and it is quite likely much more has been done than has been reported. How much this form of service is appreciated is shown in a letter from a blinded ex-service man who has just completed a college course:

“Last Fall, when I realized I was to undertake the reading of Latin naturally the first consideration in my mind was a text book. The task was difficult enough in itself, but I felt that I must get a Braille text somewhere if I were to do the quality of work to which my instructors were accustomed. I inquired here in this country and in England and Scotland, but found that there were no books available. At this juncture the head of the local Red Cross chapter told me that one of her best workers would be willing to transcribe the books for me. After some hesitation, for I knew of the difficulties and labor the task would entail, I consented to be the recipient of this new and real Red Cross service. The work included transcribing from Livy, Ovid, Horace, Catullus and Seneca, and covered a period of the college year. As to quality the work was well-nigh perfect. My thanks go to this transcriber, the Red Cross, and all who are working to make this splendid service a living force. My hope is that some day I may be able to repay the kindness by bringing the same service to another one situated as I was when the only avenue of help open to me was that of volunteer Braille transcribing.”

In England the Student’s Library is recognized as one of the most valuable features of volunteer copying, and includes books on law, history, political economy and science, classics, English language and literature. One blind student there succeeded in coming out on top of the London B. A. examination, and won the prize. This brilliant result more than justified the transcription of nearly two hundred volumes on her behalf by the Student’s Library.

When transcribing by volunteers was begun in America, Braille had just been officially adopted. There were no helps to its study by seeing
people, and a course of lessons had to be worked out. This year the course has been completely revised and copious notes added to clear up doubtful points and eliminate unnecessary correspondence. It is very successful. Lessons and first work now being received show marked improvement, and the questions of students are often answered by referring them to information already in their hands.

Efficient help given by friends of the work in Washington made it possible to prepare such a quantity of manuscript for binding. At the District of Columbia Red Cross Chapter House, each week during the winter months a group of faithful young women, largely office workers by day, met in the evening to shellac manuscript sent in by other chapters. During the year they shellacked nine thousand, four hundred and thirty-eight (9,438) pages. Other volunteers including Junior League members assisted at the Library of Congress many hours each week. Mrs. Henry Parsons Erwin has for two years made the Junior League group a dependable factor upon which we count definitely. Volunteers were again ably directed by Mrs. James G. K. Richards and Mrs. L. S. Wolfe, and Mrs. Alfred M. Houghton continued to give special stenographic assistance on regular days. To these devoted helpers is due a definite share in the year's accomplishments. Some of the work to their credit is the shellacking of thirty thousand (30,000) pages of manuscript, the collating and numbering of it, and other detail work difficult to list, but invaluable.

The spirit in which any work is done determines its character and success. We think the unprecedented success of volunteer transcribing may be explained both by the wish to serve others and by the challenge and self help people find in it. Before mastering Braille, and afterwards, workers meet real difficulties and discouragements, but their letters reveal a beautiful spirit which the work seems to engender. From some of these we quote:

"It seems to me that one of the greatest advantages offered by the Red Cross in this work is that it is a link between those who need a helping hand and those who are eager to lend it."

"As a silent discipline in concentration, patience, and self-control, Braille writing seems to me quite remarkable. Last, but not least, one learns humility. I look upon my little machine as a recording gauge of health, of brain, and poise."

"You surely spoke the truth when you told us Braille is 'fascinating,' and I'm not sure in my case that it isn't going to be demoralizing, for I find myself leaving undone the things I ought to do, to Braille. And it is work! But so satisfying to feel that I am doing something definitely useful that will last at least a few years. I should like nothing better on my tombstone than 'She Brailled a Book'."

"As a very enthusiastic pupil of Braille transcribing I cannot urge it too strongly as a field for volunteers."

"Braille certainly teaches one perseverance, concentration, and a fiendish desire to win out."
It has been a life saver to yours most gratefully.”

We are sometimes asked whether hand-copied books are still needed. This report should answer that question. Corroboration appears in a telling phrase of the last Annual Report of the American Foundation for the Blind. This organization, which sponsors and fosters work for the blind in the United States, “secured an Act of Congress permitting the Veterans’ Bureau to spend a portion of its appropriation for the publication of Braille books for the blinded Veterans of the World War.” As a result sixty-eight (68) titles are being embossed and “will constitute a most welcome addition to the distressingly limited number of Braille books now in print.” Fifteen copies each of these titles are expected to cost approximately one hundred thousand dollars ($100,000.00). Such costly embossing enables one to sufficiently value the Braille books made by volunteer experts,—and the single copy produced by hand, when compared with the customary Braille edition of from ten to twenty-five copies, is seen to serve more adequately than at first appears.

Producing duplicates from hand-copied manuscript has been very successful in numerous single page experiments, and in the twelve page Word List so painstakingly prepared, but it has not proven satisfactory in books. Irregularities in the relief of dots inevitably creep into long manuscripts. They do not interfere with reading, but are exaggerated in duplication so that corrected and faint dots are confused and lost. Mr. Walter G. Holmes, Editor and Manager of the Matilda Ziegler Magazine for the Blind, conducted many experiments in duplicating and cooperated with various persons permitted to make tests in the pressroom of the Ziegler Publishing Company. To his help, advice and encouragement we are deeply indebted. Others whose aid and advice have been solicited are Howe Memorial Press of Perkins Institution for the Blind, Cooper Engineering and Manufacturing Company, American Foundation for the Blind, Howe Publishing Society, Mr. Emile Berliner of Washington, D. C., and Mr. Edgar M. Berliner of Montreal, Canada.
Clyde Rothrick, blind evangelist of Grand Rapids, Michigan, crossing a two thousand foot railroad trestle that spans the Grand River at Grand Rapids. Mr. Rothrick has crossed the bridge almost every day for a year. One false step would probably result in his death in the river below.
Blind Ministers and Missionaries

The Hardest Thing Blind Folks Have to Do Is to Overcome Preconceived Ideas About the Blind

By E. L. Wright, Pastor
Quinton Heights Baptist Church, Topeka, Kansas

I was born in Jewell County, Kansas, in 1873 and grew up as most boys do—happy and carefree—never dreaming of the black shadow that was eventually to overtake me. When I was quite small, my parents moved to Nebraska, where I attended school. At the age of fourteen, I united with the Baptist church. Just about that time, evidences of defective vision began to appear but there was no pain, and as I never complained, there seemed no cause for immediate alarm.

In 1889 I commenced work in the Burlington depot at Beatrice, Nebraska. In 1896, I yielded to the call to preach and entered the Moody Bible Institute at Chicago. I had no money and had to work during the day and study at night. That summer nature grew some rather heavy pads on my knees. These did not result from the long time spent in prayer but from the time spent in scrubbing floors for my board. The continued night study affected my fast failing vision and I became discouraged and returned to my first love, the Burlington depot. This time I worked in the round-house. About a year after my return, the Road instituted physical examinations for the men. These examinations included a rigid eye test and I saw my finish as a railroader. It came. God's hand was at the helm, however, and in rather a strange way I met the Reverend J. W. Merrill, pastor of the Baptist church at Beatrice. He urged me to re-enter Christian work, offered me a room in the parsonage and the use of his library, and was instrumental in securing part time work for me in two churches near Beatrice. I accepted the opportunity and served the two churches for some time.

The farther I went the more I realized the need of more efficient training, so in October of 1902, I reentered the Moody Bible Institute. One month later I met with a serious accident and pulled off a rather spectacular stunt on my way to a mission. It was a dark, foggy, drizzly night and my defective vision caused surroundings to appear indistinct. I started to walk through what I thought was a shadow, but it proved to be a yawning chasm where the Clark Street bridge over the Chicago River should have been. It had just opened for a boat to pass through and I dropped into the river and sustained a fractured leg below the knee, a severe scalp wound and a badly ruptured blood vessel. The injuries came from my collision with some piling that had been conveniently arranged for my reception.

While lying in the water, holding on to the piling and waiting for my
rescuers, the old tempter, who had been dogging my steps for over six years, made another attack. He made a mistake that time. The renewed attack led me to more definitely resign my will to that of God and I felt better. I spent six months in a hospital and then returned to the Institute.

In June I accepted a call to become the pastor of the Baptist church in Carroll, Nebraska. The Chicago accident had taken a generous supply of my rapidly ebbing vision and I realized that the fight for sight would soon be over.

In the brighter days back in Beatrice, I had met a young lady with whom I used to build air-castles. Whenever one fell, we built others. When the last one tottered, I wrote that I would release her from all previous promises. She refused to give me the opportunity to write another—"Oh love that will not let me go." I am glad that she did. She offered to leave her home and take chances "for better, for worse." Her devotion and courage inspired me to make another effort. When I stood with her at the altar I was practically blind and our material assets were too meagre to bear thought, but we did have the courage and determination to obey the call to Christian work. We have now rounded out twenty years of married life in active ministerial work and God has never failed in a single promise. After the wedding, we returned to my four hundred a year job at Carroll. There my vision gradually went out, and, in the late summer of nineteen hundred and five, I became totally blind.

I sent for a New York Point slate, alphabet and Bible and got busy. Then I tackled and mastered an Oliver. The added equipment was great! I felt the shifting sands turning into rock under my feet. I have learned to do so many things without sight that it seems to me that seeing is a sort of a habit. I believe that the hardest thing that blind folks have to do is to overcome the preconceived ideas, prejudice and ignorance of sighted people's conception of the possibilities of blind persons.

I have spent over three years as a travelling evangelist and have served some very small churches and some larger ones. As an evangelist, I have held a number of "return meetings." At present, I am serving as pastor of the Quinton Heights Baptist church in Topeka for the second time.

When I stand in a depot and listen to the clicking of the telegraph instrument, or hear an engine thunder by, I feel a faint flickering of my first love, but—when I stand in a church and grip the hand of a new convert, out of the depths of my joy and satisfaction I say—"It is better as it is."

"Doth God Exact Day-Labor, Light Denied?"

By Reverend E. G. Zwayer
Franklin, Pennsylvania

"Doth God exact day-labor, light denied?" Had not Milton, by his great work, answered his question in the affirmative, I should quarrel with him when I meet him in "Paradise Regained."

I have always rejoiced because Samson, by upsetting the Philistine temple, even though he had to perish with his enemies, proved himself as
strong after he had lost his eyes, as he had been before Delilah cut his hair.

"Lives of great men all remind us we can make our lives sublime," but even Caesar, Napoleon, Socrates, Spencer, Aristotle, Newton, Moses, Lincoln, Homer and Milton were of value only as they contributed to the bien-être of the race. Because of this, I will unblushingly talk of myself, if thereby, I may render a little help to a great cause.

When not quite nine years old, I became almost totally blind. My chief loss appeared to me then to lie in the fact that I could no longer see beautiful things and reproduce them on slate or paper. I loved to draw, and seemed to have the makings of a possible artist. With this one exception, I lived much the same life as I had lived before. I had the same intimate "chum," ran with the same "gang," went swimming, slid on the canal when there were holes in the ice, wandered through the woods, hunted for nuts, climbed trees and had fights with the "bullies."

Once, when running a race with a railway train, determined to reach a certain corner before the engine did, I got there, but my face came in contact with a telegraph pole and the back of my head hit the bricks of the pavement. This, however, did not stop me from running races with trains, though it did teach me to look out for sudden and unexpected stops.

When I was almost twelve years old, I was admitted to the Pennsyl-

vania Institution for the Instruction of the Blind. During the first few years I worked just enough to "get through," for I was a normal adoles-
cent. I believe I might have been a musician, but by some strange means I got the notion that all musicians were necessarily half lunatics. I know better now. My friend, Dr. Geibel, is one of the sanest men on earth, but he had not started on his great career in those days. At one of my exam-
inations, when my turn came to play, I said to the boy next to me: "Watch me get fired!" I played as poorly as I dared without giving myself away. When I had finished, Dr. Wood asked my teacher how long I had had the piece. "Three weeks," said my teacher. "Humph! Pretty well done, my boy." The result of my deception was that despite myself, I had to keep at music. Later on, I entered Dr. Wood's theory class.

When I was a little more than
eighteen, I was “honorably dis-
charged” from school and real life
began. I had specialized in literature
and had also studied piano, organ
and “fiddle,” besides learning the
trades of piano tuning, broom-making,
carpet weaving and chair caning.

Deciding that in this “wilderness”
a John the Baptist was needed “to
prepare the way” for the blind, I
undertook to adventure forth as such.
I arranged a lecture on “The Educa-
tion of the Blind” and made my débüt
in a little church. I advertised, and
expected the city to come en masse.
The city didn’t come. Only about
thirty people, chiefly friends, were
present. The element in my nature
that makes me “mad” when a nail
drives crooked, served me then, and
I continued lecturing. Success was
varied but I was beginning to accom-
plish my purpose—the enlightenment
of the public.

I next started a store with a capital
of fifteen dollars and a debt of more
than two hundred. The stand was
poor, and I found it necessary to do
something else for a living. Music
teaching, tuning, repairing and occa-
sional lecturing followed, and, finally,
success came.

The pastor of my church told me
that many of the members thought
that I should enter the ministry. He
also advocated the undertaking, and
as I already had the desire and con-
viction, I determined to respond to
repeated urgings. Mr. Frank Battles,
now a leading investment banker of
Philadelphia, and still a close and true
friend, was at that time principal of
the Pennsylvania School for the Blind.
He had been one of my teachers from
the beginning and I valued his ad-
vice and was sure of his understand-
ing. He offered me a special course,
as I had no university training. At
the same time, my beloved friend
Doctor H. L. Wayland, editor of the
National Baptist, and son of the noted
President, Francis Wayland, became
deeply interested in me and introduced
me to President Weston of Crozer
Theological Seminary.

I entered the seminary, taking some
studies with the regular classes. In
one respect I was like Shakespeare,
I knew “a little Latin and less Greek.”
In September, 1888, I became a regu-
lar student at Crozer. Determined
that my blindness should not be
offered as an excuse for poor work,
I devised a Braille system without
system and took notes as occasion
required. I had to employ a regular
reader, but some of the students
found pleasure and profit in reading
and studying with me. I wrote all my
essays in Braille and read them in
class as the others did. I worked
hard and acquired the reputation of
burning the latest lamp in the semin-
ary. I graduated with the class of
ninety-one and was one of the speakers
at commencement.

Doctor Wayland and others urged
me to remain in the city. Had I done
this, my career might have been dif-
f erent. I should probably have
worked in a church where the chief
thing required of me would have
been preaching, while an assistant
would have done the other work. I
chose otherwise.

My first church was in a normal
school town, where the congregation
consisted largely of students and pro-
fessors. The church had been newly
organized and about a hundred mem-
bers were added during my pastorate. After remaining there for four years, I left because the church was financially unable to support a pastor. Seven years later I was recalled there and served for five more years in the same field. The intervening seven years were spent with a church in the anthracite coal regions. I was in that field during the great strike, and managed to establish a reputation as a successful pastor.

My most successful work was done in a mining town in the Allegheny mountains. Here I cared for the work of two churches, my wife preaching in one when I preached at the other. I found that satisfactory work could not be done with the two churches and accepted a call elsewhere. A year later I was recalled to the mountain church and served there for thirteen years, supported by the State Mission Society. This church was practically dead when I took charge. The church worshipped in a worn out frame building and the Sunday School numbered only fifty-seven. During the first year, my wife and I made over five hundred calls. The Sunday School grew so that a new building became a necessity. The State Convention endorsed the work and it was therefore comparatively easy to raise the needed money to build. I acted as my own architect and contractor, laying and carrying out a plan which resulted in a brick-cased building, seventy-two by forty-eight feet, so divided that one part formed a first class workshop that could be readily thrown into the other as occasion demanded.

Near the town, a French and Belgian settlement afforded splendid opportunities for service. I paid ten dollars on the purchase of an old shack, trusted the Lord for the balance, took saw and hatchet, and, with the help of my family, converted the shack into a chapel. The Sunday School department was under the management of my wife. Soon, the entire work outgrew the building and we had to build another. I planned a beautiful chapel, employed men to do the building and had my son "boss" the job during his college vacation. In order to work more efficiently among these people, I continued my former studies in the French language. Much good was accomplished by preaching in that language.

I have made myself very familiar with the Bible, and am thus able to quote easily. This is a great asset. I copy the Scripture lessons into Braille and try to avoid all appearance of reading with my fingers. I also familiarize myself with every part of the church and try to avoid all awkwardness in the pulpit. People soon forget that I am blind.

The following important facts must be recognized in order for a blind man to succeed in the ministry:

Blindness is a real handicap. It introduces certain limitations into any occupation in which one may engage.

It is natural for people to hesitate to employ a blind man when a man with sight is available for the same work.

A blind man must be more capable than the man with sight who applies for the same position. He must make up for his deficiencies by superior excellence in other directions.
 Whatever success I have had is largely due to the fact that I have never lost sight of these important truths. I would not employ a blind man to build me a house unless he could first show me some work of superior quality.

The foregoing sketch would be far from complete should I fail to say that much credit is due my wife. She is a woman of boundless resourcefulness, unlimited energy, courage, devotion and loyalty. A blind man in the ministry must have such a wife. Without mine—I should have been vanquished.

How I Realized My Ambition to Become a Minister of the Gospel

By M. L. Rankin
Parkersburg, West Virginia

I was born on a farm three miles north of Ravenswood in October of 1870. My parents were poor and when—three months after my birth, they discovered that I would be totally blind for life, the shock must have been great.

At the age of eight years, I entered the public school. In those good old days, the teachers found time to give me special attention. Four years later, I was placed in the School for the Blind at Romney and remained there for the following eight years. Professor H. H. Johnson, one of the most gifted blind men whom I have ever known, was my teacher. In those days the public and the school systems had not yet been educated up to the standards of today, and Professor Johnson met difficulties in his work. In spite of them, he managed to give us thorough instruction, particularly in the sciences. At the close of my years at the school, I was recommended for proficiency in literature.

I was still a long way from realizing my ambition to be a minister of the Gospel. It was necessary for me to acquire the requisite knowledge of Latin, Greek and Hebrew before I could be admitted to a theological seminary. Again I turned to the country school teachers. Mr. George Harrison was then beginning his studies for the ministry. I saw and used my opportunity to study with him. Morning and evening I walked two miles to do my work at his school. A difficulty confronted me in preparing my Greek lessons—I could not do them without some help. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue. My mother came nobly to the rescue.

I was ordained as an evangelist of the Presbyterian Church of the United States in nineteen-hundred and seven, and since that time have preached constantly. I have served as "stated supply" in three churches, and in only one of these did my blindness revert in an unfavorable way.

Do You Build for Time or Eternity?

By J. N. Steele
Windsor, Missouri

I was born on a farm near Marshall, Missouri. My parents did not possess much worldly wealth, and
when, in very early manhood, an affection of the optic nerve rendered me hopelessly blind, the burden was heavy indeed. For various reasons, the support of the home rested, to a great extent, upon my shoulders. This made it obligatory for me to discover some means of earning a reasonable livelihood.

For some time I succeeded fairly well as a travelling agent for a large photographic firm. Then came an opportunity to learn the blind man's trade of broom-making and I at once availed myself of the chance to master a practical trade. By working twelve and eighteen hours a day, I found the trade of broom-making somewhat remunerative.

Being of a studious type of mind, and having early decided that the ministry would be my profession, I began to seek a way to further my interrupted education. About this time, both my parents died and I was left homeless. Everything pointed in the direction of my inmost yearning.

As soon as arrangements could be made, I entered the School for the Blind at St. Louis, Missouri. Afterwards, I devoted a year to theological studies at Cumberland University, Lebanon, Tennessee. The remaining three years of academic work were spent at Mount Valley College, Marshall, Missouri. Thus, the way was paved for answering the insistent call to the great and responsible work of the ministry.

Throughout the years at college, it was necessary for me to acquire all knowledge, except that which could be gained by study of my Braille Bible, by having my fellow-students read aloud to me. At the time, I was the only blind student—and the first one—attendant at either college. I did a good deal of preaching during the student days and so enjoyed the usual practice received by the average theological student.

I married soon after graduation, and my wife, being ardently interested in my work, entered whole-heartedly into the joy of a life of service in the cause of the Master.

It is now nearly forty years since my loss of sight, and although I am not now as active as I used to be, I am still able to do my bit. My life has proved the truth of the old proverb—"where there is a will there is a way."

In concluding let me say to those who are handicapped and discouraged—if you will rest the foundation of your building on the One who is the "chief corner stone," the success of your life will be assured. There are many interpretations of the word "success," it is for you to decide whether you will build for time or eternity. "Choose ye this day whom ye will serve."

Blindness an Incentive to Greater Effort in the Ministry

By CLARENCE B. POST
Kirkland Presbyterian Church
Clinton, New York

My sight had been poor from boyhood days, but it served to put me through high school, Hamilton College and Auburn Theological Seminary in New York. I was just nearing the end of my course in the Seminary when it became impossible for me to see to read. However, upon graduation, I accepted the
pastorate of the Presbyterian church at Corfu, New York, and worked actively there for about six months.

In a Buffalo hospital, I underwent an operation for cataract and a short while afterward, lost all vision. For about fifteen years I have been in total physical darkness.

The sudden loss of sight discouraged me at first, but I felt that God would have me work for him in the ministry in spite of blindness. I had resigned the pastorate of the Corfu church, but other possibilities arose and I continued work in the Gospel ministry. Good friends put me in touch with the New York Association for the Blind and, through the Association, I was enabled to give a few months to the study of typewriting and learning to read and write Braille.

Soon after losing my sight, I supplied a small country church at Kirkland, New York, two miles from my boyhood home. When the study period in New York was ended, the Kirkland church called me to its regular pastorate. My ministry there has extended over a period of more than fourteen years, and the entire experience has been most happy.

I have tried to conduct my ministry without stressing my handicap. Visitors to the church have often expressed surprise when they discovered the fact of my blindness. The church has advanced in many ways during my pastorate, though it will always remain a small rural church. Membership has more than doubled since I came here. I have had repeated opportunities to preach in other churches and have been in many pulpits in Greater New York, Washington, Buffalo, Rochester, Utica and many smaller towns. I have found more joy in life since my sight failed than I would have believed to be possible.

Blindness is no barrier to success in the ministry. It is, on the other hand, an incentive to better effort. It compels intensive training of the memory. It affords insight into the greatness of human possibilities. It is a substantial help in winning the good will of others and thus affording opportunities to help them in many ways. Blindness in no way hinders one from leading others to the feet of the merciful Saviour of men, where peace and blessing may be found.

The Opportunities of Blindness

By Samuel S. Nickerson
Winter Hill, Massachusetts

The story of my missionary and ministerial life is not without adventure and abundant opportunities.

I was born in the little mountain town of Albany, New Hampshire, a good while ago. After graduation from a theological seminary, four years were spent in ministering to the negroes of North Carolina and West Virginia, after which I accepted the pastorate of the Free Baptist Church of Sugar Hill, New Hampshire. The village was then beginning its career as a summer resort in the White Mountains and the pastorate presented great opportunity. I spent thirty-eight years there, during which time I became acquainted with a number of the best and greatest men and women of my generation. I have been urged to write reminiscences of these delightful friendships, but fear I have delayed too long.

When failing health and strength
brought blindness as a gift, I thought that of necessity I would be practically laid aside from all usefulness. This first discouraged attitude of mind was wrong. Blindness has brought to me innumerable opportunities for service. Today, I preach but little, but this is more the fault of poor health than of blindness. I do much of my work by means of correspondence. This affords a constant channel of service. I urge all blind persons to adopt it and to familiarize themselves with the use of the typewriter as a speedy assistant. I have invented a writing tablet which I give to those who are financially incapacitated. Whenever I send out this tablet, I write a letter to accompany it. My purpose is to cheer and encourage the ones who receive the tablets, and to urge them to find advantages in their disadvantages.

Translate your blindness into an opportunity to understand and serve others and you will have accomplished something worth while.

Disability Turned Into Ability
The Story of a Missionary Who Was Not Discouraged

A good many years ago, in far-away Turkey, Dr. Elias Riggs labored as one of the pioneer missionaries to the Orient. His must have been a peculiarly difficult field, but—could he have foreseen how his children and his children's children would follow him into the Master's vineyard, his joy would have been great indeed.

The Reverend Charles W. Riggs, a son of Dr. Elias Riggs, was born in Constantinople, where, at the age of four years, he lost his sight as a result of scarlet fever. The boy received a good general education and, through the efforts of his parents and with the help of his brothers and sisters, he completed his college preparatory work. He entered Princeton University, and there his brother James aided him in keeping up with lectures and reading. He graduated with the famous class of 1879, the one of which President Woodrow Wilson was a member.

The handicap of blindness did not cause him to deviate one bit from his plan to emulate his father in missionary endeavor. In 1880, under the American Board, he returned to his birthplace, there to labor where his father had labored so many years before. He preached and taught in Aintab and Constantinople until 1894, when he returned to America.

Last October, he sailed for Shaowu, China, with his son, the Reverend Charles H. Riggs, who is engaged in
agricultural and missionary work there. He hopes to help with the instruction of the blind as far as his strength will allow and to spend his closing years on the mission field.

Mr. Riggs has two children who are engaged in missionary work. Mrs. Ira Gillett serves under the Methodist Board in Inhambane, Portuguese East Africa, and the Reverend Charles H. Riggs, as already stated, is in China. A nephew of Mr. Riggs, the Reverend Ernest W. Riggs, is Associate Secretary of the American Board of Commissioners for Foreign Missions.

Amid the pages of the history of missionary endeavor, what an inspiring chapter will be presented by the Riggs family. Let those who truly feel the lure of the mission field remember the man who, despite blindness, enlisted for active service, and by so doing, forged a strong link in a splendid line of missionary succession. Today—his former disability has become a source of continued and specialized ministration to those similarly handicapped. By turning handicap into helpfulness, his disability has been automatically transformed into ability.

God Had Work for Me

By Clara B. Aldrich

Joliet, Illinois

When I joined the Baptist church at the age of nineteen, the pastor remarked: "God has a work for you, Clara." I accepted the first work that offered. One year later I commenced travelling as a State Deputy. I have never let my blindness be used as a drawing-card, except in three early instances where I was overpersuaded. In each of these cases, I regretted it.

At the age of thirty, feeling that I was called to preach, I became an evangelist. I had a Methodist colleague who rounded out all my deficiencies. Her brother said that we were like the two halves of a pair of shears—neither one could cut without the other.

In 1896, my church granted me a preacher's license, which, in our denomination, is almost equal to ordination. I went West and became a preacher. Of course I had to take small churches, which could not pay a living salary, but, for me, this was not an insurmountable obstacle, as I had a moderate income of my own. With the help of a private secretary and a small girl for guide, I undertook full pastoral work.

Spurgeon once said: "It is more difficult to manage a small church than a large one." I think that he was right. When candidating, I chanced to overhear this remark: "We must have a resident pastor who will give us full time and preach as well as any minister in town; but—we can only pay three hundred dollars."

As the years passed on, I supplied many pulpits, did considerable house-to-house missionary work and a good deal of Bible teaching. My greatest hindrance did not lie in my blindness but in the foolish prejudices of sighted people. Sometimes, as Milton said: I have "turned our tortures into horrid arms against the torturers," by lecturing on "Queer Notions about the Blind."

In 1907, I became interested in the Society for Providing Evangelical Re-
lectual Literature for the Blind, and after a little independent work, was commissioned field secretary. During the following nine years, I visited twenty-one large cities in eleven states, sometimes remaining in one city for six months. I sought opportunity to speak for at least ten minutes in all the large evangelical churches. I was endowed with a strong voice, so had no difficulty in making myself heard by large audiences. Frequently, the pastors of the various churches invited me to preach in their pulpits.

In my later work, I always travelled alone, but on reaching a city, I immediately engaged a sighted guide, usually a telegraph boy. I also acquired temporary private secretaries. In all my public life I have avoided, as far as possible, any allusion to my own blindness. I hope that the final decision will be: “She hath done what she could.”

A Successful Minister, Lecturer and Entertainer

By Ora B. Gresser

The Reverend I. A. Wilson, president of the Kansas Association for the Blind, is a man of unique accomplishment, being a successful minister, lecturer and entertainer at one and the same time.

Mr. Wilson is an Ohioan who has spent much of his time in the West. At the age of eighteen, he lost his sight as the result of measles and immediately afterward entered the Ohio State School for the Blind at Columbus, where he remained until he came West four years later.

Discovering the existence of a natural bent for literary work and public speaking, he decided to fit himself for the forum and entered a well-known school of oratory in Kansas City, Missouri. After training there, he went on the platform as a lecturer and entertainer. Shortly afterward, friends urged him to consider entering the work of the ministry and in 1895, he was ordained to the ministry of the Church of Christ, at Wallula, Kansas.

Mr. Wilson’s brother preachers regard him as: “An able man, strong in pulpit ability. “A man who can see more work to do and is better acquainted with his people than many preachers with two eyes, two pairs of glasses and a telescope. He is always in great demand as a Chataqua speaker, has a far better library than the average preacher, has preached the gospel for more than twenty-five years, stays longer in one field than the average man and always makes a change of field from choice, never from necessity.”

The board of deacons and elders of a former church wrote:

“No numeral can be used in measuring the good which will come to this congregation from the six years of service rendered by I. A. Wilson as our pastor. Under his present ministration, the church has gone forward in each of its departments. We are thankful for the good he has done us and especially grateful and appreciative of the splendid service rendered in behalf of our young people.”

Ex-Governor E. W. Hoch of Kansas writes: “I want the liberty of expressing my high appreciation of the great work I. A. Wilson has done here. I have known all of Mr. Wilson’s predecessors for the past forty
years. Many of them have been able men, but none have equalled him in effective service."

Mr. Wilson himself says: "I have never given much thought to my handicap. I have ardently desired to be a successful minister and have made the preparations necessary. I owe whatever success I have had to two factors—hard study and faithful service. I have had no difficulty in holding my own with the average minister, despite my handicap. I have held some of the best pulpits in the brotherhood and have commanded some of the best salaries. I perform all ceremonies such as immersions, marriages and funeral services and have general oversight and management of the local church. I believe that the ministry is possible for any person who is qualified, consecrated and faithful."

Mr. Wilson has just closed a five year pastorate with the Central Avenue Christian Church at Topeka, Kansas and is now engaged in evangelistic and supply work.

He is president of the Kansas Association for the Blind.
The World and the Blind Man

By Charles Magee Adams

I

This whole attitude of mind we call civilization or culture depends peculiarly on a delicate balance between the contrasting mental activities, thought and emotion; and it proves exceedingly difficult to approach any subject touching blindness without disturbing this balance, for the reason that emotion has always been the preponderant reaction to blindness.

People can laugh at what happens to a deaf man, discuss the loss of an arm or paralysis with complete calm, yet the moment blindness is mentioned there is an instant and involuntary flux of emotions, such as pity and sympathy, that distorts the entire perspective. These emotions, although brought about by reasons somewhat obscure, are, nevertheless, universal, and color every concept of the blind held by the seeing. During this discussion it may therefore prove necessary to swing to the other extreme in order to restore the balance.

There has always been a particularly keen interest in the psychology of blindness, even before the general interest in psychology now so marked. The seeing are constantly asking questions covering every phase of it—and quite normally. Sight is such a universally used and useful sense that the loss of it would seem to bring about a psychological condition difficult to conceive. But two facts pertinent to an analysis of the subject are revealed by these questions: first, that in general the seeing believe (anyone who has read Dr. James H. Robinson's The Mind in the Making will grasp the significance I am giving this word) that the psychology of the blind is something fundamentally different from that of the seeing; and second, they believe that the lack of sight is all but compensated for by an added keenness of remaining senses, new senses, and an increased richness of experience. These beliefs are not confined to people easily deduced on usual matters, moreover. They can be found in the most amazing quarters. In spite of this, the facts (having been blind nineteen years I feel fairly familiar with the facts) show that the psychology of the blind differs from that of the seeing only in that the blind do not see.

This is not intended as a paradox or an attempt to turn an epigram. It is a proposition of basic importance, and the only starting-point from which the subject can be properly approached. The psychology of the blind is neither irrevocably removed from that of the seeing nor all but identical with it through some compensating means. It is simply the full psychology of normality with such changes and deficiencies as are brought about by the lack of sight. The blind have no power or sense not possessed by the seeing, not even an increased keenness of the remaining senses; merely a subtraction of sight with a somewhat better utilization and development of the four other senses to meet conditions.

1Courtesy of the “Atlantic Monthly.”
A peculiar fact in connection with this last has been responsible for much of the confusion, apparently. The chief reason the blind display a marked superiority over the seeing in the other senses, particularly hearing and touch, is that the seeing persist in concentrating on sight regardless of conditions. If a man is awakened in the night he tries to see what has awakened him, no matter if the room be inky dark. Sight is always the most important sense and the one called on first. So, even when he is blindfolded for comparative tests, the seeing man finds it extremely difficult to shift the focus of attention from sight to these other senses. Paradoxically enough, therefore, the reason a blind man utilizes these senses to a greater extent is because he has given up this natural attempt to see, which in many cases requires a long time, particularly if sight fails gradually, since it is for the most part an unconscious process linked up with how completely blindness is accepted as a fact.

It must not be forgotten too that there are only four remaining senses, for this has some widely ramified consequences. First, it means that the blind are confronted with a constant twenty per cent deficiency in received impressions, the significance of which I hope to make clear; and secondly, it precipitates an entire new sense-coördination. Normally we do not realize our senses are coördinated until possibly a cold reminds us how heavily taste depends on smell. Taking a sense as important as sight out of circuit necessarily forces some vastly more far-reaching readjustments. But perhaps the best way to make this as well as these other basic considerations clear is to begin with hearing.

II

Hearing is the first sense the blind turn to in the course of reorientation; the one that responds most easily to development; the one which proves, ultimately, the most useful. The seeing call on it for a wide range of uses in normal intercourse and therefore not so many additional mechanics need be provided as in the case of touch. But the blind merely develop the possibilities of hearing to their logical limits instead of being endowed with any increased sensitiveness.

I can best demonstrate this by two seeing friends of mine. One, an electrical engineer, can pick out and interpret in the hum of a turbogenerator a whole series of sounds of which I am not even aware; the other, an automotive engineer, can do the same with the engine of a passing car. They have merely developed their hearing to be of particular service to them in their professions, in the same way in which the blind develop their hearing to be of particular service to them in meeting the conditions imposed by lack of sight.

Sound reflection is a typical example. Whenever a sound impinges on a flat vertical surface of any appreciable area it is reflected much the same as light—not echoed. An echo is also a reflection, but of a pronounced type; but the sort of reflection to which I refer takes place at distances shorter than necessary for an echo, and results in merely the addition to the original sound of
a characteristic quality that could probably be classified as an overtone. Poles, trees, walls, buildings, cars, any fairly flat, fairly vertical, good-sized surface, will produce this effect. The seeing rarely, if ever, are aware of it, of course. They do not need to be. But the blind not only are aware of it but make thoroughly practical use of it for such everyday purposes as locating objects, or finding, for example, the gaps in a long line of parked cars. When a blind man taps his walking-stick on the pavement or shuffles his feet he is more often causing sounds which can be reflected than trying to determine his location by touch.

This utilization of one of hearing’s possibilities generally wasted is alone responsible for the sixth-sense myth, and only one of the several ways in which this sense when developed serves the blind. But hearing also has two decided limitations particularly significant. In the first place it is a far less selective sense than sight.

Sight impressions are received from only one general direction and any object in this direction can be brought into focus so sharply that practically nothing else can be seen, merely by the expenditure of what is for the most part a muscular effort. But the ease of hearing is quite different. Sound impressions from every point within audible range are received without any considerable variation due to direction, and each is heard. The slam of a door, voices in the street, a train whistle, a motor horn, register as vividly and definitely as piano music, and the only reason the music is heard and these other sounds apparently are not is that a more or less unconscious effort of attention has “tuned” them out and let through the music.

I doubt if the seeing grasp what this means to the blind, because they depend on sight as an aid to hearing far more heavily than they realize. Lip-reading, for example, bears much of the burden of conversational reception, as the simple experiment of holding the lips motionless will prove. But to the blind hearing is like a radio set which permits all stations to be heard simultaneously and leaves it to the listener to concentrate on the one he wants, which means a tremendous demand on attention. In the city streets with their roar and rattle of traffic, or even at small social gatherings, the “tuning in” of a particular voice and the “tuning out” of all other sounds require a constant effort that is by no means small and which makes for a high rate of fatigue.

This is further aggravated by hearing’s second limitation. The auditory nerves are considerably smaller than the optical—the fact behind the frequently encountered statement that things seen are more vivid than things heard. To the blind this of course has a special significance. It means that the sense which must handle the great bulk of received impressions can transmit less of them to the brain than the sense which handles the bulk for the seeing; or, in engineering terms, that the input-output efficiency of hearing is less than that of sight. So the result is that if an event can be translated equally well into terms of sight and sound the blind will not receive as vivid an impression of it as the seeing, and also that the rate of fatigue is increased.
This has not been generally recognized. A seeing person who has been reading or drawing or doing other work requiring high visual concentration for a long time finds not so much his eyes themselves as his whole optical mechanism is tired; and when a blind man has been listening intently for a long time he experiences much the same sort of fatigue. Not that his ears are tired, but his entire auditory mechanism is, even more so than the other's optical mechanism, because of the lower efficiency and the added work thrown on it. Any familiar sound like the purr of a car's motor, music, or a voice reading, will produce this result if continued too long and, if carried further, it will bring on a nervous exhaustion that can be corrected only by quiet or sleep. The fact that the seeing have another major sense they can turn to also goes far toward relieving them of this experience. After a concert, for example, when fatigue might normally appear, they can shift the bulk of attention to seeing, giving the auditory mechanism an opportunity to recuperate, while the blind obviously cannot.

The whole situation is further aggravated by the auditory mechanism's lack of protection. The pupils protect the eyes, contracting when the intensity becomes too great for comfort, and the lids close when extreme intensities are reached. But no matter how terrific a sound is, the ears must receive it with the same delicate end organs that receive the faintest murmur; often this brings a result like that of glare.

It must not be concluded from all this, however, that the sound conditions most agreeable to the blind are quietness or absolute silence. On the contrary, I find that any unusual quietness produces a depression strikingly like that which gloom produces on the seeing. The dead of night or isolated spots make me strangely dull and uneasy. There is apparently a minimum of received stimuli necessary for mental alertness, which hearing must supply in the case of the blind.

The determination of distance and direction—a major service hearing performs for the blind—is not a matter of increased sensitiveness but for the most part the elimination of more or less inherent errors. At a certain point on a certain street in my home town, for example, the music of a piano appears to come from a building a door or two ahead and on the far side, while a few steps' progress shows that in reality it is coming from a building a little farther along on the near side, the illusion being caused by a peculiar reflection of the sound. This is only one of the errors that must be guarded against constantly. A line of shrubbery or a drapery may damp a sound so that an entirely mistaken estimate results. At two points, one directly in front and the other directly behind, I find it next to impossible to be certain whether a sound comes from one or the other. In proportion to its importance, however, it seems to me we know less about hearing psychologically than any other sense.

III

Touch, the second sense the blind turn to, has been perhaps most in the spotlight but at the same time easily the most overrated of all the senses
they utilize. First of all it has a fatigue factor second only to smell, as tactile reading, its most conspicuous application, demonstrates. Apparently, it should be as easy to read lines of embossed characters with the fingertip as it is lines of printed characters with the eye, once the alphabet is mastered. But it is not. Touch simply tires out. In my own case (and I have been reading by touch eighteen years) two hours is the extreme limit for continuous reading and long before that the end organs are so irritated and there is such a general restlessness that it is most difficult to proceed.

The general usefulness of touch is also limited by the fact that it is a motor sense; by which I mean that the fingers must be moved over the surface of an object, instead of merely brought in contact with it, if an impression is to result. Many of the seeing show they are not aware of this when they simply place the hand of a blind person on an object. Reach, too, sets sharply defined bounds to touch's perspective, often resulting in a warped or fragmentary concept of an object, as Kipling's story of the six blind men and the elephant aptly illustrates. It is quite impracticable to touch many objects such as moving machinery, hot metal, or live wires, at all—which restricts the usefulness of the sense still further.

But even more important are the factors that affect the sensitiveness of touch. It is generally believed that the thickness of the skin decides that, primarily—a thick skin resulting in a dull touch and a thin skin in a delicate touch; but it has been my experience that this is of much less consequence than cold, for example, which makes touch all but useless, or excessive heat, which results in an irritation and speeding of fatigue just as disastrous. Long fingernails, too, and not long in the accepted sense at all, reduce sensitiveness many per cent, as does also a film of foreign matter like dust or oil on the finger ends, so thin that it can scarcely be noticed otherwise.

But as in the case of hearing, the blind are more proficient in touch than the seeing, not by reason of any peculiar endowment but simply because they have developed its normal possibilities. I know seeing mechanics and surgeons who can perform feats of touch no blind man can surpass, merely by taking advantage of the same sort of development to make it of use to them.

Memory is similarly developed. The blind have long been reputed to have memories superior to the seeing, but this is simply a development and utilization of wholly normal possibilities as a result of necessity. Remembering telephone numbers, for example, or the order of phonograph records in an album would be quite worth while, if it were difficult, because it is such an effective lubricant to the otherwise squeaky mechanics of living—but it is not difficult. Memory is an unconscious function, doing its work without the slightest conscious effort if only it is given an opportunity, and again, as with hearing and touch, the seeing, taking advantage of this, often develop it to an even more remarkable extent than the blind. I know a man who can recite the entire Brown-and-Sharp wire table, a mass of unappealing and
dissociated figures. But the greatest service memory performs for the blind, particularly on the human side, is the recognition of voices.

This ability obviously is the only practicable means at the disposal of the blind for indentifying people, and, being involuntary, it proves, as is not usually appreciated, most effective when the conscious mind stands aside and gives it the right of way. I find myself repeatedly calling people by name in response to their greetings without being consciously aware who they are till I hear my own voice. But an even more significant fact the seeing overlook is that a characteristic speech is most easily recognizable.

My friends, I know, think themselves slighted when I sometimes call them by name and at other times do not, but the difficulty is that they sometimes use a conventional greeting in a conventional way, leaving only the voice distinctive, while a characteristic greeting or manner affords infinitely more material for associations.

The similarity of voices is not confusing as a rule. Many are similar, to be sure, but I have never encountered absolute doubles, and in general voices are as sharply differentiated as faces—in fact, often far more. The only difficulty I have experienced, strangely enough, is caused by one person's having several voices. All of us have; we change tone and quality more or less unconsciously according to our mood and condition. But in some the change is dismayingly marked. One woman, for example, has as many as five voices, each quite distinct.

The physical condition is also revealed by the voice in a striking degree, both as to change and normal characteristics. Fat people, for example, have a voice quality which is all but invariably detectable. Character, too, is easily read. In fact it seems that character is revealed in the voice even more fully and accurately than in the face, no doubt because the seeing, failing to recognize this, make less of an attempt to mask the voice.

Perhaps the one thing the blind do, however, which has afforded more opportunity for the sixth-sense and special-endowment myths than any other, is to get about unassisted. When it has been comparatively easy for the seeing to understand other things there has always been some peculiar difficulty about this, and after what has been said about hearing and touch the difficulty may be aggravated by the assumption that this ability is merely a combination of these two senses, which it is not. Hearing and touch are material aids in getting about, to be sure, hearing being of particular value through its utilization of sound reflection. But they are only aids; the faculty which is the essence of this ability is equilibrium.

Blindfolding a seeing person and letting him walk the length of a room, as in the pin-the-tail-on-the-donkey games of childhood, will demonstrate this. Even though traversing a familiar floor his course will prove uncertain and he will in all probability bring up wide of the mark, while a blind person under similar conditions will steer a straight course. The explanation is that in walking what appears to be a straight line is in reality a series of curves,
corrected by sight in the case of the seeing to give an approximate straight result, and in the case of the blind by hearing and touch, to some extent, but even more by direct dependence on equilibrium, the sense serving much the same purpose as a gyroscope.

With hearing and touch functioning properly, for example, I find myself deviating from a straight course whenever I carry a heavy parcel in one hand or in any way impede the natural swing of either arm, the deviation being to the left or to the right according to which side is affected. Equilibrium is also effective in horizontal as well as vertical planes, making a trifling dip or rise in floors or streets instantly detectable. To the blind getting about is, therefore, merely a matter of letting equilibrium do its work, plus knowing the ground as well as a seeing person knows his own house, which is not as difficult as it seems.

Traversing a spot only a few times makes it as familiar as it does visually to the seeing, and even if it were difficult it would be vastly preferable to step-counting. This has no practical value whatever, in spite of popular assumptions to the contrary. It throws an undue burden on memory and attention and in addition has enormous possibilities for error because the length of a given person’s steps varies so widely under different conditions that a difference of as much as ten or twenty yards can develop in as few as a hundred steps.

One interesting detail I have come upon in connection with getting about is that time and not distance is the factor that determines knowledge of location. Apparently the opposite should be true. In traversing familiar ground an unconscious measuring of distance should give the clue to location; but when walking more rapidly than usual I find I reach given points before I think I should, and when walking more slowly than usual think I should reach them before I actually do. This shows that time and not distance is unconsciously measured.

Snow and ice form peculiar handicaps to the blind in getting about, not because of added risks but because they radically alter familiar conditions. Even an inch or two of snow muffles normal sound reflections so effectually that the entire audible aspect of a place is changed, and a very thin coating of snow or ice is enough to blot out landmarks under foot as important to the blind as houses and hills are to the seeing, thus necessitating the learning of new directions and reactions.

IV

However, of all the varied phases of the psychology of blindness the one that has in my experience been the subject of more questions than any other is that of imaging. People ask what sort of impression the blind have of such things as a city or a sunset, if they cannot see them mentally, and if they cannot see in their dreams. All this is natural. The impressions we carry away from an event or form of something not directly experienced exert a powerful influence on our whole manner of thinking, and the seeing have been so accustomed to confining these impressions largely to sight that they find it difficult to conceive of the blind’s do-
ing otherwise. The result is that there is a surprisingly widespread belief (Dr. Robinson's connotation again) that the blind retain mental pictures of things seen before blindness and construct similar pictures of things experienced through other senses or described to them. But this is not true.

Visualization, like all imaging, is nothing more than a memory process. Even a mental picture of something not actually seen is an assembly of parts of things which have been seen. Things remembered and hence imaged therefore tend to be things most vividly or recently experienced, and also tend to be remembered and imaged in terms of the sense through which they were experienced. So, to the blind this means that things seen are crowded farther and farther into the background by things heard and felt, until for all practical purposes the power of visualization is lost not long after sight.

In my own case the power to visualize faded out in less than two years. Not that it has been entirely lost. I can still reconstruct scenes and events I saw, clearly and accurately, and piece them together into tolerable pictures of other things experienced since. But these early impressions are obviously inadequate for this. A modern automobile cannot be built up on one of the first single-cylinder models, or a bombing plane on a Wright glider; and I can hold these pictures for only a moment at the expenditure of an effort wholly out of proportion with the result. So, in spite of a psychologist's suggestion to the contrary, I have let my imaging slip naturally into terms of everything but sight.

My impression of a particular National League game, for example (not of the plays themselves, because they reach me secondhand and are therefore merely known), is one of crowds squirming and shuffling down runways, sticky humidity, confused wisps of perfume and cigar smoke, the rattle of applause and boom of cheering, insistent gum-venders, and a loud nasal-voiced man who persisted even during the tensest moments in telling over and over how he had been hurt in an automobile accident—all simply heard or felt but thoroughly definite, and things that make up much of the seeing's impression total also.

In the same way I have a clear impression of a quiet spot just outside of town, a store that is attractive and one that is not, a house I like and another I do not, and my dreams also are always in terms of sensations other than sight. In all cases to a greater or less extent, however, I find my impressions are made up more of what may be termed sensation overtones than sensations themselves.

By this I mean that what we remember is not facts as much as our reaction to and interpretation of facts, just as what we refer to as a singer's tone is not only the note actually struck but the color and quality given it by the added overtones. I have a satisfying impression of a certain living-room, for example. I always think of it as something warm, comfortable, and hospitable. But this impression is based simply on the fact that there was a snapping open fire in it and that I chanced to be given an easy-chair after a long cold ride. However, practically all our sensations are unconsciously summarized and translated in this way.
In the case of impressions coming through others, reactions play an all but exclusive part. Indirect lighting is something I have never experienced, but I have a clear impression of it based on my memory of and reaction to descriptions. Of other things like the phenomenon of electron emission my impression fades out into a concept, something merely known, while the seeing no doubt visualize it in the terms of a diagram.

In the case of people, I find that what I have termed these sensation overtones predominate to such an extent and are so infinitely higher and more numerous that they practically displace sensations themselves. When I think of, for instance, a particular friend I think of his strengths, his weaknesses, what he has done and might have done, his reactions to various situations and my reactions to him; not singly or in groups picked out for analysis but as a sharply defined composite that colors my entire feeling toward him, all without being more than aware of any physical points of contact. Indeed, and this often confuses the seeing, I find a description of a person's appearance does not help me to image him at all and, on the contrary, requires a conscious effort for me to associate it with him. At this moment, for example, I cannot tell the color of eyes or hair of more than half a dozen of my friends, not because I have not been told but because I have a clear impression of them without such facts. They are lugged in and therefore soon forgotten.

Of the remaining details of the general psychology of blindness, one that seems worth mentioning is the peculiar effect of temperature. An extreme in either direction generally affects the seeing, bringing about mental depression and bodily debility, and in the case of the blind I find this result is considerably more marked. Even a comparatively slight variation from normal claims attention so insistently that it disturbs concentration, the explanation apparently lying in the fact that, with sight subtracted, temperature occupies proportionally more of the sense total and its reactions are therefore more preponderant.

Another fact is that a pain or purely physical disturbance of the eyes dims the mental vision (not to be confused with visualization) and mental grasp in general. But this is probably due to a simple nervous reaction.

Concluding, I cannot refrain from repeating that in spite of what may be inferred from all that has been said, the psychology of the blind differs from that of the seeing only in that the blind do not see; and, further, I want to point out that the psychology of the blind, like all psychology, is simply the means, the stimulus and reaction mechanism, through which certain ends are attained. For the blind these ends are the same in every essential particular as for the seeing; the same needs, the same desires, the same aspirations, the same pleasures; and when the seeing, by exercising the faculty of thought referred to at the outset, grasp this and all its significance there will not be, as there is now, a distinct psychology of the blind among the seeing. But that, as has often been remarked, is another story.
OUTLOOK FOR THE BLIND

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March, 1925.

NEW LIGHT ON BRABLE READING

The reader's attention is called to an article by Miss Katheryn Maxfield entitled, "Summary of the Information Collected by the Uniform Type Committee on Mechanies of Reading Raised Type." Teachers of the blind who have been perplexed regarding some of the mechanics of Braille reading peculiar to touch readers will, we believe, welcome this contribution.

Newcomers in work for the blind may not be as familiar with the activities of the Uniform Type Committee as those who lived through the stirring times of ten or fifteen years ago. Recent recruits among the forces of teachers in the schools for the blind hear now only the faintest echoes of what was once a serious controversy. It is difficult for our new friends to realize what profound emotions were aroused over the Type Question, which in certain sections of this country divided workers for the blind into two bitterly hostile camps.

How the question was in the end tacitly submitted to a board of arbitration, composed of touch readers, is an old story to all. The investigations of this Committee involved among other things the making of test readings by some twelve hundred blind people scattered from the Atlantic to the Pacific in the United States and Canada, as well as in the British Isles. The important question to be settled at the time was the relative legibility of the various punctographic codes. Incidentally, however, those conducting these tests collected considerable valuable material regarding the reading processes of the subjects tested. This information, however, has laid for years locked in the archives of the Uniform Type Committee. Not until the advent of a research psychologist on the staff of the American Foundation for the Blind has any one had the time to study these data and interpret them for the benefit of teachers of Braille reading.

Thanks are due to Mrs. E. H. Fowler, one time agent of the Uniform Type Committee, for her cordial cooperation which went far toward making the publication of this paper at the present time possible. Thanks are also due Lady Sophia Campbell for days of work spent in assisting Miss Maxfield in the preparation of this material.

One is impressed in reading Miss Maxfield's paper not so much with the fact that any new methods of reading have been discovered but that old theories advanced dogmatically have received little if any substantiation in these data. For instance, the teacher who insists that the pupil must hold the beginning of his line with his left hand and

(Continued on page 64)
ARTHUR E. HOLMES

Arthur E. Holmes, the present director of the Exchange and Training School for the Blind, Brooklyn, New York, has a background of education and experience that should enable him to meet the demands of his present position in an admirably effective manner.

Born at Fairmont, Minnesota, in 1885, he received his early education in the Fairmont schools. In 1914, he graduated with the degree of bachelor of humanities from Springfield College in Massachusetts, having majored in social educational subjects. Previous to his college career, he had spent several years in acquiring business experience, but after the completion of his collegiate program of studies, he became a member of the faculty at the Perkins Institution and Massachusetts School for the Blind in Watertown. War activities interrupted his work at Perkins, but he later resumed instructional work there.

During the year 1920, Mr. Holmes served as assistant supervisor and then as supervisor for the blind with the Federal Board of Vocational Education. This position led directly to work with the United States Veterans Bureau, in which he remained until October, 1924.

In addition to the foregoing activities, Mr. Holmes has had experience in general supervisory work for the training of speech defect and deaf cases.

We wish Mr. Holmes real success in his new field of labors in Brooklyn.

"The Blind Citizen"

Official Organ of The Irish Association for the Blind.

PRIZE OF TWENTY-FIVE DOLLARS
Offered for
THE BEST SHORT STORY

A prize of five pounds—about twenty-five dollars—is offered by the publishers of The Blind Citizen for the best original short story of not more than four thousand words. All manuscripts must reach the editor of The Blind Citizen, The Irish Association for the Blind, 35 North Great George's Street, Dublin, Ireland, before September the first, 1925.

The Blind Citizen is the only Braille periodical published in Ireland. It appears in quarterly editions in revised Braille, Grade Two, in January, April, July and October. The journal is mainly devoted to affairs of interest to the blind themselves.

The magazine conducts an annual short story competition and quarterly prize competitions all of which are open to the blind throughout the world. In addition to the foregoing, it pays for all published articles on the following or kindred subjects: cooking, gardening, journalism, knitting, music, poultry-farming, etc. Each issue contains items of general interest and carefully selected poems.

In order to facilitate the disposal and exchange of Braille books, magazines and apparatus, advertising rates have been reduced to six cents per line. Annual subscription to The Blind Citizen is one dollar, post free, in the United States. All subscriptions are payable in advance.
The Life Insurance Profession and Your Future

By JULIUS JONAS
Member of the $200,000 Club. New York Life Insurance Company

In July, 1920, I was suddenly deprived of my vision by an accidental gunshot. Prior to that time I had held a responsible position as a sales director for a large corporation. My income allowed for the comforts of life for myself and my family of five. I had always been a strong believer in carrying protection in the way of life insurance, so that my family would be well taken care of in the event of my death or disablement. After my accident I collected a substantial sum from the companies in which I was insured. With a large part of this capital I went into the retail phonograph business. I was soon to learn that my will to do was greater than my possibilities. I lost my money, but not my nerve, and, at the age of fifty, had to start life all over again.

I cite the foregoing to show that I do not recognize blindness as a handicap. Instead, I refer to it as a condition. Conditions can be improved if they cannot be entirely overcome.

I came to New York in May, 1922, and looked about for what the field might have to offer to a man in my condition. I found that the best that the various associations had to offer was instruction in various trades such as broom and map-making, caning, etc. Realization of this state of affairs was a terrible shock to me. Having been such a firm believer in insurance, I decided to get in touch with the New York Life Insurance Company. Accordingly I called upon Agency Director, Mr. Joseph M. Schirmer of the 42nd Street Branch, who showed me, in my first interview, the wonderful avenues open to me. He accepted my application which was duly approved by the Home Office.

Life insurance has a future for you if you have the ambition to succeed and the strength of character to be your own master. It has no future for you if you are seeking an easy job.

So many different personalities have succeeded in this business that we are convinced that success is not due to any one type of ability, nor to any special talent or unusual training, but to capacity for sustained effort and courage to overcome obstacles.

The life insurance profession has been called the best paid hard work in the world. In entering the life insurance business under the Nylic System of compensation, you free yourself at one stroke from the deadening effects of a routine existence and open a future which may for the first time enable you to build your life as you would like to build it. You are in business for yourself—complete freedom and opportunity are yours without the possibility of losing any invested capital, for you invest no capital in the Nylic contract. The longer you stay in the business the more you grow. Necessity for meeting new people every day and being agreeable to them is stimulating. Your personality is invigorated. Your
character develops. The fear of people, which holds back so many men from the success their ability warrants, disappears.

Nylic System

The Nylic system of compensation pulls upon your ambition because it rewards it. You rise as high as your ability justifies, and as you increase in power—you rise still higher. Men and women often climb further up life's ladder with the New York Life than they dreamed to be possible.

What you have learned in other occupations will be of use in life insurance. When you approach men for insurance you need points of contact, and, to close the business you need knowledge of men. Both of these come from your previous experience in life.

Ours is a permanent and a steady business. Even in hard times the life insurance business prospers. The less the prosperity the greater the need of protection. It is a profession of which you can be proud, because no other agency in the world is doing so much to maintain human security and happiness.

It is an out-of-doors business—a healthy, happy, optimistic business in which you forget your so-called handicap, and in which a new feeling comes into your heart.

When a man works for a salary he is working for somebody else, who either makes a profit on the man's work or enjoys the benefits of his labor in some other way.

The salaried man cannot increase his earnings except as his salary may be increased, and this is usually done only where his work is so profitable as to compel an increase.

Few salaries are worth more than a mere living for a man and his family, and, when the wage-earner dies, the salary ceases and the members of the family must scratch for themselves.

When a man works on commission he is working for himself. The larger the production—the larger his profits.

Practically all merchants work on commission. They purchase their goods at one price and sell them at an advance—the difference, less expenses, being the commission or profit. The clerks for the merchants are the salaried men; the heads of the concern—its owners—are the commission men.

Compensation to life insurance agents on a salary basis has never been successful in itself, since the good producer who earns more than his salary naturally prefers the commission, and the inefficient man, earning less than his salary, sooner or later goes down and out.

There are some advantages to a salaried position and many disadvantages. There are some disadvantages to a commission as compensation, but many advantages. Neither plan of compensation fully covers the needs of the average man, and neither, in itself, makes provisions for an income in old age.

The Nylic System of Compensation

The New York Life Insurance Company, recognizing the advantages as well as the disadvantages in both systems of remuneration, has, in effect, arrived at a basis of compensation which includes the best in both.
There are three forms of remuneration united under the Nylic System of Compensation:

1. The First Year's Commission, being a liberal percentage of the first year's premiums, should be sufficient for an agent to live upon.

2. The Renewal Commission, being a substantial percentage of the second year's premiums, greatly assists an agent in his second year to bridge over dull periods, start a savings account, or do both of these.

3. The Monthly Nylic Income, beginning with the third year, continues for life. Under "Nylic Rules" there are provisions that he give his whole time to the business and that his production of new insurance shall not fall below $50,000 yearly.

The agent's total monthly income under this plan is not fixed by some other man, to be kept there until the other fellow chooses to change it, but it is reached by a fair rule laid down in advance.

At the end of five years the rate of Nylic Income is increased. At the end of ten years, the rate of income is further increased, and, after fifteen years, it is increased again. Meanwhile, the agent can further enlarge his income by writing more insurance. There is no limit to what he can earn except his own ability and energy. After twenty years' service, the monthly income is fixed for life as a "Senior Nylic" pension, and is made non-forfeitable for any cause whatever except death, provided the agent does not engage in business for another life insurance company.

In the event of total, continuous disability after an agent has become a drawing Nylic, the Company may, according to Nylic Rules, continue to pay him a Nylic income for a period of five years.

In the event of death, after an agent is a "first degree" Nylic, the Company, under a resolution of the Board of Directors, pays to the agent's wife or estate, a sum of money based upon the total amount of insurance secured, and paid for by two full years' premiums.

By saving the renewals and Nylic, a good agent can acquire a competence. A new agent, in the first year with the Company, has to live on his first-year commissions and does it. If he can do so in the first year, he certainly can do so later, when his producing ability is greater. That point made clear, he can and should save renewals and Nylic as they accrue, putting them in a savings account until a thousand dollars is to his credit, then turning that thousand dollars over to some good bond and mortgage company or bank, who will invest it, without expense to him, in a good first mortgage. Interest from that mortgage, together with renewals and Nylic, should be put back in his savings account until the next thousand is saved, which should be invested in the same manner, and so on. This method of handling his savings involves no loss of time on his part, so that his full time is free for increasing production, which in turn will increase his savings program and final results. A man handling his savings in this manner does not have to be a financier, a loan shark or a speculator. No special ability or capacity is needed and full time may be devoted to the business which is
his specialty and to which he should for that reason strictly adhere.

One of our Agency Directors writes: "The reason why most men of average ability do not have a competence by the time they are fifty or sixty, is that they do not figure definitely ahead as to the manner in which they can accomplish that result and then carry out the plan. If a man is not in a line where this can be done on a definite basis by the exercise of his own ability, then he is in the wrong line."

Show that you are master of the situation. Know that:

Your life goes on within your mind,
And you can take what each day brings,
Unhurt when you can realize
That life itself is thought, not things.

When I entered this work two years ago, I heard such remarks as this—"The poor blind guy! How does he expect to make the club?" I am glad to say that out of one hundred and two agents, I stood sixth for volume of business during the past year. I have won the respect of the company's officials, not alone for what I have personally accomplished, but because I have helped five other similarly afflicted ones to step out on an equal footing with their sighted brothers. So—I can safely invite those of my readers who are interested, to join forces with me in this truly worthwhile work. I shall be glad to assist all competent, sightless persons who desire to line up with us. Are you ready? Let's go! Remember—the will makes the way.
Sight-Saving Classes—Their Contribution to the Field of General Education

By Harry C. Hartman
Director and Head Teacher of the Sight-Saving Department, Seattle Public Schools, Washington

The writer does not intend to examine the physical organization and pedagogical conduct of sight-saving classes. He wishes to discuss the influence which they ought to exert upon the general educational system.

Our manner of living has brought long hours of work for the eyes, an abundance of artificial light and an increasing amount of close work. Improper lighting conditions, such as insufficient light, cross lights and glare; the use of hard chalk and pencils and an insistence upon too small writing—all these are evils which jeopardize the nerves and health of our school children.

It is the duty of sight-saving class administrators to convince the public that conservation of vision is a general problem of education. So far as the writer knows, only two cities have made a conscious effort to develop a city-wide program of this kind.

It is true that there are oculists in our medical departments, and that such departments have been promoting sight conservation through their routine examinations of the eyes of school children, but—this is not sufficient. Every superintendent, supervisor, principal and teacher should have a working knowledge of eye hygiene, in order that the conditions under which the children work may be as favorable as possible. Furthermore, the obtainment of such proper conditions can only be assured if every angle of the problem receives due consideration during the period of building construction.

The logical starting point of reform along these lines would appear to be right construction of school buildings. For economic reasons we must take conditions as they are, and, after bettering them in already existing buildings, wherever such betterment is possible, we may then proceed to the larger task. Almost unconsciously, we will do better work in the new plants because of the influence which shall have been exerted by the improvements in the old ones.

As a matter of fact, equipment and decoration are even more glaringly faulty than building construction at the present time. However, those of us who must meet the criticisms of taxpayers find encouragement in the thought that much improvement is possible with a minimum amount of expense. Improvements can be made, are being made and will be made.

Source, kind and amount of light are important factors in sight conservation. While it is impossible to remodel buildings extensively in order to correct faulty spacing and window sizes, it is within the financial limits of the school systems to
make more light available through the use of translucent shades instead of the opaque ones now so prevalent. Also, shades may be attached in the middle of the windows in such a manner as to exclude the direct sunlight and yet allow for the presence of the maximum amount of unobstructed daylight. Incidentally, this method of hanging the shades will permit the opening of windows from top and bottom for ventilation purposes.

All cross light should be avoided. Shade adjustments for the purpose of minimizing cross lights and shadows must be considered wherever a room is constructed with windows on two sides. Adjustment must occur whenever the sun changes its position. The teacher may consider such adjustment a bother, but she will be fully compensated for the inconvenience by a reduction of the fatigue and nervousness of her class. There will also be less frequent need for discipline and a smaller amount of effort will suffice to keep the children busy and interested.

Decoration of walls and ceiling and finish of woodwork and furniture are directly influential upon kind and amount of light. Calcimine on the walls should be of a soft, neutral tint, preferably buff or a warm French gray. Soft colors afford the greatest possible amount of light, without undue reflection. Dark walls absorb light and light walls with a hard finish reflect it. Colors should be chosen with regard to locally prevalent weather conditions. In those regions of the country where dull or cloudy days predominate, buff color will help to make the class-room more cheery. Where the majority of days are sunny, a warm French gray should be chosen, as buff has a tendency to intensify the yellow of the sunlight. Ceilings should be of a light tint that will respond to the artificial lighting systems.

All woodwork and furniture, particularly desks, should have a dull finish. In this way, glare will be removed. Glass-covered pictures should be hung so as to avoid the reflection of light rays. No glaring spots should be present in a classroom. There should be a harmonious blending of wall, ceiling, woodwork, furniture and trimming decorations, for only thus can a restful atmosphere for eyes and nerves be produced.

Proper care and use of the blackboards present still another problem to teachers. They should be kept free from dust films by wiping them with oil or water-moistened rags, the choice of oil or water being dependent upon the type of board employed. Soft chalk will compel the teacher to use a style of handwriting that will be large enough to be legible from all parts of the average classroom. All work should be placed upon that part of the board that is free from glare and cross lights. The teacher will soon learn which is the best part of the board for use at particular times of the day by walking around the room and examining the board from different angles. She must remember that while she, despite glare, may distinguish small letters and faint lines familiar to her, children to whom they may be new, will find them more difficult.
The foregoing sight-saving principles are trite and obvious to every teacher of Clear Type Classes. They are not as familiar to the teacher in the regular classrooms, and yet—they are of great importance to every school child. When our regular teachers become more conscious of the value of eye hygiene, through the application of sight-saving methods, they will be more watchful for symptoms of eyestrain and low vision. This will mean that in addition to having vision conserved in the regular classroom, children will be discovered who stand in need of Clear Type Classes, and responsibility for finding children who are suffering from low vision and eyestrain will become the concern of the whole corps rather than be confined to the verdict of a few specialists.

If sight-saving departments are to be more than repair shops and salvaging plants, they must recognize their broader responsibility for conserving vision throughout the whole school system. Our classes have the same relationship to general eye hygiene that special classes for the subnormal or gifted children have to the use that is being made of psychological and educational tests. Only when our departments assume their responsible rôle as an integral part of the general educational program, will they be giving their full measure of service, by discovering the many who need our special classes and by preventing many times their number from later suffering from a handicap that could have been avoided if proper principles of eye hygiene had been practised in the classrooms of the grade and junior high schools.

A program for the legitimate, and, as the writer believes, mandatory broadening of the responsibility and scope of our departments can be as simple or as complex as public opinion will accept. Through a slow but persistent educative process, the public mind can be brought to appreciate the advisability of conserving sight. Ours is the double duty of educating the public and of becoming a cooperative and integral part of the general educational system, by establishing the proper relation between our classes and the regular grade classes.

The next few years should see much accomplished.
Report on Work with the Blind

Obtained from the Last Annual Report of the American Library Association, Through the Courtesy of the Chairman of the Committee on Work with the Blind

"The year's report of this Committee shows to a marked degree the value of a national organization such as the American Foundation for the Blind, to all libraries circulating embossed reading matter. An indication of the service which may be expected from the Foundation is the fact that the work assigned to its Bureau of Research includes a study of the best methods of teaching reading and of the best methods to be used in the production of embossed books in order that reading by touch may be made less laborious and the number of readers be correspondingly increased. Through the efforts of the President of the Foundation an appropriation for the publication of Braille books for the blinded soldiers was included in the budget of the Veterans' Bureau and a list of 68 titles will be available during the coming year. This will form a most valuable addition to the embossed literature of the English speaking world.

The Booklist of revised Braille which has been published for several years by the American Library Association as a temporary measure, has now been taken over by the Foundation, and is published in the Outlook for the Blind. Copies of current and of back numbers may be had without charge from the office of the Foundation, 41 Union Square West, New York City. At the invitation of the Foundation the Committee is conducting a Book News column in the Outlook for the Blind.

For the past several years this Committee has been interested in raising funds for increasing embossed literature. This year the Committee and the Foundation are combining in their efforts to increase this fund. Through the generosity of some of those who realize the need of reading matter, the following books have been put into Braille: The casting away of Mrs. Lecks and Mrs. Aleshine, by Stockton, and Hypatia, by Charles Kingsley—gifts of the Boys Glee Club of the Pennsylvania Institution for the Blind and of Miss Eleanor Maynard; The life and letters of Walter H. Page, by B. J. Hendrick, vol. 1—gift of the Michigan Club of Detroit, Miss Ellen Sibley and others; Lincoln and Slavery, by Pillsbury—gift of the author; The Episcopal church, by Bishop Gailor, and the Litany—gifts of the Domestic and Foreign Missionary Society of the Protestant Episcopal Church; Courage, by Barrie, Calm yourself, by Walton, Phoebe, by Rice, and the Snake doctor, by Irvin S. Cobb—gifts of Edward S. Harkness; Dr. Gander of Youngland, by Young, has been embossed from funds left under the will of Susan B. Merwin.

The work of transcribing Braille books by hand, which has been developed in this country largely through the efforts of the American
Red Cross for the benefit of the blinded soldiers, has resulted in the organization of classes for teaching Braille in various communities. The Library of Congress reports that experiments in the work of perfecting the process by which hand-copied books may be duplicated are being continued and that experts encourage the hope of satisfactory results.

With the increase of Braille literature the attention of librarians is called to the fact that before establishing a department for the blind a careful survey of the library facilities throughout the surrounding states should be made. To those who are familiar with the problem of circulating books by mail to a widely scattered public, it is a well recognized fact that a considerable territory is covered before the number of readers served justifies the maintenance of such a department.

Some responsibility in the all important matter of safe-guarding eyesight rests with the library profession and librarians everywhere can help by encouraging the use of well printed books. Within the last few years three special finding lists of books which are printed in type somewhat larger than that ordinarily used have been prepared. The last list, which is also the best, is *Books for tired eyes*. It was compiled in the Minneapolis Public Library and published at 35 cents a copy by the American Library Association. It ought to be not only owned but displayed in every library in the country by way of suggestion to readers.

Dr. Arthur E. Bostwick continues as trustee of the American Foundation representing librarians and others specially interested in libraries for the blind.

*Partial List of Libraries Having Departments for the Blind*

Note: Following a long recognized policy, these libraries, with but one or two exceptions, serve adjacent states, and books unobtainable elsewhere, are sent to the blind of any locality.

Key to abbreviations used

- Braille, grade 1½—B1½
- Braille, grade 2—B2
- Moon Type—MT
- New York Point—NYP
- American Braille—ABr
- Volumes—vols.


Catalogs in the ordinary print are available for distribution from nearly every collection. It has been noted wherever embossed catalogs are available.

Respectfully submitted,

Lucille A. Goldthwaite,
Chairman

*Asterisks indicate libraries with an annual circulation of over 5,000.
Book News

By Sherman C. Swift
For the American Library Association
Committee on Work with the Blind

If anyone doubts that the blind have a psychology, or perhaps it were better to say, if anyone doubts that people both sighted and blind consider the mental processes of the sightless sufficient interest to warrant special study and experimentation, he has only to turn to a considerable mass of material at this moment before the public to become convinced that doubt is no longer feasible. In fact, there is enough material now in print to act as the nail prints into which any doubting Thomas can insert his own fingers and be sure of the solid nature of the form before him.

There appeared in the “Atlantic Monthly” for November, 1924, an article by Charles Magee Adams (blind) under the caption “The World and the Blind Man.” (Mr. Adams says nothing about the blind woman. Perhaps it is again the old case of man embracing woman!) This article, written in a popular vein, is really the experience of what we may call a visualizing blind man, Mr. Adams having lost his sight apparently at an age when his mental outlook was similar to that of sighted people. Some of our psychological specialists would, therefore, be inclined to say that Mr. Adams’ chosen title, “The World and the Blind Man,” is too inclusive, and that he runs a risk of error by generalizing too broadly on the basis of his own introspections and actual experiences. Be this as it may, the article in question is most interesting, and is of that peculiar quality of arrangement and style most likely to attract and hold popular interest. And it is popular interest after all which the blind must have if their cause is ever to approach normal solution. The technical arguments, brochures, tomes and so forth, produced by systematically trained specialists are generally not of such a nature as to appeal to the average reader, and therefore lose very much of their real worth. In causes like ours, a pinch of error in a peck of general truth is not usually the leaven that “leaveneth the whole lump,” but is often the cinnamon on the hot-cross bun. Mr. Adams’ errors, if there be any, are merely of this nature. They are, besides, not errors of particulars, but merely questionable generalizations. We urge our readers to go to their nearest library, take “The Atlantic” for November, 1924 to a comfortable chair and good light, and prepare for a couple of hours’ really good and interesting reading.*

Turning to the more technical and scientific side of the question of the psychology of the blind, we are reminded that considerable work of investigation has been, and is still going on in various parts of the United States. The University of Oregon has recently produced material under the title “The Synaesthesia of a Blind Subject with Comparative Data from an Asynaesthetic Blind Subject.” This material should be consulted by the specially interested.

For the last couple of years the blind world, and also that portion of the scientific world interested in the blind, have been tremendously worked
up over the case of Willitta Huggins of the School for the Blind, Janesville, Wisconsin. Everybody knows that Willitta was blind and deaf, and most people now know that she has recovered a considerable percentage of hearing and sight, giving as her own explanation the operations of Christian Science. To determine whether Willitta was really blind and deaf, or merely one of that peculiar class of mental subjects of which the late War produced a considerable crop, under shell shock conditions, R. H. Gault, Professor of Psychology, Northwestern University, instituted a number of experiments with normal subjects, and his report will be found on page 155, Vol. XIX, No. 2, of the Journal of Abnormal Psychology under the head, “Progress in Experiments on Tactual Interpretation of Oral Speech.” It would be well for all of us to read this report before coming to a definite decision regarding the actual psychology of the case.

A very interesting booklet is to hand—issued by the Pennsylvania Institution for the Instruction of the Blind at Overbrook. This booklet is issued under the title of “What Can the Blind Do?” It is a study of several hundred former pupils of the Pennsylvania Institution for the Instruction of the Blind, and is a most valuable contribution to literature concerning the blind—intelligence, causes of blindness, occupational pursuits, etc. The management of the Institution is to be congratulated on this publication. We could wish that many more schools for the blind would follow suit. This pamphlet is sold at one dollar. I urge our friends to secure private copies for their reference files.

Coming now to the realm of dots, I note with interest the swing of the pendulum from realism to romance, indicated by the publication in Paris of Sabatini’s “Sea Hawk.” It is a far cry from “The Growth of the Soil” to this work of pure imagination, but the human mind requires such leaps occasionally to keep it in proper tone and tune. Mr. George Raverat, Foreign Secretary of the Permanent Blind Relief War Fund, shows that he appreciates this fact in his selection of titles for Braille, both in English and French. I was enormously interested in Issak and his development in northern Norway, and thrilled, excited, and held breathless by the wonderful exploits of Sir Oliver, the Cornish gentleman, the Algerian pirate, the passionate and all embracing lover.

An advance notice from Paris has captivated my imagination, for it contains a number of splendid titles. Here again I note the swing of the pendulum; this time, however, the whole distance covered is practically within the realm of romance, though at one end of the path the question of personal analysis is much more apparent than at the other. Conrad’s “Rover” is about to appear, and also Baroness Orczy’s “Beau Brocade.” Is it possible to imagine a more perfect polar opposition than these two works, and yet a more perfect union in the interest produced? I am delighted to note, on the part of our French friends, this appreciation of the fact that the blind are like the sighted in their literary appetites.

The same appreciation is increasingly evident on this side of the water, for the presses in the United States are now busy producing such spark-
ling works as Buchan's "Salute to Adventurers," Rex Beach's "Pardners" and "Spoilers," Zane Grey's "Lone Star Ranger," Willa Cather's "One of Ours," and so on—ad infinitum. These works are a healthy sign of the times. I also congratulate in advance our Braille readers on the fact that they are soon to have Buchan's "Huntingtower."

In Grade Two, space prevents mention of more than a couple of works of special interest from Great Britain. Conan Doyle's "Through the Magic Door" is a splendid appreciation of books which all book lovers should read; and Haddow's "Browning's Men and Women" is a careful and thoughtful arrangement of poems by Browning, illustrating their author's views of humanity. I hope that many of my readers love Browning as I do, and to such I recommend this last work. It will help in many cases to make dark points clear.

In general, the outlook in the literary world of and for the blind, is tremendously interesting and full of promise. Our publishers and book committees are now giving us more of what we want and should always have had, and we are indeed grateful to them. After making allowance for a few physical necessities, the psychology of the blind is that of sighted people minus sight, and our literary likes and dislikes are the best proof of this statement.
The Booklist of Braille Books

GRADE ONE-AND-ONE-HALF

AMERICAN FOUNDATION FOR THE BLIND

and

AMERICAN LIBRARY ASSOCIATION'S

Committee on Work with the Blind

Compiled by

LAURA M. SAWYER

Perkins Institution, Watertown, Mass.

This list includes all the books published in Braille, Grade One-and-a-half, which have been issued since December, 1924.

The publishing houses from which the books may be purchased are indicated by initial letters following each title and are as follows:

C.P.H. Clovernook Printing House for the Blind, Mt. Healthy, Ohio.
C.S.P. Christian Science Publications, address Mr. Harry I. Hunt, 107 Falmouth Street, Boston, Massachusetts.
H.M.P. Howe Memorial Press, Perkins Institution, Watertown, Massachusetts.
H.P.S. Howe Publishing Society, Old Court House, Public Square, Cleveland, Ohio.
T.B.A. Theosophical Book Association for the Blind, 1548 Hudson Avenue, Hollywood, Los Angeles, California.

Books followed by (U.S.V.B.) were printed for the United States Veterans' Bureau.

Additional copies of this and of the previous numbers may be had from the American Foundation for the Blind, 41 Union Square, W., New York.

BOOKS AVAILABLE MARCH, 1925

Ashley, Roscoe Lewis. The new civics; a textbook for secondary schools. 6v. 766p. 1924. $26.85. A.P.H. (U.S.V.B.)
Bays, Alfred William. Business law; an elementary treatise. 3v. 384p. 1924. $13.45. A.P.H. (U.S.V.B.)
Besant, Mrs. Annie. The inner government of the world. 88p. 1925. $2.50. T.B.A.
Brooks, Charles Stratton. Wappin' wharf, from his Frightful plays. 2v. 138p. 1924. $4.60. A.P.H. "A play of delightfully blood-thirsty pirates."
Byrne, Donn. The changeling. 95p. 1924. $3.10. A.P.H. "Marked delicacy of imagination and charming style: tales of New York, Irish tales and two interpretations of Bible stories."
Cady, H. Emilie. Finding the Christ in ourselves. 10p. 1924. 75c. C.P.H.
Clemens, Samuel Langhorne. The Connecticut Yankee at King Arthur's Court, by Mark Twain. 4v. 494p. 1925. $17.30. A.P.H. (U.S.V.B.)
Cobb, Irvin Shrewsbury. Selections from his A laugh a day keeps the doctor away. 13p. 1924. 40c. C.P.H.

Coleridge, Samuel Taylor. Rime of the ancient mariner and other poems. 1924. $2.10. H.P.S.

Colver, Alice Mary Ross. The dear pretender. 2v. 266p. 1925. $10.65. C.P.H.

Cooper, Irving S. Reincarnation, the hope of the world. 2v. 126p. 1925. $3.50. T.B.A.

Crawford, Francis Marion. Man overboard: The upper berth. 117p. 1924. $3.60. A.P.H. (U.S.V.B.)

Crawford, James Pyle Wickersham. First book in Spanish. 6v. 629p. 1924. $22.05. A.P.H.

Eddy, Mrs. Mary Baker. Science and health, with Key to the scriptures. 5v. 633p. 1924. $12.50. C.S.P.


Godfrey, Hollis. Elementary chemistry. v.I and II. 258p. $10.35. A.P.H.

Grey, Zane. Wanderer of the waste land. 5v. 612p. 1924. $21.45. A.P.H. (U.S.V.B.)

Haggard, Sir Henry Rider. Cleopatra. 3v. 430p. 1924. $15.05. A.P.H. (U.S.V.B.)

People of the mist. 5v. 611p. 1924. $21.40. A.P.H. (U.S.V.B.)

Hitchcock, Alfred Marshall. Composition and rhetoric. 13v. 1924. $23.15. H.P.S.

Hough, Emerson. The covered wagon. 6v. 568p. 1924. $18.45. A.P.H. (U.S.V.B.)

54-40 or fight. 3v. 391p. 1924. $13.70. A.P.H. (U.S.V.B.)

Hugo, Victor. Quatrevingt-treize. 5v. 669p. 1924. $23.45. A.P.H.

Johnston, Mary. 1942. 4v. 432p. 1924. $15.10. A.P.H. (U.S.V.B.) “The life and voyages of Columbus, told by one of his fellow voyagers.”

Knibbs, Henry Herbert. Ridin’ kid from Powder River. 6v. 543p. 1924. $19.05. A.P.H. (U.S.V.B.)

Kyne, Peter Bernard. Cappy Ricks; or, The subjugation of Matt Peasley. 8v. 500p. 1924. $12.00. H.M.P. A big-hearted Pacific coast ship owner priding himself on his business deals, but often over reached by one of his own men, Matt Peasly.

The go-getter; a story that tells you how to be one. 53p. 1924. $1.90. A.P.H. (U.S.V.B.)

Valley of the giants. 4v. 447p. 1924. $15.65. A.P.H. (U.S.V.B.) “Clean romance of the California redwoods.”

Lane, Frederick Knight. Letters, personal and political. 5v. 515p. 1924. $16.80. A.P.H.

Le Gallienne, Richard. Pieces of eight; being the authentic narrative of a treasure discovered in the Bahama Islands in the year 1903. 4v. 413p. 1924. $13.65. A.P.H.

Lincoln, Joseph Crosby. Dr. Nye of North Ostable; a novel. 4v. 515p. 1924. $18.05. A.P.H. (U.S.V.B.) “An easy going story, full of the author’s cheerful philosophy.”

Fair Harbor; a novel. 5v. 574p. 1924. $20.10. A.P.H. (U.S.V.B.) Another Cape Cod story full of rich humor.

Locke, William John. The wonderful year. 4v. 473p. 1924. $16.60. A.P.H. (U.S.V.B.) Full of Locke’s whimsical and familiar characters connected with a young Englishman and his adventures in France.

London, Jack. The Sea-wolf. 4v. 448p. 1924. $15.70. A.P.H. (U.S.V.B.)

White Fang. 3v. 313p. 1924. $11.00. A.P.H. (U.S.V.B.) “Story of a wolf-dog and his life in the wilds, by the camp-fire and in the habitation of man.”

McCarthy, Justin. If I were king. 2v. 237p. 1924. $8.30. A.P.H. (U.S.V.B.)

Macartney, Rev. Clarence Edward. How does it stand with the Bible? “Life so cruel, so false, so great a sham!” It takes tribulation to make a man. 61p. 1924. $1.90. A.P.H.

Mason, Alfred Edward Wooley. The four feathers. 4v. 459p. 1924. $16.10. A.P.H. (U.S.V.B.)

Melville, Herman. Moby Dick; or, The whale. 4v. 934p. 1924. $32.70. A.P.H. (U.S.V.B.)

Millikan, Robert Andrews. First course in laboratory physics, by R. A. Millikan and H. G. Gale. v.i and II. 224p. 1924. $9.00. A.P.H.


Myers, Philip Van Ness. Ancient history. v.I and II. 686p. 1924. $27.50. A.P.H.

O'Brien, Frederick. White shadows in the South Seas. 4v. 535p. 1925. $18.75. A.B.H. (U.S.V.B.)

O'Higgins, Harvey Jerrold. From the life, imaginary portraits of some distinguished Americans. 112p. 1924. $3.70. A.P.H.

Oppenheimer, Edward Phillips. Great Prince Shan. 2v. 264p. 1924. $10.30. A.P.H. (U.S.V.B.) The time is 1934 and Prince Shan, the ruler of China, is the leading man of the world.


Poole, Ernest. Beggar's gold. 2v. 1924. $7.85. A.P.H. (U.S.V.B.) The dream of two of the principal characters, Peter and Kate, to go to China, showing that the dream is the only reality.

Post, Melville Davison. Mystery at the Blue Villa. 3v. 377p. 1924. $13.20. A.P.H. (U.S.V.B.)

Pupin, Michael Idvorsky. From immigrant to inventor. 8v. 759p. 1924. $24.60. A.P.H. In this story of Americanization is embodied the growth of the electrical idea from Faraday to the wireless and the radio.

Reed, Myrtle. Old rose and silver. 3v. 346p. 1924. $7.50. C.P.H. Plates donated by the New York Society of the Daughters of Ohio. Where a library or a school buys two copies of this book one additional copy is given free.

Rice, Mrs. Alice Caldwell (Hegan). Quin. 3v. 387p. 1924. $13.60. A.P.H. (U.S.V.B.) "An amusing story of a big, lovable doughboy who, though poor, triumphs over his difficulties."


Robertson, Morgan. Sinful Peck. 2v. 287p. 1924. $10.05. A.P.H. (U.S.V.B.)

Robinson, James Harvey. Mind in the making, the relation of intelligence to social reform. 2v. 221p. 1924. $7.75. A.P.H. (U.S.V.B.)

Sabatini, Rafael. Captain Blood: his Odyssey. 4v. 513p. 1925. $18.00. A.P.H. (U.S.V.B.)

Scaramouche, a romance of the French revolution. 5v. 572p. 1925. $20.05. A.P.H. (U.S.V.B.) "Full of adventures, loves and perils."

Scarborough, Dorothy, compiler. Famous modern ghost stories. 4v. 432p. 1924. $15.15. A.P.H. (U.S.V.B.)

Scott, Sir Walter. Lady of the lake. 3v. 1924. $5.75. H.P.S.

Shakespeare, William. Macbeth. 2v. 269p. 1924. $10.80. A.P.H.

Romeo and Juliet. 2v. 235p. 1925. $9.40. A.P.H.


Service, Robert. Spell of the Yukon. 82p. 1924. $2.90. A.P.H. (U.S.V.B.)

Stevenson, Robert Louis. The strange case of Dr. Jekyll and Mr. Hyde. 115p. 1924. $4.05. A.P.H. (U.S.V.B.)

Sweetser, Mrs. Kate Dickinson. Ten boys from Dickens. 6v. 319p. 1925. $7.75. H.M.P.
Tarkington, Booth. The conquest of Canaan. 3v. 368p. 1924. $12.90. A.P.H. (U.S.V.B.) Story of a young lawyer who won both respect and admiration from a town which had ostracized him.


Thurston, Katherine Cecil. The masquerader, a novel. 3v. 386p. 1924. $13.55. A.P.H. (U.S.V.B.)


Van Loon, Hendrik Willem. The story of mankind. 5v. 615p. 1925. $21.55. A.P.H. (U.S.V.B.) “History from earliest times; interesting to upper grades and high schools.”

White, Stewart Edward. The blazed trail. 4v. 502p. 1924. $17.60. A.P.H. (U.S.V.B.) “A lumberman’s struggle with an unscrupulous firm.”

White, Stewart Edward. The riverman. 4v. 477p. 1924. $16.70. A.P.H. (U.S.V.B.) “A stirring narrative of the lumbering industry in Michigan.”

Williams, Jesse Lynch. The stolen story. 46p. 1924. $1.65. A.P.H. (U.S.V.B.)

Wister, Owen. The Virginian; a horseman of the plain. 5v. 587p. 1925. $20.55. A.P.H. (U.S.V.B.) “Capital study of the best type of western cowboy.”

EDITORIALS—Continued

read with his right hand, if he is ever to attain any success in reading, finds scant support for her theory. Those who read with the right hand only were no more predominant among the rapid readers than among the slow readers, and only about one-third of those who were among the rapid readers held the beginning of the line with the left hand. This throws a deep shadow of doubt over the case of the teacher who contends that this procedure is the only reliable route to smooth and rapid reading. Several other theories, so frequently advanced with an air of certainty, are confronted by embarrassing facts. The soft fingered typist makes only a poor showing as compared with the horny-fisted laborer. Again females show no striking predominance among rapid readers.

Miss Maxfield’s study leaves us with a feeling that we should not be too dogmatic regarding many phases of the subject of Braille reading. It should be noted, however, that there are certain hand positions which are much valued by rapid readers. These are worthy of the careful attention of the teachers who are struggling with the all important problem of how to increase the speed of touch reading. There is but a small number of readers who make a practice of “looking ahead,” as it were, to the next line. Most of these are among the rapid readers. It would be interesting if some teachers would definitely try out this procedure. The Director of Research for the American Foundation for the Blind will be glad to know of the experience of any teacher in this connection.
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