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History of the Indiana State School for the Blind

Elizabeth M. Wishard

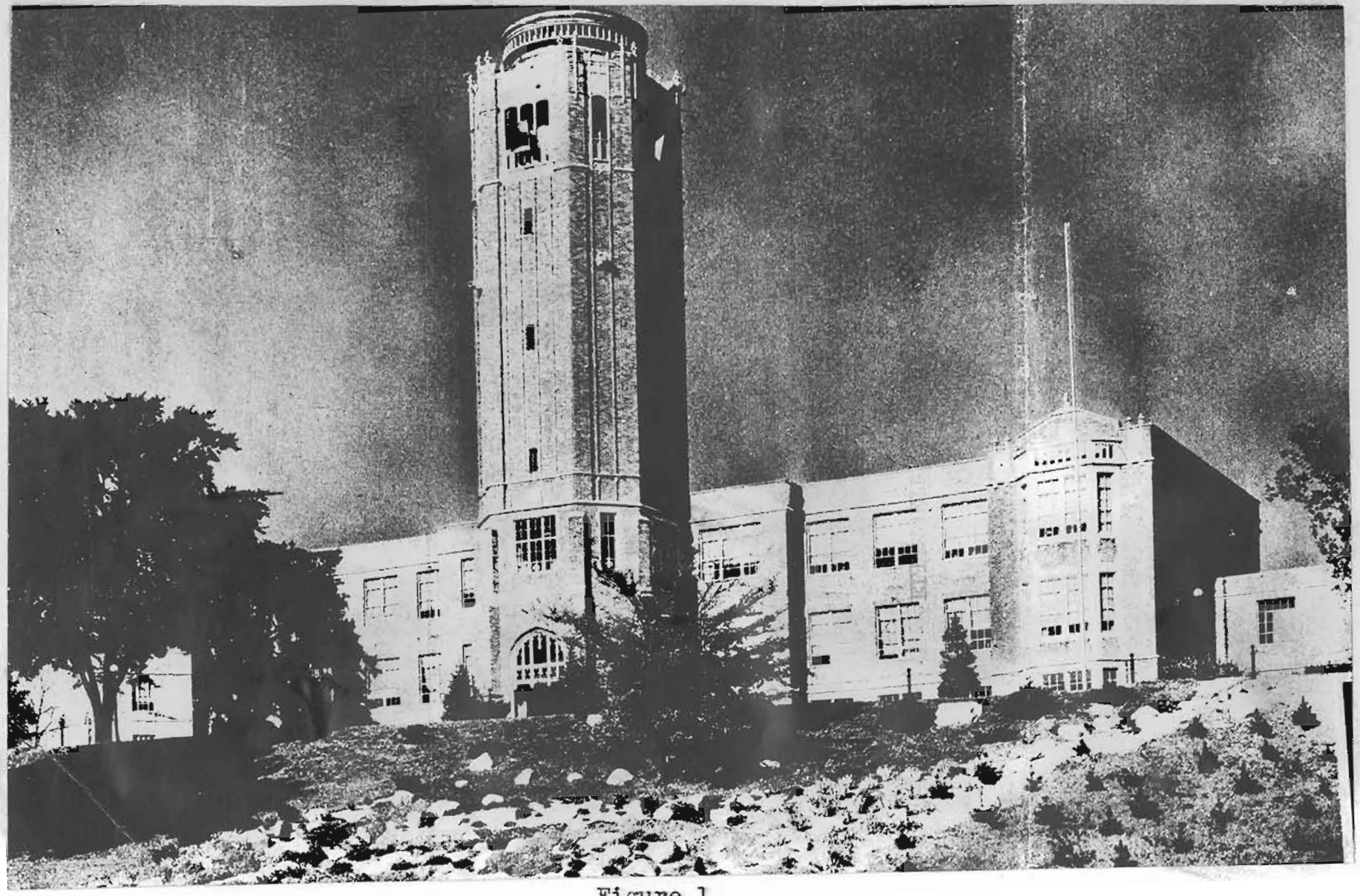

Figure 1.

The Indiana State School for the Blind at Seventy-fifth Street and College Avenue, Indianapolis (Ind

HISTORY OF THE INDIANA STATE SCHOOL FOR THE BLIND

By

ELIZABETH M. WISHARD

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E. M. W.

TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

LIST OF TABLES

LIST OF ILLUSTRATIONS

LIST OF ILLUSTRATIONS (Continued)

CHAPTER I

INTRODUCTION

The Problem: The problem herein undertaken is to present a study of the Indiana State School for the Blind from the time that an interest in specialized training for blind youth was evidenced in 1844 to the close of the fiscal year 1947 - 1948 when the study was begun. This includes one hundred and one calendar years of the school itself, and one hundred and two school terms. Particular attention is given to the historical, physical, administrative, and curricular aspects, as well as to outstanding personalities, and to as many elements of student and faculty composition as available data permitted.

Source of the Data: The data for this study has been gathered from the annual reports of the superintendents to the boards of trustees of the school, and from the trustees to the state legislatures or governors; from students' applications for admission, school records, newspapers and periodicals, interviews and personal observation.

Method of Study: Since the study is historical, the data has been assembled, analyzed, and interpreted, in so far as possible, in accordance with the principles of historical educational research. Every effort has been made on the part of the writer to present a study that is thorough and reliable.

Limitations of the Study: While all of the school records have been preserved, several factors limit the interpretation of the data: many forms are incomplete, the length of time involved has made it impossible to supplement recorded data with personal testimony in almost half of the period under consideration; certain data, most notably that regarding the cause of blindness, is unreliable due to ignorance or intentional evasion on the part of individuals supplying the information.

CHAPTER II

AN HISTORICAL SKETCH

The Early Years

In 1844, a delegate from Indianapolis to the Presbyterian General Assembly in Louisville, Kentucky, was invited with other members to attend a demonstration at the Kentucky Institute for the Blind. That visitor was James M. Ray, who, twenty-two years earlier, had been elected the first clerk of Marion County, Indiana, and, twenty years later, was to be secretary of the State Sanitary Commission during the Civil War. To Hoosiers, familiar with his half-century of vigorous participation in affairs, nothing would seem more reasonable than for an undertaking to start with James M. Ray.

With him it was that education for the blind had its inception in Indiana as he sat marveling at what he saw that spring day. Sightless children who could read and write, sing and play were almost unbelievable to him. Moreover, they manifested a happy adjustment to their environment, and demonstrated skills which promised to enable them to become usefully independent citizens. The man who had helped bring locomotives and mail service to his state began to work with a new idea.

At Christmas time that year, Mr. Ray arranged for an exhibition by B. M. Patton, who was Superintendent of the Kentucky school; William H. Churchman, one of its teachers; and several of the pupils in the Second Presbyterian Church for the Indiana Legislature, then in session in Indianapolis. It was a day of amazement on the part of the legislators. They expressed disbelief that blind children could be "susceptible to learning".

The demonstrations must have proved convincing, however, for, on January 13, 1845, the Assembly passed the following joint resolution:

> Section I: Be it resolved by the General Assembly of the State of Indiana: That B. M. Patton, Esq., Principal of the Kentucky Institution for the Blind, be, as he is, allowed the sum of forty dollars to defray the travelling expenses of himself and pupils to this city at the present session for an exhibition of their improvement before the General Assembly; which the auditor is authorized to pay out of any moneys in the treasury not otherwise appropriated.[1]

The Legislators were willing to go even further. Within the year, they decided that Indiana's blind children deserved opportunities equal to those available in neighboring states. Until provisions could be made for an Indiana school, the Assembly proposed to send the children either to the Ohio Institute, or to the one in Kentucky, depending upon preference and location of residence. They inserted notices to that effect in the newspapers, distributed circulars to county officials, and waited for applications to pour in.

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[1] General Laws of the State of Indiana. J. P. Chapman, State Printer, Indianapolis - 1845; p. 291.

Only five applied. William H. Churchman of the Kentucky school offered his services. It was his opinion that, since parents were wont to keep blind children under especially close surveillance, it was natural that they would need more assurance than a printed announcement. He believed, too, that personal testimony of an educated blind person might be persuasive.

Backed by one hundred dollars in state funds, Mr. Churchman went to Richmond, Indiana, where he hired a horse, buggy, and driver on September 1, 1846. Taking with him a book in embossed type and several pieces of pupil-made handiwork from the Ohio School where he had previously taught, Mr. Churchman set out on a series of interviews. He drove north through Wayne, Randolph, Henry and Jay counties, on to Fort Wayne, then northwest across Whitley, Kosciusko, and Marshall counties to LaPorte; east to South Bend, and back to Indianapolis, making stops along the way. From Indianapolis, he went south and east as far as Floyd County, then west across the state to Evansville, and north beyond Terre Haute before swinging back to the state capital, visiting thirty-six county seats in all. By talking with physicians and county officials, he was able to contact the families of blind children. To each, he showed the specimens of accomplishment, and spoke of his own experiences as pupil and teacher in schools for the blind.

By October, there were twenty pupils ready for entrance into school. Available finances limited the enrollment to that number. Nine went to the Kentucky Institute, eleven to the one in Ohio. Mr. Churchman had registered twenty-eight others, all under twenty-three years of age. This number seemed to justify preparations for a school in Indiana. Accordingly, the General Assembly named a board of trustees who rented a building and selected William H. Churchman to head the new school. Since investigation disclosed that no blind man held similar office in other schools, however, they were reluctant to break precedent to the extent of naming him superintendent, and gave him the title Teacher with Power of Principal.

Founders of the school made conscious effort to establish its function before the public as purely educational. Yet phraseology employed by themselves as well as others defeated their purpose. Terms like "male", "female", inmates", "institution"; its classification with the state beneavolent organizations, and the repeated urging of the pupils toward expressions of gratitude all helped to keep the school for years on a somewhat lesser educational plane than the public schools. As long as it remained at its first permanent location, the school was the "Blind Asylum" to Indianapolis.

The school opened October 7, 1847 in temporary quarters at the southeast corner of Illinois and Maryland

Streets in downtown Indianapolis, but, before the close of the first term, owners of the building notified the trustees of two alternatives: surrender of the lease, or payment of double rent. The latter was impossible, the former disasterous to the venture, unless suitable arrangements could be made. The state had already purchased land north of North Street for a permanent school site. During the summer of 1848, one building was hastily erected in addition to the small brick building already on the land, and, by September, the school was ready to re-establish itself in the new location.

During the school term of 1850-1851, W. H. Churchman's success as an administrator apparently loomed larger than his status as a blind man, for the trustees gave him a vote of confidence by appointing him superintendent in full. Moreover, they assigned to him the task of planning the main building of the new school unit, a building which was to stand for eighty years as an Indianapolis landmark.

Before the school was four years old, a series of problems confronted its management. Attendance had its troublesome aspects. Many pupils were dilatory about returning at the beginning of a new term, or dropped out altogether before completing the course, thereby creating an unfavorable impression for the school. In their 1851 report, the trustees

recommended that a student tardy more than two weeks be dropped from the enrollment and be required to file a new application before he was reinstated. The same year, the superintendent began the plea which was to echo through the years - for more books and equipment. That need, common to many schools, has its peculiar aspects in a school for the blind. The books must be in embossed type, expensive, and rare at any price in the mid-nineteenth century. At that time, no standard type had been adopted. At least half a dozen were in general use, and publishers were loathe to expend time and money upon a print which might summarily be discontinued.

Illustrative materials were relatively as costly and difficult to obtain, but, likewise, as indispensible. If a blind child is to form a clear concept of the unfamiliar, whether it be a mountain range, a geometric figure, a wild animal, or a means of transportation, he must have a tangible object, or accurate model, to explore with his fingertips.

In spite of hindrances, the school grew and thrived. By 1853, the enrollment had almost doubled; the new building was completed and occupied. The previous fall, the pupils had entered exhibits in the State Fair where they had won four diplomas and two premiums.

The year 1855 marked an epoch. It saw a change of political parties within the state government, a completely new board of trustees for the school who expressed a strong dissatisfaction with the financial status of the school. Where ths responsibility for the dissention lay, whether it was partisan or otherwise, it is impossible now to say. However, before the school term opened that October, the trustees had named a new physician and two new teachers, and Superintendent William H. Churchman had been replaced.

An Interim

During the eight years of Mr. Churchman's absence, there was a succession of three superintendents, one holding that position for four years, the others for two each. The Reverand George S. Ames, elected by the Trustees in the summer of 1853, took office October first. That winter, the heating plant which had been one of the chief concerns since its installation, failed altogether, and stoves were substituted. That year, as well, the trustees emphasized their opinion of financial conditions by borrowing $12,000 and having an overdraft on the state for $1,844.60. How valid were their laments that the preceeding board and superintendent had plunged the school into chaos, it is impossible to tell. There is no record for the defense. Two facts, however, stand as evidence that the charges against the prede-

cessors were not justified: even the accusers did not intimate that legal indictments should be brought, and, eight years later, William H. Churchman was recalled.

In 1856, the first instance of a graduate's returning as an instructor occurred when Margaret Belches came back as an assistant in the Music Department. The position gave her an annual remuneration of $100, plus maintenance.

The previous year, the board had received and appropriation of $4,000 for a steam heating plant, but, since there is mention in the reports both of that year and 1856 of the need for a central heating system, and, since a hot air plant with blower was installed in 1861, it seems improbable that the steam plant proposed in 1855 materialized.

That summer, the superintendency passed to Professor W. C. Larrabee. Admittedly unfamiliar with blind children, he made frequent mention of the physical frailties which seemed to accompany their blindness. Like the superintendents before him, he deplored the policy which set no limit upon the length of school attendance. Pupils who had been graduated and had no employment, were returning to the school for indefinite periods.

In 1857, Dr. James McWorkman was named superintendent, and, almost at the same time, the legislature adjourned with no appropriations made for the ensuing school year. It appears

to have been an oversight, rather than disinterest or a lack of funds, but the result was the same. In despair, the trustees announced that the school would close. It seemed that all the cost in money, time and effort during the past ten years had been for nothing. No registrations were accepted for the year. Then, on the sixteenth of September, Governor Ashbel P. Willard and other high-ranking state officials met at the Statehouse in Indianapolis. The action they took was at once drastic and simple. State funds were plentiful; a state institution needed money for its survival. The officials shouldered the responsibility and passed the resolution which made a share of that surplus available to the Blind Institute without legislative action.

Less than thirty days remained in which to do the planning of a summer. Teachers and a maintenance staff must be employed, supplies bought, pupils notified. What harried, joyous days they must have been.

When the trustees were made into a Board of Management in 1861, they sought to place the school upon a sounder footing. As they searched for a man of experience to act as superintendent, they decided to invite Mr. Churchman to return. He was elected in July to take office in October, but, when Dr. McWorkman abruptly resigned before his term expired, Mr. Churchman came at once to start that school year and the eighteen he was yet to serve as superintendent.

William H. Churchman Again

Whatever there may have been of personal triumph in his recall for Mr. Churchman will remain enigmatic, but the launching of a new enterprise by an individual, his enthusiastic struggles through its first six years, his dismissal under stygma, and, finally, his recall at a time when the school was in need of strong leadership suggest a situation dramatic and satisfying. That no hint of this crept into Mr. Churchman's 1861 report is a tribute to his equanimity.

In their own report of that year (the first made to the governor rather than to the legislature), the trustees commented:

> In the re-engagement of Mr. Churchman as the executive head of the Institution under their charge, the board feels that they have cause to congratulate the friends of the blind youth of Indiana. His former labors in organizing and building up the Institution are well and favorably known throughout the state, and it is confidently believed that no other selection would in so eminent a degree have met the hearty approval of the people.[1]

A miscellany of incident patterned those eighteen years. The central heating plant failed a year after its installation, and the school was forced to revert once more

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[1]Fifteenth Annual Report of the Trustees and Superintendent of the Indiana Institute for the education of the Blind. Berry Sulgrave, State Printer, Indianapolis - 1861; p. 142.

to stoves, all the while decrying their danger and inadequacy. The same year, a conservatory was added to preserve the flowers from season to season.

Finances figure prominently. In 1863, the legislature neglected to appropriate funds, and a second time the school narrowly escaped closing. Salary increases were advocated. The school's population was shifting to a younger age group. A complete reorganization was necessary in 1864 to provide for the elementary department and an extra teacher was added to the staff.

Many other needs were arising. The 1864 report made specific requests: a satisfactory heating system and a building to house it which would be a safe distance from school buildings; a system of draining, since the cess pools soon filled and the pipes clogged; new fencing and paint, of which there had been none since the first year.

A joint legislative committee approved all requests, plus $2,500. When the bill came up for a vote, however, the $25,000 for support was cut to $20,000, the $46,000 for improvements to $3,500, and no provision whatever was made for a heating plant.

By 1867, the allotment had been spent on the most pressing demands. There were permanent seats in the chapel and more dormitory rooms for girls. Inside Venitian shutters

had replaced dilapidated blinds at the windows on the two principal floors of the main building. There were new bookcases and desks for the schoolrooms, and aparatus cases and cabinets for the lecture rooms. Carpenters had done repair work and had grained most of the woodwork in oak. The grounds, too, showed the results of improvement. The next year, proceeds from the greenhouse made possible the purchase of a grand piano and band instruments.

In 1869, the steam heating plant materialized, complete with boiler house and smokestack. By 1869, too, the school had entered an era when more girls than boys were enrolled.

The presence of the girls posed several difficulties. One was solved by the hiring of a girls' governess, which left the matron free to supervise the boys. At this time as well, they ceased to be "males" and "females" and became "boys" and "girls" by official reference. The curricular problems of the feminine element troubled Mr. Churchman. He expressed a felt need for specific vocational training for them.

Another problem which the superintendent recognized was the lack of correlated effort on the part of educators of the blind. The only convention had been held in 1853, and, since then, there had been little attempt either to become aware of one anothers' problems, or to unite strength.

In April 1871, Mr. Churchman characteristically did something about it. He wrote a letter to the head of each of the twenty-seven schools for the blind, and the result was a convention in Indianapolis from August eighth to tenth of the same year.

The principal question raised for discussion was the need for a uniform system of printing which would at once reduce the cost of producing books, making them available in greater quantity, and give blind persons the advantage of a Common literary medium. Conflicting ideas on the alphabet had led to at least a score of systems. The eight most generally used were (1) the Friedlander, or Philadelphia system, entirely of Roman capitals, (2) the Howe or Boston lower case letters, (3) a system combining (1) and (2), the Vienna Pin Type (capitals), (5) Boston Pin Type (lower case) (6) Braille, or French Vertical Point System, (7) The New York Vertical Point and (8) the New York Horizontal Point System. The two pin types and the New York Vertical were not in as prevalent use as the other five. It was a challenge to the convention to reduce the others. Most of the delegates favored the adoption of some combination of Roman capitals and lower case letters for print and the New York Horizontal Point for writing. Mr. Churchman was among the opposition. He wanted, and worked for, that which he did not live to see adopted, a set of symbols equally adapted to print and writing

by hand. At that convention, the American Association of Educators of the Blind was organized with Mr. Churchman as one of the two vice-presidents.

That year, the superintendent realized some of his desires in the way of equipment, but other needs were urgent. In his 1872 report, the superintendent recommended additional buildings and certain improvements, namely: rebuilding of the stable, extension of the heating plant to include the shops, refinishing the exterior of the main building, removal of wooden fences, now grown unsightly; construction of stone or brick sidewalks, connection with city sewers, now only one block to the west; and connection with city water mains, in order to obtain softer water and save the labor of pumping it by hand into a reservoir. Prospects for securing any of the improvements seemed slim, for once again the legislature had failed to provide any appropriation, and the school was operating on a monthly allowance from the state. At one time, the trustees proposed selling the north half of the land as a means of securing funds. It had been converted into St. Clair Park, but was still a part of the school property.

In 1873, the United States census listed the blind population of Indiana as 991. A fourth of these, Mr. Churchman estimated, would be of educable age. This meant that the school should have an enrollment of between two and three

hundred, and, with the growth of population in the state, he believed that the number would consistantly increase. He could not know of the medical skills, drugs, safety devices, outlawing fireworks, and other factors which were so to reduce the incidence of blindness that the ratio would diminish, particularly at the educable age level.

During those eighteen years, the reputation of the school was spreading, in recognition of which came gifts from across the Atlantic: a set of books in Moon Type from Sir Charles Lawther of Winton Castle, Yorkshire, England; and relief maps devised and sent by one T.A. Armitage, Hyde Park, London.

In 1875, the Indigent Graduates' fund was established whereby a deserving graduate could borrow money to establish himself in business. The fund grew rapidly, both through donations and investment. The following year, the report stated that the money was drawing 10% interest, that the principal had grown to $829.18, and that three persons had benefitted from it. Although the fund has continued in existance, it has not increased proportionately. On July 1, 1948, there was a balance in the fund of $1,848.98. Two hundred and fifty-eight pupils have benefitted from it, but, in recent years, only as recipients of token gifts at the time of graduation. At the time of this study, this gift amounts to ten dollars.

A new building program was under way in 1879, new trade skills were being introduced into the boys' workshop program, and the school was preparing to install its first telephone that October; the enrollment stood at 123, with the prospect of an increase in the fall. Even with many of his plans unrealized, William H. Churchman must have known a deep and gratifying satisfaction as he handed his resignation to the trustees that May day. Yet he thought to take so little credit to himself that, thirty-four months later, not one of the three Indianapolis newspapers made mention of his dying.

A Second Interval

The period from September, 1879 to January, 1898 was marked by the terms of four superintendents. W. B. Wilson, who was appointed at the time of Mr. Churchman's resignation, held the position until the close of the fiscal year in 1882. Hiram B. Jacobs took office on September first of that year and resigned October 8, 1889. His successor, Elmer E. Griffith, remained until the end of October, 1849. Will H. Glascock assumed the superintendency November first and served in that capacity until he resigned on January 5, 1898 in order to continue his own education.

Nothing in the records indicated that the comparative lethargy of the period was due to the men who were at the

head of the institution. Yet an interval it was, lacking in the pioneering of the preceding period and the reconstruction of the one to follow. There were some building repairs and improvements, some curricular changes, yet, in the main, the school had reached a natural level in its development.

This was an era of small monetary transactions. The 1879 report lists the following as monthly wages of household employees:

Superintendent's clerk	$13.00
Watchman	5.00
Fireman	17.00
Porter	17.00
Cook	18.00
Maids	10.00

Food, too, was an inexpensive item. Itemized expenditures for the same year list a half bushel of parships at 25¢, thirty-six pounds of turkey meat at $3.25; 18 pounds of fish at $1.45; one-half bushel of beets, 2¢; butter, 15¢ a pound; tenderloin, 8¢. Shoes were $1.00 to $1.40 a pair. Muslin was 7¢ a yard, cambric and prints each 5¢. White shirts ranged from $1.00 to $1.50.

Certain improvements in utilities went into effect during this time. The telephone which was installed in the fall of 1879 came within a year after this service was introduced into Indianapolis. A deep well was driven for a more adequate water supply in 1881, and, seven years later, natural

gas was installed at an estimated saving of a thousand dollars a year. The cost of this commodity rose rapidly, however. That first year, the total cost was $640. In the three successive years, it progressively increased to $930, $1,310, and $2,000.

Throughout the reports of these years, there was an undercurrent of protsst against certain administrative policies. Trustees and superintendents alike urged that the name of the school be changed to one which would more nearly imply its educational status, and asked that it need no longer be classed with the beneavolent institutions of the state. The demand that something be done for the adult blind became strong enough in 1892 to admit persons over twenty-one years of age so that they might receive occupational training. In 1885, the trustees asked that the regulations be amended to permit the school to care for children from "alms houses" during the vacation periods, since their return to such an environment was deemed detrimental to their educational progress.

The building program of 1889 helped to relieve the congestion of the early part of that decade when the school had been filled with 50% more students than it had been intended to accommodate. At that time, the superintendent had estimated that half of the blind children of the state were growing up in ignorance because of a lack of facilities for their education.

By the end of the year 1897, the Indiana Institute for the Blind was ready for another period of expansion, and the new superintendent was a progressive one.

The Era of George S. Wilson

When George S. Wilson was appointed superintendent on January 6, 1898, he was a man just past thirty-nine years of age, already experienced in teaching and administration of the public schools. He determined that the school for the blind should be comparable to the best of them. The changes came gradually, so gradually that perhaps the superintendent himself did not realize their significance fully. Forty-three years later, when his services were honored at an alumni meeting by tributes and the presentation of a plaque to the school in his honor, he expressed obviously genuine surprise and said that he had tried only to give the pupils "a good school and bring out the best in their natures."

The physical aspect of the school began to change in 1898 when linoleum was laid to cover the bare boards of the floors, and an electric light plant was installed. When a proposal for a new and more suitable site for the school was rejected by the legislature in 1902, a building program was begun on the old site, which, in the next seven years, gave the school two dormitory buildings and improvements on the old building. Twenty years later, another building program

created the buildings on the present site on College Avenue north of Seventy-fifth Street. The more spacious and modern accommodations had been advocated many years, but were achieved only when the old one was included in the one for a War Memorial Plaza, authorized by a special session of the legislature in 1920.

By 1899, Mr. Wilson had completely revised the classification of students and the course of study, particularly in the Literary and Music Departments, setting definite goals for each grade level and specific requirements for graduation. Adults were eliminated from the school and greater effort was made to exclude those pupils who lacked the mentality to be trainable.

On March 17, 1910, the State of Indiana recognized the improved status of the school by granting it a commission which it has continued to hold. It was the first time any school for the blind had been so distinguished.

Three years before, the legislature had yielded to pressure and had changed the name to the Indiana School for the Blind.

The first quarter of the twentieth century saw a steadily increasing maintenance cost at the school. The 1910 report estimated the rise during the three years prior to its publication to be as follows: flour, 43%; beef, 17%;

ham, 28%; beans, 10%; and butter, 6%. The report in 1917 indicated that the price of bread for the school had risen from $5.00 to $5.75 per hundred pounds, and milk from 25¢ to 56¢ per gallon, while the price of coal was $4.05 a ton in contrast to $1.69 a year before. The increase for the three items alone was $6,675 for that year. Salaries and wages rose 25% during the year 1919-1920, resulting in fewer teachers and a plea for special maintenance funds. Not until 1932, is there evidence of a lowering of expenses. That year, salaries were cut 10% and appropriations were reduced.

Superintendent Wilson and his family moved with the school to its present location in 1930 where he continued as head until 1934, a total of more than thirty-six years. The changes of buildings, of grounds, organization, classification of students, course of study are treated in detail under separate headings in other parts of this study.

The Past Fourteen Years (1934 - 1948)

It is the current history, with all of its commonplace familiarity, that always defies evaluation. The chronicler lacks the space to withdraw for perspective. It is thus with this attempt to make the present history of the Indiana School for the Blind articulate. Recent events must be set down as such, without relativity or evaluation.

When the resignation of Superintendent Wilson was requested by newly-elected Government Paul V. McNutt on March 1, 1934, Robert Lambert was named to take his place. It was the era of W.P.A. labor and the Unemployment Relief Program. The school made the most of its opportunities under these plans. With Federally-provided labor, and gravel from a pit on the grounds, more than three miles of drives and roadways were constructed within the grounds during the next two years. The same group of laborers reconditioned approximately fifteen hundred pieces of furniture and equipment, and, two years later, planted trees on the grounds and constructed a mirror lake.

Part of the driveway construction provided an entrance leading in from Seventy-fifth Street. It was designed in 1937 to eliminate the hazard of the College Avenue entrance which led up and over interurban tracks. In 1940, however, after the line had been abandoned, the landscaping program was extended to include a leveling of the sharp grade to make a gradually sloping approach that sets the building off to good advantage above the streets that bound the property. Previously, little but the smokestack could be seen by passersby.

The 1930's saw other improvements. The three divisions of the high school were reorganized as a single unit with requirements for graduation patterned after the public

schools. The playground took on a more significant aspect. Three innovations, the Braille gardens, the roller rink, and the Kitselman chimes appeared on the grounds.

Then came 1941 and war, with its higher prices, shortages of materials, and demands upon the personnel. Many lines of the reports of the next few years repeat the problems the school faced as necessary commodities became more scarce and higher in price, as teachers and other employees left for military service, or sought better pay in industry. At the time this study was begun (1948) these difficulties had been only partially alleviated.

The high point of the school year in which the study was begun was the celebration of the centennial in October, 1947. The Indiana School for the Blind had entered a new era.

Summary

The Indiana School for the Blind was founded at Indianapolis in 1847 under the name of the Indiana Institute for the Education of the Blind. It came as an outgrowth of the interest of James M. Ray, who had visited the Kentucky school three years earlier.

The school has had three locations: a temporary one at Illinois and Maryland Streets for the year 1847-1848 only, the second on North Street from 1848 until 1930, and the present site at College Avenue and Seventy-fifth Streets.

Events fall naturally into six historical periods. The first, 1847-1853, when beginnings were made under Superintendent William H. Churchman; the second, from 1853-1861, during which time three superintendents managed the school; the period from 1861 to 1879, Mr. Churchman's second term as superintendent; a commonplace interval from 1879 to 1898; George S. Wilson's long term as superintendent from 1898 until 1934; and the current period under Robert Lambert.

In spite of recurring disadvantages of insufficient funds and inadequate equipment and housing, the school has progressed steadily through vigorous leadership to its present status as a thoroughly modern, commissioned school in well-equipped, beautifully spacious quarters.

CHAPTER III

MATERIAL EQUIPMENT

Buildings

Except that it was "the only suitable building available", the trustees left no record of the sort of structure which they rented for a temporary school headquarters in 1847. That it was inadequate, even for a beginning, is evidenced by the fact that they made arrangements with t he owner to build an adjacent building for a workshop at the expense of the state. This, together with equipment and furnishings, they were to be at liberty to remove to a permanent site. This rented building was located at the southeast corner of Maryland and Illinois Streets in Indianapolis, and was leased by the state at a cost of $125 per quarter.

When that sum was doubled the following year, and the Board was forced to move the school to a permanent site, they erected a building which, with the small brick building already on the property, would serve the needs of the moment and could later be used as a shop building. During the next five years, Superintendent Churchman planned and directed the building of the main building.

Whatever was lacking in that building, and later educators charged that its drawbacks were legion, it was not due to lack of thoughtful planning. With the definite needs of his pupils in mind, Mr. Churchman visited other schools for the blind, studied the desirable qualities of each of the plants, and drew up plans. John Elder served as the architect. His designs were later improved upon by Francis Costigan of Madison. Himself totally blind, Mr. Churchman was eager for the building of his school to be beautiful in the estimation of the state.

It was an ornate structure, (Fig. 2) built of iron, stone and stucco, extending ninety feet across the front and sixty in depth. There were five stories in all, reaching a height of 107 feet at the cupalos. Extending back from each end of the front section, was a wing thirty feet wide and eighty-three feet long. Porticos and verandas stretching around the outside, afforded 450 feet of covered walks. To be sure, much of the ornamentation which made the structure handsome in the 1840's was scorned half a century later, but there were examples of real architectural beauty as well. There were the wrought iron fence which completely encircled the property, (Fig. 3) and the stately Ionic pillars, cement over a brick core, with perfect fluting at the top, which stood at the front entrance. On either side of that entrance,

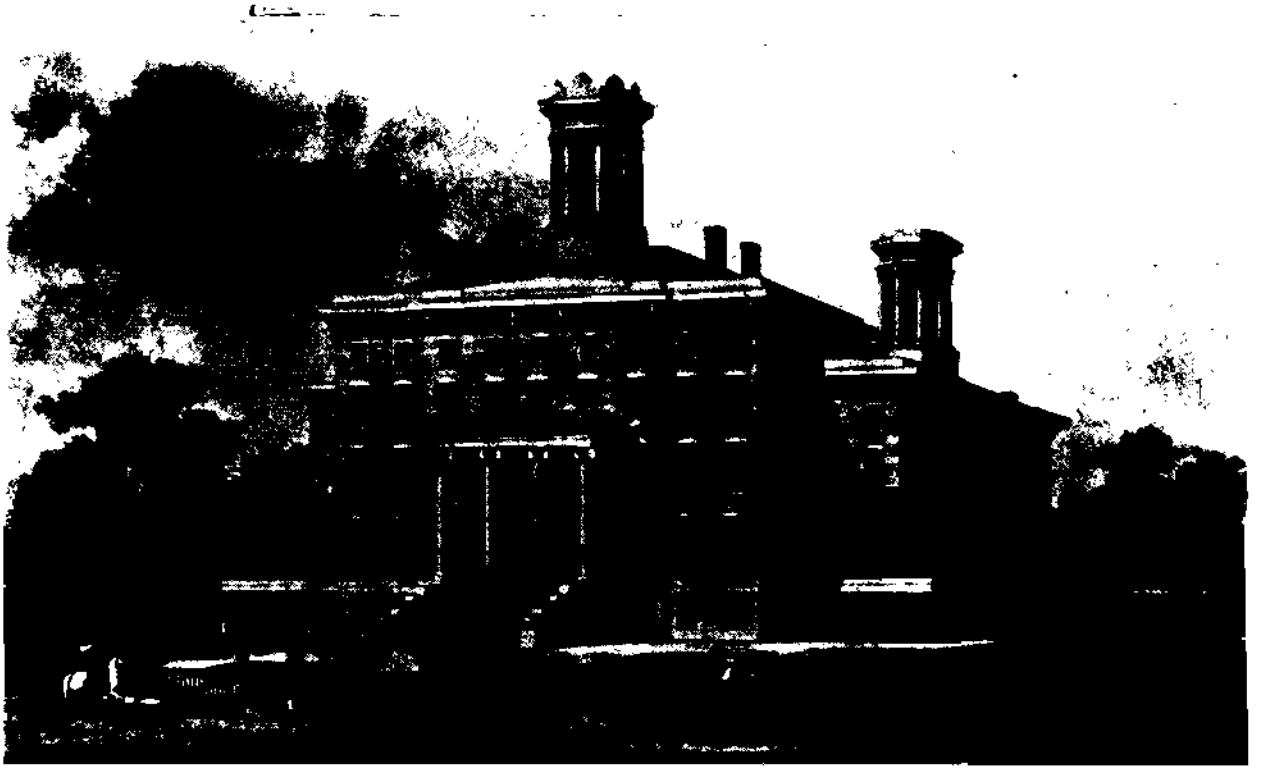

Figure 2

The main building erected on North Street in 1853.

(From a drawing by Francis Costigan)

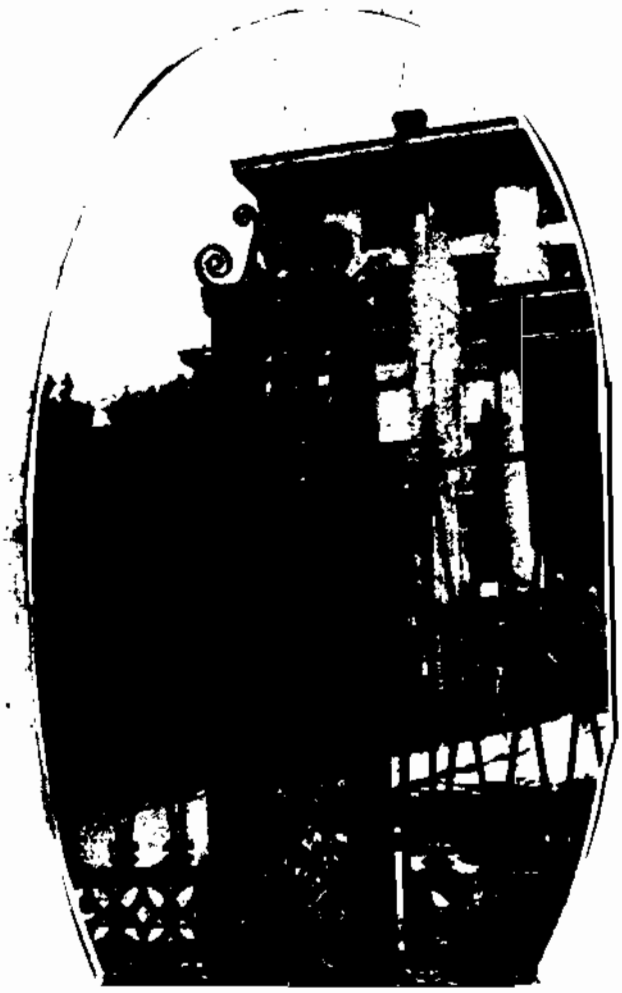

Figure 3

Detail of the wrought iron fence which surrounded the school on North Street.

(Indianapolis Star Photo)

were stone buttresses, (Fig. 4) each nine feet long, nearly four feet high and two feet wide, with hand carved scrolls. The very task of transporting them from the quarries to the building site must have posed a difficulty at the time it was done.

In the basement, were the kitchen, dining room, laundry, rooms for the domestic servants, and storerooms. On the first floor, were classrooms, workrooms, the superintendent's office, a sitting room, and two rooms in which "female" handicrafts were taught.

Rooms for the superintendent, matron and teachers, two dormitories for very young pupils, and a large examination room made up the second floor. The two above were given over entirely to dormitories.

At the rear of the play areas, was the boys' workshop. The entire plant was heated by a hot water system, chosen for its healthfulness, which was to fill many lines of future reports with its shortcomings.

In 1879, a brick stable was built, a spacious structure, costing $2,200. There was room to house three horses, six cows, and the man who cared for them. It had a loft, a carriage room, feed, harness, and wash rooms. This project would appear to have been a compromise with the plan submitted in the annual report seven years earlier. That plan called

Figure 4.

Stone buttresses at the entrance to the main building.

(Indianapolis Star Photo)

for an extension of the heating system to include the shops, refinishing the exterior of the main building, removing of wooden fences, stone or brick sidewalks, connection with city sewers now one block to the west, and the construction of more buildings to augment the main building grown overcrowded and, in the opinion of the trustees, unsuitable. There was strong objection to the housing of boys and girls in the same building, rigidly segregated though they were. There was much climbing of stairs involved, and the question of fire hazards was frequently raised. That year, however, the legislature had again failed to make appropriation for the running of the school. It was operating on a monthly allowance from the state with no prospect of a building program. The school waited seven years for the stable, and ten more for the money to make additional improvements.

In 1889, the legislature appropriated $45,000 and the work was begun. Two years later, a new building provided six school rooms, four dormitories, a hospital for boys, one for girls, and dining rooms. With the congestion thus relieved, improvements could be made in the main building. There was a sitting room for boys and one for girls, the boys' hospital was converted for the use of the band, and the old dining hall was t aken over for a gymnasium. Combination gas and electric fixtures had been installed in the new building and were extended to the hallways of the old. A new boiler house a safe

distance from the rest of the school unit was part of the program, as were asphalt walks and a large bake oven.

As early as 1902 there was agitation for the removal of the school to a new site in order to secure additional space and eliminate the hazards of the main building. This the legislature refused to countenance, and several more building projects were undertaken on the site. Major undertakings were the two dormitories, one for the girls on Meridian Street, (Fig. 5 and 6) and one for the boys on Pennsylvania. Each was three stories in height, with the two upper floors built around a court. With the exception of reception and sitting rooms downstairs, they were given over exclusively to residences. The girls' dormitory was built in 1904, the boys' five years later. The verandas of the main building were extended to connect with the dormitories.

Other minor changes were made as the school progressed. A new greenhouse in 1897 replaced the one built thirty years earlier. Cement walks appeared the same year. The next year Superintendent Wilson had linoleum laid over the rough boards, an electric light plant was installed and a museum was established. In 1913, a new auditorium was constructed in the main building which was used in addition as a place for supervised study for pupils falling below the standards.

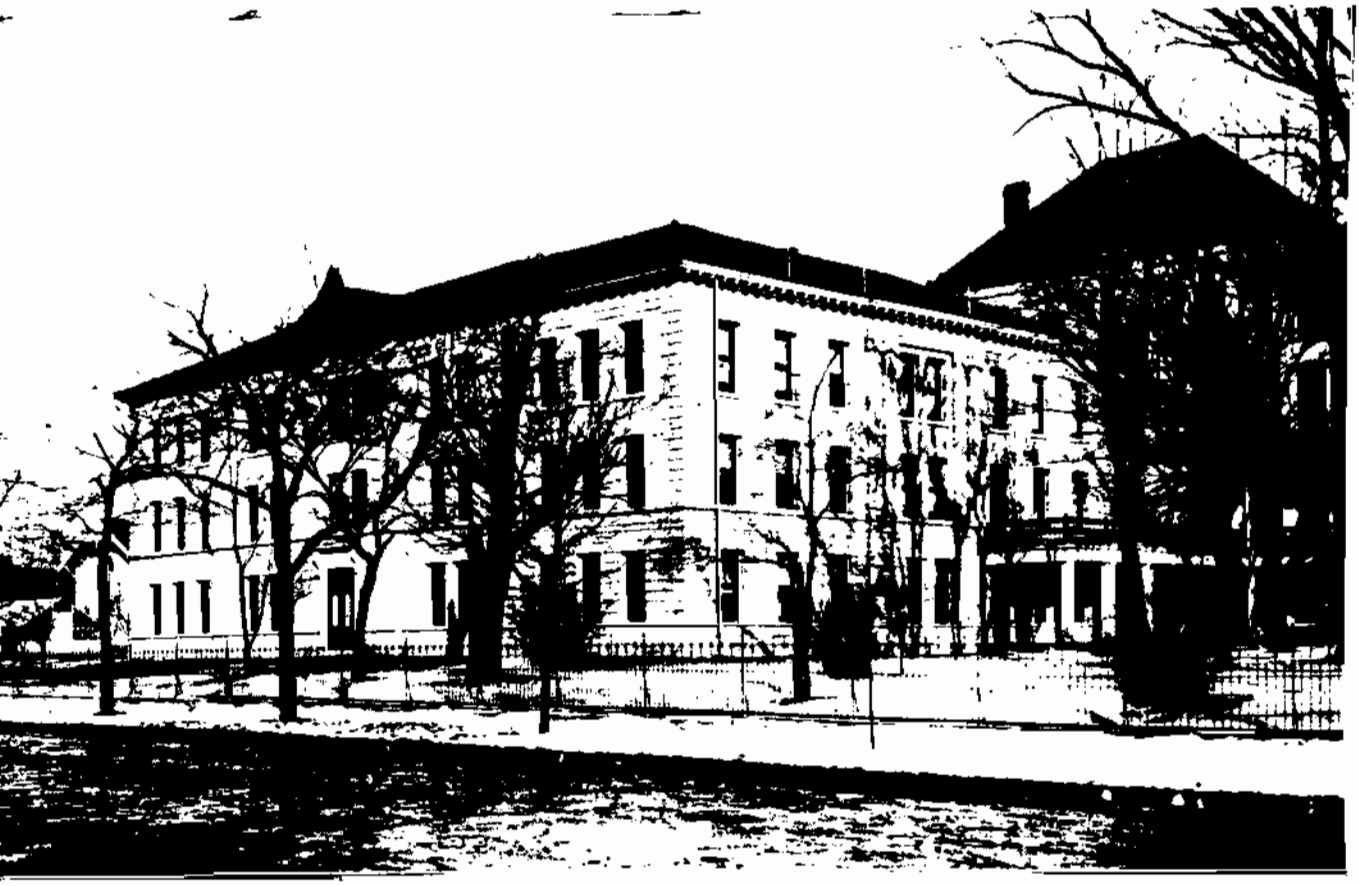

Figure 5.

Girls' Dormitory built in 1904.

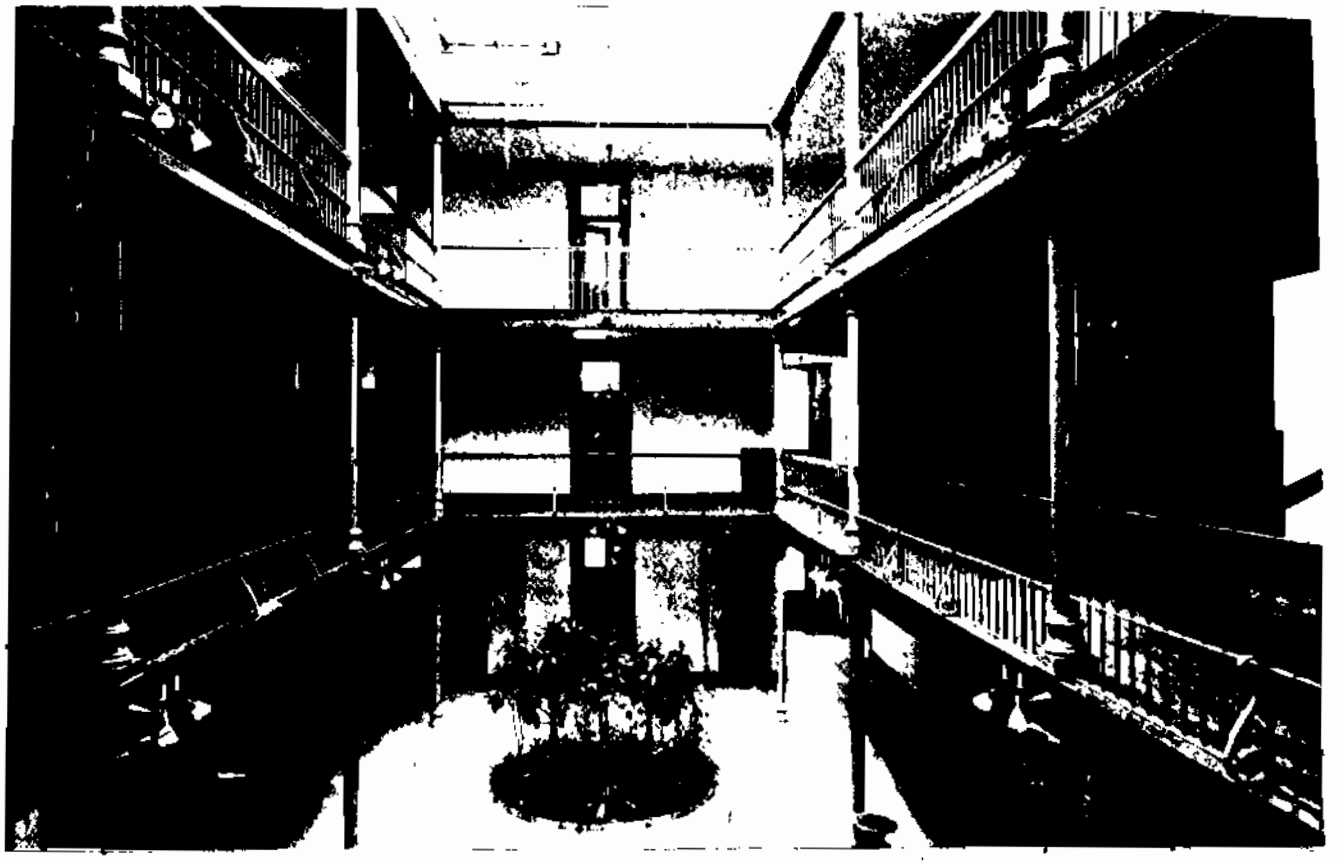

Figure 6.

Girls' dormitory (interior) showing the three floors built around an atrium.

The 1920 report of the trustees listed the following objections to the location:

1. It was dangerous, due to traffic hazards.
2. The smoke-laden atmosphere was unhealthful.
3. With businesses on three sides, the noise was not conducive to good study habits.
4. The size was inadequate.
5. The main building was unsuitable, dangerous and over seventy years old. Roofs, cornices, and floors were out of repair. Gas pipes were leaky. The electric wiring was of the obsolete knot and tube system. Many rooms were inaccessible to firemen. The kitchen should not be in the main building. Steam pipes were in contact with wood. Finally, the estimates of McMeans and Tripp, consulting engineers, showed that repairs on the main building would approximately equal the original cost.
6. The absence of a railroad switch made the hauling of coal cost from $1200 to $1800 annually.

At that time there were definite building recommendations made for a new site. They were: Good neighborhood, accessibility to churches, ample transportation facilities, six cottages for pupils, a building for the literary depart-

ment and library, another to house the music department, auditorium and gymnasium, one for the vocational department, a hospital building, a power house and laundry, stable and garage, greenhouse and vegetable building, an administration building, and sufficient houses for employees. This program they did not propose to carry out at once, but rather suggested a plan for a one hundred year period. Since that same year a special session of the legislature approved plans for construction of a War Memorial on a site which would include the school property, a decisive move was imperative.

After the new location was determined, a series of appropriations were necessary over a period of six years in order to carry out the necessary building program. The initial appropriation in 1923 covered the cost of the laundry, garage and power house. An additional sum of $400,000 granted in 1927 provided for the boys' unit, the industrial building, main building and music hall. Two years later, the legislature set aside $425,000 for a girls' unit and the inside finishing of the other buildings. The move was made to the new site the following year.

To the casual observer, the main building, the music and industrial buildings, connected as they are by enclosed passages, present the appearance of one long structure, bent back slightly at the ends. From the music building on the

north, a stone bridge on the first floor level and a tunnel at the basement level join it with the girls' unit. A similar arrangement connects the industrial building on the south with the boys' unit. Each of these residence units is made up of four two-story-and-basement brick buildings built in a quadrangle around a landscaped court. (Fig. 7). The bridge from the other buildings extends around the entire court, providing an easy access from one dormitory building to the other. One building in the girls' unit is reserved as a residence for the superintendent and his family, and rooms in both units are available for employees and teachers residing at the school. There are kitchen and dining room for the girls' unit, two for the boys. There is also provision for indoor recreational facilities. The buildings and passages form a half circle around the play area.

On the first floor of the main building, there are the offices, reception rooms, a library room for teachers, a reference library for students, storage space for school records, and rest rooms.

In the basement is a large, well equipped auditorium, the Home Economics Department, science laboratories, and the Braille library.

The second floor is given over entirely to classrooms.

Figure 7.

Section of the quadrangle of the Girls' Unit (1948) showing the walk which joins the cottages.

The music building has practice and class rooms for that department, while in the industrial building are shops for the various types of training offered in the vocational department.

A spacious gymnasium (Fig. 8) with balcony affords light, well-ventilated quarters for the extensive physical education program discussed in Chapter V. This light and airy atmosphere is characteristic of all the buildings. The

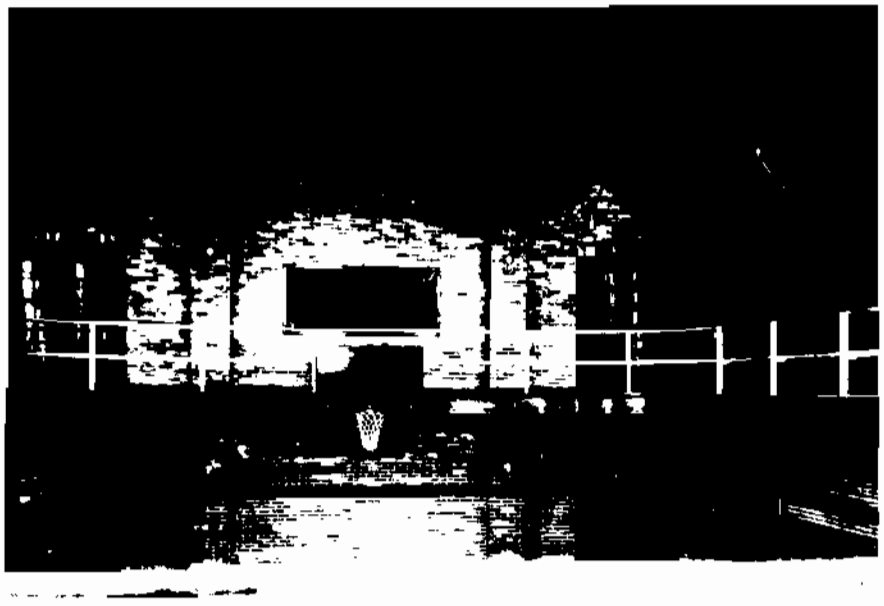

Figure 8
Gymnasium from the balcony (1948).

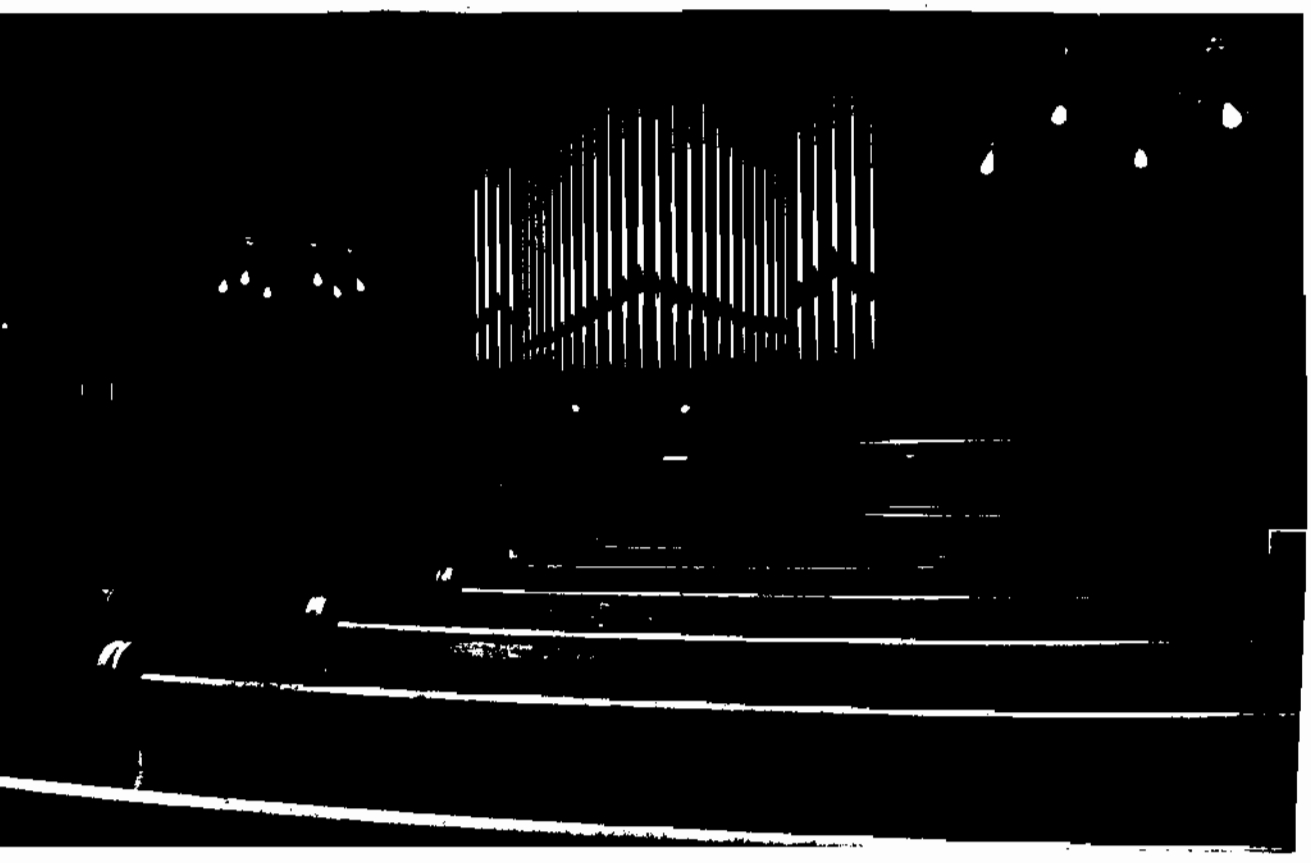

Figure 9.
The chapel in the old school.

visitor is immediately impressed with the many windows, the lack of crowding and the pleasantness of the surroundings.

Grounds

When the Board of Trustees undertook to find suitable property upon which to locate the Indiana Institute for the Blind in 1847, they determined to purchase a generous area in a location at once accessible and uncrowded. They noted that the Ohio Institute was already feeling the need for additional space. The ground upon which they finally decided was eight acres of farmland "adjoining the city on the north." Meridian Street bounded it on the west, Pennsylvania on the east, St. Clair on the north and North Street on the south. The state paid the sum of $5,000 for it. The school buildings were situated on the south half of the property, the north half becoming St. Clair Park. At various times, when the finances of the Institute ebbed low, there was talk of selling the park to the city. By 1904, the trustees recommended that the park be utilized as a play area for the school, since they objected to the type of individuals habitually loitering there.

At the time of this study, these eight acres of farmland are a part of the War Memorial Plaza of Indianapolis, and the site of the national American Legion headquarters. In the hundred and one years, the city has stretched seven miles beyond.

After the pressure of that growth began to become oppressive to the school and other factors made a move desirable, the legislature appropriated $200,000 in 1923 for the purchase of a new site, and named Walter E. Rich, J.F. Cantwell, Scott Brewer, all of Indianapolis, and Ralph Todd of Bluffton to select it.

Within the next two years, more than sixty pieces of property were offered, but few of them were suitable enough for serious consideration. Of the several considered, one was ruled out by the prohibitive price, another by the refusal of the heirs to sell. Finally, the choice narrowed to the Wheeler property, the McGowan, and a piece of land on East Washington Street. The Commission approved the Wheeler site, a section of land that had the advantages of being close to the city (it was located on a bluff near Riverside Park) and of having several usable buildings. However, it offered no opportunity for growth, and, after deliberation, Governor Emmett Branch did not approve the selection.

The Commission then approved what was known as the McGowan site, but the Governor deemed the price too high, and referred the matter back to the legislature. Several bills were introduced among them one which proposed to locate the new school for the blind on the east part of the grounds of the school for the deaf. This was bitterly contested by

interested persons from both schools. The legislature adjourned in 1925 with no action taken. The new governor, Ed Jackson, called the Commission together. They gave him authority to offer $1,200 per acre for the McGowan land with a trading margin up to $200. The initial offer was accepted, and sixty acres lying north of Seventy-fifth Street between College Avenue and the Monon Railroad right of way were purchased. Of the $10,000 appropriated for the investigation, only $218.38 had been spent.

At the time of the purchase, the Indianapolis - Ft. Wayne interurban line passed the property on the west and promised satisfactory transportation facilities to overcome the possible disadvantage of the distance from the center of the city. Within a decade, this, along with other interurban lines in the state, was abandoned. At the time of this writing, the school is served by the Sheridan Bus Line and the Indiana Motor Bus Company, neither of which provides frequent service. A school station wagon accommodates pupils and employees whenever advisable.

The present grounds are particularly beautiful. When the acquiring of them was under advisement, the Indianapolis News commented in an editorial of January 10, 1924: "While the inmates of the school should have a wholesome environment, as the law dictates, there was no suggestion in the law that money should be spent for the purchase of scenery."

The naturally rolling contour of the land permits the buildings to sit high above the road, and the sixty acres make for much space. Williams Creek winds across the property, and there is a profusion of forest trees. During the mid 1930's W.P. A. labor was utilized to further beautify the grounds. The mirror lake lying at the foot of the knoll in front of the main building and the Braille garden (Fig. 10) make the attractiveness of the school grounds extend beyond the conventional lawns, winding drives, and rich vegetation.

James H. Lowry, Indianapolis landscape engineer, (Fig. 11) had worked for months in 1937-1938 on two gardens for the school, an upper garden of flowers, and a lower one of shrubs and evergreens. One night, too tired to sleep, he lay wondering how the sightless children could be helped to enjoy the gardens now that they were almost complete. Then the inspiration came to him - to make it a Braille garden, each specie labeled with markers the children could read. The problem of material, something pliable and rustproof, arose. Then strips of zinc were the answer. Today, almost every known specie of flower, 125 varieties of evergreens, 100 different kinds of roses, more than 500 types of shrubs, and every shade tree known to the Indiana climate, all bear their little zinc placards which tell both the common and botanical name of each plant. It has attracted wide attention as an educational and aesthetic medium.

There is a five-acre vegetable garden on the school property, and an apple orchard of one hundred and ten trees.

Figure 10.

Children in the Braille garden.

(Indianapolis Star Photo)

Figure 11.

James Lowery at the keyboard
of the Kitselmann Chimes.

(Indianapolis Times Photo)

Instructional Supplies

This study does not purport to catalog all of the school's equipment throughout its history. A cursory survey which will serve to show both the distinctive needs to be met and the progressive accumulation of supplies seems more pertinent.

When the school was opened in 1847, there was a dearth of equipment of any kind. Raised, physical maps and a few musical instruments are the only ones mentioned in the report of that year. The following year, the instruments were increased to include two "piano Fortes", four violins, a viola, a double bass, four clarinets, two flutes, a cornet, two French horns, and a tenor horn. Simple shop tools for the boys and sewing and knitting implements for the girls were also among these early acquisitions.

In an enumeration in the 1878 report, such things as philosophical equipment, busts of famous persons, models of fossil remains of prehistoric animals, toy models of existing animals, a human skeleton and an anatomical figure, specimens of animated nature, mineralogical specimens, weights and measures, bottles and other containers to give concept of relative quanity and dimensions, models of architectural structures, one of Niagara Falls, and one of a suspension bridge are all mentioned. More maps had been acquired in 1868, (Fig. 12),

Figure 12.

Girls investigating maps of 1879 vintage. They have their fingers on a small furrow which represented the geographer's conception of the Congo River.

(Indianapolis Star Photo)

a grand piano and band instruments were purchased with proceeds from the greenhouse. In 1871, some chemical apparatus was bought. In 1867, the lecture rooms had been given cabinets and cases to protect these pieces of equipment, and in 1897 a museum (Fig. 13) was established.

Both invention and curricular changes brought in new types of equipment. Sewing machines were introduced in 1889. The year 1891 saw keyboards to be used in teaching telegraphy, two "writers" for instruction in typing, and dumbells, chest weights, and Indian clubs for use in the new gymnasium. (Ref. 14). The next year, an electric clock and system of bells were installed.

Changes in educational theories also reflect themselves in the school equipment. In the present gymnasium such equipment as punch bags, parallel bars, horizontal bars, climbing poles and wrestling mats are all present. (Fig. 15).

There are all instruments necessary for a modern study of general science and physics, while the home economics laboratory has a shining electric kitchen and modern sewing room (Fig. 16).

There are Braille maps, like huge atlases; charts; globes; and anatomical figures.

Possibly no department of the school has been more thoroughly revolutionized than the "boys' work shop". There

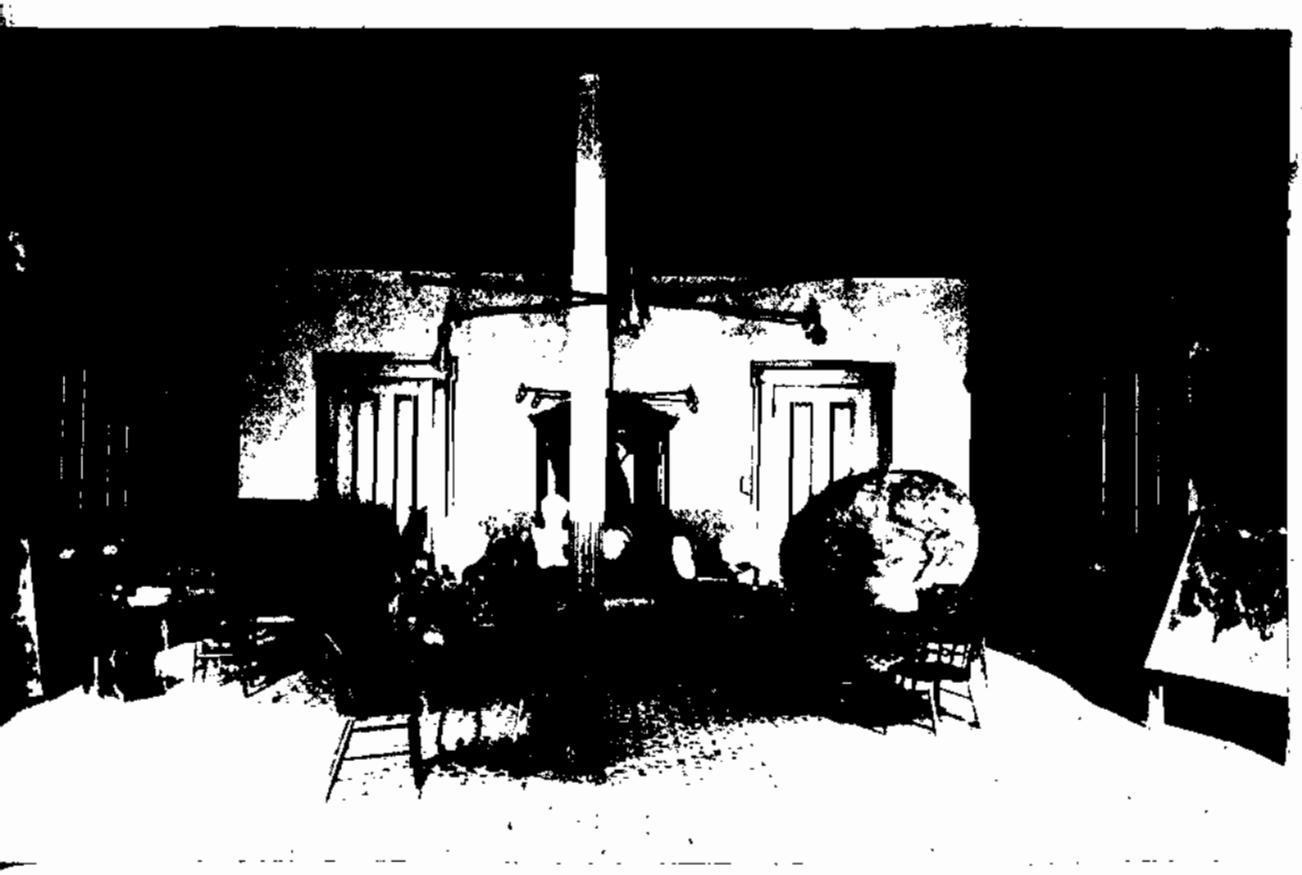

Figure 13.

The museum in the old school.

Figure 14.
Boys' gymnasium class (1904)

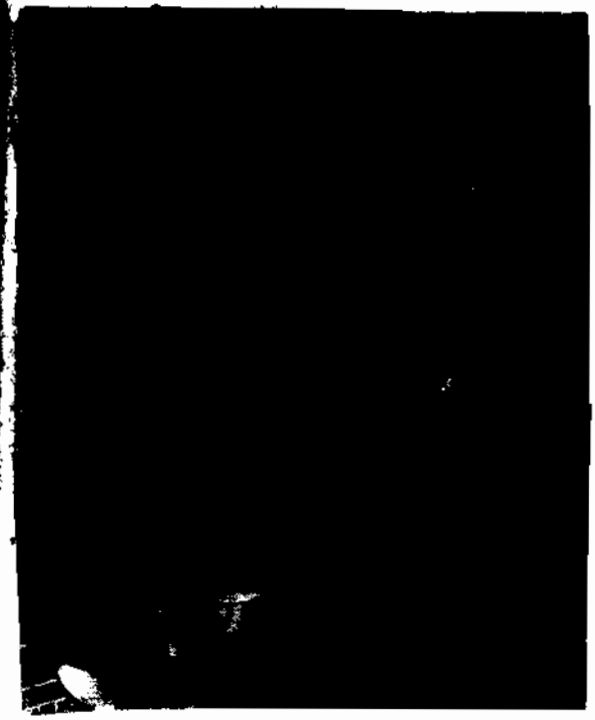

Figure 15.

Girls on stall bars (1948)

Figure 17.
Making a broom. (Indianapolis Star Photo)

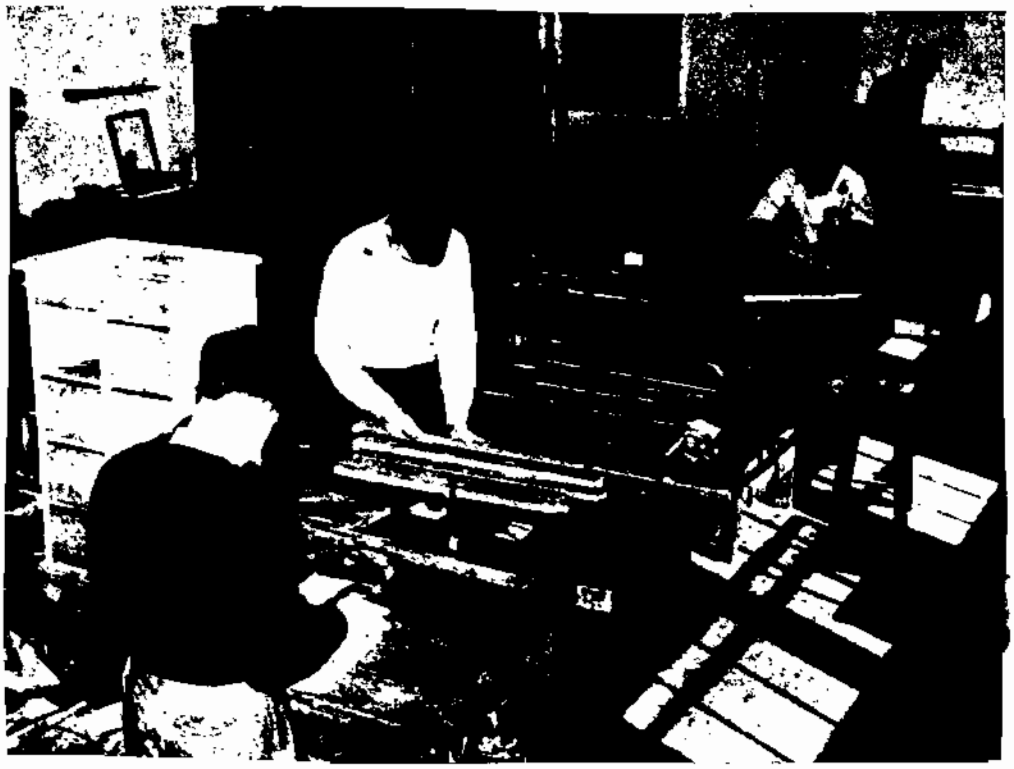

Figure 18.
Boys in woodworking shop. (Indianapolis Times Photo

The Talking Books in use in each recreation room of the cottages are innovations of the last fifteen years. These record players, set at a speed of 33 1/3 r. p. m., and devised for the exclusive use of the blind, play full length books expertly read by carefully selected readers. The school draws on the Indiana State Library, the American Printing House for the Blind, Louisville, Kentucky, and the American Foundation for the Blind, New York City, for its supply of recorded books.

The school also has a wire recorder which is used particularly in the Music Department in order for the pupil to keep a tangible record of his progress.

Another piece of equipment of which the school is particularly proud is the Kitselman Chimes, installed in the "singing tower", (Fig. 19), and the gift of Mrs. C. M. Kitselman of Muncie, Indiana, in memory of her husband. The chimes are played from the console of a studio organ. It is possible to transmit harp, organ, or vocal music as well as recorded selections.

When the music is broadcast from the tower, it has a carrying range of about three miles. It is also possible to use the same mechanism to transmit programs to the auditorium without sending them from the tower, which increases its value to the school.

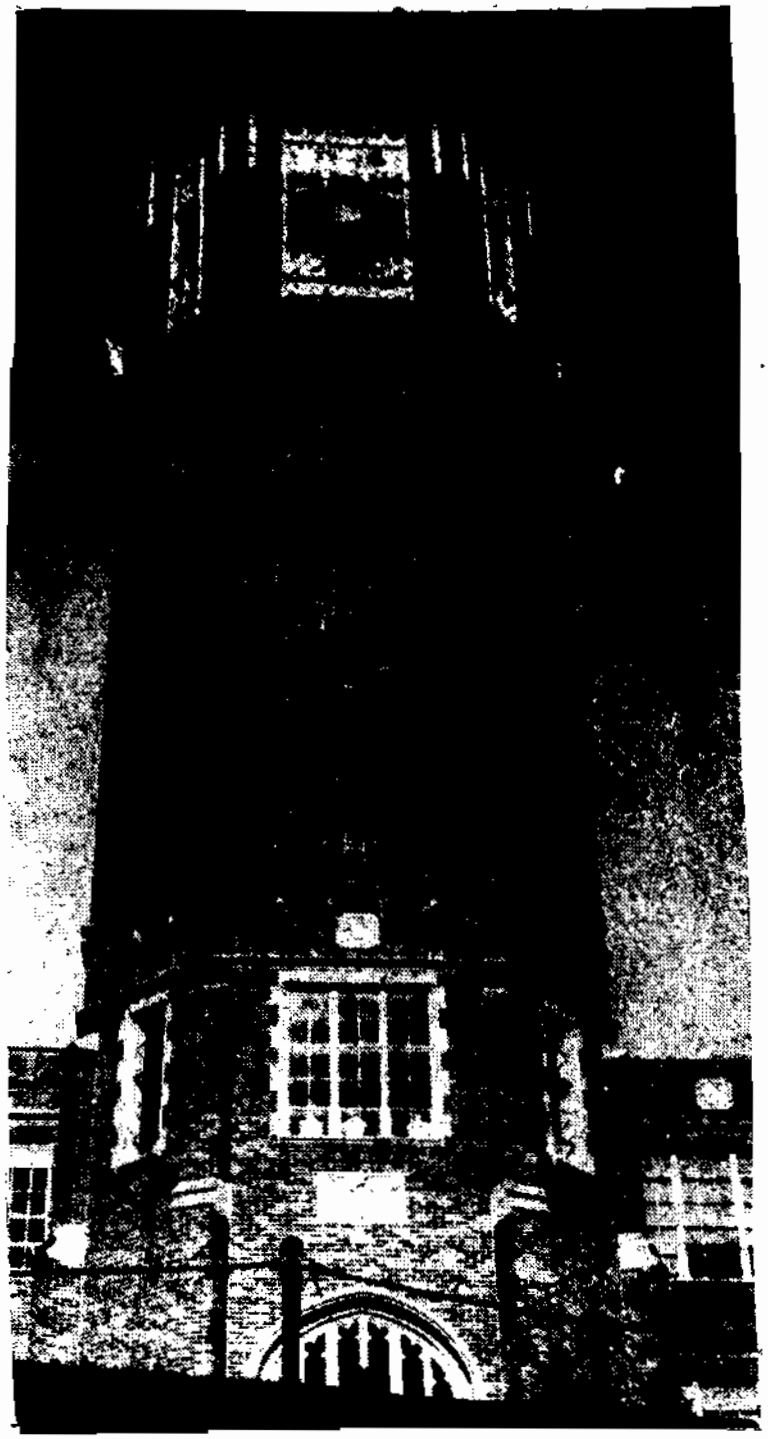

Figure 19.

The "Singing Tower" housing the Kitselman Chimes
(Indianapolis Times Photo)

The Library

During the early years of the school, the lack of available books in embossed type greatly restricted the library facilities. By 1851, a limited number of each available book had been purchased. This made a library comprised of the following volumes:

3 copies of the Bible
6 of the New Testament
6 of the Psalms
6 of Proverbs
6 of Ruth and Esther
1 of Mark
2 of Church Music
2 of a cyclopedia (incomplete)
2 of Die Ostercier
6 of Rudiments of Natural Philosophy
6 of Philosophy of Natural History
2 of an English reader
2 of Howe's Geography
2 of a plane geometry text
2 of Principles of Arithmetic
2 of Viri Romae
2 of an atlas of the United States
2 of Murray's Grammar
2 of a table of logarithms
1 of the Political Class Book
4 of The Harvey Boys
6 of Philip Melancthan
12 of A Blind Child's First Book
12 of A Blind Child's Second Book
12 of The Blind Child's Manual

There is no record to indicate the progressive growth of library facilities, but one must presume it was not rapid until after the adoption of Revised Braille as the standard type. At the present time, the school has a Braille library

of more than five thousand volumes, both fiction and non fiction. It is housed in the basement of the main building. In addition, there is a reference library for pupils, and a library for teachers on the first floor of the same building.

The Talking Book records are a source of library material unique with a school of this type. Since the recordings are borrowed from three large libraries, they offer a constantly changing supply of current and standard materials, both educational and recreational.

Before the adoption of Revised Braille and the invention of the Talking Book made so large a volume of reading matter available to the blind student, it was the policy of the school for the superintendent or various teachers to read aloud to the students during the evening hours of each school day. While this type of reading was somewhat recreational in nature, it also was a part of the course of study and was requisite, much as the "outside reading" long popular with the English Departments of the public schools. The list of books chosen for reading to the pupils in grades seven through twelve during the school year 1904 - 1905 exemplifies the calibre of reading material:

Eugene Aram . . . . . Lytton
The Sisters . . . . . Ebers
Robb Roy . . . . . Scott
A Princess of Thule . . . . . Black
Three Musketeers. . . . . Dumas

Romola	Eliot
A Tale of Two Cities	Dickens
Hypatia	Kingsley
Pausanias	Lytton
An Egyptian Princess	Ebers
Waverly	Scott
In Far Lockabar	Black
Les Muaerables	Hugo
The Mill on the Floss	Eliot
Treasure Island	Stevenson
Red Rover	Cooper

This practice of reading aloud to the pupils has been entirely discontinued. The policy at the present time is to train the child to read, both Braille books and Talking Book records, give him access to a quantity of material and the leisure time necessary for its enjoyment.

Summary

The material equipment of the Indiana School for the Blind comprises buildings, grounds, instructional equipment, and library facilities. In each category, there has been marked expansion and improvement throughout the history of the school.

The first building was a rented one at Illinois and Maryland Streets. It was occupied only one year and there is no record of its appearance. On the first permanent site, there was a small brick building which the school used as a shop, and one small building erected in 1848. In 1853, the main building there was completed. It was a five-story structure ninety by sixty feet, elaborately ornate. A stable,

greenhouse, boiler house, laundry, and two dormitories were added on this property during the next fifty-six years.

At the present location, occupied since 1930, there are a utility unit of powerhouse, garages, and laundry; a greenhouse, a main building for administrative offices and class rooms; one housing the music department and gymnasium; another the vocational departments; a quadrangle of dormitory cottages for boys, and one for girls. A system of covered passages connects the dormitory units and the school buildings. These buildings represent an investment of more than a million dollars.

The original tract of land purchases in 1848 was eight acres, two city blocks, lying between North and St. Clair Streets, and Meridian and Pennsylvania Streets. Purchased by the state for $5,000, it was valued at $2,000,000 when it was taken over for a part of the War Memorial Plaza.

The present site of sixty acres lying north of Seventy-fifth Street and between College Avenue and the Monon Railroad right of way cost $72,000. A beautifully rolling, landscaped campus, it boasts a mirror lake, a Braille garden, and a thoroughly modern playground as some of its main attractions.

Instructional equipment peculiar to the school includes models, relief maps, Braille maps, Talking Books, a wire recorder, and the Kitselman chimes. The school is adequately equipped to offer instruction in instrumental music,

home economics, wood-working, basketry, broom making, piano tuning, weaving, canning, as well as general science and physics.

The library has grown from 134 volumes which represented copies of all books available in 1851, to over five thousand volumes of Braille books, plus an ever changing supply of Talking Book records from three libraries.

CHAPTER IV

ADMINISTRATION

Legal Aspects

Inasmuch as the Indiana School for the Blind is operated as a state institution, regulations for its administration are determined by laws passed by the General Assembly. They are reproduced here by the subjects they govern, rather than in the order of their chronological sequence:

> Classification:-- The name of the Indiana Institution for the Education of the Blind is hereby changed to the Indiana School for the Blind; and said school - - - shall not be regarded or classified as beneavolent or charitable institution but as educational institution of the state conducted wholly as such.[1]
>
> Employees:-- The superintendent with the approval of the board may appoint such subordinate officers, secretaries, assistants, physicians, teachers, attendants, and employees as may be necessary, but the board shall prescribe the number to be employed, and provide rules for their government and control, and fix the amount of compensation for their services.[2]
>
> It is hereby made a misdemeanor for any person to solicit or receive from any officer or employee of said institutions any money for campaign assessments, or for any officer or employe of said institutions to pay any

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[1] Acts of the Indiana General Assembly. 1907, ch. 98, sec. 2, p. 18.

[2] Ibid., 1879, ch. 3, sec. 7, p. 4.

such assessments to any person or organization or political party. Upon conviction, such persons soliciting, receiving, or paying such assessments shall be fined in any sum not less than fifty dollars ($50.00) nor more than five hundred dollars ($500) to which may be added imprisonment of not less than sixty (60) days nor more than one (1) year, and any person so offending who is an officer or employee of an institution named in this act, shall be immediately removed from such position and shall not be eligible for reappointment for a period of five (5) years.

All other officers and employees of institutions herein named shall be selected and appointed by the superintendent or head of the institution, subject to the provisions of law provided by the Indiana Personnel Act, or any amendment thereof; Provided, however, that each superintendent or warden shall have the right to remove his or her chief clerk or secretary at his or her pleasure and to employ a successor regardless of any provisions of said Personnel Act or any regulation made pursuant thereto. All such employees shall be appointed regardless of political or religious affiliation on the basis of fitness after examination of their qualification for the duties to be performed, under such rules and regulations as may be prescribed by law with reference to employees of all said state institutions.[1]

Finances:-- The treasurer of state shall biennially cover and transfer into the general fund of the treasury all moneys appropriated and unexpended at the close of the fiscal year, immediately preceeding the regular session of the General Assembly.[2]

The trustees for the Indiana Institute for the Education of the Blind (Indiana School for the Blind) shall hereafter present in each of their regular reports to the legislature made in pursuance of the provisions of the act establishing said, an estimate of the probable amount of money which will be necessary to defray the expenses of the establishment during the ensuing two (2) years, embraced under the following heads, namely: For salaries of the resident officers, for boarding expenses

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[1] Ibid., 1941, ch. 38, sec. 6, p. 115.

[2] Ibid., 1879, ch. 3, sec. 10, p. 4.

of officers and pupils, for household furniture, for school apparatus, books, etc; for support of work departments, for improvements and repairs, and for miscellaneous purposes.[1]

The board of trustees shall have the power to make allowances for the payment of any money required, or authorized by law to be paid, or for the improvement, preservation, and care of their several institutions, and of the grounds and property connected therewith and the expenses thereof, the payment of employees and other expenses; but such allowances shall only be made upon an authorized statement of the superintendent showing the cause and necessity therefor and all payments shall be made only by orders drawn on the treasurer of such institution in the manner herein provided. They shall severally make a report to the governor, at the end of each fiscal year, giving a full statement of their receipts, disbursements and operations during the year preceeding; the number of inmates received, discharged and then in the institution; the cost per capita for the year, the estimated cost for the succeeding year and all things necessary to show the condition and management of the same, together with any recommendations or suggestions they may deem proper for the better or more efficient government or welfare thereof, which reports the governor shall transmit to the general assembly with his message at each regular session thereof. In such reports, they shall show what amount has been expended for repairs upon the buildings and for permanent improvements, and a separate account from the ordinary expenses of the institution.[2]

The treasurer shall, from time to time, before such orders become due, present to the auditor of state a statement of all orders drawn and then unpaid, giving the date and number and amount of each order, and the person to whom payable, which shall be signed and sworn to by the president of the board; and the auditor of state shall thereupon draw an order for the amount in favor of such treasurer, upon the treasurer of state, who shall pay the amount out of any money in his hands

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[1] Revised Statutes. 1852, vol. I, chap. 11, sec. 1, p. 161.

[2] Acts of the Indiana General Assembly;--1879, chap.3, sec. 9, p. 4.

subject to such payment. The auditor of state shall open and keep an account with the treasurer of each of said institutions and shall charge him with the orders so drawn upon the state treasurer. The treasurer of said institution shall at the close of each month return to the auditor of state an itemized statement of the orders paid by him and the amounts thereof, signed and sworn to as being correct and with such statement shall return to the auditor the orders so paid; the auditor of state shall thereupon credit said treasurer with the amount so paid out by him and shall carefully preserve all such orders and statements.

The system of expenditures and accountability by the superintendent shall be as follows, namely

First. For defraying current expenses, the trustees shall place in the superintendent's hands a sum not exceeding five hundred dollars ($500), taking his receipt for the same.

Second. With the sum so advanced, he shall make all necessary purchases, pay domestics' wages, etc., presenting a detailed account of the same, accompanied with vouchers, where it is practicable to obtain them, to the trustees at each of the monthly meetings.

Third. The accounts so presented shall be examined by the trustees, and, if approved, an order issued upon the treasurer for the amount of the same, thus restoring to the superintendent the sum originally advanced to be expended as before.

Fourth. Whenever furniture, apparatus, work materials, or the like, which cannot be classified under the head of petty expense, shall in his judgment be needed, the superintendent shall make it known to the trustees, who, if they deem it expedient, shall authorize the purchase of the same; and he shall in no case make such purchases without authority from the board.

Fifth. All accounts rendered for articles purchased as above shall first be examined and certified to by the superintendent and then submitted to the board of trustees for allowance, who shall issue their orders on the treasurer for the payment of the same in favor of those presenting such accounts.

Sixth. For the payment of salaries, the purchase of real estate, or the settlement of building or other accounts not designated in the forgoing sections, the trustees shall, upon the presentation of such accounts, issue their orders upon the treasurer, as heretofore provided, taking receipt for the same, which, together with receipts for all other orders, issued as above, shall be

kept on file at the institution as vouchers in connection with their respective bills of items.[1]

The orders of the trustees upon the treasurer shall in all cases embrace the name of the person to whom the payment is to be made, together with a statement of the object of the expenditure.[2]

The trustees shall present, in each of their biennial reports to the general assembly, an abstract of their expenditures for the support of the institute during the two (2) fiscal years preceeding, arranged and classified as heretofore in their annual reports.[3]

There shall be appended to said reports of the trustees a statement from the treasurer of the institute showing the names of the individuals to whom he has paid out money on the order of the trustees and for what purpose such sums have been expended.[4]

The superintendent shall, at or about the close of each month, make out, for the information of the board, an itemized statement and estimate of the amount and kind of purchases required for the next succeeding month; and it shall be the duty of the board of trustees to solicit competition among dealers for the sale of such articles and goods as may be required, by publication and otherwise, and, to this end, they shall keep such statement and estimate open to public inspection and shall give personal attention to the bills for the purchase of such articles and goods and use their best endeavors to obtain them at the lowest public prices. The superintendents shall also make out and file with the board, at each regular meeting, an itemized statement of all money paid out or expendes incurred for each of the inmates since the last report, showing counties to which the inmates belong, and the total amount charged to each county. Such statements shall be filed with the treasurer of state, who shall charge the same to the proper county, and collect the amount due from such county at each settlement with the treasurer thereof, and such moneys shall be covered into the general fund of the treasury.[5]

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[1] Revised Statutes; 1852, ch. 11, sec. 6, p. 161.

[2] Ibid., ch. 11, sec. 8, p. 161.

[3] Ibid., ch. 11, sec. 9, p. 161.

[4] Ibid., ch. 11, sec. 10, p. 161.

[5] Acts of the Indiana General Assembly; 1879, ch. 3, sec. 8, p. 4.

Industrial training:--The hiring out of the labor of pupils of the beneavolent institutions of the state under any form of contract is hereby absolutely forbidden.[1]

The superintendents of the aforesaid beneavolent institutions, namely --- the Indiana Institution for the Education of the Blind (the Indiana School for the Blind) --- acting under the control and supervision of the respective boards of trustees of said institutions, are hereby authorized and required to provide for appropriate industrial education of their pupils under similar rules and methods to those of the scholastic instruction, namely, by teachers hired by said superintendent as other teachers are hired and subject on all points to the same control as all other teachers, officers and employees of the said institution.[2]

The industrial education of the said pupils in the aroresaid institutions and school, shall, as far as possible, be conducted in such manner as to make said pupils fit and able to earn their own support when they shall have been graduated or otherwise discharged from said institutions or school and not chiefly or mainly so as to make any profit or revenue.[3]

The necessary cost for materials, machinery, if any, and instruction for the industrial education in the aforesaid institutions and school shall be charged upon and defrayed out of the regular maintenance funds of the same except as hereinafter provided.[4]

The superintendents of the institutions and school aforesaid shall be authorized to dispose by sale, of any material used in the industrial education of the pupils in the same manner as now provided by law for the sale of waste or surplus material: Provided, That no material so used by the pupils shall be disposed of at a lower price than the current market price for similar articles at the time when they are sold; And further provided, That, if the material to be disposed of be available for the use of any of the other institutions of the state, the same

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[1] Ibid., 1891, ch. 186, sec. 1, p. 404.

[2] Ibid., ch. 186, sec. 2, p. 404.

[3] Ibid., ch. 186, sec. 3, p. 404.

[4] Ibid., ch. 186, sec. 4, p. 404.

shall be purchased for them and paid for in the same manner that they pay for any material or supplies that they may purchase.[1]

The superintendents of each of the institutions and school aforesaid, shall pay to the treasurer the gross proceeds of the sale of any material as provided in the previous section as now required by law, whereupon the treasurer of state shall give the said superintendent a receipt for the amount, which receipt shall specify that the amount is the proceeds of the sale of material used in the industrial education of the pupils. The superintendent shall thereupon deposit said receipt with the auditor of state who shall give him a quietus for the amount and shall place the amount of the same to the credit of the maintenance fund and not, as heretofore provided by law, to the credit of the general fund of the state.[2]

Inventory:-- Such superintendents or managers shall within thirty (30) days after the taking effect of this act, each make out and deliver to the proper board of trustees of each of said institutions a complete and itemized inventory and statement, subscribed and sworn to by him, setting forth in detail all the property, both real and personal, belonging to the institution or belonging to the state and connected therewith, or in use in or about the same. Such statement shall give the quality and condition of such property and the value thereof, where it is and for what purpose or in what way it is used, and shall also give a detailed and itemized account of all products raised and consumed, and of each parcel of property, including hides, tallow, flowers, farm products, goods sold or otherwise disposed of during the year, last past, by such superintendent or manager, or by the trustees or subordinates of said institution, for what price, who received the money and for what purpose it was used. Such statement shall contain a detailed and itemized statement of all the expenditures during the past year, for all repairs and upon the buildings or grounds, and for furniture and other articles purchased for the use of the said institution or in or about the same; and a detailed and itemized statement of all the articles of wearing apparal, goods, merchandise, or property received furing the past year with or for any of the inmates; what be-

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[1] Ibid., ch. 186, sec. 5, p. 404.

[2] Ibid., ch. 186, sec. 6, p. 404.

of such property, whether any, if so, what amounts are on hand yet. What amounts of like goods or wearing apparel has been, during said time, purchased for each of the inmates, and what amounts of moneys have been received therefor, and from what counties so received, who received such moneys and for what purpose they have been used. It shall also give a general account of the affares of the institution, the number of inmates received, the counties from which they came, the number discharged and the cause therefor and the condition of the inmates, and the wants and requirements of the institution. A like report, inventory, and statement shall be annually made, on the thirty-first day of October of each year to each of the said boards of trustees, who may prescribe additional and other matter to be included therein. Such reports, after due examination and action thereon by the boards, shall be delivered to the governor, who shall transmit them to the general assembly at the next regular session thereof.[1]

Management:-- The president and trustees of each of said institutions shall be and constitute a board for the management of the business and affairs thereof, with the powers to make all proper rules, regulations and by-laws for its government. They shall have a regular meeting at or about the close of each month for the purpose of informal consultation or the transaction of current or incidental business. They shall keep a record of their proceedings and acts, and of all moneys received or paid out, and of all orders drawn or paid. No moneys shall be paid out or expended except on an itemized bill first presented and allowed by the board. Such bill shall be signed and sworn to by the claimant and such payment shall be made by an order signed by the president and drawn upon the treasurer of the institution payable ten (10) days from the drawing thereof. Such itemized bill shall be carefully preserved and be numbered to correspond with the order drawn for the payment thereof, and no bill shall be allowed for more than the lowest cost value of the articles purchased or the services or materials paid for; and all contracts made for articles, material, or services shall be subject to the allowance by said board.[2]

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[1] Ibid., 1879, ch. 3, sec. 4, p. 4.

[2] Ibid., ch. 3, sec. 5, p. 4.

Upon the selection for the new site for the Indiana School for the Blind, the approval thereof by the governor, and the purchase of lands therefor, as provided in Section 2 of this act, said site shall be turned over to the board of trustees of the Indiana School for the Blind. The board of trustees shall organize and conduct the Indiana School for the Blind at the new site under the provisions, so far as applicable, of the act approved March 2, 1907, and the amendments thereof being, "An act concerning the names, management and control of the state beneavolent, reformatory, and penal institutions, defining the powers of the boards of trustees, prohibiting campaign assessments, providing penalities and repealing all laws and parts of laws in conflict therewith.", which act and amendments thereof, in respect to all rights, powers and duties of the board, and all rights, powers and duties of the superintendent, as well as all other offices and employees and employees shall govern and apply thereto.[1]

The laws relating to the government and management of the Indiana School for the Blind, so far as the same may be applicable, and not by this act otherwise provided, and not inconsistant with the purpose of this act, shall in all respects apply to the government and management of the new site of the Indiana School for the Blind, as well as the present institution, as to the duties of the trustees and superintendent thereof. It is the purpose of the state that the Indiana School for the Blind in its new location shall have training and instruction, not only in trades, but also in music, literary, and academic subjects.[2]

Manufacturing operations:— There shall also be embraced in said report a statement from the superintendent of the institute of the operations of the work department, showing the number and kind of articles manufactured, the amount of money expended for materials, labor, etc., and the amount received for goods sold.[3]

Pupils:— Whenever the application is made for any blind --- person into the state institution for the education of the blind --- as a beneficiary of the privileges thereof, such application shall be accompanied by the certificate of a justice of the peace that such person is a

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[1] Ibid., 1923, ch. 72, sec. 4, p. 238.

[2] Ibid., ch. 72, sec. 7, p. 238.

[3] Ibid., 1852, ch. 11, sec. 11, p. 161.

legal resident of the county of the state of Indiana which it is claimed that he or she resides.[1]

When such a person shall, upon proper application, be admitted as pupil of either institution named, it shall be the duty of his parents, guardian, or other friends to suitably provide him with clothing at the time of his entrance into the school and during his continuance therein; also to defray his travelling expenses to and from the institution, not only at the time of his first entrance and final departure, but at any other time when it shall become necessary for him to leave or return to the school.[2]

In all cases where suitable clothing and means for defraying travelling expenses are not otherwise supplied to the pupils of said institutions, the same shall be provided by the respective superintendents thereof who shall make out and file with the treasurer of state accounts therefor separate, in each case, against respective counties from which such pupils were sent, in an amount not exceeding forty dollars (440) for every such pupil; which accounts shall be severally signed by the proper superintendent and attested by the seal of the institution under his charge; and the treasurer of state shall charge each account thus certified, to that county from which the pupil named therein was sent and credit the amount to the current expense fund of the proper institution.[3]

In case of the death of any pupil in either of the institutions aforesaid, whose funeral expenses are not otherwise provided for, an account therefor shall be made out, attested and collected in like manner as provided in the preceeding sections.[4]

The treasurer of state shall forward each account so filed with him to the treasurer of the proper county who shall cause it to be paid out of the county treasury to the treasurer of state; and such county treasurer shall, in the name of the county, and by suit, if necessary, collect the amount of such account from the parents or estate of each pupil, as the case may be, where there is ability to pay; Provided, That at lease three hundred dollars ($300.00) of the property of such parents shall be exempt from the payment of such account.[5]

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[1] Ibid., 1863, ch. 53, sec. 1, p. 124.

[2] Ibid., 1865, ch. 53, sec. 2, p. 124.

[3] Ibid., ch. 3, sec. 3, p.124.

[4] Ibid., ch. 3, sec. 5, p. 124.

[5] Ibid., ch. 33, sec. 4, p. 12.

Restrictions on officers and employees:-- It shall be unlawful for any person connected with said institutions as president, trustee, superintendent, subordinate, or employees to be pecuniarily interested in any contract for or purchase of supplies or materials or to make or receive any profits, percentages or deductions or any reward or benefit whatever out of the management or operation, or business of the said institutions, other than the fees and compensation for his services established and allowed by law.[1]

They (the trustees) shall not appoint, now allow to be appointed, any relative of their own or of either of them, either by blood or marriage and they shall not allow any relatives or members of the family except the wife and children of such officers whose regular home has been and is with him, of any superintendent or other subordinate or employee to be kept, maintained, or supported at the institution without charging to such person the full value of such maintenance and support, unless such relative or member of such family be regarded employed and paid as one of the subordinates or employees thereof.[2]

No person shall be eligible to be appointed a member of any of the boards of trustees referred to in this act who is a contractor with the institution of whose board he or she is a member, and who is interested, either directly or indirectly, in any contract with, or in furnishing any of the supplies for such institution; if any person appointed under the provisions of this act shall become so interested during his or her term of office, such interest shall vacate his or her office and his or her successor shall immediately be appointed as hereinbefore provided to fill his or her unexpired term.[3]

Superintendent:-- The superintendent of the institute shall under the regulations herein specified, make all purchases of supplies and pay all wages, either directly or through his assistants, which shall be found necessary for the several departments including furniture, apparatus, work material, clothing, provisions, provender, and all else of like nature and shall give bond in the sum of five thousand dollars ($5,000) for the faithful discharge of these duties; which bond shall be left on file at the office of the treasurer of the state.[4]

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[1] Ibid., 1879, ch. 3, sec. 12, p. 4.

[2] Ibid., ch. 3, sec. 9, p. 4.

[3] Ibid., 1941, ch. 38, sec. 5, p. 115.

[4] Revised Statutes, 1852, ch. 11, sec. 4, p. 161.

The annual compensation of the superintendent -------- shall be fixed by the board of trustees at their discretion. -------- The board of trustees --- shall appoint --- the superintendents of --- the Indiana School for the Blind.[1]

Trustees:-- The board of trustees for ----- the Indiana Institute for the Education of the Blind (Indiana School for the Blind) ----- shall hereafter consist of four (4) trustees ----- one additional trustee shall be appointed by the governor to each of said boards as the same are now constituted, within thirty (30) days from the taking effect of this act, and each of such additional trustees so appointed shall serve for a term of four (4) years. -----

Upon the expiration of any member of any of said boards or upon a vacancy occurring if any of said boards, the governor shall appoint a successor to such member except as herein otherwise provided. All appointments shall be for a term of four (4) years, excepting in cases of vacancy by death, removal, or resignation they shall be for the unexpired term. In making all appointments referred to in this section the governor, in addition to the qualifications hereinafter mentioned, shall take into consideration the political affiliation and belief of such appointees so that not more than two (2) of the members of said boards respectively shall be members of the same political party or have the same political affiliation or belief.[2]

----- Each member of any such board of trustees hereafter appointed shall qualify by giving a bond with surety in the sum of ten thousand dollars ($10,000) to the approval of the governor. At the meeting of said boards following the appointments provided for in section one of this act they shall proceed to elect a president, vice-president, treasurer, and secretary and thereafter, annually, the organization shall be at the April meeting of each of said boards. Such treasurer shall qualify by executing a bond in the sum of twenty-five thousand dollars ($25,000) with surety to the approval of the governor and the cost of such bond shall be paid out of the maintenance fund of the institution. The governor may remove any of such trustees for misconduct or neglect of duty after an opportunity to be heard upon written charges. The board

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[1] Acts of the Indiana General Assembly, 1841, ch. 38, sec. 6, p. 11.

[2] Ibid., 1907, ch. 98, sec. 1, p. 138.

of trustees of any institution shall have the right to condemn property for the convenience or the necessary purpose of any institution. Condemnation proceedings shall be conducted pursuant to the statutes relating to the power of eminent domain. Provided that the bond of any such treasurer now serving shall continue until his successor is elected and qualified.[1]

One of the trustees of the Indiana State School for the Blind shall be a bline person.[2]

Such trustees shall receive as compensation three hundred ($300) a year each and their reasonable expenses not to exceed one hundred and twenty-five dollars a year ($125) each, which shall be paid quarterly, as other expenses of the institution are paid.[3]

Such boards of trustees shall have the supervision of their respective institutions. Three members of a board shall constitute a quorum for the organization of the board and for the transaction of all business. The trustees shall give so much of their time and attention to the affairs of their respective institutions as shall insure the wise, efficient, and faithful management thereof.[4]

By - Laws

In their 1855 report, the board of trustees made their first formal statement of the by-laws for the institution. They were:

I. Of the board of trustees.

1. The board of trustees shall hold monthly meetings at the Institute on Wednesday after the second Monday of every month and four members shall constitute a quorum for the transaction of business.

2. Special meetings of the Board may be called by the secretary upon the suggestion of the Superintendent, or upon the requisition of two members, or if in his own judgment the best interests of the Institution require such a meeting.

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[1] Ibid., ch. 52, sec. 4,p. 138p 1913, ch. 252,sec. 1,p.691; 935, ch. 144, sec. 2, p. 494.

[2] Ibid., 1945, ch. 336, sec. 3, p. 1579.

[3] Ibid., 1941, ch. 38, sec. 5, p. 115.

[4] Ibid., 1941, ch. 38, sec. 6, p. 115; 1945, ch.336,sec.3, p.15.

II. Of the President.

1. The Board, at their meeting in April, annually, shall elect one of their number as president who shall preside over the deliberations of each meeting and shall be entitled to vote upon all questions before the Board.

III. Of the Treasurer.

1. The Treasurer shall, in addition to the duties prescribed by law, furnish the Board an annual statement of his receipts and disbursements in detail; a summary of which shall be appended to the annual report of the Board.

IV. Of the Secretary.

1. The Board, at their meeting in April, annually, shall elect one of their number as Secretary. He shall carry on the necessary correspondence of the Board, keep full minutes of the proceedings of each meeting, and furnish, when necessary, attested copies of the same to those whom they concern, and shall issue all notices of meetings of the Board.

2. He shall keep all accounts between the Board and the Treasurer, and shall draw up all warrants upon the Treasurer for appropriations and allowances by the Board, and shall furnish the Board in detail a statement of the accounts of the Institute to accompany their annual reports.

V. Of the Superintendent.

1. The Superintendent shall be chosen biennially by the Board at their regular meeting in July, and his term of service shall commence on the first day of October succeeding his election. He shall be responsible to the Board for the faithful performance of all the duties assigned the subordinate officers, as well as the advancement and good behavior of the pupils.

2. He shall refer to the Board of Trustees all application for admission as pupils from those who do not come within the regulations, but in all other cases may admit the applicant without such reference. He shall keep a record of all those received into the Institute, embracing their names and ages, the cause and degree of their blindness, the dates of their admission and discharge, the post office address of their parents or guardians, and such other information concerning them as he may deem important.

3. In the school department he shall prescribe the course and methods of instruction, the time to be devoted by teachers and pupils to the several branches of study, the apparatus and text books to be employed, the system of discipline, and other matters pertaining to the mental and moral improvement of the pupils. And it shall be his duty to make frequent visits to the several class-rooms during the hours of instruction, for the purpose of keeping himself informed as to the progress and deportment of the pupils, and of making such suggestions to the teachers as he may deem useful. He shall devote at least two hours per day to the instruction, and attendance upon recitations of the several classes in the Institute, if his time can be reasonably spared from his other duties.

4. In the work department he shall prescribe the kinds of work to be learned by the pupils and the number of hours per day to be devoted to them, fix the rate of compensation for labor performed and instruction given by graduates or others employed as journeymen or assistants, as well as for overwork of the pupils, and direct the manner in which the general business of the department shall be transacted. He shall be required to pass frequently through the several shops and work rooms for the purpose of keeping himself informed of the progress and deportment of the pupils and of making such suggestions to the master mechanic and others employed as he may deem useful.

5. He shall provide the necessary apparatus for the work shops, purchase the work materials, settle for all over work, keep a strict account of all moneys received for sales of stock and pay the same over to the Treasurer, taking his receipt therefor. He shall report the transactions of the work department to the Board at each monthly meeting with his vouchers for moneys paid or expended on account of said department.

6. In the household department he shall prescribe the number of domestics and other assistants of a like character to be employed, fix the rates of their compensation and shall exhibit in each monthly account a statement of the number, occupation and wages of persons so employed.

7. He shall see that all of the pupils are comfortably and respectably clothed and, when their friends, through inability or neglect, fail to provide them with the necessary clothing, he shall provide the same and lay the accounts therefor before the Board for allowance. He shall

collect, as far as practicable, from the friends of the pupils or from the commissioners of the several counties in which they respectively reside, all sums so laid out and shall pay all money so collected to the Treasurer taking his receipt therefor.

8. All other minor expenses, whether of the houhold or school departments, shall be defrayed by the Superintendent, and the bills and accounts for the same certified by him shall be laid before the Board for their examination and allowance.

9. Whenever furniture, apparatus, work material of the like to any considerable amount, shall, in his judgment, be needed, the Superintendent shall so inform the trustees, and, if they shall consent to the expenditure, he shall purchase the requisite articles upon the best practicable terms, and shall certify to the correctness of all accounts before presenting them to the Board for allowance.

10. He shall have care of all the buildings and grounds of the Institute, and shall see that they be kept constantly in order, both as to cleanliness and minor repairs.

11. He shall exercise due care in the promotion of the health of the pupile by requiring of them frequent and thorough ablutions, exercise in the open air, and entire abstinence from all injurious practices, and by providing them with plain, substantial diet, together with comfortable dormitory accommodations, and, in all cases of sickness, shall see that they have prompt medical treatment as well as every other necessary attention.

12. He shall use his utmost endeavors to imbue the minds of his pupils with the strictest principles of morality, and to induce them to avoid all unbecoming personal habits, requiring them to attend regularly upon public worship, at such place as may be severally chosen by themselves or their friends.

13. While he is enjoined to pay particular attention to the religious instruction of the pupils, he shall studiously avoid and prevent the inculcation of sectarian views, and the same care shall be observed in relation to partisan politics.

14. He shall see that due respect always be had to the appropriate observance of the Sabbath by all persons connected with the establishment, neither permitting visiting on that day at the Institute, nor allowing the pupils to make visits out of the house, or engage in improper occupations or amusements.

15. It shall be considered by him an essential feature in the management of the Institute to prevent all unnecessary intercourse between the male and the female pupils, and he shall therefore see that they are never together, excepting in the class rooms during the hours of instruction, or in the presence of some officer of the institution.

16. He shall make ann annual report to the Trustees embracing an account of the condition and progress of the several departments of the Institute, of the course of instruction pursued, and of the health and general improvement of the pupils, with suggestions for the advancement of the objects of the Institute.

17. In order that all of the officers and other persons engaged in the Institute may have clear understanding of their relative duties and obligations, the Superintendent shall be required to draft a set of regulations defining their respective duties, a copy of which being approved by the Trustees, shall be furnished to each, and for every essential change in said regulations the approval of the Trustees shall be necessary.

VI. Of the Subordinate Officers.

1. The instructors in the school departments, the Matron and all the subordinate officers employed by the Institute shall be appointed annually by the Board, at their July meeting, their term of service to commence the first of October following such appointment.

2. They shall labor assiduously in their respective capacities to promote the object of the Institute and shall, so far as possible, co-operate with the Superintendent in its general management.

3. Their particular duties shall be prescribed by the Superintendent in accordance with section 18 of article five of these by-laws.

VII. Of the Attending Physician.

1. The attending physician shall be appointed annually by the Board, at their July meeting, his term of service to commence on the first of October following his appointment.

2. He shall visit the Institute, upon the call of the Superintendent, and at such other times as he may think necessary or proper, and shall render such medical and surgical services, except in capital operations, as shall be necessary for the pupils of the Institute, and, if the proper medicines are in the Institute, shall prepare the same for administration.

3. His compensation shall be fixed and paid by the Board of Trustees, and no charge shall be made to any pupil for medicine or medical attendance by the regular physician. The Superintendent shall have discretionary power to employ the aid of a consulting physician, but such consulting physician shall in no case supercede the regular one.

VIII. Of the Institute Session

1. There shall be one session of the Institute in each year, commencing the first Monday of October and closing on the last Wednesday of July following, having a vacation of nearly ten weeks, and it shall be considered obligatory of all the pupils to spend the period of vacation at their respective homes.

IX. Of the Admission and Discharge of Pupils.

1. All blind persons residing in the State of Indiana, who are between the ages of 8 and 21 years, and who are not incapacitated by mental or bodily weakness for useful instruction, shall be considered eligible for admission as pupils of the Institute, but exceptions may be made in favor of cases which do not come within the age specified but in every such case special action of the Board shall be required.

2. Pupils from the State of Indiana shall in all cases receive their boarding and tuition free of charge, but their clothing and other necessary expenses must be furnished or defrayed by their friends or by appropriation of the commissioner of the counties of which they severally reside.

3. Applicants from other states of suitable age and capacity may also be received as pupils provided they shall in no case take precedence over those from Indiana, on payment of such rates of compensation for boarding and tuition as the Board in each case shall determine.

4. No applicant shall be received into the Institute until the rules established by the Board for the admission of pupils shall have been complied with.

5. All the regular pupils shall be required to be in attendance at the Institute, at the commencement of each session, and to remain until its close, unless prevented by sickness or other exigency, and in the case of the failure of any pupil to comply with the requirement, without a sufficient reason, the right of such delinquent pupil to the privileges of the Institute shall be forfeited.

6. Pupils may be expelled for misconduct when they shall be adjudged by the Superintendent to be incorrigible, but for each act of expulsion the approval of the Board of Trustees shall be necessary. No pupil of mature years shall be expelled without an opportunity of vindicating himself from the charges preferred against him.

7. There being no limit fixed by law for the time which a pupil may remain in the Institute, it shall be left to the Superintendent to determine in each individual case for the proper time of dismissal, but he shall in no case discharge a pupil without the consent of the Board of Trustees.

8. Pupils who complete their course of instruction with credit to themselves shall be furnished with a diploma by the Superintendent signed by himself and countersigned by the President and Secretary of the Board.

9. No pupil shall be graduated without the written recommendation of his or her respective teachers in the literary or work department or both as the case may be, addressed to the Superintendent and filed among the papers of the Institute.[1]

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[1] Annual Report of the Board of Trustees of the Indiana Institute for the Education of the Blind. V.1, pp. 201-5.

Superintendents

In the hundred and one years of the history of the Indiana School for the Blind, ten men have served as superintendent, and three of them account for seventy-two of those years.

William H. Churchman (1847-1853 and 1851-1879) (Fig. 20) was not yet twenty-nine years old when first he took over his duties at the Indiana school, yet he was not new to the field of education. Born November 29, 1818 on a farm near Baltimore, Maryland, he was a serious, studious boy, eager for learning. It was while he was a student in New York City at the age of seventeen that he lost his sight, reportedly from overwork. He immediately transferred to the Pennsylvania Institution for the blind in Philadelphia where he became one of its first students and from which he was graduated in 1839. The following spring, he went to the Ohio Institution as a teacher. In 1843, he went to Nashville where he founded the Tennessee Institute, and taught there and at the school at Louisville before coming to Indianapolis.

Nor was he idle during the eight years he was away from the Indiana school. In 1854, he had gone to La Porte, Indiana where he established a private school for girls which he operated until the buildings were destroyed by fire in 1856. He then accepted the superintendency of the Wisconsin

Fig. 20. William H. Churchman

Fig. 21. George S. Wilson

Fig.22 Robert Lambert
(Mazo Lomax Photo)

Institution for the Blind, a position which he held until he was recalled to the Indiana Institute.

Mr. Churchman became a nationally recognized figure. From September 1866 until April, 1868, he was organizing the New York school at Batavia in the capacity of superintendent elect. The trustees of that school offered him a salary more than double that which he was receiving in Indiana, but the Indiana Board begged hard, and he declined the New York offer. Later, he was asked to head the Royal College for the Blind in London, but his desire to remain in the United Stated prompted him to reject this proposal.

After a total service of twenty-four years, he retired in 1879. The three remaining years of his life he spent at the home of his half-brother southeast of Indianapolis where he died suddenly on the morning of May 17, 1882.

Men who knew him well spoke often of Mr. Churchman's remarkable intellect, his keen observation, and his ability to translate his ideas into words and actions. He made a reputation for indefatigable activity.

To illustrate his attention to detail, George S. Cottman[1] tells a story of an incident in the shop of Mr. Cottman's father, a merchant tailor in Indianapolis. Mr.

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[1] Indiana Magazine of History, v. 10, p. 82.

Churchman had come in and asked to "see" samples of suit material. Acting upon a facetious impulse, Mr. Cottman threw down several bolts of cloth upon the counter, arranging them so that the first and last were identical. From one to the other went Mr. Churchman, carefully fingering each. As he reached the last, he lifted his face attentively and returned to the first bolt. "Why," he exclaimed, "These are exactly alike!"

Concerning two of the three men who served as superintendents between Mr. Churchman's two terms, there is virtually no record. The writer was able to ascertain only that George W. Ames was a minister, and James McWorkman, a physician. The man who came between them was a paradoxical combination of the efficiency expert and the romanticist.

William Larrabee's life had begun inauspiciously in Port Elizabeth, Maine, on December 23, 1802. His parents were uneducated, poor, irreligious. William attended school only a few months as he grew up, working as a farm hand. Although he developed a love for books, he did not dream of an education for himself. As he made frequent trips to the grist mill at Brunswick, he became familiar with the exterior of Bowdoin College, but as he afterwards used to say, he would as readily have aspired to ascend the throne of Great Britain as to have entered the college as a student.

Then, when he was seventeen, he took less than a dollar in money and started out on his own. He secured work in the home of a physician at the town of Strong and there made acquaintances who encouraged him to educate himself. He had united with the Methodist church three years earlier, and now became a licensed preacher, delivering his first sermon at the age of nineteen. The new friends found a place for him as teacher in a small country school. With these small successes, he dared to consider Bowdoin and began to prepare himself to enter the sophomore class. This he did in 1825, the year that Longfellow and Hawthorne were graduated from the same college. Three years later, Larrabee himself attained second honors in a graduating class of twenty.

Following his graduation, he was teacher and principal of several eastern schools. His most notable success there probably came when he was principal of the Oneida Seminary at Cazenovia, New York. He classified the students, enlarged the course of study, and extended the patronage in such a way as to establish a reputation for himself as an organizer and educator.

He returned to Maine in 1835 to take charge of the Weslyan Seminary and serve as a trustee for the hospital for the insane and as assistant State Geologist.

In 1841, Mr. Larrabee went as a delegate to a Methodist conference in Baltimore where he met Bishop Simpson, president of Asbury College (Depauw University) which had been founded two years earlier at Greencastle, Indiana. The Bishop persuaded him to go to Asbury as professor of mathematics and natural sciences. During the eleven years he served in that capacity, his wife, Harriet, organized a seminary for young ladies at Greencastle. During this time, too, the Larrabees created an atmosphere of romanticism around themselves that is still legend at Depauw. They brought the first piano to that part of pioneer Indiana as they made the trip overland from New York to Pittsburgh, down the Ohio and up the Wabash River by steamship to Terre Haute, and then by coach to Greencastle which was then a village of about five hundred persons. They introduced the idea of flowers as a decorative medium, and they built Rosabower. The little cottage on the site of the present Longden Hall was set in a natural opening in a maple grove. Around it, the Larrabees cultivated an exquisite garden of evergreens and flowering plants. On the small lake at the foot of a spring, they floated a hunting canoe brought from the Kankakee River. The place was named for their little four year old daughter, Rosabelle, who died suddenly in 1846 and was buried in that garden because she had remarked in childish fancy be-

fore she was taken ill, "When I am dead, they will not bury me in the cold graveyard. They will bury me in the bower among the flowers and my father and mother will come and sit by me." They built a seat there and often came to hold family prayers or read beside her grave. Both Mr. and Mrs. Larrabee were buried there before all three were removed to Forrest Hill Cemetery near Greencastle.

After he left Asbury in 1852, William Larrabee served two terms as State Superintendent of Public Instruction in the State of Indiana. He was the first such official in the state, and his terms of office were characterized by decisive actions, the setting of many precedents, and correspondence that involved thousands of letters to lesser school officials. It was between his two terms as State Superintendent that Mr. Larrabee acted as superintendent at the Indiana School for the Blind. His second term was to have expired in February of 1859, but a month earlier his wife died, his own health failed, and he suffered personal financial losses, all of which led to his resignation. He lived until the following May.

He has been described as an immensely energetic man, never idle. He usually retired about midnight and arose at four. His forehead was very broad, his eyes piercing. Stories of his whims, pithy sayings, and strange doings have become traditional on the Depauw campus. That he was versatile is

attested by the fact that at various times in those eleven years at Asbury he taught mathematics, natural sciences, chemistry, Christian evidences, philosophy, and oriental languages. He wrote extensively, particularly essays and biography.

At least five of the six men who have served as superintendent since 1879 have been men trained to be educators and with experience in the field. About the sixth, H. B. Jacobs, there is no reliable biographical data.

W. B. Wilson, who immediately succeeded William H. Churchman, was a native of Monroe County, Indiana. He received both his A. B. and M. A. degrees from Indiana University. He had taught in the public schools and had been Superintendent of Schools in Owen County and in the towns of Spencer and Edinburgh before coming to the Indiana School for the Blind.

Elmer E. Griffith was born September 1, 1861 at Vevay, Indiana. He was graduated with the degree of Bachelor of Arts from Indiana University with the class of 1885. He had taught and been made Superintendent of Schools in Frankfort, Indiana, although he was just twenty-eight when he came to the School for the Blind for his five years as superintendent.

Will H. Glascock was a native of Hancock County and, as a very young man, taught in the country schools and in the

town of Greenfield in that county. Later he became superintendent in turn of the county and the city schools. In 1891, he went to Indianapolis to serve as chief deputy under State Superintendent Vories. He was superintendent of the School for the Blind from 1894 until January, 1898 when he resigned to study at Indiana and Chicago Universities. After completion of these courses, he was chosen Superintendent of Schools for the city of Bloomington, Indiana. While he was holding that office, he died very suddenly at the age of forty-four as he was preparing to leave for a State Teachers' Convention in Indianapolis. Students at the school during his era report him to have been a large man, well over six feet and weighing 240 pounds, a man who frequently took over classes temporarily because he loved to teach and whose home was lively with parties and visitors.

George S. Wilson (Fig. 21) was also a Hancock County man, born in the town of Greenfield in 1858. He was educated there and at Indiana University. His life further parallels Mr. Glascock's in that he taught in the public schools of Hancock County and became superintendent at Greenfield. He was a man vitally interested in politics. He held membership in the American Association of Educators for the Blind, the Columbia Club of Indianapolis, and Second Presbyterian Church, and the Masonic Lodge. He received the thirty-third degree

in that organization in 1918, and, in 1941, was presented a fifty year pin as a member of the Ancient Landmark Masonic Lodge. He died in 1945.

His thirty-six years as superintendent, the longest term in that office as yet held by any one man, are a tribute to his progressive thinking and educational integrity. His philosophy, and the many changes wrought during those years are dealt with elsewhere in this study.

His personality still can be felt through the loyalty of his alumni. They report enthusiastically that he "did so much for the school", "was always interested in each one of us", "never was too busy to read to us or talk with us if we were lonely", "made us feel free to go to him about anything". To have accomplished so great scholastic and invironmental improvements, and, at the same time to have won such devotion from his pupils is an enviable record for those thirty-six years.

The present superintendent, Robert Lambert (Fig. 22) was chosen by the trustees to succeed Mr. Wilson in 1934. He came to the school with a background rich in training and experience. He holds an A. B. degree from Indiana University and a Master of Arts in School Administration from Chicago University. He was teacher and principal for four years in Jefferson County, Indiana, high school principal four years in

White County, and principal of the Columbus, Indiana Senior High School for eight years.

Mr. Lambert has a record of varied personal activity. At the present time he has membership in church, the American Association of Instructors of the Blind, American Association of Workers for the Blind, The Indianapolis Lions Club, the American Legion (past Commander of Post No. 24, Columbus,) the Forty and Eight, Phi Delta Kappa, and Indiana Schoolmen's Club. He is a past president of the Rotary Club of Columbus, and former member and president of the Board of Control of the Indiana High School Athletic Association. Concurrent with his term as Superintendent, he acted as Executive Secretary for the Board of Industrial Aid for the Blind, a state department created in 1915 to give training, employment, and other services to adult blind.

Any evaluation of Mr. Lambert's work at the School for the Blind must come when time has given it sufficient perspective. However, his expressed determination to keep the school on an educational level where deviations are made only when they are deemed necessary, is taking tangible form. Growth in the course of study, the physical plant, equipment, and other phases of the school are fully discussed in other chapters.

Organization for Administration

In his annual report to the Board of Trustees in 1866, William H. Churchman set forth a terse, comprehensive statement of his plan for the organization of the school:

> Article I. Literary Department
>
> Section 1. It shall be the duties of the several teachers in the Literary Department to thoroughly instruct the different classes assigned them in the principles of the branches of knowledge pursued, studiously avoiding the inculcation of mechanical or superficial forms.
>
> Section 2. It shall be a ruling principle in their teaching to develop and train all the mental faculties of their pupils, considering the mere inculcation of knowledge as of secondary importance compared with the proper training of the mind.
>
> Section 3. They shall employ, so far as applicable, the most improved methods used in the schools for the seeing, giving their instruction, as far as possible, by means of oral lessons with appropriate illustrations, rather than reading them from test books, so that ideas, and not mere words, may be taught; and they shall require the pupils to recite by topics, carefully avoiding the use of leading questions in conducting the recitation.
>
> Section 4. The principal teacher will be expected to have the immediate oversight of all the male pupils when out of school and not under the particular charge of anyone else, seeing that they arise promptly at the ringing of the morning bell, retire as promptly at the required time in the evening, conduct themselves in an orderly manner in their dormitories, attend pumctually at their meals, deport themselves properly in their various resorts around the buildings and grounds, and in all other respects conform to the regulations of the institution.

Section 5. Whenever text books, apparatus, stationery, and the like shall be needed for the use of this department, the principal teacher shall report the same to the Superintendent and no purchase must be made by him without authority from that office.

Article II. Music Department

Section 1. The teachers in the music department shall give instruction in both vocal and instrumental music to all the pupils of the institute who may be found competent to receive such instruction, and to those who possess dicided musical talent, in the theory and composition also, as well as in the tuning of piano and other instruments.

Section 2. In their selections for practice, they shall resort to the compositions of the most approved authors, carefully rejecting every piece having an immoral tendency, and such as would serve to any degree to depreciate the tastes of their pupils.

Section 3. In teaching vocal music they shall consider it of primary importance to inculcate clearness and directness of enunciation, applying, so far as practicable, the rules of education to vocal exercises.

Section 4. In the instrumental department, they shall teach the pupils to perform upon the pianoforte, the organ, and all the varieties of wind and stringed instruments in common use, so far as required by the superintendent.

Section 5. In imparting their instructions in the principles of music, they shall observe all of the rules laid down for the guidance of the teachers in the Literary Department.

Section 6. They shall seek for the pupils frequent opportunities of hearing the performances of skilled artists in order to improve their tastes.

Section 7. The principal music teacher shall have the immediate direction of all the assistants employed in this department and shall be responsible to the Superintendent for the faithful performance of their duties. He shall also see that all of the instruments are kept in good repair, and in every other respect properly cared for, preventing their being meddled with by pupils who are not receiving instruction upon them.

Article III. Industrial Department

Section 1. The Master and Mistress of Handicraft shall have immediate charge of the male and female work department respectively and shall carefully instruct the pupils in such manual acts, and at such times as may be designated by the Superintendent.

Section 2. They shall keep account of all articles manufactured by the pupils in their respective departments, in such manner as to show the value thereof, and to report the same monthly to the Superintendent.

Section 3. They shall require their pupils to deport themselves during the hours devoted to work, in the same quiet, orderly manner as is usual in the school room during class recitation.

Section 4. They shall have all the immediate charge, respectively, of all the buildings or apartments, as well as the tools and fixtures, devoted to the Work Department, and shall see that they are kept constantly in order.

Section 5. They shall have immediate direction of all assistant instructors or other persons employed in their respective departments and shall be responsible for the faithful performance of the duties assigned said persons so employed.

Section 6. The Master of handicraft shall conduct the shops under contract, supplying all the materials needed in his branch of the department at his own expense and receiving all the wares manufactured by the pupils under his direction as a compensation for the instruction given them; but he shall be furnished by the Institution with all tools

and other appurtenances needed by pupils in plying the several mechanic arts in which they are being instructed.

Section 7. The Mistress of Handicraft shall have the charge of all stock pertaining to her branch of the department and of the sales thereof. She shall keep a strict account of all money received from sales and pay over the same weekly to the Superintendent.

Section 8. She may, at her discretion, furnish materials to pupils for overwork, and pay them for their labor, out of the receipts from sales, at such rates as may be from time to time, authorized by the Superintendent; and the amount thus paid must be reported to the Superintendent at each weekly settlement.

Section 9. Each of the officers names in this article shall keep the Superintendent duly notified of the wants of his or her branch of the Industrial Department; and they shall in no case pay out money to meet these wants without authority from the Superintendent. N. B. See General Regulations.

Article IV. The Household Department

The Steward

Section 1. The Steward (if any be employed) shall have the oversight of the building and grounds of the Institute together with the various appliances for warming, bathing, cooking, washing, etc.; the household furniture, the vehicles and harness, and all other property of any kind, excepting such parts of the buildings and their appurtenances as may be assigned to the particular care of other officers and it shall be his duty to see that these are kept in constand order. When repairs of any kind are needed, he shall report the same to the Superintendent and receive his instructions as to the manner in which and the parties by whom, they shall be executed. He shall also have the oversight of the horses and other stock belonging to the Institute, seeing that they are properly fed and otherwise cared for by the persons having the immediate charge of them.

Section 2. He shall have the immediate direction of the male employes in the discharge of their respective duties reporting to the Superintendent all persistent delinquencies on their part.

Section 3. He shall, in connection with the Matron, have charge of the various supplies for the Household Department, seeing that they are properly cared for and economically used; and when these need replenishing, shall make the necessary purchases under the direction of the Superintendent.

Section 4. He shall purchase under the direction of the Superintendent any necessary clothing supplies for such of the male pupils as are provided for in that respect by the Institute.

Section 5. He shall pay the wages of all the employes out of money furnished him by t he Superintendent for that purpose, and take receipts on the payroll for such payment, but shall have no authority to change their rate of compensation as fixed by that officer.

Section 6. He shall examine all bills for the expenses of the Household Department and certify to their correctness before passing them to the Superintendent for presentation to the Board; and he shall keep all the accounts of the several departments of the Institution with the Board of Trustees, Superintendent, subordinate officers, pupils, or other parties.

Section 7. In addition to the several duties specified in the preceeding sections, he shall lend his aid to the Matron when necessary in the care of the sick among the male pupils, and shall at all times be subject to the call of the Superintendent for the performance of any other reasonable service pertaining to the business of the Institution. N. B. See General Regular Regulations.

The Matron

"The Matron, being the female head of the establishment, shall participate in its general management, and cooperate with the Superintendent in the governing of the pupils. Her special duties shall be as follows:

Section 8. She shall have the particular care of the female pupils and younger boys while out of school, spending as much of her time with them as practicable and laboring assidiously to produce their moral and religious improvement and also to teach them to deport themselves in a courteous, amiable, and affectionate manner as well in their intercourse with each other as with the officers of the Institute.

Section 9. She shall have charge of all parts of the building as to their cleanliness, and shall see that they are kept constantly in order, permitting the female pupils to perform as much of the labor as practicable.

Section 10. She shall have the care of all the bedding belonging to the Institute, together with the clothing of all the pupils, and shall see that they are duly changed, washed, ironed and kept in order; the repairing, as well as the making of new articles to be done under her immediate direction. She shall also have charge of the clothing of the officers who board at the Institute, so far as regards washing and ironing.

Section 11. When new clothing supplies are needed for such female pupils as are provided for in that respect by the Institute, she shall purchase the same under the direction of the Superintendent.

Section 12. She shall have the immediate supervision of the female domestics, assigning to them their particular duties and directing them in the performance thereof, and shall also see that they deport themselves in a respectful and orderly manner, obeying strictly the rules of the house concerning them.

Section 13. She shall have charge of the culinary affairs of the establishment directing the purchase of marketing, and the preparation of food for the tables, and shall, in connection with the steward, see that all the groceries, provisions, etc. are well taken care of and economically used.

Section 14. She shall be present during the meals of the pupils to see that they are all properly attended to by the domestics and that they deport themselves in an orderly and becoming manner.

Section 15. She shall have the care of the patients, in case of sickness occurring among the pupils, administering to them as directed by the physician or Superintendent; or, in case of the employment of a nurse, she may delegate to such employe so much of the care of the sick as may be authorized by the Superintendent.

Section 16. She shall keep the Steward duly notified of the wants of her department in the way of groceries, provisions, and other like supplies; and when articles in the way of house furnishings, goods, or clothing supplies are needed, she shall report the same to the Superintendent; but she shall in no case pay out money or incur obligations to meet these wants without the previous consent of the Superintendent.

Section 17. In case of the employment of an assistant matron, or housekeeper, she shall direct the performance of the duties of such officer as prescribed by the Superintendent. N.B. See General Regulations.

Article V. General Regulations

Section 1. In discharge of the foregoing obligations, the officers will, in all cases, be subject to the advise of the Superintendent, and it shall be their duty to consult him in a frank, courteous, and unreserved manner, in whatever pertains to their respective departments.

Section 2. All of the officers shall be expected to render themselves generally useful to the pupils, by spending as many of their leisure hours with them as is practicable, encouraging and assisting them in the prosecution of their studies, reading to them from useful works, striving, by judicious advice, to correct their habits and manners, and laboring in every other way for the promotion of their improvement and happiness, especially shall they use their best endeavors to prevent them from acquiring or continuing

in, eccentric personal habits, or mental peculiarities, and to teach them to deport themselves in a courteous, amiable and affectionate manner, as well in their intercourse with each other as with the officers of the Institute.

Section 3. Every teacher or other officer shall be responsible for the good behavior of the pupils while under his or her particular charge, whether for instruction or any other purpose; and it shall be the duty of all to lend their aid at any other time to the Superintendent in the preservation of order among the pupils, by judicious advice and restraint and by reporting to him any disorderly conduct which may come to their knowledge.

Section 4. No teacher, or other person employed in the Institute shall inflict corporal punishment upon any pupil, but when extreme cases of disobedience occur, such as merit more than a reprimand, they shall be reported to the Superintendent.

Section 5. Promptness will be expected of all, in attendance upon their classes or in the discharge of any other obligation, and none will be at liberty to absent themselves from duty, even when substitutes may be provided, without consultation with the Superintendent, excepting in cases of emergency. Nor shall any teacher be at liberty, during the hearing of any regular class, to engage in reading, writing, or other occupation not belonging strictly to the duties of the classroom.

Section 6. No person shall be at liberty to grant leave of absence to any pupil from the premises, unless authority so to do is especially delegated by the Superintendent.

Section 7. No person will be allowed to read in the presence of the pupils any book, pamphlet, or paper which by one attempt to influence the minds of the pupils, either against or in favor of the view of any particular religious society or political party.

Section 8. All persons boarding at the Institute will be expected to be in their rooms at a reasonable hour at night so that the house may be duly closed and unnecessary disturbance avoided to those who may retire early.

> Section 9. It shall be obligatory upon all the officers having control of pupils, to require of them a prompt and rigid performance of duty, allowing no neglect of study or work, or infringement of known regulations to go unreproved. "No pupil shall be graduated without the written recommendation of his or her respective teachers in the Literary or Work Department or both, as the case may be, addressed to the Superintendent and filed among the papers of the Institute."

The school continued as three separate departments, Literary, Music, and Work, with a Canning Department introduced in 1884 which was consolidated with the rest of the Work Department in 1899. Under the organization of Superintendent George S. Wilson, each pupil made his choice of departments when he entered high school. In 1934, Superintendent Lambert correlated the three departments, so arranging the organization that a student could do major work in one. The Work Department continued under the contract arrangement with the master workman until 1891 when it was made a part of the regular school organization with salaried teachers.

In 1869 a girls' governess was added to the school in order to allow for better supervision and to permit the matron to spend more time with the younger boys. A boys' governess also became part of the organization in 1886. The title was changed to "supervisor" in 1916, and to "house mother" in 1934.

At the present time (1948) these house mothers are governed by the following regulations posted on a bulletin board in the main building:

1. The office force will refuse to permit students to use the telephone without the written consent of the person in charge of the cottage.

2. Permission for the student to go to the school building, except to attend the regular schedule is to be granted only by the person in charge of the cottage from which the student comes.

3. All written or telephone requests by members of the faculty or office force for students to depart from the regular routine should be honored. The person making the request is responsible for the student until he or she returns to the cottage.

4. Permission may be granted in writing by the office force for former students to visit in a cottage for a limited time. Such permission does not relieve the house mother of responsibility for proper supervision in such cases.

5. All accidents, sickness among the children, absences without permission, or any unusual occurances must be reported to the office promptly.

6. In case of doubt regarding the proper precedure in any situation, the house mother should contact the office for instructions.

Originally, the school term extended from the first Monday in October until the last Wednesday in July, with no vacations other than the summer one. The dates were changed in 1862 to include that period from the first Monday after the fifteenth of September to the last Wednesday in June. At the present time, there is a nine months school term, with the opening and closing dates determined each year much as a school board does for the public schools. Vacations at Thanksgiving, Christmas, and in the spring are observed by the school.

In the early years of the school, the students were entirely ungraded. Grading was little practiced in schools for the seeing at that time, and many of the students attending the Institute for the Blind were beyond the age of school children. They had come to learn a trade and to read by means of raised letters. The pupil started to learn at his own level and progressed as rapidly as he was able.

Not until 1882 is mention made of any sort of grading. At that time, there were five "Divisions" with the fifth the most elementary. Two years later, the school was divided into six grades, the new pupil entering the first. In 1892, there were still the six grades, but the superintendent made note in his annual report that two years were required to complete each grade.

In 1899, Superintendent Wilson's complete reorganization of the school included classification of the students into eight grades and four years of high school, a plan which is still followed, as in the public schools.

Student Accounting

Records and reports -- Since its organization, officials of the school have recorded and kept data concerning each pupil which told his name, parentage, home address, date of his birth, the cause of his blindness, the age at which it occurred, whether it was partial or total, the date of his

entrance into the school, and the place of his birth. In certain cases the date and reason for withdrawal also were recorded, together with a statement about the mental and physical condition of the child, and his deportment. Until quite recently, these were kept spordically. At the present time, a form completed by the examining occulist is filed with these papers. While grades on school accomplishments seem to have been assigned for many years, if not from the beginning, they were not filed systematically until a system of permanent record cards was started in 1935. Alumni report that their interest was not as much in grades as in whether they had been promoted.

The practice of mailing report cards to the parents at the end of the year only has been usual. Numerical gradings have been replaced in recent years by the letter grades in use throughout the public schools of the state.

Examinations -- For many years it was customary for the superintendent to conduct four general examinations each year, each examination lasting several days. Then, when George S. Wilson assumed the superintendency, he expressed the belief that the strain and stress caused by this practice did not permit a fair showing of the pupils accomplishments, and he virtually eliminated examinations. Under Superintendent Lambert, six-weeks tests, with no final examinations, are given.

Relation to Other Schools

The only school with which the Indiana School for the Blind has any direct relationship is the School for the Deaf, and that only inasmuch as they are governed by the same state laws. It has the same academic requirements as the public schools of the state but it is not under a common administrative agency.

Administrative Standards

Entrance Requirements:-- Aside from the fact that the minimum age, originally set at nine years, was lowered to six in 1891, and subsequently raised again to seven years at the present time, the entrance requirements for the Indiana School for the Blind have remained the same through its entire history. First, the child must be blind. This term has undergone some clarification. In the early years, the school classified as blind any person whose sight was limited to the extent that he could not do the work of the public schools. Now blindness is defined as vision of 20/200 or less in the better eye with the best correction. Interpreted, this means that he sees at twenty feet, or less, what is normally seen at two hundred feet.

The prospective pupil must be of sound mind, free from infectious disease, and be of good moral character. He must be under twenty-one years of age. An application is then

executed in the name of a parent or guardian having legal control over the person of the one seeking admission. The application contains questions relative to the degree, duration, and cause of the child's blindness, his health, ability to care for himself, previous schooling, if any, moral and mental status, previous treatment of his eyes with the names of attending physicians, the occupation and religion of the parents, peculiarities of sight, hearing, or mentality of other members of the same family relation of parents before marriage, name, age, sex, and race of applicant, and other information pertinent to the case. This is accompanied by an affidavit and a certificate which the law specifies must be executed before a Justice of the Peace and which fixes legal residence in the State of Indiana.

Pupils coming to the school are required to bring certain personal supplies. These have necessarily varied through the years as customs and manner of dress have changed. Present requirements, however, are typical. Each boy is asked to have: two hats or caps, two suits of clothes, two extra pair of trousers, four pairs of stockings, four shirts, or one light and six colored waists, two suits of winter and two of summer underwear, two pairs of pajamas, a pair of gymnasium shoes, two pairs of street shoes, six handkerchiefs, suspenders, or belts, toothbrush, clothes brush, hair brush and comb, toothpaste, and wash cloths.

A girl must bring four wash dresses, a Sunday dress, four suits of summer and three of winter underwear, four pairs of pajamas, three wash slips, six pairs of stockings, six handkerchiefs, a summer coat, a winter coat, a sweater, a summer hat and a winter hat, a pair of gymnasium shoes, two pairs of street shoes, a bath robe and bedroom slippers, tooth brush and paste, comb and brush, clothes brush, and wash cloths. All students are asked to have enough money for incidental personal expenses, such as barber work, or amusements, candy, and the like.

Graduation: Requirements for graduation have passed through an evolution process. In the very early years of the school, a student who finished creditably what he came to the school to do, whether it be learning a trade or to read, and whether it took him one year or ten, was given a diploma and classed as a graduate. Later, it meant completion of the five, or six-grade course of study with a "work certificate" given to those doing work only in the industrial department. Still later, after Superintendent Wilson had reorganized the school in 1899, a student was required to complete the eight-year elementary course, choose one department of his greatest interest and earn forty credits of high school work in order to be graduated.

Superintendent Lambert has further amended this in that a pupil is required to meet the state requirement of sixteen

units of high school work with two majors and two minors elected from any of the departments.

Per Capita Cost

Several factors must be kept in mind, if per capita cost figures are to be intelligently interpreted. They rise with national living costs and wages in the period immediately following each military conflict, i.e., the 1869-1875 period, and those anteceeding each world war. The downward trend which might have been expected furing the depression of the 1930's was overbalanced by an expansion program and the extension of the school year to nine months in 1933. The sharpest increase has come within the past three years, during which brief space the per capita cost has virtually doubled itself. Whether such a degree of variance is entirely justified could be determined only by a study in economic comparisons.

TABLE I

PER CAPITA COSTS

Year	Per capita cost	Year	Per capita cost
1847.	248.16	1853.	232.50
1848.	237.15	1854.	181.53
1849.	197.35	1855.	227.52
1850.	132.06	1856.	316.41
1851.	144.30	1857.	279.33
1852.	267.29	1858.	231.01

TABLE I (Continued)

Year	Per capita cost	Year	Per Capita cost
1859.	276.53	1898.	.192.80
1860.	258.43	1899.	.205.68
1861.	233.94	1900.	.195.51
1862.	201.70	1901.	.204.06
1863.	210.29	1902.	.220.07
1864.	201.10	1903.	.243.35
1865.	269.02	1904.	.231.33
1866.	277.83	1905.	.231.45
1867.	274.98	1906.	.246.82
1868.	262.51	1907.	.230.54
1869.	467.10	1908.	.254.62
1870.	338.73	1909.	.296.59
1871.	303.86	1910.	.254.58
1872.	307.09	1911.	.260.65
1873.	378.98	1912.	.276.29
1874.	338.36	1913.	.278.39
1875.	294.68	1914.	.303.66
1876.	295.58	1915.	.293.69
1877.	202.80	1916.	.296.10
1878.	268.41	1917.	.320.25
1879.	213.88	1918.	.397.80
1880.	226.61	1919.	.418.89
1881.	248.90	1920.	.384.35
1882.	204.10	1921.	.442.43
1883.	239.02	1922.	.428.80
1884.	207.66	1923.	.400.80
1885.	211.25	1924.	.450.66
1886.	199.14	1925.	.430.84
1887.	213.20	1926.	.446.35
1888.	187.61	1927.	.450.33
1889.	208.35	1928.	.453.13
1890.	235.68	1929.	.426.22
1891.	200.23	1930.	.411.83
1892.	217.51	1931.	.419.08
1893.	225.93	1932.	.411.91
1894.	217.98	1933.	.307.55
1895.	267.76	1934.	.413.87
1896.	230.81	1935.	.400.58
1897.	191.42	1936.	.486.89

TABLE I (Continued)

Year	Per capita cost	Year	Per Capita Cost
1937.	544.99	1943.	599.29
1938.	567.81	1944.	691.76
1939.	524.48	1945.	724.32
1940.	510.66	1946.	967.67
1941.	567.28	1947.	.1023.99
1942.	661.28	1948.	.1408.83

Summary

The Indiana School for the Blind has been administered since its beginning in 1847 under a series of laws passed by the Indiana General Assembly and through the agencies of a board of trustees and a superintendent chosen by them. All expenses except transportation costs and incidental personal expenditures are bourne by the state, appropriations being made to meet annual budgets submitted by the trustees.

School records consist of application forms for each pupil which supply data concerning his age, sex, race, place of birth, county of residence, name and address of parent or guardian, cause, degree, and age at onset of blindness. An examining opthamologist's report is filed with the application. Grades are recorded and kept on permanent record cards since 1935.

For the first fifty years of the school's history, four long and tedious examinations were held each year. Believing that this caused stress that resulted in unfair results, Superintendent George S. Wilson almost entirely eliminated examinations. At the present time, pupils take six week tests.

Beginning as a virtually ungraded school, it was organized into five divisions in 1889, and later into six. Since 1899, there have been the eight elementary grades and the four years of high school. While they are now closely intergrated and all placed on the same scholastic level, the school retains its three original departments, the academic, the music, and the vocational.

In recent years, vacations have been adapted to correspond with those enjoyed by public school pupils, with the privilege of week-end visits. Original plans called for only a summer holiday. The school term, set by the trustees, started with an October to July plan and saw several changes before the present one to a nine-month session from early September until the end of May.

Entrance requirements have remained the same throughout the history of the school: the child must be blind (with best corrected vision less than 20/200 in present interpretation), he must be a legal resident of the State of Indiana,

he must be free of communicable disease, and of educable mentality. Since 1899, definite standards for graduation have been set in terms of specified courses and credits to be earned.

The only school to which this institution bears any direct relationship is the Indiana School for the Deaf and that simply by virtue of their operating under identical laws.

The per capita cost which fluctuated between one and five hundred dollars rose above that maximum in 1937, and leaped from $599.29 in 1943 to $1,408.83 in 1948.

CHAPTER V

PROGRAM OF STUDIES

While there have always been varying degrees of correlation between the departments of the school, and at the present time, this integration is extended throughout the entire course of study, the Literary (Academic), the Music, and the Industrial (Vocational) Departments are three complete units and must be considered as such with regard to their curricular development.

The Academic Department

Like the other two, this department has existed since the organization of the school in 1847. Its course of study has undergone four major renovations, in 1880, 1892, 1899, and 1934 with lesser adaptations constantly being made.

During the first thirty-three years of the school, all pupils studied virtually the same subjects. In 1847, these included reading, writing, spelling, arithmetic and algebra (on alternate days) and geography. By the following year, definitions had been added to the reading, and the curriculum enlarged to include a study of rhetoric and composition, geometry, chemistry, and history, as well as

daily lectures on natural theology, moral and mental philosophy, the elements of anatomy and physiology, and natural science. The literary subjects usually occupied the forenoon hours, with the reading course supplanted by reading aloud to the pupils during the evening. There was, apparently, no planned progression, but rather the intention that each student become as proficient in the fundamentals and acquire as much of the cultural as his mental capacity, his diligence, and the length of his stay would permit.

In 1880, when the school was graded into five "divisions", a definite course of study became more evident:

Fifth Division- the alphabet in raised letters, reading in the primer, first, and second readers, combinations of numbers, spelling, and object lessons.

Fourth Division: Reading, spelling, arithmetic to fractions, object lessons, geography, memorizing.

Third Division: Reading, spelling, memorizing, intermediate geography, and arithmetic.

Second Division: Completion of arithmetic, algebra, zoology, history, English grammar, English literature, memorizing, and writing.

First Division: Chemistry, geology, mental philosophy, political economy, astronomy, trigonometry, and international law.

By the time the revision came in 1892, the school consisted of six grades, each of which covered a two-year period. As the course of study was outlined under this plan it included:

First Grade:

Language - Attention to sentence structure, enlargement of vocabulary, discussion of objects.

Arithmetic - Development of concepts of numbers to fifty. Use of concrete objects, simple fractions.

Reading - Point alphabet, reading in first, second and third Point Readers.

Spelling - Words used in readers and recitations.

Miscellaneous - Memorizing, studying of objects, conduct, and treatment of playmates.

Kindergarten Work - Modeling, use of scissors and knife, and study of objects.

Second Grade:

Language - Same as for first grade.

Arithmetic - The four fundamental processes, fractions, factoring, denominate numbers, decimal fractions.

Reading - Fourth and fifth Point Readers.

Spelling - Words used in lessons. Definitions.

Writing - Script and point.

Miscellaneous - Memorizing, object lessons primary lessons from zoology, botany, physiology, and geography.

Third Grade:

Language - Exercises in correct usage.

Arithmetic - Continuation of second grade work, percentage.

Reading - Continuation of lessons in Point.

Spelling - Same as for lower grades.

Geography - Complete elementary book.

Writing - Script and Point.

Miscellaneous - Stories from history, memorizing, manners.

Fourth Grade:

Language - Exercises in sentence building.

Arithmetic - Review, including proportion, longitude, time, percentage with applications.

Reading - Continuation of the point system.

Writing - Script and point.

Geography - Intermediate book.

Miscellaneous - Memorizing, American authors, American history.

Fifth Grade:

Language - Parsing, analysis, etymology.

Arithmetic - Involution, evolution, measurements.

Algebra - Beginning.

Physical geography - one year.

United States history and government.

Physiology

Writing and rhetoric

Sixth Grade:

Mathematics - Algebra and one term of geometry.

English literature

Physics

General history

Psychology

When George S. Wilson became superintendent, he reorganized the school along the same lines as the public schools and planned an elementary course of study and one for the high school. All pupils followed the same program in the academic subjects through the eighth grade. The course of study developed in 1899 was:

First Grade:

Reading - The New York Point alphabet by groups of letters similar in form. Groups of words similar in sound and form selected from

the first reader. Completion of primer and first reader with supplementary work.

Spelling - Oral spelling of all words in the first reader. Syllabication.

Writing - Small letters. Sentences begun.

Arithmetic - Numbers one to ten, each as a whole and relations within the number. Subtraction.

Fractions. Drill in rapid combinations.

Language - Correction of errors in pupils speech with special stress on a - an, is - are, was - were. All answers were required to be complete sentences.

Geography - Seven Little Sisters.

Form - Plane and solid forms.

Memorizing of simple selections.

General lessons on familiar animals, parts of the body, and health.

Second Grade:

Reading - Point second and third readers and Appleton's first completed with supplementary work.

Spelling - Oral and written spelling of all words found in readers.

Writing - Point writing of small and capital letters. Sentence work.

Arithmetic - Numbers 10 to 50. Simple problems. Roman numerals. Rapid drill.

Language - Continuation of grade one, with forms of verbs, nouns, and pronouns. Forms of Sentences. Practice in changing from one form to another. Letter writing.

Geography - Each and All

Form - Modeling in solid form and of objects related in form. Designs in plane form.

Memorizing continued.

General lessons on animals and on common articles of food.

Third Grade

Reading - Point fourth reader and Appleton's second with supplementary work.

Spelling - Oral and written. All new words found in readers. Definitions and syllabication.

Arithmetic - Review. Original problems. White's Elementary Arithmetic, part one.

Language - Sentence work. Singular and plural of verbs. Punctuation marks and abbreviations.

Writing - Copying of memory gems. Letter writing.

Third Grade: (Con'd.)

Geography - The World and Its People, No. 3
Memorizing continued
General lessons on the human body, plant and animal life.

Fourth Grade:

Reading - Point fifth and sixth readers. Appleton's third with supplementary work.

Spelling - As in the third grade.

Elementary Arithmetic Part II

Language - Sentence work continued. Subjects and predicates. Plurals and possessives of nouns. Principal parts of verbs in general use. Simple composition. Letters.

Writing - Same as in the third grade.

Geography - Brooks and Brook Basins
Memorization
General lessons - Elaboration on those of third grade.

Fifth Grade:

Reading - Point seventh reader. Appleton's fourth with supplementary work.

Spelling - Same as formerly.

Arithmetic - White's, part III, to Denominate Numbers.

Language - Reed and Kellogg's Graded Lessons in English to lesson 71.

Fifth Grade: (Con'd.)

Writing - As indicated by the teacher.

Geography - Elementary Geography, Indiana Education Series to South America. The part on the United States to be studied with dissected maps.

History - Stories of Our Country.

Sixth Grade:

Reading - Point eighth reader. Appleton's fifth with supplementary work.

Spelling - Same.

Arithmetic - Completion of text.

Language - Text from lesson 71 to 156.

Writing - Same.

Geography - Same text South America, Asia and Africa in general, and Europe with dissected maps.

History - From Colony to Commonwealth.

Seventh Grade:

Arithmetic - White's Complete Arithmetic from fractions to interest.

Grammar - Reed and Kellogg Higher Lessons in English, lessons 10 to 85.

Geography - Complete Geography, Indiana Series. South America and Asia with dissected maps. Review United States.

History - Eggleston's History of the United States

Read to the class.

Spelling continued with other subjects.

Eighth Grade:

Arithmetic - Same text, Interest to Appendix.

Grammar - Lessons 85 to 139.

History - Barnes' History of the United States, The Revolutionary War.

For those students who elected to follow the literary course through the high school, an additional four-year course was outlined:

Ninth Year:

Composition - School English.

History - Barnes, completed.

Algebra - Peck's Algebra to chapter six, supplemented with other texts.

Tenth Year:

Composition - Reading, analysis, and review.

Physiology

Algebra - chapters six to ten.

Eleventh Year

English - A brief history of the development of English literature and a study of Shakespeare to the present.

Geometry - Wells Elements of Geometry, Book IV

History - Swinton's Outlines to the Feudal System.

Twelfth Year:

English - A history of American literature, particularly nineteenth century literature.

Geometry - Completion of the text.

Civil Government.

General History.

With occasional changes in texts and subject combinations, the course remained much the same until 1934, when Robert Lambert again revised the curriculum. This revision, with minor adaptations emphasize the changes in educational philosophy, not only of the school, but the whole field of education. The elementary course of study follows this general plan:

First Grade:

Reading - Reading readiness program with lessons based upon the child's experiences. They become the basis for their expression, and interpretation. Class composition and peg board lessons (Fig. 23) are introduced. Reading is presented as a thought getting process. The child masters vocabulary and makes the connection between the symbols and the thought. Phrasing is stressed, rather than the calling of words. Skill developed in finding answers to thought questions. Pre-primer and first readers are used which are either the same texts, or comparable to those in use in the public schools.

Figure 23.
Learning the Braille System with pegboards. (1947)

First Grade: (Con'd.)

Spelling - Selected from reading lessons.

Braille writing.

Arithmetic - Number work designed to acquaint the child with conception of numbers, beginning with the number concepts he already has and carrying forward as they relate to his everyday experiences.

Social studies: Problems from home, neighborhood and community life in other times and places.

Handwork - Sewing cards, modeling, weaving, project work.

Nature study - Birds, animals, flowers, trees.

Recreation games.

(Fig. 24, 25, 26.)

Figure 24
First grade class (1904)

Figure 25.
Beginners' class in writing (1947).

Figure 26.
First graders playing store.

Grade Two:

Reading - Such books as New Friends (Lewis, Rowland, and Gehres), the Alice and Jerry books, Second Reader (O'Donnell and Carey). Many supplementary stories.

Arithmetic - A Child's Book of Numbers (Stone) with supplementary problems.

Braille writing - Dictation exercises to secure speed and accuracy.

Spelling - Words from reading, social studies and everyday activities.

Language - Oral expression with an introduction to written expression.

Handwork - Construction, weaving, sewing, modeling.

Grade Two: (Con'd.)

Health education and recreational games.

Social studies - Nature study and units in state course, of study.

Third Grade:

Reading - Child's World and supplementary material.

Spelling - Graded School Speller (Spaulding and Miller).

Phonics. Definitions of words. My Word Book, Book I.

Arithmetic - Review of rapid combinations. Subtraction. Unit Mastery Primary Arithmetic with supplementary problems.

Language - Guide Book for Language, Book I.

Writing - Copying of selections read by the teacher, written work in other subjects, letter writing.

Geography - Our Neighbors Near and Far, Book I.

Memorizing of suitable material from books, papers, etc.

General lessons on the human body, plant and animal life. Keeping Strong (Charters, Smedley, and Strang)

Fourth Grade:

Reading - Child's World Fourth Reader with supplementary material.

Spelling - Graded School Speller, Book II. New words encountered in other work. My Word Book, Book II.

Arithmetic - Same text, vol. 7 - 12.

Language - Books for Language, Book I.

Fourth Grade: (Con'd.)

Writing - General plan continued.

Geography - Our Home State and Continent, Book II.

History - Finders and Founders of the New World.

Memorizing.

General Lessons elaborated.

Fifth Grade:

Reading - Beacon's Fifth Reader New Silent Reader, Book V.

Spelling - Horn - Ashbaugh Progressive Speller, pp. 1-24.

Arithmetic - Unit Mastery Arithmetic (Intermediate)

Language - Language Ways (Parkman - Shepherd) pp. 1-246.

Writing - Dictation exercises.

Geography - Our Home State and Continent (Brigham and McFarlane) Bk. II, Vol. II-III.

History - American Leaders and Heroes (Gordy)

Sixth Grade:

Reading - Elson's Reader, Bk. VI New Silent Reader, Bk. I, and supplementary material.

Spelling - Progressive Speller, pp. 25-58.

Language - Language Ways, pp. 276-570.

Writing - Dictation exercises.

Geography - Our Home State and Continent, Bi. II, Vol. IV Bk, III, Vol. I - II.

History - How Our Civilization Began (Kelly)

Seventh Grade:

Arithmetic, geography, typewriting, grammar, reading, Music, home economics, or industrial arts.

Eighth Grade:

Arithmetic, English, American History, Phisiology, typewriting, and music, home economics, or industrial arts.

The high school course as reorganized by Mr. Lambert requires sixteen units for graduation, a unit interpreted as one year's work of one recitation daily, five days each week, with necessary preparation. Nine of these sixteen units are prescribed:

English, 3 units.

Mathematics, 1 unit.

Social science, 2 units (citizenship, 1 unit, and United States history and government, 1 unit)

Natural science, 1 unit.

Physical education and health - each year.

Electives, 9 units:

Any English work not yet taken.

Any mathematics courses not yet taken.

General science, physics, or biology.

American history, European history, civics, sociology, or economics.

Electives, 9 units, (Con'd.)

Music: voice, piano, organ, wind and string instruments.

Industrial arts: canning, broom-making, wood shop, piano tuning.

Home economics: sewing, cooking, basketry.

Electives are to be chosen so that each pupil will have completed for graduation two majors (3 units each) and two minors (2 units each).

Music Department

While the study of music was introduced as soon as the school was organized and mention is made of the purchase of various instruments and the development of an orchestra, there is no record of a prescribed course of study in this department until Superintendent Wilson set up his standards in 1899. Then, as the pupil elected to make music his specialized course as he entered the high school, he also chose which phase of music would occupy his attention and followed the plan worked out in his department.

A choice of piano, voice, organ or violin was required each year, as were theory and chorus in the ninth and tenth years, history and chorus in the eleventh, and normal work and chorus in the twelfth year. Recital and chapel work were requisites throughout the four years, with a graduation recital.

Not all, or even a majority of the school's pupils were admitted to the music department, since the superintendent felt that it would operate more effectively if it were not burdened with those who lacked interest or talent. Individual lessons were available to those elementary pupils who showed an aptitude for them, and all took chorus work, unless they were utterly unable to sing. Electives in the high school course were chosen from piano, saxaphone, voice, flute, organ, clarinet, violin, or horn, with the opportunity for an elective each year in the literary or industrial department. As in the other departments, forty credits were required for graduation, a credit consisting of one-half year's work with the necessary preparation. Five years' piano study preceeded work on the organ.

Under the present system, public school music and chorus are taught throughout the school, with a pupil privileged to begin private instrumental lessons after the second year. If the department approves a pupil, he may also study voice and organ in the elementary grades. In the high school, the music may constitute a major, a minor, or a simple elective.

A pupil is not permitted more than four music lessons each week, and these in not more than two subjects, until provision has been made within the department for all pupils eligible for music courses. A student is not permitted to

take a new subject unless his grades in courses already taken warrent it. Two years' piano study are now prerequisite for organ study.

It is the expressed purpose of the music department to provide the especially talented pupil with a profession or a means of livelihood, and to provide an aid to culture, refinement, and music appreciation. (Fig. 27, 28.)

Vocational Department

Until 1891, the Industrial Department was operated on the master workman-apprentice basis. Under this arrangement, the teacher did not receive a salary, but received the profits of the workshop. He gave instruction in the various trades in return for the services of the pupils. While this began auspiciously enough and was highly commended by the superintendents in the earlier years as a novel and satisfactory arrangement, in time it became apparent that the instructors (understandably enough, perhaps) favored those pupils who were capable of producing salable merchandise with the minimum of instruction, and neglected the ones who were slower or less adept. The situation became critical enough by 1891 to prompt legislative action. Since that time, industrial teachers have been hired on the same basis as those in the other departments.

The boys' work shop began in 1847 with brush and basket making. The following year, they did some canning and

Figure 27.
A music room in 1904.

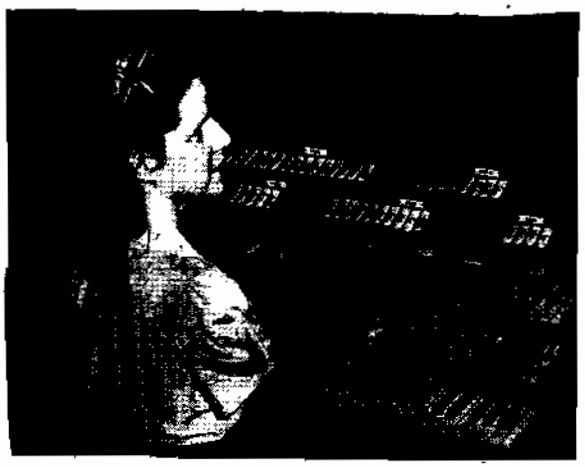

Figure 28.
Student Practicing the organ (1947)

made some mattresses, door mats, and coarse carpeting. Although reports from other schools had indicated that broom making was a trade particularly adapted to blind persons, officials at the Indiana school were not able to introduce it until 1849, since the broom corn crops had been heavily damaged by rain during the two previous summers. In 1849, too, weaving was introduced. Piano tuning was introduced in 1878, and telegraphy was taught to both boys and girls for a period following 1891. Wool was introduced in 1904 and continued as a separate department until 1942.

When the girls' work shop was started in 1847, plain sewing, knitting, and fancy bead work were taught. By 1856, the bead work was predominating to an extent that caused the superintendent concern. He expressed the belief that this type of work was marketable only because of the novelty and that this was fast wearing off. He emphasized his statement by offering a prize for the best pair of socks. This incentive appears to have started a more practical trend. During the year 1858 - 1859, in addition to the fancy work, the girls made palm leaf hats, a dozen sheets, forty pillow cases, twenty-five skirts, forty-five towels, ten window curtains, thirty aprons, twelve tablecloths, and forty napkins. For many years thereafter they continued to make the linens used at the school.

This department was changed in 1937 from the girls' work shop to the home economics department. Girls may elect it as a major, minor, or elective, as the boys may industrial arts. Under the Wilson plan, the student worked two hours each day in the tuning room, the boys' workshop, or the girls' workshop, as the case might be, devoting the other three hours to electives in literary or musical subjects.

While specialized training comes in the high school, instruction in these manual arts starts in the elementary division, even as early as the primary grades, with basketry, simple weaving, sewing, and caning. (Fig. 29, 30, 31).

Manufactured articles by both boys and girls during the year 1927 - 1928 present a typical list:[1]

House brooms	401
Warehouse brooms	1
Toy brooms	3
Wing brushes	3
Whisk brooms	10
Mops, floor	54
Chairs caned	227
Sloyd work, pieces	40
Sweaters, knitted	3
Baby jackets	6
Miscellaneous knitted and crocheted work, pieces	226
Mats	128
Loom work, pieces	11

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[1] Eighty-second Annual Report of the Board of Trustees and Superintendent of the Indiana School for the Blind, W. B. Burford Co., Indianapolis - 1929; p. 25.

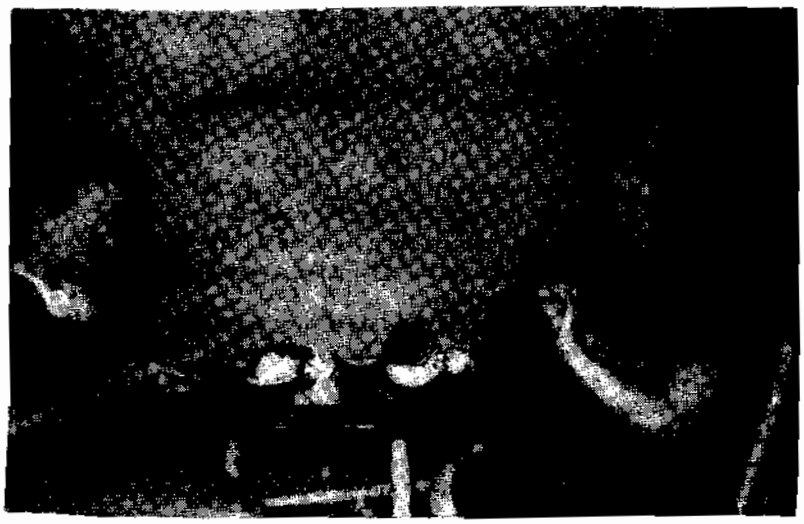

Figure 29.
Learning to identify objects by touch

Figure 30
Girls crocheting and weaving.

Figure 31.
Primary boys learning basketry.
(Indianapolis Star Photo)

Sheets	219
Towels	581
Napkins	102
Wearing apparel, pieces	2
Tablecloths	29
Pillow cases	298
Kettle lifters	82
Marble bags	5
Doll caps	14
Baskets	93

Summary

Since the Indiana School for the Blind was organized in 1847, instruction has been offered in academic subjects, in vocal, instrumental, and theoretical music, and in various handcrafts and manual arts.

Not until 1880 did a modern concept of a course of study appear in the academic department when five divisions, or classes were organized. Previously each pupil had studied at his own level of attainment, a practice common to many public schools of the time. This academic plan was further renovated in 1892, again in 1899, when the high school was organized with specified goals for graduation, and again in 1934 with the required sixteen units in two major and two minor fields, with free electives.

The highly specialized music department, which has as its aim the training of those pupils capable of earning a livelihood with music, is open to children from the primary grades on. Public school music and individual lessons determine the ability of a pupil and the advisability of his specializing in music. It may be chosen as a major, minor, or simply an elective, in the high school.

The Boys' work shop, started on an apprentice basis, was converted to regular school status in 1891, when ex-

perience showed the master workman to be favoring the expert, productive students. Broom-making, canning, making of mops, wood working, and piano tuning have been the principal media of instruction.

Begun as a workshop which taught sewing, knitting, crocheting, basketry, and weaving, the girls' industrial department has been enlarged into a modern home economics department.

In its present status, the program of studies differs from that of public school of the state only in its wider scope in the music and vocational departments, and its more positive emphasis on vocational training.

CHAPTER VI

FACULTY, METHODS, AND EDUCATIONAL THEORIES

The Teachers

During the one hundred and two school terms considered in this study, a total of 198 teachers have been employed, 55 men and 143 women. In order to present the meager data now available about these individuals, they are evaluated within the department in which the teacher served. In the few cases when a teacher is known to have taught in more than one department, or has been transferred from one to another, he is considered with the department in which the more time was spent.

Academic Department - In the Academic (literary) Department, there have been 110 teachers. Of this number, 26, 23.1%, have been men, and 84 (76.4%) have been women. Five of these women, and 17 of the men have, at least during part of their stay, acted as principal of their department.

Of the 26 men, eight or 30.8% left the school at the end of one year, and only six or 26% of those no longer in

in the employ of the school remained more than five years. Three of these taught in the school for six years, two for eight, and one for nine. At the time of this writing, the three men in the Academic Department have tenures of one, five and fourteen years.

Twenty-four women, or 28.6% left at the end of one year while 20 of those leaving (25.6%) remained longer than five years. However,of those t wenty, several saw notably long service, since one taught seven, two e ight, two nine, three 12, three 15, and one each 30, 36, 37, and 41 years. Two of the women in this department at the time of this study had been with the school six years. The other four had tenures of two, nine, 11 and 36 years, respectively.

Altogether, these 110 individuals represent 565 man-years of teaching, 104 for the men, and 461 for the women, the former averaging four years each, the latter five and one half years.

Music Department - There has been a total of 36 teachers in the Music Department, 10 men and 26 women. For this study, the teachers of tuning are classified with the vocational, rather than with the Music Department, although for several years after its introduction they were classified in the latter.

Only one man in this department left after only one year. Four remained longer than five years, and two of the

four were with the school 31 and 47 years, respectively. There were no male members of this department at the time this study was made.

An equal number of women, seven (26.9%), left at the end of the first year and remained longer than five years. The latter group were in the department terms of 8, 12, 13, 15, 17, 22, and 32 years. The three women now employed in the Music Department have been with the school two, six and nine years each.

Two hundred and forty-five man years have been taught in this department, 112 by the men, 133 by the women. The men have averaged 11.2 years, and the women, 5.1 years.

Vocational Department - The Vocational Department, variously referred to as the Industrial or Work Department, has had a total of 52 teachers, 19 male and 33 female. This number includes the teachers of home economics, since it is a continuation of the Girls' Workshop, although it is not at the present so classified.

Only three of the 19 men (15.8%) left after one year, while 10, or 52.6%, remained longer than five years. Two were in the department six years, two 10, and one each seven, 11, 15, 19, 35, and 54 years. The two men now in the department have served four and 29 years.

On the other hand, fifteen of the women, or 45.5%, left after one term or less, while only four of those no longer employed, 12½%, had stayed for more than five years. They had taught in the department for periods of six, 10, 12, and 33 years. During the school year 1946 - 1947, the wife of the superintendent filled an unexpired term in the Home Economics Department, and the following year a newly-hired teacher of the same subject resigned after a few months. The woman now in this department has been with the school less than one year.

Altogether, the teachers of this department have taught 339 man-years. The men taught 224 of these, averaging 11.8, and the women 115, averaging 3.5.

In all the one hundred and two school years since the founding of the Indiana School for the Blind, the 199 teachers have taught a total of 1,154 man-years, the women 714, the men, 440. The 55 men have an average tenure of eight years, the 144 women an average of 4.9 years.

Unfortunately, data is not preserved which would make a study of teacher-preparation possible. However, at the present, teachers at the School for the Blind are required to meet the same requirements and hold the same licenses as are teachers in the public schools of the state. Exceptions are made only in those cases where a specific skill is being taught, as in the cases of instrumental music, or an industrial skill.

To attempt to deal with each of these 199 teachers biographically would be as impossible as it would be confusing. Yet a history of the Indiana School for the Blind disregarding individuals is equally out of the question. In order to make a selection of a few personalities, a selection at once representative and unbiased, the writer has chosen to take the thirteen teachers who were associated with the school for periods of longer than twenty years.

Robert A. Newland began teaching in the music Department in 1866, when he was eighteen years old. Two years later, he was named principal of the department, a post he held until his death in 1897.

He was born in Dunlapsville, Union County, February 26, 1848 and made his home there until he went to Indianapolis in 1860 to enter the Indiana School for the Blind after inflamation and improper care had left him partially blind. He came from a family every member of which played some musical instrument. Superintendent Churchman recognized unusual ability in Robert and gave him encouragement. Later he sent the boy to study under Dr. Howe at the Institute for the Blind in Boston where he studied piano, organ, cornet, and other band instruments.

Most of the anecdotes related to his life have something to do with music. When he was about eight years old,

his ardently Democratic family took him with a Union County delegation to a rally in Indianapolis where Stephen A. Douglas was the speaker. The boy Robert marched with the parade and played a fife. When the child was unable to keep up with the marchers, a neighbor took him on his shoulders and carried him about the town for three hours. Mr. Newland often said that was his first "appearance" in Indianapolis.

He was still too young for the army when talk of civil war began, but his northern patriotism knew no bounds. On one occasion, his music and Benjamin Harrison's speech raised a complete company of volunteers in a single evening at Cumberland.

At the age of sixteen, Robert Newland went to the World's Fair in Saint Louis and brought home the world premium as a flutist. At the fair in Chicago, he delighted in going up and down the midway, trying out all of the noise-makers from all of the countries and making music on every one of them.

He became a teacher of organ at the Metropolitan School of Music, now Arthur Jordan Conservatory, and church organist, first at Roberts Park Methodist, then at the Second Presbyterian Church, and, when the increasingly failing sight made attendance at the many night meetings at the church inadvisable, at a third church.

Mr. Newland was a recognized composer, Valse Caprice, Willaway Polka, and Dew Drop Mazurka being among his better known compositions. He loved to improvise, and to add the runs and trills that gave sparkle to sedate music. One of his pastors remonstrated, feeling it a sacrilege to improvise with the hymns. Newland did not answer him, but, at the next service, played such an array of doleful music that the congregation began leaving the church and the clergyman cried out for mercy. After that, Mr. Newland played as he chose.

Even his romance Robert Newland found at the School for the Blind. Miss Hallie Carpenter taught there, too, and they were married for twenty-five years before she died. Friends said it was grief over the loss of his wife that hastened his death the following year. For many hours he would sit at the piano, improvising and brooding. That was what he was doing when he suffered the first of three strokes of apoplexy, dying a few days later on August 21, 1897.

Another member of the faculty in the Music Department, Adelaide Carmen taught at the school one year in 1883 and returned in 1897 as principal of the department. She held that position until her retirement in 1930 with the exception of two years (1919 - 1921) with a total of thirty-two years service with the school.

Miss Carmen was born at Charleston, Illinois. She was long active in the musical and club life of Indianapolis,

becoming president of the Matinee Musicale in 1898 and a charter member of the Magazine Club. She was made an honorary life member of the National Federation of Music clubs. About 1830, she retired from active participation in these organizations and went to live in Tyron, North Carolina where she died.

Adelaid Carmen's pupils remember her as a majestic woman, beautifully dressed, who taught appreciation of fine, cultural things along with their music. She frequently entertained them in her home. She was an expert choral director who knew the secret of developing talent and she did not hesitate to present ambitious programs. Her era is still remembered for the operas it presented.

Bertha Schellschmidt came to the Music Department in 1900 and taught until her death in 1922. She was born in Indianapolis as a member of a prominent musical family. Her father, Adolph, had migrated from Prussia in the early 1850's with two musical friends to join a fourth in Indianapolis. The four rented a small room for practice in a three story building at the corner of East Washington Street and Virginia Avenue for four dollars a month. Their landlord raised the rent to five dollars when he found how much noise they made. The group played in orchestras for leading theatres of the day, and it was from the actors that Adolph Schellschmidt learned English. These musicians founded the Indianapolis Mannechor, the city's oldest musical organization.

Young Bertha was taught violin by her father and was sent to study in Brussels and Berlin. After her return, she taught at Western College for Women at Oxford, Ohio, and later established a studio in Indianapolis with her brother, Adolph, Jr. Miss Schellschmidt was a member of the Harmony Club, the Matinee Musicale, and the Woman's City Club. She played at many musicals, particularly those given for charity. She died while on a visit to Philadelphia in May, 1922.

William T. Shannon, who taught in the Music Department the forty-seven years from 1892 to 1939, was an alumnus of the school and himself a produot of the department. During the two years of Miss Carmen's absence and for four years following her retirement, he served as principal of the Music Department. He taught piano, organ, and wind instruments both at the school and at the homes of his pupils. He, like Robert Newland, found his romance in the school and married one of the teachers.

During his stay at the school, Mr. Shannon Brailled a quantity of music, thereby affording the school a far larger music library than it otherwise could have had at that time.

Four teachers of the academic Department are remembered for their long service and influence upon the school. Florence Reynolds taught at the school for thirty-six years, Mary Catherwood for thirty-seven, Nannie Crampton for forty-

one, and Mabel Hauk for twenty-one. The first three taught in the elementary school, Miss Hauk in the secondary division. While there is little information available regarding the statistics of their lives, their former pupils recall their thoroughness in fundamentals and their interest in the pupils. Miss Crampton stands out in their memories for her insistance upon meticulous personal care. Although she was only twenty-one years old when she first came to the school, she began at once keeping the little girls after class to teach them personal habits of daintiness. "We didn't like it then," one alumna reported to the writer, "but it has certainly stayed with us." Miss Crampton provided social life for the students and insisted upon social graces and personal care.

A fifth member of the Academic Department whose work is so different that it sets her apart from the others is Louise Schulmeyer, instructor in physical education. Miss Schulmeyer is a native of Indianapolis. She was graduated from the Emmerich Manual Training High School there and attended normal school. Later she attended the American Gymnastic Union in Milwaukee, completing the two-year course in one year. She taught for a time and worked as cost clerk Dean PumpWorks. She lost the sight of her left eye.

Since 1911, Miss Schulmeyer has been girls' physical education instructor at Butler University, and since 1912,

at the Indiana School for the Blind, where she holds the unique position of instructor for both boys and girls. At the time this study was begun, she was starting her thirty-seventh year in that capacity, demonstrating her theory that she can do everything with blind pupils that she can with sighted ones.

Miss Schulmeyer's other activities have included teaching at three Parochial schools and at the Christamore Center, serving as athletic advisor for the Girl Scouts, and as District Supervisor for the Indianapolis Park Department's summer recreational program.

The faculty member who served the school longest was B. F. Smith, who taught tuning there 1891 to 1945, a total of fifty-four years. Born February 1, 1967, Mr. Smith was orphaned before he was two years old. He lost his sight due to an attack of measles when he was in the fourth grade of school. He entered the Indiana School for the Blind in 1880 where he was graduated with honors in 1889. So proficient was he in the art of piano tuning that, two years later, the school engaged him as instructor and to keep the schools many pianos in condition.

On May 14, 1942, his fifty years of service were honored with a special program where both Robert Lambert and George S. Wilson spoke and a scroll was presented to Mr. Smith.

Many of his former pupils came from all over the state to honor him, and he received forty congratulatory letters and telegrams.

Always interested in work for the blind, Mr. Smith was active in the organization of the Indiana Workers for the Blind and served as its president, as did William Shannon.

Another alumnus teaching in the Vocational Department is Frank N. Williams who was graduated from the school in 1906. Partially sighted, he worked on his farm, homesteaded a claim in Arkansas, and was employed at the Board of Industrial Aid for the Blind before he started teaching in the boys' workshop at the school in 1919. At the time of this study, Mr. Williams had completed twenty-nine years service.

William Rhoades taught in the Vocational Department thirty-five years, from 1904 until 1939. With only a grammer school education, he developed abilities as a mechanic and cabinet maker. During his stay at the school, he taught woodworking. Always riding a motorcycle, he became a familiar figure around the city.

Mr. Rhoades' hobby was the raising of ferns of which he had a fine collection. As frequently as he was able, he visited horticulturists to gather further information regarding their growth and that of other plant life.

Miss Cara French who took charge of the girls' workshop in 1898 and saw it grow into a Domestic Science Depart-

ment before she left thirty-three years later, also seemed to have been without any particular academic training, but possessed the rare gift of the born teacher. More than that, she understood how to teach blind people. Soon after she came to the school, she began teaching the younger girls of twelve and fourteen the use of the sewing machine, a skill which had formerly been reserved for the high school girls.

Always exacting in her standards, Miss French taught crocheting, knitting, bead work, basketry, weaving, and sewing. The girls did all of the sewing for the institution, hemming the towels, making curtains, linens, etc. As they progressed in skill, they were allowed to do pieces of work which demanded finer work. They were required to do all of their own mending and darning, all of which training, much of it often enforced against their wills, began to reap returns as the girls left school and became needlecraft workers.

Miss French spent her summers learning new things to teach as styles and methods changed. After her retirement, she went to Battle Ground, north of Lafayette, Indiana, where she lived with a sister until her death.

Educational Theories

The three superintendents who have figured most prominently in the history of the Indiana School for the Blind have each voiced his theories on education, and, more speci-

fically, his conceptions of what education for the blind should mean.

In his 1866 report to the trustees, William H. Churchman dwelt at length on the problems of education for the blind and his proposals for meeting them. He deplored the segregation of the blind into a class by themselves, apart from the rest of the human family, an outgrowth, he felt, of bringing them together into separate institutions for the purpose of training. The results of this concept were bad, he felt, for the public as well as for the blind themselves. On the one hand, it led to an apology for the handicapped, a mistrust of their efforts, and a misconception of their abilities. On the other hand, it made the blind feel their deficiencies more keenly and encouraged them to retain pecular habits. Mr. Churchman held that it would be better to conteract every tendency toward isolation. It was not the specialized educational system to which he objected, but rather the setting apart of The Blind into a unit of society. Outgrowths of this lumping of the blind into a class were unfair and erroneous; the public attributed the remarkable skills and talents of a few individuals to all of the group, thereby arousing unfounded hopes, or else loaded them down with a category of ills and oddities believed peculiar to the class.

In recognition of the real disabilities associated with blindness, Mr. Churchman pointed out the other bodily infirmities

existing, particularly in those cases of congenital blindness, and quoted from an unidentified educator of the blind who had said, "The general texture is loose, the fibre is minus, while the lymph is plus; there is but little vital force, and consequently little energy in the performance of the functions generally, those of the brain, of course, included." These physical weaknesses, and those found occasionally among persons losing their sight through illness or injury, stem, not from the blindness, Mr. Churchman emphasized, but have their origin in the same cause from which the blindness resulted. The only effect which the blindness itself would have would be the more direct result of the lack of exercise and activity. As a corrective measure, Mr. Churchman recommended a course of physical education that was as revolutionary to mid-nineteenth century education as it was to the trustees upon whom he urged it.

As to the mental effect of blindness, Mr. Churchman stated that to suppose the mind can develop to a harmonious completeness with one avenue of perception shut off is to presume that the race has been endowed with a useless sense. While some perceptions can be acquired through other faculties, others, such as color, light and shade, and perspective cannot be received other than through sight, and, without them, the mind is conditioned accordingly. He stressed the importance of the tactual and disproved idea that abstract conceptions

cannot be acquired by it. It is in quantity of perception that Mr. Churchman believed the mind of the blind person to be lacking. It takes longer to acquire knowledge through touch, and certain qualities must be lacking altogether. The aesthetic tastes suffer. Music and poetry are the only fine arts left to the blind, and much of the descriptions of the latter is without meaning to them. The figurative side of language, too, is impaired, and there is a tendency toward sentimentality. He did not overlook the fact that degree of blindness, the age at which blindness occurred, and individual temperaments all figured to make each problem peculiar.

Mr. Churchman felt that the moral effects simply need not exist. He felt that the moral code need be no different for the blind than for the sighted, and that morality was too deep to be affected by the accident of physical blindness.

For all the handicaps that the blind person endured, this superintendent believed him to be in part compensated, not by special favoring in the other senses, as had been the popular conception, but rather through the developing and strengthening of those other senses through dependence upon them. Imagination is another faculty which is nurtured into greater growth through necessity. The blind child acquires the whole of a complex idea, when only a part is available to him, just as a scientist is able to reconstruct the whole of a specimen of nature, when given only a fragment. These facts

should be considered, Mr. Churchman believed, by those whose task it is to prepare a course of study for blind pupils.

Other facts which should be bourne in mind by the curriculum makers, he felt, are those which pertain to the ways by which the blind acquire information. Distance, space, proximity of objects, all are made meaningful to them through vibrations of the atmosphere upon face and body, and by the reverberation of sounds. The voice, prèssure of the hand, breathing, and size will help them recognize other people. The age, disposition, size, nationality, all have their cue in the voice. Material, location, size and relation of objects are conveyed to the blind individual through sound.

If education were to counteract the undesirable effects of blindness and prepare the individual to take his place in society, Mr. Churchman believed that it should conform insofar as possible with that of the seeing, and the same means should be employed, unless an adaptation was imperative. The apparatus for his proposed gymnasium, for example, would be exactly that of any other school, and he believed the only difference lay in the greater need. The need for object teaching, too, is greater. In physical geography, there is opportunity to give the child information of which he has been deprived, and at the same time develop his tactual sense. With the use of objects, the physical sciences would give concrete knowledge

and lead away from abstractions. The apparatus would need little modification. Botany would help to develop the aesthetic tastes as well as to teach the child to analyze, compare, and classify. Philosophy, the superintendent would add, too. A lack of it, he felt, leads to skepticism.

Geometry without diagrams would help the pupils follow word descriptions, imagine relationships, and reason. Music he included as a must both as a means of developing the aesthetic, and offering practical vocational training.

At the close of that report in 1866, William H. Churchman offered his criticism of education for the blind as the Indiana Institute and comparable institutions were presenting it. For one thing, a training period of five or six years could not be expected to overcome a blind child's handicap and send him out into the world to compete on an equal footing with the seeing, and, more especially, not when, in that short period, he was offered a multiplicity of studies which schools for the sighted would never think of imposing upon their students. There was a deficienty in a system which left the pupils ungraded, either as to age or degree of achievement, a lack of texts and equipment, and of drill and perfection in the skills by which the pupils would later be expected to compete with others for a livelihood. He advised the trustees that he believed that they were employing a "penny wise and pound

foolish" policy in hiring teachers, and that, because of these conditions, the Indiana pupils were leaving the school ill prepared for life.

Forty-two years later, in an address before a convention of The American Association of Instructors of the Blind which was held in Indianapolis in July of 1908, George S. Wilson enumerated twelve points which he considered ideals for educators of the blind. They were:

1. Adoption of a uniform type of print throughout the world.
2. Freedom from political interference.
3. A course of study which would make the blind self-supporting.
4. The elimination of the asylum idea and operation on an educational basis with age limits of school children, attendance only during the school term, and with school men for executives and teachers.
5. Coordination with schools for the seeing.
6. Elimination of those incapable of learning.
7. Making the school accountable to school, rather than charitable, officers.
8. Direction of education toward all-round development.
9. Extension of social relationships between blind children and general society to the maximum.
10. Congregation of blind children in special schools for as short a time as possible, with all college work to be done in institutions for the seeing.
11. Exclusion of all partially sighted children who could be educated in public schools.
12. The presentation to society of individuals healthy and vigorous in mind and body, capable of independent thought and action.

Expressly for this study, Robert Lambert, superintendent of the school since 1934, prepared the following statement of the theories which determine 1948 administration policies:

> The philosophy underlying the education of blind children is that we take the children of the State between the ages of seven and twenty-one years and give them an educational experience which is equivalent to that which they could have secured had they been able to attend the public schools. We recognize individual differences among our students and strive for the most educational growth which each child can attain with the equipment he possesses. It is our constant aim through the academic and music departments to give our children an acquaintance with and understanding of the cultural background of our civilization. Through the vocational department, we attempt to give students some ability which may be used in the field of work. It is our contention that every child should learn to work, because in adulthood he will be faced with the stern realities of production in order that he may enjoy good food, a home, travel, and many of the finer things of life so desired by all. The overall objective is that our graduates may lead successful and happy lives and be received with graciousness in the communities in which they live.

Results

That there is no precise measure of the effectiveness of any educational program is axiomatic, yet there are indicative factors. One is the occupational record of graduates and former students; another, the percentage of graduates who have continued their studies elsewhere.

The first occupational survey of former students of the Indiana school for the Blind was made in 1880. The

results are recorded in longhand in the back of one of the huge volumes then used for recording registration data concerning new pupils.

TABLE 3

OCCUPATIONAL SURVEY MADE IN 1880

Occupation	Male	Female	Total
Agents and lecturers	9	1	10
Church organists	2	1	3
Composers of music	2	..	2
Deceased	20	28	48
Employed at Institute	..	2	2
Housework	..	95	95
Incapacitated	16	12	28
Justice of the Peace	1	..	1
Manufacturers employing others	6	..	6
Ministers	4	..	4
News venders	2	..	2
Physicians	2	..	2
Piano tuners	9	..	9
Storekeepers	6	..	6
Superintendent of orphanage	1	..	1
Teachers	28	20	48
Vocalists	2	..	2
Workers in handicrafts	..	..	122
Unknown	..	..	84
Total	110	159	475

Of the forty-eight teachers reported in this survey, one man and one woman were then teaching at the Indiana Institute, six men and seven women were teachers at other schools for the blind, three men were teachers in the public schools,

and twenty men and twelve women were giving private lessons in music.

The occupational survey made by the writer for this study shows a wider range of occupations and greater participation by the women. This survey embraced those pupils enrolling between 1883 and 1936, inclusive. This eliminated the possibility of duplication of the earlier findings, and included the last group, the majority of which could be expected to be employed.

TABLE 4

OCCUPATIONAL SURVEY, 1948

Period pupils enrolled	Graduates		Non-graduates		Total	
	No.	%	No.	%	No.	%
1883 - 1888	14	77.8	14	14.4	28	24.4
1889 - 1894	39	92.9	29	23.2	68	40.9
1895 - 1900	33	94.3	52	48.6	85	59.8
1901 - 1906	26	96.3	25	30.1	51	46.4
1907 - 1912	27	100.0	30	30.9	57	45.9
1913 - 1918	18	90.0	25	35.2	43	47.2
1919 - 1924	34	100.0	36	30.0	70	45.4
1925 - 1930	31	88.6	30	32.9	61	48.4
1931 - 1936	17	85.0	32	39.5	49	48.5
Total	239	92.6[1]	273	31.3[2]	512	45.3[3]

[1]Reduced to 83.8% by 25 graduates with no occupation other than housewife.

[2]25.9% occupied outside the home.

[3]38.9% occupied outside the home.

Since the figures in Table 4 are compiled from the findings of interviews and inquiries, they necessarily represent only those persons known to have been employed. It is reasonable to suppose that some of the percentages would have been increased by information which was not available.

TABLE 5

OCCUPATIONS OF MEN

Occupation	Individuals
Broom shop workers	44
Brooms, independent makers of	15
Brooms, salesmen	12
Caners	6
Chiropractors	6
Factory workers	41
Farmers	17
Laborers	12
Ministers	4
Musicians, professional	19
Salesmen	8
Store and shop owners	13
Teachers	7
Tuners	19
Venders	27
Other	30

Among the miscellaneous occupations of the men are found such varied pursuits as fortune teller, author, real estate dealers, mechanics, elevator operators, postal clerk, attorneys, politicians, janitors, insurance agents, Executive Secretary of the Indiana Board of Industrial Aid for the Blind, Superintendent of the Evansville, Indiana Blind Asso-

ciation, and operator of a tin shop, a professional diver, a justice of the peace, an evangelist, and a circus employee. (Fig. 32).

Professional musicians listed in this survey are those who earn their livelihood by playing for dances, as organists, soloists in club or church or on the radio, or as composers. Those individuals who use a small musical ability as a means of begging on street corners or at factory entrances are not included, nor are they regarded as employed so far as this study is concerned.

Those women classified as doing housework include those who are successful homemakers for their own families and are or have been actively engaged in that work, not those who are merely married women and not homemakers.

Since many individuals will have engaged in more than one occupation, either simutaneously or successively, these totals will not be interpreted to represent a total of persons involved.

Among the occupations of women not tabulated in Table 6 are those of telephone operators, social workers, a nun, practical nurses, hospital workers, librarians, clerk, laundry workers, an employee of the Library of Congress, basket makers, typists, a dramatic reader, beauty operator, elevator operator, evangelist, a proprietor of a shop, and domestic employees at the school for the blind. (Fig. 33.)

Figure 32,
Men at work in the broom shop at the Board
of Industrial Aid for the Blind.

Figure 33.
Display of articles made by needlecraft workers.

TABLE 6

OCCUPATIONS OF WOMEN

Occupations	Individuals
Candy wrappers	6
Caners	5
Day workers	5
Field agents	4
Factory workers	11
Garment workers	10
Houseworkers	131
Musicians, professional	3
Needlecraft workers	96
Stand operators	7
Teachers	17
Weavers	5
Other	23

The needlecraft and garment workers have been employed through the Board of Industrial Aid for the Blind, the former generally in their own homes, the latter at the Board building at 536 West Thirtieth Street, Indianapolis. It is through this agency that the field and placement agents visit blind persons in all parts of the state to give instruction and counsel to adult blind, assist in finding employment for those fitted for work, and act, if necessary, as intermediary between the school and potential pupils.

When the 1880 survey was made, one alumnus had been graduated from college, and two young men were then college students. This represented approximately 2.5% of the alumni

at that time. Of the enrollees from 1883 through 1936, 238 were graduated from the Indiana School for the Blind. At the time of this writing (1948) seven men and six women from this number have been graduated from accredited colleges, three men and four women had taken college training and withdrew before graduation, while six women and two men are now college students, making a total of 28 (11.8%) of this 238 who have received college training. Whereas no women graduates had been enrolled in colleges prior to 1880, 57.1% of the later group were women.

In addition to national trends, two factors figure prominently in this very marked increase in college attendance. Before the school was commissioned in 1910, admission to accredited colleges was difficult to obtain. Then, in 1921, a rehabilitation act was passed, providing state funds, covering tuition, books, and supplies to deserving handicapped Indiana students. In 1945, rehabilitation for the blind was transferred to the newly created division for vocational rehabilitation at the Board of Industrial Aid. Backed by federal funds, it offers the blind student almost full coverage of college expenses, even to the hiring of a reader, and payment of living expenses, when necessary.

Besides these twenty-eight individuals who have received advanced training, an indeterminate number have taken

specialized vocational training in radio repair work, in dictaphone, as chiropractors, beauty operators, telephone operators, and the like for varying periods of time, and have studied privately, especially in music.

Summary

During the one hundred and two school years of this study, 198 teachers had taught in the school, 110 in the Academic Department, 36 in the Music Department, and 52 in the Vocational. The only complete data regarding these teachers is that regarding length of service. Thirteen teachers served at the school for periods longer than twenty years, their tenures ranging from twenty-one to fifty-four years.

Three superintendents who served longest in that capacity, William H. Churchman, George S. Wilson, and Robert Lambert, have all stated their educational policies and have emphasized the need for education for blind children which would best enable them to cope with competition in a sighted world.

Occupation surveys made in 1880 and 1948 indicate the wide variety of occupations engaged in by blind people, with 83.8% of graduates in the groups enrolling after 1882 being gainfully employed, 25.9% of the non-graduates.

A marked increase in college attendance is evident among alumni of the Indiana State School for the Blind since 1910 when the school was commissioned, and especially since rehabilitation funds have been available to them for advanced education.

CHAPTER VII

STUDENTS AND STUDENT LIFE

The Students

During the one hundred and two school years taken into account in this study of the Indiana School for the Blind, a total of 2,048 pupils have been enrolled. They have met on the common ground of blindness. Otherwise, they are a heterogeneous group, representing as they do both sexes, three races, eight nationalities, a wide variance in economic status and mental capacity, and an age range of more than forty years. Even the blindness itself has been a variable factor, since certain pupils have never seen, even light, while others have retained normal vision into adult life, and there has been almost every shade of gradation in between.

Sex:-- In the course of gathering material for this study, the writer was assured repeatedly by various persons connected with the school that "there are always more boys than girls". Since 1921, this relationship has existed, yet in forty-eight of those one hundred and two years, more girls

than boys were in attendance, and during one term, there was an equal number of each. However, the initial enrollment of pupils presents a slightly different picture. In only four of the seventeen periods into which the history of the school has been divided for convenience of study did more girls enroll than boys, and in only four of the

TABLE 7

INITIAL ENROLLMENT OF STUDENTS

Period	Male		Female		Total
	No.	%	No.	%	
1847 - 1852	47	64.4	26	35.6	73
1853 - 1858	40	49.4	41	50.6	81
1859 - 1864	60	51.7	56	48.3	116
1865 - 1870	81	54.0	69	46.0	150
1871 - 1876	69	56.6	53	43.4	122
1877 - 1882	82	53.6	71	46.4	153
1883 - 1888	56	48.7	59	51.3	115
1889 - 1894	87	52.1	80	47.9	167
1895 - 1900	78	54.9	64	45.1	142
1901 - 1906	59	53.6	51	46.4	110
1907 - 1912	61	49.2	63	50.8	124
1913 - 1918	52	57.1	39	42.9	91
1919 - 1924	89	57.8	65	42.2	154
1925 - 1930	60	47.6	66	52.4	126
1931 - 1936	68	56.2	53	43.8	121
1937 - 1942	63	52.9	56	47.1	119
1943 - 1948	55	65.5	29	34.5	83
Total	1107	954.1	941	45.9	2,048

remaining periods was the variance less than ten. However, it would be erroneous to presume that the incidence of blindness is greater among boys than among girls. Other factors

have influenced these statistics. The first two defy proof, yet are generally accepted: parents are wont to be more protective of daughters than of sons, thus more loath to send them from the home for schooling, and, at least until very recently, boys were supposed to be in greater need of and more capable of acquiring an education. The third factor is more concrete. Throughout the history of the school, there have been more boys than girls within the state to figure in any comparison. Census figures since 1850 show a predominance of male population to be consistent. The greatest difference occurred in 1910, when the male population exceeded the female by 65,714, or 4.9%. The least was in 1940, a difference of 22,606, or 1.3%.

Race:--Although no provision ever appeared in the statutes limiting the facilities of the school to white children, there is no evidence that a pupil from another race was enrolled prior to 1877, and, in the entire history of the school only fifty-one, twenty-six boys and twenty-five firls, are known to have come from other races. Fifty of these were Negro, one Indian.

TABLE 8

NUMBER OF PUPILS IN ATTENDANCE BY YEARS

Report Year	Male	Female	Total	Report Year	Male	Female	Total
1847	21	4	25	1884	58	62	120
1848	24	4	28	1885	61	65	126
1849	26	12	38	1886	60	70	130
1850	28	15	43	1887	67	65	132
1851	30	18	48	1888	68	60	128
1852	22	19	41	1889	70	62	132
1853	22	24	46	1890	63	61	124
1854	42	35	77	1891	63	68	131
1855	40	47	87	1892	69	70	139
1856	31	46	77	1893	71	79	150
1857	26	37	63	1894	72	80	152
1858	22	31	53	1895	64	62	126
1859	30	36	66	1896	73	66	139
1860	34	29	63	1897	69	67	136
1861	34	43	77	1898	79	83	162
1862	41	54	95	1899	71	79	150
1863	39	57	96	1900	78	86	164
1864	41	62	103	1901	74	84	158
1865	51	60	111	1902	83	76	159
1866	54	66	120	1903	83	69	152
1867	55	68	123	1904	80	72	162
1868	57	69	126	1905	76	86	162
1869	47	55	102	1906	72	90	162
1870	46	61	107	1907	71	88	159
1871	51	53	104	1908	68	93	161
1872	54	57	111	1909	73	93	166
1873	50	55	105	1910	71	90	161
1874	52	61	113	1911	70	87	157
1875	56	60	116	1912	74	83	157
1876	48	58	106	1913	78	78	156
1877	47	63	110	1914	68	75	143
1878	59	58	117	1915	71	77	148
1879	65	58	123	1916	73	80	153
1880	66	61	127	1917	72	70	142
1881	64	62	126	1918	58	51	109
1882	Not available			1919	58	43	101
1883	56	64	120	1920	79	86	165

TABLE 8 (Con'd.)

Report Year	Male	Female	Total	Report Year	Male	Female	Total
1921	84	69	153	1935	88	80	168
1922	91	72	163	1936	86	78	164
1923	93	67	160	1937	96	79	165
1924	90	61	151	1938	80	72	152
1925	87	63	150	1939	79	70	149
1926	85	62	147	1940	87	69	155
1927	84	60	144	1941	80	58	138
1928	85	59	144	1942	70	56	126
1929	88	65	153	1943	63	53	116
1930	91	74	165	1944	71	59	130
1931	81	78	159	1945	72	52	124
1932	86	77	163	1946	66	47	113
1933	80	73	153	1947	69	46	115
1934	74	68	142	1948	67	45	112

TABLE 9

RACES REPRESENTED

Period	White	Negro	Unk.	Period	White	Negro	Unk.
1847-1952	73			1901-1906	107	1	2
1853-1858	81			1907-1912	113	4	6*
1859-1864	116			1913-1918	88	3	
1865-1870	150			1919-1924	146	8	
1871-1876	122			1925-1930	120	6	
1877-1882	151	2		1931-1936	117	4	
1883-1888	114	2		1937-1942	111	8	
1889-1894	163	4		1943-1948	78	6	
1895-1900	120	4	18				

*One Indian girl enrolled.

Counties from which pupils were enrolled:

Each of the ninety-two counties in Indiana has had representation in the Indiana School for the Blind. Marion County, in which both the school and the state capital are located, and which has the largest population, has sent the greatest number of students to the school, 299. Yet this is only 14.61% of the total enrollment, and the rest have been so widely distributed over the state that no other county has sent more than 4%, while fifty-eight have sent less than 1% and twenty-seven between 1% and 2%. The heavier school population by counties follows the expected pattern of proximity to the school and population density of the county itself. Also, county representation has been found to have been concentrated at times when members of a single family or acquaintances from one locality were in attendance.

Nativity of pupils:--

For the student of migratory tendencies or the need for uniform educational facilities, the nativity of the pupils of this school presents an interesting study. Of the 2,048 students, 423 are known to have been born outside the state. This represents 20.7% of the school population. This figure would be unquestionably increased, if the nativity could be known concerning those pupils whose registrations were incomplete.

TABLE 10
COUNTIES FROM WHICH PUPILS WERE ENROLLED

County	1847-1852	1853-1858	1859-1864	1865-1870	1871-1876	1877-1882	1883-1888	1889-1894	1895-1900	1901-1906	1907-1912	1913-1918	1919-1924	1925-1930	1931-1936	1937-1942	1943-1948	Total	Percent of Total
Adams.....	1	1	1	..	..	..	1	1	1	..	1	1	2	..	1	..	..	11	.53
Allen.....	3	2	1	1	2	2	1	3	3	2	1	6	1	6	8	4	6	52	2.50
Bartholomew.	1	1	1	2	3	1	4	2	..	1	3	3	..	..	1	..	..	23	1.12
Benton.....	..	..	..	..	2	11	11	11	11	2	..	..	1	..	..	1	1	7	.34
Blackford...	..	..	1	1	2	1	2	..	..	1	..	..	..	..	..	..	..	8	.39
Boone.....	11	5	3	6	1	2	1	11	11	1	11	1	1	2	1	1	..	25	1.22
Brown.....	..	..	..	2	1	..	..	..	..	..	..	..	..	..	..	..	1	4	.19
Carroll.....	..	..	1	..	1	..	1	..	1	1	..	..	..	2	1	..	..	8	.39
Cass.....	11	11	1	4	3	3	11	3	2	4	1	2	6	3	1	2	..	35	1.71
Clarke.....	1	3	3	2	3	4	1	..	1	..	..	1	..	3	2	1	2	26	1.27
Clay.....	..	..	..	1	1	4	1	2	2	1	2	1	3	..	..	..	..	18	.88
Clinton.....	..	..	..	..	2	2	1	2	4	..	..	..	..	..	1	1	2	15	.73
Crawford....	..	..	1	..	..	..	..	..	..	..	1	..	..	..	..	..	..	2	.10
Daviess.....	..	..	..	..	1	..	2	5	3	..	..	1	..	3	2	2	4	23	1.12
Dearborn....	2	1	1	..	3	6	..	1	..	..	..	..	..	..	1	..	2	17	.83
Decatur.....	4	1	3	..	2	1	2	1	1	11	11	..	..	4	1	..	1	21	1.03
DeKalb.....	..	..	2	1	..	1	1	..	1	1	..	..	2	..	3	..	1	13	.63
Delaware....	..	4	4	2	1	..	2	4	7	1	5	2	6	5	1	3	3	50	2.44
Dubois.....	..	..	..	..	..	..	2	1	..	..	1	..	..	..	1	1	..	6	.29
Elkhart.....	2	1	5	1	1	1	1	2	3	..	2	1	1	5	3	..	..	29	1.42
Fayette.....	1	..	1	1	..	1	1	..	1	1	..	..	1	1	..	..	1	10	.49
Floyd.....	1	1	1	3	1	3	4	7	1	..	..	1	2	1	..	2	1	28	1.37
Fountain....	2	1	4	1	..	3	1	2	..	..	1	..	1	..	3	2	..	20	.98
Franklin....	..	..	..	2	3	1	1	..	..	..	..	..	1	..	..	..	..	7	.34
Fulton.....	1	..	1	1	1	..	..	..	1	1	..	..	..	1	3	..	..	9	.44
Gibson.....	..	3	..	1	3	2	3	..	2	1	1	..	2	..	2	..	..	20	.98
Grant.....	..	1	..	1	..	1	..	3	2	3	3	1	1	1	3	3	2	25	1.22

TABLE 10 (Con'd.)
COUNTIES FROM WHICH PUPILS WERE ENROLLED

County	1847-1852	1853-1858	1859-1864	1865-1870	1871-1876	1877-1882	1883-1888	1889-1894	1895-1900	1901-1906	1907-1912	1913-1918	1919-1924	1925-1930	1931-1936	1937-1942	1943-1948	Total	Percent of Total
Greene...	..	..	2	..	2	5	4	3	1	..	3	..	1	2	..	..	..	23	1.12
Hamilton.	1	..	3	1	2	1	3	3	1	..	1	1	..	2	2	..	..	20	.98
Hancock..	3	3	2	3	1	..	2	..	3	..	3	..	1	..	..	..	..	21	1.03
Harrison.	5	..	1	4	..	..	..	..	..	2	..	..	2	..	4	1	..	19	.95
Hendricks	..	3	1	4	1	2	..	5	1	1	1	..	..	1	..	..	..	20	.98
Henry...	3	2	4	4	..	4	4	2	5	3	2	3	3	1	3	..	..	43	2.10
Howard	1	..	..	..	1	2	..	3	..	..	1	2	2	2	2	7	3	26	1.27
Huntington..	..	..	1	1	2	..	..	1	..	2	1	2	3	1	..	..	1	15	.73
Jackson	2	..	..	2	3	2	..	1	..	2	2	1	3	1	..	..	..	19	.95
Jasper..	..	..	1	..	..	..	1	..	..	..	..	2	..	..	..	..	1	5	.24
Jay.....	..	..	3	1	1	2	3	1	1	1	..	..	..	1	..	..	..	17	.83
Jefferson	3	2	1	1	..	1	..	1	1	..	1	..	..	1	..	..	..	12	.59
Jennings.	..	..	2	1	1	..	..	1	2	1	..	1	..	..	..	2	1	12	.59
Johnson..	2	1	3	3	1	..	1	1	2	1	2	..	1	..	1	1	1	21	1.03
Knox...	1	1	..	2	..	4	..	4	1	5	3	5	..	1	1	1	..	29	1.42
Kosciusco	3	..	..	1	1	2	1	1	..	1	..	3	1	1	1	1	..	17	.83
LaGrange	1	1	..	..	2	1	1	..	..	..	..	..	2	..	1	2	2	13	.63
Lake	..	..	3	1	..	..	1	..	..	2	4	1	12	2	11	10	8	55	2.69
LaPorte	..	3	..	4	1	..	..	..	2	1	2	2	4	5	1	5	2	30	1.47
Lawrance	2	1	..	3	..	2	1	4	1	4	1	2	..	..	1	1	1	24	1.17
Madison	..	1	3	3	3	3	..	3	3	2	3	1	5	3	1	2	2	38	1.86
Marion	2	6	7	18	9	26	19	26	22	17	28	20	30	31	14	14	10	299	14.61
Marshall	1	..	1	1	4	1	1	1	..	1	..	..	1	2	..	..	..	14	.68
Martin	..	..	..	3	..	1	1	1	4	..	..	..	1	1	..	..	..	12	.59
Miami	..	1	..	1	2	4	1	1	..	..	3	..	1	1	..	..	3	18	.88
Monroe	..	1	1	1	..	..	..	..	1	..	..	..	1	..	1	..	1	7	.34
Montgomery	1	..	2	2	3	2	3	1	3	1	1	2	2	2	3	3	..	31	1.51
Morgan	2	4	1	5	3	3	1	2	..	..	1	3	..	1	3	..	..	29	1.42
Newton	..	..	..	..	1	..	..	..	..	..	1	1	..	..	..	..	..	3	.14

TABLE 10 (Con'd.)
COUNTIES FROM WHICH PUPILS WERE ENROLLED

County	1847-1852	1853-1858	1859-1864	1865-1870	1871-1876	1877-1882	1883-1888	1889-1894	1895-1900	1901-1906	1907-1912	1913-1918	1919-1924	1925-1930	1931-1936	1937-1942	1943-1948	Total	Percent of total
Noble	1	1	..	3	1	3	..	1	..	1	2	..	..	1	..	2	..	16	.78
Ohio	2	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	.14
Orange	1	..	..	1	..	1	..	..	1	1	1	1	..	..	..	..	1	8	.39
Owen	1	1	..	..	4	1	..	..	3	..	..	1	..	2	1	3	1	18	.88
Parke	..	1	1	1	..	1	1	3	1	2	1	..	1	..	..	..	..	13	.63
Perry	..	..	..	3	..	..	1	1	..	..	..	..	..	1	..	1	..	7	.34
Pike	..	..	..	..	..	1	2	2	..	2	..	..	..	..	..	..	..	7	.34
Porter	..	..	1	..	1	..	..	..	..	2	1	..	..	..	..	1	..	6	.29
Posey	..	..	..	1	..	2	1	..	1	..	..	1	1	1	1	1	..	10	.49
Pulaski	..	..	..	1	..	1	1	1	1	..	..	..	..	1	..	..	..	6	.29
Putnam	..	2	5	1	2	1	1	1	..	..	1	1	..	..	..	..	..	15	.73
Randolph	1	..	4	1	1	2	1	5	3	2	..	..	1	1	..	..	..	22	1.07
Ripley	..	1	2	2	..	2	2	1	..	..	..	..	..	..	..	3	..	13	.63
Rush	..	..	1	1	1	2	..	4	..	..	3	..	1	2	1	..	..	16	.78
St.Joseph	..	..	..	1	1	..	2	..	4	..	2	3	12	6	5	6	3	45	2.20
Scott	2	2	1	..	1	..	1	..	..	..	..	..	..	..	..	..	..	7	.34
Shelby	..	..	3	3	5	2	1	2	2	..	..	..	1	1	..	1	..	21	1.03
Spencer	..	1	2	..	..	..	4	2	1	2	2	1	2	..	..	..	..	17	.83
Starke	..	1	1	..	..	..	..	..	..	..	1	..	..	..	1	2	4	10	.49
Steuben	..	..	1	..	1	..	..	1	..	..	..	..	..	..	..	..	..	3	.14
Sullivan	3	6	..	3	..	1	..	2	5	2	4	1	3	1	2	1	..	34	1.66
Switzerland	2	1	1	..	..	..	1	1	..	..	..	1	1	..	1	..	..	9	.44
Tippecanoe	..	..	2	6	2	6	2	2	4	1	2	..	2	1	1	1	6	38	1.86
Tipton	..	..	..	..	..	2	1	2	2	4	1	1	..	..	2	..	..	15	.73

TABLE 10 (Con'd.)

COUNTIES FROM WHICH PUPILS WERE ENROLLED

County	1847-1852	1853-1858	1859-1864	1865-1870	1871-1876	1877-1882	1883-1888	1889-1894	1895-1900	1901-1906	1907-1912	1913-1918	1919-1924	1925-1930	1931-1936	1937-1942	1943-1948	Total	Percent of Total
Union	2	..	1	1	..	..	..	2	..	..	..	..	1	..	1	..	..	8	.39
Vanderberg	1	..	..	3	2	6	3	5	5	7	4	1	5	2	9	9	4	66	3.22
Vermillion	1	..	..	..	1	..	..	..	1	2	..	..	3	1	..	..	..	9	.44
Vigo	..	2	..	4	1	4	2	1	2	7	4	3	2	..	2	2	..	36	1.76
Wabash	..	..	2	..	1	2	3	2	1	2	1	1	4	4	..	2	..	25	1.22
Warren	..	..	..	2	..	2	..	..	1	1	..	..	1	..	..	..	..	7	.34
Warrick	..	2	..	..	4	1	..	1	3	1	1	1	5	..	2	1	1	26	1.27
Washington	2	1	1	2	2	1	..	..	2	..	1	..	..	..	1	..	..	13	.63
Wayne	4	2	5	2	3	1	1	..	..	1	2	2	..	1	1	3	1	29	1.42
Wells	..	..	..	1	3	1	1	..	..	..	1	..	..	1	..	1	..	9	.44
White	..	2	..	1	2	1	1	..	2	..	..	..	1	..	..	1	..	11	.54
Whitley	..	..	2	..	..	1	..	2	..	..	1	..	..	1	..	2	..	9	.44
Other States	..	..	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	3	.14
Not Stated	..	..	..	..	1	1	..	11	7	1	1	..	..	..	..	..	..	22	1.07

TABLE 11

NATIVITY OF PUPILS BORN IN STATES OTHER THAN INDIANA

State	1847-1852	1853-1858	1859-1864	1865-1870	1871-1876	1877-1882	1883-1888	1889-1894	1895-1900	1901-1906	1907-1912	1913-1918	1919-1924	1925-1930	1931-1936	1937-1942	1943-1948	Total
Alabama	..	..	..	1	..	..	..	1	1	..	..	..	..	..	..	..	1	4
Arkansas	..	..	..	..	..	..	..	..	2	1	..	1	2	..	1	..	1	8
California	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	1
Connecticut	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
Delaware	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
Georgia	..	..	..	..	..	..	1	..	..	..	..	..	1	..	..	..	..	2
Illinois	..	..	2	1	1	9	2	1	2	7	8	4	10	4	5	1	7	64
Iowa	..	..	..	1	..	2	..	2	..	..	..	..	..	2	1	..	2	10
Kansas	..	..	..	..	..	..	1	2	1	..	..	1	4	1	..	..	1	12
Kentucky	..	1	5	2	1	4	4	6	3	6	1	3	5	4	8	11	4	68
Maine	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
Maryland	..	..	1	..	..	..	..	..	..	..	..	..	..	2	..	..	..	3
Mass.	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	1
Michigan	..	1	2	1	..	1	1	..	..	1	1	..	2	1	..	4	1	16
Minnesota	..	..	..	..	1	..	..	..	..	..	..	..	..	1	..	..	..	2
Mississippi	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	2
Missouri	..	..	..	..	..	1	1	2	3	..	3	..	..	2	2	1	..	15
Montana	..	..	..	..	..	..	..	..	1	1	..	..	..	1	..	..	..	3
Nebraska	..	..	..	..	1	..	..	..	..	..	1	..	..	..	..	..	..	2
New Jersey	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
N w York	..	1	..	7	1	..	1	..	..	..	1	2	2	..	..	..	..	15

TABLE 11 (Con'd.)

NATIVITY OF PUPILS BORN IN STATES OTHER THAN INDIANA

State	1847-1852	1853-1858	1859 - 1864	1865-1870	1871-1876	1877-1882	1883-1888	1889-1894	1895-1900	1901-1906	1907-1912	1913-1918	1919-1924	1925-1930	1931-1936	1937-1942	1943-1948	Total
N.Carolina	..	..	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	2
Ohio	2	1	14	13	5	6	6	12	5	2	5	3	9	2	3	3	3	94
Oklahoma	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	1	1	3
Penn.	..	1	6	3	2	2	..	2	..	..	1	1	2	1	..	..	..	21
S.Dakota	..	..	1.	..	..	..	..	..	..	..	..	..	..	1	..	..	..	1
Tenn.	..	..	..	3	..	3	..	..	1	..	1	1	..	5	1	3	1	19
Texas	..	..	..	..	..	..	..	1	..	..	..	..	1	..	..	..	..	2
Vermont	..	..	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Virginia	..	..	..	2	1	1	1	..	2	1	..	..	1	..	..	..	1	10
Washington	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	1
W.Virginia	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.	1
Wisconsin	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	..	..	3

In addition to the thirty-four states outside Indiana, six pupils were born in Canada, five in Ireland, three in England, two in Scotland, six in Germany, two in France, while Russia, Prussia, Austria, Sweden, and Puerto Rico have each been the birthplace of one student.

Type of home community:-- For the purpose of this study, pupils coming to the school from farm areas, or from small, unincorporated towns, have been classified as from rural communities, and those from incorporated towns and cities, as from urban areas.

TABLE 12

TYPE OF HOME COMMUNITY

Period	Rural		Urban		Unavailable	
	No.	%	No.	%	No.	%
1847-1852	41	56.2	16	21.9	16	21.9
1853-1858	22	27.1	41	50.6	18	22.2
1859-1864	41	35.3	63	54.3	12	10.3
1865-1870	78	52.0	69	46.0	3	2.0
1871-1876	73	59.8	44	36.1	5	4.1
1877-1882	97	63.4	52	33.9	4	2.6
1883-1888	58	50.4	54	46.9	3	2.6
1889-1894	72	43.1	91	54.5	4	2.4
1895-1900	61	42.9	58	40.8	23	16.2
1901-1906	57	51.8	51	46.4	2	1.8
1907-1912	47	37.9	71	57.3	6	4.8
1913-1918	27	29.7	64	70.3	..	..
1919-1924	57	37.1	97	62.9	..	..
1925-1930	44	34.9	82	65.1	..	..
1931-1936	49	40.5	72	59.5	..	..
1937-1942	37	31.1	82	68.9	..	..
1943-1948	31	36.9	53	63.1	..	..
Total	892		1060		9.6	
Percent	43.6		51.8		51.6	

Agencies responsible for pupils:-- Under normal conditions, one expects a child to be enrolled in school by his parents. In the course of this study, however, the repetition of cases sent to the school by persons other than parents was sufficient to arouse the curiosity of the writer, and a survey on this subject was made. Frequently, an uncle, aunt, or grandparent sent the child. Others were sent by guardians, or by township trustees, county commissioners, a court, orphanage, or Board of Children's Guardians. In the periods when adults were admitted to the school, the student usually signed his own application. In the case of one German-born man, his church sponsored him.

TABLE 13
AGENCIES ENROLLING PUPILS

Period	Parents	Other relative	Guardian	Orphanage	Social Agency	Self	Unk.
1847-1852	65	1	..	..	2	1	4
1853-1858	51	6	4	11	6	1	13
1859-1864	86	6	6	..	7	6	5
1865-1870	108	2	18	1	9	10	2
1871-1876	90	6	12	..	7	6	1
1877-1882	110	6	7	5	20	3	2
1883-1888	107	..	1	1	4	..	2
1889-1894	126	7	9	3	11	7	4
1895-1900	98	2	6	5	5	6	20
1901-1906	98	..	5	2	3	..	2
1907-1912	100	4	5	4	4	1	6
1913-1918	80	3	3	3	2	..	..
1919-1924	138	4	5	1	6	..	..
1925-1930	111	4	6	2	3	..	..
1931-1936	103	5	4	..	9	..	..
1937-1942	107	5	3	..	4	..	..
1943-1948	76	2	2	..	4	..	..
Total	1654	63	96	132	106	41	61
Percent	80.8	3.1	4.7	1.6	5.2	2.0	2.5

Causes of blindness:-- In no other phase of this study is the data so lacking in dependability, yet its very unreliability is significant. The cause of blindness is stated in each case by the person or agency making application for the child. If that person is very ignorant or superstitious or has something he wishes to conceal, as in the case of venereal disease, his statement is apt to be false. Certain of these instances are obvious enough to be readily detected, yet one is at a loss as to the true cause. In evident sincerity, various cases of blindness were attributed to teething, "boil in the head", nervousness, "alum on the scalp", "pain in the head", "looking at a corpse by mother", "rude father", fright, and cold. Others wrote "natural", "born that way", or "defective sight". One mother almost illegibly scribbled in pencil that her child's blindness was due to "immitten" fever.

Certain causes, widely prevalent at one period, diminish or disappear altogether, while others do not appear on the record at all until a late date. This may be due to several factors. Terminology changes. Amaurosis, for example, is listed as a cause during the first twenty years of the history of the school and is not heard of again, not, probably, because the condition had been eliminated, but because it was called by another name. In scrofula, of which

there has been only one case since 1912, the disease itself has been eradicated. Improper care of the eyes does not appear at all during the first thirty years, and has not since 1930 for totally different reasons. In the earlier period, it was not known that lack of proper care at birth might result in blindness, while in later years, a state law requiring the attending physician to administer silver nitrate has almost wholly removed this cause of blindness.

The writer discovered quite by accident that the "spotted fever" attacks mentioned during the first few years were actually cases of spinal meningitis.

Progress in opthalmology is responsible for certain aspects of Table 8. One need not suppose that glaucoma, detachment of the retina, keretitis, iritis, and the like are new and horrible afflictions arising to plague modern man. It is more accurate to suppose that increase in medical knowledge and precision is making more discrimatory diagnosis possible.

The term "congenital" is used to designate those cases in which blindness was present at birth, the specific cause unknown. It may have been of a hereditary nature, or due to pre-natal accident or disease, or malformation of the fetus.

Degree of blindness:-- That there has been a general misconception on the part of the public as to what constitutes blindness is evidenced by the frequency of jokes, cartoons,

TABLE 14

ATTRIBUTED CAUSES OF BLINDNESS

Cause	1847-1852	1853-1858	1859-1864	1865-1870	1871-1876	1877-1882	1883-1888	1889-1894	1895-1900	1902-1906	1907-1912	1913-1918	1919-1924	1925-1930	1931-1936	1937-1942	1943-1948	Total
Accidental	8	9	18	9	16	10	12	19	13	14	12	4	7	14	9	8	8	190
Amaurosis	6	1	8	7	..	..	..	..	..	..	..	..	..	..	..	..	..	22
Atrophy, optic nerve	..	..	..	..	..	..	..	3	2	..	3	5	2	4	7	7	2	35
Brain Fever	..	..	1	..	6	4	3	4	2	..	2	..	2	1	..	..	..	25
Cataract	4	2	10	9	3	8	3	9	5	12	10	8	17	15	17	13	13	158
Congenital	32	22	22	32	24	27	15	35	16	15	19	11	51	33	37	37	19	457
Conjunctivitis	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	1
Contagious diseases	12	18	9	19	8	14	9	13	13	12	13	2	10	7	7	3	3	172
Detachment of Retina	..	..	..	..	..	..	1	..	..	..	..	..	..	1	1	2	3	8
Dislocation of lens	..	..	..	..	..	..	1	..	..	..	..	1	..	..	1	..	..	3
Glaucoma	..	..	..	..	..	..	..	..	..	..	..	1	1	2	2	1	2	9
Granulated lids	..	..	..	..	..	..	..	7	3	..	..	..	1	1	..	..	..	12
Imp.care at birth	..	..	..	..	..	1	8	5	2	8	11	7	7	4	..	..	..	53
Inflamation	9	23	19	5	15	8	3	..	2	4	..	1	5	2	..	..	..	100
Iritis	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1	1	1	5
Keretitis	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	2	6
Opacity	..	..	..	..	..	..	..	1	..	4	1	..	..	..	..	..	..	6
Opthalmia	1	1	13	37	12	9	5	2	4	6	5	4	3	1	..	1	1	105
Paralysis	..	..	..	..	..	2	1	6	3	..	..	2	2	..	1	..	..	17
Retinitis	..	..	..	..	1	2	..	..	1	..	..	2	1	..	..	..	..	7
Scrofula	1	3	14	19	17	26	13	13	11	3	5	..	..	1	..	..	..	126
Spinal meningitis	..	..	1	3	6	3	4	9	1	6	2	1	6	1	3	1	1	48
Trachoma	..	..	..	..	..	..	..	1	..	..	2	..	..	1	2	1	..	7
Ulcers	..	..	..	..	..	..	1	3	..	..	2	2	3	2	..	..	..	13
Venereal diseases	..	..	..	..	..	..	..	1	..	..	2	2	2	2	7	2	2	20
Other	..	1	1	3	7	17	13	22	20	16	17	18	14	19	7	18	16	211
Unknown	..	1	1	3	7	21	23	15	44	8	18	19	19	13	16	22	13	243

etc. which have as the target for their humor the blind person who is found looking at pictures, or attending a motion picture show, with the implication that his blindness is faked. Many individuals who recognize degrees of deafness expect a blind person to be incapable of perceiving light. As a matter of fact, there are as many degrees of impairment of sight as there are in hearing, and comparatively few blind persons are without light perception. For the purpose of establishing eligibility for special education or exemptions from income tax, blindness has been defined as 20/200 or less. Interpreted, this means that, if an individual cannot see at twenty feet what the normal eye can perceive at two hundred feet, he is considered blind. This must be true of the better eye tested while corrected with the best lens obtainable. Thus it is possible for the sight of one eye to have been completely destroyed and the person to be not blind. Since medical r eports for the pupils of the Indiana School for the Blind have been filed with their applications only very recently, it is possible in this study to classify degree of blindness only as total or partial.

Age at onset of blindness:-- There is no evidence in the findings of this study to indicate any significant difference between boys and girls in regard to the age at which blindness occurs. The variance between the two groups at birth is only .1%, and in the period from birth to one year of age, 1.6%. In each case, however, girls exceed boys, and

TABLE 15

DEGREE OF BLINDNESS

Period	Total			Partial			Not stated		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1847-1852	23	10	33	17	12	29	6	5	11
1853-1858	17	12	29	16	22	38	7	7	14
1859-1864	18	15	33	39	37	76	3	4	7
1865-1870	31	22	53	48	47	95	2	..	2
1871-1876	45	29	74	24	24	48	..	..	
1877-1882	47	40	87	35	30	65	..	1	1
1883-1888	29	19	48	27	40	67	..	..	..
1889-1894	42	48	90	44	31	75	1	2	3
1895-1900	19	25	44	49	29	78	10	10	20
1901-1906	22	16	38	35	35	70	2	..	2
1907-1912	16	16	32	44	42	86	1	5	6
1913-1918	10	12	22	42	27	69	..	..	..
1919-1924	18	13	41	61	51	112	..	1	1
1925-1930	17	14	31	43	52	75	..	..	..
1931-1936	11	14	25	57	39	96	..	..	..
1937-1942	8	13	21	53	43	96	2	..	2
1943-1948	11	7	18	44	22	66	1	..	1
Total	394	325	719	678	583	1261	35	35	70
Percent	35.6	34.5	35.1	61.2	61.9	61.6	3.2	3.7	3.4

in the period from one to five years, the variance is 4.7% with the girls still dominant. During the ages from six to fifteen the difference continues less than one per cent. Boys of the school who lost their sight after fifteen years of age consistently exceed girls of the same age by about 3%, but this cannot be considered significant. During the period 1889 to 1894, for example, seven men who were between thirty and forty years

of age, and four who were past forty entered the school for vocational training. Of these eleven men, four had lost their sight between thirty and forty, and three when they were over forty. In the entire history of the school, 3.8% more men than women came into the school after they were twenty-five years of age. The only age at which there is real indication that a higher percentage of boys lose their sight is that from eleven to twenty years. Boys of this group exceeded the girls by 3.7%, while 2.4% more girls from fourteen to twenty-one years old entered school.

Age at entrance into school:--Several factors influence interpretation of Table 11. One is the fact that admission of pupils under six years of age was never authorized, and the nine children who did enter at the age of five years did so by special concession and their presence is in no way indicative. Another element is the admission of adults prior to 1900. Their presence tends to skew the total percentages. Of the 507 boys and 422 girls enrolled since 1900, 43.6% of the boys and 40.8% of the girls were less than ten years of age when they entered, 30.1% of the boys and 29.6% of the girls were between ten and thirteen. Only 7.7 of these boys were over eighteen, while only 6.7% of the girls were. One individual of this era was over twenty-one. Late entrance into the school can never be eliminated, due to the frequent late

incidence of blindness. However, compulsory education laws, which assure that most pupils now enrolling at an advanced age will have had previous training, and the close correlation between the course of study of the public schools and that of the Indiana School for the Blind tend to minimize the disadvantages of a pupil's entering at a higher age level.

Duration of attendance:-- Since permanent record cards were not made a part of the school system until 1935, and, in most cases, no record was made of the date of a pupil's withdrawal prior to that time, it has b een impossible to determine the duration of attendance with a high degree of accuracy. By checking the list of students of each annual report, the writer was able to ascertain the school term which was the last the pupil attended, but, except in case of graduation, it was not possible to know how much of his last school year the pupil completed. As a matter of fact, there are several instances when a pupil is known to have attended only a few weeks, and at least three who withdrew the same day they enrolled. However, it appears unlikely that these cases are numerous enough to affect percentages materially. Because a large proportion of the pupils who enrolled after 1936 were either still in attendance or at an age when they might be expected to return, when this study was made, the percentages for Tables 12 and 13 were computed on data relative to pupils enrolling during the first fifteen periods only.

The most marked contrast is evident at the two extremes. More boys did not return after one year by 3.3%, while 6% more girls than boys remained longer than twelve years. Although this is true, more boys were enrolled eleven and twelve years by 1.6% and 1.3% respectively. Length of time in attendance is not felt to be particularly significant, since it does not necessarily represent a pupil's entire schooling.

Reasons for withdrawal:-- During the first half of the history of the school, records were kept informally in large books, and, if the reason for a pupil's leaving were known, it was included in the various comments about him. However, after these records were kept in the form of bound applications, there was a period of about twenty years when no other data concerning the student was filed. Not until the system of permanent record cards was instituted were these records as complete as available information makes it possible. School authorities are not always able to determine the reason for a pupil's failure to return. Data regarding graduates was taken from the alumni files and is believed to be entirely reliable.

Pupils who had enrolled after 1936 were not included in the computations for Table 20, since most of these had not attended school sufficiently long to be graduated. However, there had been four graduates in the 1937 to 1942 group,

TABLE 16

AGE AT ONSET OF BLINDNESS

Period students enrolled	Birth		Infant		1-5 Yrs.		6-10 Yrs.		11-15 Yrs.		16-20 Yrs.		Over20 Yrs.		Unk.	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1847-1853	17	12	3	...	8	3	5	1	5	2	2	1	..	1	7	6
1853-1858	3	12	4	2	6	7	4	3	2	2	7	1	1	..	13	13
1859-1864	13	13	8	3	9	12	12	14	5	6	4	1	3	..	6	7
1865-1870	25	13	11	12	13	16	6	5	7	7	5	4	12	2	2	..
1871-1876	17	10	9	10	18	16	10	9	5	5	4	2	6	..	..	1
1877-1882	17	11	13	8	12	23	20	11	11	7	3	7	4	..	2	4
1883-1888	4	11	13	9	11	10	6	18	12	6	9	1	1	1	..	3
1889-1894	16	20	13	12	14	23	17	12	6	7	8	2	12	1	1	3
1895-1900	16	6	9	16	10	7	15	12	9	6	4	2	4	1	11	14
1901-1906	11	11	15	18	13	8	9	5	5	8	3	1	..	..	3	..
1907-1912	17	15	18	22	11	8	7	7	3	4	3	1	..	..	2	6
1913-1918	16	13	10	10	8	10	9	2	3	2	2	1	..	..	3	..
1919-1924	37	31	20	12	16	10	12	4	2	4	3	..	..	..	2	2
1925-1930	26	29	10	11	9	12	7	8	3	2	5	3	..	..	..	1
1931-1936	29	28	8	5	11	11	12	5	4	1	2	..	..	..	2	3
1937-1942	33	28	7	7	9	7	5	12	4	1	1	..	..	..	3	1
1943-1948	25	11	4	7	9	4	9	5	4	1	1	..	..	..	3	1
Total	328	275	175	164	177	186	165	143	90	71	66	27	43	6	60	66
Percent	29.1	29.2	15.8	17.4	15.1	19.8	15.0	15.2	8.1	7.6	6.0	2.9	3.9	.6	5.4	7.1

TABLE 17
AGE AT ENTRANCE INTO SCHOOL

Period students enrolled	Under 6 Yrs.		6-9 Yrs.		10-13 Yrs.		14-17 Yrs.		18-21 Yrs.		22-25 Yrs.		Over 25 Yrs.		Unk.	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1847-1853	..	..	3	3	7	6	15	4	6	4	7	2	7	5	2	2
1853-1858	1	..	1	5	9	15	3	5	8	6	5	2	4	2	9	6
1859-1864	..	..	8	12	19	18	15	13	9	8	2	1	6	..	4	4
1865-1870	..	..	17	13	19	24	11	18	13	9	7	4	11	1	3	..
1871-1876	..	..	6	8	37	18	9	15	11	12	3	..	3	..	..	..
1877-1882	..	..	18	..	28	19	18	21	13	12	..	4	4	1	1	3
1883-1888	..	1	13	15	13	18	14	18	11	3	1	2	2	1	2	1
1889-1894	1	2	11	23	26	19	17	18	9	11	7	5	13	1	3	2
1895-1900	1	2	14	20	25	17	14	9	8	4	1	1	4	..	11	10
1901-1906	..	..	18	19	18	14	10	13	7	5	..	..	..	..	6	..
1907-1912	..	..	24	22	22	18	9	12	5	4	..	..	..	..	1	7
1913-1918	..	..	18	18	19	9	9	6	5	3	..	1	..	..	1	1
1919-1924	..	..	46	18	25	24	15	16	3	6	..	..	..	..	..	..
1925-1930	..	..	24	19	16	24	13	16	7	7	..	..	..	..	..	..
1931-1936	..	..	25	32	25	12	11	8	7	1	..	..	..	..	..	..
1937-1942	1	..	34	27	15	18	10	9	3	1	..	..	..	..	..	1
1943-1948	..	..	31	17	13	6	9	5	2	..	..	..	..	..	..	..
Total	4	5	311	282	336	279	202	206	127	97	33	22	54	11	43	38
Per Cent	.4	.5	28.1	29.9	30.4	29.6	18.2	22.9	11.5	10.3	2.1	2.3	5.0	1.2	4.0	4.0

TABLE 18

DURATION OF ATTENDANCE OF BOYS

Period Students Enrolled	Years Enrolled													
	1	2	3	4	5	6	7	8	9	10	11	12	Over 12	Unk.
1847-1852	10	8	7	3	2	2	..	4	4	4	3	..	..	..
1853-1858	4	2	6	..	4	3	3	2	1	1	2	..	1	..
1859-1864	20	7	7	7	8	3	3	2	4	..	..	..	..	..
1865-1870	37	9	9	4	6	1	2	3	2	2	3	3	..	..
1871-1876	22	7	4	4	3	0	2	4	6	4	2	1	2	..
1877-1882	24	8	8	6	3	2	3	6	2	3	3	5	6	..
1883-1888	9	7	9	5	4	6	2	4	2	4	1	3	..	..
1889-1894	25	14	5	6	4	..	7	5	3	5	7	1	5	..
1895-1900	21	11	11	10	1	2	5	2	4	3	1	1	6	..
1901-1906	12	5	6	1	2	5	5	2	3	2	3	7	5	1
1907-1912	14	5	5	2	4	..	1	4	2	7	4	4	8	..
1913-1918	7	10	4	1	7	1	1	5	8	2	2	1	3	1
1919-1924	17	8	9	4	3	4	2	3	5	1	8	11	3	1
1925-1930	15	4	3	4	4	5	3	1	4	3	3	5	5	1
1931-1936	16	1	3	9	5	1	..	6	2	7	4	10	4	..
1937-1942	10	9	6	5	3	2	2	4	3	1	..	..	..	..
1943-1948	9	1	..	..	..	..	..	..	..	..	..	..	..	..
Total	272	116	102	72	58	45	42	60	55	50	46	52	48	5
Percent	25.6	10.7	9.7	6.8	5.6	4.4	4	5.7	5.3	5	4.7	5.5	4.9	3

TABLE 19

DURATION OF ATTENDANCE OF GIRLS

Period students enrolled	Years Enrolled												Over 12	Unk.
	1	2	3	4	5	6	7	8	9	10	11	12		
1847-1853	3	4	2	..	2	3	5	1	1	2	..	1	2	..
1853-1858	2	6	9	1	2	3	3	2	3	2	4	..	4	..
1859-1864	14	10	2	4	2	3	4	4	6	4	2	..	1	..
1865-1870	20	7	5	2	2	4	8	6	2	10	2	..	1	..
1871-1876	15	3	2	4	1	4	7	6	3	4	2	..	2	..
1877-1882	20	10	4	5	3	..	5	3	6	2	1	4	8	..
1883-1888	13	7	7	6	2	2	3	7	4	5	2	..	1	..
1889-1894	22	9	10	7	6	..	3	4	3	1	2	4	8	..
1895-1900	12	5	3	6	2	2	4	3	2	2	3	4	16	..
1901-1906	9	6	3	..	5	2	2	1	1	5	22	3	14	..
1907-1912	12	5	5	5	3	4	4	3	2	2	2	3	12	1
1913-1918	6	3	4	2	2	3	..	2	2	1	2	1	10	1
1919-1924	17	8	5	7	1	5	..	2	..	4	2	4	9	1
1925-1930	14	5	2	7	5	3	3	4	5	4	2	8	4	..
1931-1936	10	5	1	3	4	1	4	4	4	1	11	2	..	..
1937-1942	17	4	1	3	6	..	2	..	..	..	..	..	..	..
1943-1948	9	1	..	..	..	..	..	..	..	..	..	..	..	..
Total	215	98	65	62	48	39	57	52	44	49	37	34	92	3
Percent	22.3	10.9	7.6	6.9	5.0	4.6	6.7	6.1	5.2	5.8	4.1	4.0	10.9	.3

TABLE 19

DURATION OF ATTENDANCE OF GIRLS

Period students enrolled	Years Enrolled													
	1	2	3	4	5	6	7	8	9	10	11	12	Over 12	Unk.
1847-1853	3	4	2	..	2	3	5	1	1	2	..	1	2	..
1853-1858	2	6	9	1	2	3	3	2	3	2	4	..	4	..
1859-1864	14	10	2	4	2	3	4	4	6	4	2	..	1	..
1865-1870	20	7	5	2	2	4	8	6	2	10	2	..	1	..
1871-1876	15	3	2	4	1	4	7	6	3	4	2	..	2	..
1877-1882	20	10	4	5	3	..	5	3	6	2	1	4	8	..
1883-1888	13	7	7	6	2	2	3	7	4	5	2	..	1	..
1889-1894	22	9	10	7	6	..	3	4	3	1	2	4	8	..
1895-1900	12	5	3	6	2	2	4	3	2	2	3	4	16	..
1901-1906	9	6	3	..	5	2	2	1	1	5	22	3	14	..
1907-1912	12	5	5	5	3	4	4	3	2	2	2	3	12	1
1913-1918	6	3	4	2	2	3	..	2	2	1	2	1	10	1
1919-1924	17	8	5	7	1	5	..	2	..	4	2	4	9	1
1925-1930	14	5	2	7	5	3	3	4	5	4	2	8	4	..
1931-1936	10	5	1	3	4	1	4	4	4	1	11	2	..	..
1937-1942	17	4	1	3	6	..	2	..	..	..	..	..	..	..
1943-1948	9	1	..	..	..	..	..	..	..	..	..	..	..	..
Total	215	98	65	62	48	39	57	52	44	49	37	34	92	3
Percent	22.3	10.9	7.6	6.9	5.0	4.6	6.7	6.1	5.2	5.8	4.1	4.0	10.9	.3

TABLE 19

DURATION OF ATTENDANCE OF GIRLS

Period students enrolled	Years Enrolled												Over 12	Unk.
	1	2	3	4	5	6	7	8	9	10	11	12		
1847-1853	3	4	2	..	2	3	5	1	1	2	..	1	8	..
1853-1858	8	6	9	1	2	3	3	2	3	2	4	..	4	..
1859-1864	14	10	2	4	2	3	4	4	6	4	2	..	1	..
1865-1870	20	7	5	2	2	4	8	6	2	10	2	..	1	..
1871-1876	15	3	2	4	1	4	7	6	3	4	2	..	2	..
1877-1882	20	10	4	5	3	..	5	3	6	2	1	4	8	..
1883-1888	13	7	7	6	2	2	3	7	4	5	2	..	1	..
1889-1894	22	9	10	7	6	..	3	4	3	1	2	4	8	..
1895-1900	12	5	3	6	2	2	4	3	2	2	3	4	16	..
1901-1906	9	6	3	..	5	2	2	1	1	5	22	3	14	..
1907-1912	12	5	5	5	3	4	4	3	2	2	2	3	12	1
1913-1918	6	3	4	2	2	3	..	2	2	1	2	1	10	1
1919-1924	17	8	5	7	1	5	..	2	..	4	2	4	9	1
1925-1930	14	5	2	7	5	3	3	4	5	4	2	8	4	..
1931-1936	10	5	1	3	4	1	4	4	4	1	11	2	..	..
1937-1942	17	4	1	3	6	..	2	..	..	..	..	..	..	..
1943-1948	9	1	..	..	..	..	..	..	..	..	..	..	..	..
Total	215	98	65	62	48	39	57	52	44	49	37	34	92	3
Percent	22.3	10.9	7.6	6.9	5.0	4.6	6.7	6.1	5.2	5.8	4.1	4.0	10.9	.3

bringing the total number of graduates in the history of the school to 481.

TABLE 20

STUDENTS GRADUATED

Period enrolled	Graduates No.	%	Period enrolled	Graduates No.	%
1847-1853	16	21.9	1895-1900	35	27.7
1853-1858	25	30.9	1901-1906	27	24.5
1859-1864	37	31.9	1907-1912	27	21.8
1865-1870	49	32.7	1913-1918	20	21.9
1871-1876	47	38.5	1919-1924	34	22.1
1877-1882	45	29.4	1925-1930	35	27.8
1883-1888	18	15.7	1931-1936	20	18.7*
			Total	477	26.9

*Fourteen pupils still enrolled not included in computation.

Many of the causes of blindness contributed to a state of generally poor health, and, since in the earlier years of the school less was known concerning communicability of disease, ill health was an important factor in withdrawals. Of the 1,119 students enrolling prior to 1901, 48 died while they were yet enrolled, and 64 left because of illness. Thus 112 pupils, 10% of the enrollment of this era, were known to have been removed because of physical illness. Statistics hidden in the "unknown" column would raise the percentage of any of the causes of withdrawal. Although the data is too meagre to be at all conclusive, it would appear that health conditions have

improved, since only two of the 604 students enrolling after 1918 are listed as having died in school and 21 as leaving because of illness, making health problems responsible for only 3.8% of the withdrawals since 1918.

Mental health has always been a problem at the Indiana School for the Blind, not, as Superintendent Churchman emphasized, because blindness renders the individual mentally inept, but because such causes of blindness as meningitis, brain fever, and venereal diseases may have affected the brain as well. It has not been the policy of the school to exclude any except those pupils who were found to be entirely incapable of profiting from training and who would hamper others by their presence. Any student of low mentality who can be trained to some degree is allowed to remain and is usually retained in a primary grade. Those listed as "incompetent" in Table 15 represent those individuals whose removal was requested by the school. Of the 1,119 enrolling before 1901, 56, or 5%, were in this group, and 30, or 6.7% of the 450 enrolling since 1924.

Strict disciplinary measures resulted in the expulsion of 52 of the students enrolled before 1901. This was 4.6% of the enrollment of that period. Several others expelled are not included, since they were later re-instated and expulsion was not the reason for their permanent withdrawal. The first boy was expelled in 1848 for "aversion to study". He was among

those re-instated. Other frequent reasons were use of tobacco and profanity. This was especially true during the 1890's when a large number of men were admitted for broom shop training. Others were expelled because of indolence, because they were believed to be a bad influence, or incorrigible. One boy set fire to the broom shop. One young lady became engaged to be married. The misdemeanors were varied and were measured by rigid rule of morality in the last century. Since 1900, there have been only two individuals recorded as cases of expulsion.

The comparatively large number of persons leaving to accept employment during the early years of the school might well be misinterpreted. At this time, many students, particularly men and boys, were entering the school for short periods for the express purpose of learning a trade, and then leaving to employ that trade at their homes. On the other hand, most of the 21 persons who enrolled after 1930 and leaving to accept employment became factory workers in war industried.

Likewise, the data regarding pupils returned to their homes because their sight was too great to warrant their being retained needs explanation to be understood. Table 15 shows only 32 of all the pupils enrolling before 1901 (2.8%) were excluded because their vision was too great, while 26, or 8% of the 324 pupils entering since 1930 were rejected for the

same reason. This increase is due to one circumstance. During the past few years, the school city of Indianapolis and of other larger Indiana cities, had inaugurated sight saving classes within the public school systems, and it has become the policy of the Indiana School for the Blind to transfer pupils to these classes whenever practicable.

TABLE 21
REASON FOR WITHDRAWAL OF NON-GRADUATES

Period enrolled	Employed	Incompetent	Expelled	Of Age	Ill health	Died	Out of State	Too much sight	Dissatisfied	Not stated
1847-1853	15	2	2	..	3	4	3	1	1	26
1853-1858	8	1	2	..	5	3	1	..	..	36
1859-1864	7	3	10	..	10	8	5	6	2	28
1865-1870	13	13	12	..	5	4	6	7	2	39
1871-1876	11	11	3	..	15	4	7	..	6	18
1877-1882	15	8	5	..	13	4	3	2	1	57
1883-1888	10	6	9	..	5	9	7	4	2	45
1889-1894	7	10	6	..	5	10	2	7	6	72
1895-1900	2	2	3	..	3	2	1	6	2	86
1901-1906	..	..	..	..	..	..	..	..	..	83
1907-1912	..	..	..	..	..	..	..	..	..	97
1913-1918	..	..	..	..	..	..	..	..	..	71
1919-1924	..	..	..	.7	.1	.2	..	1	..	109
1925-1930	4	3	..	7	7	..	2	..	7	61
1931-1936	11	10	..	7	5	..	3	9	14	22
1937-1942	9	14	1	2	5	..	10	16	3	14
1943-1948	1	3	1	..	3	..	3	1	3	3
Total	113	86	54	23	85	50	53	60	52	879
*Percent	29.16	14.1	9.4	3.9	14.8	8.7	9.2	10.0	9.0	45.4

*Percentages for withdrawals were based on the 576 cases whose reason was known, except in the withdrawals from unknown reasons. This 45.4% is of the 1,936 withdrawals in the history of the school.

Although twenty-one has been the maximum age limit throughout the history of the school, pupils were not dismissed when they reached that age until about 1920. It is still the policy to allow students to continue past their twenty-first birthday, if they are doing creditable work and are planning to be graduated.

Major fields of study:-- Prior to the reorganization of the curriculum in 1899 under George S. Wilson, there are few notations to indicate what a graduate's particular field of interest may have been. In fact, except in the cases of those individuals taking shop work only, there are little opportunity for real specialization. Hence, figures in Table 16 are concerned with only those pupils who were affected by the reorganization. It is interesting to note that increasing numbers of graduates are majoring in the academics and taking music or vocational subjects as minors.

Discipline

In the section "Organization for Administration", Chapter IV of this study, the various rules which have governed the conduct of the students at the Indiana School for the Blind have been presented fully and need not be repeated here. A comparison of these regulations, past and present, and of the record for expulsions in this chapter will serve to interpret the change in disciplinary policy at the school.

TABLE 22

MAJOR FIELDS OF INTEREST

Period student enrolled	Major field				
	Academic	Music	Vocational	Unknown	Total
1889-1894	16	9	8	9	41
1895-1900	11	5	16	3	35
1901-1906	12	5	9	1	27
1907-1912	18	5	4	..	27
1913-1918	8	3	8	1	20
1919-1924	19	4	5	6	34
1925-1930	14	4	6	11	35
1931-1936	15	..	..	5	20
1937-1942	4	..	..	..	4
Total	117	35	56	36	249
Percent	46.9	14.3	22.5	14.5	...

It is a change common to education generally, except that it did not reach the extreme limits in either direction. There was never the harsh, ferrule-wielding master, nor the liberalism extended to the uninhibited ultra-progressive.

While the early leaders of the school had rigid ideals of conduct and pupils were frequently expelled for what would seem minor offenses, there is nothing to indicate that other harsh disciplinary measures were practiced. Punishments seem to have been in the nature of loss of privileges rather than physical force.

As the pendulum swung away from the more uncompromising conduct standards, there was a tendency toward what

might be termed extreme kindness. This situation was aggravated by the public who came to observe and stayed to pity and distribute treats to those they considered the poor unfortunate. This is no longer permitted, and the pupils are held to reasonable, common sense code prevalent in most public schools.

To suppose that blind children are not disciplinary problems is to display ignorance of children generally and handicapped children in particular. They have all the mischievous traits common to childhood which have been, in many cases, intensified by indulgent parents mistakenly seeking to compensate for the handicap.

These problems of misconduct are now most frequently dealt with by isolating the child from his fellows and requiring him to sit quietly with nothing to do but think. He is not permitted to miss classes or meals, but must return to his chair when these are over. Teachers report the method to be effective.

PRANKS

Reminiscences of Indiana School for the Blind Alumni are replete with accounts of the mischief of each generation.

Late one night, two little girls decided that the maid had delayed quite long enough the removal of a discarded light bulb. In the absolute stillness of after-bedtime hours, they carried it to the railing of the dormitory atrium and dropped

it three floors with an explosive crash that echoed throughout the building. There was ample time, one of them tells, to be in bed and unsuspected before an investigation was started.

Night hours were chosen, too, for stealthy trips to the storeroom to steal fruit. From all reports, this plunder was more satisfying to a craving for adventure than for food. On one occasion, the superintendent reprimanded the pupils in chapel, citing the amount of fruit taken the night before. The culprits were privately indignant. His statistics exceeded the loot realized. That night, the pupils returned to the storeroom and carefully counted out pieces of fruit to equal those credited to their theft.

Another episode involves food, or rather the protest against its quality. For a period of time, menus had not been to the students' liking. They had tried subtle hints like leaving platefuls at the matron's door with no results. To make matters worse, the food was appreciably better on Board days. Finally, a group of high school girls composed a letter of protest to the governor. They explained the matter in detail and demanded action. No names were signed. They explained that, too, saying they were sorry, but, since they were students at the school themselves, it would not be wise to reveal their identity. One of the girls then made a type-

written copy and they gave the letter to the boys to mail.

As they entered the school building a few days later, the girls knew by the urgent conferences between the superintendent and members of the faculty that the letter had been received and returned. They were questioned singly and jointly. The boys were questioned and came from the questioning indignant. They had not known what they were mailing. But no one told. It was not until after the group was graduated that the superintendent was able to confirm his suspicions.

Teachers have come in for their share as prank targets, particularly the younger teachers. One young man had the habit, annoying to his pupils, of seating himself before his class and then sliding far down into his chair. The boys and girls decided to register their disapproval and their abcense of respect for his authority by covering the seat of that chair with molasses just before class one morning.

Rigidly segregated though they were, romantic interest always flourished between the boys and girls of the school. Consequently, there were the notes to smuggle, the secret meetings, the necessity for posting lookouts selected from the students with more sight. Teachers sometimes had secret romances, too, and were found out with the result that they were blackmailed unmercifully by students they sought to discipline.

One teacher who was unable to maintain classroom order because of her youth and inexperience, rather than any information the pupils had to use against her, invariably sent an offender out to stand in the hall. Soon it became a game among her pupils to guess who would be sent to the hall each day, and, before long, the Hall Club was formed, complete with elected officers.

It would be possible to write on, page after page, but further accounts could only substantiate what the foregoing has demonstratedL that students of the Indiana State School for the Blind are quite as fun-loving, as irrepressible, and as unconcerned with consequences as a comparable group of sighted youngsters.

Extra-curricular Activities

Organizations: How early in the history of the school clubs and organizations of a similar nature appeared cannot be accurately determined, but the reaction of older alumni that these have "always been" seems to be almost literally true. They started as literary and debating societies, the latter engaging in competition with other schools of the city. In the 1892 report there is mention of a council having been organized by the young men students for the purpose of student government, and there is evidence of Boy Scout troops being organized from time to time, as well as other clubs and organizations which came and went as they are wont to do in any school.

The oldest of the current organizations is the Philomathean Society which presents an operetta annually, and, in addition to other meetings, closes the year with a spring banquet. Dancing and games in a gaily decorated gymnasium is followed by the banquet itself and short talks.

An Athletic Association for boys organized in 1928 and one for girls which originated about ten years later are active school organizations. Membership is restricted to those students whose grades have not fallen below C. The year's activities in these organizations are climaxed by programs which combine an exhibition gymnastic stunts with a musical and dramatic programs. Spectators unfamiliar with education of the blind frequently express disbelieving surprise as they watch the tumbling acts and pyramids, or the skits full of activity and the usual amount of stage business. The program presented the evening of March 9, 1945, is typical: (Fig. 34).

Variety Review

"SIX"

One Act Play
CAST OF CHARACTERS

Moe	Joe Clowning
Kleckner	Norman Kleckner
Wagner, clerk of courts	John Richardson
Ramsey, counsel for the Defense	Wilfred Tull
Johnson, associate counsel for defense	Lowell Conley
Judge LeBarr	Robert Love

Figure 34.
A scene from the play "Ten Percent Tommy"

Angelo Merigo, prisoner before the bar . . . . . Joe Clowning
Sheriff . . . . . .Robert Coates
Foreman of the Jury . . . . . .Neal Benner
Joe Blake . . . . . .Alfred Yerga

Members of the jury - David Gentry, Richard McClune, Wlater Johnson, Norman Kleckner, Robert Clevenger, Archie Wells, Glen Pittman, John Russell, John Ward.

- - - - -

Comedian . . . . . .O'dell Taylor
Orchestra - Robert Clevenger, Lowell Conly, Robert Coates, Glen Pittman, O'Dell Taylor, Wilfred Tull, John Ward.

- - - - -

PROGRAM

My Dreams Are Getting Better All the Time . . .Arr. by Vic Mizzy
John Richardson, vocal solo
I'm Making Believe - Orchestra . . . . . Arr.by Jack Mason
Stunts - I. S. A. A. Members
Good Night . . . . . Heltman
Walter Jonson, Voice

Waltz . . . . . Chopin
Wilfred Tull, Piano

Pyramids - I. S. A. A. Members
Brudder Johnson's Lament
O'dell Taylor
Six, a one-act play . . . . . Theodore Schwartz
I.S.A.A. Dramatic Group
Sing Little Banjo . . . . . Ira B. Wilson
Chorus

Time - Present

Place - Lounge of Television Studio Building

The Indiana News Writers Association is made of students interested in journalism and who have served as members of the

staff of the school paper. Their final meeting of the school year 1947 - 1948 is indicative of the wholesome participation of which the students of the Indiana School for the Blind are capable. On the afternoon of May eighth, they and their guests hiked the four miles to the Gregg farms where they organized into four teams for a scavenger hunt. Most of the remainder of the afternoon they spent in exploring the farm and making friends with the saddle horses. At five o'clock they gathered around a camp fire for the picnic supper. Tired and decidedly damp from the shower which overtook them, the students arrived back at the school exuberent.

Exhibitions:-- Since the beginning of the school, exhibitions of various sorts have had their part in the general plan. For many years, one phase of this was a summer tour by superintendent and a group of pupils over the state for the purpose of promoting interest and recruiting new students. Exhibits of pupils' handcraft at the Indiana State Fair have been usual since 1852. Each year, immediately preceeding the close of school, there is an openhouse with representative work on display. The 1948 open house was held on Saturday, May fifteenth.

Firls of the sewing department displayed several types of hats, purses, rag dolls, stuffed animals, doll clothing, rugs, mats, and wearing apparel.

In the cane shop were the various kinds of cane seats, checkerboards, crosses, tight seats, and plain open ones. More

than two hundred seats were caned during the past school year. The record is three hundred and thirty-three.

The steps of the broom making process were demonstrated in the broom shop, while in the tuning department, other pupils showed the operations necessary in tuning a piano.

In the carpenter shop, the boys exhibited the lamps, tables, hall trees, book-ends, serving trays, record cabinets, and serving trays which they had made. However, they seemed equally proud of the newly acquired ten-inch circular saw.

In the afternoon, a musical program was followed by the demonstrations by the physical education department. The very small girls demonstrated the circle dance, the small boys their tumbling exercises. The third number was stunts in couples by the intermediate girls. The senior girls demonstrated club swinging. Both the advanced groups built pyramids and presented stunts, then joined for the folk dances and march drill.

Parties and entertainments:--During the school year there are a dozen or more school-sponsored dances, and numerous official parties, as well as the group, club, or dormitory parties. Fall and spring picnics are popular. Hallowe'en, Christmas, and Valentine's Day are usual occasions for parties sponsored by various groups.

Christmas, too, is celebrated by an annual program. In 1945, for example, it was presented in two parts, "Why the

Chimes Rang" by an older group, and a program of music by the younger pupils.

In addition to the programs and extra-curricular events at the school, it has always been customary for pupils to attend concerts, symphony programs, plays, and motion pictures which happen to be attractions for the city of Indianapolis.

Games and play:--Play, of course, began with the school itself. Childhood sees to that. In an article in the Indianapolis Star of November 26, 1911, a reporter cites as amazing the varied types of play engaged in. He enumerates Dominoes, cards, checkers and chess played with special equipment, baseball, tops, marbles, roller skating, dolls, and playing house. Most of these are known to have been common practice for many years before. Today, the play area would be the envy of any school. Almost surrounded by a semi-circle of buildings, it lies within the circular skating rink built in 1936 and has an abundance of swings, slides, jungle gym, merry-go-round, teeter totters and other play equipment. (Fig. 35, 36, 37.). The children have supervised play periods, boys and girls in separate groups, and, in recent years, the whole physical education program has been centered around a play program. Every game that sighted children play is included in their program. (Fig. 38, 39.).

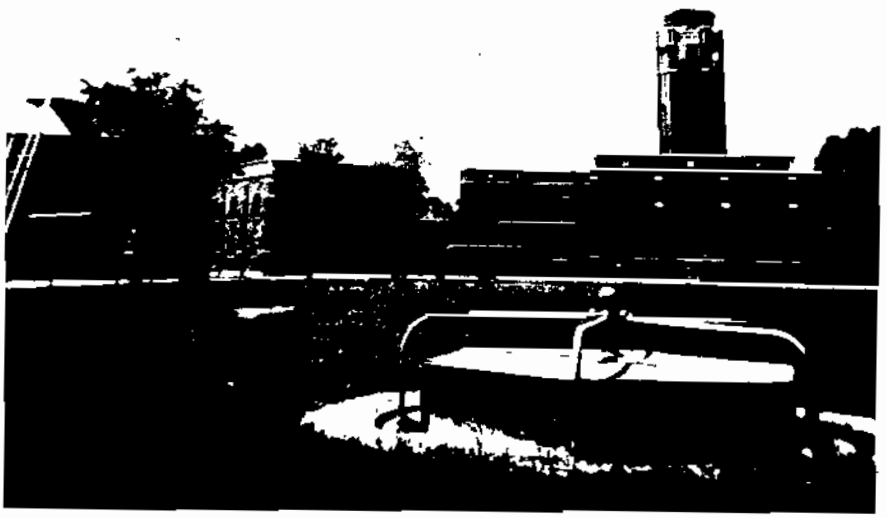

Figure 35
View 1 of playground.

Figure 36
View 2 of playground

Figure 37.
Girls on slide.
(Indianapolis Star Photo)

Figure 38.
Robert Lambert accepting roller skates from Lions Club members. (Indianapolis Star Photo)

Figure 39.
Boys on roller rink.
(Indianapolis Star Photo)

Commencement: Commencement at the Indiana School for the Blind assumes all of the vital importance that it does in any small school, where pride and success and honor need to be divided only a few ways. The occasion does not differ from those of the public schools. It differs only from its own progenitor. Possibly nothing exemplifies the clarifying of educational concepts and the transition from the ornate to the concise more clearly than does a contrast of two commencement programs sixty-four years apart:

Commencement Program, June 11, 1883

Part I

Band
"O Fly with Me" . . . . . .Mendelssohn
"Lost Proscribed" . . . . . .Flotow
"God Ever Is Good" . . . . . .Koschat
Speeches
"Compulsory Education". . . . . .John Morrison
"Wonders of Electricity". . . . .Aggie Christie
"Dreaming" . . . . . Nannie Fleming
Quartette Selection
"Buds of Spring Waltz"..... Brinkworth
Speeches
"Imagination" . . . . . Mattie Ammon
"Issac Newton" . . . . . Arthur Savor
"Wealth of a Sunbeam" . . . . . Belle Woods

Part II
Chorus
"Fays and Elves . . . . . Flotow
"Wedding Bells" . . . . . Dauhs

Choir
"Nothing but Leaves" Student Compositions
"Slumbering Thoughts"

Speech --- Tariff . . . . . Henry Beckner
Sextette --- "Pansy Blossom"
Speeches
"Happiness" . . . . . Addie Cooksey
"Wolfgang Mozart" . . . . . Maggie Lasper
"Think for Yourself" . . . . . Susie Peterson
Band --- "Cheerfulness Walt" . . Gumbert
Presentation of Diplomas

Commencement Program, June, 1947

Jesu, Joy of Man's Desiring . . . . . .Bach
Processional
Invocation . . . . . Rev. Edwin T. Sahm, Pastor, St. John of Arc Church, Indianapolis
Address --- "You Are You" . . . . . Rev. J. Floyd Selig, Pastor, Capitol Avenue Methodist Church.
Vocal --- "Ave Maria" . . . . . .Schubert
Walter Luke E. Johnson

Presentation of Diplomas . . . . . Dr. S.M. Whiner
Benediction . . . . . Rev. Sahm.

Preceeding Commencement, the seniors celebrate the traditional Class Day, with its class history, will, prophecy, and the honor awards. There are the usual class colors and flowers. There are the new clothes, the flowers, and gifts. After a day of research at the school preceeding one of these end-of-school events, the writer was offered a ride into town in the school station wagon. She expressed surprise that it was making a trip at that time of day. Whereupon, the driver grinned, "I'm having to dash in after some corsages." Nothing suggests anything other than another boarding school graduation time.

Student Publications:-- The school newspaper, the Indiana Recorder, is published monthly during the school year by the Indiana News Writers Association. It appears in two forms: a Braille edition and a mimeographed copy, both student productions. It has an editor-in-chief, a manager, an artist, and two sponsors. Its schoolnews and gossip, its editorials and humor all mark it as typical of its kind in any small, midwest high school. (Fig. 40.)

Summary

The 2,048 pupils who have enrolled in the Indiana State School for the Blind during the one hundred and two school terms comprising this study represent three races and eight nationalities. They have enrolled from all ninety-two counties of the state, with slightly more than half representing urban areas. While the real majority of pupils were enrolled by their parents, other relatives, guardians, orphanages, and social agencies have enrolled others, while a few older students entered themselves in the school.

While the study of attributed causes of blindness reveal certain trends, its most apparent demonstration is the unreliability of the information given by those individuals enrolling pupils. Approximately 26% more pupils are partially sighted than are totally blind, with negligible

difference between boys and girls in that respect. A larger percentage of both sexes were congenitally blind than were blinded after birth, the girls of the latter group tending to lose their sight earlier than the boys. (Fig. 41).

Girls have tended to enter school later and remain somewhat longer than boys, although the difference in percentages is not particularly indicative. Slightly more than one-fourth of all pupils enrolled were graduated. The acceptance of employment and ill health account for more cases of withdrawal than any other cause, although in 45% of the pupils withdrawing before graduation, no reason was given. Of the 249 pupils who were graduated after they were permitted to specialize, 46.9% chose the academic field, while no data was available on 14.5%.

In matters of discipline, students' pranks, and extracurricular acivities, the Indiana School for the Blind closely parallels practices in public schools.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Summary

The story of the first one hundred and one years of education at the Indiana School for the Blind, its beginnings, development, and present status, is a colorful fragment from Indiana history, and from the history of education itself. The historian is moved by the drama of James M. Ray's chance introduction to the educative potentialities for blind children, of blind boys and girls plying their skills before the general assembly that Christmastime, 1844. There was William H. Churchman's tour of the state by horse and buggy as he sought to arouse the interest of the public. The historian is aware of the dynamic personalities who figured in the birth and growth of this school. He finds the changing architecture and the push of a growing industrial city interesting. The educator sees not only the maturation of a single school, but the evolution of mid-western education emerge through this one hundred and one year story.

Physically, the Indiana School for the Blind has grown from a small beginning in an inadequate building rented in 1847, through its expansion in structures on five acres north of North Street in Indianapolis, to its completely modern, spacious housing occupied since 1930. The sixty acres surrounding these present buildings form a particularly beautiful site. They include land-scaped lawns, a vegetable garden, an orchard, a fully equipped play area, and the famous Braille gardens.

The organization of the school has differed little in those hundred and one years. A board of four trustees (one of them must now be a blind person) administrates the laws passed by the state legislature for the governing of the school. It is presided over by a superintendent named by this board. He, in turn, chooses a staff of instructional, secretarial, and custodial personnel.

Since March 17, 1910, the Indiana School for the Blind has been fully commissioned, offering an elementary and secondary program with a course of study comparable to that used in the pbulic schools of the state. Classification of students and standardization of graduation requirements were organized by Superintendent George S. Wilson in 1899 and brought up to date by Robert Lambert in 1934. In addition to the academic department, a highly specialized music department and one of vocational training complete the organization.

Through this program, the officials of the school have sought to establish the status of their institution as purely educational and to eliminate "blind asylum" from the public concepts. They have worked to make each pupil as confidently independent as their capabilities permit and acceptable to outsiders as individuals rather than as "The Blind".

The teaching staff, with the exception of specially trained music or vocational instructors, is now required to meet the specifications of the state licensing division, but it has never been required that teachers have particular training in work with blind children.

Due largely to federal rehabilitation funds available to them since 1945 and the state rehabilitation act of 1921, an increasing number of graduates are finding it possible to attend colleges and vocational training schools. During the past several years, and more particularly during the labor shortage of the second World War, graduates and former students have had an opportunity to demonstrate abilities in a wide variety of occupations where precision and sensitivity of touch and hearing are assets.

There has been a total of 2,048 students registered at the Indiana School for the Blind. They have been both boys and girls, whites and Negroes (and one Indian), from all ninety-two counties, from wealthy homes and from poor farms. They were born in thirty-four states and eleven foreign lands.

They have represented practically all degrees of physical and mental health. A few were enrolled as long as twenty years; a few others did not remain overnight. They were expelled; they ran away; they were taken out of school to help at home; they died; they were graduated with honors; and they withdrew to accept employment.

These students have consistently displayed an enthusiasm for clubs, sports, picnics, dances, parties of all kinds. They indulge in childish pranks and present all the usual disciplinary problems.

As alumni, they have made contributions to the work for blind people and to the progress of their communities. A few have been content to capitalize on their blindness and beg for their living. Employed alumni have engaged in a variety of approximately sixty different occupations.

Conclusions

From the findings of this study and from observations, the writer is able to make certain generalized conclusions, namely:

1. Indiana has pioneered in education for blind students.
2. Instruction at the Indiana School for the Blind has been consistently comparable to that of the public schools of the state.

3. The 2,048 students form a heteregeneous group of individuals to which it is impossible to apply mass generalities.

4. The population of the school has not increased with the population of the state.

5. Per capita costs have risen sharply since 1943.

6. A minimum of deviation is required in adapting a course of study, methods, or extra-curricular activities for the use of blind pupils.

7. Blind persons have demonstrated that there are few occupations from which they are barred by reason of their handicap, and numerous ones for which they are especially suited.

8. While progress has been made toward an ideal, the needs of blind students have not been fully met. Musical artists find themselves trained, but often without money for instruments, or acquaintance with a sponsor. Vocational education has promising phases which have not yet been introduced. Prejudices of employers still make job seeking a discouraging task. A soft-hearted, indifferent public often makes panhandling so lucrative as to discourage alumni in search of employment. Whenever citizens are more willing to give a School for the Blind alumni a chance in a job than a nickel in a cup, one of the biggest goals of education for the blind will have been realized.

This study is not concluded. Rather, it has been summarily arrested at the close of the fiscal year 1948. The story grows, shifts, moves on even as it is being written.

Figure 40.

Preparing to print the Braille edition of the "Indiana Recorder". (Indianapolis Times Photo)

a	b	c	d	e	f	g
1	2	3	4	5	6	7
h	i	j	k	l	m	n
8	9	0				
o	p	q	r	s	t	u
v	w	x	y	z	,	.
Capital sign		Number sign			?	

The Braille System is comprised of signs formed by the use of all the possible combinations of 6 dots numbered and arranged thus: 1 4 / 2 5 / 3 6

Letters are capitalized by prefixing dot 6. The first ten letters preceded by the number sign represent numbers. Punctuation marks are formed in the lower part of the cell.

In addition to ordinary print the Braille system provides for the writing of foreign languages, musical scores, mathematical and chemical notations, and other technical matter.

Figure 41

Braille Alphabet and Numbers used by the blind.

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Functions and location of the Indiana Institute for the Blind.

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December 15, 1902, p. 15, c 2
Varied occupations of the blind in Indiana.

December 12, 1903, p 17, c 1
Historical sketch

October 10, 1904, p 4, c 3
Building of the dormitory for girls.

September 24, 1909, p. 22, c 6
Historical sketch

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November 15, 1913, p. 13
Reminiscences of Adolph Schellschmidt.

September 10, 1923, p. 17, cl.
Proposed sites for new location

January 9, 1924, p. 10, c 2.
Fifty-four sites proposed for re-location

January 10, 1924, p. 6, c 2.
Editorial opposing purchase of "scenery".

February 28, 1925; p. 1, c 6.
Twenty-two acres offered for sale to school in Mars Hill.

August 23, 1930, pt. 2, p 1, c 1.
Sketch of the old school soon to be removed.

October 15, 1938, pt 2, p 1, c 2.
Braille gardens and Kitselman chimes

September 25, 1947, pt 2, p 4, c 4.
Preparation for school centennial

Indianapolis Sentinel

August 3, 1898
Installation of electric light plant

Indianapolis Star

January 27, 1904, p 6, c 1.
Addition of new dormitory for girls

October 14, 1906, p 16, c 3.
Statistics regarding the blind in Indiana

November 26, 1911, p 22, c 1
Games and play enjoyed by pupils at the school

December 21, 1913, p 6, c 1
Account of self-supporting blind persons in Indiana

Indianapolis Star (Con'd.)

March 15, 1915, p 22, c 1
Work done by girls in the school

February 13, 1922, p 11, c 4
Move to retain cupola on main building for historic purposes

May 10, 1922, p 13, c 3
Death of Bertha Schellschmidt

November 11, 1923, p 3, c 1
Educational program of the school

September 10, 1924, p1, c 3
Problems of the selection of the new site - objections to the Wheeler estate.

March 12, 1925, p 8, c 2.
Alumni object to Mars Hill site.

April 17, 1925, p 12, c 5
Commission agrees on land at Seventy-fifth Street and College Avenue.

May 8, 1927, pt 5, p 14, c 2
Architect's sketch of proposed buildings

May 22, 1927, pt 2, p 24, c 2
Sketch of the old school buildings to be razed for War Memorial

March 3, 1929, pt 3, p 1, c 4.
New buildings to be ready by 1931

December 1, 1929, pt 5, p 15, c 1
Sketch of the school

March 5, 1930, p 13, c 5.
New school to be ready for occupancy in September 1930

July 1, 1930, p 1, c 3
Movement started to preserve and move old buildings

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July 6, 1930, pt. 1, p 5, c 2.
History of old buildings and early days at the school.

July 10, 1930, p. 8, c 4
Parts played by John Elder and Francis Costigan in designing the original building.

July 20, 1930, pt 3, p 37, c 2
Sketch by T. V. Krull

October 12, 1930, pt 3, p 35, c 1
Brief description of the school

February 22, 1931, pt 1, p 10, c 5.
Some material from the old school to be incorporated in the News.

January 8, 1933, pt 1, p 7, c 2
Needlework of blind women of Indiana on display at L. S. Ayres and Company.

July 18, 1937, pt 1, p 13, c 3.
Account of the Braille gardens

February 11, 1938, p 10, c 5.
Musical soiree celebrating organ opening (Reprint from Indianapolis Journal March 4, 1868).

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Dedication of the Singing Tower

May 15, 1942, p 5, c 4
Celebration of B. F. Smith's fifty years as tuning teacher

April 15, 1943, p 11, c 3.
Donation of 125 pairs of roller skates by the Lions Club.

July 7, 1946, p 16, c 3
Stone buttresses to be incorporated in the new school

November 10, 1946, p. 8, c 3
Singing Tower reconditioned after long silence

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November 29, 1946, p 2, c 3
Children enjoying slides on the playground

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March 23, 1913, p 8, c 1
Work done at the school for the blind

March 22, 1914, Sup. p 1
School life at the school for the blind

Indianapolis Times

October 15, 1938, p. 3, c 5.
Mrs. C. M. Kitselman, Muncie, gives chimes in memory of her husband

December 17, 1946, p 27, c 4
Christmas party at the school

September 26, 1947, p 21
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