POST-SCHOOL ADJUSTMENT OF THE VISUALLY HANDICAPPED

A thesis presented for the
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by
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CHAPTER I

THE PROBLEM, JUSTIFICATION AND TERMINOLOGY

"We have come to the stage of development in the work for the blind in which our real progress must come from the integration of blind persons in a sighted community." ¹

People involved in providing services for the handicapped aim, in most cases, at helping the handicapped towards some degree of independence. Educational, guidance and welfare services exist to provide the opportunity for them to lead personally satisfying lives while making contributions, within the limits of their handicap, to the society of which they are a part.

I. THE PROBLEM

For many years services of various kinds have existed in this country to prepare young handicapped people for a place in society. In the field of education, New Zealand has developed a comprehensive system to meet the needs of handicapped youth. It is appropriate that programmes of

education and guidance should at times be examined to ascertain the extent to which they have succeeded in helping their recipients to relate to normal society. Yet this examination has rarely been made.

For example, there has never in New Zealand been a comprehensive survey to see how people who have passed through programmes of education for the visually handicapped, are functioning in the community. Follow-up studies of this type are uncommon, even in the United States, where quite elaborate programmes of education and guidance exist. Lack of research characterizes also many other areas of work with the visually handicapped.

The broad purpose of this study was to examine the present situation of a group of former pupils of the School for the Blind and of classes for the visually handicapped. Of particular interest was the extent to which they had been able to function normally in the community, with most emphasis being placed on their occupational adjustment. Other areas investigated were educational achievement, social and community participation, marital status, mobility and travel, and residential status.
II. JUSTIFICATION FOR THE STUDY

Two broad areas of justification may be distinguished. Firstly, the study can be justified by the nature of the population investigated. It will separate from the blind population as a whole those who are congenitally blind, or were blinded early in life. One of the difficulties in information published about the blind is that this group, representing as it does only 10 per cent of all blind people, tends to become submerged in the larger group. As has been pointed out by Carroll, there are great and fundamental differences between the two groups. This study also looks at the situation of the partially sighted. Little if anything has been known of this group, there having been no follow-up services to former pupils of partially sighted classes unless their vision is so defective that they are registered with the Foundation for the Blind.

Secondly, the study can be justified in terms of the usefulness of the information gathered. Lack of any previous investigations in this field have resulted in a

2 Ibid., pp. 4-5.
corresponding lack of a body of systematic information. The information gathered should be useful in judging the extent to which existing programmes have met the needs of the pupils. It could also help in planning programmes for present and future pupils of educational facilities for the visually handicapped. For example, vocational guidance might well be helped by information on the occupational adjustment of former pupils. Finally it should provide information on the present needs of the people under study and so could improve services to them.

The emphasis placed on work above other areas of functioning requires some justification. Work occupies an important place in every man's life and there are a number of reasons for this.

The most obvious is that men work to earn a living. As Super points out, "People do have to have money to purchase the necessitites of life and the customary way to get money is to work for it." ³ But work means much more than this; there are the psychological satisfactions of self-esteem and self-expression. It becomes a focal point in men's lives, meeting not only material needs but

psychological and sometimes social needs as well.

For physically handicapped people work occupies at least as important a place as for the non-handicapped. There is of course the need to earn money to keep up a standard of living. Some groups qualify for pensions or allowances which are usually aimed at covering the additional cost of living with a handicap rather than providing the means to live on completely. Of course handicapped people will often experience greater difficulty in earning a living because of the limiting effects of the handicap or the limiting effects of public attitudes, in particular those of potential employers.

Work will also meet other needs for the handicapped individual. Feelings of personal worth are essential for healthy personality development. These may not be easily gained by the handicapped individual, so that success in an occupation alongside non-handicapped people can play an important part. Successful occupational placement is often seen as an important part of a counselling and guidance programme rather than an end-product. Work is thus seen as one of the main ways in which these people can gain feelings of personal adequacy and satisfaction. However satisfaction
does not come automatically from being in a job. The work must be fitted to the abilities and interests of the person doing it. If it is too easy and humdrum little satisfaction is likely. Burt mentions the danger of, "the bright aspiring child with a job too tediously mechanical for his smart wits and high ambitions...." and suggests further that, "work that is uncongenial may be as damaging to a youth’s morale as failure to obtain work altogether." Similarly work that is too difficult is not likely to offer opportunities for developing feelings of adequacy. However, lack of knowledge about the handicap and its effect on the functional capacity of the handicapped may mean that they are more often in jobs that are too simple for them.

Work for the handicapped is important from society’s viewpoint too. These are people with a contribution to make. Where there is an emphasis in society on helping the handicapped, their potential contributions may be overlooked. Society needs the qualities of the handicapped. Carroll sees among the handicapped a "great untapped potential" for such qualities as,

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judgment, reasoning power, general intelligence, personality, empathy, sales ability, imagination, experience, inventiveness, leadership, loyalty, mathematical ability and the capacity for repetitive manual operation. 5

He points out that these occur as frequently among the visually handicapped as among the non-handicapped. 6

III. TERMINOLOGY

A number of terms used throughout the thesis require some explanation.

Visually Handicapped

This term refers to all those whose vision is defective to the extent that they require help in some area of their functioning. From an educational viewpoint the upper limit is a corrected visual acuity of approximately $\frac{6}{24}$, although many at this level would require little or no special assistance. On the other hand those with a gross field defect may be considered visually handicapped though they have a visual acuity of more than $\frac{6}{24}$. At the other end of the scale are the totally blind. The terms partially sighted and blind are used to indicate broad

groupings within the visually handicapped category.

**Blind**

This term refers to the more seriously handicapped. In this thesis the blind are defined as those eligible on the grounds of visual disability for an Invalidity Benefit under the Social Security Act. This requires an acuity of \( \frac{3}{60} \) or less in the better eye after correction, or a field defect reduced to five degrees or less either side of fixation point. Benefits are sometimes allowable where both field and acuity are reduced, though they may be above the prescribed limits. This definition differs from that used by the New Zealand Foundation for the Blind. Registration with the Foundation depends on an acuity rating of \( \frac{6}{60} \) or less, or a field defect of five degrees.

In some circumstances children with better than the above make use of the educational services provided by the Foundation.

It is emphasised that blindness does not necessarily mean a total lack of sight. Some are totally blind but others have a small amount of vision which may be quite useful in certain circumstances.
Partially Sighted

These are the visually handicapped who have relatively useful sight. They can use vision in educational, recreational and vocational settings. This thesis includes as partially sighted those who are ineligible, on the basis of visual defect, for a Social Security Benefit but whose vision was sufficiently defective for them to have required special educational services.

Visual Acuity

This term has been mentioned and is the customary way in which degree of sight is stated. The upper figure refers to the distance in metres at which an eye is able to read a particular group of letters on a Snellen Test Chart and the lower figure indicates the distance at which a normal eye could read the same letters.
CHAPTER II

SERVICES TO THE VISUALLY HANDICAPPED

I. BACKGROUND

There are two underlying viewpoints which permeate services to the visually handicapped: i.e. integration and segregation. Some have quarrelled with the use of these terms, because of emotional connotations attached to them from their use in other contexts, notably racial affairs. Yet the terms are widely accepted and seem quite useful in describing the two basic existing philosophies, attitudes and methods of working with the visually handicapped.

Segregation

The view of the segregationists seems to be that a serious visual defect is so severe a handicap that attempts to restore the visually handicapped to society cannot really succeed. The blind, they claim, can never be integrated into ordinary society and attempts to achieve integration can only result in tensions, pressures and failure. They feel it is more realistic to segregate the blind educationally, recreationally, and vocationally,
so that they may have shelter from the sighted world and be as happy as possible. Thus, they will require their own entertainments, special schools or classes, sheltered workshops, special homes and nurseries. Their problems will be dealt with by the agencies for the visually handicapped whether or not they be problems caused by the visual handicap.

Arguments in favour of this view include the following:

1. It is cheaper to provide facilities at a central point. Specialist time is not wasted on travelling; buildings are cheaper and easier to maintain; and the services are more publicly visible. Public visibility is important where fund raising, or organising voluntary work is a part of the activity of the agencies involved.

2. Visually handicapped people are unable to compete against sighted people, and are themselves happier and more secure when among others like themselves. Only the blind, it is said, can truly understand the blind. They find happiness, strength and inspiration among groups of people like themselves.

3. It is also argued that the blind are not really
wanted in sighted groups. This leads to the blind person being regarded as something of a burden, and one who must be protected. For example, the visually handicapped child attending a sighted school will, according to this view, be rejected, or at the other extreme, babied.

As a result of this viewpoint the following types of facilities have been developed:

1. Schools, classes and pre-school centres for visually handicapped children, many of which are residential.
2. Sheltered workshops where the visually handicapped are employed.
3. Hostels and homes for groups of visually handicapped people.

Integration

The integrationist viewpoint agrees that blindness is a severe handicap, but argues that it can be overcome, and that it does not preclude living a full, active, and personally satisfying life in open society. Further, all efforts of agencies dealing with the visually handicapped should be aimed at helping them to achieve integration in community and family life. Wherever possible, state the integrationists, assistance should be given while the
visually handicapped person remains in family and community.

The integrationist viewpoint is best represented by the development of the following types of facility:

1. Pre-school advisory services to parents.
2. Attendance at ordinary schools served by itinerant or resource specialists.
3. Continuing home guidance services to give practical help and to emphasise the parental responsibilities in the education of their children.
4. Work training schemes which enable the return of the visually handicapped to open employment, or training in establishments for sighted persons, such as is being developed in vocational schools in the United States.
5. Placement services to help the visually handicapped in open employment.

Integrationists claim that such services result for the individual in immeasurable emotional and social gains which make him better able to contribute to community life. Thus, in answer to the claim that it is cheaper and easier to set up and maintain segregated services, the integrationists assert that the better results gained from integrated services make these much more
efficient.

In answer to the argument that the tensions of life in open society are too great for the visually handicapped, the integrationists point out that even greater personality damage can result if they avoid competition. They contend that self respect can result only if one is able to find a niche in society and play one's full part.

Integrationists believe that though newly blinded adults have something to gain from association with other blind people, there is a danger that they may be deprived of normal interpersonal relationships and rewarding experiences, become over dependent on their associations with other blind people and lose confidence in facing society. Moreover they state that despite outward apparent contentment the segregated blind may have an underlying resentment of their situation which could have a greater limiting effect on their functioning than the handicap itself. It is agreed that some visually handicapped people do not want to be integrated but it is also pointed out that this is hardly surprising, as segregation during formative years, and lack of opportunity for developing social experience and
confidence make it difficult for them to develop the necessary feelings of adequacy to integrate freely. Carroll, a staunch advocate of integration, states that it is important:

not to yield to, and thus increase this desire for segregation but to help these blind people in every way so that they will not feel a need to escape from society. 7

Integrationists attack the contention that sighted people do not really want the blind, stating that this is true only in so far as the blind have been previously segregated. They claim that segregated treatment of a group results in ignorance of that group by the majority, so that the difficulties of the handicapped are aggravated. The integrationist view is that prejudice, arising as it does from ignorance, can in part be overcome by showing the public that visually handicapped can be helped to lead normal lives. They contend that elaborate specialised facilities of a segregated nature prevent the public from seeing the essential normalcy of the visually handicapped.

7 Carroll, op. cit., p. 330.
Viewpoint of this study. The position taken in this thesis is that the desirable outcome of services to the visually handicapped is that they become integrated into society. Wherever possible the services themselves should be taken to the visually handicapped. Expediency, tradition, or vested interest should not result in the handicapped being needlessly separated from sighted society. This does not mean that for some visually handicapped people, at some stages, segregation will not be necessary. Integration may be impossible for some children with multiple handicaps. Their needs might be met best in the segregated situation. Sparse population, making it difficult to reach some people with the extra-mural services provided; the need for special concentrated courses; homes that are inadequate for the care of children—such are conditions which may necessitate a degree of segregation. But although segregation may be necessary in such cases, it should not be regarded as ideal.

Of course the segregationist viewpoint was responsible for much valuable pioneer work in the welfare of the visually handicapped. It was, in fact, a recognition that some
special assistance could be provided to help the visually handicapped cope with life. This segregated approach, based on the belief that the handicapped and other deviates, could best have their needs met by being withdrawn from society was standard practice for many years. However in recent years there has been a swing away from patterns of segregation. The part that family and community have to play in habilitative or rehabilitative processes has been widely recognised. The swing to integrated treatment can be seen in psychiatry, where there is less emphasis on special institutions, and more on day clinics and on psychiatric wards attached to ordinary hospitals. The value of home and community to the mentally handicapped has been recognised, and there is a lesser tendency to lock them away from society. Modern treatment of criminals, with increasing emphasis on rehabilitation, has recognised that segregation from society may well increase anti-social tendencies. To help obviate the effects of segregation, treatment including pre-release hostels, weekend detention centres, and periods of probation, are being used. Integrated educational programmes for many physically handicapped children are
being developed in a number of countries.

There has also been a great growth of integrated facilities for the visually handicapped. Less emphasis is now being placed on residential nursery schools for visually handicapped youngsters; the value of home life being recognised as so important that pre-school advisory services are enabling children to stay in their homes. Integrated programmes of education are being developed. The majority of the visually handicapped children in the United States attend ordinary schools. Also in the United States emphasis is being placed on providing pre-work training in the ordinary vocational schools.

McAuley states, "A vocational school is the best place for the blind person to gather a wide diversity of experiences so essential in making a wise choice of occupation and training." 8 Such forms of education and training help the visually handicapped to become full members of the community.

The Pinebrook Report sums up in these words:

Most of us are agreed that the tendency of old to segregate blind persons undoubtedly was motivated

by ideas of kindness but certainly devoid of intelligent planning. Most of us agree that the natural desire of blind people is to be with their families and their sighted friends. They wish to be members of the community in every respect. They therefore should be encouraged and implemented through training, social assistance and work opportunity which points in that direction.

II. DEVELOPMENT OF SERVICES FOR THE VISUALLY HANDICAPPED IN NEW ZEALAND

In examining the present situation of visually handicapped people in this country, it is important to know something of the growth of the services which are helping them to take their place in society.

The first organisation to help the visually handicapped in New Zealand was the Association of the Friends of the Blind, formed in April 1889. This group existed for only one year. In July 1890 a new organisation incorporating the earlier group was formed. This was the Jubilee Institute for the Blind. In 1902 the name changed to the New Zealand Institute for the Blind, and in 1955 it became the New Zealand Foundation for the Blind.

Education

The Jubilee Institute opened a school in 1891. For some years prior to this the New Zealand Government gave financial support to blind children who had been sent to Australia for their education. The 1886 E.1. Report states:

The number of blind children in the colony is happily too small to render it necessary or feasible as yet to establish a school for them. Where necessity arises, arrangements are made with the Government of Victoria for the admission of New Zealand youth to the Asylum for the Blind at Melbourne. 10

In 1887 the Government was supporting six blind pupils in Melbourne and one in Sydney. In the 1891 E.1. Report mention is made of a Society formed in Auckland to set up a school for blind children, and in that year the Jubilee Industrial School for the Blind was opened with a roll of fifteen, seven of the pupils having been brought back from the Australian schools. 11 This school represents a realisation that


by bringing this group of blind children together some educational assistance was possible, and of course this was a most important step.

For many years this school, administered by the Institute or Foundation for the Blind was the only provision made for the education of the visually handicapped children. Generally speaking this school catered for the more seriously handicapped children so that many partially sighted children coped as best they could with no special assistance. It was not until 1949 that further provisions were made for the education of the visually handicapped. Sight-saving classes for the education of partially sighted children were opened at Waltham School in Christchurch and Te Aro School in Wellington. It should be noted that these were attached to ordinary schools, so that continued contact with home and fully-sighted peers was made possible. The 1951 B.2. report mentions the provision of a sight-saving class attached to the Institute for the Blind School in Auckland, but it appears that partially sighted children had been
attending this school for some years.\textsuperscript{12} Classes similar to those at Waltham and Te Aro were soon started at Forbury School in Dunedin and Newmarket School, Auckland. By 1960 sixty-seven visually handicapped children were being educated in these classes administered by Education Boards as compared with sixty-six at the residential school in Auckland.

The report of the Director of Education in 1960 contains a full statement of the philosophy of, and current trends in special education.\textsuperscript{13} It was notable for the theme that the education of handicapped children should, where possible, be with ordinary children. It supported the view that normal schooling gives "the best opportunity of growing up as normal people."\textsuperscript{14} Several instances were given of the breaking down of segregation of the handicapped in educational settings. Of interest here is mention of the policy of returning pupils of

\textsuperscript{12} Report of the Chief Inspector of Primary Schools E.2. p.3. \textit{Appendices to the Journals of the House of Representatives}, (Wellington, New Zealand) Vol II 1951


\textsuperscript{14} Ibid., p. 7.
partially sighted classes to ordinary classes at intermediate level, or at least by the time they reached secondary school.

Since 1960 there have been several important developments in the education of the visually handicapped. There has been a marked increase in the degree to which they are being integrated in ordinary schools. The 1963 E.1. report, referring to the integration of partially sighted pupils at Waltham School, mentions "another attempt to discover how far it is possible to educate handicapped children of normal intelligence in ordinary classes with normal children."¹⁵ The organisation at Waltham School was similar to the Resource Room plans common in the United States, the children being enrolled in ordinary classes but having available a specialist teacher to provide individual instruction and to ensure fruitful participation in the school programme. Provision was also made at Waltham for a visiting service to enable partially seeing children to remain in their own district schools, and for the follow-up of pupils advancing to

secondary schools. In 1964 the Waltham Resource Room transferred to Elmwood Normal School where provision was also made for educationally blind children to attend in the integrated setting at primary and intermediate level, and eventually at secondary level too.

The main centre for the education of visually handicapped children is still the school administered by the New Zealand Foundation for the Blind in cooperation with the Education Department. A new school, Homai College, was opened in 1965 at Manurewa to replace the old School for the Blind at Parnell. This serves 130 visually handicapped children, many of them in the residential situation. The principle of integration is represented by the setting up of a Resource Room for secondary pupils at nearby Manurewa High School. An itinerant service to other children attending schools in the Auckland area is also based at Homai College.

The partially sighted class at Forbury continues as a part-time unit. Partially sighted children attend the special class in the mornings and spend their afternoons in their ordinary school classes. The class at Newmarket closed in 1965 through lack of children.
In view of the number of children receiving help from the Christchurch Centre—currently more than forty—which serves about the same sized population, this apparent lack of numbers is surprising. It is almost certain not that insufficient children with visual handicaps are in the area, but rather that the machinery for tracing the visually handicapped children in the district is faulty.

In summary then there have been three important periods in the development of the services for the education of visually handicapped in New Zealand: firstly the establishment of a school in 1891; secondly the setting up of classes for partially sighted children in the late 1940ies and early 1950ies; and thirdly the period since 1963 which has seen a real growth in integration, and the opening of a new residential school at Manurewa.

General

Along with the school, in 1891 the Jubilee institute opened workshops for blind adults. Originally these workshops were of a traditional type and are described as
relying "to a great extent on public sympathy." The situation has changed:

Today's modern concept is to replace the traditional trades and to some extent, follow industry, by using as much machinery as possible to produce goods that are required by the community, that have a sales value because of their quality and durability." Plastics have reduced demand for cane work, and there has been a diversification of products including manufacture and assembly of television aerials, wire coat hangers, nursery swings, cane and plastic furniture, coir mats, and a variety of packaging and assembly work.

Some emphasis is being placed on the training function of the workshops, so that for some they offer preparation for placement in open industry. The benefits from being able to remain in home and community are well recognised. The workshop training is described as allowing the blind person:

after an appropriate training period, to be placed in employment in his home town. The obvious advantage is that he has not been required to shift to a new environment away from friends and relatives. He still remains an integral part of the community, and as such makes his contribution to the town and district in which he lives.18

17 Ibid., 18 Ibid.,
Closely related to the above (and of importance to the content of this thesis) is the placement service which has been developed to help place the blind in open employment. Since 1957 a full-time officer of the Foundation for the Blind has worked in the vocational placement and guidance of blind people.

From the earliest days of the Jubilee Institute library facilities have been made available to the blind. This service has developed steadily so that today braille, moon, and talking books are available to the registered blind throughout the country. Recording studios, recently opened, are producing talking books of the most modern type.

Social workers have been employed by the Foundation to look after the needs of blind people. Today there are twelve of these welfare officers maintaining contact with the blind wherever they are living.

The Foundation offers a variety of financial assistance to help the blind towards independence in community living. It includes interest-free housing loans, furniture loans, bursaries for full-time study, and special grants for a variety of purposes considered
worthy by the Foundation.

The services outlined above have in common the aim of helping the blind person in living in the ordinary community. In the seventy-seven years since the first service to the visually handicapped was established there has been a steady growth of facilities which are integrationist in spirit, providing help in their own environment.

However, some services have tended to develop along segregated lines. In particular, hostel-type accommodation has been provided by the Foundation specifically for blind people. There are now two homes for the aged blind—one in Auckland and one in Christchurch. There are homes for single men and single women in Auckland, and also in Auckland there is the Sunrise Home for very young blind children.

Social centres, and occupational therapy or adult education centres have been developed in the main centres by the Foundation for the Blind. These are integrationist in that they provide services to blind people remaining in their families and community, and segregationist in the sense that the blind are being separated from the
ordinary sighted community for certain activities.

To sum up, a comprehensive system of services to the blind has developed as a result of the efforts of the New Zealand Foundation for the Blind. There has been a significant development of services which aim to help the blind person in the community in which he lives; and the values of living and working in the ordinary community are clearly recognised. Despite this, some segregated facilities still exist. These may be seen in the words of Chevigny and Braverman as "a fundamental contradiction to purpose."\(^{19}\) They represent the view that the provision of segregated facilities to help a person become integrated into society is a paradoxical situation.

In comparison with services to the blind the services to other visually handicapped people not registered with the Foundation are very sparse. Apart from some assistance with education it seems that little special service has been considered necessary for these people. This study should give some indication as to whether this is a justifiable assumption.

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CHAPTER III

REVIEW OF THE RELEVANT LITERATURE

Until comparatively recently literature on the blind was limited and on the partially sighted even more so. In 1950 Chevigny and Braverman were moved to comment:

......it is astonishing to the student to find how small the literature on the subject actually is. It has been estimated not to exceed three thousand volumes, this in all languages and covering all phases of the subject from the economic to the psychological. 20

They further comment on the highly repetitive treatment of the subject of blindness, and the large amount of "pure speculation, based largely on introspective data without adequate experimental, clinical, or statistical foundation." 21

Since that time the situation has improved with an increase in the amount of research being carried out. However the tendency has been to neglect as a special area of study those born blind or blinded early in life,

20 Ibid., p. ix. 21 Ibid., pp. ix-x.
and in general to consider them merely as part of the blind population as a whole. There has been only a limited number of studies of the adjustment of this group, and the partially sighted have been studied only rarely. The studies which have most relevance to this thesis are outlined below.

I. PREVIOUS STUDIES

Post-School Adjustment

Buell examined the employment status of former pupils of the Californian School for the Blind, who had left school during the period 1927-1951. She found that 25 per cent (excluding housewives) were unemployed, a considerably higher rate than for the general population. A further 20 per cent were in subsidised occupations leaving a little over half of the sample in regular open employment. She found that compared with the sighted there were proportionately less blind in skilled trades, a similar percentage in semi-skilled and unskilled work, and more in white collar and selling type occupations.

Fitting, in a similar study of former pupils of the Michigan School for the Blind, but over a shorter leaving period (1946-1954), found again a high rate of unemployment. Thirty per cent of the sample were unemployed and "the group as a whole was reported to have been employed only 42 per cent of the time since leaving school." The individuals who had graduated from high school had less unemployment than the non-graduates. It was noticeable that no one was employed in professional fields but this was in part explained by the relatively short time that had elapsed since school leaving. A lower marriage rate than in the general population was found and half of those married had visually handicapped spouses. Over 20 per cent still lived in their parents' homes and there was a strong tendency for the high school graduate to associate more with visually handicapped people. Seventy per cent took part in church social activities which far surpassed participation in any other activity.


24 Ibid., p. 24.
A study by Theile, in England examined the occupational adjustment of a group of registered blind people who had left school between 1932 and 1942. He was interested in the range of employment available and the possibilities for extending vocational opportunities. Those in his group were above average educationally and held the following jobs in order of descending frequency:

braille-shorthand-typing, physiotherapy, piano-tuning, music teaching or performing, legal practice, braille transcribing, telephony, teaching or lecturing, welfare work, house-keeping, secretarial work, junior executive work, manual work, Christian ministry, factory work, administrative—higher executive work, and journalism and other writing.

He concluded that there were likely to be opportunities in the secretarial field at a higher level than shorthand-typing.

Examining the personal qualities which seemed to accompany success, Theile found a positive relationship with physical attributes of neatness and cleanliness, verbal ability, interest in the intellectual, social and artistic. Other characteristics positively associated

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26 Ibid., p. 44.
with success included normal home background, high job satisfaction, and choosing one's own career. Factors having no relationship to job achievement included sex, degree of sight, skill in mobility, confidence, practical ability, some schooling at sighted schools, age on losing sight, over solicitous parents, being an only child, and having taken courses of study while working.

The vocational status of fifty-five partially sighted persons who had passed through an Oaklands special programme, from 1938 to 1950 was examined by Fennefors. She found a wide variety of occupations with office work for girls and manual work for boys most popular. Two of the sample were unemployed and professional employment was infrequent.

A similar survey by Giblin in Boston which included partially sighted school leavers from 1949 to 1958 revealed a similar situation. The girls had favoured office work and the boys unskilled industrial work, although among boys who had graduated from high school


there were more in skilled work, and a greater variety of work had been undertaken.

**Professional Employment**

With the general success in the placement of blind workers in industry, the possibilities of professional employment have come in for considerable attention. Recently extension of employment possibilities for those with high ability has become an urgent need. Theile's suggestion that opportunities existed for higher level secretarial work has been mentioned. The work of Bauman and Yoder is of particular interest. In a comprehensive study they interviewed a large number of blind persons successfully engaged in professional work in the United States. In all, fourteen occupations were reported, "from the practice of law with all its ramifications to active and competitive participation in journalism, radio, television, and the theater". The

29 Theile, *op. cit.*, p. 54.


problems in each occupation and ways in which the encumberants met them were examined, and the authors drew up a "psychological portrait of the type of blind person who has been successful in each of these fields". This type of careful analysis is of value to those involved in planning for, and advising on professional occupations for blind. The study also deals with the part of the rehabilitation agency, the problems involved in guiding, advising and preparing the individual for professional employment, and the individual's responsibility for preparing himself.

Lende in an earlier article also examined professional employment of blind persons in the United States. She studied in some detail the extent and variety of professional employment among the blind. Occupations she dealt with included those within agencies for blind such as executives, rehabilitation agents, and teachers, and also "outside" professions such as law, divinity, teaching in public schools, osteopathy, chiropractic,

32 Ibid.

social work, physiotherapy and library work. She found that many blind persons had trained for and successfully held positions in a number of professions, but emphasised that more could have done so if the attitude of the sighted world had not often denied them the opportunity of proving their ability. 34

A survey of the Royal National Institute for the Blind in Britain looked at the situation of more than 500 professional and administrative workers. 35 An interim report in 1965 analysed 412 replies. The most commonly held position was that of physiotherapist. Twenty-nine per cent were so engaged. Other large groups were musicians, home teachers, music teachers, school teachers and ministers of religion. Concern with extending the employment possibilities for those with ability is evidenced by the discussion of opportunities in the new fields of osteopathy, speech training and computer programming.

Several studies under the auspices of the American Foundation for the Blind discussed particular professions.

34 Ibid., p. 246
McCaulley discussed the blind person in college teaching. He collected information on fifty blind college teachers throughout the United States. He found that totally blind men and women do function successfully in the college teaching role. Both college administrators and blind teachers agreed that, "complete mastery of subject matter, a fine personality, and ability to communicate are requisites for good college teaching".

Thomason and Barret studied the "legal aspects, policies and practices" affecting the employment of blind teachers in the United States. This revealed that the majority of States have no restrictions on blind teachers in elementary and secondary schools, and thirty-six States employed blind people. The authors concluded that "possible barriers to employment of blind teachers of sighted children have their genesis elsewhere than in legal restrictions."


37 Ibid., p. 7.

38 Bruce Thomason and Albert M. Barrett, Opportunities for Blind Teachers in Public Schools, (New York: American Foundation For the Blind 1961)

39 Ibid., Foreword.
Hyde prepared a study which examined law as a profession for the blind. Each type of law work was examined by a blind person engaged in that field, e.g. city lawyer, small town lawyer, judge, federal employee, law student, law professor. The feasibility of the work, the difficulties experienced and individual solutions were outlined in some detail. Hays, in his foreword, sums up the general approach and indeed the philosophy of many concerned in the guidance of blind persons entering professions.

Would I encourage a sightless man to study law? You might just as well ask me whether I would advise a blond man to study law. The answer in both cases depends upon the character of the individual. Some work, like that of a chauffeur, requires eyes. The law requires brains.

II. GENERAL

A comprehensive report by a Working Party in Britain examined in detail "the facilities existing for the employment of blind persons in industry and in public and other services" and made recommendations for


41 Ibid., Arthur Garfield Hays, p. 6.
their development. It outlined something of the meaning of blindness, the history of services to the blind, the extent of the problem, education, rehabilitation and training, placement services and employment opportunities. The particular occupations discussed were physiotherapy, music, piano tuning, home teaching, shorthand-typing, telephony, workshop employment, factory work, law, the church, teaching, business management and rural occupations.

The report demonstrates clearly an appreciation of the importance of occupations both to the blind individual and to the community of which he is a part.

The value of employment to the blind is that it enables them to enter fully, despite their handicap into the life of the community, to live active, happy cultured and contributive lives of their own. The sense of being useful to society is essential to happiness. The value of employment of the blind to the community is that they represent a potential labour force capable, if properly used, of making a substantial contribution to the national economy.

Of the general works on blindness, the one with firm commitment to the integrationist viewpoint and perhaps the fullest study of its implications is


43 Ibid., p. 9.
Carroll's work. He writes primarily about the adventitiously blinded but his comments often have relevance to the congenitally blind person. His vigorous approach is well illustrated in his discussion of the segregation-integration issue:

....in the past segregation of the blind for many purposes may have seemed like the best or the only way of coping with a practically hopeless situation, it has now become, because of progress made in knowledge in the last decades, a defeatist way of coping with a potentially hopeful situation.

Carroll discusses at length the ways in which a blind person can be helped towards independence, so that he can take an active and contributing part in family and community. He sees vocational adjustment within the context of rehabilitation as a whole, and points out that while placement in suitable employment is "not the whole of rehabilitation..........it is certainly the keystone." He outlines the vocational limitations imposed by blindness, (Appendix A) and emphasises the part of vocation in total adjustment. His attitude is summed up as follows:

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This end to which we should all be striving includes equal pay for blind and sighted persons alike. It includes equal choice as to staying with a job or leaving it to seek another, equal opportunities to go ahead through stages of promotion and equal possibility of being discharged or laid off in hard times.48

Carroll discusses social adjustment, outlining the difficulties related to blindness, and suggesting ways of overcoming these. He analyses recreational activities and the possibilities they offer for blind people.49

(Appendix B) He believes that the blind should find their recreation among sighted people, and sees a "danger that they will slide into the social life and specialised games of the segregated blind community, with all the surrender of hope and of ego-strength involved therein."50

Of somewhat special interest to this study is his discussion of the part played by special workshops for the blind.51 He sees a need for sheltered workshops as permanent employment for some very low ability, or multiply handicapped individuals, but is not impressed with shops which purport to train workers for outside

48 Ibid., p. 209
49 Ibid., pp. 187-193
50 Ibid., p. 197
51 Ibid., pp. 334-340
employment. Carroll prefers this training to be carried out in a rehabilitation centre for the person blinded after childhood, and for the congenitally blind he tends to agree with McAulay, who sees the ordinary vocational school used in the United States for training sighted youth as the most suitable for training blind youth. 52 Carroll contends that there are too many capable workers in sheltered workshops who should be in outside employment. This tends to reinforce the stereotype that all blind persons should be in industrial jobs.

There is nothing wrong with jobs in industry, but most sighted people are not industrial workers, and there is no reason why most blind persons should be. 53

A recurring theme of Carroll is echoed by Chevigny and Braverman. 54 This sees the difficulties of the blind in adjusting vocationally, socially and emotionally not as a result of their blindness but as the result


of the effect of their blindness on sighted people. This has important implications for services for people who are blind. Chevigny and Braverman discuss the historical background of the emotional barrier to blindness that exists among the sighted community.

It is described as:

.... a survival of the times when a silent prayer against catching the affliction was said by sighted men on touching his hand..... It is still vaguely more fitting to give a check to a social agency for the blind than to give jobs to its clients, a momento of the times when it was impious to make a blind man work but pious to give him alms. One proposal still being seriously advanced to solve these problems is that they should be put in separate colonies where they may form their own society.55

At the time of this work (1950) blind people who had been able to work in industry during wartime were no longer able to get work, and no doubt the situation has improved since that time. It does however emphasise that successful integration of the visually handicapped both depends on, and contributes to education of the sighted population as to the real effects of blindness.

55 Ibid., p. vii.
CHAPTER IV

SPECIFIC AIMS AND PROCEDURE

I. SPECIFIC AIMS

Accepting that the integration of the visually handicapped in society is desirable, the study was a survey of some of the areas of daily living to see to what extent integration had become a reality for a group of people who had had defective vision since birth or soon after. Because of the importance of work to the handicapped person, this aspect received most emphasis, but other areas examined were marital and residential status, educational achievement, community participation and mobility and travel.

The information required in each of the areas examined was as follows.

1. Vocational

The first aim here was to find the range of occupations engaged in by the visually handicapped. In this regard several questions required answering. Was there any evidence that the visually handicapped had found their way into a narrow range of occupations
or a particular occupational level?
Did the various degrees of visual defect represented affect the level or type of occupation?
How many were working in professional occupations, taking into account the number with sufficient education to do so?
Was there any evidence to support the common stereotypes of blind musician, or unskilled industrial worker?
The situation described by McCauley that "blindness is one disability seen by many as limiting the potential of persons to acquire knowledge and skills for practice in a profession", 56 may have had some effect on the range of occupations in the group.
What areas of professional employment, if any, were most popular?
What proportions were in open employment, sheltered employment or unemployed?

The previous studies that have been reviewed led to several expectations in the area of occupation:

a. Although there would be a wide range of work most would be employed in unskilled manual work.

b. Unemployment and sheltered employment would be common, especially among the more seriously handicapped.

c. Professional work would be infrequent, even among those educationally qualified.

d. The better educated would be in more responsible positions and be less likely to be unemployed or in sheltered employment.

The second aim in the vocational area was to discover how well adjusted the visually handicapped were to the occupations held. It was decided that good adjustment vocationally would be indicated by stability of employment, satisfaction from work being done, and success on the job as indicated by promotion, level of employment and earnings.

Expectations here included:

a. Earnings would be less than for the general population.

b. There would be little promotion.

c. Some people of high general ability would be frustrated and dissatisfied through having to work at a relatively low level.
2. Educational

The main aim here was to find the level of educational achievement and, as mentioned above, how far this was related to occupational achievement. There was interest too in the extent to which amount of vision had affected educational achievement. In view of the special provisions made for education for all levels of vision represented it was not expected that the vision variable would be important. It was not expected that post-school educational or vocational courses would have been taken very frequently.

3. Marital

Since marriage tends to be regarded as a 'normal' and expected undertaking in our society, marital status was investigated. Both the frequency of marriage and whether there was any tendency to marry other visually handicapped people were studied. The limited evidence of Fitting's study\(^\text{57}\) led to some expectation that the rate of marriage would be lower than for the general population; and the finding of Fitting together with

the comments of Cutsforth, Chevigny and Braverman, and others suggested that among ex-pupils of the residential school intermarriage would be common.

4. Residential

Interest here centred on whether the visually handicapped people in this study had gained independence in respect to where they lived. From Fitting's results it was expected that the majority would not have been emancipated from their parents' homes. Logically too, because of the greater difficulty of achieving independence in living, this was to be expected. The fact that many of the sample had been to school in segregated situations, and the fact that hostels for blind people are provided, suggested that the more seriously defective would tend to live in association with other visually handicapped people.

5. Community Participation

The part that the sample was taking in community activities received some attention. Interests were


59 Chevigny and Braverman, *op. cit.*, pp. 184-185.

60 Fitting, *op. cit.*, p. 22.
examined to determine not only the range of interests, but also the extent to which these were social or individual in nature. The difficulties of mobility, and limits caused by blindness were expected to result in more individual interests, and less participation in social organisations, especially among the totally blind.

Participation in religious activity was also studied to see how much the visually handicapped took part. As it is unusual for church authorities to provide special braille or large print versions of the closely printed material used in church services, visually handicapped people find it difficult to take an active part so a low rate of church attendance was expected. The social aspect of church activities was also investigated.

The area of political participation was examined to see if individuals were taking a normal part in activities at a local and national level. There are obvious difficulties in being informed on political issues where access to one of the main information media, i.e. newspapers, is severely limited, so that
there was some expectation that there would be less interest in political parties and voting.

6. Mobility and Travel

A person's ability to move about independently affects the extent to which he can be truly part of his community. The aim here then was to find something of common methods and aids used, and the amount of independence in mobility.

II. PROCEDURE

Sample

The group chosen for this study consisted of the school leavers in the period 1950-1965 who had spent at least three years in a class or in the school for the visually handicapped. This group which numbered 125 included ex-pupils of each of the partially sighted classes at Te Aro, Waltham, Newmarket and Forbury, as well as the School for the Blind in Auckland. This particular period was chosen, firstly as it included all the leavers from the partially sighted classes, the first of which opened in 1949; secondly because it was considered that the experiences of this young group
would have most relevance to, and therefore be most useful in, the present-day situation; and thirdly because it allowed some comparison with similar studies overseas.

The three year minimum attendance criterion was aimed at ensuring, that only genuinely visually handicapped were included in the group. Children wrongly placed, e.g. suffering from only a mild degree of handicap, or multiply-handicapped, would thus be eliminated from the sample.

Method

It was decided that a questionnaire represented the most efficient way of getting the information required for two reasons. Firstly the sample was widespread geographically making interviewing impracticable. The majority lived in the North Island but were spread as far south as Dunedin. Twenty were available for interview in the Christchurch district but nineteen of these were in Group III. Secondly the information required mainly factual answers and little judgment or opinion was called for. In many cases some of the information could be checked by the use of school and employment records.
It was borne in mind that the use of this method gives rise to such difficulties and disadvantages as the following:

1. As had been pointed out by Mouly the major weakness is that of non-return which in turn introduces a possible sample bias. The non-respondents, it must be assumed, differ in some way from the respondents.

2. A second major disadvantage is that questions may be misinterpreted by the respondent. This is more likely to happen among the lower intellectual groups, and again makes the validity of these answers questionable. However this type of disadvantage is a result of misuse rather than being inherent in this method. Yet it can happen and may be impossible to detect.

3. Where there is a choice of an answer to be made some choices may seem more desirable or right, and be checked for this reason alone.

4. Finally, some people may not wish to give personal information to a person unknown to them.

To avoid or at least minimise the above, several measures were taken:

1. The covering letter, (Appendix C) using an altruistic approach, drew attention to the benefits that other handicapped people could receive from the survey. It was pointed out that any information given was completely confidential and that no names would be used.

2. The questionnaire (Appendix D) was kept as short as possible so that the questions could be answered in a few minutes. A combination of open and closed items was used. Open questions called for mainly short factual answers, the exception being the last item which called for comments. Several closed items were used, but only one required an attitude, i.e. the rating of job satisfaction. The use of these short answer, mainly factual questions was to reduce possibility of misinterpretation and to make it easy to see if this had occurred.

3. A letter of support from the Director of the New Zealand Foundation for the Blind, (Appendix B) accompanied letters to those registered with the Foundation.

4. Stamped, addressed envelopes were enclosed for the return of the questionnaires.

5. Two follow-up letters (Appendix F) were sent out
together with a further copy of the questionnaire to those who did not answer the original questionnaire.

6. The questionnaire was tried out informally with a number of sighted people of the same age group. In some cases it was read to the subject as it was expected that this would happen in some cases in the actual survey. Arising from this trial several alterations were made in wording of items.

7. Results from the questionnaires were supplemented by information from school records and records of employment. This meant that a number of non-respondents were able to be included in the analysis of vocations and educational achievement.

**Distribution of Questionnaires**

Names and addresses were obtained from the records of the New Zealand Foundation for the Blind, and the four Partially Sighted Classes. The former were current addresses but the latter were old addresses and attempts were made to check these. More recent addresses were in some cases obtained from the secondary schools attended but even these were up to ten years old. In some cases electoral rolls or telephone directories gave addresses. However it was not possible to trace some of the ex-pupils.
In early October 1966, questionnaires were sent to 109 people. Enclosed was a letter explaining the purpose of the survey and the letter from the Director of the Foundation. Stamped, addressed envelopes for returning were also sent. Later, in November when some sixteen late addresses came to hand, these were sent out bring the total sent to 125. Reminder letters and another copy of the questionnaire were sent out after five weeks to those who had not responded. After another five weeks a final reminder was sent out. On all the letters was a note to return to the sender if the individual was not known at that address.
CHAPTER V

RESULTS

I. RETURN OF QUESTIONNAIRES

Forty-five persons responded positively to the first letter. One was returned with a request to be left out of the survey and fifteen letters were returned as the addressee was not known at that address. The second letter elicited nineteen more positive replies, one more declined, one was notified as deceased, and seven were returned as not known. The final reminder brought four more replies and one returned as not known. This gave a total of sixty-eight completed questionnaires. (Table I)

This comparatively low response of 54 per cent resulted in part because twenty-three (18 per cent) of the original group could not be traced. Letters addressed to these people were returned marked "Not Known". Most of the people in this category had attended partially sighted classes. Twenty-five per cent of the original group were assumed to have received their questionnaires but failed to respond.
| School Attended         | Number Sent | Positive Return | Number No. | Number Not Known | Declined or Deceased | No Response |  |
|------------------------|-------------|-----------------|------------|------------------|----------------------|-------------|
| School for Blind       | 58          | 64              | 37         | 4                | 1                    | 16          |
| Waltham P.S.           | 25          | 60              | 15         | 5                | 1                    | 4           |
| Newmarket P.S.         | 17          | 47              | 8          | 8                | -                    | 1           |
| Te Aro P.S.            | 16          | 44              | 7          | 4                | 1                    | 4           |
| Forbury P.S.           | 9           | 11              | 1          | 2                | -                    | 6           |
| **Total**              | **125**     | **54**          | **68**     | **23**           | **3**                | **31**      |
TABLE II

RETURN OF QUESTIONNAIRES FROM THOSE REACHED

<table>
<thead>
<tr>
<th>School or Class</th>
<th>Reached Subject</th>
<th>Positive Response %</th>
<th>No.</th>
<th>No Response or Declined %</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School for Blind</td>
<td>54</td>
<td>69</td>
<td>37</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>Waltham</td>
<td>19</td>
<td>79</td>
<td>15</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Newmarket</td>
<td>9</td>
<td>89</td>
<td>8</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Te Aro</td>
<td>12</td>
<td>58</td>
<td>7</td>
<td>42</td>
<td>5</td>
</tr>
<tr>
<td>Forbury</td>
<td>7</td>
<td>14</td>
<td>1</td>
<td>86</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>67.4</td>
<td>68</td>
<td>32.6</td>
<td>33</td>
</tr>
</tbody>
</table>
Looked at in terms of those reached, or assumed to have been reached the return is much more adequate. (Table II) Here just over two-thirds replied. Additional information on vocational and educational status was supplied by the Foundation for the Blind on eighteen non-respondents.

This meant that in these two areas information was available on fifty-five of the original population of fifty-eight former pupils of the School for the Blind.

II. CLASSIFICATION OF RETURNS

The full range of visual handicap was represented in the returns. This range is very wide, from partially sighted people with quite useful sight to the totally blind. Because of this the returns were divided into three groups based on degree of handicap.

A number of factors helped in the classification. In order of importance these were:

1. receipt of Invalidity Benefit on grounds of blindness. This requires a visual acuity of not more than \( \frac{3}{60} \) with correcting lens, or a field defect of no more than five degrees either side of fixation point.

2. use made of vision in the work situation.
3. use made of vision in education, i.e. whether braille was used.

4. use of mobility aids.

The object was to divide the subjects into groups according to the extent to which they were affected in their day-to-day functioning. Where there was still doubt after considering the subjects in terms of the above criteria, referral was made to people who knew them. This was necessary in only three cases.

**Group I** consisted of those who had no useful vision. They used braille and mobility aids, and had no vision which they could use in the work situation. They also received an Invalidity Benefit. Eighteen of the respondents were classified in this group.

**Group II** consisted of those who had some vision which was indicated as being useful in their occupations, and to some extent in mobility. They were all eligible for the Invalidity Benefit and in many cases had used braille in their education. Seventeen people were in this second category.

**Group III** included the partially sighted. These were all the subjects who were not eligible for the Invalidity Benefit on visual acuity ratings. They had
never needed braille or mobility and most had attended one of the partially sighted classes. Thirty-one respondents fell within this group.

Two of the respondents were not classified as it was found that they were still attending school. Thus the number of usable returns was reduced to sixty-six.

In the areas of vocation and education the information obtained on eighteen non-respondents increased the size of the groups to twenty-six, twenty-five and thirty-three respectively.

Throughout the study several points have been borne in mind although not always specifically mentioned. 1. This sample cannot be held typical of all visually handicapped people. It was an incomplete sample of young, mainly congenitally visually handicapped. It has to be assumed that those who did not respond to the survey differed in some way from those who did. The availability of information from other sources on non-respondents overcomes in part some of the difficulties related to sample bias. In the case of Groups I and II, in respect to education and vocation, the sample represents a high proportion of the original population.
2. No adequate control group existed with whom scientific comparisons could be made. In cases where comparisons with the general population, or other studies were made it was realised that such comparisons were unscientific in nature, and the limitations of such were clearly recognised.

3. The groups were divided on the basis of severity of eye defect but within each group there was a great variety of visual efficiency. In each group there were borderline cases which differed as much from some other members of the same group, as they did from members of another group. Further, in no respect can these be regarded as matched groups so that no sophisticated statistical techniques which might provide an aura of scientificity were used.

III. AGE

The age range for the wider sample of eighty-four visually handicapped people was from sixteen to thirty-four years with a mean of 23.4 years (Fig. 1) Most were in the range of twenty-one to twenty-six years. The mean for the sixty-six people who returned questionnaires was lower than this at 22.6 years.
The mean ages for Groups I and II, 25.5 and 24.2 years respectively, were considerably higher than for Group III—21.7 years. (Fig 2-4) This is because the leavers from the School For the Blind which make up almost all Group I and II are spread over the whole period from 1950 to 1965, whereas Group III, made up predominantly of leavers from the partially sighted classes, covers a shorter period i.e. 1955 to 1965, as there were no leavers from these classes before 1955.

IV. SEX

Males outnumbered females by fifty-four to thirty. This reflects the preponderance of males in the original population. In Group I males outnumbered females by sixteen to ten, in Group II by sixteen to nine, and in Group III by twenty-two to eleven.
Fig. 1. Age Distribution: Whole Sample.

Fig. 2. Age Distribution: Group I.
Fig. 3. Age Distribution: Group II.

Fig. 4. Age Distribution: Group III.
V. VOCATIONAL ADJUSTMENT

Occupational Status

The occupational status of eighty-four individuals was examined. Table III shows an analysis of the situation.

TABLE III

OCCUPATIONAL STATUS

<table>
<thead>
<tr>
<th>Status</th>
<th>Groups</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>8% (2)</td>
<td>8% (2)</td>
<td>3% (1)</td>
<td>6% (5)</td>
<td></td>
</tr>
<tr>
<td>Sheltered Employment</td>
<td>23% (6)</td>
<td>32% (8)</td>
<td>3% (1)</td>
<td>18% (15)</td>
<td></td>
</tr>
<tr>
<td>Homemaker</td>
<td>4% (1)</td>
<td>12% (3)</td>
<td>6% (2)</td>
<td>7% (6)</td>
<td></td>
</tr>
<tr>
<td>Full time Student</td>
<td>4% (1)</td>
<td>4% (1)</td>
<td>6% (2)</td>
<td>5% (4)</td>
<td></td>
</tr>
<tr>
<td>Open Employment</td>
<td>62% (16)</td>
<td>44% (11)</td>
<td>82% (27)</td>
<td>64% (54)</td>
<td></td>
</tr>
</tbody>
</table>

Unemployment. (excluding those classified as homemaker or student) Five individuals out of eighty-four were unemployed. This represents 6 per cent of the sample. With unemployment in the general population at
less than 1 per cent this might be considered high but fairer comparison can be made with other groups of visually handicapped. Fennefos found two unemployed among her group of fifty-five partially sighted children, compared with one of thirty-three in Group III in this survey. 62

Some comparisons with the studies of Fitting 63 and Buell 64 are made possible by combining Group I and II to equate the sample with groups of leavers from schools for the blind. Four out of fifty-one or 8 per cent were unemployed when this survey was taken. Fitting found an unemployment rate of 30 per cent and Buell 25 per cent. Fitting also found that his subjects had been unemployed for 48 per cent of their time since leaving school. In the present study it was found that ten people had experienced some unemployment but in five of these cases the period had been only of a few months. For the majority, employment had been continuous

62 Fennefos op. cit., p. 32.
63 Fitting, loc. cit.
64 Buell, loc. cit.
since leaving school.

This group compared more than favourably then, with similar overseas surveys in respect to amount of employment. Unemployment was not common among the sample studied.

Sheltered Employment. Eighteen per cent (15) of the sample were employed in sheltered workshops. Most were among Groups I and II, the legally blind people. Fourteen of the fifty-one in these two groups, i.e. 27 per cent, were in sheltered employment. Twelve of this number were in workshops run specifically for blind people. This was the Industrial Division of the New Zealand Foundation for the Blind. Buell\textsuperscript{65} found 12 per cent in industrial centres for the blind, while Fitting\textsuperscript{66} found only 4 per cent. Thus compared to the overseas studies, there was a higher proportion of the present sample in sheltered employment.

Movement from sheltered to open employment is of interest, giving as it does some indication of the extent of the training function of the workshop. Three

\textsuperscript{65} Ibid.

\textsuperscript{66} Fitting, \textit{op. cit.}, pp. 23-24
people previously in sheltered work were in open employment. Two others were unemployed and one had become a homemaker. Two people who had had a period of sheltered employment and had later gone out to open employment, had returned to sheltered employment when this survey was made. In another five cases people who had worked first in open employment, changed to sheltered employment. On the basis of this information there is no evidence to show that the Industrial Division is functioning as a training shop to prepare the blind school leaver for open employment.

An examination of the educational attainments of those in sheltered shops shows a low level. Most had only primary school education.

**Full-time Student.** Four people, or 5 per cent were students at the time of the survey. This is a good deal less than in Fitting's sample where 25 per cent were full time students, but it must be taken into account that attendance at College is much more common in the United States among the general population.67

Also Fennefos found that 31 per cent of her sample had been to College but in the present survey only nine, including the four mentioned above, had studied at this level. 68

Open Employment. Fifty-four people (64 per cent) were in open employment, i.e. employed in the sighted community. The proportion was greatest in Group III where 82 per cent were in open employment. Group I was next with 62 per cent, and lowest in this respect, with 44 per cent, was Group II. Combining Groups I and II gives 53 per cent in open employment. This is considerably more than in the Fitting study where 33 per cent were in open employment, but the difference is probably explained by the much greater number of full-time students in his study. 69 Buell found that 54 per cent of the males were in open employment, but as his study covered a longer period than the present one more women had become homemakers leaving only 21 per cent in open employment. 70

68 Fennefos, op. cit., p. 32.
70 Buell, op. cit., p. 102.
Sex and occupational Status. By introducing the sex variable the numbers in some of the categories become too small but some observations may be made. (Table IV)

Four out of the five unemployed were females. Most of the people in sheltered employment were men. In Groups I and II 37½ per cent of the men were in sheltered employment. This seems a particularly high level when compared to the Buell survey where 14 per cent of males were employed in industrial workshops though another 9 per cent were in a subsidised vending stand programme making a total of 22 per cent of males in subsidised occupations. 71 A smaller proportion of women than men were in open employment in the present survey, but this tended to be balanced by the number of women who had become homemakers.

In summary, several points emerge.
1. The majority of the sample were integrated in the work situation or as students or homemakers. This was especially true of Group III.
2. Unemployment was very uncommon especially among the males.

71 Ibid., p. 102.
<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th></th>
<th>Group II</th>
<th></th>
<th>Group III</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Unemployed</td>
<td>6% (1)</td>
<td>10% (1)</td>
<td>22% (2)</td>
<td>9% (1)</td>
<td>2% (1)</td>
<td>13% (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheltered</td>
<td>31% (5)</td>
<td>10% (1)</td>
<td>44% (7)</td>
<td>12% (1)</td>
<td>9% (1)</td>
<td>22% (12)</td>
<td>10% (3)</td>
<td></td>
</tr>
<tr>
<td>Homemaker</td>
<td>-</td>
<td>10% (1)</td>
<td>-</td>
<td>33% (3)</td>
<td>-</td>
<td>18% (2)</td>
<td>-</td>
<td>20% (6)</td>
</tr>
<tr>
<td>Student</td>
<td>6% (1)</td>
<td>-</td>
<td>6% (1)</td>
<td>-</td>
<td>5% (1)</td>
<td>9% (1)</td>
<td>6% (3)</td>
<td>3% (1)</td>
</tr>
<tr>
<td>Open</td>
<td>57% (9)</td>
<td>70% (7)</td>
<td>50% (8)</td>
<td>33% (3)</td>
<td>95% (21)</td>
<td>55% (6)</td>
<td>70% (38)</td>
<td>53% (46)</td>
</tr>
</tbody>
</table>
3. Sheltered employment was fairly common among Group I and II men, with no evidence that the sheltered workshop in any sense provided a training for open employment for the group as a whole. It appeared that the equivalent of the substantial number of the unemployed blind in the United States studies cited, were being provided with sheltered employment in this country. However a sizable group of the blind people in this sample were not integrated in this very important aspect of their daily lives.

**Occupational Range**

The occupations of those in employment were as follows:

**Group I:** audio-typist, braille transcriber, musician in dance band (2), engineering apprentice, fire alarm assembler, librarian (2), matmaker (3), motor assembler, physiotherapist, piano tuner, sheltered worker (unspecified) switchboard operator, telephone assembler, television assembler, telephone dial repairer, transcription typist, wireworker (2),

**Group II:** assembler (unspecified), box stripper, cane-worker, dark room worker, food packer, furniture packer,
matmaker (2), musician, packer, scrapyard worker, senior
test clerk (Post Office), sock turner, stove assembler,
switchboard operator, test clerk, wire worker (3).

**Group III:** bank officer, battery mechanic, branch
orderer, cardboard box maker, carpentry apprentice,
carpet layer, carton worker, clerical assistant,
community nurse, counter hand, factory accountant,
farm worker, foreman packer, grocery assistant, grocery
manager, junior clerk, labourer, lathe operator,
librarian, medical laboratory technologist, nurse aid,
pay clerk, plasterer, sheltered worker (unspecified),
storeman, switchboard operator, tax assistant clerk,
timber worker.

The list reveals quite a wide range of occupations.
The single most frequently held occupations were:—
matmaker in sheltered employment (5), wireworker in sheltered employment (5), librarian (3), switchboard operator (3). Sixty per cent of those employed were working in industry, and this was the most common category in each group. In Group II 80 per cent were engaged in industrial work with equal small proportions in professional, clerical and service occupations. Forty per cent of Group III were in industry, but clerical work, accounting for 32 per cent, was also popular.
Occupational Level

The occupations listed were classified into three broad levels.

1. Professional-semiprofessional. These were occupations which had been preceded by an above average school attainment, usually University Entrance, plus further tertiary education. Six people were included in this category. Three were librarians. Two totally blind people worked with the Foundation as librarians for the blind, and the other, who was partially sighted, worked in a public library. Others were a physiotherapist, a musician, and a medical laboratory technologist.

Table V shows that three of those in Group I were in this category, reflecting the superior educational achievements of this group.

2. Skilled-clerical. This category accounted for 38 per cent of the sample and included skilled workers in industry, tradesmen, trade trainees, clerical and office work including telephony, and positions of responsibility. In this category were half the workers in Group III and 36 per cent of those in Group I.
TABLE V

OCCUPATIONAL LEVEL

<table>
<thead>
<tr>
<th>Group</th>
<th>I (n)</th>
<th>II (n)</th>
<th>III (n)</th>
<th>Total (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>14%(3)</td>
<td>5%(1)</td>
<td>7%(2)</td>
<td>9%(6)</td>
</tr>
<tr>
<td>Skilled-clerical</td>
<td>36%(8)</td>
<td>22%(4)</td>
<td>50%(14)</td>
<td>38%(26)</td>
</tr>
<tr>
<td>Unskilled-semiskilled</td>
<td>50%(11)</td>
<td>74%(14)</td>
<td>43%(12)</td>
<td>53%(37)</td>
</tr>
</tbody>
</table>

3. Unskilled and semiskilled. More than half of those employed came into this category. This included routine factory work such as assembly, packing and semi-skilled light engineering; and a variety of unskilled workers.

The general picture that emerges is that of a few people in professional employment, a substantial proportion in skilled and clerical or medium level occupations with the majority in lower levels of occupation.

There are some differences between the groups. Group II has the most in the lowest category, and fewer than the other groups at the middle level. Group III had a greater proportion in the skilled-clerical than did Groups I and II.
Professional employment. Professional employment was not common and this reflects the educational position. Most of those with University Entrance are employed at higher levels. The numbers are small and the range is limited, there being no one represented in the "senior" professions of law, teaching, the church or social work. Buell found that, in her sample, teaching (general and music) was the most frequent professional occupation, with social and rehabilitative work, law, and chiropractic well represented.\textsuperscript{72} She found 8 per cent of her sample in the professions. By combining Groups I and II some comparison may be drawn. Ten per cent are in professional employment but it should be noted that in the present survey a fairly liberal approach was used in categorising occupations as professional. The studies of Fenenefos\textsuperscript{73} and Fitting\textsuperscript{74} found no professional employment. Potential professional employees in the present study were represented by the four full-time students. One

\textsuperscript{72} Ibid., pp. 102-103.

\textsuperscript{73} Fenenefos, op. cit., p. 32.

\textsuperscript{74} Fitting, op. cit., p. 23.
was training for teaching, one intended doing social welfare work among the blind, while the other two doing their first year arts degree course had no vocational commitment at that stage.

The evidence here suggests that many visually handicapped people are entering employment at a low level. This is especially true of the legally blind, and in particular those classified in Group II. The picture of the unskilled industrial worker was a common one as was expected. It appears that most of those educationally qualified were working at higher levels, with a close relationship between school educational attainment and occupational level. This is shown in Table VI. Although there was some tendency for the legally blind to be more often in unskilled work it was the middle group, the ones with some minimal useful sight, who tended to be the most depressed occupationally.

Occupational Satisfaction

Ninety-one per cent of the respondents expressed at least reasonable satisfaction with the work they were doing while five people were dissatisfied. Table VII shows the response to this item.
### TABLE VI

**SCHOOL ATTAINMENT COMPARED WITH OCCUPATIONAL LEVEL**

<table>
<thead>
<tr>
<th></th>
<th>Professional</th>
<th>Skilled-</th>
<th>Semi-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Clerical</td>
<td>Unskilled</td>
</tr>
<tr>
<td>University Entrance</td>
<td>63%(5)</td>
<td>25%(2)</td>
<td>13%(1)</td>
</tr>
<tr>
<td>School Certificate</td>
<td>13%(1)</td>
<td>75%(6)</td>
<td>13%(1)</td>
</tr>
<tr>
<td>At least two years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>52%(11)</td>
<td>48%(10)</td>
<td></td>
</tr>
<tr>
<td>Less than two years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>43%(3)</td>
<td>57%(4)</td>
<td></td>
</tr>
<tr>
<td>Primary only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%(23)</td>
</tr>
</tbody>
</table>

### TABLE VII

**OCCUPATIONAL SATISFACTION**

<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>40%(6)</td>
<td>46%(6)</td>
<td>48%(13)</td>
<td>45.5%(25)</td>
</tr>
<tr>
<td>Reasonably Satisfied</td>
<td>40%(6)</td>
<td>46%(6)</td>
<td>48%(13)</td>
<td>45.5%(25)</td>
</tr>
<tr>
<td>Slightly Dissatisfied</td>
<td>13%(2)</td>
<td>-</td>
<td>-</td>
<td>4%(2)</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>7%(1)</td>
<td>8%(1)</td>
<td>4%(1)</td>
<td>5%(3)</td>
</tr>
</tbody>
</table>
On the basis of this evidence it could be concluded that most of the group were satisfied with their occupations. However it is possible that some members of the sample checked what appeared to them to be the most desirable answer and this should be kept in mind when considering these results. It had been expected that some high ability persons would be working in occupations below their level so that they would become bored and dissatisfied. It seemed though that those with the highest educational levels were working at a reasonable occupational level. This is not to say there were not high ability people who had not achieved much educationally and consequently were working at a low occupational level, but the present study was in no way aimed at detecting people in this category. Only one person who had University Entrance was working at an unskilled level but she was very satisfied. The three Group I people who expressed dissatisfaction were of above average educational level i.e. had School Certificate or better. One was working in sheltered employment, the second in a professional occupation but the occupant felt it was "menial" work and offered little opportunity for advancement, while the third was another in the
professional category. (The other two dissatisfied workers were low achievers educationally working in unskilled positions.) There were too few in the sample in the upper ability levels, and the questionnaire method made it difficult, to arrive at any firm conclusion regarding dissatisfaction. Superficially there was only a small amount of evidence; and expectations of dissatisfaction from their being in work beneath their ability were not borne out.

**Occupational Stability**

Changes of employment were infrequent. Sixty-one per cent of the questionnaire sample had no changes. This represents 71 per cent of Group III, 62.5 per cent of Group II and 44 per cent of Group I. Thirteen cases or 21 per cent had had two or more changes of employment. Changes were slightly more frequent in Group I but even here, as shown in Table VIII most people were stable in this respect.

**Promotion**

Disregarding the self-employed people, most in the sample had not had much promotion i.e. they had not been given jobs involving increases in responsibility, seniority and wages. Several in Group III had reached
positions of some seniority but the general picture was one of individuals doing much the same sort of work as they were when they started, usually for a little more renumeration, but only occasionally with any marked increase in seniority or responsibility. Of course this is in part explained by the young age group represented here. Some of the sample would not have been working long enough to have earned promotion. Taking a very liberal view of promotion, and including people who have made some obvious progress in their occupations, it was possible to include in the promoted category two from Group I, one from Group II, and ten in Group III. It seems that Group III people have more often taken

<table>
<thead>
<tr>
<th>Number of Changes</th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>44% (7)</td>
<td>62.5% (10)</td>
<td>71% (22)</td>
<td>61% (38)</td>
</tr>
<tr>
<td>One</td>
<td>25% (4)</td>
<td>12.5% (2)</td>
<td>16% (5)</td>
<td>18% (11)</td>
</tr>
<tr>
<td>Two</td>
<td>19% (3)</td>
<td>12.5% (2)</td>
<td>10% (3)</td>
<td>13% (8)</td>
</tr>
<tr>
<td>Three or more</td>
<td>12% (2)</td>
<td>12.5% (2)</td>
<td>3% (1)</td>
<td>8% (5)</td>
</tr>
</tbody>
</table>
occupations that offered some chance for progress, whereas Group I and II tend to have "dead-end" jobs. But this is not the whole explanation for the difference. The lack of progress vocationally, by the legally blind in this sample is an area which could be studied to some advantage.

Earnings

The range of earnings for those employed was £250-£1750 per annum, with a mean of £680. No figures are available for comparison with a similar age group in the general population although most members of Groups I and II appeared to be on lower income levels at least when compared to Group III.

Because of more promotion, and more employment at medium levels, and despite the fact that they were a younger group, Group III had the highest average annual earnings of £700. They were closely followed by Group I with an average of £690 but one comparatively high income in this group gives a false picture. By leaving out the earnings of this one person the average for the group dropped to £590. The average earned income in Group II was £650.
Because it is accepted that blindness limits a person's earning capacity an Invalidity Benefit is paid to blind people irrespective of other personal earnings. Most of those in Groups I and II (31 people) received this benefit. The other four did not, because in two cases sighted husbands were earning, and in the other two cases wives were working full-time. At the time of the survey the Invalidity Benefit was £546 per annum if married, £299 if unmarried and over twenty years of age and £260 if unmarried under twenty years old.

These benefits raise the incomes of blind people to a level comparable with sighted people.

**Vocational Guidance and Placement**

Those in Groups I and II along with several in Group III were eligible for assistance from the Foundation for the Blind in finding employment. Seventeen out of eighteen in Group I and eleven out of seventeen in Group II received some kind of direct major assistance from the Foundation vocationally. This help included assistance from the placement officer, prevocational courses, and employment in the Industrial Division. This was the only agency with which these people had become involved to any real extent.
The Vocational Guidance Service was mentioned by four individuals, and several mentioned school teachers and parents as helping them in finding employment. The majority of the partially sighted appeared to have obtained their jobs by direct personal application rather than seeking the help of others.

Eleven people had taken special vocational courses offered by the Foundation—five in telephony, five in office practice and one in piano tuning. These courses were taken at the conclusion of normal schooling. Ten found work in the area for which they had received training, and eight were still so employed at the time of the survey. Two had married and were no longer working.

Respondents' Additional Comments

Additional comments were forthcoming from a number of the respondents. In the main these referred to schooling, vocational guidance and employment. There was a remarkable degree of similarity among the comments of the partially sighted. Secondary schooling in ordinary classes was valued, as was the special class experience, although two people claimed that the
partially-sighted class experience put them back in their schooling. Several felt that they could have had more help in choosing a vocation, but all agreed that in their occupations their poor sight was not affecting them to any great extent.

Seven people among the legally blind groups commented. Generally these tended to be critical of present services and pointed out several areas in which they were deficient. All of them felt that the blind should be in the community more than they now are. Several felt dependence on the Foundation for the Blind was too great and was limiting, e.g. "many blind people must resign themselves to menial tasks within the Foundation" and "many at the workshop given the opportunity would hold their own in outside employment". Two called for greatly increased vocational guidance to school pupils which in their experience had been spasmodic, and provided by unqualified people too late, i.e. when school was over. Two others were of the opinion that the blind could do best, and integrate best vocationally and socially if they were completely free of the Foundation for the Blind.
These comments are included not because they are agreed with, or because they represent a consensus of opinion. They are summed up here because they represent the views of the 25 per cent of those who responded to item 25 in the questionnaire which invited additional comments. They do however again raise an interesting aspect referred to previously. There tends to be a paradox in the situation where the very service which exists to help blind people live a full life, can, because of the institutions set up to provide it, limit them in their daily functioning. Whether this happens to any real extent will be discussed later but the results considered to date suggest that for a sizable group of this sample this might be happening vocationally, because of their employment in sheltered workshops.

VI. EDUCATIONAL STATUS

School Attended

Thirty-seven of those responding had attended the School for the Blind in Auckland and thirty-three had been in one of the partially sighted classes. These included four who had attended both facilities. Group I and II consisted chiefly of former pupils of the
School for the Blind and Group III were mainly those who attended the partially sighted classes. Most had spent at least a year in an ordinary school class, usually at secondary level, but ten had attended no other school except the special school or class.

Educational information was available on eighteen of the non-respondents, all of whom were ex-pupils of the School for the Blind. Table IX shows schools attended by the whole sample of eighty four.

**TABLE IX**

<table>
<thead>
<tr>
<th>SCHOOL ATTENDED</th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School for the Blind</td>
<td>25</td>
<td>20</td>
<td>6</td>
<td>51</td>
</tr>
<tr>
<td>Partially-Sighted Class</td>
<td>-</td>
<td>2</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Both</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE X
SCHOOL ATTAINMENT

<table>
<thead>
<tr>
<th>Leaving Level</th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Entrance</td>
<td>23%(6)</td>
<td>4%(1)</td>
<td>18%(6)</td>
<td>15%(13)</td>
</tr>
<tr>
<td>School Certificate</td>
<td>23%(6)</td>
<td>8%(2)</td>
<td>9%(3)</td>
<td>13%(11)</td>
</tr>
<tr>
<td>At least two years Secondary</td>
<td>27%(7)</td>
<td>20%(5)</td>
<td>36%(12)</td>
<td>29%(24)</td>
</tr>
<tr>
<td>Less than two years Secondary</td>
<td>4%(1)</td>
<td>12%(3)</td>
<td>12%(4)</td>
<td>10%(8)</td>
</tr>
<tr>
<td>Primary only</td>
<td>23%(6)</td>
<td>56%(14)</td>
<td>24%(8)</td>
<td>33%(28)</td>
</tr>
</tbody>
</table>

School Attainment

The maximum levels reached at school are shown in Table X. One-third of the whole sample had not had any secondary schooling. Another 40 per cent had gone to secondary school but had not stayed two years, making 43 per cent not having reached what has been regarded as a basic minimum of two years secondary education. Thirteen per cent had School Certificate and another 15 per cent had gained University Entrance.

Looking at the groups separately it was observed that Group II had the worst record. Only three people...
out of twenty-five had passed School Certificate and more than half had not reached secondary school. By contrast Group I had done quite well. Twenty-four per cent had not been to secondary school but at the other end of the scale 46% had passed School Certificate and half of these had gone on to gain University Entrance. Group III's record was better than that of Group II but well below the levels achieved in Group I. A similar percentage to Group I did not go to secondary school, and of interest was the fact that of the 27 per cent gaining School Certificate two-thirds went on to pass University Entrance.

Comparing the general population of school leavers with the whole sample it seems that a similar proportion reached School Certificate and University Entrance level. Over the past ten years from 30 to 37 per cent of all leavers have had School Certificate whereas in the present sample 28 per cent reached this level. Fourteen to 17 per cent of all leavers have had University Entrance compared with 15 per cent of this sample. At the lower levels very few of the general population of leavers have not had some secondary education but 33 per
cent of this sample were in that position. It appears that a similar proportion had reached higher levels of school attainment but the others had tended to drop out earlier than the sighted population.

Comparing the individual groups with the general population and accepting that in each group a sizable proportion had not attended secondary school, the most noticeable feature was the record of Group I. Their performance at school was well above the general population in terms of success in School Certificate and University Entrance. Group II's record was well below that of ordinary school leavers in all respects. In Group III a slightly smaller proportion than in the general population had gained School Certificate but of those more had gone on to University Entrance so that a similar proportion had University Entrance when they left.

The picture that emerged from this survey of school attainment was firstly that of a great proportion not having reached what is now regarded as a satisfactory minimum level of education, and secondly while a satisfactory proportion reached top levels most of the visually handicapped tended to drop out earlier than usual.
Yet such a general picture ignores the very marked differences between the groups. It should be noted though that with such a small sample the numbers in some of the categories were rather small to draw firm conclusions and this has to be kept in mind when considering the results. The poor achievement of Group II gives rise to several observations. Despite the fact that they have had available the same special services as Group I, usually at the School for the Blind, the results contrast markedly in favour of the more seriously visually defective. The question raised here is whether the educational provisions made tend to be more appropriate for totally blind children than for those with residual vision. The record of the top half of Group I is pleasing and while it could have been expected that with good educational provision they might have reached the level of the general population it is somewhat surprising to find them with a better record at the upper levels. In Group III it seems that only the top proportion have realised their potential. Few among this group received special help at the secondary level. Those succeeding were probably the
ones whose ability allowed them to overcome their handicap, with the tendency for the others to drop out a little earlier than they would have if not handicapped.

**Tertiary Education**

Ten of the thirteen with University Entrance had taken or were taking the following educational courses. Three had completed Bachelor of Arts degrees including one with a Bachelor of Divinity and a Librarians Certificate, and one with a New Zealand Library Diploma. One person had completed a course to become a Physiotherapist and another had gained the Certificate of Medical Laboratory Technology. Four others had from two to six units towards Bachelor of Arts degrees including one person in his first year of teacher training. Two were in their first year of an arts degree indicating that most of those with the basic school qualifications were making, or had made, good use of them in proceeding to higher education.

Several with School Certificate had successfully taken advanced courses. Two had passed advanced music examinations, one had passed through two years at a
teachers' college and one had passed Controlling Officers' examinations in the Post Office.

VII. MARITAL STATUS

Sixteen of the questionnaire sample were married including six each in Groups I and II and four in Group III. The marriage rates for males and females were similar, 18 and 20 per cent respectively. Groups I and II had a combined marriage rate of 33 per cent, compared with 13 per cent of Group III. No doubt this difference was partly due to the fact that the latter was a younger group.

Table XI shows that compared with the general population the rate of marriage of the present sample was low.\textsuperscript{75} The proportion married in the age groups shown was well below the level of the general population except in the case of males aged 16-24 years.

Three of the sixteen marriages were to other visually handicapped people. This was 25 per cent

TABLE XI

MARriage RATE COMPARED WITH THE GENERAL POPULATION

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Present Survey Percentage married</th>
<th>1961 Census Percentage married</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>16-24</td>
<td>13% (2)</td>
</tr>
<tr>
<td></td>
<td>25-34</td>
<td>45% (4)</td>
</tr>
<tr>
<td>Males</td>
<td>16-24</td>
<td>17% (5)</td>
</tr>
<tr>
<td></td>
<td>25-34</td>
<td>42% (5)</td>
</tr>
</tbody>
</table>

of marriages in Groups I and II. It had been expected that intermarriage would be more frequent than this. Intermarriage was more common in the studies of Fitting and Buell and is seen as one of the problems resulting from association with only blind people at the age when interest in the opposite sex is developing.

Fitting\(^76\) found a 60 per cent rate of intermarriage and Buell's\(^77\) survey revealed almost 50 per cent. Conclusions can hardly be drawn from the small numbers involved in the present sample but it may be observed that marriages


are more often to sighted people than to other blind people. Thus from one point of view there was evidence of successful integration but the low rate of marriage suggested some lack in social integration.

VIII. RESIDENTIAL SITUATION

Rural Urban

Sixty-one of the questionnaire sample lived in cities. There are several reasons for this, apart from the basic population patterns of this country where the majority live in the cities. Firstly vocational opportunities exist more often in cities and secondly the sample was drawn from educational facilities offered in the cities, and in the case of the pupils of the School for the Blind they often continue to live where they have access to the special services offered by the Foundation.

Emancipation from Parents' Homes

Forty-four per cent of the sample were still living in their parents' homes but this is misleading as there was a considerable difference between those classified as legally blind (Groups I and II) and those in Group III. Sixty-six per cent of Group III were still living in parents' homes and 22 per cent and 29 per cent in
in Groups I and II respectively. (Table XII)

**TABLE XII**

**PLACE OF RESIDENCE**

<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' home</td>
<td>22%(4)</td>
<td>29%(5)</td>
<td>66%(20)</td>
<td>44%(29)</td>
</tr>
<tr>
<td>Private Board</td>
<td>6%(1)</td>
<td>12%(2)</td>
<td>3%(1)</td>
<td>6%(4)</td>
</tr>
<tr>
<td>Hostel Accommodation</td>
<td>11%(2)</td>
<td>12%(2)</td>
<td>6%(2)</td>
<td>9%(6)</td>
</tr>
<tr>
<td>Own Home</td>
<td>33%(6)</td>
<td>12%(2)</td>
<td>10%(3)</td>
<td>17%(11)</td>
</tr>
<tr>
<td>Rented Flat or House</td>
<td>28%(5)</td>
<td>35%(6)</td>
<td>16%(5)</td>
<td>24%(16)</td>
</tr>
</tbody>
</table>

The difference would be accounted for in part because members of Group I and II would have had more need to leave home to receive the educational and vocational services they required. Further, those in Group III were younger and so would have had less time to move away from the parental home, and fewer had married and set up independent households.

Five individuals were in hostels for unmarried blind people. Private board was also uncommon but a considerable proportion, especially in Groups I and II lived quite independently in their own homes or rented
flats. In this category were 61 per cent of Group I, 47 per cent of Group II and 26 per cent of Group III.

Fitting found that slightly more than half of his sample were still living in the parental household. Among the comparable group in this sample (i.e. Groups I and II) only one-quarter were still living in their parents' homes. Part of the difference is accounted for by the fact that the sample represented by Groups I and II is a little older than Fittings, but it does appear that in the present survey the proportion still living in the parental household was comparatively low.

Residence with other Visually Handicapped People

Most people in the sample did not live with other visually handicapped people. Only five (28 per cent) of Group I, four (24 per cent) of Group II, and two (6.5 per cent) of Group III resided with others similarly handicapped. In five cases these were members of the family and the others were hostel or flat mates.

The general situation residentially was a substantial degree of independence among these people. They lived predominantly in the cities, among sighted

78 Fitting op. cit., p. 22.
people and were to a large degree emancipated from the parental household, although among the partially sighted a sizable group still lived at home. There was little evidence to support the expectations stated earlier, that these people would tend to live together or remain in their parents' homes.

IX. COMMUNITY PARTICIPATION

Interests

The interests listed show a very wide range (Appendix G). Music was the most frequently mentioned interest in each group. This was most noticeable in Group I where 61 per cent listed music, and to a lesser extent in Group II—31 per cent, and Group III—26 per cent. Of course among any group of people music would have a number of adherents but the very high percentage here is partly explained by the traditional emphasis on music in the school backgrounds of most of those in Groups I and II. Reading was next to music in popularity being mentioned by twelve people (18 per cent).

Sporting interests were also varied. Swimming with six adherents was the most frequently listed along with indoor bowls. A minority took part in vigorous types
of sport. In this category in Group I were judo, marathon running and tramping; in Group II, swimming (3) blind hockey, table tennis, gymnastics and yoga; and in Group III swimming (2), table tennis (2) cricket, roller skating, skiing and tramping. Less active sports mentioned included indoor bowls, darts, fishing, boating and billiards.

Interests were categorised according to whether they were social (i.e. pursued in conjunction with other people) or individual. (i.e. usually done in isolation) Group I individuals all had at least one social interest. In Group II sixty-five per cent (11) and in Group III seventy-one per cent had a social interest. None of the interests was followed solely in the company of visually handicapped persons. In several cases blind people followed an interest together but it always involved intercourse with greater numbers of sighted people.

Summing up, the sample revealed a wide range of interests and most pursued their interests in conjunction with the sighted community. Visual handicap did not seem to have decreased social interests, in fact the most
seriously handicapped group had the highest rate of participation in social interests.

Membership of Organisations

The list of organisations (Appendix H) to which individuals belonged again shows a high rate of participation for Group I, 71 per cent of whom belonged to at least one sporting, social, religious, political or cultural organisation. This does not include membership of organisations of blind people or professional associations. In Groups II and III the rates of participation were 47 per cent and 42 per cent respectively.

The organisations listed were wide in scope, a situation markedly different from that found by Fitting.79 Of his sample the majority were engaged in a single activity centred in some phase of church group participation. By contrast participation in church-based activities was mentioned by only nine individuals in this study. Of course the difference in one respect reflects the much higher rate of church participation by people in the United States.

79 Ibid., p. 22.
Friendship With Other Visually Handicapped People

Fifty per cent of the sample claimed they had no visually handicapped friends, i.e. people with whom they mixed outside working hours. Only 8 per cent of the whole sample reported having more visually handicapped than sighted friends (Table XIII).

**TABLE XIII**

**FRIENDSHIP WITH VISUALLY HANDICAPPED AND SIGHTED**

<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sighted</td>
<td>33%(6)</td>
<td>24%(4)</td>
<td>74%(23)</td>
<td>50%(33)</td>
</tr>
<tr>
<td>More sighted than visually handicapped</td>
<td>33%(6)</td>
<td>52%(9)</td>
<td>16%(5)</td>
<td>30%(20)</td>
</tr>
<tr>
<td>Half and half</td>
<td>11%(2)</td>
<td>24%(4)</td>
<td>7%(2)</td>
<td>12%(8)</td>
</tr>
<tr>
<td>More visually handicapped than sighted</td>
<td>17%(3)</td>
<td>Nil</td>
<td>Nil</td>
<td>5%(3)</td>
</tr>
<tr>
<td>All visually handicapped</td>
<td>6%(1)</td>
<td>Nil</td>
<td>3%(1)</td>
<td>3%(2)</td>
</tr>
</tbody>
</table>

The fact that many of those in Groups I and II used the specialised segregated services of the Foundation, such as workshops and hostels, so that they lived and worked with other visually handicapped people, led to the
expectation that they would tend to mix more with the blind socially, and this is partly borne out by the results. Group III, who were not generally eligible for the specialised services referred to, mixed far more with only sighted people.

Fitting also looked at this aspect of integration. It is possible by combining the results from Groups I and II to provide some comparison (Table XIV).

<table>
<thead>
<tr>
<th>Present Survey Groups I and II</th>
<th>Fitting's Michigan Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sighted only</td>
<td>28%</td>
</tr>
<tr>
<td>Both</td>
<td>69%</td>
</tr>
<tr>
<td>Visually handicapped only</td>
<td>3%</td>
</tr>
</tbody>
</table>

This shows that in the present survey there were less associating with the visually handicapped only, less associating with sighted only, and more who associated with both. No relationship could be found with length of time at school, to support Fitting's conclusion that longer association with other visually handicapped
children in the school situation leads to more socialising with them in the post-school period. 80

Religious Activity

Twenty-one of the respondents had attended church within the month before they answered the questionnaire. This is 32 per cent of the sample but analysis shows that most of these people were from Group III. Only six (17 per cent) of the thirty-five in Groups I and II had attended church whereas in Group III almost 50 per cent had done so. It is difficult to obtain attendance figures for the general population. Mol, in a Christchurch survey, found that 38 per cent of those interviewed attended church at least once each month. 81 For the age group most appropriate to the present one i.e. fifteen to twenty-nine years the percentage was a little higher. Based on this it seems that the church attendance of this sample was very low for Groups I and II and about average for the partially sighted.

80 Ibid., p. 22.

Clearly there are some difficulties for the blind person in going to church. Travel to the church may be a difficulty though it does not appear to have had the effect of noticeably limiting integration in other social activities. However, lack of provision for participation in the church service by blind persons could be an important factor. The written materials of the service are not usually readily available in readable form for the blind person. The low attendance does not mean that the blind are necessarily less religious than the rest of the population, though church attendance may be used as one measure of this. A study of the place of religion in the lives of blind people could be very interesting and valuable.

It has been mentioned that only ten people listed church based activities (apart from church services) in which they took a part. Only three of these people were in Groups I and II so that there was little evidence here of involvement in church affairs.

**Political Activity**

A study of voting by the respondents shows that in the Local Body election of 1965 eight voted out of
thirty-eight who were eligible, while at the 1963 Parliamentary election fifteen voted out of twenty-four (Table XV). The proportions here are 21 per cent and 62.5 per cent respectively and may be compared with the proportions for the general population of a little more than 30 per cent, and 92 per cent.

TABLE XV

VOTING BY GROUP OF THOSE ELIGIBLE

<table>
<thead>
<tr>
<th>Local Body</th>
<th>Group I</th>
<th>Group II</th>
<th>Group III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td>36%(5)</td>
<td>22%(2)</td>
<td>7%(1)</td>
<td>21%(8)</td>
</tr>
<tr>
<td>Parliamentary</td>
<td>65%(7)</td>
<td>25%(1)</td>
<td>89%(8)</td>
<td>62.5%(15)</td>
</tr>
</tbody>
</table>

While the number eligible was very small in some cases, it may be observed that the voting rate was considerably lower than for the general population and only in Group III at the 1963 Parliamentary election, and Group I at the 1965 Local Body election, did the percentage voting approach the figures for the general population. Two individuals in the sample, mentioned participation in the junior branch of a
political party. It seems that the group as a whole had
taken less than average interest in the elections mention-
ed and this had been expected because of the limited
access to newspapers in particular, which has been mention-
ed earlier.

X. TRAVEL AND MOBILITY

The examination of travel and mobility centred mainly
on Groups I and II, although Group III is included to
complete the picture. Group III under normal circumstances
would not be limited in mobility because of their sight
and should not require any of the aids to mobility
mentioned. As shown in Table XVI mobility aids were used
generally by Group I, infrequently by Group II and almost
not at all by Group III.

| TABLE XVI |

<table>
<thead>
<tr>
<th>USE OF MOBILITY AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Group I</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Cane 82%(15)</td>
</tr>
<tr>
<td>Guide Day 22%(4)</td>
</tr>
<tr>
<td>Human Guide 28%(5)</td>
</tr>
</tbody>
</table>

N.B. In Group I six people mentioned using two aids
regularly.
The cane was obviously the most popular aid. It seemed that in many cases it was the short cane that was used and as several respondents stated it was mainly to let others know that they could not see. The amount of independence the cane gave was difficult to judge. A much closer study of this aspect is necessary. It did not seem that there was any wide use of recognised techniques for utilising the long cane, though recently its use has been taught at Homai College. Several respondents indicated that they had developed their own technique with the cane.

Guide dogs were used by four people in Group I, three of them women. It is not the purpose of this study to discuss in detail the advantages or disadvantages of this particular aid but it was observed that there was some enthusiasm by the owners for guide dogs. There are only a small number of such dogs in New Zealand but they were well represented in this sample.

Seven people used human guides regularly but this does not mean they were all by any means completely dependent on this help. Four of them also used the cane regularly, and two in Group II were able to move about without any aids in reasonably familiar situations.
The main mode of travel for day to day purposes was public transport and most were able to use this independently. Walking was also popular and to a lesser extent travelling by car. Apart from four of the partially sighted people however, all were driven by sighted drivers. Only five people were normally accompanied on public transport and at least two of these had other complicating handicaps.

Most people in the sample appeared, on the evidence given, able to move about the community with a good degree of independence. They did not appear to be unduly restricted vocationally or socially by mobility factors, although a much closer examination would be necessary to confirm this. Again it is not possible to say that because they "manage pretty well" as one respondent put it, that they move about with maximum possible dignity, grace and efficiency.
CHAPTER VI

SUMMARY RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

I. SUMMARY

Vocationally there was evidence of good integration. The rate of employment was high and unemployment was uncommon. This satisfactory situation was due, in the case of the blind subjects, almost entirely to the services rendered by the New Zealand Foundation for the Blind. Less well integrated was the substantial number of blind men who were in sheltered employment at the Foundation's Industrial Division. The range of work was quite wide but there were differences between the groups in respect to occupational level. Over 50 per cent of the whole sample were in unskilled and semi-skilled mainly industrial occupations. This was most common in Group II (75 per cent) and least common in Group III (43 per cent) with Group I in the middle (50 per cent). More common among the partially sighted subjects (Group III) was work of a skilled or clerical nature, 50 per cent being so employed. The best educated in the sample tended to be in the best jobs, most of those with University
Entrance being in professional or semi-professional occupations. However the number in the professions was small, and the range of occupations narrow. Half those in professional employment were in Group I but the number was so small (3) that little significance could be attached to this. Promotions within occupations were unusual in Groups I and II, though in Group III it was more common and the type of occupations in Group III seemed to show more promise for future promotion. Earnings were below average and though the youngest group, the average earnings of Group III were higher than the others. However the payment of the Invalidity Benefit to those in Groups I and II more than made up for the difference and brought them up to the level of the general population. A high measure of job satisfaction was expressed.

Many of those in the sample had only a minimal school attainment. Group I—the totally blind group—showed up best. Most of those who had entered secondary school had done particularly well. Groups II and III were below the attainment levels for school leavers in general with Group II having particularly low school attainment.
Almost one quarter of the sample had married. Most had married sighted people and this indicated a good level of integration. However the percentage married was below the average for the general population. Most of the sample lived in the cities and had achieved a considerable measure of independence in that they were emancipated from the parental household. In Group III however, two-thirds were still living in their parents' homes but as noted they were younger. The great majority lived among sighted people, no tendency being noted for the visually handicapped to cling together residentially.

The results showed a quite reasonable degree of integration socially. Most people had sighted friends, and there was a wide range of interests many of which were followed in association with sighted people. Religious and political participation was below that of the general population.

Most respondents indicated that they were able to travel about the community independently and the cane was the most frequently used mobility aid.

When the groups were considered separately some differences were observed. Group I were particularly well
integrated socially and residually and had by far the best educational record. Most were in open employment but a sizable minority were in sheltered employment. They were slightly less stable vocationally and earned a little less than the other two groups. Group II was the group that seemed to have made the worst adjustment. Educationally they had a poor record. Less than half were in open employment and nearly one-third were in sheltered employment. Their range of work was narrow, with three-quarters concentrated in the semi-skilled-unskilled category. Socially they did not participate in community organisation as frequently as Group I, but residually they showed a high degree of independence. Group III showed the greatest range of employment with the least tendency towards unskilled work, and the biggest proportion of the three groups in open employment. Socially they participated at a similar rate to Group II. The majority were not high achievers at school. Although they were a little better than Group II they fell below the achievement level of the general population in this regard.
II. RECOMMENDATIONS

There are areas of functioning in which the level of integration of these visually handicapped people is rather low, and the recommendations that follow suggest ways in which these might be improved.

From the point of view of integration the considerable proportion of young blind men working in the sheltered employment of the Foundation's Industrial Division needs investigation. It could be, as several respondents commented, that there were people there who could be in open employment. Sheltered employment is necessary for some but it seems to be providing terminal employment in New Zealand for far too many. Of course such sheltered employment can have a training function in preparing people for open employment, but it does not seem to have on the evidence available. It seems that more often the opposite has been the case and instead of young workers moving into open employment from the sheltered workshop, workers previously in open employment have been going into sheltered employment. If the sheltered workshop becomes a production type of shop, producing goods to compete with outside industry
there is a danger that the competent workers who are necessary to maintain the quantity and quality of goods, will stay in sheltered employment though capable of working in the open situation. This may be happening in the Industrial Division of the Foundation. There will of course be individuals who for various reasons prefer to work in sheltered employment even though they could work in the open situation. In line with the general integrationist philosophy of this thesis Carroll's comment quoted earlier bears repeating. Referring to the fact that some visually handicapped prefer to be segregated he states that it is important "not to yield to, and thus increase this desire for segregation but to help these blind people in every way so that they will not feel a need to escape from society". 82 Accordingly it is recommended that sheltered employment be limited to those who can do nothing else; and that the capacity of young people at present in sheltered employment be evaluated regularly to ascertain suitability and readiness for

outside employment; and finally that present guidance and placement services be expanded to facilitate the acquiring of appropriate jobs.

Efforts are also needed to break down the concentration in unskilled types of work. The stage having been reached where blind people are readily accepted in open employment, the next step is to have them employed at as high a level as their ability allows.

In this country rates of unemployment among the general population are low and in this respect we differ from the United States. If our situation were to change so that unemployment became more common the first to suffer would be the poorly educated, unskilled workers and among these we would find many visually handicapped employees.

There are several ways in which the situation could be improved in the future. Firstly, general educational levels must be raised; secondly, there must be increased and improved vocational guidance; thirdly, there is need for an increase in opportunities in skilled and professional work through education of the public, especially employers, to show that the visually handicapped can work at other than routine jobs, and that they can accept
responsibility.

In the past vocational guidance of the visually handicapped has been marked by lack of involvement of agencies other than the Foundation. Close contact is needed between teachers, Careers Adviser, Vocational Guidance Officers, and where appropriate the Foundation’s Placement Officer to ensure that the secondary school child is counselled and guided towards the realisation of his individual and distinctive potential. In too many cases in the present survey individuals have had no guidance, and have just found or been found a job after leaving school. Vocational guidance is a long term process which should commence early in secondary schooling. Initially its purpose should be partly to broaden the child's and his parents' vocational thinking. There is a tendency for parents to think of the visual handicap as much more limiting than it really is. This is passed on to the children and may result in their accepting routine jobs below their ability level and with little future. This is serious from the individual's point of view and represents wastage for society.

Because of the subject-centred nature of secondary
schooling in this country and because most visually handicapped children are now at ordinary secondary schools, it may be necessary in order to ensure adequate preparation for the world of work, for special assistance needed by the visually handicapped, to be given outside schooling.

Hethersett in Britain, a centre for blind adolescents, demonstrates one approach to solving the gap between school and work. Set up as a result of recommendations of the Working Party Report on the Employment of Blind Persons, it is concerned with preparing blind school leavers for open industrial employment. The Working Party considered that blind adolescents were not always aware of, or prepared for, the widening range of occupations now open for them, and suggested that this awareness could best be promoted at a new type of residential school owing allegiance neither to existing schools nor to workshops.

Hethersett is not a vocational training centre. It

includes vocational-type subjects like typing, telephony and light engineering to enable students to gain some knowledge of the requirements of such employment and also to allow some assessment of the students' suitability for them. The curriculum also includes general education and the teaching of social skills and mobility. Work experience in outside industry is included and after about a year students move into open employment, sheltered employment, or into special vocational courses.

In Chicago, the Illinois Institute for the Visually Handicapped provides vocational preparation and assessment courses of up to twenty weeks and the Division of Vocational Rehabilitation assigns a counsellor to assist in the final stages of vocational guidance and preparation. The course run by the Institute emphasises use of other senses, and devices and techniques that will help in adjustment to the world of work.

In addition to continued vocational guidance there is clearly a further need towards the end of schooling,

---

or immediately after, to provide the extra special preparation that the visually handicapped child and especially the blind may need. It is recommended that a period of full-time preparation for work be provided in this country, the facilities possibly being attached to the present residential school. This would be a period of assessment, exploration, and meeting of specialised needs in the area of living skills. This could well be an opportune time for intensive advanced mobility training and some work experience. In the main such a course would be more necessary for the blind but the partially sighted person with a need should not be excluded. At the appropriate time individuals could proceed to work in the open or sheltered situation, to professional training courses, or to special vocational courses for the blind, depending on suitability and interest.

The tremendous importance of adequate follow-up services needs to be stressed. Only the Foundation for the Blind has provided any service here. It is recommended that in each centre there be an Education Department Vocational Guidance Officer (or Officers) with
special responsibility not only for assisting in the guidance and placement of all handicapped children but also for providing a follow-up service to those in employment. Such officers would work in co-operation with the existing agencies which provide services at present.

In expanding vocational opportunities for the blind the importance of public attitudes has been mentioned. The general public have to be shown that the blind like any other minority group are often handicapped by the attitudes of society. Their problems in living independently are as much created by society in its reaction to the blind as they are by the handicap itself. Blind people are often the subject of pity, an emotion that places the receiver in a position of inferiority and clouds their situation so much that true potentialities are not recognised. Unfortunately emotional portrayals of blindness which call forth feelings of pity are all too common in news media. Those providing services to the blind must work to overcome emotionalism and openly protest when such happens. In addition the agencies must ensure that they themselves are blameless in this respect. In this country the Foundation for the Blind
relies heavily on public subscriptions to finance the services it provides. Emotional appeals for funds have been used and are no doubt successful financially. However it should be realised that less emotional appeals, though raising less, would be in the long run more efficient, as the healthier public image created would give blind people more opportunities for realising their potentialities and thus they would make less calls for assistance on the Foundation.

The question of school attainment is a crucial one. This study reveals far too many people whose educational attainment is limited. What can be achieved with the right support is illustrated by the record of the majority of Group I. These totally blind people had out-stripped those with useful vision. Most in Group III had little special assistance at secondary school and an improvement in services to these children is important. It is recommended that follow-up itinerant services on the lines being developed in Christchurch and Auckland be instituted elsewhere. The record of Group II suggests that in the past these "borderline" cases in respect to use of vision have not had their
particular needs met. Many of them used braille and a sizable proportion have used both braille and sighted methods. They represent a continuing problem in educational facilities for the visually handicapped, and their middle position may give rise to particular psychological and motivational difficulties. Close study of the people in this category at present attending school is imperative. The "feed back" represented by the present survey did not provide any answers to the problems of this group but it did indicate a need for further study.

It was not within the scope of this thesis to find how efficient mobility was and though the indications were of a considerable degree of independence, there is currently a great deal of work and research in new developments in this field, and facilities should exist to enable the adult blind to be kept up to date with newer techniques of mobility. It is recommended that the Foundation give consideration to providing training overseas for a mobility specialist who could work both with blind children and adults in this vital area.
III. SUGGESTIONS FOR FURTHER STUDY

Because the sample was small and numbers in some categories were inadequate there must be caution in drawing conclusions. However information was gained for the first time in a systematic manner in New Zealand on several important aspects of the education, employment and general adjustment of visually handicapped people. Any of the areas looked at could well be the subject of closer, more detailed investigations involving interviewing of subjects, their friends, relatives, teachers and employers.

The one aspect which above all others requires a much closer study is that of the position of those classified in Group II. These were by definition blind but had some useful residual vision. Much more needs to be known about them. The particular psychological, educational and vocational difficulties which arise from having a small degree of sight require investigation. For example, how much frustration is caused by having enough sight to perform certain activities but not others? What type of motivational problems exist in teaching a child with some vision
use of the blind tools, e.g. braille? Has enough use been made of residual vision in educational and vocational situations, or were visual methods persevered with when tactile would have been more appropriate?

Some attention in this thesis has been given to individuals in sheltered employment, but much more needs to be known about the factors that have caused the sizable proportion of blind men to be in this situation.

This study has not looked at the difficulties experienced by the visually handicapped in getting the sort of jobs they want. A close examination of the difficulties involved in securing appropriate employment could well provide a basis for expanding vocational opportunity.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS AND ARTICLES


C. PUBLICATIONS OF GOVERNMENT AND OTHER ORGANISATIONS.


APPENDIX
APPENDIX A

TYPES OF WORK THAT BLINDED PERSONS CAN AND CANNOT DO

The following extract is taken from Rev. Thomas Carroll's work, "Blindness" pp. 200-202.

I. Work that blinded persons can do or be enabled to do

1. Work in which sight has little or no connection with the essence of the job.

(a) No change in job needed.

Examples: Certain types of law practice, of teaching; psychiatry; secretarial work; certain types of work with machines.

Solution: Rehabilitation training and return to work.

(b) Some new tool makes job possible or easier.

Examples: Telephone switchboard and dispatching work (special type of board available for blind operators).

Solution: Rehabilitation training, training in new device, return to work.

(c) Slight modification of job.

Examples: Secretary-bookkeeper takes over more secretarial work; bookkeeping given to someone else.

Solution: Rehabilitation training, reassignment of tasks, return to work.

2. Work not requiring sight similar to former work which did require sight.

Examples: Supervisory work in same field: police patrolman becomes desk man at headquarters or telephone man; fire fighter becomes a member of safety inspection team. OR work in allied field: general practitioner moves into field of psychiatry;
lawyer in some field requiring sight moves into one in which sight is not needed. (1)

**Solution**: Rehabilitation training, period of preparation for new work.

3. Work in which sight is not necessary for the job itself but is indispensable condition. See text.

**Examples**: Salesman who must drive to customers; many types of executive work.

**Solution**: Rehabilitation training; use of eyes of others purchased by self or provided by employers.

II. **Work that blinded persons cannot do** (2)

1. Those in which sight is essential to the job.

**Examples**: Driving any kind of vehicle; piloting; surgery; optometry; filing and cataloguing; mail sorting; bridge worker; riveter.

**Solution**: Rehabilitation training and either I.2 as above or complete reorientation of career and vocational goal.

2. In which sight is essential for
   (a) safety.

**Examples**: Commercial fisherman, certain operations on steel-mill floor.

**Solution**: As above.

(b) efficiency.

**Examples**: Clerk in supermarket or hardware store; cashier at movie.

**Solution**: As above.

(c) safety and efficiency.

**Examples**: Wheeling supplies or products from one part to another of busy machine shop.
3. In which sight is not essential to job itself but for some task inseparable connected with it. See text.

Examples: Secretary-filing clerk in business too small to rearrange work; salesman not far enough up ladder to hire driver; not too promising junior executive.

Solution: Rehabilitation training, look for new job, OR complete reorientation may be necessary.

III. Work out of the reach of the congenitally blind and those blinded before receiving training, but available to those already trained.

1. In which sight is needed.

Examples: All kinds of medicine and allied fields in which personally made and observed experiments are demanded as part of the training.

Solution: In present state of things, person must be directed to other vocational goals. In future, more secure professions may be more flexible.

2. In which sight is needed in apprentice and early years.

Examples: Most kinds of law practice, in which early stages involve much filling out of forms etc.

Solution: Not easy, but some lawyers have worked through it.

(1) It might be noted here that at least one specialist in internal medicine returned to the same field after blindness, keeping up his practice and teaching in hospitals.

(2) It is hazardous to list such jobs, because often when the list is made one hears of a blind person who has proved that one or another on the list can be done by at least some blind persons.
# APPENDIX B

## RECREATIONAL ACTIVITIES AND POSSIBILITIES OF RESTORATION

The following extract is taken from Rev. Thomas Carroll's work, "Blindness" pp.187-193

<table>
<thead>
<tr>
<th>Activity</th>
<th>Possible</th>
<th>Impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. MAINLY INTELLECTUAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Spectator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>See section on restoration of written communication.</td>
<td></td>
</tr>
<tr>
<td>Plays and Movies</td>
<td>Enjoyment possible as soon as senses and abilities developed to follow what is going on.</td>
<td>Silent movies, pantomimes.</td>
</tr>
<tr>
<td>Lectures</td>
<td>Greater sources of enjoyment—important to develop new sources of information.</td>
<td></td>
</tr>
<tr>
<td>Symphony and jazz concerts</td>
<td>Developed use of senses can enable participation in real &quot;event&quot; or actual concert; the person should be urged to make effort and not be content only with recordings, T.V. and radio.</td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td>Avoid satiation and too great dependence. Care needed to make schedules of all programs available.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Possible</td>
<td>Impossible</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Television</td>
<td>See plays, above. Valuable sources of recreation if rightly used, especially as part of social pattern, aid to enjoying conversation.</td>
<td></td>
</tr>
<tr>
<td>Spectator sports</td>
<td>See plays, above. Begin with events that are broadcast, bringing pocket radio; great value in actually attending.</td>
<td></td>
</tr>
<tr>
<td>Museum visiting, window shopping</td>
<td>Possible source of great enjoyment through eyes of intelligent companion who can give competent description.</td>
<td></td>
</tr>
<tr>
<td>(b) Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chess</td>
<td>Excellent for blinded persons who enjoy chess.</td>
<td></td>
</tr>
<tr>
<td>Checkers</td>
<td>As above.</td>
<td></td>
</tr>
<tr>
<td>Scrabble, Chinese checkers, Dominoes</td>
<td>Have been adapted for use of blind.</td>
<td></td>
</tr>
<tr>
<td>Cards</td>
<td>Quite possible as soon as person knows enough braille to read marks and buys braille cards or marks a regular pack. Bridge quite possible if sighted person tells blind the contents of the dummy.</td>
<td></td>
</tr>
</tbody>
</table>
Activity                      Possible                                         Impossible

Visiting                      Continued source of recreation and important for continuing and expanding interpersonal relationships.

Conversation and discussion   Should be developed as arts. See section on restoration of spoken communication.

Parlor Games                  Verbal games, active part in pantomimes, etc.

Oratory and debating          Quite possible. Gaining of extra poise here may help total adjustment.

Dramatic activities           When the person can take a part adequately, being sure the group expects as much of him as before blindness.

Touring                      Can still bring new experiences, acquaintances--very important for this. Possibility of using eyes of others to "see sights."

Eating out                    People, atmosphere, different food all still available as soon as he has trained himself to perceive all these.

II. INTELLECTUAL AND PHYSICAL

Arts and crafts               Quite possible to continue with many of these and to master new ones. See text.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Possible</th>
<th>Impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hobby and collecting activities</td>
<td>Quite possible to continue with many of these. See text.</td>
<td></td>
</tr>
<tr>
<td>Music making</td>
<td>Blinded musician should learn braille notation to continue active.</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td>Can be tremendous recreational experience for some, even artistic achievement.</td>
<td></td>
</tr>
<tr>
<td>Finger painting</td>
<td>Perhaps useful for stimulating powers of visualization as training medium, otherwise frustrating for most people.</td>
<td></td>
</tr>
<tr>
<td>Painting, drawing etc.</td>
<td>See above.</td>
<td></td>
</tr>
<tr>
<td>Do-it yourself activities</td>
<td>Home repairs, laying concrete, fixing plumbing, tinkering with electric fixtures, etc., all quite possible. Course given in rehabilitation center.</td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td>Both men and women can get great pleasure from ability to cook extraordinary dishes extraordinarily well.</td>
<td></td>
</tr>
</tbody>
</table>

III. PHYSICAL

(a) Mild and Social

Dancing  Should be taken up in many cases, even by those who never danced much before—pleasure not interfered with for long, social importance greater.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Possible</th>
<th>Impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picnicking</td>
<td>Includes many activities still quite possible and opportunities for being socially one of group.</td>
<td></td>
</tr>
<tr>
<td>Quoits and horse-shoes</td>
<td>Offer difficulties, but many blinded persons gain enjoyment from them; blindfolded matches indicate possibilities and limitations</td>
<td></td>
</tr>
<tr>
<td>Billiards</td>
<td></td>
<td>Not possible</td>
</tr>
<tr>
<td>Ping-pong</td>
<td></td>
<td>Not possible</td>
</tr>
<tr>
<td>Walking</td>
<td>May have great recreational value when mobility restored with dog guide or cane. Recreational value depends on degree of ease, lack of tension achieved.</td>
<td></td>
</tr>
</tbody>
</table>

(b) Active and Social

<p>| Tennis                          |                                                                           | Not possible |
| Golf                            | Modified form of team play possible, companion acting as caddy-coach, setting up ball and describing lie. Real recreation both to former golfers and new players. Not a segregated sport, in spite of international blind golfers' tournament. Usually play with sighted. |            |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Possible</th>
<th>Impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling</td>
<td>A source of recreation as &quot;people's sport&quot;. No feeling of pressure or need</td>
<td>Spot bowling</td>
</tr>
<tr>
<td></td>
<td>of great skill. Special portable bowling rail may help though most do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not use it.</td>
<td></td>
</tr>
<tr>
<td>(c) Typically Active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hunting</td>
<td>Duck hunting (shooting for ducks, blind with sighted companion). Being</td>
<td>Any kind of shooting on horizontal plane.</td>
</tr>
<tr>
<td></td>
<td>member of hunting party.</td>
<td></td>
</tr>
<tr>
<td>Target shooting</td>
<td>Shooting at a sound emanating from target center. More useful for training</td>
<td>No kind yet found really feasible. Attempts at</td>
</tr>
<tr>
<td></td>
<td>hearing than truly recreational</td>
<td>designing a whistling bird for skeet shooting so</td>
</tr>
<tr>
<td></td>
<td></td>
<td>far unsuccessful.</td>
</tr>
<tr>
<td>Fishing</td>
<td>Big game fishing, most forms of casting, deep-sea fishing etc. (Whistling</td>
<td>Probably wading in stream.</td>
</tr>
<tr>
<td></td>
<td>cork useful gadget).</td>
<td></td>
</tr>
<tr>
<td>Trapping</td>
<td>Restricted because of difficulty relocating traps. Trained woodsman can</td>
<td>Usually impossible alone</td>
</tr>
<tr>
<td></td>
<td>still find pleasure with companion e.g. take boy along and teach him</td>
<td></td>
</tr>
<tr>
<td></td>
<td>about the woods.</td>
<td></td>
</tr>
<tr>
<td>Tramping and Hiking</td>
<td>Usually restricted to well-known terrain even with braille compass,</td>
<td>Not completely</td>
</tr>
<tr>
<td></td>
<td>except with companion.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Possible</td>
<td>Impossible</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Camping</td>
<td>Can be contributing member of group--cook, dishwasher, help in tidying up etc. Should be urged to continue if he enjoyed it before.</td>
<td>In full sense of conquering peaks etc.</td>
</tr>
<tr>
<td>Mountain climbing</td>
<td>In tourist sense--ascending of safe and well-marked trail, with companions.</td>
<td></td>
</tr>
<tr>
<td>Horseback riding</td>
<td>Quite possible if reasonably skillful, knows horse and can depend on him, avoids terrain with low hanging tree branches etc.</td>
<td>Impossible alone because of difficulty of picking up silent obstacles.</td>
</tr>
<tr>
<td>Sailing</td>
<td>With a group, if many changes of direction do not upset his sense of orientation and so disturb him.</td>
<td></td>
</tr>
<tr>
<td>Rowing alone</td>
<td>Under certain circumstances, e.g. when audible sound coming from pier.</td>
<td>Ordinarily.</td>
</tr>
<tr>
<td>Rowing--crew of tandem</td>
<td>No problem</td>
<td></td>
</tr>
<tr>
<td>Canoeing</td>
<td>Like rowing, except advantage that canoeist faces forward where best sound localization lies.</td>
<td></td>
</tr>
<tr>
<td>Speedboat racing</td>
<td>Some enjoy being one of the crew; can steer in non racing situation with guidance.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Possible</td>
<td>Impossible</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Swimming</td>
<td>Favorite sport with many. Needs proper conditions—well-developed sense of</td>
<td>In isolated unprotected situations. (Blind persons have drowned when unable</td>
</tr>
<tr>
<td></td>
<td>sound localization, reasonable precautions.</td>
<td>to locate shore and their cries for directional help went unheeded.)</td>
</tr>
<tr>
<td>Diving</td>
<td>Enjoyed by some athletic blind persons. Proper precautions necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(water in pool, no one in the way).</td>
<td></td>
</tr>
<tr>
<td>Skin diving</td>
<td>Quite possible.</td>
<td></td>
</tr>
<tr>
<td>Water skiing</td>
<td>Already a hobby with many.</td>
<td></td>
</tr>
<tr>
<td>Boxing</td>
<td>Shadowing, punching bag have value as exercise, improving co-ordination.</td>
<td>In true sense</td>
</tr>
<tr>
<td></td>
<td>Some may find them recreational.</td>
<td></td>
</tr>
<tr>
<td>Track and field competitive sport</td>
<td>Shot-putting, discus hurling, hammer and javelin throwing.</td>
<td>Other forms</td>
</tr>
<tr>
<td>Running</td>
<td>Offers feeling of freedom; recreational if no competition involved. Needs</td>
<td>Racing in real competition.</td>
</tr>
<tr>
<td></td>
<td>willing running guide.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Possible</td>
<td>Impossible</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Baseball,</td>
<td>Can be expert coaches</td>
<td>Completely out so far as playing goes.</td>
</tr>
<tr>
<td>basketball,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>football, hockey,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skiing</td>
<td>Cross-country seems most possible. But expert blinded skiers are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>continuing downhill, with companions as &quot;skiing eyes&quot; going ahead and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>giving audible signals.</td>
<td></td>
</tr>
<tr>
<td>Skating</td>
<td>Figure skating no problem if enough free space. Other types usually</td>
<td></td>
</tr>
<tr>
<td></td>
<td>need sighted guide.</td>
<td></td>
</tr>
<tr>
<td>Iceboating</td>
<td>See sailing.</td>
<td></td>
</tr>
<tr>
<td>Bobsledding</td>
<td>As one of team.</td>
<td></td>
</tr>
<tr>
<td>Snowshoeing</td>
<td>With a group, but hampered by fact that snow is the &quot;blind man's fog&quot;,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>laying heavy blanket over possibility of sense knowledge—whether on the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ground or in the air. Demands reorientation of interpretation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information and adds to difficulty of mobility.</td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td>Excellent form of recreation; no modification of classic form needed.</td>
<td></td>
</tr>
<tr>
<td>Driving a car</td>
<td>Completely out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Handball and squash and all sports involving fast-moving ball or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>similar object are completely impossible.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

LETTER ACCOMPANYING QUESTIONNAIRE

11 Roberta Drive,
CHRISTCHURCH. 2
September, 1966.

Dear

As part of the requirements for a M.A. degree at the University of Canterbury, I am contacting a group of young people who formerly attended the School for the Blind or one of the Partially Sighted (Sight Saving) classes. I have taught and given guidance to visually handicapped children in Christchurch for the past six years, hence my interest in this field. I am trying to obtain information about the experiences of blind and partially sighted people since leaving school.

I enclose a questionnaire. I would be grateful if you could fill it in and return it as soon as possible. The information you give me will be completely confidential; no one else will see the returned questionnaire. Answers will be processed so that no individual details will be used directly.

The information gained will be of some help and guidance in preparing visually handicapped children now
at school for adulthood. For example, the information on occupations will be of great help in vocational guidance. Your assistance will be of real value.

It is quite acceptable to use a separate sheet to reply in braille or type.

With thanks for your anticipated support,

Yours sincerely,
APPENDIX E

SUPPORTING LETTER FROM DIRECTOR OF THE NEW ZEALAND FOUNDATION FOR THE BLIND

December, 1966

Dear

The letter and questionnaire you are receiving in this mail is being sent to you with the full knowledge of the Foundation and its officers. Most of you know me personally and will be glad to know that the survey being taken is being done so with my full knowledge and best wishes.

I would be very grateful if you would co-operate by filling in the questionnaire and return it to the address given on Mr. Havill's letter.

Yours sincerely,

E.W. Christiansen,

Director.
APPENDIX D

QUESTIONNAIRE USED IN THE SURVEY

1. Name.......................... 2. Date of birth.............

3. Married....................... or single............... 
   If married:  a) age at marriage ...........
   b) is your spouse visually handicapped....
   c) number of children..........

4. Schools attended:

   Name ........................................ Years

   ........................................................................
   ........................................................................
   ........................................................................

5. Last school class completed..... Year ...........

6. Did you learn braille at school? ...........

7. Note any courses you have taken or are taking since leaving school: (e.g. University, apprenticeship - give details of years, units, etc.)

   ........................................................................
   ........................................................................

8. Qualifications gained or examinations passed:
   a) at school ........................................
   b) other ...........................................
9. Where do you live? (Tick one)  
a) in parents' home  
b) private board  
c) hostel  
d) own home  
e) rented flat or house  

10. Do you live with other visually handicapped people?  

11. Are the people you mix with outside working hours:  
a) all sighted  
b) more sighted than visually handicapped  
c) about half and half  
d) more visually handicapped than sighted  
e) all visually handicapped  

12. What are your major interests or hobbies  

13. What clubs or organisations do you belong to?  

14. Did you vote at the last parliamentary election?  
The last local body election?  

15. Have you attended church within the past month?  

16. Name any group activities or organisations connected with the church that you take part in:  

17. How do you normally travel about? (tick)  
a) bicycle  
b) own private car  
c) walk
d) public transport independently

e) public transport accompanied

18. Which if any of the following mobility aids do you use regularly? (tick)
   a) cane.......  b) guide dog.......  c) human guide.....

19. Employment background. Note the jobs you have had since leaving school, and time held. Also include periods of unemployment
   (e.g. industrial workshops, Foundation for Blind,)
   (making coat-hangers - 6 months )
   (unemployed 3 months )
   (apprentice carpenter 4 years )
   (office - clerk 2½ years, )
   etc.

20. Are you at present:
   a) unemployed ............  b) in full time employment ............
   c) part time employment.....  d) a home maker ............
   e) full time student ........  f) part time student.....

21. If employed:
   a) Where do you work? ......................
b) What is your job called? ........................................

c) What do you actually do in your work? ...........
...........................................................................

d) How long have you had this occupation? ...........

e) How much do you earn weekly from your work? ..... 

f) Have you had promotion in your work? ............Give
details.................................................................

g) How do you feel about your work?
Very satisfied ......................
Reasonably satisfied .............
Slightly dissatisfied .............
Very dissatisfied ............... 

h) Do you use vision in your work? ........... If so what
for .................................................................

22. Have you received help in getting a job from any
organisation or agency (Tick)
Vocational Guidance officers .......
N.Z. Foundation for the Blind officers .......
School Teachers ...........
Others (name) .................................

23. Are you registered with the Foundation for the Blind? 
 ............

24. Do you receive a blind pension? ............
25. You are invited to make any comments in addition to your answers to any of the above questions or on any other aspect which you think could be helpful: ..........................................................
..............................................................................
..............................................................................
..............................................................................
..............................................................................
APPENDIX F

REMINDER LETTER

11 Roberta Drive,
CHRISTCHURCH, 2
November 21st, 1966

Dear

You will recall that several weeks ago I sent you a questionnaire. Over one hundred of these were sent out to former pupils of the School for the Blind and Partially Sighted Classes, and to date about half have been returned. I would remind you that your answers will be treated in the strictest confidence, and again point out that it is expected that the information gained will help in preparing children now at school for community life.

This survey needs your help, and I would again appeal to you to return the questionnaire, using the stamped addressed envelope enclosed earlier.

Hoping to hear from you,

Yours faithfully,
APPENDIX G

LIST OF STATED INTERESTS

Group I

amateur radio  
bread  
carpentry  
chess (4)  
cricket  
dogs (2)  
electronics  
fishing (2)  
football  
foreign affairs  
foreign language study (2)  
gardening  
hockey  
indoor bowls

judo
marathon running
mechanics
movies
music (11)
overseas correspondence
physical training
reading (3)
short wave radio
student affairs
tramping
winemaking
writing

Group II

art  
baking  
billiards  
blind hockey

knitting (3)
movies
music (6)
photography (2)
car racing       radio sport
chess           reading (4)
dancing         swimming (3)
family          table tennis
guiding         talking books
gymnastics      tape recording
door bowls (3)  television
theatre         writing
yoga

Group III
art (5)          model trains
boating          movies

car racing (3)   music (8)
cars (4)          parties (4)
church affairs    pig raising
cricket           radio sport
dancing (5)       roller skating
darts             rugby (3)
dolls             sewing
drama (2)         showbirds
embroidery        skiing
entertaining
fishing
folk singing (2)
gardening
horse racing (3)
indoor bowls (2)
knitting
model engineering
swimming (3)
stamp collecting
table tennis (2)
tape recording
television
tramping
travel
writing
APPENDIX H

MEMBERSHIP OF SOCIAL, SPORTING, RELIGIOUS AND CULTURAL ORGANISATIONS

Group I
Adventurers Club
Athletic Club
Bible Class
Canine Obedience Club
Chamber Music Society
Chess Club (4)
Debating Club
DX League
Festival Society
Fishing Club (2)

Guide Dog Owners Assoc.
Historical Society
Indoor Bowling Club
Japanese Society
Judo Club
Kennel Club
Marathon Runners Club
Orphans Club
Radio Club
Youth for Christ

Group II
Chess Club
Country Women's Institute
Girl Guides
Hockey Club
Indoor Bowling Club (3)

Languages Club
Legion of Mary
Musicians Club
Music Society
Yoga Group
Group III

Boys Rally
Car Club
Caged Bird Club
Catholic Students Group
Christian Doctrine
Church Choir
Cricket Club
Drama Club
Folk Club
Indoor Sports Club
Junior National Party (2)

Old Boys Assoc.
Railway Enthusiasts Soc.
Roller Skating Assoc.
Scouts
Ski Club
Social Club
Working Men's Club
Young Anglicans Club
Young Farmers Club
Youth Movement