

P16384

CIVILIAN REHABILITATION

For the Disabled in

WEST VIRGINIA

1922-24

SPECIAL ARTICLES:

1. The nature and purpose of Rehabilitation.
2. Disabilities and positions.
3. Organization and statistics.
4. Quotations of appreciation.
5. Illustrative cases.
6. State plans for Rehabilitation.

Prepared By

J. F. MARSH, State Director

Reprinted from

THE BIENNIAL REPORT OF THE STATE BOARD OF
EDUCATION

CHARLESTON

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CHARLESTON - - - - - 1924

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A LETTER OF TRANSMITTAL AND EXPLANATION

Charleston, West Virginia,
December 29th, 1924.

TO THE HONORABLE EPHRAIM F. MORGAN,
Governor of West Virginia.

DEAR SIR:

In accordance with the laws of the state, the State Board of Education, through the Director of Rehabilitation, hereby transmits to you, and through you to the Legislature, the following special report on Civilian Rehabilitation:

We trust the articles, the statistics and the exhibits contained herein will present the special service of this division of work in a way satisfactory to yourself and others concerned.

Very respectfully yours,

STATE BOARD OF EDUCATION,

J. F. Marsh, Secretary,
State Director of Civilian
Rehabilitation.

George M. Ford, President.
E. W. Oglebay, Wheeling.
L. W. Burns, Martinsburg.
W. C. Cook, Welch.
Howard M. Gore, Clarksburg.
Lenna Lowe Yost, Huntington.
Bernard McClaugherty, Bluefield.

CIVILIAN REHABILITATION

By J. F. MARSH, *State Director.*

What is Rehabilitation? The long strange looking word, "Rehabilitation" baffles many who are interested in the work thus designated. The word really means "Building up again." It is the purpose of the Rehabilitation service to give advice and assistance through the cooperation of the Federal and the State Government that will make good, as far as possible, the loss sustained by workmen and others who have been permanently disabled by accident or disease. Some worker has expressed the sentiment well in the following lines:

"My Creed—to serve my fellow-kind,
The halt, the lame—to lend a helping hand,
My vision to the blind."

The types of assistance rendered by the Rehabilitation agents may be summarized as follows:

1. *To Assist the Disabled in Schooling.* Disabled persons who need more education for their chosen vocations are assisted by payment for tuition, books and supplies needed in training or for special tutors to give home or individual instruction. The law does not provide for living expenses, but some help is occasionally provided by worthy organizations.

2. *Training by Placement in Employment.* The Rehabilitation agents will help a disabled person in securing a place in some field of labor where a skilled person will give special attention to the disabled, thus preparing him for permanent profitable employment.

3. *Consultation on Employment and Business.* It often happens that a person with a disability, especially in a case where compensation is received, needs advice about securing a new position or investing money in a safe business. The Rehabilitation agents are ready at all times to try to render such service.

4. *General Follow-Up Work.* In brief Rehabilitation agents are at the call of all worthy persons with a permanent disability, ready to assist them in every way possible in finding a way to support themselves and to take their places as happy productive citizens.

A business, not a charity. The Rehabilitation service is an agency of business-like conservation, and not an organization for administering public charity. We have many aged and infirm among the disabled in West Virginia who should be cared for by appropriate institutions, because they are not susceptible to training or placement that will enable them to earn their own livelihood. The Rehabilitation service cannot be extended to such cases. It deals only on the theory of "helping those who may be able to help themselves." It is a good business proposition for the state to invest some time and money in turning large numbers of disabled persons from non-productive to productive living.

Typical Cases. The facts given below are based upon 200 typical cases handled by the Rehabilitation agents:

Average age	24 years
Num. with one leg off	106
Num. with both legs off	28
Num. with one or both arms off	26
Num. with a hand off	18
Num. with partial vision	3
Num. with total blindness	4
Miscellaneous injuries—arms or legs.....	6
Num. with injuries of back	10

(It will be noted that a few of the cases had more than one permanent injury.)

Types of jobs for the injured. A summary of the jobs secured for the cases whose injuries are listed above, shows the following:

Num. in clerical positions	51
Num. on farms	5
Num. in factories	18
Num. in mining	28
Num. in salesmanship	32
Number in different trades	39
Num. home-bound	4
(Basketry, knitting, sewing etc.)	
Miscellaneous occupations	24
Num. of different jobs being performed by this group	64

The State Organization. When the Rehabilitation service was first established (1919) by the Federal and State Governments, the following organization was set up in West Virginia and is still functioning:

J. F. Marsh, State Director, (Part-time.)

Special Agents:

John C. Shaw, Wheeling.

O. A. Watson, Buckhannon.

H. K. Barbe, Welch.

Wm. C. Meadows, Charleston.

J. T. Moore, of the State Compensation Department, reports to the agents on special cases. (Part-time.)

George E. Hubbs, (part-time) Financial Agent, Charleston.

The State Board of Education appoints the officers, fixes salaries and determines the general policies of the Rehabilitation service. Payments are made through the State Board of Control.

Financial Statement. The notes which follow show the amount of money available for Rehabilitation service each year and the main items of expenditure:

	1922-23	1923-24
Total allotment from Federal Funds	\$13,903.85	\$13,903.85
Total State Appropriations	15,000.00	17,500.00

Note: Several thousand dollars are received each year from individuals and cooperative agencies interested in helping disabled persons.

The chief items of expenditure for each year may be summarized as follows:

Salaries Director and Agents	12,000.00	11,975.00
Traveling Expenses	3,590.98	3,016.82
Clerks and Stenographers	67.50	125.00

Note: The financial aid rendered to disabled individuals may be indicated in a general way by the following items:

Tuition to Educational Institutions	1,054.45	6,218.24
Industrial and commercial cooperative concerns	3,285.83	305.00
For private tutors	3,315.37	2,585.97
Correspondence Schools	750.50	520.00
For instructional supplies	1,543.76	1,570.20
Other expenditures—books, artificial appliances, etc.	1,680.55	4,769.82

Summary of cases. It is impossible to give an accurate idea of the assistance given by a set of figures. Much of the work is intangible and not subject to the facts and figures. The items below, will give some idea of the nature and extent of the services for each year:

	1922-23	1923-24
Total different cases interviewed and closed	431	374
Cases rehabilitated by placement.....	84	46
Cases rehabilitated after school training	38	74
Cases rehabilitated after employment training	43	26

The smaller number of cases reported for 1923-24 may be explained by reason of the growing tendency of experienced agents to refrain from registering large numbers of cases not susceptible to assistance under the Rehabilitation law. The facts given above, do not include large numbers interviewed and found not eligible, and much work done that cannot be included in formal reports.

During the last year the business depression and the tendency to give more attention to the younger people have brought about a decrease in the number placed in employment and an increase in the number placed after training courses in commercial schools and other institutions.

Word of Appreciation

In the files of the State Director and Field Agents, may be found many communications to indicate that the persons helped by Rehabilitation appreciate the service. In many cases, cooperating agencies and individuals have offered to testify to the merits of the work as they have observed it.

A few samples of letters and paragraphs taken from the file are found below:

A Letter from Mr. Runyon
MINERS MOTOR COMPANY
 War, West Virginia

May 5, 1923.

FORD
 The Universal Car
 Mr. H. K. Barbe,
 Welch, West Virginia.

Dear Sir:

I beg to acknowledge receipt of your letter of the 3rd, wanting to know why I failed to complete course that you was good enough to give me. I worked on this course hard until I got to Auditing Procedures, when I accepted a position that pays me \$3,000.00 per year. I was never able before in my life to make more than \$150.00 per month, so you can readily see what the course has meant to me, even though I did not complete it. The only reason I have not completed the course is that I do not have any spare time now to work on it. The position that I now hold is Secretary and Treasurer, Miners Motor Company, War, W. Va., a \$25,000.00 corporation, and I was able to get this position through the good work I did on their books when they were re-organizing the Tazewell Motor Company.

I want you to know that I cannot express in words my appreciation of what you have done for me, but hope some day to repay it.

Yours very truly,

Signed: E. C. Runyon.

A Boy's Appreciation

The lines below are quoted from the copy of a crippled boy who is being taught by an experienced, sympathetic, teacher. His penmanship is almost perfect.

"I go to school every day and am learning well, I think.

"Mr. Berry is my teacher. He comes here to teach me. I love my teacher.

"One month ago I could not spell, but my teacher pronounces to me and I spell off the book now."

A Shoemaker's Acknowledgment

The paragraph below is quoted from a business letter written to our agent, O. A. Watson. Mr. Prahl is conducting a successful shoe shop as a result of help received through his fellow-workers and the Rehabilitation service.

It will be noted that some elements of the foreign language may be found in his English.

"So I beee satisfy, and thankful, with what you have done for me. And I farther thank the board of education for there trouble and assistance, they have given me, by helping to place myself in the position, that I may be able to provide for my wife and four children in the future.

"I thank each and every one of you.

"Very truly yours,
 Paul Prahl."



JOSEPH H. FORD

Mr. Ford is making a good record in the commercial college.
He will soon be ready for a responsible position.

Helpful Cooperation**BUCKHANNON RIVER COAL COMPANY
COAL AND COKE**

Adrian, W. Va.,
Nov. 10, 1924.

Mr. J. F. Marsh,
State Dep't of Schools,
Charleston, W. Va.

Dear Sir:

This letter is addressed to you in order that you may know that this company appreciates the good work going on under the supervision of your department. For some months past the crippled son of one of our employees has been taking instructions in the car repair shop at our plant and am pleased to report that he has made remarkable progress from the start.

He has been under the care of our Carpenter Foreman and his name has been placed on our pay-roll at a small wage. If he continues to improve his wages will of course be increased. Your district man has had several cases in this section of the country but none more complicated than the one above referred to as his was considered a hopeless case until he was picked up by your Mr. Watson.

Again assuring you of our appreciation and with the assurance of esteem, we are,

Very truly yours,
BUCKHANNON RIVER COAL CO.,
C. T. Grimm, Gen. Supt.

ILLUSTRATIVE CASES

The nature of the service rendered by the Division of Rehabilitation can be best understood by reference to several specific cases. The special agents prepared the notes on the cases listed below to show the different types of service rendered.

TYPICAL CASES

Reported by John C. Shaw, Agent, Wheeling, West Virginia

"MARY"

Mary was raised in a comfortable home, was as healthy and happy as other children. When she was in the eighth grade at school she became afflicted with inflammatory rheumatism which resulted in the physical handicap making the use of crutches necessary. Her suffering extended over a period of years and reduced her to the condition of a "shut-in", eliminating her from many of the joys incident to young womanhood. All this resulted in a timid sensitiveness which made her shrink from the gaze of observers.

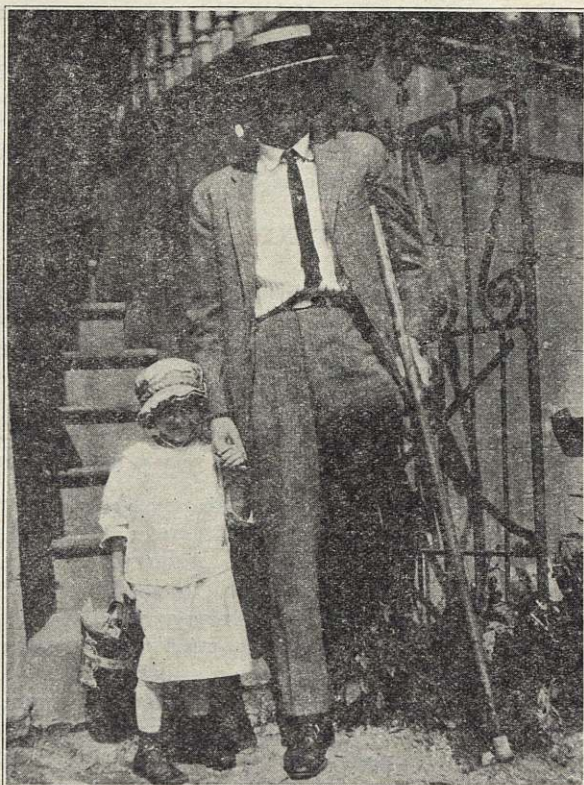
When Mary was interviewed, she was not willing to go from home for training, in part on account of timidity and lack of confidence in going out alone. After she was "sold" the idea of training and decided on a course in Bookkeeping, it was arranged to have a private tutor spend two hours per week with her. Under this arrangement she made good progress and never manifested an inclination to abandon her undertaking.

Through this training period Mary had some opportunity for the application of what she was learning. Now she is staying in an office where she keeps books, and occasionally does some selling. She is receiving \$18.00 per week enabling her to be self-supporting. She has learned to meet and deal with people with apparent ease. She is like other young women in manner and apparently as happy. She enjoys her work and enjoys the confidence of her employer.

"TONY"

Tony is a Polish boy, came to this country when four years of age and is now twenty-three. He has a seventh grade education, had his share of boyish adventure. He took chances with a moving train and as a result must manage to get along with one leg. He is the oldest of several children. (A sister is seen by his side in the accompanying cut.) His mother was killed by a passing automobile three years ago. Tony with other children was driven from home and is self supporting.

When Tony was first seen by the rehabilitation agent, the only employment he had ever had was placing bottles in trays at a glass plant to be transferred to other parts of the factory. After several interviews and considerable persuasion he was started on typewriter repair at a local shop. Home conditions and other interferences came near wrecking the training program. Follow up effort prevented final abandonment. Today, we have in Tony a young man who works every day at his trade, receiving the wage of a trained man. He is in good standing with a well established typewriter company, is getting trained in office management and may some day become a manager for the same company. Tony has a nice bank account and is becoming a better American citizen through the right attitude toward industry. While no rehabilitation money was spent directly on Tony, he is now employed to teach another disabled man, typewriter repair.



"TONY"

He is the help and pride of his little sister (at his side) and other members of a needy family. See page 11 for an account of his case.

"ARTHUR"

Arthur. Two years previous to this writing, a rehabilitation agent met a young man 22 years of age, apparently in poor health, evidently badly disabled and dependent on crutches for travel. An interview revealed this young man had terminated his scholastic education after a half year in high school. He began work as an office boy and later was made filing clerk for one of the well known commercial rating companies. He accidentally fell while doing some work at home and was seriously injured. He took treatment for some two years for hip injury which now appears to have developed into a rather clear case of ankylosed hips. He can get about on a floor without his crutches but will probably always need them for outdoor travel.

Arthur, for this is the name of the young man, was a member of a family of four, living in two rooms, third floor of a rather poor tenant house. Visits to the home revealed a mother opposed to the boy taking any training until he improved in health. Arthur is an intelligent young man and showed signs of distress over his physical condition and worried over his inability to earn a livelihood.

Eventually a training program was worked out and Arthur started on a course in Mechanical Drafting with a correspondence school. Interest was centered on the work rather than on self, where conditions were not the best, but good progress was made, high grade work was done, and in about eighteen months the question of a place to begin work came up for consideration. After searching for a place Arthur located with a construction company, has had two increases in pay, does fine work and has a promising outlook. To break the monotony of the training course and to aid in expenses, he sold subscriptions to magazines. Since beginning work as a draftsman, he spends part of his evenings, on independent work for which he is paid a dollar an hour.

Since Arthur has become an earner, his health has improved, the family has moved to a very good four roomed apartment, his mother is delighted, he has started a bank account and is very appreciative of what has been done for him.

"ALBERT"

Albert. When Albert was five years old, he had the misfortune to run a nail in his left foot. Blood poison followed and in consequence he was left with a permanent disability. After the death of the father and after Albert had finished the first year of high school, he was seventeen years of age, and felt it was necessary for him to quit school and become a wage earner.

In the effort to help Albert decide on a rehabilitation program, it was learned he was very anxious to take auto-mechanics. As there was a K. of C. auto-mechanics night school near enough for him to attend by traveling several miles by trolley he entered the school and took up the course on battery repair and building. Not long after he began this course, he was interrupted by a siege of fever. Later he had two other interruptions. However, as he had opportunity, returned to the night

school and completed the battery and ignition courses. While taking these courses he worked through the day in an auto supply store which improved his acquaintance with the business. He is now the dependable battery man in his native town where there are a half dozen garages.

In one respect this was typical of many rehabilitation cases, with many interruptions, in this instance unavoidable, but as difficult to bridge over and start again as to start a new case. Here is the explanation and evidence of the necessity of following up and keeping in touch with each trainee.



"MARY"

Page 10 for an account of this interesting case

"FRED"

Fred was first visited by the agent on a small West Virginia farm. When told of the rehabilitation service and its purpose, he manifested an interest. He was not financially in a position to pay living expenses while taking a training course away from home. Training opportunities within reach of home were scarce. He had a disabled foot and leg following an attack of infantile paralysis. His father discouraged the rehabilitation proposition and said he and Fred could make a living on the farm.

After discussing with the young man some of the possible things he could do and chances for training, the agent took his departure. However, Fred was remembered with an occasional letter. In about one year a training program was agreed upon and Fred was ready to begin work. The plan was for him to prepare to be a railway telegrapher. To get his training, he would go to his nearest railway station and go by train to the next station where he would have chance for instruction under a regular operator. This worked very well for five months when his instructor moved away. Finally he found an opportunity to borrow money to pay expenses for three months at a school of telegraphy. The rehabilitation department paid his tuition. After three months he returned and within two days passed the required examination and was assigned to begin at once in a station where it was possible for him to board at home. After several months Fred reports he has not lost a day from work draws the salary of a regular operator, has paid his debt and has started a savings account.

TYPICAL CASES

Reported by H. K. Barbe, Agent, Welch, W. Va.

Helped to a Large Salary

E. C. RUNYON, War, West Virginia, a copy of whose letter may be found on page 8 is a man 25 years of age, with a partial high school education. His right leg was amputated above the knee. On his own account, Mr. Runyon had done some simple bookkeeping. The Rehabilitation Agent arranged for him to take a correspondence course in higher accountancy, paying tuition and book bills from Rehabilitation funds. When he finished his course he was called upon to settle up the affairs of a defunct Garage Company. The company when reorganized gave Mr. Runyon a position at an annual salary of \$3,000.00.

A Widow Assisted

MRS. FRANCES JUSTICE, a widow 44 years of age, with a sixth grade education. She lost a limb and was in much need of help when the Rehabilitation agent interviewed her. She was given a course in plain sewing and taught the use of the sewing machine. She now earns a living by family sewing, and makes extra money by sewing for stores and other customers.



A BLIND MOUNTAINEER

His blind son is teaching him how to make brooms

A Position for the Crippled

B. F. STILNER, 35 years old, one year of high school education, both legs badly crippled so as to make walking almost impossible. The Rehabilitation agent provided the means for giving Mr. Stilner a special correspondence course in bookkeeping and tutoring in typewriting. He had been a clerk and had done some mine payroll work at a small salary. After training he secured a position paying \$2,400.00 a year.

A Successful Shoemaker

CLARENCE HARPER is a man 42 years of age, with a sixth grade education. As a miner he lost his left leg. Under the Rehabilitation Division he took training under an experienced shoemaker, who employed him after training. He is now making a living and paying for his own shop under an easy payment plan.

Learning a Trade

THADDEUS HEATH, a young man of 20, with a fifth grade education, lost his right leg on account of a mine accident. He was interviewed by the Rehabilitation agent and induced to take training in a barber shop. He paid his way while in training by shining shoes. After completing his apprentice training, he took up the trade and is now making a good living at it.

TYPICAL CASES

Reported by Wm. C. Meadows, Agent, Charleston, W. Va.

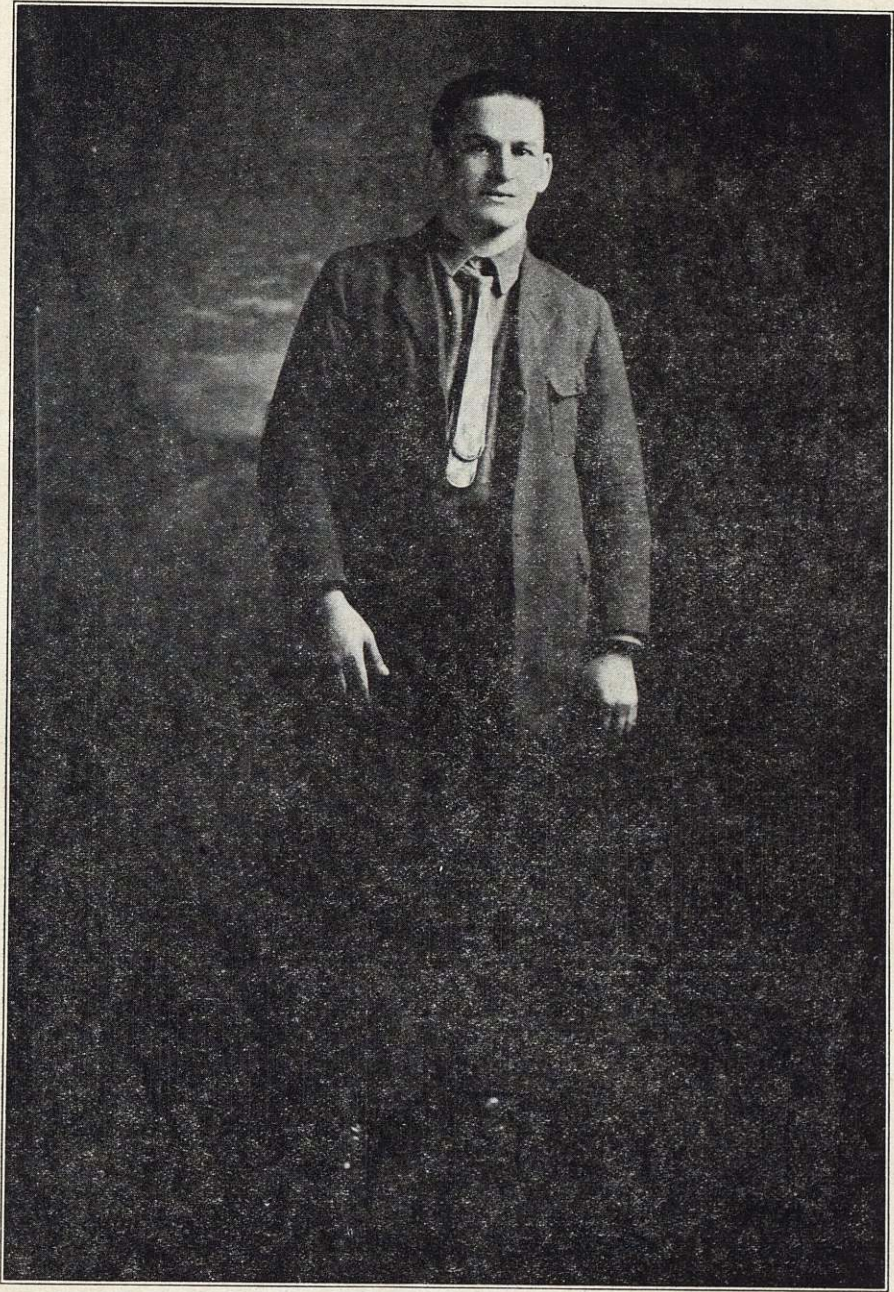
Within the last year or two, the general depression in the coal business and other industries in the Kanawha-New River section has made it very difficult to secure industrial positions for the disabled. Under the circumstances, Mr. Meadows, the agent, for this section, has emphasized school training. A good sized class has been kept in the commercial schools of Charleston through assistance from Rehabilitation funds and cooperating agencies. The brief accounts which follow indicate that the training has led many disabled persons to good positions.

RUBY PRICE, who received a permanent injury in the arm through an accident when she was a young girl, was advised to enter a commercial school after finishing the common school education. She made a good record in a stenographic course, and is holding an important position with a furniture company.

ALBERT JARVIS, when a boy of fifteen, lost one leg and a part of the other foot in a railroad accident. When the Rehabilitation agent took up the case, young Jarvis had only a sixth grade education. He was given preliminary instruction in arithmetic, spelling, and English, and later entered upon a business course. Before completing the commercial course, he was placed in a responsible position where he does typewriting and clerical work.

JOHN ADAMS, a cripple, with both legs off, was given a business course and is now profitably employed in the office of a railway company.

G. H. GIBENY, permanently disabled, on account of tuberculosis of the bone, was induced to learn the barber trade at the age of 55. After training, he located in the town of Train, Lincoln County, where he has a prosperous business of his own.



ALBERT JARVIS

A cripple trained for useful service through Rehabilitation (see page 18)

TYPICAL CASES

Reported by O. A. Watson, Agent, Buckhannon.

JOHN W. HOWARD. The Rehabilitation of John W. Howard covers a period of over three years, and contains many discouragements and failures before the right method was found.

When our department found John, he was sixteen years of age, out of school, with the equivalent of a third grade education, badly crippled in both ankles, and with parents who did not concern themselves about his welfare.

Our agent persuaded him to enter the public school and paid his educational expenses, but it was impossible to keep him there. A private teacher was secured for him, but after three months it was found that he had neither the ability, nor the interest to warrant his continuing along that line.

Three different positions were found for him by our agent, but in each case he soon quit the job. We were considering trying him at shoe repairing, when Mr. J. A. Sharps, foreman of the car repair shops for the Buckhannon River Coal Company, requested us to let him try his hand on the boy.

Mr. Sharps first made him a set of ankle braces, which gave sufficient support to his ankles to enable him to do light carpenter work, and assist in the repairing of cars, and at the same time improve his physical condition.

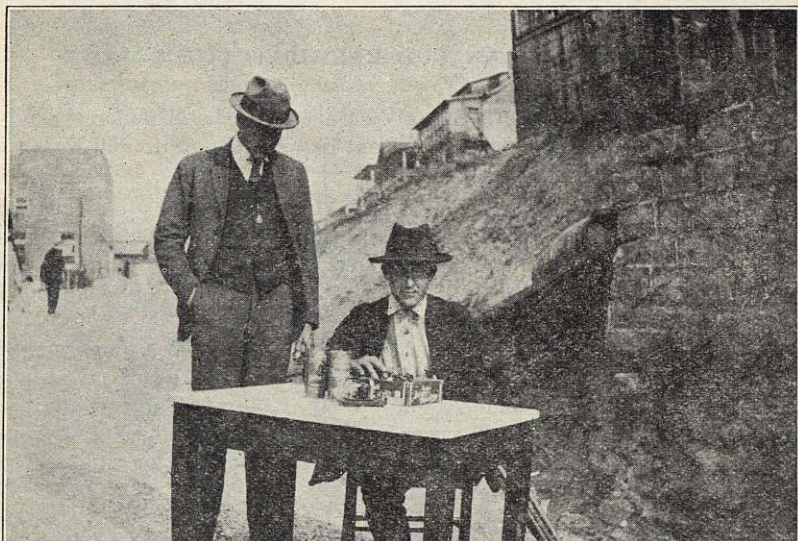
Our department paid Mr. Sharps a small tuition for giving the boy individual attention, and he kept him with him in the shops the entire time teaching him not only the carpenter trade, but also arithmetic, and teaching him to read blue print.

After two months training in which he showed ability and interest for the first time, the Buckhannon Coal Company put him on their payroll, and agreed to increase his wages as he increased in efficiency.

There is no case on our records where as much real service has been rendered, and most of the credit for our success in this case must be given his teacher J. A. Sharps.

ROBERT LEE GARRETT. The case of Robert Lee Garrett of Adrian, Upshur County, contains the story of another series of discouragements and failures.

Garrett was twenty-two years of age when he lost his limb above the knee in the coal mines. He received twenty-four hundred dollars compensation, and before our department was notified of his case, he had secured a lump sum settlement and could be interested in nothing but an automobile. A bad wreck in which he lost his car and had a narrow escape with his life brought him face to face with the fact that he must go to work.



R. L. GARRETT

Read his interesting story on page 20

He could not read nor write, and as his money was gone our department suggested that he open a pressing shop in Adrian, and we would employ a teacher for him. This was done, but after three months it was found that it was impossible for him to acquire sufficient education for a business course.

Our department secured a position as order clerk for him in a company store of the Loop Coal Company at Loop, which he held for two years, until the store closed, and left him without employment. He opened his pressing shop again in Adrian, and took up the study of telegraphy under the private instruction of K. E. Elbon, of the B. & O. railroad at Adrian. He is making excellent progress and lacks only three weeks of completing the course.

JOHN JEFFERSON BAKER AND MARVIN L. PAINTER. The correlating story of how the Rehabilitation Department has been able to assist Marvin L. Painter, of Arthur, Grant County, and John J. Baker, of Piedmont, Mineral County, is very interesting.

Marvin L. Painter is a graduate of the Piedmont High School, and who had met with an accident losing his right arm at the shoulder. He desired to enter West Virginia University and prepare for teaching, but did not have sufficient funds to do so. Our department tried to find some sort of employment for him to assist in working his way through school, but on account of his physical handicap, were unable to find any employment that he could perform.

The Rehabilitation Department paid the educational expenses of both boys, and employed Baker to do the reading for Painter, which arrangement enabled both boys to enter the University and complete their course.

WEST VIRGINIA PLAN FOR REHABILITATION—1923-4

The rehabilitation service in West Virginia is rendered under the following plan which constitutes an agreement between the State and Federal boards for cooperating in this work.

I. ACCEPTANCE OF THE FEDERAL ACT.

1. By Legislature. The Legislature of 1921 accepted the provisions of the federal act and pledged the cooperation of the State by the passage of House Bill No. 22, a copy of which is included as an appendix of these plans.

2. By State Agencies. The State Compensation Commissioner has agreed to assist in the administration of the federal and state rehabilitation laws under the approval of the government, and the state department of education and all other state agencies concerned have agreed to assist in every way possible in making the rehabilitation work a success.

11. ADMINISTRATION.

1. Personnel.

a. State Director. The State Director will give part-time to the general direction of the rehabilitation service. The State Board of Education is of opinion that it is the best policy to expend most of the funds available for administration for the salary and expenses of field agents active in handling actual cases, and to keep to the minimum the expenses of routine administration. The Board feels that it may be necessary when the work is more fully developed to have one of the most successful and highly trained agents take over the directorship and give approximately one-half of his time to the general supervision of the service. The Director will perform the duties suggested by the title, giving special attention to the application of the federal policies, to state needs, and to stimulating and coordinating the work through frequent conferences of the agents and others interested.

b. Special Agents. Four special agents are employed with offices located with reference to the natural divisions of territory in the state. This plan saves much in traveling expenses and in time used in travel. It will always be the policy as at present to impress the special agents of the fact that they belong to and work from a central office where they meet frequently to compare experiences and to formulate plans. It is believed that this number of agents should not be changed, unless it is found desirable as stated above to assign the directorship to one of them on part-time. The district offices are located at Buckhannon, Wheeling, Charleston and Welch.

c. Cooperation of Compensation Commissioner. An agent familiar with the compensation law and its workings and the rehabilitation service, is employed jointly by the Compensation Commissioner and the State Board of Education. His office is in the

Compensation Department. It is his duty to report all promising compensation cases and to suggest adjustments and plans for re-education or employment in each case.

d. Clerical assistance. Necessary stenographic and clerical help will be employed.

2. Case Records.

A complete record of cases will be kept in an adjustable file showing the application, the affidavit establishing eligibility, a contract with the agency conducting the training, the monthly report of progress, and any letters of data relating to the case.

3. Circulars and Bulletins.

Bulletins and circulars giving the state plans and general directions relative to rehabilitation, and special circulars advertising the work will be issued from time to time. Experience to date shows that best results are obtained through the use of brief circulars with one or more pictures and a simple form for reporting cases. In administering this law, the State Board of Education will aim to avoid the common mistake of issuing more printed matter than is needed for the best interests of the undertaking.

III. QUALIFICATIONS OF DIRECTOR, SPECIAL AGENTS, SUPERVISORS, TEACHERS, AND OTHER OFFICERS AND EMPLOYEES.

It is impossible to set up in a brief definite form qualifications that will meet all of the conditions satisfactorily. The following statements will indicate the intention on the part of the State Board of Education to employ only persons especially suited to this type of work.

1. Director. The director must be a graduate of a standard college or university or possessing equivalent training; and, must be experienced in executive work, and in touch and sympathy with this type of public service.
2. Special agents and supervisors. Inasmuch as these officers must deal with well trained men in educational and business circles, they will as a general rule, be required to have standard collegiate training and some special knowledge of vocational education and rehabilitation work.

Persons with standard normal school training, or the equivalent, plus experience and personality especially suited to the work may be employed.

The State Board reserves the right to make exceptions to the foregoing standards if such exception is necessary to secure mature men or women from the business and professional world with unusual experience and adaptability for this service.

3. Teachers. The State Board will employ only such persons as are qualified by training and vocational experience to give satisfactory instruction required in each case. The standards for public school teachers will be made the standards for persons employed to teach rehabilitation cases the usual or special school subjects.



A Broom Factory for Blind Men in McDowell County

IV. KINDS OF VOCATIONAL REHABILITATION AND SCHEMES OF PLACEMENT FOR WHICH APPROPRIATIONS WILL BE USED.

Individual treatment of each case will be the general rule. No attempt will be made to establish hard and fast classifications for institutions or groups of trainees. The State Board of Education will provide for proper adaptation and changes as a condition in contracts made with training agencies.

1. Training in institutions. Any school whether public or private offering instruction suited to any case may be used. Our school law gives the State Board of Education authority to examine and classify all such institutions.

If the development of the work shows the need of institutions not already established in the State the State Board of Education will foster movements to establish such institutions. The recent session of the legislature made provisions for a home for needy colored persons that may serve some rehabilitation needs. There is a growing demand for an industrial colony for mature blind persons who desire to work under expert supervision. By an informal arrangement, a fair start has been made in establishing a place where horology may be taught to certain types of disabled persons. The private commercial colleges seem best adapted to give the instruction needed by large numbers of young disabled persons.

2. Special tutors. If proper instruction in any case cannot be secured satisfactorily or economically through an institution, an attempt will be made to arrange for such instruction by a special tutor.

3. Training by placement. Actual working conditions will often afford the best facilities for learning and occupation. Making contracts for such training the State Board will arrange for proper supervision by someone well acquainted with the details of the occupation and able to carry out with the trainee a definite course of instruction.
4. Placement. No sharp distinction will be made between training and placement. The final test of training will be satisfactory placement provided by the success of the persons trained and placed. Each case will be followed until the success of the placement is assured, even if that means several changes in placement. Cooperation will be established between the State Board of Education and existing pupils and private agencies for the purpose of securing proper placement and keeping up the morals of the persons re-educated and placed.

V. COURSE OF STUDY.

It is useless to outline courses of study in any detail for each person in this type of work resents an individual problem. The State Board will be guided in making courses of instruction by the general policies which follow.

1. Course of study, for the most part, must be suited to individuals, not groups.
2. The work must be almost entirely vocational.
3. Some general training will be provided when it is required for proper vocational training.
4. The course of instruction must be found for the person and not the person for the course.

VI. METHODS OF INSTRUCTION.

The instruction must be characterized by personal, sympathetic contact between teacher and learner; by free discussion in the light of the learner's definite needs; by the use of materials; by processes and activities upon a productive basis.

The job for which preparation is being made will be analyzed so that instruction may be based upon the actual vocational needs of the disabled.

VII. COOPERATION WITH OTHER AGENCIES.

A definite agreement (see appendix) has been entered into between the State Board of Education and the State Compensation Commissioner.

Under the West Virginia law the State Board of Control gives final approval to requisitions on the rehabilitation funds keeps a complete set of books by which the financial records of the State Board of Education may be checked. The State Board of Control has under its charge a special hospital appropriation which may be used, in some cases, to assist in rehabilitation.

The State Bureau of Labor and the State Bureau of Mines will assist informally in the location and placement of cases.

The State Board of Childrens' Guardians is an active agent of cooperation and find many eligible rehabilitation cases in its work

with children. The Rotary clubs of the State have promised to give special attention to the rehabilitation work. Another organization—the Salvation Army, Red Cross, hospitals, etc.—will be called upon for assistance.

VIII. PLANS FOR THE TRAINING OF TEACHERS, SUPERVISORS AND DIRECTORS.

The nature of the Rehabilitation service is such as to preclude any systematic training of those carrying on the work. On that account the State Board of Education feels that it is not advisable to submit in any detail a teacher-training plan.

Persons already well trained for the different services will be chosen until the needs for training group themselves sufficiently to suggest appropriate courses of study.

Much use will be made of the conference method and the study of special bulletins and material growing out of the work in this and other states.

IX. THE BUDGET.

Experience to date indicates that services of great value will be given to the Rehabilitation work by individuals and agencies outside of the support from Federal and State appropriations. The following table shows the proposed budget of West Virginia and in general outline:

Allotment from Federal appropriation	\$13,903.85
State appropriation in prospect	17,500.00
	\$31,403.85
Total available	\$31,403.85

Proposed expenditures (estimated):

State Director part-time	\$ 500.00
Salary—4 special agents	12,000.00
Traveling expenses	4,500.00
Agent—Compensation Department	600.00
Clerical service	500.00
Printing	200.00
	\$18,300.00
Total	\$18,300.00

Balance for instruction, supplies, etc....	\$13,103.85
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It is understood and agreed that no money from Federal allotments will be spent for the purchase, preservation, erection or repairs of any building or rental of any land.

The excess of the proposed appropriation over the federal allotment will be used for rehabilitation service not coming within the Federal Act.

Approved May 1st, 1923.

STATE BOARD OF EDUCATION,
By George M. Ford, President.

J. F. Marsh, Secretary.

