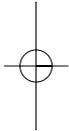


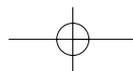
Meeting the Challenge

A History of the
ICEVI
(International Council for Education of People with Visual Impairment)
1952 - 2002

Ken Stuckey



International Council for Education of People with Visual Impairment





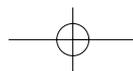


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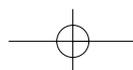
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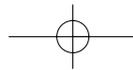
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Foreword

When ICEVI's Executive Committee met to discuss the venue for the 11th World Conference in there was unanimous agreement. Everyone wanted to celebrate the 50th anniversary of our organization in the Netherlands where ICEVI was founded in 1952. We also wanted to undertake some special activities to mark this occasion, and the idea of a history of ICEVI was discussed and agreed upon.

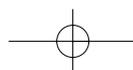
When the subject turned to who would write such a history, the answer came just as easily as the decision on the venue. The person for the job was Ken Stuckey, whose encyclopedic knowledge of the history of education of blind and low vision persons is near legendary throughout the world.

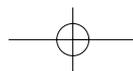
We are happy that Ken agreed to undertake this task and hope that you will enjoy the fruits of this labor of love.

Anniversaries are an occasion to look backward and forward. This publication looks at our past from which we can draw many important lessons.

When we gather in the Netherlands at the 11th World Conference our discussions will focus on the future. How can ICEVI best contribute to the task of assuring equal access to education for blind and low vision persons wherever they live? That is the challenge we face as we embark on our sixth decade of service and enter a new century.

Lawrence F. Campbell





Preface

A review of the early history and development of any organization must begin with an examination of the conditions and circumstances, which led to the eventual establishment of the organization, before then considering the major projects and events with which the organization is associated. I have tried to accomplish both of these tasks on behalf of the International Council for Education of People with Visual Impairment (ICEVI)¹, a world-wide organization comprised of local, regional, and national groups and individuals dedicated to improving and enhancing educational opportunities for blind and visually impaired people. Each decade in ICEVI's history is presented in a single chapter, each of which begins with a timeline/synopsis of the chapter (ICEVI in Brief). It was hoped that all timelines submitted to me by the regional chairpersons could be included in this book, but lack of space has precluded this possibility. Instead I have drawn extensive information from their reports and have used this information for a time outlines².

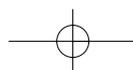
While following the story of the ICEVI, it is very important to keep in mind the events which were taking place within the field of education and rehabilitation of the blind during this half century. Likewise, it is important to be aware of global developments – both political and technological – that shaped the times, as these naturally influenced the direction that ICEVI followed over time and are reflected in the way in which conferences, workshops, seminars and projects were organized and conducted. From its inception, ICEVI looked beyond the boundaries of the schools and organizations it represented to the world in general and to other areas of special education for inspiration and direction. The integration of technology into educational methodology has been the most notable example of this expansive view.

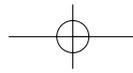
For many of the participants attending conferences or meetings the important issues at hand have been of a personal and immediate nature, such as the acquisition of conference materials in Braille and large print, their translation into the major languages, the availability of translators at individual sessions and events, communications accessibility, etc. In regard to political issues within the ICEVI, it is not my intention to avoid a topic that has caused a great deal of concern for members of the ICEVI board, but I feel this publication does not provide the broad scope to fully treat these complex issues at the level of detail they require.

Each of the presidents and executive board members serving ICEVI has had a major influence on the success of the organization (see a brief biographical sketch of each president in Appendix A). If you inquire about them at an international workshop or conference, or if you read the books, articles, papers or reports they wrote, you inevitably discover just how important they were, and continue to be. They represent an extraordinarily high level of leadership within the field of education of the blind. They are not names scribbled at the bottom of reports. They were – and are – leaders of the highest caliber within this field. It is my hope that by reading this history you will come to understand the extent of their leadership and of the work they have performed over many long hours, weeks, months and years, all on behalf of the people they serve. I hope that one day a more detailed history will be written about them, listing in full their many accomplishments.

¹ From now on I will refer to the organization as ICEVI, the name adopted in 1994.

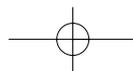
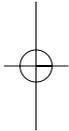
² The reports will be available on the ICEVI web page (www.icevi.org).

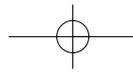




In writing this history I was faced with the difficulty that up until this time there had been no central ICEVI office, nor permanent staff and officers. There was no one place or one person I could approach to review the historical records of the organization. Instead, these records are to be found mostly in the files of ICEVI's former presidents and officers. In a number of cases their files have been destroyed or are stacked in boxes or on shelves, gathering dust; or they are located in the archives of the various organizations to which these people belonged; or they have been placed with family or friends. Fortunately, I was able to talk in person or by e-mail to many past and present ICEVI officers, to former presidents Jeanne Kenmore and William Brohier, and to current president Larry Campbell. They provided insight as well as crucial information about ICEVI's history and the role they played in it.

My major source materials are the various conference proceedings and the ICEVI journal, *The Educator*. These are, in effect, the official records of ICEVI. Another important source is a group of responses to a questionnaire that I distributed to a large number of ICEVI members and participants at the conferences. The replies have helped me acquire background knowledge on the activities of ICEVI, and they have provided an insight into what ICEVI has meant to its members.

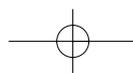




Introduction

The history of the International Council for Education of Visually Impaired People (ICEVI) reflects the major changes that have occurred in the education of blind people during the past fifty years and the part this organization has played – and continues to play – in bringing them about. As expected, the history of the education of blind people is one of innovation as well as adherence to tradition, of brilliant successes as well as false starts. But one thing is clear: in this history there have never occurred such fundamental and profound changes in such a short space of time as we have seen in the second half of the 20th Century. When ICEVI was founded in 1952, approximately 90 percent of blind children in the world who were granted an education were placed in schools for the blind. Today this is not so, as increasingly more and more children are integrated into regular schools. In some countries – Norway and Sweden, for example – nearly all blind children are educated in regular schools. In most developing countries and in Eastern Europe and Russia there is a steadily growing movement from segregated schools and programs to inclusive education and community-based programs.

Time changes everything.



Chapter 1

1952 and Before:

Building the Foundations of an International Service Organization

“By the end of the eighteenth century, the forces of enlightenment had created an intellectual atmosphere and moral and social consciousness providing the soil in which the seed of organized education of blind children could grow.”

Berthold Lowenfeld, 1973

Introduction

The history of ICEVI and international cooperation has its roots deeply planted in the history of the education of blind people. The origins of this history date back many hundreds of years. As R. S. French (1932) reports, “the first important instance of the education of a blind person is that of Didymus of Alexandria, who lived in the fourth century of the Christian era.” Others say that the beginning of educational provision for the blind can be traced to ancient India, China, Egypt and Japan. Most modern historians agree, however, that modern history of education of the blind commenced in 1784 when Valentin Haüy (1745-1822) started educating a small group of blind children and young people in Paris (Lowenfeld, 1973). Following the example set by Haüy in Paris, schools for the blind were established in 1791 in Liverpool, in 1793 in Bristol and Edinburgh, and in 1804 in Vienna, where Johann Wilhelm Klein (1765-1848) founded the famous Imperial School for the Education of Blind Children. Klein was also productive as a writer and publisher, in 1819, of the first extensive textbook on the instruction of the blind. Subsequently, schools for the blind were established in many large European cities.

It was a comparatively long period of time before the model of the first European schools for the blind was emulated and replicated in America. On the East Coast, three private schools for the blind were founded, at almost the same time. The New England Asylum for the Blind (soon to be re-named the Perkins Institution and the Massachusetts School for the Blind) was incorporated in 1829 and opened in July 1832 in Boston; the New York Institution for the Blind was incorporated in 1831 and opened in New York City in March 1832; and the Pennsylvania Institution for the Instruction of the Blind (later re-named the Overbrook School for the Blind) was founded in Philadelphia in 1833.

The movement to establish schools for the blind grew as a result of writings of the directors of the newly established schools, and by word-of-mouth as well. Prominent persons, both within and outside the education community, recognized the great educational needs of blind people, and their presence and influence was vital to this growing movement. Once the institutions were established, there developed an informal international exchange of ideas on education and rehabilitation of the blind.

Worldwide Connections: the Starting Point

In 1952, as part of the proceedings of the first International Conference of Educators of Blind Youth, in Bussum, Netherlands, Gabriel Farrell offered this account of ICEVI's beginnings:

"This Conference was the culmination of the expression of interest in education at the International Conference of Workers for the Blind held at Merton College in Oxford, England, August 4-12, 1949. The Organizing Committee of that conference 'regretfully decided that...the fundamentally important subject of education could not be adequately discussed, in addition to the minimum program of adult welfare, as the immediate object of the [Oxford] Conference was to draft a series of conclusions which, taken together, should, in the opinion of the delegates, form a minimum program for the blind in any civilized world.' "

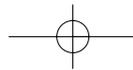


Among the delegates to the Oxford Conference had been several men whose primary interest was in the education of blind youth. While accepting the Organizing Committee's decision to limit the Oxford agenda to the problems of the adult blind approached exclusively from the point of view of their social welfare, they persuaded the full conference to "record its conviction that it regarded education as the foundation-stone on which all work for the blind was based." After holding several informal meetings, the educators at the Oxford Conference agreed to present the following resolution:

"To enable blind persons to participate fully in the life of the community and to contribute to its strength, blind persons, whether children, young persons or adults, should be given full opportunity for general and vocational education, in schools adequately equipped for the education of the blind, and with fully qualified teachers. The Conference puts on record its conviction that every national system of education should ensure to all blind children education according to their interests and aptitudes, at least equal to that which they would have received if they had not been blind."

The educators also proposed a resolution calling for an international conference as follows:

"Having expressed its conviction of the importance of education, this Conference recommends that steps be taken to convene a Conference, at a later time but as soon as possible, for the discussion of problems of education common to all countries, and that the Conference be conducted by persons engaged primarily in the education of the blind."



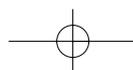
Both resolutions were unanimously adopted by the Oxford Conference at its Twelfth Session on August 11, 1949.

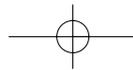
While the inspiration and authorization for the Bussum Conference [ICEBY, 1952] was derived from the Oxford Conference in 1949, it must not be forgotten that the tradition of national and international gatherings concerned with the education of blind youth reaches back many years, pre-dating those concerned primarily with the welfare of the adult blind. Probably the first series of gatherings established and continued on a national level by educators of the blind was one which began in 1853 with the formation of the American Association of Instructors of the Blind [now AER], and it was more than fifty years later, in 1905, that workers for the adult blind in the United States organized a conference group. In 1873, the German-speaking nations had embarked on a series of meetings, which continued until the outbreak of World War I. Several of these included representatives from the entire European continent. France followed with a series of congresses beginning in 1878. In Great Britain, national gatherings were regularly convened from 1905 to 1911. Starting in 1893 Italy held a series of national meetings of teachers of the blind, and in the Scandinavian countries many well-organized conferences included several countries.

In 1885 a group of representatives from German-speaking countries organized the Universal Congress of Instructors and Friends of the Blind, which was held in the Netherlands. The meeting included representatives of fifteen nations with delegates from North and South America. But this conference was preceded by the Universal Congress for the Improvement of the Condition of the Blind, held in Paris in 1878. The Paris meeting had marked the first attempt to assemble educators of the blind from many countries. According to Farrell, Universal Congresses were held again in Paris (1900), Brussels (1902), Naples (1909), Cairo (1911) and London (1914). In time these meetings developed into large conferences like those of the ICEVI.

Following the Oxford Conference, it was decided to designate as a sponsoring committee all of the educators present at the gathering. All had talked over plans and were eager to help in organizing a conference conducted by persons primarily engaged in the education of blind people. However, the committee members named in the Oxford report were found to be too widely separated geographically to make frequent meetings possible, so another committee was named at the time of the meeting of the WCWB, held in Paris in July, 1951. This constituted the Planning Committee, and to it was assigned the organization and structure of the conference program and of the arrangements necessary to make it happen.

Another change in the original planning was to seek affiliation of the Sponsoring Committee with the WCWB (the permanent organization created under the authority voted at the Oxford Conference). The Council graciously adopted the Committee as its Committee on Education, which gave status to what until then was an independent group with no attachment to a recognized organization. It also ensured a joint working arrangement with the WCWB and the avoidance of any conflicting or competing efforts on an international scale.





Chapter 2

The First Decade – 1952 to 1962: ICEVI's Early Years

"We are here, ladies and gentlemen, to contribute, not to dictate." – C.H.W.G. Anderson

"I believe that if all the questions which are troubling the world today could have been settled in the same atmosphere as has prevailed at this conference, the world would indeed be a better place." – Gabriel Farrell

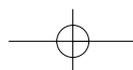
"I should like to commend the initiative of educators to come together from all over the world to discuss specific problems of the education of blind children and blind youth, and I hope that records of your conference will be sent to us for our guidance in the future." – Dr. Wall, UNESCO.

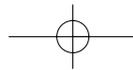
During this period ICEVI is primarily a vehicle for the directors, some former staff, and staff from well-established schools and organizations for the blind to come together to exchange ideas and information. ICEVI is founded in Bussum, Netherlands. The second international conference is held in Oslo, Norway.

First World Conference---1952
Institute for the Blind, Bussum, The Netherlands

The first ICEBY Conference got underway in 1952, with the general theme, "The Needs of Blind Youth in Education." "From Norway and New Zealand, from Greece and Guatemala, from Holland and Haiti, from Africa, from America, from the four corners of the earth, representing 35 nations in all" (Colligan 1952) they came to the Institute for the Blind in Bussum, Netherlands, and together accomplished the most widely representative conference on education of the blind to date. They had come, as C.H.W.G. Anderson, Royal School for the Blind, Edinburgh, reminded them at the start of the conference, "to contribute, not to dictate". Their focus was primarily on blind youth, and at the formal opening they were reminded by A.O. Mees, chairman of The Institute for the Blind, Bussum to keep the spirit of Louis Braille among them and to follow his example: "The noble purpose of his life became directed solely toward the happiness of his fellowmen [the blind] and especially his fellow teachers of blind children."

Getliff Ferrell Gissler Waterhouse





When we look at this small group of men and women, shown in a memorable photo that was taken during the conference, we are in the presence of the “movers and shakers” in the field of education of the blind at that time. It was a kind of “old boys’ club,” comprised of people who had come to know each other over a period of many years. Now they were gathering together at the pinnacle of progress and proven successes of schools for the blind: never before (or since, for that matter) had these schools been at full capacity with such high functioning blind children. In retrospect, this seems somewhat surprising, since for several years there had been a marked decline in the number of blind children in many countries, especially those in North America, Europe, Australia and New Zealand. The decline in enrollment stood in direct proportion to a decrease in the causes of childhood blindness: smallpox, scarlet and typhoid fevers, tuberculosis and, at the turn of the century, syphilis. However, there were still a certain percentage of children who had been blinded or visually impaired due to diabetes, glaucoma, retinoblastoma, and hereditary and congenital conditions and accidents.

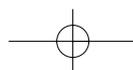
In the 1930s educators of the blind, like the former director of Perkins School for the Blind, Edward Allen, were talking openly about the potential closing of schools for the blind in the United States, due to a lack of blind students. Yet this had all changed, as Christine Palm says, “in the 1940s, as advances in medical technology grew exponentially [and] science was able for the first time to save infants born three and four months premature.” At the time of the conference, these children with retrolental fibroplasia (RLF) represented the largest group within blind schools in the developed countries.

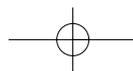
This, then, was the world from which most of these notable delegates emerged – a world in which the majority of students had only blindness or visual impairment, with few additional physical problems. These people did a noble work; some would call it a vocation. It was said that they – the educators – “brought light to the blind”; and they were determined to direct that light along the paths they knew by using tried and true methods.

The conference participants had a shared mission: to discuss and debate the major issues in education of blind youth at that time, and to forge relationships that would be of mutual benefit to all involved. In the course of this mission, they got to know each other better, and some long-lasting connections were made. The education of blind youth was a rather small area in the larger field of blindness and one that these educators believed was overshadowed by the matters of welfare and rehabilitation of the adult blind. And so the gathering in Bussum, to establish an international forum for educators of blind youth, was of profound importance to them.

At the 1952 conference, attendees were addressed by speakers who were already established leaders in the field. Summaries of the papers were presented which would later be published in full in the proceedings of the conference. The 11 work sessions covered these topics: Needs of the Pre-school Child, Additionally Handicapped (this was the term used for the multi-impaired), Needs of the Average Child, Physical Education in School, The Child of Superior Intelligence, Continued General Education for Youth, Social Needs in a Seeing World, Staff Cooperation in a School, Cooperation of Schools with Parents, Books and General Educational Media, and Educational Psychology. The text of the proceedings also included brief descriptions of educational facilities for blind youth in 30 countries.

The officers of the conference were outstanding leaders in the field of the education of the blind. The chairman was Gabriel Farrell, who for the previous twenty years had been director of the Perkins School. It was Farrell who had made certain that the Perkins Braillewriter had been redesigned, and just the year before the conference it had gone into full production. The





associate chairman, E.H. Getliff, was headmaster of the Royal School of Industry for the Blind in Bristol. He was also deeply involved with the College of Teachers of the Blind in the UK (later he would become the second director of ICEVI). Pierre Henri, director of the Institute Nationale de Jeunes Aveugles, Paris, and an outstanding educator of the blind, served as the associate chairman of ICEVI. Secretary Edward Waterhouse was the new director of Perkins and had been a teacher there since the early 1930s. Associate Secretaries were John Colligan, secretary-general of the NIB (now RNIB) in London, and P.S.N. Oost, Principal, Prins Alexander Stichting School, Netherlands. Representatives came from around the world, from Australia, Austria, Belgium, Canada, Colombia, Denmark, Egypt, Finland, France, Germany, Greece, Guatemala, Haiti, Ireland, Italy, Japan, Lebanon, Nyasaland, The Netherlands, New Zealand, Norway, Peru, South Africa, Spain, Ceylon, Sweden, Switzerland, United Kingdom, United States of America, Venezuela and Yugoslavia. The group assembled in Bussum generated enough interest among the general public that the proceedings were broadcast by the Netherlands broadcasting system. A tape recording of the proceedings was made by the Philips Corporation of Amsterdam and then typed at Perkins. Copies could be obtained from the AFB and RNIB at a cost of two dollars (U.S.).

Finances

Funding for the 1952 conference was limited, so those attending the conference paid a conference fee. Two major founding organizations, the AFOB and the RNIB, contributed not only funds but also use of their staff, and additional support came from AFB, Perkins, John Milton Society, Royal School for the Blind (of Edinburgh, Scotland), Boston Society for the Blind, and International Business Machines (IBM). In addition, a great deal of support was had from the WCWB, UNESCO and several organizations within the host country, including the Institute for the Blind, Bussum; Bartimeus Institute, Zeist; Dutch Foundation for the Blind; and St. Henricus Institute, Grave.

Cracks in the Wall

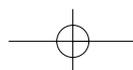
Even as the conference was underway, cracks were appearing in the walls of the new organization, so much that within a few short years they would shake it to its very foundations. There were issues, which had long lain dormant, but now they were in increasing need of attention: Mainstreaming (Integration), Low Vision (Partially Sighted), Multi-impaired and Physically Handicapped.

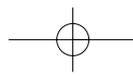
Mainstreaming

Integration of blind children into regular schools had been a subject of discussion for many years. Dr. Howe, the first director of Perkins School for the Blind, made a firm stand for integration as far back as 1866. In the 1950s a growing number of parents wanted their blind children to be educated in their local schools. Integration in the 60s would be linked in the United States with the civil rights movement (Silverman 2000). Parents of children who were blinded by ROP [RLF] played the most important role in bring about a shift in school placement from segregation in residential schools to integration in regular schools with sighted playmates. This change spearheaded the mainstreaming movement for the schooling of children with other disabilities.

Low vision (Partially sighted)

Since the early 20th Century low vision children were thought to destroy their vision by reading normal print or having a close reading distance (Fonda 1970). During the period from 1920 to 1950, many children with low vision were labeled and treated as blind, referred to institutions/schools for the blind, and taught Braille as their reading medium. The practical observation of sight saving teachers was quietly disconfirming the sight use prohibition of the Myope School advocates.





Multi-impaired

The multi-impaired, including those with mental disabilities, were seldom educated in regular schools for the blind. This was especially so during the RLF years when most schools were filled with "normal blind." In developing countries there was the added problem of the economics of caring for the needs of blind children. Multi-impaired children were seldom given a proper medical examination to ascertain the true nature of their disability or a psychological evaluation to determine the degree of retardation.

The educational needs of these children were handled mainly by special schools and residences which were set up for them. Tragically, some children, those thought of as having severe mental disabilities, were placed in mental institutions where they languished for most or all of their lives.

Physically Handicapped

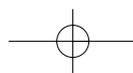
At the time of the conference, most schools for the blind were inaccessible for those with physical disabilities and especially for those in wheelchairs. The numbers of deafblind children were relatively small and the children were cared for mostly in special schools for the blind and deaf. Yet numbers were increasing due to hereditary causes and birth defects, and this pre-dates the 1962-63 rubella (German measles) epidemic in Europe and North America.

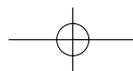
These were the crucial issues that needed to be brought to the table, but they were largely ignored. The representatives would now return to their countries to write about what they had seen and done. Their work appeared in such publications as *New Beacon* (RNIB), *New Outlook for the Blind* (AFB), *International Journal for the Education of the Blind* (AAIB), *Teacher of the Blind* (Britain), *Blindness Annual* (AAWB) and in the publication of the conference proceedings. Colligan, in the *New Beacon*, informed his readers, "No one who attended it [the conference] can fail to have returned home fortified in his or her determination, not only to do everything possible to bring about the implementation of the resolutions of the conference itself, but also to enable youth all over the world to be given the fullest opportunity for general and vocational education, so that they might ultimately enjoy the full benefits of citizenship and contribute to the strength of the community."

Still, there was no headquarters for the organization. No staff had been assigned and no journal or newsletter had been established. The representatives had simply decided to meet regularly every five years. However, there is substantial evidence in the literature that the conference spurred greater communication among colleagues through letter writing and phone calls. The world of education of the blind was evolving and an increasing number of educators wanted to play a role in the changes that were to come.

The most positive result of the conference was its impact on government involvement in the education of the blind. Upon their return home, the two delegates from Australia and New Zealand, who attended both this conference and the next in Oslo, submitted reports to their respective governments (Rogerson 2001). Their conclusions and recommendations were to affect government policy and open the way for the interchange of ideas and the creation of a wider network of communications with educators of the blind and organizations in other parts of the world. The delegates also had considerable influence in the establishment of The Australian and New Zealand Association of Teachers of the Blind.

The spark kindled in Bussum would remain just that – a spark. It would not yet develop into a fire that would set the field of education of the blind ablaze. During the following few years there was no organized meeting. The group remained a kind of "happy family" in which the members knew their positions and acted accordingly. The heads of the family from the major





schools and organizations for the blind would arrange the next “family gathering”. They would send out invitations (in fact, for many years attendance was by invitation only) and the family, including “relatives” from developing countries, would gather. Yet from its very conception – and until today – as Tore Gissler noted in a letter, ICEVI “does not have the means to act between conferences, especially because of lack of a secretariat”. And so it was that they came together in 1957 at the Huseby School for the Blind in Oslo, Norway.

Second World Conference---August 2-10, 1957
Huseby School for the Blind, Oslo, Norway

“It is our privilege, as it is our duty, to work for these benefits [best educational services] in the education of every blind child in every land.” – E.H. Getliff

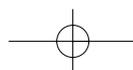
“It [ICEBY] stresses the importance of properly developed facilities for disseminating information to parents or foster parents through the medium of parents’ meetings, school visits, family units in the schools, Braille classes, and associations established to further a good relationship between parents and school staff.” – Resolution of the 1957 conference

The five years between the Bussum conference and the Oslo conference saw satisfactory progress in different parts of the world, resulting from work carried out at Bussum (Getliff, 1957). In large part, the participants who attended the second conference were those who had attended the first, with a few minor changes in representation from the developing countries. The constitution adopted at the Oslo conference stated that “delegate representation to the International Conference of Educators of Blind Youth shall be on total population ratio as follows: Total population under 20 millions - 2 Delegates, total population 20-40 millions - 4 Delegates, total population over 40 millions - 6 Delegates”. The organizers always made sure that each area of the world was adequately and appropriately represented³. Total numbers of delegates were also limited, as the first four conferences were held in schools for the blind, where there was limited accommodation for general sessions, meetings, and social activities.

The agenda at the 2nd Conference followed a format similar to the one adopted at Bussum, with papers forming the basis of conference resolutions (Heisler 1977). However, at Oslo these papers were not read by their authors; instead, each author was given a few minutes to emphasize the points, which he deemed most important, and a short discussion on those points by the conference in full session followed. Most deliberations took place in smaller groups, using various languages. Out of these discussion groups came the resolutions included in the proceedings.

It was at Oslo that attention was first called to the vast problem of providing for the educational needs of blind children in emerging countries (Heisler 1977). In an address delivered at the conference, Sir John Wilson, Director of the RCSB, stressed the great need for bringing education to children in large areas of Africa, who until then had received no education or training. Other conference topics included: Parent Education, Educational Facilities with Amblyopic Pupils, Vocational Training and Placement, Blind Children in Rural Communities, The Blind Child’s Contact with Seeing Children, Guidance and Vocational Counseling, Preparing Blind Pupils to Take Their Place in the World, and Teacher Training.

³ As an example of this policy of fair distribution of representatives, Natalie Barraga told me that she and several other Americans were restricted from attending the 1967 conference at Perkins, as ICEVI did not want too many Americans taking up the limited places available.



The two hundred and thirty seven plus who attended the conference, including forty-eight delegates, returned home. They knew, as after the Bussum conference, that they would meet again in five years, this time in Hanover, Germany, and again under the chairmanship of E. H. Getliff of Great Britain. At the suggestion of Sir John Wilson of the RCSB, there would be a new theme: "The Development of International Cooperation to Meet Educational Needs in Emergent Countries and the Means by Which These Needs Can Best Be Met."



Participants of the Oslo conference left with the sure knowledge that the ten days spent in conference-session in Oslo had added to a worldwide interpretation of the major dilemmas to be confronted and the answers to be offered in the education and training of blind youth (Getliff 1957). The various working groups gave valuable opinions representative of many ideas and strategies for the future development of the field of education of blind youth, which were circulating through the sessions.

The Resolutions formulated at the conference would assist all countries in furthering their programs for the education of the blind, and the wide range of representation enjoyed at the Oslo conference ensured a more significant contribution on individual topics. But what did the future hold for blind youth? It was difficult to predict, but it was surely changing more quickly than ever before. The combined knowledge and experiences of these early world leaders helped to create for all of us a graphic picture of what was occurring at that moment in time in the education of the blind.

Chapter 3

The Second Decade – 1962 to 1972: *Improving the Quality of Education within the Established Programs*

During this period the organization focuses its attention on the exchange of information on ways to improve instruction within the then-prevalent program model: the special school. Early attention to mainstreaming (integration) starts to emerge in ICEVI meetings, and there is a notable increase in discussion of the education of the deaf-blind, partially sighted, and multi-impaired. ICEVI and the Australian and New Zealand Association of Teachers of the Blind establish a mutual support relationship. The third international conference is held at Hanover School for the Blind, Germany and the third president, Edward J. Waterhouse, U.S.A, is elected. A journal, the Educator, is first published. The fourth international conference is held at Perkins, U.S.A. and the fourth president, Tore Gissler of Sweden, is elected. The official name of the organization is changed to the International Council for the Education of Blind Youth.

Third Quinquennial Conference – August 6-18, 1962
Hanover School for the Blind, German Federal Republic

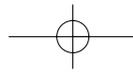
“The Development of International Cooperation to Meet Educational Needs in Emergent Countries and the Means by Which these Needs Can Best Be Met”

“Our task on this occasion is to concentrate our gaze on the emerging countries.” – Eric Boulter

“Economy was not the main reason which led our Society to experiment with systems of integrated education in Africa. The social reasons were equally convincing, but the dominant consideration was that no other practical means exist by which a chance of education can be given to thousands of children in the foreseeable future.” – Sir John Wilson

So it was that after five more years the organization met at the Hanover School for the Blind to discuss the topic suggested above by Sir John Wilson. Although the number of participants was still very limited (approximately 280), it did include delegates from several developing countries. The leaders in developed countries were coming to understand the growing needs in educating blind children in the emerging nations. Eric Boulter, Associate Director, AFOB estimated that pupil enrollment between 1952 and 1962 had increased 35 - 40 %, and that to meet this increase it was vital to establish teacher-training programs where the greatest needs existed, namely, in Asia, the Middle East, Africa, and Latin America.

The format established at the previous conferences in Bussum and Oslo was followed once again: working groups were formed and resolutions were developed from discussions of the papers. There were also the by now common visits to places of interest, giving participants a chance not only to relax but also to talk in an informal setting. An added event, which was to become an important part of the future agenda of conferences, was a series of group visits to schools and organizations for the blind. In this way participants acquired hands-on knowledge of educational developments in the host country. Here a trip to the Berlin School for the Blind and a rehabilitation center in West Berlin was sponsored by the German government. Starting in Hanover, these excursions with colleagues became, for many, a highlight of the conference.



Edward Waterhouse, director of Perkins School for the Blind, was elected as chairman, and it was decided that the next conference would be held in 1967 at the Perkins School in Watertown, Massachusetts, USA, but the most significant development resulting from the conference was the establishment of the organization's nascent periodical, *The Educator*.

The Educator

During the period following the Hanover conference the newly elected chairman, Edward Waterhouse, discussed a plan with educators in Europe and Asia to publish a periodical once every six months, and to name a different editor for each issue. The first issue of *The Educator* came out in August 1964 with K.N.K Jussawala, the secretary of ICEVI and principal of The Victoria Memorial School for the Blind in Bombay, India, as the editor (Waterhouse, 1967). "This magazine was, frankly, an experiment, and it was feared that it would prove rather costly. Perkins undertook to underwrite any losses which might be incurred." (Heisler). The periodical had a subscription price of \$1.00 (U.S.), and to keep postage costs within budget it was sent by surface mail.

For the most part the early *Educator* reprinted articles from various professional journals⁴. Seven semi-annual issues were published. However, at the Watertown conference in 1967 it was decided to appoint a single editor, and William Heisler, who was head of the Perkins's Teacher Training Program, was appointed to the position. Theodore Pauw, principal of the Worcester School for the Blind, South Africa, was appointed as sub-editor at the Madrid conference for the section of the journal devoted to education of the deaf-blind. During William Heisler's fourteen years as editor, *The Educator* grew to include the Chairman's Column (started by chairman Jeanne Kenmore, 1972-77) and the Editor's Letterbox. The Letterbox served a most important function in keeping readers posted on international events. In 1967 it was decided that every effort should be made to secure original articles as well as important news items from around the world. Later, when ICEVI established regions, regional reports would be included.

Fourth Quinquennial Conference – August 20-27, 1967
Perkins School for the Blind, Watertown, MA. USA

"The Latest Techniques in Teaching Certain Subjects"

"Same initials – a new name, I.C.E.B.Y now stands for "International Council of Educators of Blind Youth" instead of "International Conference..." – Edward Waterhouse

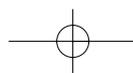
"This conference has shown us what an inspiring experience it is to meet to share new ideas" –Tore Gissler

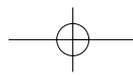
By the time of the 1967 conference changes were clearly taking place within ICEVI and in the field of education for the blind in general. The civil rights movement in the United States was beginning to shed light on how people in general had been segregated and, in this forum, began to affect how the handicapped were cared for and educated.

Deaf-blind Education

One area of notable change was in deaf-blind education. This global change was in part due to a rather minor event that was sponsored in 1966 by the Industrial Home for the Blind, Brooklyn, New York and the Perkins School for the Blind. It was a celebration in New York City and Washington D.C. to mark the 100th anniversary of the birth of Helen Keller's teacher,

⁴ At this time the journal was published only in print format.





Anne Sullivan Macy. The outcome of this celebration was to change dramatically how deaf-blind children were educated in the United States and throughout the world. Among the guests that day was Mary Switzer, director of the Vocational Rehabilitation Administration in the U.S. Department of Health, Education and Welfare, who was greatly moved by this account of Leonard Dowdy (an outstanding deaf-blind person and a former Perkins student 1934-48). In November 1966 Mary Switzer discussed with John W. Gardner, Secretary of Health, Education and Welfare, and Harold Howe II, Commissioner of Education, the possibility of submitting a bill providing services for deaf-blind children (Waterhouse 1977).

By this time, in 1963 and 1964, the devastating effects of the rubella (German measles) epidemic in the United States were being realized, and the need for swift and decisive action on a large scale was apparent. In 1968 federally funded deaf-blind programs were established, one at Perkins School for the Blind.

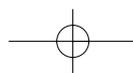
Conference Format Change

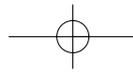
One of the most notable changes that participants to the fourth conference noticed was that the format departed from previous conferences in two principal ways (Heisler). First, it was decided to limit the conference to one week, and second, a plan was instituted to run a series of group workshop sessions to replace the formal paper and discussion pattern of previous conferences. Principal topics dealt with at the workshops sessions included various methods and techniques in teaching regular school subjects to blind children. The workshops were conducted by educators from various countries who coordinated the discussions. Some workshops included demonstrations with pupils and exhibitions of equipment. The general consensus among participants was that this new approach resulted in a broad sharing of ideas and talent involving teachers and others who worked directly with pupils, and that it was a great improvement over the previous conference model. Of great help at the Watertown conference was the use of simultaneous translation (in English, French and German) during the general meetings.



Workshop Topics

The topics covered in the workshops mainly dealt with the teaching of academic subjects, as that was what most concerned the educators in attendance: math, geography, science, social studies and music. But the subject which received the greatest attention was Braille literacy, and reports on this topic were presented by representatives from Germany, South Africa, Malaysia, Britain, India, Spain and the United States. One report from the U.S. was given by the well-known educator Berthold Lowenfeld. This grand old man, who had given most his life to educating blind people in Germany and the United States, was a true source of inspiration at the conference, especially to the younger generation just entering the field.





Included in the non-academic subjects were papers and demonstrations in daily living skills and physical education, which covered, to some degree, orientation and mobility (including use of the long cane). Children with multi-impairments (not including deaf-blind) were sometimes referred to at the conference as Slow Learners. Eunice Kenyon, director of the Boston Center for Blind Children, in her presentation of diagnostic appraisal of children at the center, said "All children in residential treatment have serious emotional disturbances in addition to their visual handicap."

Deaf-blind Demonstration

Waterhouse and several other participants were particularly interested in the education of deaf-blind children. In part Waterhouse's interest was due in part to Perkins' long history of educating deaf-blind children, starting with Laura Bridgman in 1837 and continuing through the 20th Century, but his interest was further stimulated by the rubella outbreak. An educational demonstration was made by Perkins deaf-blind students, and the film "Children of the Silent Night" was shown. ICEVI had previously demonstrated an interest in deaf-blind education when it invited S.O. Myers of the RNIB's Condover Hall School to report at a seminar on deaf-blind children, which had been held at Condover in July 1962. A Committee on Deaf-Blind Children had later been formed, and now at the Fourth Quinquennial Conference they were able to meet once again.

Field Trips

Trips were taken to Massachusetts Institute of Technology (MIT) to view new devices developed for the blind. These included guidance devices, reading machines and computers in use for producing Braille. Visits were also made to other local agencies serving blind persons.

Leadership Projects

By holding the conference in the United States it was realized that a number of delegates, especially from emerging countries, would have problems obtaining the necessary funds for travel. For some this dilemma was overcome when they received fellowships from the federal government to attend one of two Leadership Projects held just before the conference.

Name Change

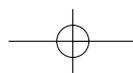
The organization had clearly changed since its first meeting in 1952. To reflect these changes it was decided to amend the constitution and change the organization name to the International Council for Educators of Blind Youth (ICEBY).

Finance

There had been talk of a Finance Committee ever since the World Council met in Rome in 1959, but not very much had come of it. It was important (Waterhouse 1967) that representative educators were thinking of the continuing financing of the organization. It was at the conference at Perkins that such a committee was set up under the chairmanship of Stewart Armstrong of the Ontario School for the Blind.

End of an Era

Many educators left this conference not fully understanding the changes that were occurring in ICEVI or within the field at large. Yet few realized, as they gathered for the opening of the conference in the large hall at Perkins, that this was the last time ICEVI would hold its international conference at a school for the blind. As ICEVI grew to include a greater number of teachers and professionals within the field (in addition to heads of organizations), it would seek to develop closer relationships with its members. This would bring about practical benefits in the way of greater international cooperation. The world of ICEVI was expanding.



Chapter 4

The Third Decade – 1972 to 1982: *Developing New Educational Approaches and Reaching New Populations*

During the third decade attention shifts to program models, while still examining instructional strategies. Here mainstreaming begins to get a lot of attention, as does the development of programs for special sub-populations heretofore not served, i.e. low vision children, preschool children, and children with additional disabilities.

As surely as Tore Gissler rang the bell of the old Tomtebodas School for the Blind (he had brought the bell with him from Stockholm) in the National Palace of Conferences in Madrid, to call participants into session, he was also in an indirect way ringing in the changes that would take place in ICEVI within the next ten years. The old guard was retiring due to old age, and most of them would be gone within the next few years.

Changes in the Education of the Blind

There were major changes occurring in the education of the blind at this time. Integration, or mainstreaming, was emerging as a legitimate alternative to schools for the blind, and this would lead in turn to the closing of some of the special schools, while others, as happened in Norway and Sweden, developed into resource centers. In some countries the traditional schools closed, with only schools for the multi-impaired remaining. In North American and European countries, which had had a large population of blind children due to retrolental fibroplasia (RLF) in the 1940s and 1950s (the condition was later called retinopathy of prematurity, or ROP), a major shift was being made to meet the needs of the multi-impaired, physically disabled and children stricken by rubella. This necessitated alterations in building facilities to educate and house a population that, for the most part, had not been educated before in schools for the blind. It also indicated changes in curriculum and training of staff to meet the needs of these students. The dilemma: how to educate this population?

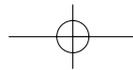
Changes did not come about overnight but they were indeed taking place. New faces and new ideas on educating blind children would emerge. Two of the most notable new faces were those of Jeanne Kenmore and Wolfgang Stein, and over the next decade the two would greatly change the direction of ICEVI. Jeanne, an educator of the blind from the United States who was at that time employed by the AFOB in their office in Paris, became president of ICEVH, as it was known in 1972, and Wolfgang would follow in her footsteps when he took over the presidency in 1977. They held much in common, and over the coming years would share information and collaborate on several important projects.

Fifth Quinquennial Conference – July 25-August 2, 1972
National Palace of Conferences and Exhibitions, Madrid, Spain

*“New Subjects, New Methods and New Pupils in the
Education of the Visually Handicapped”*

“It was awesome to see and meet people from all over the world, many of whom I knew only by name.” Natalie Barraga

“After twenty years of vital growth we believe that the time has come to review the machinery of the ICEBY with particular regard to strengthening its work between conferences. We believe



that a sense of common purpose and ideology has developed to the point where ICEBY could now grow in greater depth." C.S. Colborne Brown

The first conference not held at a school for the blind took place in the National Palace of Conferences and Exhibitions in Madrid. This air-conditioned, modern and spacious hall with its many meeting rooms was a perfect accommodation for the 487 conference participants (Heisler 1977). They came from 58 countries throughout the world and constituted by far, the largest conference of educators of the blind to date – nearly double the Perkins conference of 1967. ONCE (Organizacion Nacional de Ciegos), a staunch supporter of ICEVI, sponsored the Madrid conference.

After reviewing the history of ICEBY, Tore Gissler announced the motto of the conference: "New Subjects, New Methods and New Pupils in the Education of the Visually Handicapped," which reflected the overall conference theme – Research.

Name Change

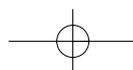
In view of the current worldwide usage of the broader term "visually handicapped" to identify those with seriously impaired or partial vision, as well as the blind, the official name of the organization was changed from International Council of Educators of Blind Youth to International Council for Education of the Visually Handicapped (ICEVH) (Heisler 1977). The word "education" would replace "educators," since there was broad agreement that service to blind children is given by many professionals, including educators, psychologists, ophthalmologists, pediatricians, researchers, psychiatrists, social workers, specialists in equipment and materials, rehabilitation workers, family counselors, and others (Kenmore 1973).

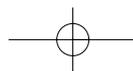
The format for the conference returned to the plan adopted at the Oslo and Hanover conferences in which papers were presented and discussed in separate language groups. Again simultaneous translation was employed to carry the speeches and reports to the participants in English, French and Spanish. For the convenience of other language groups, free lines were allocated to certain conference members who were willing to serve as non-official interpreters for their language groups.

Among the discussion topics were: Reports from Research Centers, The New Math, Open Education Programs, Programmed Learning, Education for Life in the Community, Occupational Training and Placement, Embossed Diagrams, Maps and Sketches, Teaching Esperanto to the Blind and Partially Sighted, and a topic which over the coming years would be at the center of much debate – Boarderliners: Problems of the Visually Handicapped in the Area between the Blind and the Partially Sighted. There were often heated discussions at these sessions; one such was on the topic of Open Education, as mainstreaming or integrated education was sometimes called. Superintendents from a few residential schools openly expressed their opposition to the Open Education model. These discussions showed just how ICEVI was changing: it was becoming more a forum for new and controversial ideas.

The Educator

There was extensive discussion on ways in which The Educator could be improved. Greater support would be needed by regional sub-editors, with more active participation by ICEVI members. The scope of The Educator could now be extended to provide an international forum of information on new materials, aids, programs and teaching strategies of interest to educators. The conference attendees determined that the Educator should not duplicate functions already covered by other journals and that, to increase circulation, a means should be found to make the journal available in other languages. ONCE stepped forward to support the production of a Spanish edition.





Starting with the January 1973 issue, *The Educator* would carry a separate column covering developments in the education of the deaf-blind and in other services related to this field. The editor of "The Deaf-Blind: News and Activities" would be Theodore Pauw from South Africa.

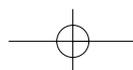
During the conference there were many "extras" provided by ONCE: trips to points of local interest, banquets, musical events and other recreational activities. These, coupled with the fine educational experiences, were much appreciated by all who attended (Heisler 1977). If the hospitality of ONCE would long be remembered, it would be the recommendations of the Resolutions Committee on the future of the organization, which would have the most lasting and greatest impact. This included broadening the work of the Council (while in no way excluding consideration of the special needs particular to the blind and to the partially sighted) and the extension of activities beyond the school situation through the continuing period of higher education, vocational guidance and training into employment.

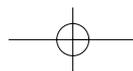
The Next Five Years

Unlike any other time in its history participants leaving this conference departed with the firm belief that their organization was truly engaged and would have a driving force to propel it forward. Jeanne Kenmore was that force, and she had firmly behind her a major organization (and her employer), HKI. She also had the continuing support of UNESCO, CBM, ONCE, Perkins, RNIB, RCSB and a number of other national private organizations. The next five years would be a most active period, with wide involvement throughout the organization. Reading reports generated during this period is like reading about a whole new organization, as different as the Steam Age is from the Jet Age.



Since she traveled a great deal in both developed and developing countries, Jeanne Kenmore observed many excellent teachers and leaders in services for the visually impaired. She developed projects – at least sixteen different projects – whereby ICEVI would enlist some of these people as volunteers in schools and centers needing consultative help. HKI was very generous in funding these projects, as was RCSB, ONCE, and the Saudi Arabian organization headed by Abdullah Al-Ghanim.





Regional Conferences

Many countries held frequent sectional or national conferences on the education of the visually handicapped, among them India, France, United Kingdom, West Germany, U.S.A. and Brazil (Kenmore 1977). There were periodic regional conferences of the Scandinavian countries; of German speakers in Germany, Switzerland, and Austria; in Oceania and nearby countries; and in the Asian region. But ICEVI as an international organization had never organized regional conferences to take place between quinquennial conferences. It seemed a logical next step.

As it became evident that regional activities could better serve many needs, a series of ICEVI regional conferences were held: the Asia Regional Conference in Singapore, 1973; an Oceania conference in Brisbane, Australia, 1974; a conference for European countries in Ljubljana, Yugoslavia, 1975; and an Asian conference in Penang, Malaysia, 1975. An Aid Committee (later to be called the Resource Committee) was formed with the task of arranging courses for developing countries through which leaders in education of the blind could share their knowledge with teachers in other parts of the globe (Kenmore 1982).

Courses in Developing Countries

As chairman of the Aid Committee, Freddie Tooze, RCSB, developed a plan whereby experts from developed countries could give short courses in developing countries, with only their transportation and expenses being paid. Three courses from four to six weeks in length were held in Kenya in 1974, in Bahrain in 1975, and in Saudi Arabia in 1976. Each team of experts (four for Kenya and Saudi Arabia, three for Bahrain) was selected; the eleven experts were from England, Denmark, Netherlands, West Germany, U.S.A., Australia, and Argentina. By spending time in these three countries, the experts gained a great deal of important first hand information about social and economic conditions, the medical conditions of blind children, and methods of teaching, all of which would prove vital in developing programs to meet the needs of the blind in these countries.

Membership

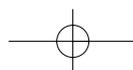
As a means of stimulating interest in ICEVI activities and of raising funds, a system of individual membership was developed. The fee remained \$5.00 per year for the five-year period between quinquennial conferences. Members received a subscription to *The Educator* and a copy of the *International List of Schools for the Visually Handicapped*.

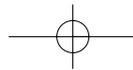
International List

Hundreds of questionnaires were sent out to secure as much information as possible about existing schools for the blind and partially-sighted children. Responses were received from 102 countries and the information was published in a small booklet entitled "*International List of Schools for the Visually Handicapped*." The printing was arranged and paid for by CBM of West Germany and the \$2.50 per copy charged to non-members earned a little money for the ICEVI treasury.

Teacher Training Committee

As chairman of this committee, Natalie Barraga gathered information on many programs around the world which train teachers for visually handicapped children (Barraga 1997). "This is what got me interested in teaching courses, when I realized how little was being done in most countries—children were being deprived of what they could be learning and doing if someone [teachers] just knew where to start."





Deaf-Blind

The ICEVI Committee on the Education of the Deaf-Blind held several regional and two world conferences. The first was in Con Dover, England in 1974. Despite efforts to limit attendance to ensure greater opportunity for discussion, the enrollment was the highest ever at such a conference. Then, in 1976, the Second World Conference on Deaf-Blind Children took place in Sydney, Australia. The participants were so enthusiastic, so responsive to one another and their shared professional interests, that they formed a new world organization to be known as the International Association for Education of the Deaf-Blind (IAEDB), and Keith Watkins, North Rocks School for Blind Children, Australia, was elected its first president.

UNESCO

Starting in 1972, ICEVI served in an advisory capacity to UNESCO and held membership on the Committee of World Organizations Interested in the Handicapped (CWOIH).

Activities of Executive Committee Members

Representing ICEVI, various members of the Executive Committee participated in international meetings, study groups, and conferences on subjects including: mathematics and scientific Braille codes, recreation for the blind, mobility, the rights of handicapped persons, and job opportunities for the handicapped.

Sixth quinquennial Conference – August 1-10, 1977
UNESCO Building, Paris

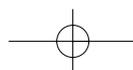
*“Adapting Programs to Meet Individual Differences
of Visually Handicapped Children and Youth”*

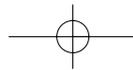
“...many hours of preparation were evident as they brought us new views of familiar subjects, fresh ideas, new philosophies, intriguing problems, and stimulating challenges.” Jeanne Kenmore

“This conference has not ignored the fact that we live in an economically divided world...I am aware that the needs of the blind differ greatly in various parts of the world. Whereas in some parts they struggle for recognition, equal treatment, and self-determination, in other regions of the world they fight for pure survival.” Wolfgang Stein

The over 700 who gathered in the summer of 1977 at the UNESCO building in Paris for ten days of glorious blue skies and warm, gentle breezes would confront a far different organization than they had seen several years before. Those who attended the opening of the conference and heard the keynote address by Stanley Bourgeault of George Peabody College for Teachers must have been galvanized by his words. He set the stage for their professional endeavors with, as Jeanne Kenmore put it, a “superb” speech. He spoke of the diversity of attendees: “We represent a variety of cultures, religious or philosophic beliefs, family structures, social milieu, and economic bases,” and he continued, “There has been a tendency over the years to discount individualism in program and format; in a sense, individualism has been thwarted – it has not been reinforcing. And this is unfortunate, for in fact, DIFFERENT IS BEAUTIFUL!”

Bourgeault challenged the conference participants to attend sessions and workshops with a new perspective: to listen and learn about the diversity of blind students and educational pro-





grams worldwide. "Technology," he pointed out, "is important and we should be ready to receive its benefits, but we must stress 'ready.' It's a giant stride from a camel to a Kurzweil!" He asked them to look at the individual from all aspects of the individual student's life and education:

"In a world comprised of individuals, each child needs educational experiences suited to him and his culture. How often have we scoured the countryside for blind children, removed them from their natural environments, trained them in 'modern ways' of toileting behaviors, wearing shoes, appropriate dress and manner and with an 'academic' (meaning 'literary') overview, and then sat in despair as the young, acultured product—a city migrant against his own will—has his unrealistic life expectations dashed by the realities of the larger socioeconomic panorama of his culture. This is not a concluding statement! Rather, it is, hopefully, the Beginning."

Conference Program

And that was what the Organizing Committee had done. As Bourgeault had implored in his address, they had planned a program which covered topics of common interest viewed from "individual perspectives": Personal Efficiency and Visual Efficiency, Mobility, Daily Living Skills, Optical Aids, Classroom Techniques, and Visually Handicapped Children, both Gifted and Multi-Handicapped. Needless to say, it was an enriching and rewarding ten days. Participants had come to Paris, the "home" of modern education of the blind, and many had also visited the village of Coupvray to see the house where Louis Braille was born in 1809. To walk about Coupvray was to walk through history, to see where a young boy who changed history was raised and was buried, until his remains were later moved to the Pantheon in Paris, where he was placed along with France's greatest heroes.

Changes

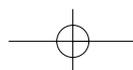
One of the important highlights of the 1977 Paris conference was the adoption of a new Constitution. Two important provisions of the Constitution were addressed: first, to change the title of the chief officer from "Chairman" to "International President," and second, that seven "Regional Presidents" would be selected to represent Africa, Europe, the Far East, Latin America, the Middle East, North America and Oceania. Those selected were to represent their regions during the 1977-1982 quinquennium.

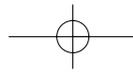
Financial Report

For the first time a summary of the financial report for the previous five years (1972-1977) was published. Yet, as Jeanne Kenmore pointed out in the proceedings, the report did not represent the whole picture. She noted that "many other contributions were made to the work of the organization. Although the names of these organizations have in some cases changed, it is important for us to look at this report as it gives us some concept of how this unique organization functions. It also gives an insight into what goes into organizing the conferences."

Financial Support

HKI offered extensive working time of the ICEVI chairman and two secretaries during the five-year period, and paid travel expenses for several international trips for the chairman. In addition HKI paid bills for postage and office supplies. CBM, RCSB, HKI and ONCE offered tickets and expense money directly to many participants to attend ICEVI regional conferences as well as the quinquennial conference. ONCE was particularly generous in providing a ticket to Paris for one participant from each Spanish speaking country in the world and in translating and distributing free Spanish editions of The Educator.





The French Government and the French Organizing Committee made possible the rental of the UNESCO facilities and offered gracious hospitality. Raymond Chaplain, Director of Institute National des Jeunes Aveugles in Paris, delayed his retirement one year in order to assist in preparations for this conference. CBM paid for the printing and much of the distribution of the International List of Schools for Visually Handicapped Children. In addition, many other contributions were made toward the work and expenses of officers and members of ICEVI.

New President

The person chosen to be the first International President of ICEVI was Wolfgang Stein. Wolfgang was especially qualified for the position. As director of Overseas Services of CBM he was responsible for overseeing the education and rehabilitation of persons with disabilities, as well as their medical services. The person who took the reins of ICEVI clearly stated his mission in the January 1978 edition of *The Educator*:

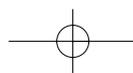
“Personally I felt that the conference (Paris1977) was another step towards strengthening the solidarity of workers, for the visually handicapped from around the world. I would like to assure you that I shall use my new office for exactly the same goal; to achieve more solidarity among us, to reduce the gap that exists between various regions of the world and their people. Belonging to an international organization implies also sharing international responsibilities, looking beyond our own horizon and recognizing the needs of others.”

In this role Wolfgang Stein carried ICEVI to world prominence. Under his leadership there were many more regional conferences (Kenmore 1982). During his two terms as President (1977-87) he created a level of awareness of the needs of blind and visually impaired persons in developing countries that had not existed within the organization before his tenure (Campbell 2001). Through his work with both CBM and ICEVI, his passion and commitment to the capabilities of blind children and adults in developing countries was transmitted to professionals throughout the world.

This awareness of the possibilities for education and training of the blind is seen in the regular regional reports, which started appearing in *The Educator* in January 1978. Readers could peruse articles such as “Pre-Work Experience at the Helen Keller Institute” (Cordoba, Argentina), and “A Report on International Aid to Schools and Organizations for the Blind.” Special projects conducted by ICEVI members were described in detail. Articles on programs and services of related organizations such as ONCE, RCSB, and Perkins were included in the journal. For the first time members could read announcements about other conferences, seminars and symposia, which had, direct relevance to their own work.

The Educator

In August Mr. Heisler retired both from Perkins and from the position of editor of *The Educator*. So ended his association with the journal that began back in 1967. Perkins’ commitment to *The Educator* continued, however, with organization and publication accomplished through the school’s public relations office.



Seventh Quinquennial Conference – August 1-7, 1982
 Kenyatta Conference Centre, Nairobi, Kenya

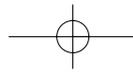
Bridges-From Today to Tomorrow: Helping visually handicapped youth prepare for the new situations they face; helping them handle new challenges more securely, more independently, more efficiently; helping them build bridges from today to tomorrow.

There had been much discussion over the previous few years of holding the conference in a developing country, and much thought had been given to where it might be held. Both Jeanne Kenmore and Wolfgang Stein knew many countries in Asia, Africa and South America, which would be only too willing to host the conference. In the end it was decided that Kenya would serve as the host country, and plans were made to hold the conference at the excellent (and probably the most beautiful facility in Africa at that time), the Kenyatta Conference Centre in Nairobi.



Wolfgang Stein and Jeanne Kenmore worked together to plan the conference. Jeanne left HKI in 1981 and joined CBM. As was the tradition she became the Vice President of ICEVI and in this capacity she would assist Wolfgang Stein and many others by supporting the Kenya Conference Committee in planning what would have been an outstanding conference. But this was not to be, as one small event in history, lasting only a few short days, precluded any possibility for the conference to fully take place.

Events were recorded in Wolfgang Stein's own words in the proceedings of the Seventh Quinquennial Conference, Nairobi, Kenya, August 1-7, 1982: "The [attempted] coup d'etat which began early the very first day of our conference in Kenya was a new experience for ICEVH. The political events gave all of us great anxiety and unpleasant experiences. Yet in several ways the happenings in Nairobi brought many of us much closer together as human beings and fellow professionals... I must admit that it was with a heavy heart and a feeling of deep disappointment that I announced to the participants [on August 5] our decision to break off the conference. In spite of this, we did not leave Nairobi feeling discouraged. During those awful days many participants became closer to each other; bonds of friendship were tied, and dialogue between professionals also took place and was intensified in many small groups."

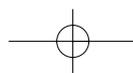


At the end of a few awful days Nairobi returned again to its tranquil self. What had transpired was carried out by a few military personnel and a small number of the general public. After the conference some participants remained and did have a chance to visit schools and agencies for the blind. One delegate would later write that he thought the strange events, though unsettling, had a unifying effect on ICEVI members.

Wolfgang Stein put the sad events behind him and returned home to his work for CBM and ICEVI in Germany. Wasting no time, he started planning the next ICEVI World Conference of 1987, to be held in Würzburg, Germany. He also saw to it that the proceedings of the Kenya conference were published. They would include all papers, only four of which had actually been read in the Plenary Session. These Proceedings contained the new Constitution, on which the Executive Committee held preliminary discussions in Nairobi and later approved through a mail vote.

A New Era

With the 1982 Quinquennial Conference being held in Kenya, a new era of wider cooperation with countries of the Third World had begun. ICEVI as a professional organization had reached a greater level of maturity.

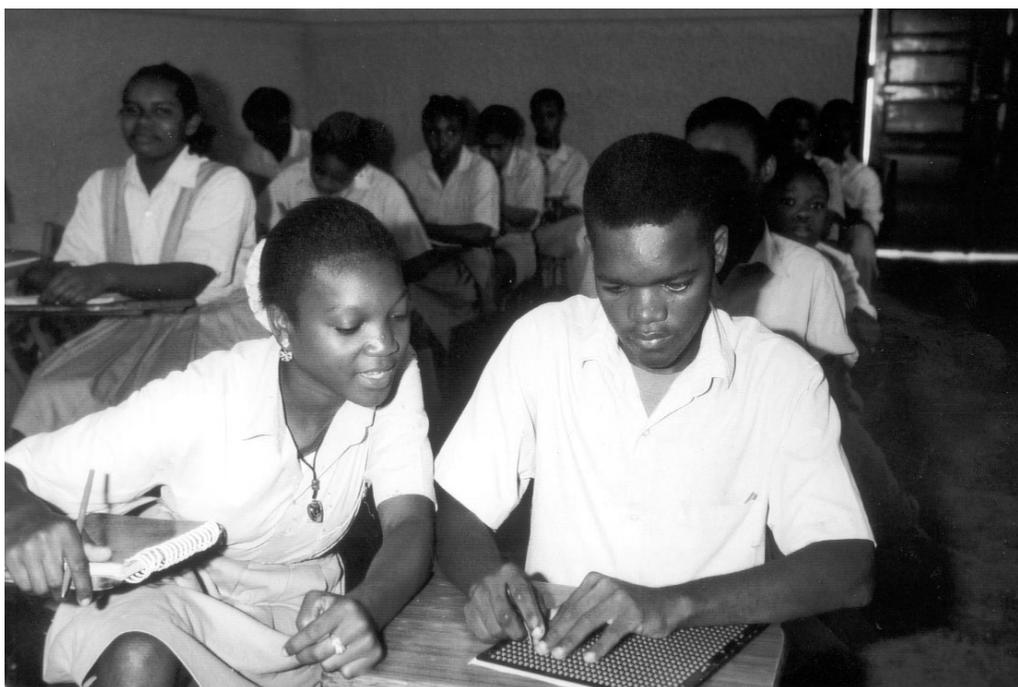


Chapter 5

The Fourth Decade---1982 to 1992

“Reaching the Unreached: Concern for Those in Developing Countries and Building a Regional ICEVI Network”

As we move into the 80's ICEVI begins to focus more of its attention on the situation of blind and low vision children in the developing world, where only a small percent have access to services. Integration, Community-Based Rehabilitation (CBR), and other program models appropriate for developing countries begin to receive more attention. The regional structure of ICEVI is becoming more active as decision-making begins to emerge. During this period a number of brief training courses are held and consultancies are undertaken by regional chairpersons in Eastern Europe, India, Latin America, the Philippines and the South Pacific.

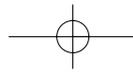


The Road Forward

At the end of 1984 Wolfgang Stein resigned his position at CBM and in January 1985 he accepted a new position as an adviser on education of the visually impaired for the RCSB. Now he was able to devote much more time to the affairs of ICEVI, especially to planning the next international conference in Germany. The year 1985 was a very busy one for ICEVI with projects carried out in many areas. Of special significance was involvement in the planning, organization and implementation of courses for teachers of the blind in Ethiopia, Zimbabwe, Pakistan, and several Latin American countries. Together with the organization Stichting Liliane Fonds in the Netherlands, ICEVI provided 200 educational kits for blind children in Ethiopia. During the same year Wolfgang made visits to Yugoslavia, Bulgaria, Czechoslovakia and Pakistan.

Conference Plans

By the end of 1985 Wolfgang had finalized plans for the next international conference to be held at the Maritim Hotel & Conference Centre in Würzburg, Germany. He had been delighted to tell readers of *The Educator* in December 1985 that ICEVI had a national and local sponsor for the conference: Deutscher Blindenverband (German Association of the Blind), which had officially



invited ICEVI to hold the conference in Germany and had also offered to assist with finances. The Blindeninstitutsstiftung in Würzburg, a center for blind and multi-handicapped children, had offered to be the local host. In particular, the center would provide inexpensive accommodation for participants who had problems finding hard currency.

Plans for the conference were designed in great detail. Wolfgang Stein, Jeanne Kenmore and Natalie Barraga roughed out their plans for the format and discussion topics. The overall theme was to be "Learning to Live," with subtopics such as "Learning to Live with Oneself," "Learning to Live in the Family," and "Learning to Live in the Community."

The Educator

In December 1983 Wolfgang announced that due to rising production costs and declining interest among subscribers, Perkins was no longer able to produce The Educator. Perkins had tried to cover the costs in January 1982 by raising the 5-year subscription rate from \$3 to \$15. But for a provisional period, until another sponsor had been found, it was decided that the International President's office would produce the journal. So Wolfgang took up the responsibility, and The Educator, which had last been issued June 1982, was again back in circulation. Subscriptions from developing countries were now being subsidized by funds from CBM and the Middle East Committee for the Welfare of the Blind. The Deaf-Blind News section was no longer part of the journal, as this group now had their own organization and accompanying journal.

In 1987, due to the efforts of ICEVI president William Brohier, The Educator was revived and again published and distributed by Perkins. Kevin Lessard, Perkins director, would be the editor, with the assistance of Associate Editors Anthony Best, Susan Spungin, Hwa Mei Chen and the regional chairpersons. In 1990 the Conrad N. Hilton Foundation made it possible for Perkins to continue to publish the journal, that is, until late in 2000 when they published their last issue. So ended the journal's association with Perkins that had gone on nearly uninterrupted since 1964. In 2001 a new generation of the journal was issued with Ken Stuckey in Stockholm, Sweden as the new editor.

Eighth Quinquennial Conference – August 2-8, 1987
Maritim Hotel and Conference Centre, Würzburg, Germany

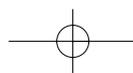
"Learning to Live"

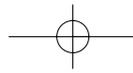
"May I say how worthwhile I thought the Würzburg Conference was – perhaps the healthiest in content that I can remember." (un-named person from Scotland)

"The whole programme was meaningful – very well distributed participants from all over the world with good representation from developing countries, good theme discussions and excellent leadership evidence in paper presentations and panel discussions." (un-named person from India)

Delegates and Observers, No More Division

Wolfgang Stein set the tone of the conference by welcoming 510 people from 72 countries. On the first day Wolfgang arbitrarily decided to end the division between the Delegates and the so-called Observers. Up until that time, the Observers were welcomed to participate in most sessions but were not allowed to vote or attend any special social events arranged for the Delegates. The Delegates still retained their voting privileges as found in Article XVII of the ICEVI constitution.





The theme, as William Brohier said, "was a sheer stroke of genius: Learning to Live." At its heart it had Wolfgang Stein's definition of education: 'To take a child by the hand and lead him through life.' With this aim in mind as many presenters and responders as possible were selected for the plenary sessions.

During the conference there were, as Susan Spungin stated in her acceptance speech as the newly elected vice president, "great advances towards new initiatives in program planning that have permitted greater participation for all of us, especially in the areas of low vision, early intervention, and the multi-handicapped. We have seen the potential for the establishment of new committees as made possible by the new organizational structure provided for in the new constitution which, I believe, will provide for greater flexibility in special areas of interest, as well as for greater input for all the participants in an organized and systematic way."

Exhibitors

A new addition to the conference agenda was the introduction of a large area set aside for exhibitors of aids and appliances for the blind, including very sophisticated equipment for Braille production.

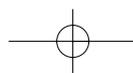
Changes

At the conclusion of the conference, Wolfgang Stein said his farewell as president after ten years, 1977-1987. During this period ICEVI had seen the most significant growth and development in its history. It was true that, as Wolfgang said of those days, "a new spirit of community and solidarity was born." Al-Ghanim stated, "If ICEVH were not a 'paper tiger' in the past ten years, but took an active part in measures for the promotion of the education of blind children, particularly in developing countries, this is due mainly to Christoffel Blindenmission in Bensheim."

There was still one major issue that had not been fully addressed: the fact that the largest population of blind persons was in developing countries and ICEVI had not yet held a conference outside Europe or North America. Although a conference had been started in Nairobi, Kenya August 1982 it lasted for only a few short days. The conference never fully took place. The election in 1987 of William Brohier as the next president of ICEVI did much to right this situation.

In his Keynote Address to the conferees, Kevin Carey had stated that over 90% of school-aged visually handicapped children in developing countries received no education. William Brohier went one step further in his acceptance speech by pointing out that "the vast majority of these millions of children do not receive even the barest of services. How do they 'learn to live?' Over half of the world's population is to be found in Asia. An even more striking fact is that it is within Asia that one finds over two-thirds of the estimated 42 million visually handicapped people!" In accepting the presidency, William Brohier recognized that the major task ahead of him was taking steps to "bring services to the hitherto unreached visually handicapped children around the world through philosophically sound, culturally acceptable, situationally, and financially feasible programs." To do this ICEVI had to keep its aims and objectives in the forefront, increasing communication about the organization's activities to all concerned. Working for both CBM and RCSB from his home in Penang, the new president determined that this could best be accomplished by strengthening the regional work. The key was the regional chairpersons, for without their strong leadership this goal could never be accomplished.

During the next five years, 1987-1992, there was constant need to reassess the goals and objectives of ICEVI. The Executive Committee convened a special working group that was charged with the task of identifying and formulating a set of objectives for ICEVI. The group quickly set



about to survey ICEVI members on key questions and concerns, and the feedback they received was varied: some members expressed the wish to expand ICEVI's role with blind adults in education and rehabilitation, while others saw the need to stress the original goal, that of education of blind and visually impaired children. To incorporate these new goals would, in the future, mean another name change for the organization.

At the World Conference on Education for All in 1990, William Brohier played a key role by lobbying for and achieving the addition of a second statement to the original text of Article 3.5 of the World Declaration on Education for All: "Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system."

Very much in the forefront of the president and vice-president were ideas about the planning of the Ninth Quinquennial International Conference in 1992. They decided that Thailand had much to offer (Brohier 2001). ICEVI had an assurance of full support from the Foundation for the Blind in Thailand, which had an influential list of board members, as well as from other related non-governmental organizations. The willingness of CBM and Hilton/Perkins Regional Offices in Bangkok to provide additional support services was also reassuring, as was the presence of the Bangkok School for the Blind (that had been founded in 1939 by former Perkins and Overbrook student Miss Genevieve Caulfield) and the Thai Foundation for the Blind. These were all within a relatively short distance from the Sukhothai Thammathirat Open University campus where the conference would be held and where most of those attending would be accommodated. The university was ideal, for it afforded both the required facilities to stage presentations, workshops, meetings and social gatherings, and inexpensive accommodation as well. The Program Committee worked diligently over the five years between conferences to provide interesting and diverse topics that would attract educators of the blind from around the world.

Ninth Quinquennial Conference – July 26 to 31, 1992 and
Early Childhood Conference – August 2-5, 1992
Sukhothai Thammathirat Open University, Bangkok, Thailand

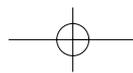
"Working Together in the Decade of the 90s: Strategies to Advance Equal Opportunities for Children and Youth with Visual Handicaps"

"I am quite confident that this Conference will provide some solution so that visually handicapped children will have equal opportunities in education as others." – Princess Maha Chakri Sirindhorn

"Whatever may be the history of special education, and however valid are professional stereotypes, it must be in the main stream of a country's education that equality is most likely to be achieved. We must use every strategy, every option: residential schools, annexes, integration, specialist teachers, itinerant teachers, multi-purpose teachers." – Sir John Wilson

When William Brohier, in accordance with Royal Thai court protocol, took the platform at the opening of the conference, he saw before him the most diverse group of participants in the history of ICEVI conferences: representatives from 78 countries – 11 of which had not been represented at an ICEVI conference for at least 25 years.

Under the theme "Working Together in the Decade of the 90s", the general conference was organized around three broad topics: Issues on Access, Full Range of Services Delivery Options, and Transition. During the course of just a few days, 46 sessions took place and over 85 papers and presentations were given. By now the international conferences had grown so that it was



no longer possible for any one person to attend all presentations; they had to make a sometimes difficult choice among many interesting presentations. This is why it was never more important to receive the conference proceedings.

Visions of ICEVH's Future

A special working group focused on ICEVH's future was presented with a clear mission statement: "ICEVH promotes and coordinates the education of visually handicapped children and young people throughout the world." Future objectives were stated as follows:

Advocacy at the United Nations and its Agencies as well as other international bodies, e.g. UNESCO:

ICEVH shall by advocacy promote the Education of the visually handicapped through the UN and its Agencies, in particular UNESCO, as well as other international bodies.

Encouraging the development of national policies:

ICEVH shall encourage the development of National Education plans to ensure the equalization of opportunities for the visually impaired.

Co-ordination of INGO activities:

ICEVH shall encourage co-ordination between the INGOs active in the fields of education and rehabilitation for the visually handicapped and of the prevention of blindness.

Provision of Professional and Technical Advice:

ICEVH shall provide professional and technical advice on the education of visually handicapped children and young people through its network of officers, regional chairpersons, committees and specialist groups, such as those for early childhood intervention, low vision, multi-handicapped, etc.

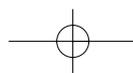
Information Exchange/Distribution:

ICEVH shall facilitate the exchange of professional knowledge and information through official ICEVH publications, a quinquennial conference, regional seminars and training programs.

The working group paper also set out five Proposed Targets for the 1992-97 Quinquennial:

- *Endorsement of education policy adopted by the Partnership Committee.*
- *Constitutional Review to meet requirements of the Mission Statement, objectives and targets.*
- *Development of global action.*
- *For each region the adoption of its own five targets.*
- *Production of a list and timetable of publications.*

Conference attendees put close to the top of their list the many visits they took to institutions serving blind people. The participants could also have a traditional Thai massage by professional blind masseurs.



The conference ended with the re-election of William Brohier as president for the next five years, and the election of Lawrence Campbell as the new vice president. Larry came to the position with a wealth of experience. He had been in the field for a number of years and at that time was head of the Hilton/Perkins International Program. His aim was "under the continued able leadership of President Bill Brohier, together we can turn dreams into reality."

Nearly half of those who had attended the general conference stayed on for the second conference.



EARLY CHILDHOOD CONFERENCE

This was the first and only time that ICEVI held two conferences and it showed just how much the organization was concerned with early intervention of blind and visually impaired children in developing countries. It emphasized the need for early identification, program material development and evaluation, and training needs. There were 33 sessions covering research, application, and innovative practices for possible replication. The participants returned home with many fond memories and a great deal of practical information. They learned how to adapt programs to limited resources and different ways of life. As Tom Miller said in his response to Dr. Baine's Keynote Address, "we serve, live, and work. Programs for successful change need to be reality-based. Most of us in developing or developed countries can no longer afford jet planes [fastest and "best" programs or services] nor can the children and families we serve wait for us to complete our debates...we need to take a 'walk' through the neighborhoods in which the children and families live."

Chapter 6

The Fifth Decade – 1992-2002

“Strengthening ICEVI by Building and Empowering the Regional Structures: ICEVI Reaches Maturity”

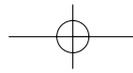
Attention during this decade sharply increases attention to strengthening the regional units of ICEVI and making ICEVI much more active at the regional level...not just an organization that carries out quinquennial conferences. Standing committees are abolished due to increased emphasis on regional work.

No longer restricted to the heads of organizations and schools for the blind, ICEVI openly welcomed teachers and all workers within the field of the education and rehabilitation of the blind: parents of blind children, schools, associations, institutions, and societies. The role of regional groups continued to expand, and regional conferences in India, Africa and Europe demonstrated just how important they had become. These conferences often drew as many or more participants than the early international conferences; for example, the European Conference in Cracow, Poland, in 2000 was attended by nearly 500 people from 38 countries. More importantly, these conferences brought together and offered a forum for teachers, workers and parents who might never be able to attend international conferences in far away countries. Now ICEVI was moving forward to achieve its mission to “promote educational opportunities for children and adults with visual impairment” both by its regional activities and by drawing together once every five years.

This was also a period of strengthening ties to the World Blind Union, resulting in three important events:

1. The printing and supply of a complete set of reading books in Braille for Bolivia, which was undertaken as a joint project with ULAC/WBU, ONCE, and others.
2. The appointment of ICEVI's former Vice President, Dr. Susan Spungin, and Regional Chairperson for Latin America Lucia Piccione to the Joint Committee on Minimum Standards of Competency for Teachers.
3. WBU's appointment of Enrique Elissalde, Susan Spungin, and Grace Chan as their liaison persons for the international agencies. The Educator was redesigned both editorially and graphically to meet the needs of the expanded ICEVI's role and mission.

Links with United Nations agencies UNESCO, UNICEF and WHO continued to be strengthened. ICEVI was granted recognition by the United Nations Economic and Social Council of Consultative Status (Category II) and by UNICEF and UNESCO. Through participation in the Preparatory Committee meetings and the WBU, ICEVI provided input for the World Summit for Social Development and submitted a document entitled “Joint Statement on Disability Issues.” A further achievement after the Bangkok Conference of 1992 was the completion of a Low Vision Kit – the joint WHO/Program for the Prevention of Blindness and the University of Melbourne, Department of Ophthalmology project which grew out of an initiative in 1990 and which was supported by ICEVI colleagues in various parts of the world during the field testing and with valuable feedback to the project head, Jill Keefe.



One outcome of the Bangkok conference was the first-ever WHO Consultation, which was hosted by ICEVI and which resulted in the WHO publication "Management of Low Vision in Children". True to the aims of ICEVI, President William Brohier took part in United Nations activities. He played a role through the UN-ESCAP's Task Force on Disability-related Concerns in the Commission's launching of the "Asian and Pacific Decade of Disabled Persons, 1993-2002" in Beijing in December 1992. He also participated in drafting the "Decade's Agenda for Action" and the subsequent "Targets for Education". In 1994 President Brohier attended the UNESCO World Conference on Special Needs Education: Access and Quality, in Salamanca, Spain, where he presented a paper entitled "Role of Voluntary Organizations."

It was decided in 1995 that the 10th World Conference would be held in Sao Paulo, Brazil. A major reason for the selection was the support of the Brazilian industrialist Victor Siaulys. In 1991 Siaulys and his wife, who have a daughter with blindness, had founded Laramara, the National Association for Assistance to Visually Impaired Children in Brazil, which provides direct services to children in Sao Paulo and serves as a resource center for the entire country. Brazil was also a country in a continent on which ICEVI had not previously met.

Constitution Changes: Same Organization but now a Foundation

The Constitution had been published in 1992 in *The Educator*, together with a request for sending proposals for changes. These had been incorporated by Colin Low and approved in the Exco meeting in April 1994 in London. At the Exco meeting in Zeist, the Netherlands, April 1995, it was decided to transform the Association into a Foundation. This was realized in the version of the Constitution officially registered November 15, 1995. The name of the foundation was registered as Stichting International Council for Education of People with Visual Impairment (ICEVI) and a footnote in some further document would explain to members that the word "Council" would mean "Foundation."

After the 1997 conference in Sao Paulo it was decided to again change the constitution, now based on the principles of the "Policy Document" as accepted in Sao Paulo. This policy paper stressed the need for a bottom up organization with emphasis on regions. Instead of changing the present constitution to incorporate the dimensions accepted in 1997, it would be practical to frame a new constitution. During the next few years a number of discussions considering membership, the Board, and advisory committees took place. One point the officers felt strongly about was that having undergone four name changes, any further change would not be advisable; the name ICEVI should be retained.

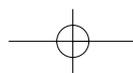
Tenth World Conference – August 3-8 1997

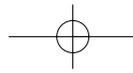
São Paulo, Brazil

*"Stepping Forward Together: Families and Professionals as Partners
in Achieving Education for All"*

" 'Stepping forward together into the next millennium' is a good summary of where ICEVI stands at present, especially now that age has caught up with us. Today as we look back to where we stood yesterday (1992 Bangkok) and where we expect to be tomorrow (2002 the Netherlands), we see that much has happened to our organization in terms of growth." – William Brohier

The conference in São Paulo made ICEVI history as the first conference to be held in South America. Although Brazil was a quickly developing country, it was of such interest that it drew the largest number of participants to date – over 657. In many ways we were back to the con-





ference format of Madrid 1972 and Paris 1977, with workshops (some 150 of them) and a great many papers. Also most of those attending stayed in local hotels and took special buses to the large Anhembi Conference Centre situated in the heart of the city district. Apart from the opening ceremony that was held at the State Government Palace, the conference was held at the Anhembi. There were additions to this format, with one whole day being set aside as a Focus Day on 10 topics, Braille Literacy, Early Intervention, Integration and Full Inclusion, Low Vision, Multiple Disabilities, Organization and Management of Services, Parent Family Involvement, Personnel Preparation Technology and Transition to Work.

The only formal professional visit was an evening visit to the new Laramara Center. This center for the blind is the most up-to-date and with the most modern equipment and trained staff in Brazil. It was one that many attending wished they could have in their own countries. Of special interest was the new building dedicated as the Natalie Barraga Center for Studies and Research in Low Vision.

William Brohier would now look back with pride at the achievements of ICEVI during his presidency. As the current President of ICEVI, Larry Campbell, said during his address at the ICEVI-DBI Joint Asian Conference, Ahmedabad, India, in February 2000, "It was really during the late 80's and early 90's under the direction of William Brohier, our immediate past president, that ICEVI began a series of efforts to restructure and truly become a representative organization. Advocacy is one of the major roles that ICEVI is involved in, and I think we can point out with some degree of pride that a lot of accomplishment must go to William Brohier who has worked tirelessly for the last 15 years to make many of the dreams come true."

So ended the largest ICEVI conference and plans were underway to hold the next conference in 2002, in the Netherlands, back where it had started 50 years before.

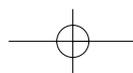
New President

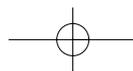
Coen de Jong had been active in ICEVI since he was asked to compose and chair a working-group on the ICEVI policy regarding persons with multiple disabilities. At the 9th ICEVI Quinquennial & Early Childhood Conference in 1992 he was appointed chairman of the ICEVI Standing Committee on Multiple Disabilities, a committee which took as its task the development of functional curricula for multi-disabled children who have little or no access to formal education.

Coen de Jong, along with the support of Vice President Larry Campbell, would continue the work of ICEVI as laid out in the Policy Paper, drawn-up by the Development Committee and which Herman Gresnigt chaired. Coen de Jong's view was that ICEVI "should be an active agent in the further development of good theory, methods and instruments to improve permanently the education and rehabilitation of persons with visual impairments." And the "final goal is for all to have equal opportunity to participate fully in the economic, social and cultural life of their communities."

President Resigns; New President Steps In

Due to poor health and other work pressures associated with his position as the CEO of Bartimeus, Coen de Jong resigned as president in February 2000. Fortunately Vice President, Larry Campbell was able to take up the position. He became ICEVI's 9th International President in late February 2000. His taking on the presidency, just less than halfway through the five years between international conferences, was vital in continuing the expanding role of ICEVI without interruption. He felt that it was important that ICEVI set some near and medium term





priorities that were in the spirit of the 1997 policy document endorsed at the conference in Sao Paulo. They were:

1. Improving communication at all levels within ICEVI and with the network of external organizations with which we work closely.
2. Developing a plan to address short and medium term financial needs with specific attention to securing support to promote developments at a regional level.

Communication

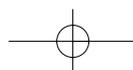
The Policy Document adopted in 1997 at São Paulo advocated the appointment of a full time Secretary General with a Secretariat to improve the communication and accessibility of ICEVI. The Meeting of the ICEVI ExCo held in May 2001, in Mexico, decided that due to the huge financial responsibility involved in setting up of the Secretariat so late in the quinquennium, it would be better to strengthen the office of the ICEVI Secretary, Nandini Rawal, who is based in India.

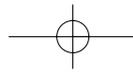
In the area of communication one of the first positive results of this move was the first online presence of the organization in July 2000: an ICEVI Newslite (newsletter). Nandini Rawal was responsible for this achievement. The newsletter, issued twice a year, was developed to encourage better communication among ICEVI officers, INGOs and the traditional donors of ICEVI. Also plans were put into motion to develop a new ICEVI website (www.icevi.org). The website was later developed by Victor Tsaran, who serves as the webmaster. This is not the only ICEVI website; the European Region, for example, has its own site (www.icevi-europe.com).



The same year that Larry Campbell became President, Harry Svensson took up the position as Vice President. Harry had for many years been working at the Tomtebodas Resource Centre in Stockholm, Sweden as its Director of Research and Development. Both he and his wife Johanna Enqvist (chairperson of the ICEVI Standing Committee on Early Intervention 1992-1997) had been active in ICEVI for many years.

Among Harry's early responsibilities as head of publications were the redesign, organization, and distribution of *The Educator*, as well as working with the new editor, Ken Stuckey. The new look of *The Educator* has a thematic nature with each issue having a topic of current interest. The first issue had as its topic "Literacy." The new layout owes much to the Design Department of ONCE. All production, printing, and mailing is done in India, under the direction of ICEVI Secretary General M.N.G. Mani.

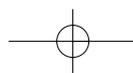


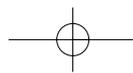


The work of the Host Committee for the 50th Anniversary World Conference in 2002, headed by Hans Welling, continued, and by 2000 plans were well underway for the celebration.

Retrospect

It has been said that "the only constant is change," and this is what I have tried to show in this brief history: that over the past fifty years there has been constant, if not consistent, change in ICEVI's role and activities. Today it is clearly a very different organization from the one started in 1952. But one fact remains constant, whether we consider the group of 200 who met in Bussum in 1952 or the 657 who met in Sao Paulo in 1997: the basic objective of ICEVI was and remains the same – by coming together, learning from each other, and working together as colleagues we will, as former President E.H. Getliff said in 1952, "have a growing effect on future developments in the fields of education of the blind...There is no longer any need for the teacher of the blind to feel isolated in effort or ideal. The contributions of theory, of practice and of experience are collected and made available to teachers."





Chapter 7

Postscript

by

Lawrence F. Campbell, ICEVI President

We are grateful to Ken Stuckey for the time and energy that he has put into the development of this publication. As ICEVI celebrates fifty years of service to blind and low vision children and those who educate them, it is important that we document for future generations the history of our organization.

This publication has centered on our quinquennial conferences which accurately reflect the "raison d'être" of ICEVI for the first three decades of our history. Our quinquennial conferences represented a unique opportunity for professionals to meet, exchange information and learn from each other. The value and the impact of those exchanges are well documented in this publication.

The exchanges are as important today as they were when ICEVI was founded in 1952; our approach to fostering such exchanges, however, will need to change to reflect the realities of the 21st century.

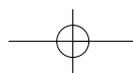
Over the past two decades opportunities for professional exchanges at the international level have exploded. Hardly a week passes without the announcement of a professional meeting on some aspect of our work. Add to this the powerful influence that the internet is having on the way we live, learn and work, and it is not surprising that for many educators the new challenge is dealing with "information overloads".

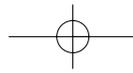
Yet while we are witness to these very positive developments the "information age" is having on our professional lives, we are also witness to the inequities that still exist between educators in the developed and the developing world. There are many countries today where less than ten percent of children with visual impairment have access to any type of education, and there are still some where education of blind and low vision persons does not exist at all. Ironically, it is in these countries where access is so limited that we find the largest number of blind and low vision children.

The road ahead will present many challenges to ICEVI, not the least of which will be how, as the international organization of educators of blind and low vision persons we effectively meet the diverse needs of our members in both the developed and the developing world.

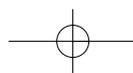
I believe that the answer to this challenge is emerging through a new philosophy which is reflected in the policy document adopted at our 10th World Conference in Sao Paulo, Brazil (1997) and in our recently adopted strategic plan. At the core of this new philosophy is an effort to decentralize, strengthen and empower our regions.

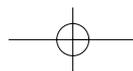
With the appointment of a full-time Secretary General in July, 2002, ICEVI has, for the first time in its 50-year history, a small but dedicated full time staff. This change is something we have worked hard to achieve and feel will make an enormous difference as we tackle the challenges that are ahead.





I have had the privilege of participating in a number of ICEVI regional conferences over the past five years. These conferences and their outcomes confirm for me that this new emphasis on decentralization, strengthening and empowering our regions is clearly the right road ahead. Advocacy, capacity building and exchange of best practices has become ICEVI's new "raison d'être". Our strength rests in our ability to serve as the collective voice of educators of blind and low vision persons throughout the world, a voice we must raise in a strong and responsible manner. As we move forward into the next half-century the greatest challenge we will face is in maintaining a unity of purpose and concern while respecting the diversity of needs and strengthening our capacities at the regional and national levels.



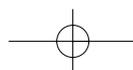
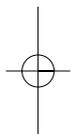


Acknowledgments

To the great number of people who have over the past few years assisted me in gathering material for this book, I owe a great deal of thanks. I am also most grateful to those who completed the questionnaire and returned it to me. And to the many others who shared their reminiscences about ICEVI by talking or by writing to me, a very BIG THANK YOU. To Natalie Barraga, who was kind enough to give me nearly every scrap of material she had, including notes she took over the many years of ICEVI conferences and meetings. And to ICEVI's current president, Larry Campbell, and former presidents Jeanne Kenmore, William Brohier and Coen de Jong. And to Susan Spungin, Harry Svensson, and to all the past and present Regional Chairpersons of ICEVI. Also to my editor Grace Russoniello, a person whom I have never met but to whom I owe so much.

This publication would not have been possible without the generous support of Victor Siaulys and Laramara - Associação Brasileira de Assistência ao Deficiente Visual and the technical graphic assistance of Robert Mortimer.

Last but not least to my wife, Gunilla Stenberg Stuckey, to whom I owe a very special debt of gratitude. Without her this book could not have been written. She has lived with this work from its very conception and, in a very large part, it is hers.



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Appendix A: Presidents (Chairmen) of ICEVI

Gabriel Farrell United States 1951-1952
Gabriel Farrell (1886-1968) was born in the United States. He was the fourth director of the Perkins School for the Blind, from 1931 to 1951. He revitalized the Perkins Deaf-Blind Department. He had the Perkins Braille writer redesigned by David Abraham after World War II. In 1956 he wrote "The Story of Blindness," a noteworthy book on the history of education of the blind and deaf-blind. One of his major interests was the prevention of blindness, especially finding the cause of retrolental fibroplasia.

Ernest H. Getliff United Kingdom 1952-1962
Ernest Getliff (19??-1977) was born in Nottingham, England. He had a very powerful charismatic character and had tremendous compassion. Getliff began teaching blind children at the Birmingham Royal Institution for the Blind toward the end of the 1920's. In 1934 he was appointed headmaster of the Royal Bristol School for the Blind and superintendent of the Bristol Workshops for the Blind, of the Home Teachers Service in the 1940's. In 1947 he became Honorary Registrar, College of Teachers of the Blind until 1969. In this position he played an important role in the training of teachers of the blind. He campaigned for Home Teachers, demanding that there should be no reduction in their status and training so that a really specialized service for the blind could continue.

Edward J. Waterhouse United States 1962-1967
Edward Waterhouse (1902-1999) was born in England. He was the fifth director of Perkins School for the Blind, 1951-1971. He worked at Perkins from 1933 until his retirement in 1971 as a teacher of mathematics and as a housemaster. In 1945 he was appointed manager of the Howe Press and supervised the development and production of the Perkins Braille in 1951. During his travels to schools and agencies for the blind in numerous countries, he transmitted his ideas and provided inspiration, which contributed greatly to improving programs. He was especially interested in improving the education of the blind and deaf-blind and teacher training in developing countries.

Tore Gissler Sweden 1967-1972
Tore Gissler (1914-1979) was born in Sweden. He became a civil servant at the Swedish Ministry for Foreign Affairs prior to becoming director of the Royal Institute for the Blind in Solna from 1948 until he retired in 1979. During this period he oversaw the transition of the school from an academic institution to the eve of its closing and becoming the Tomtebodå Resource Centre. Sharing the resources of his school and his country with visitors from many countries, he contributed to the dissemination of modern educational procedures for the blind and fostered interest in international exchange. He was the United Nations representative in Yugoslavia with the commission to propose how a better education for the blind should be established, 1954, 1958, and 1959.

Jeanne Kenmore United States 1972-1977
Jeanne Kenmore (1923-) was born in the United States. She worked for many years in the field of the education of the blind, first as a teacher. In 1965 she became the first consultant at the AFOB's office in Paris. She worked at AFOB, later named Helen Keller International, until 1981 when she went to work for the CBM. During her presidency she expanded ICEVI's activities far beyond the five-year international conferences. She did this by arranging regional conferences and for consultants from developed countries to go to developing countries. In total she instigated at least 16 projects. In 1987 she retired from CBM. In total she spent 22 years working

in 66 countries for AFOB (HKI) and CBM. She now lives in Florida
 Wolfgang Stein Germany 1977-1987

Wolfgang Stein (1930-2000) was born in Germany. In 1966 he became director of the Ebenezer School for the Blind in Hong Kong, and in 1970 director of Overseas Services, CBM until he retired in 1984. During his time with CBM he widened the work of the organization (which was at that time engaged mostly in Asia) to include Africa and South America. Under his leadership of ICEVH many more regional conferences were held and over 50 projects involving training courses were organized. He also made provisions for specialized equipment to be sent to schools and organizations in need in developing countries. He established greater communication through published literature and strengthening of local and regional ICEVH leadership.

William Brohier Malaysia 1987-1997

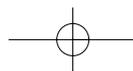
William Brohier (1933-) was born in Malaysia. A former teacher at Raffles Institution, Singapore, he moved to Penang as Principal Designate of St. Nicholas Home (for the Blind) in 1960, a position he filled two years later after a year's special training at Birmingham University, England. In 1973 he was appointed Executive Director of the home. He left this position in 1979 to take up a joint position as Regional Representative of S.E. Asia and the Pacific of the RCSB, now Sight Savers International and the CBM International of Germany. In August 1987 he became the first Asian elected President of ICEVI, and was elected for a second 5-year term in 1992. In early 1991 and 1993, he retired from these respective positions with Sight Savers and CBM but continued to serve CBM International, initially as a full-time advisor in Education and Rehabilitation of Visually Impaired Persons, and currently for 3-6 months a year. It was during his presidency that ICEVI began a series of efforts to restructure and truly became a representative organization.

Coen de Jong Netherlands 1997-2000

Coen de Jong (1938-) was born in the Netherlands. He is an honorary vice president and fellow of the International Association for the Scientific Study of Intellectual Disabilities (IASSID) and vice chairman of the Commission on Activities of Multi-handicapped Blind and Partially Sighted of the European Blind Union. He became active in ICEVI when he composed and chaired a working group on the ICEVI policy regarding persons with multiple handicaps. At the 9th ICEVI conference in 1992 he was appointed chairman of the ICEVI Standing Committee on Multiple Disabilities. This committee took as its first task the development of functional curricula for multi-handicapped children who have little or no access to formal education. He chaired the committee that prepared the 50th Anniversary of ICEVI in 2002. In 1997 he became president of ICEVI but due in part to ill health he stepped down in 2000.

Lawrence F. Campbell United States 2000 -

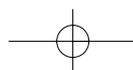
Larry Campbell, (1942 -) was born in the United States. He began his work with blind persons while serving as a volunteer in a rural community in Jamaica. This experience would shape a career of thirty-five years in education and rehabilitation of blind and visually impaired persons, twenty-five of which has been spent in international work. In 1977 he was offered a position with HKI, and that was the start of twenty-five years of international work. Over this period of time he has worked in more than sixty countries in all of the ICEVI. Larry's first contact with ICEVI was when he served as a member of the United States delegation to the 1977 World Conference in Paris. In 1992, Larry was elected vice-president of ICEVI at the Bangkok World Conference; a position to which he was re-elected in Sao Paulo. In 2000, Larry took over the helm of ICEVI and has worked hard to steer the organization in the new directions adopted at Sao Paulo. For the past seven years Larry has served as the International Program

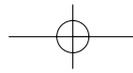


Administrator at Overbrook School for the Blind in Philadelphia, PA.
Appendix B: Conferences

Year	Place Held	Attendance
1952	Bussum, The Netherlands Theme: <i>"The Needs of Blind Youth in Education"</i>	200
1957	Oslo, Norway	237+
1962	Hanover, Germany Theme: <i>"The Development of International Co-operation To meet Educational Needs in Emergent Countries and the Means by Which These Needs Can Be Best Met"</i>	280 (approx.)
1967	Watertown, Mass. USA Theme: <i>"Latest Techniques of Teaching Certain Subjects"</i>	277
1972	Madrid, Spain Theme: <i>"New Subjects, New Methods and New Pupils in the Education of the Visually Handicapped"</i>	487
1977	Paris, France Theme: <i>"Adapting Programs to Meet Individual Differences of Visually Handicapped Children and Youth"</i>	552
1982	Nairobi, Kenya Theme: <i>"Bridges from Here to There"</i> Note: This conference did not fully take place but the proceedings were published and included were papers that were or would have been given.	
1987	Würzburg, Germany Theme: <i>"Learning to live"</i>	479
1992	Bangkok, Thailand Theme: <i>"Working Together in the Decade of the 90s: Strategies to Advance Equal Opportunities for Children and Youth with Visual Handicaps"</i>	540+
1997	São Paulo, Brazil Theme: <i>"Stepping Forward Together: Families and Professionals as Partners in Achieving Education for All"</i>	657

Note: Proceedings from all the international conferences, except the 1997 in São Paulo, Brazil, have been published in print. The 1997 proceedings are available on disk and can also be read





on the ICEVI website.

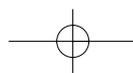
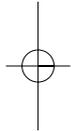
Appendix C: Name Changes

1952 *International Conference of Educators of Blind Youth*

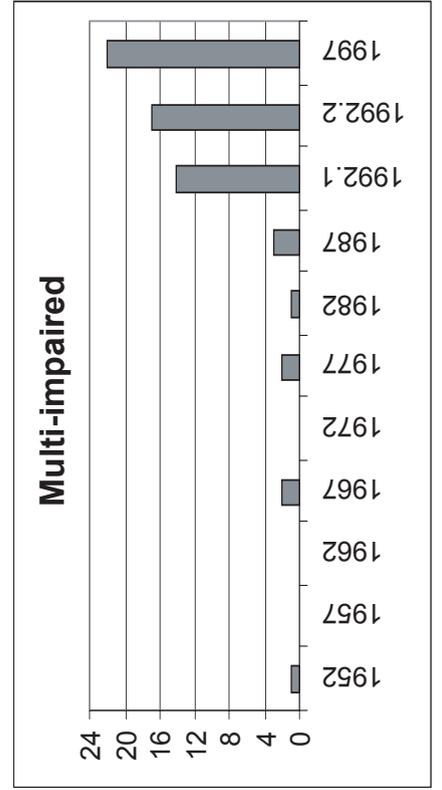
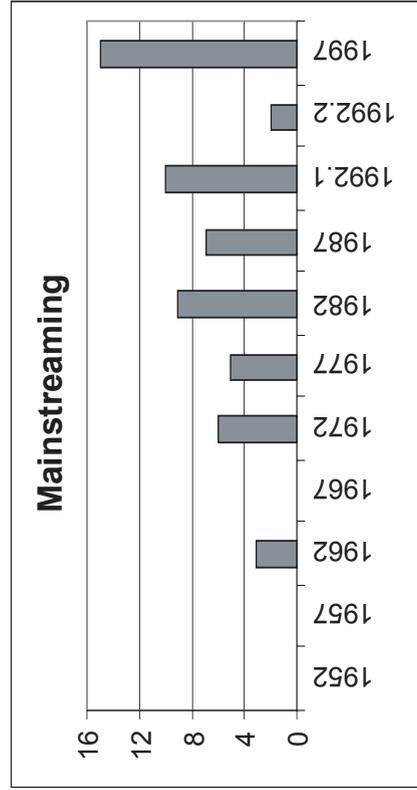
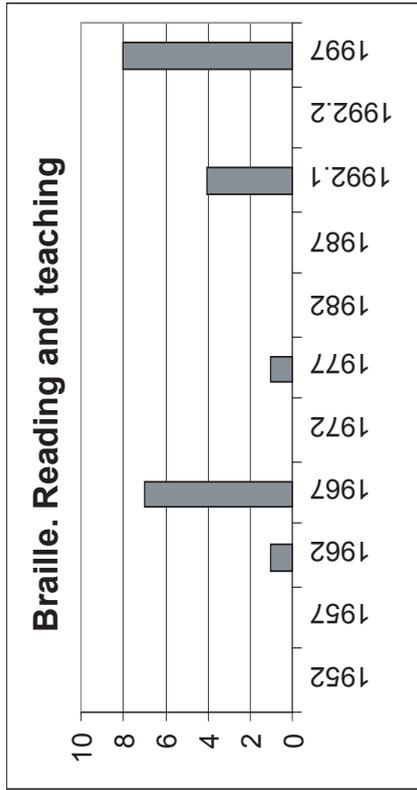
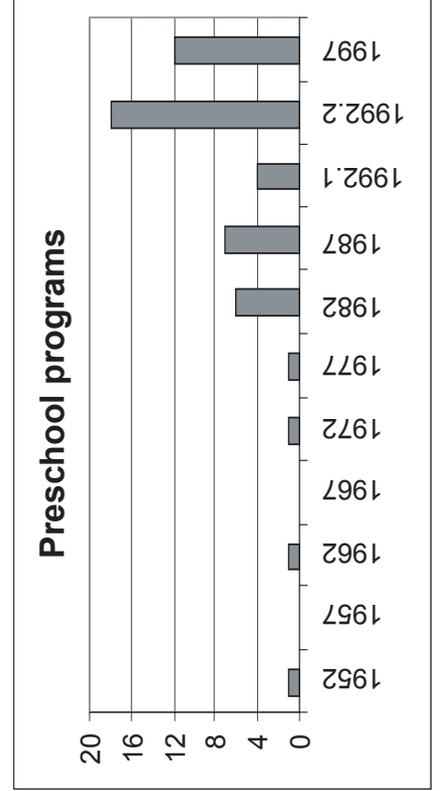
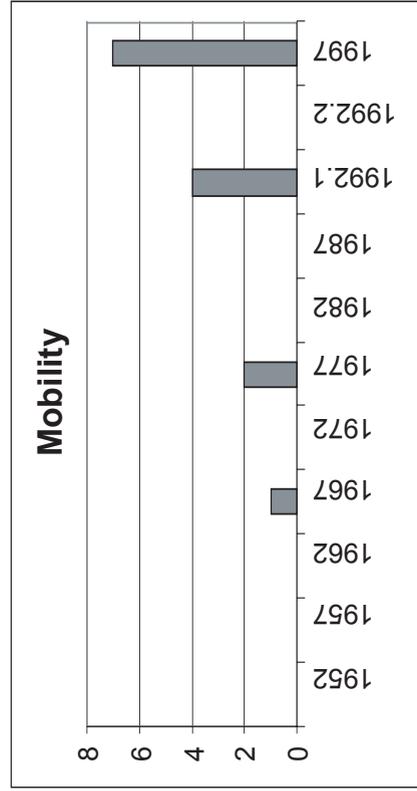
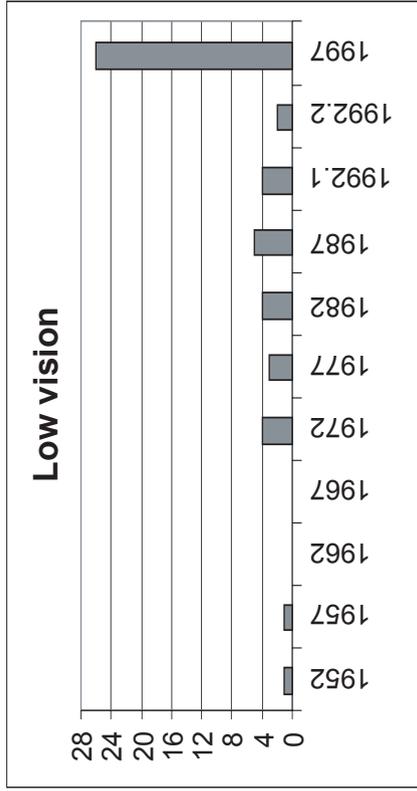
1967 *International Council of Educators of Blind Youth*

1972 *International Council for Education of the Visually Handicapped*

1994 *International Council for Education of People with Visual Impairment*



Appendix D: Selected Topics & Number of Presentations Given at Conferences



Appendix E: Abbreviations

AAIB	American Association of Instructors of the Blind
AAWB	American Association of Workers for the Blind
AER	Association for Education and Rehabilitation of the Blind and Visually Impaired
AFB	American Foundation for the Blind
AFOB	American Foundation for Overseas Blind
CBM	Christoffel Blindenmission International
CBR	Community-Based Rehabilitation
DbI	Deaf-Blind International
Exco	Executive Committee
HKI	Helen Keller International
IAEDB	International Association for the Education of the Deaf-Blind
INGO	International Non-Governmental Organizations
ONCE	National Organization for the Blind in Spain
Overbrook	Overbrook School for the Blind
Perkins	Perkins School for the Blind
RCSB	Royal Commonwealth Society for the Blind
RLF	Retrolental Fibroplasia
RNIB	Royal National Institute for the Blind
ROP	Retinopathy of Prematurity
WBU	World Blind Union
WCWB	World Council for the Welfare of the Blind