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Newfoundland and Its Blind.

(By J. M. Howley.)
 Article III (Continued).

THE BLIND HERE AND ELSE- WHERE.

As is most natural for us to imagine,
 the greatest strides in the matter of
 caring for the blind have been taken
 in the great countries of western
 civilization, Europe and America. To
 enter into any great detail of the vari-
 ous associations and institutions that
 have from time to time been establish-
 ed in these countries, and the work
 that has been accomplished by them
 would be a tax on the patience of the
 reader that I do not propose to levy.
 It is necessary to our purposes, how-
 ever, to relate a few of the many mat-
 ters that have come to my notice in a
 cursory study of the cause of the
 blind and the steps taken for their
 benefit.

France holds the palm as the first
 nation to take definite measures to
 educate, train and care for the blind.
 The first school for the blind was es-
 tablished in Paris as far back as 1784,
 by Valentin Haüy, a man whose name
 has become great in connection with
 a work which is now world wide.
 France also leads in the matter of
 after care for the trained blind, and
 an institution to-day exists bearing
 the name of the great pioneer of this
 branch of philanthropy. This is known
 as the Valentin Haüy Institution, and
 has branches throughout France, with
 its central office at Paris. While it is
 not a teaching or training institution,
 nor yet an asylum or home for the
 blind, it embraces every known facili-
 ty that can be afforded for the better-
 ment of the condition of the blind.
 Numerous institutions exist through-
 out France, for the technical training
 of the adult blind, for the preliminary
 education and care of the young blind
 and for the care and well-being of the
 aged blind. Many of these institutions
 are independent of state subsidy, but
 some are subsidized. The training in
 France's institutions consists princi-
 pally of music and music teaching,
 and massage, but some of the institu-
 tions teach broom and brush making,
 basket making, weaving, shoe repair-
 ing and kindred subjects.

England rapidly followed France's
 lead and established its first institution
 in 1791. Scotland followed in
 1793. Both of these countries have
 since given great attention to the care
 of the blind and are to-day well sup-
 plied with institutions such as have
 been mentioned in the case of France.
 The same branches of industry are
 taught as in other countries, and the
 institutions exist for the placing of the
 blind in positions suitable to their at-
 tainments. It might be well to observe
 that in England, in seven or eight
 cities, blind children are educated in
 the common schools with seeing chil-
 dren, and education is compulsory
 with them as with the seeing.

Many of our people are familiar
 with "St. Dunstan's," which, no doubt,
 we consider to be the outstanding in-
 stitution for the blind in the United
 Kingdom. But St. Dunstan's is a very
 recent institution, and is concerned
 solely with soldiers and sailors blind-
 ed in the great war. It has been my
 good fortune to read various letters of
 appreciation written by former
 students of St. Dunstan's, and I cannot
 refrain from mentioning one that par-
 ticularly appealed to me.

A certain Captain was blinded in
 the great war. Before his enlistment
 he had been a Chartered Accountant
 with a fairly large clientele, and when
 his great handicap came upon him, he
 naturally considered that he must look
 for other fields of labor. In his let-
 ter to St. Dunstan's, written after he
 had left the institution, he stated that
 he had returned to his former occupa-
 tion, and was giving entire satisfac-
 tion to his old customers and even ob-
 taining new ones. To my mind, un-
 lightened as to how this result was
 accomplished, the fact appears to be a
 marvelous one.

The examples set by France and the
 United Kingdom were quickly follow-
 ed by practically every country in
 Europe, so that within twenty years
 of the establishment of the first insti-
 tution at Paris, all the important coun-
 tries of the continent had taken the
 matter of the care of the blind to
 heart, and to-day we find them liber-
 ally supplied with ways and means for
 caring the positions of the blind. Par-
 ticularly in this time of Germany,
 where some of the most up-to-date in-
 stitutions are to be found. At Chem-
 nitz, Saxony, the institution for the
 care and training of the blind reaches
 the proportions of a small village.

Austria, Italy, Norway, Sweden,
 Denmark, Holland, Belgium, Switzer-
 land, Spain, Portugal, have all fallen
 into line, and in no backward man-
 ner. Even darkest Russia and the
 land of the terrible Turk are not with-
 out their institutions.

Russia had in 1911 thirty-one resi-
 dential schools caring for upwards of
 eleven hundred children, a workshop
 employing one hundred trained blind
 adults, eleven asylums for the aged
 blind, caring for four hundred and
 forty-eight persons, and besides these,
 three industrial homes for the adult
 blind and eleven industrial institu-
 tions for the trained blind.

an American Missionary. Some of its
 graduates have brought the advantage
 of their training to other parts of the
 former Ottoman Empire.

The status of the institutions in
 Russia and Turkey, at this date, is a
 matter for conjecture only, but in
 normal times, these unfortunate coun-
 tries were not entirely oblivious to the
 requirements of at least a portion of
 their afflicted.

The continent of America has gone
 into the matter of training and em-
 ployment of the blind on a large scale,
 our great southern neighbor, Uncle
 Sam, taking the matter up in his usual
 whole-hearted way. The first institu-
 tion in the United States of America
 was founded in Massachusetts in 1829.
 This was the progenitor of the present
 Perkins Institution, perhaps the most
 largely endowed institution of its
 kind in the world. Every state in the
 Union to-day has its one or more
 training and employment institutions,
 and with one or two exceptions all are
 dependent on state subsidies, seventy-
 five per cent of them being entirely so.
 And in this great country, state in-
 siders is something more than the mere
 words convey. To cite one example,
 I may say that up to the year 1917, the
 care of its blind had cost the state of
 Illinois more than one million dollars.
 The great heart of the American na-
 tion is alive to the needs of its blind,
 and its philanthropists have in many
 cases largely endowed institutions es-
 tablished for their care and better-
 ment.

Canada, whose example in most mat-
 ters is more closely followed by New-
 foundland than that of any other
 country, has one or more institutions
 in every province, and all these insti-
 tutions are in receipt of subsidies in
 one manner or another from their
 respective Governments. The Halifax
 School for the Blind was founded in
 1867, and a similar institution in On-
 tario in 1872. The other provinces
 have since established their various
 schools and agencies.

We next turn to the cradle of our
 race, the continent of Asia. Here we
 find the first recorded effort to make
 provision for the care of the blind,
 and the country that claims our attention
 is Japan.

As far back as the ninth century,
 the Japanese enacted laws concerning
 the blind, and it may not be amiss to
 give a few examples of what these
 were. They may appear to us of dif-
 ferent classes and manners and times,
 to be one and the same, but string-
 ent, but they tend to show the attitude
 of our present allies towards the blind
 in bygone ages. There was a law gov-
 erning debtors and creditors, which
 usually favoured the poorer party, but
 when one of the litigants happened to
 be blind, the law invariably found in
 his favour. Another law ordained that
 if a blind person was injured in the
 streets, the seeing persons concerned
 were compelled to pay all damages,
 whether they were blameable or not.
 A special tax was levied for the main-
 tenance of the blind, and proper of-
 ficers appointed to look after their
 welfare. I find that the blind were
 taught music and massage principally,
 and for long years they enjoyed, not
 by an inherent or granted right, but
 by a tacit understanding, as it were,
 a practical monopoly of those arts. This
 monopoly was only broken after the
 introduction of western methods by
 the Japanese in the latter part of the
 last century.

Japan has to-day some fifty-seven
 institutions, caring for upwards of
 sixteen hundred blind, and practically
 the same trades are taught as in the
 countries of Europe and America.

I also find record of institutions in
 China and Hindustan, not in number
 commensurate with the great popula-
 tions of those countries, but sufficient
 to show that some attention is given
 to the needs of the blind.

Information concerning Africa is not
 available to any great extent, but re-
 cord of institutions in Egypt has come
 to my notice, and I presume that the
 influence of the mother country has
 given impetus to the great southern
 commonwealth—The Union of South
 Africa.

The same influence is found in Aus-
 tralia and New Zealand, where many
 institutions have been established and
 the usual trades are being taught.
 Here another outstanding result of
 training the blind has come to my at-
 tention. In New Zealand one of the
 branches taught, as it is also in other
 places, is shorthand, not the usual
 shorthand as we speaking people know
 it, but a special system adapted to the
 blind and known as the Braille sys-
 tem. It is on record that a student at
 one of New Zealand's institutions be-
 came so proficient in this art that he
 took down a speech made by Sir James
 Ward, speaking at the rate of about
 one hundred and twenty words per
 minute, and made an absolutely cor-
 rect translation of it.

These few isolated cases of pro-
 ficiency that I have quoted, tend to
 show what can be accomplished by

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the blind with proper training, and in
 view of the result, the effort is surely
 justified.

To sum up, it appears that with a
 very few exceptions, every country on
 the face of the globe, claiming any
 degree of civilization, has long been
 cognizant of the necessity of making
 some effort to ameliorate the condition
 of the blind, and has set out, either
 statutory methods to reach that goal.
 None of them, as yet, has reached the
 zenith of its work in that direction,
 or attained the results which it is felt
 can be reasonably expected; but their
 faces are turned in the right direction,
 and it is only a question of time when
 the fulness of the harvest will reap
 the work and fulfil the anticipations
 of the powers.

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