



# THE CANADIAN MUTE

Four, six or eight pages.

PUBLISHED SEMI-MONTHLY

At the Institution for the Deaf and Dumb  
BELLEVILLE, ONT.

### OUR MISSION

First - That a number of our pupils may learn to read, and from the knowledge of reading be able to earn a livelihood after they leave school.

Second - To furnish interesting matter for and encourage a habit of reading among our pupils and leaf-mate subscribers.

Third - To be a medium of communication between the school and parents, and friends of pupils, now in the institution, the hundreds who were pupils at one time or other in the past, and all who are interested in the education and instruction of the deaf of our land.

### SUBSCRIPTION

Fifty cents for the school year, payable in advance, postage prepaid by publisher. New subscriptions commence at any time during the year. Remit by money order, postal notes, or registered letter.

Subscribers failing to receive their papers regularly will please notify us that mistakes may be corrected without delay. All papers are stopped when the subscription expires, unless otherwise ordered. The date on each subscriber's wrapper is the time when the subscription runs out.

Correspondence on matters of interest to the deaf is requested from our friends in all parts of the Province. Nothing calculated to wound the feelings of any one will be admitted. If we know it.

### ADVERTISING

A very limited amount of advertising, subject to approval, will be inserted at 25 cents a line for each insertion.

Address all communications and subscriptions

THE CANADIAN MUTE,

BELLEVILLE,

ONTARIO



MONDAY, OCTOBER 16, 1899

### Thanksgiving Day.

We have no doubt that all our readers will approve and appreciate the decision of the government to have Thanksgiving Day in the middle of October instead of in the latter part of November, as it formerly was. In fact, in making the change the government were admittedly acting in deference to a well recognized public opinion in the matter. As a rule October is one of the pleasantest and most enjoyable months of the year, and the chances are that Thanksgiving Day will partake of the general character of the season in those respects, instead of being a cold, wet, disagreeable day such as it has generally been in the past. If it is worth while having a day set apart for national thanksgiving at all, it should be at a time when nature is smiling in her most beneficent mood, when men's thoughts are filled with the memory of the bountiful harvest just garnered, when the eye is gladdened by the wealth of gorgeous tints "as Summer gathers up her robes of glory, and like the dream of beauty glides away." Then, if ever, man's whole nature is attuned to praise and his heart is filled with gratitude. And surely we in this favored land, and in these years of fatness, have abundant cause for thankfulness. Never before has our country enjoyed an era of such growth and expansion in every avenue of trade and production, never before has the earth brought forth more abundantly, never before in any land have such vast store-houses of mineral wealth been uncovered. But these rich material blessings are the least of our benefices. Our country also stands pre-eminent among the nations of the earth in the sturdy, manly character of its citizens; in the high standard of morals and honor that prevails, in the unsullied purity of our judges, which ensures

the impartial enforcement of our laws and in the unquestioning submission of everyone to those laws, in the sacredness and inviolability of our home life in the splendid educational system that prevails and in the excellence of our eleemosynary institutions, in the regard paid to the Sabbath and sacred things generally, and in the depth and fervor of the religious convictions of our people. Surely for all these, and a multitude of other national blessings, we have great cause to be thankful. But in addition to all these favors of Providence in which we all share in common, we should not lose sight of the blessings that are specifically enjoyed by each of us individually; for surely each of us can truly say "my cup runneth over, goodness and mercy have followed me all the days of my life."

### The Deaf in the Territories.

We are very pleased to learn that arrangements have finally been completed for admitting the deaf of the Territories to the Institution at Winnipeg, the building to be enlarged for the purpose. Principal McLeod deserves a great deal of credit for the persistent manner in which he has kept the interests of the deaf of the Northwest before the public mind, of course he is much gratified that the vigorous campaign he has waged in their behalf has been so speedily crowned with success. We understand, also, that two or three deaf pupils from British Columbia have been in attendance at the Winnipeg Institution for the last year or two, and have made excellent progress. We hope the time is not far distant when ample facilities will be provided for the thorough education of every deaf child in the Dominion.

The Trades Union Congress of England will have a vexatious question to deal with in its meeting this month at Plymouth. A few years ago a deaf mute workman named Peutney, on whom is dependent a family of four, began an apprenticeship as a smith, but without completing it, because no fire could be found for him. Afterwards when a fire was provided and he undertook to complete his apprenticeship two smiths struck as a protest against his employment. The strikers were discharged and two members of the Amalgamated Society of Engineers were employed in their place. The Amalgamated Society refused to discipline the two engineers and it has therefore been deprived of representation in the Trades Union Congress, where the whole question will be threshed out.

There are at least two of our pupils, both quite young, whom we expected back to school this term, but who have been kept home to work. Both were clever boys and were making good progress, and had reached the fourth grade. They certainly can not earn more than a mere pittance at home, probably not as much as their board would be worth, and it does seem a shame that any parent should deprive his boy of an education and thus hamper and perhaps ruin all his future prospects for the sake of the insignificant amount he can now earn.

A new school building is now in course of erection for the Michigan School for the Deaf. It will be a handsome structure with some forty-five or more classrooms and will be complete in every detail.

The Deaf World, of Columbus, Ohio, is a well edited, bright, newsy paper for the deaf, just started by Mr. Holycross. The publisher evidently knows how to make a readable paper and we hope the venture will be a great success in every way.

### Pictures in the School Room.

Extract from the Speech of the Hon. J. M. Stewart, Minister of Education, in the House of Commons, 1898.

It is the inherent right of every citizen of the world to be well born, to be well-born or ill-born he should not be deprived the heritage of a worthy environment.

As the sky, the earth, the sea with their ever changing pictures are to passing generations, so the contracted limits of the school room are to the opening and impressionable minds of youth, and of the silent and constant influence of pictures or statuary upon those who live in their presence, there ought to be no doubt.

So many of the deaf child's days and early years are passed within the four walls of the school room - so thickly do impressions crowd upon him, that the influence of its decoration is likely to be stronger than that of the home.

It must be remembered that it is just here within the bounds of these school rooms that the greater part of our children get their first impressions of many things, which, consciously or unconsciously, enter into their lives, create ideas, right or wrong, and control behaviour.

Here it is that lasting ideals are formed, which ideals, taking root as they do, so deeply in these young minds, make the very foundation of character.

There is no small responsibility resting with the teacher in his choice of pictures for the eyes of children.

The silent yet certain influence which some picture, seen in childhood days, has made upon a child often goes with him through life - directly yet surely giving a tone and coloring which no later influence can erase or overcome.

The child should be surrounded by beauty in the school room from first to last. Trained in the habit of seeing beauty, he will come instinctively to hate ugliness in the home and in the street.

In learning to love the beautiful, he learns also to love the good, the pure and the true.

This then, being the object, cultivating the eye to see only the beautiful - the problem as to the right of pictures would seem to be solved.

There are many children who know nothing of the meadows, streams, trees, flowers and all this world of surpassing loveliness. How then can we foster in them a love of nature? By placing before them pictures of nature's haunts of beauty, whose pleasing and peaceful scenes bring light into the weary eyes and rest to the tired mind.

It is not only the child, who learns to love the beauty in nature from beautiful pictures, as Robert Browning says, -

First when we see them painted, things we have passed  
Perhaps a hundred times nor cared to see

In the selection of pictures, beauty should be our first concern. Beauty is truth. We wish primarily to bring to bear the refining, uplifting, inspiring influence of that which is beautiful in form and color. Not a knowledge of art but the silent influence of beauty is what we wish to secure.

So far does this refining influence of all that is pure and lovely in art enter into our lives, that it molds the very features of man into lines of beauty.

It is a well known truth that Italian mothers, kneeling before the sweet compassionate face of the Madonna, without which no Italian home is complete, have been so impressed with that holy loveliness that the Italian child is born with a beauty of face not unlike that of the Virgin Mother.

Yet if we are trying to instil into the minds of these children some knowledge and appreciation of beauty, we must get down to their level ourselves before we can lift them up.

The same thoughtful care should be given to keeping from sight any subject or treatment of subject, even though it be classical in the knowledge of older minds, from which might arise an evil or even a doubtful thought.

In choosing pictures for our school-rooms, the question is not of good alone, - but of doing the greatest good. Nor does it necessarily follow that this can be done only with the greatest pictures. Careful and serious thought is required

in the selection of subjects such as can be completely enjoyed by the pupils, with the standard so high that they can come up to it.

The object of these drawings is to create an interest and love of art, and those it is intended to be often devoid of any artistic quality.

The less strain put upon the child, the more satisfactory the result.

To little children, clear beauty with life and motion, yet so that subject appeal most strongly, those in which child life is pictured or those containing familiar objects are comprehended readily than strange ones, to be mastered before the greater.

We must early accustom the child to notice pictures on the walls of the school room, and talk about them. Once his interest has been kindled, his enthusiasm kindled, when the full field is open to him. His own feelings concerning the pictures should be broadened by skilful questioning by the teacher.

Thoughts which perhaps cannot be expressed by another, but which are suggested themselves to one, should be expressed by another. This is an excellent opportunity for children to show the part of the teacher. He should know the pictures on his walls, and understand their significance.

In the arrangement of pictures in the school room, those which hold both a prominent and a pleasing place. There must, also, be a harmonious and symmetrical arrangement. The teacher should not alone study the picture which is to be hung, but should see that it must take before the eyes the effectiveness of light upon the wall.

Further on in school life, the children should be introduced and become interested in history and literature, and pictures illustrative of notable events and people in history can be used to great educational value. This work should always be best, but shall we not bring into our school rooms pictures that will awaken a love of country?

Whichever a historical picture, scene from history tells the story of those events which mark the dawn of freedom and the progressive development of a people toward light and happiness, it becomes an educational story, so eloquently told, inspiring youth with ambition to emulate the character and achievements of the great and good.

And yet there should be no pictures in some things, for no picture portraying too vividly the awfulness, the blood and despair of battle should find place among those selected for the school room.

In literature, portraits of great and good men will be of untold profit and influence.

Ruskin says: - "How can we estimate the effect on the mind of a noble youth, at the time when the world opens to him, of having before him and touching representations put before him of the acts and presence of great men?"

How many a resolution, which would alter and exalt the whole course of inner life, might be formed when, in some dreamy twilight, he met, through his own tears, the fixed eyes of the shadows of the great dead, unscathed and calm, piercing to his soul, or that those lips moved in dread or soundless exhortation.

And if for but one out of many were true; if yet in a few you could be sure that such influence had indeed changed their thoughts and desires, and turned the reckless youth, who would have cast away his energies for a nobler life - would not that to some purpose be the influence of art?

Thus it follows, - that our choice of pictures for the school-room should arouse a craving for the best, should stimulate the goal that is in the clouds, crowding out all coarser and baser thoughts which tend to mar the inner life within him.

Perfection teaches perfection. purity inculcates purity; beauty inspires beauty; and all this world, in which the Divine mind has given expression to the idea of beauty in nature, is but the school-master leading us to a higher world of loveliness.

Is not this, then, our true mission through pictures - to lead these young minds to such a realization of beauty, purity and perfection as to create in them a love for the beautiful, the pure and the perfect in character and life?