



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 type-setting, and from the knowledge obtained 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 deaf mute 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 (50) cents for the school year, payable in advance. New subscriptions commence at any time during the year. Remit by money order, postage stamps, or registered letter.

Subscribers failing to receive their papers regularly will please notify us, that mistakes may be corrected without delay. All papers are sent 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.

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THE CANADIAN MUTE,
BELLEVILLE
ONTARIO



SATURDAY, MAY 15, 1897.

Technical Education.

We are pleased to see that the Department of Education for Ontario is rapidly progressing in the direction of granting greater facilities for technical education. The enactment passed during the last session, authorizing councils to establish technical schools, was a very marked advance in the right direction. This will doubtless in due course be followed by some measure to make it compulsory that every boy in the Province shall be taught some trade or profession on which he could rely for a livelihood. Why not? It is surely as much the prerogative of the State to compel children to learn how to earn their own living as it is to compel them to learn history or arithmetic. To this some people demur, and say that the State has no right to teach trades, that parents should do this for their children at their own expense. Such objections, however, seem to us to be very illogical. In all such matters as this the State must be guided solely by utilitarian principles. A free common and high school education is provided by the Province, not from any matter of sentiment, but solely because it is of direct material advantage to the commonwealth that all citizens should have at least the elements of a good education. But this mere literary education, of the part, to a very considerable degree, failed of the ultimate object had in view because the children were not taught to direct their energy and utilize their knowledge in channels that would enable them to acquire a livelihood. There is no use of placing tools in a person's hands unless he is taught how to use them. It is scarcely less unwise to give children a mere theoretical education without showing them how to utilize this knowledge to practical ends.

And if it is good policy for the State, as a matter of material public advantage, to give all children a general education, it is surely as wise also to teach them how to make the best possible use of that education, and to do this is the object of the technical schools now sought to be provided. It certainly is as much the proper function of a State to teach children some useful trade as to teach them Latin and Greek and other such branches; not that we would object to the latter, but it is simply a case of "this ought ye to have done and not to have left the other undone." The Minister of Education is to be congratulated on his progressive views in all such matters, and it is to be hoped that every county in the Province will take prompt and full advantage of the new powers thus conferred upon them.

The Deaf In Business.

Mr. J. W. Blattner, of the Texas School for the Deaf, in the *Lone Star Weekly*, gives the following good advice to the deaf generally, and every word is worth serious consideration by those concerned:—

In this work-law world where competition is so close, the fact that a man is deaf is not sufficient guarantee that a situation, such as he wants, is at his beck and call. Deafness is not a talisman that he can rely upon. The talismanic age is past. If it ever existed. This may sound harsh, but it is nevertheless true. Men as a rule are not in business for pleasure or their health; they are in business to gain a livelihood and a competence, and when they employ help they usually seek those who can give them the best service for the money. Personal considerations or suggestions of charity have little weight. A person secures employment not because he is afflicted but because his services are in demand. This is the rule, and the exceptions are few. Even men who are inclined to charity generally separate charity from business. In their business transactions they require business methods. If they have anything to give away they usually do it direct with their left hand while conducting their business with their right, and they do not let their right hand know what their left is doing. Now, what does all this mean? It simply means, my deaf friends, that if you wish to succeed in your various occupations you must make yourselves competent in them. If you wish good and steady employment you must be able to render at least as good service as any hearing person who can be secured for the money, perhaps better. Yes, I am constrained to say that in most cases you must be prepared to render better service, for your deafness is regarded as more or less an inconvenience to your employer. The treatment which you are almost sure to receive at the hands of men who do not adhere strictly to business methods cannot be determined by that which you receive in school. Here your shortcomings, your indifferent work is often overlooked because as children you are not expected to be perfect, or if passed over because we cannot compel you to do as we want or leave, but when you are working for wages you will either give satisfaction or lose your place. Most of those who have left school and gone out in quest of a livelihood have already found this out. Of these I wish to make a request. Whenever you meet a pupil impress this important fact upon his mind. Of course we do not desire to shift our own responsibility in the matter, to give over the duty of advising and admonishing pupils still under our care, but too often what teachers say is forgotten in the busy burly of childish pastimes or accepted as mere theory. Advice emanating from actual experience, from the hard knocks received in the world of affairs by one of their kind is apt to make a greater impression upon them. Self-interest, aside from any feeling of mutual sympathy, will prompt you to assume this duty, because the higher the deaf as a class rise in the estimation of the public the better it will be for each member of the class. "Seek, and ye shall find, knock, and it shall be opened unto you." Make your deaf brother understand that not any sort of seeking or any manner of knocking goes in the world of business.

The 26th Annual report of the Mackay Institution of Montreal has been received, and we are pleased to know that this excellent school continues to enjoy ever increasing success and prosperity. The report itself was printed and bound by the pupils and is a very creditable piece of typographical work. The number of pupils enrolled during the year was 68. Of this number 27 were girls and 41 boys, 16 were taught wholly by the oral method, 16 were in the articulation class and 30 were instructed by the combined system. The remaining 3 were in the blind department. During the year there was a slight epidemic of scarlet fever about Easter time, in consequence of which several parents withdrew their children. As a result the work of the classes was so interfered with that the usual examinations were dispensed with. In addition to the class work the boys are taught carpentry, cabinet-making, printing, shoemaking and chair making, while the girls are taught dress

making, plain sewing and general housework. The total expenditure for the year was \$10,278 and the total revenue \$19,707. We congratulate the Mackay Institution on the degree of success it has attained under the charge of its efficient Superintendent, Mrs. Ashcroft.

Our esteemed contemporary, the *Michigan Mirror*, is awfully shocked because we ventured to aver that Canada has a better administrative system than that of the United States. The idea of any foreign nation having the audacity to claim superiority in any respect whatsoever, over the great and glorious *e pluribus unum!* Well, we do not propose to argue the matter with our contemporary—life is too short and space is too precious. If the *Mirror* is deeply interested in the subject it can find, in the leading American Reviews, and the best of the recent books dealing with such subjects, the superiority of the responsible cabinet system in vogue here, over the comparatively irresponsible and undemocratic American system, emphatically, though reluctantly, admitted, and the reasons, ample and conclusive, for such superiority given, by the best American writers. The *Mirror* thinks it would not care to over adopt our system. Well, that is not our fault, but its misfortune. If it does not know a good thing when it sees it, we cannot help it. "Ephraim is joined to idols, let him be." As for us, may the kindly fates ever preserve us from being subjected to the hectoring of ever changing Boards, the tyranny of governors, the neglect or dilatoriness of Legislatures to provide funds, and other annoyances to which schools for the deaf are so often subjected in the States; for the details regarding which, and for many vigorous articles in denunciation of the same, we beg to refer the *Mirror* to its own files of the past few years, none of which things, nor any others of a like nature, would be possible in Ontario. Our system may not be a perfect one, but it is the nearest to perfection of any method that has ever yet been devised, and, we freely admit, the best is good enough for us.

Mr. Win Kay's letters seem to be arousing a great deal of interest among the graduates of this Institution, who read with great pleasure these reminiscences of their school days, many of the incidents recorded therein having been witnessed, and in many instances participated in by themselves. Some of our readers have an impression that Mr. Kay kept a diary while at school, from which he is now drawing his information for these articles. We understand, however, that this idea is incorrect, and that he depends entirely on his memory. If this be true, then we all must agree that Mr. Kay has a marvellously retentive memory.

The British Deaf and Dumb Association will hold a convention in London on August 3rd to 9th inclusive, which gives promise of being an event of great interest and importance to the deaf. The leading educators of the deaf from all parts of the world are expected to be present and every effort will be made to ensure the success of the meeting.

With this issue we begin Vol. VI. of THE CANADIAN MUTE. The past volume has spoken for itself. As for the future, we make no promises, but propose to keep right on doing the best we can.

There is nothing in this world harder to do than say no to self.

The Gladness of Nature.

BY WILLIAM CULLEN BRYANT

Is this a time to be cloudy and sad,
When our Mother Nature laugh'd around
When even the deep blue leaves a look glad
And gladness breathes from the blossoming
ground?

There are notes of joy from hang-bird and lark
And the gossip of swallows through all the air
The ground squirrel gaily chirps by his
And the wildling bee hums merrily by

The clouds are at play in the azure sky,
And their shadows at play on the bright
vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

There's a dance of leaves on that aspen bough,
There's a titter of winds in that beechen tree
There's a smile on the fruit, and a smile on the
flower,
And a laugh from the brook that runs to the sea

And look at the broad-faced sun, how he smiles
On the dewy earth that smiles in his rays
On the leaping waters and gay young life
Ay, look and he'll smile thy gloom away

For the Older Pupils.

We want to have a little wholesome talk with our older pupils: You should always remember that you are the exemplar of your younger school mates, and that you really have more influence with them for good or for evil than the teachers themselves. At such a school as this, every new pupil soon selects a favorite from among the older students—some whom he admires and tries to imitate. It may, happily, be a boy or girl whose example is worthy of emulation, or it may be one whose influence is not for good. There is not one among you but what has one or more admirers and imitators among the younger children of the Institution. You may never have thought of this, and you may be inclined to combat the proposition, but it is nevertheless true. Now are you, individually, by precept and example, leading these followers of yours in the right direction, or are you by doing wrong yourselves leading others in wrong paths? This is a serious question. If you are doing right, somebody else is doing right for your sake, if you are doing wrong, somebody else is doing wrong by reason of your influence and example. While you are here at school, you have an opportunity to set in motion influences for good which will be continuous and everlasting; or you may engender influences for evil which will effect the character and conduct of those who come after you. Each one of you may be a leader toward the very gates of heaven, or you may drag down other souls in the opposite direction. It is your duty to do right, not only for your own sake, but for the sake of others. You can't do wrong yourselves without doing wrong to others. It may not be always intentional; you may think that your individual acts affect only yourselves, but you are at least guilty of the wrong that follows the force of example. There are only two roads that lead through this life—the right way and the wrong way. You well know the one from the other. Which way are you going?—*Good-Will Gazette.*

The Teachings of Browning's Poetry.

If, then, I might venture to try up in a sentence the main lesson of Robert Browning's life and poetry it would be somewhat thus. Live out truly, nobly, bravely, wisely, happily your human life as a human life, not as a supernatural life, for you are a man and not an angel, not as a sensual life, for you are a man, and not a demon, not as a frivolous life, for you are a man and not an insect. Live, each day the true life of a man to day, not yesterday—the only, lest you become a visionary, but the life of happy yesterday and confident to-morrow—the life of to-day unwounded by the Parthian arrows of yesterday, and unshaken by the possible cloud-land of to-morrow. Live in deed a mystery, but it was God who gave it, in a world "wrapped round with sweet air, and bathed in sunshine, and abounding with knowledge," and a ray of eternal light falls upon it even here, and that light shall wholly transfigure it beyond the grave.—*Dean Farrar in Review of Reviews.*

A pound of energy with an ounce of talent will achieve greater results than a pound of talent and an ounce of energy

BIRTH.

Ellis—At 165 Edgar St., Toronto, on Saturday May 15th, 1897, Mr. and Mrs. J. L. Ellis, a son