



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 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 to

THE CANADIAN MUTE,
BELLEVILLE
ONTARIO



THURSDAY, APRIL 15, 1907

Boards—Inspector.

The *Michigan Mirror*, referring to the last report of this Institution, makes the following confession:—

Our Canadian friends have ways of their own, no doubt clear and simple to one who holds the clue, or knows the ropes, but we do not know exactly what they are in a Canadian school, which takes the place of that mighty power known as "the Board" in an American school. This report is made by an Inspector, T. F. Chamberlain, well known to all of those who were at the last Convention of teachers, and embolisms of course the report of Superintendent Mathison.

Inasmuch as the Canadian method of conducting such Institutions as this—as well as in the management of all governmental affairs—is the best ever yet devised, and is very superior to the Board system in vogue in the States, it might be in place to explain just how it is done. In all governmental affairs in Canada the object aimed at is to secure the greatest degree of stability and permanency combined with the highest possible efficiency, and, at all times and in all things, a direct responsibility to the people. The United States, as a whole, and each State individually, is ruled by an autocrat called a president or governor, who, for the term for which he is elected, can follow his own sweet will in all administrative matters quite regardless of the will or sentiment of his subjects. He can make and unmake, can build up or pull down, and can say to this public servant, "go" and he goeth, and to another "come" and he cometh according to his own personal preferences or dislikes, quite regardless of what the public thinks. Such a state of affairs would be quite intolerable in a democratic country like Canada, where we possess the substance as well as the name of liberty. Our governors possess no power at all in such matters as those referred to above. The affairs of the Dominion as to matters of general interest, and of each Province as to all affairs purely local, are

administered by a body of men called the Cabinet, each member of which is at the head of some particular department, but who must have the sanction of his colleagues for every thing he does, so that both the Cabinet as a whole, and each member thereof is responsible for every act done. These cabinet ministers must be members of the Parliament, and must possess the confidence and support of a majority of the House. If at any time any act of theirs antagonizes public sentiment such antagonism would find expression in an adverse vote in Parliament or Legislature, in which case they must immediately resign. In this way every act of the Administration is subject to the scrutiny of and must receive the approval of the people through their representatives. Nothing that the Cabinet does is privileged but must be submitted to and receive the sanction of the House at the then or next ensuing session. At the same time, so long as the Cabinet and the party of which they are the leaders continue to enjoy the confidence of the people, there is an unbroken continuity which goes far to ensure stability and efficiency. This particular Institution, and others of like nature, are administered by the Provincial Secretary of Ontario. He it is who appoints or confirms the officers and teachers in their positions, and he it is who must answer in the Legislature for every act done and every cent spent. It is the duty of the Inspector to make frequent visits to these Institutions, keep an eye on all that is being done therein, and report to and advise the Provincial Secretary. He (the Inspector) is "the Board."

Sign Names.

A good many of our contemporaries are having a good deal to say about the use of sign names, which some of them strongly condemn. A discussion of this sort does very well to fill up space during a slack season, but it really is of no practical value. Sign names will never be abolished until deaf mutes are all annihilated; nor do we think it desirable that they should be. In a discussion of this sort some people forget, or fail to take into account, the real purpose of language. In itself language is of no value or importance—it is useful only as a vehicle for the expression of thought, and that is the best language which enables us to express our ideas in the easiest and briefest manner consistent with clearness. The purpose of sign language is the same as that of spoken language, and of this also it is true that the best signs are those which best express ideas in the briefest and clearest manner. The only substitute for sign names is the spelling of the names by the manual alphabet, and why abolish the simpler method which can be utilized by every deaf-mute, for the longer and more difficult one which those who are uneducated cannot make use of at all. This is the age of condensation and brevity and it is folly to expect or desire the deaf to discard the brief and expressive sign names now in use in favor of the other. The objection is made that most sign names are based on some physical defect or peculiarity of the various individuals named. This may be done in some places but very seldom in this school or Province and this constitutes in any case a very insignificant offset to the many and great advantages of the system as a whole, and even this objectionable practice could be largely, or perhaps wholly obviated by a little admonition and watchfulness on the part of teachers and officers.

Teaching the Deaf.

The education of the Deaf is no easy task. Few people outside of the profession have any adequate conception of the magnitude of the work, and the difficulties in the way, and indeed, some in the profession have very unworthy ideas of the importance of the task which they have undertaken, and the high qualifications it demands. The flippant manner in which people often talk about any body being competent to teach a "dummy," shows not only an utter lack of appreciation of the requirements of the case, but exhibits a spirit so wanting in sympathy and tact as almost amounts to brutality. The deaf child has every thing to learn, and the time in which he must accomplish this preparatory education, for it can only be preparatory, is extremely limited. To say that he should have the best teachers that can be procured is to utter a truism, and to voice a sentiment which finds universal expression among all intelligent and experienced educators of the deaf. The field to be covered is so vast that there must also be a wise selection of the subjects to be taught. Those things which are most important, and which will be of the greatest practical utility in his every day life, are the things which he should endeavor to grasp and master, as far as possible. Time should not be wasted on side issues, or given to subjects which will be of little or no value, in the ordinary affairs, with which he will be called upon to deal. Most of our pupils will have to earn their bread by the sweat of their brows, and that system of training which will make them the most successful and intelligent bread winners, is the best. What they need most is an intelligent familiarity with the language of the people among whom they expect to live, that is the English language. In this they are woefully deficient. A large part of their time in our schools should be given to the study and mastery of its manifold forms and idioms. It will furnish ample scope for the exercise of all their talents and energies. And any thing which not only consumes valuable time, but tends to dissipate their energies, and produce confusion of ideas, we think is out of place in our school curriculum. They should be required to concentrate their efforts on those things which will best fit them to properly discharge the duties of life. The English language is what they need, French, as an accomplishment, may come in, later on, if, after going through our common school course, they have the time, means and talent for pursuing a higher education. Few of them can ever hope to make any substantial attainments in linguistic culture, but they can become fairly proficient in the use of English, and we should see to it that this necessary part of their equipment is furnished them, and that their opportunities for acquiring it are not frittered away on irrelevant and unprofitable matters. — *West Virginia Tablet.*

Truths of an Editor.

Editing a paper is a nice business. If we publish a joke, people say we are rattlebrained. If we publish original matter, they say we don't give 'em selections. If we give 'em selections we are too lazy to write. If we give a man a puff, we are partial. If we compliment the ladies, the men are jealous. If we don't compliment the ladies we are publishing a paper not fit to make a bustle of. If we remain in our office, we are too proud to mingle with the "common herd." If we are on the streets we are not attending to our business. If we run with poor girls, people say we are running in the crowd. If we run with rich girls people say we are stuck up. If we wear poor clothes, business is dull. If we wear good clothes we don't pay for them. Now, what shall we do? Some may say we stole this from an exchange and we did, and that exchange stole it from another, and so on ad infinitum.

Donations to Calcutta, India, School Fund.

Previously acknowledged by Miss G. L. Maxwell	\$25.50
J. H. Cook, Winnipeg	2.50
Mrs. L. C. Leaman, Fairport, N. Y.	1.00
Mrs. M. E. Brown, Penn. Oral School for the Deaf, Scranton, Pa.	6.00
Total to April 15th, 1907	\$35.00
Acknowledged by Dr. E. M. Gallaudet to July 25th 1906.	15.00
Total collected	\$50.00

A. A. McINTOSH,
62 Collier St., Toronto
Asst. Collector.

The Living Christ.

BY MARY LOBE DICKINSON.

Aye, the lilies are pure in their pallor, their
are fragrant and sweet
The music pours out like a sea wave
praise at His feet.
Pulsing in passionate praise that Jesus
again,
But we look for the signs of His living
hearts of the children of men

Wherever a soft hand of pity falls
wound or a woe
Wherever a peace or a pardon springs
o'ermaster a foe.
Wherever a tender kiss, mercy out reaches
succor a need.
Wherever springs healing for wounded
Master is risen indeed

Wherever the soul of a people aches
and night,
And things off the grave-lands that shroud
hope in the gloom of the night
Wherever in sight of God a legion the arm
evil recede,
And with wins a soul or a kingdom the M
risen indeed

So fling out your banners, brave toilers,
lilies to altar and shrine,
Ring out Easter bells, He is risen
the token and sign—
There's a world moving onward and there
Ye are called to the front, ye must lead
Behind are the grave and the darkness
Master is risen indeed

Learn to Spell Manually

It is advised that parents and friends of the deaf and dumb learn the manual alphabet and to converse with their children by its means or by writing. Parents who can read will soon learn the alphabet used by the deaf, by practicing it with their children. They would also improve themselves both in spelling and reading, and will in time acquire rapidity as well as correctness of spelling. When parents can spell and write, they should teach their children their names, the names of their brothers, sisters, cousins, and other relations, and of their occupations and residence. They should also be taught the names of different plants, vegetables, etc. If they are raised on the farm, names of machinery, tools, implements, which are used at home. If these directions were attended to by parents, it would greatly aid in forwarding the progress of the children, and the names of many things seen at home could be taught them while at home which cannot be shown to them in school and which it would be no easy task to describe. We find it a difficult thing to teach the deaf child the name of his parents or other relations when they have had no attention paid to them before entering school. In fact we might say the child will not learn the names of many things which he sees round his home unless the parents have enough interest in their children to be willing and anxious and in progressing their education. Signs should only be used when necessary to explain words, and parents and friends of deaf children are recommended neither to use signs themselves nor to understand the signs made by their children, but to require them to write or spell, even if they are only able to write single words, and always correct mistakes made in writing. The children when at school will be more anxious to acquire correctness in writing language, knowing that their parents desire and require them to use correct language in expressing themselves. The deaf child frequently suffers both in temper and character from injudicious kindness and over indulgence. They should be treated neither more harshly nor more indulgently than their brothers and sisters. They should be taught that they are morally responsible just the same as their hearing brothers and sisters. If parents will heed the few suggestions given in this article they will be surprised at the advancement made by their children. — *Kochang.*

Handy Figures.

Here are some figures and rules handy to know and keep in mind when they may save tedious "figuring" and calculating if they are committed to memory.

- A furlong is 10 2/3 feet or 54 yards.
- A mile is 320 rods.
- A mile is 1,760 yards.
- A mile is 5,280 feet
- A square foot is 144 square inches
- A square yard contains 9 square feet
- A square rod is 272 1/2 square feet
- An acre contains 43,560 square feet
- An acre contains 4,840 square yards
- An acre contains 160 square rods
- A section, or a square mile contains 360 acres.
- A quarter section contains 144 acres
- An acre when 8 rods wide is 20 rods long.