



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

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, APRIL 16, 1892.

A NEW METHOD.

We observe that Superintendent Gillespie, of the Nebraska Institution, claims to have introduced into that school a new method of teaching language to the deaf. He calls it the "complete thought" or "sentence" plan, and believes it will soon revolutionize deaf-mute instruction on this continent. Instead of teaching children the formation of words with letters, and sentences with words, as now practiced in schools for the deaf, he presents complete thoughts to the children as soon as they can form the letters. His method of proceeding is to write a short sentence on the board, and after allowing the pupils about one minute to look at it, a blind is pulled down, shutting off the view, and the pupils are asked to write on their slates what they saw on the board.

From what a correspondent of the Omaha Bee has said about this language exercise, as witnessed by him recently, we conclude that the tests were made with the junior pupils only. In that respect it is a novelty with us, but the identical method has been in use here for some time in the senior classes. Better results, we think, at "complete thought" and sentence making must be expected from those who have passed the initiatory grades of language instruction. It is quite probable, however, that the method is good in all the grades, and that Superintendent Gillespie will be able to vindicate his claims by the results obtained.

We practice the method in this manner: A story or now-statement is written on the board, its length and construction depending on the ability of the class to comprehend the meaning of words and phrases used. A few minutes are allowed for reading the story, and then it is erased. (We have no blackboard blinds.) The pupils are requested to reproduce the story, using their own language and ideas as much as possible, so long as the main facts are retained. Some produce quite a different article, so far as the form of construction is concerned, and also introduce new ideas

that the story has suggested. Many of the pupils adhere closely to what was written on the board and repeat the whole *verbatim et literaliter*. This, as mentioned by the correspondent above referred to, is a remarkable power of the deaf child's mind, though the medium of the eye. A story containing one hundred or more words seems to be photographed on the mind almost instantly, and can be reproduced with slate and pencil. We find, however, that some of those who can perform this remarkable feat soon forget a good many of the connecting links and after being engaged with other studies for a few hours, cannot repeat the task so accurately. The object aimed at is to have the pupils get the ideas and facts presented, and use them as a framework for the construction of a story. In other words, they are encouraged to change the sentences and order of expressing facts, so as to give the substance of what was written in another form. Sometimes the reproduced article is considerably condensed, and again it is increased in length by the introduction of new ideas. It is an excellent method.

WORDS! WORDS!!

It has been stated, on the authority of some one who knows, that the average man has only about 2,000 words in his social and business vocabulary. This being a fact, we have only to state another, with the authority of the Century Dictionary, that the English Language contains more than 200,000 distinct words, to have an interesting subject for consideration. To the most favored student of "our mother tongue" what an Herculean task he confronts when he seriously begins a thorough study of that language! The further he delves into the hidden mysteries of its derivation and expansion the greater are his perplexities. He finds roots, prefixes, and affixes that are allied with the Latin, Saxon, Danish and original Anglian forms of speech, and then he discovers that this dominant language is an idiomatic tangle of almost endless ramifications. He is convinced, too, that its supremacy is owing more to its comprehensiveness than to the facility of its use. We do not need so many words in conducting the ordinary affairs of life. Most people get along very well with a vocabulary of not more than 500 words; and many illiterate persons, we are told, use even less,—perhaps 200. This limited command of language may suffice for actually necessary purposes in cases of unusual deprivation and ignorance, but a modicum of intelligence and responsibility demands much more. Just here we may remark that the most illiterate persons, if possessing all their faculties, have a decided advantage over the deaf, and especially the congenitally deaf. Their associations, however limited and vulgar, are sure to give them a wider range of knowledge and a greater variety of words to express ideas. The deaf hear no conversations nor sounds of nature's elements. They must be taught what action and motion, which they see, mean, and what words are used to express or describe those scenes. Here is a key to the difficulties that environ the cause of deaf-mute education. The present age demands a good deal from a person of only ordinary intelligence. The literature of the day is preeminently idiomatic. If the deaf are expected to read books and newspapers, and appreciate what they read, their command of language must not be limited to the necessities of life. Not even a knowledge of 500 words will suffice to satisfy their needs. They must be initiated into the mysteries that perplex scholars and gratify the researches of savants. We say initiated into these mysteries, be-

cause the longest and most successful instruction can only lead the mind of a congenitally deaf person to the portal of such a vast structure as the English Language.

Dr. Gillett, the veteran principal of the great Illinois School, has passed his 60th anniversary. Thirty-seven years of his life have been spent in a zealous and successful effort to build up, and develop the school over which he presides with so much tact and ability. From an "inglorious and unenviable beginning" he has made the institution "an honor to the state of Illinois," and an object of commendation where known. The *American*, referring to Dr. Gillett's eminent services, says: "Byron addressed men as animals, Emerson as inferiors, Longfellow as critics, but the words and thoughts of Dr. Gillett will live and linger with deaf and dumb children in immortal power for good, a perennial inspiration to their noble manhood, giving a new splendor to their earthly home, a new dignity to their career, a new luster to truth on their part, a new sanctity to virtue, and a new attraction to goodness."

Hon. William R. Stewart, of the New York State Board of Charities, has made some recommendations, in his last report of the board to the legislature, that excite much comment in the institution papers. He has, through some means or influence, incurred a prejudice against deaf teachers of the deaf, and his report is, therefore, unfavorable to their employment. The *Silent World* and other journals of influence handle Mr. Stewart and his recommendations "without gloves," and give him some facts that he must find difficult of reconciliation with his published statements.

There are eight schools for the deaf in New York State, including the Roman Catholic schools at Buffalo and Fort Ham. Omitting the latter, the teachers of which belong to religious orders, the average per capita cost is nearly \$202. That is far above the per capita cost of the Ontario School, which is about \$160. The average size of the classes in the New York State schools is 12 pupils. The total attendance of all the schools is 1,278, and the total cost of maintenance and education was \$388,042. The Empire State is certainly liberal in educational matters.

THE EDITOR'S TABLE.

The *Annals* for April contains the usual full and interesting bill of fare. There are several articles to which we may refer in future issues of *THE CANADIAN MUTE*, as want of space precludes our doing so now.

He is Deaf and Dumb.

AND LET HIM APPEAR AS COUNSEL AT OSGOOD HALL.

The unusual spectacle of a deaf and dumb lawyer appearing with a case in court was witnessed to-day at Osgood Hall. The lawyer was Duncan MacLellan, of Trenton.

Mr. MacLellan appeared in the Court of Appeal on behalf of the plaintiff in *Lemercier v. McCauley*, an appeal from Trenton in an ejection suit that commenced in 1867.

The deaf and dumb disciple of the forum was assisted by Mr. Morodith, Q. C., and F. A. Hilton. As the case progressed Mr. MacLellan wrote out pointers for the two lawyers, who addressed the Court.

Judgment was reserved in his case.—*Trenton News*, 28th March.

Duncan MacLellan and his brother Archibald have practiced their profession in this city and Trenton for more than twenty years. They are both deaf-mutes, and were educated in Scotland.

THE MUTE SERVICE

The following from A. J. A. Detroit, written expressly for *The Canadian Mute*, will be published with pleasure.

Profoundly devout they are,
Voiceless, speechless, not
Blindly expressing inward
A pureness of heart, sincere

They pray and repeat their
As the Priest to them from
read

In language stent, gath
Which makes their service

Attentive devout, they worship
Watching and praying, not
Yet truly sincere they worship

Although not a word they write
January 25th, 1891

Institution Reports

The 35th annual report of the New Scotia Institution for the deaf has been received. We congratulate the energetic and capable Principal of the institution for his satisfactory showing of his management under the circumstances. The total enrolment for the year (1891) was 72 boys and 20 girls, and the total expenses were \$10,058.31. The best part of the report is the donations from charitable persons of considerable amount; and, in addition, class gifts made that festive season were merry to the inmates of the school. Principal Fearon and his chosen band of instructors are doing a good work.

We have been favored with a copy of the "Notes Historiques" upon the Mille End (Montreal) School for the deaf-mutes. We confess we were much pleased with the general get-up of the sketch, the printing and illustrations being particularly good. From a perusal we observe that since the establishment of the Institution in 1816 some 700 children have received the benefit of an education, the present number of pupils being 115. A much larger attendance could be had, we believe, if the funds were abundant and the building accommodation more suitable. The report says there are 300 Catholic deaf-mutes of school age in the Province, and it justly deprecates the lack of means that preclude a fuller admittance. It is contended that with all due regard to economy, proper board, tuition and actual training cannot be given to 25 under a sum varying from \$1,000 to \$1,500 a year per capita. The Government annual subsidy (\$9,500) is quite insufficient and much uneasiness is the result. The combined method is the one pursued, and the school seldom retains its pupils more than five years. Rev. Abbe Marceau in the present head and is supported by an able staff. Rev. Brothers Yon and Gros are veteran teachers of the deaf and dumb, and come from France. Brother Charost looks like the "bag" and is very popular. Whether they like him because he has the stars, or he has the stars because they like him, is not quite clear. Many will be pleased to see the genial face of Abbe Belanger in one of the cuts, but he has done so much, not only for the deaf-mutes of Quebec, but of the State where he is still working. From accounts, the Mille End Institution is doing good work and we, as a school, wish it continued usefulness and increased consideration and support.

A Word to Parents

It quite frequently happens that parents send their children away to school in the fall, and when they return for candy and sweet-meats, the amount, whatever it may be, is gone in very few days. The result is almost invariably a sick child, indigestion, head-ache, toothache and a day or two out of school, and additional worry to those who have the care of the children. Several of our young children have about ruined their teeth with candy. Unless they are put to the test of a dentist very soon their teeth will be beyond repair and before they are 10 years of age they will be toothless. Do you wish to gratify a child's appetite at such a cost?—*Dr. E. H. Bayle*.

A school for the deaf will be established at Boulder, Montana, the site having been appropriated for that purpose.

An "unknown friend" recently sent \$10,000 to the Gallaudet Home for the Deaf and Infirm Deaf-Mutes. This money will be held as the beginning of a permanent fund. The same "unknown friend" sent \$1,000 to the Church for Deaf-Mutes in New York City with a like amount