



# 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 typewriting, 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.

ROY V. SOMERVILLE, 105 Times Building, New York, is our agent for United States advertising.

Address all communications and subscriptions to THE CANADIAN MUTE, BELLEVILLE, ONTARIO.



WEDNESDAY, JUNE 1, 1892

## SIGNS AGAIN.

"We must surround our pupils outside the classroom with such associations as will encourage and develop a habit of thinking, and expressing ideas in English, instead of in signs. The pupils are in school only four or five hours a day, while the remainder of the time is spent in the use of signs, which detracts from the knowledge of English acquired in school."

We take the above from some published remarks at a teachers' meeting, in the Kansas School, by Mr. Clippinger, one of the teachers. It is only an expression in different words, of what we have written before, and many others have made a text for a discussion of the same subject. It certainly is the excessive use of signs outside the school room that retards the progress of pupils in the use of good English. The way in which hands and arms gyrate and faces contort, when an interesting or exciting subject is being discussed, is quite sufficient to paralyze an inexperienced outlooker. He would, from what he witnessed, very reasonably conclude that a serious conflict was imminent, and that there would be "wigs on the green" of some kind, in a short time. We have taken frequent observations and know what kind of language is in favor on play-ground and in the work-shop. Not a few experienced teachers of the deaf despair of success in the work so long as "our mother tongue" is discarded for a pantomime system of language as arbitrary as it is undignified. But, how are we to suppress this passion for signs by the deaf? Teachers can eliminate it from the class room by the authority they possess, but when the boys and girls get outside and engage in their favorite sports they will not take time to spell even a few words with their fingers.

Douglas Tilden writes to the *Deaf Mutes' Journal* from Paris, suggesting that writers of papers to be read at the forthcoming international congress of the deaf, at Chicago, should be asked to use "a concise literary style." He has no sympathy for "flowery sentences" which, when translated into another language, express only "a barren idea that may be stated in three words." We commend the suggestion.

## DWARFED STATURE.

Is it not a fact that a large percentage of deaf persons,—who were born deaf, or lost their hearing at an early age, are below the average stature? We solicit an examination of the students attending schools for the deaf, and be given the verdict of those who make this examination will sustain what we assert. Several years observation have led to the conclusion that a good many deaf persons of both sex are quite dwarfish in comparison with their more fortunate fellows. Is this defect in physical development to be attributed to the effects of their disability, or is it the result of other and extraneous influences? It is certainly a question worthy of consideration. We have been under the conviction that a too early deprivation of home associations, and the quickening impulses born of a kindred love and fellowship, injuriously affects the physical development of a child. This is not an absolute rule to be guided by, but like many others has its exceptions. The exceptions, however, are not so numerous as to invalidate the rule. Deaf children sent away from home at a tender age, to be cared for and instructed under a system more or less restrictive, though considerate and paternal, are disposed to show a stunted growth. For nine months during the year they must conform to the regulations of a boarding school, which necessarily deprive them of a large share of their freedom of action. Though granted all possible recreation, and as tenderly cared for as at home, they are subject to rules that confine them to the class and study rooms more than half their waking hours. Children attending the public schools of the country have more liberty after school hours to enjoy "the mad romp with the winds," or take part in the exciting game. We direct attention to those pupils who are kept from school until they are fifteen or eighteen years of age, for proof of what we assert. Are they not always much larger and better developed physically? We do not, by this comparison, justify the habit of keeping deaf children from school until they reach such an age. It results in a greater injury to them in a mental and moral sense, than the increased stature benefits them. They can, with discreet judgment, be sent from home, under the conditions mentioned, at the age of nine or ten, and then receive a full measure of the benefits to be derived from both mental and physical development. It is manifestly wrong for parents to act strictly in accordance with such a law, governing the education of the deaf, as was lately enacted by the legislature of New York State. This law provides for the admission of children five or six years of age into schools for the deaf in that state. Such infants are better adapted to the nursery than to the school room. There can be no doubt of the injurious effects of too much restriction on the body and mind of a child so tender in years. Their presence in the school room also imposes additional responsibilities upon officers and teachers, which sometimes assume an irksome form. If the best interest of such a child is to be served, educationally and physically, by all means leave it at home until it is mentally and physically strong enough to undertake the work that a full course at school must entail.

After our issue of the 15th inst., the next paper will be printed on the 15th of September.

The Second meeting of the Association to Promote the Teaching of Speech will be held at Lake George, New York State, from June 29th to July 8th, inclusive.

The Seventh Conference of Principals and Superintendents of American Institutions for the Education of the Deaf, will meet at the Colorado Institution on Saturday, August 6th.

Correspondence and news items for our next issue, to secure insertion, must be in the Mute's office not later than June 6th. Our friends will please govern themselves accordingly.

It is stated that Rev. Dr. Thomas Gallaudet contemplates resigning the rectorship of St. Ann's Church, New York, in October, which date will mark the 40th year of his service in that church.

Mr. James H. Boone, a highly respected and prosperous deaf-mute farmer of Nebraska, hits the nail squarely on the head with these words: "The piddling of common pictures and worthless things, as adopted by many able-bodied lazy mutes, is pernicious and not honorable. What is worse than this, they generally sponge themselves on friends for hospitality for a long time, and on leaving, they give poor pictures for such kindness."

Mr. John L. Jamieson, second son of Mr. Jamieson, of the Belleville *Intelligencer*, died in Chicago on May 24th, after an illness of three weeks, from typhoid fever. His remains were interred here on the Thursday following. He was a young man of great promise, very popular among his associates, and had just commenced business in Chicago with the brightest prospects of success. The bereaved parents have the heartfelt sympathy of their many friends in their great trial.

The editor of the *Juvenile Hanger* has a sort of Niagara Falls capacity for writing. He pours forth his ideas—"good, bad and indifferent"—in a deluging tide of refreshing innocency. We find him interesting as well as amusing. He is disposed to take an optimistic view of life and things generally, and could, if necessary for his and others' edification, extract sunbeams from cucumbers. That is a philosophical spirit. There is no need of our hunting for notes in our brothers' eyes when nearly every body has an ugly beam in his own optics.

Mr. George Gilpin, an intelligent and interested gentleman, who has been one of the directors of the Pennsylvania Institution, is now, and has been for some time, travelling in Europe. He makes it an object to visit and closely inspect schools for the deaf, and in answer to an enquiry from Principal Crouter he writes that his experience has not qualified him to decide as to the merits of the rival systems of instruction. He advises a conservative action, and thinks it better to err on the safe side, by going slowly in the direction of the pure oral system.

Principal Crouter, of the Pennsylvania School, has been accused of extreme views *against* the value of the pure oral system for the education of the deaf. He is an ardent admirer of that system, but he is evidently not blindly wedded to it, and unwilling to see merit in any other system. Recently he remarked: "The only thing for us to do is to work on until we find what is best, and then adopt it, whether it be the pure oral, combined, or pure manual system. We want the best system for the instruction of the deaf. That is soundly orthodox. We want the best, and only the best should satisfy our ambition as teachers and guardians of the deaf."

We are glad to learn that editor Van Allen, of the *Silent World*, is improving and will soon be able to resume his editorial duties. He has been a victim of typhoid fever.

The Departmental Examinations now in progress and will continue most of the afternoon of the 14th inst. Mr. A. Brown, Public School Inspector for Dundas Co. is the Government Examiner.

The *Deaf Mutes Register* has anticipated what we intended saying about "exceptional cases of deaf persons winning success, and even distinction in trades or professions from which their deafness would reasonably seem to exclude them. Such cases, though rare, must be accepted as 'triumphs of mind over circumstances,' as our contemporary defines the subject. It is, however, an error in good judgment for those engaged in teaching and directing the deaf to make a few examples of this kind a text for exhorting deaf persons to 'emulate their glory,' as something easily accomplished. This will be found mischievous advice as it may have a tendency to discourage attempts to master the more humble and ordinary pursuits and cultivate a conceit that, aiming at impossibilities, will end in disaster. Few deaf mutes can succeed in the learned professions, but many can win distinction as mechanics, inventors, and general laborers.

## THE SCHOOL ROOM.

Under this heading we invite contributions from teachers, giving examples of their lessons in the class-room, or methods of teaching any subject.

### A LANGUAGE LESSON.

The following elliptical sentences are modeled somewhat on the plan suggested by "Zeno" in one of his exercises, but they were in use here before "Zeno's" admirable productions appeared in the *Silent Educator*—

I asked... if... and...  
He asked... how... and...  
You asked... when... and...  
I asked... where... and...  
She asked... what... and...  
I asked... to... but...  
John asked... for... and...  
I told... how... when...  
He told... where... and...  
You told... for... and...  
I told... how... but...  
She told... to... but...

Teachers of the deaf know the facility with which pupils blunder when using "asked" and "told", especially if these words are followed by qualifying adverbs belonging to another part of the sentence.

Notwithstanding the backwardness of the present season, the Institution Gardener, Mr. Willis, sent in a mass of new potatoes for the Queen's birthday, as has been usual with him each year for the last twenty years. Our friend of the *Canadian Gazette* will please make a note of the foregoing.

This is the way the *Silent House* views that investigation at Winnipeg. "Supt. D. W. McDonald, of the Manitoba, Canada, School for the Deaf, has just been 'investigated,' and the fearful charges were fully sustained that he refused to accept spoiled meat, and failed to receipt for undelivered potatoes. We do not know if the investigation committee recommended an increase in his salary or not, but they should have done so."

A few days ago a tramp of more than ordinary impertinence was ordered out of Belleville by the police. Soon after an officer saw the fellow enter a shop on Front Street and followed him inside. He had written on a piece of paper, "I am poor, and deaf and dumb, give me some money." This he handed to a lady clerk, and was waiting for response when the officer took him by the coat-collar. He went to the cells and soon found his tongue, which he wagged offensively. Next day he was sent to the Central Prison for six months. We have no deaf-mute mendicants in Ontario. Persons who pretend to be such are impostors.