

THE CANADIAN MUTE.

Published to teach Printing to some Pupils of the Institution for the Deaf and Dumb, Belleville.

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INSTITUTION FOR THE DEAF & DUMB
BELLEVILLE, ONTARIO
CANADA.



Minister of the Government in Charge:

THE HON. E. J. DAVIS, TORONTO.

Government Inspector:

DR. T. F. CHAMBERLAIN, TORONTO.

Officers of the Institution:

R. MATHISON, M. A.	Superintendent
A. MATHISON	Barber
J. E. EAKINS, M. D.	Physician
MISS ISABEL WALKER	Matron

Teachers:

D. B. COLEMAN, M. A.	Head Teacher	MISS J. O. TERRILL	Teacher
F. DENTS	Teacher	MISS M. M. OSTROM	Teacher
JAMES G. WALSH, M. A.	Teacher	MISS MARY HULL	Teacher
D. J. McHILLIP	Teacher	MISS FLORENCE MAYRER	Teacher
W. J. CAMPBELL	Teacher	MISS SYLVIA L. HALLIS	Teacher
GEO. F. STEWART	Teacher	MISS ADA JAMES	Teacher
		MISS GEORGINA LINS	Teacher

MISS CAROLINE GIBSON, Teacher of Attention

MISS MARY HULL, Teacher of Fancy Work.

MISS J. F. WILLS, Teacher of Drawing.

MISS L. N. METCALD, JOHN T. HURNE,
Clerk and Typewriter Instructor of Printing

WM. DOUGLASS, J. MIDDLEMAN,
Storekeeper & Assistant Supervisor Engineer.

G. G. KEITH, JOHN DOWRIE,
Superintendent of Boys, etc. Master Carpenter

MISS M. DENNEY, D. CUNNINGHAM,
Seminarian, Supervisor of Girls, etc. Master Baker

WM. NURSE, JOHN MOORE,
Master Shoemaker Farmer and Distiller

The object of the Province in founding and maintaining this Institution is to afford educational advantages to all the youth of the Province who are, on account of deafness, either partial or total, unable to receive instruction in the common schools.

All deaf mutes between the ages of seven and twenty not being deficient in intellect, and free from contagious diseases, who are bona fide residents of the Province of Ontario, will be admitted as pupils. The regular term of instruction is seven years, with a vacation of nearly three months during the summer of each year.

Parents, guardians or friends who are able to pay will be charged the sum of \$20 per year for board, tuition, books and medical attendance will be furnished free.

Deaf mutes whose parents, guardians or friends are unable to pay the amount charged for board will be admitted free. Clothing must be furnished by parents or friends.

At the present time the trades of Printing, Carpentery and Shoemaking are taught to boys the female pupils are instructed in general domestic work, tailoring, dressmaking, sewing, knitting, the use of the sewing machine, and all other ornamental and fancy work as may be desirable.

It is hoped that all having charge of deaf mute children will avail themselves of the liberal terms offered by the Government for their education and improvement.

The Regular Annual School Term begins on the second Wednesday in September, and closes the third Wednesday in June of each year. Any information as to the terms of admission for pupils, etc., will be given upon application to me by letter or otherwise.

R. MATHISON,

Superintendent

BELLEVILLE, ONT.

INSTITUTION POSTAL ARRANGEMENTS

LETTERS AND PAPERS RECEIVED AND distributed without delay to the parties to whom they are addressed. Mail matter to go away if put in box in office, door will be sent to city post office at noon and 2 P. M. of each day (Sundays excepted). The messenger is not allowed to post letters or parcels, or receive mail matter at post office for delivery, for any one, unless the same is in the locked bag.



Easter-tide.

There is no death, the lilies say,
We hide our tiny souls away,
When hoary Winter comes to blight
Our tender leaves and blossoms bright.

But when the Southland's gentle breath
Comes softly back to banish death,
Beneath the trembling mould we cry
Hail, resurrection! None shall die.

Sweet prophets of the life to be,
I know this self-same spark in me,
That neither time nor distance knows
And yet is comrades with the rose.

Dear Mother Earth, within thy breast
This better part in me shall rest
No longer than the seeds that bide
The coming of the Easter-tide.

Charles Eugene Banks.

Rise, Glorious Conqueror.

Rise, glorious Conqueror rise!
Into Thy native skies,
Assume Thy right
And where in vain a fold
The clouds are backward rolled,
Pass through those gates of gold,
And reign in light.

Victor over death and hell
Cherub legions swell
Thy radiant train
Praise all Heaven inspire
Each angel sweeps his lyre,
And waves his wings of fire,
Thou Lamb once slain

Thou of Judah, hail!
And let Thy name prevail
From age to age
Lord of the rolling years,
Claim for Thine own the spheres,
For Thou hast bought with tears
Thy heritage! M. Bridges



Easter Aftermath.

It is Easter. It is the day perhaps nearest to the hearts of those who hold the Christian faith. It is the anniversary of the day upon which the gentle crucified Jew, Jesus, whom we accept as the Son of God, came forth alive again from a coffin made from a space hewed in a rock and blocked by a great stone.

That rising was in the sequence of events which made Christian the world of today. That rising was what is making strong the course of the controlling mass among the creatures who sit about upon this particular planetary crust, and who have a belief in their own immortality. Had the more potent portion of humanity not accepted Christ as risen, there would have been some other belief, some other hope and grasping for after death welfare among the millions and billions of planets revolving in all space.

The rising completed the Christian story. The Son had gone to the Father as an emissary, forever pleading in behalf of the creature we call man. Himself a man, He went back to Heaven to be ever our Ambassador. And so it is that throughout the Christian world it is the sweetest of all hopeful days, this anniversary of that day when Christ ascended to His own again.

What matters it that learned skeptics say that Easter is but the adaptation to Christian use of an ancient holiday in glorification over life and spring and the birth of all things. It matters not what the beliefs or legends were before, since we accept the story of the Child of Bethlehem, stake our future upon the promise of the man grown who died for us. The heathen legends of the early man are but as nothing, whether the Son of the Ruler of the Universe came to us nearly 2,000 years ago or yesterday. We accept the belief and we are happy in Easter day.

It is wonderful and very sweet, the

thought of that morning when the gentle, murdered Man, who was both Man and God, felt from the Father the quickening pulse and knew that His awful trial was over and that the world had been redeemed.

It was of all mornings the most beautiful, if we may judge from the weak human story, or if we judge from our own conception of what it must have been. The gloom of night was dissipating, the lighter haze of morn was apparent upon the far distant Judean hills, though there was darkness in the valley still.

But in an instant, just as the morning broke, all changed. There was a rustling of wings, the wings of angels, in the semi-darkness; the huge stone which filled the entrance of that cavern tomb rolled away as lightly as if it were something a wind might lift. There was a sudden light about the place and, at the same moment, above the far eastern hills, the sun, earth's light and one of God's ownings, flung forth a million brilliant banners. It was day. And, just as day came, went from earth the Son who is pleading for us with the Father.

It is very sweet and wonderful, the story of this Easter day, one of the greatest observed in our religion. It is the day recognized as full of all hope and promise. It is beautiful in the manner of its observance, with its flowers and its ringing anthems and with its atmosphere of the springtime and of faith and courage. It is blessed, this Easter day.

Meaning of Easter Eggs

Eggs have always been symbolical of Easter. By the Egyptians they were held as a sacred emblem of the renovation of mankind after the deluge. To the Jews they were emblematic in many ways. They adapted them to suit the circumstances of their history, and were considered typical of their departure from the land of Egypt. Eggs were also used in the feast of the Passover.

Easter day is celebrated in the orient by various sports and festivities. One of these sports among the Christians of Mesopotamia commences on Easter day and continues for 30 days. It is the original Easter sport found in rural Armenia. It consists in "fighting" with one another. The egg that first breaks is won by the owner of the one that struck it. Another egg is at once pitted against the winning egg, and the game continues until there is but one unbroken egg, that one winning all the others which have been cracked.

An emblematic print is employed as an Easter gift in Germany. One of the most unique prints of this character is preserved in the British museum. It represents three hens upholding a basket in which are deposited three eggs ornamented with designs illustrative of the resurrection. Over the centre egg is the "Agnus Dei," with a chalice representing faith; the other eggs bear emblems of charity and hope.

In Russia the men call at their neighbors' houses early Easter morning, and, after exchanging the salutations of the day, exchange gifts of eggs. The priest of the parish is presented with a red egg by each of his parishioners. The peasants on Easter day, and for three or four days after, carry one of the eggs in their hands as a token of the resurrection.

This is a boy's composition on girls. He says: "Girls are the only folks that has their own way every time. Girls is of several thousand kinds, and sometimes one girl can be like several thousand girls if she wants to do anything. They are also like kittens, they go singing and purring about until you stroke them the wrong way, and then they get mad. This is all I know about girls, and father says the less I know about them the better off I am."

Speech for the Deaf.

The hearing child just learning to talk is quite unintelligible at first, but gradually the organs learn their lesson, and utterance grows distinct. But the ear is the guide and critic of these early attempts. The deaf child, however, hears no sound and sees only the slight movements of the lips and tongue, and can never learn to speak by his own unaided observation and imitation of those motions. The teacher must furnish the correction and training that the ear ordinarily supplies.

The teaching of speech to a totally deaf child who has never spoken is truly a wonderful achievement. He has no conception of sound, and can never have; for the only sense by which he can be taught the existence of such a thing is that of touch, which simply gives him a knowledge of the motions that accompany sound, but are no more the sound itself than the vibrations that produce heat are the sensation we call warmth.

To train the deaf child's organs to take their proper positions for the utterance of words as unconsciously as those of a hearing person, is a very slow process. The development of any set of reflex actions is a laborious task, even where mistakes can be recognized and corrected by the learner himself. In this case, however, the learner cannot correct his own errors, but must rely upon the alert ear of his teacher to keep him from acquiring a wrong set of reflex actions and forming habits that it will be almost impossible to break up.

Side by side with articulation comes the task of teaching language. Imagine yourself in a country whose speech you did not know and whose inhabitants did not understand yours. Imagine, in addition, that you were suddenly deprived of your hearing.

How well do you think you would succeed in learning the new language? Yet the congenitally deaf child is under even a greater disadvantage than this. He is not only in a foreign land, the language of which he does not understand, but to begin with, he has no conception of what language is. He has no language of his own which can be used as a framework on which and by which to build the new.

If he is more than two years old, he may have invented for himself a few natural, gestural signs to indicate isolated objects or the simple needs of his body, such as hungry, tired, thirsty; but these signs can no more be called a language than the different movements of a dog's tail and ears which indicate his feelings or his wants can be dignified by that name. He has no conception of a structurally connected means of expression.

If it any wonder, then, if after some years of instruction the teacher occasionally finds a sentence like this, written by a boy in his journal after coming to school one cold March morning: "The wind is very blow and I am a little shiver?" or this substitution of act for implement: "The man chopped the ground with his dog and the dog hurrahed with his wag?"

The irregularities and inconsistencies of English grammar and spelling make it much harder, of course, to teach the deaf, and no class of people would be more greatly benefited by a strictly phonetic spelling and an exceptionless grammar than they. That the deaf child is not frightened by these irregularities is shown by the reply of a bright little girl when asked to give the principal parts of some irregular verbs. Several were given correctly and then she began on another: "Eat-ate"---she paused for a moment in thought, and then added, "swallowed."—John Dutton Wright in the Century.

On the day when we have not done a little good we have done a great deal of mischief.