



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.



MONDAY, FEBRUARY 1, 1897.

The Uneducated Deaf.

Those on whom devolve the duty and responsibility of providing for the education of the deaf sometimes neglect to do so in a sufficiently comprehensive degree; but if those in authority but fully realized the vast difference in the status of an uneducated deaf person as compared with that of an uneducated hearing person, they would be more prompt and liberal in supplying adequate educational facilities for the former. An uneducated hearing man, if of average natural intelligence, readily acquires a very considerable vocabulary, he easily, and without any effort on his part, or any special instruction on the part of others, learns the names and characteristics of every kind of object that comes within his observation, is able to express his thoughts freely and intelligibly, and by means of converse with others he has a pretty thorough knowledge of all matters that pertain to his own immediate interests; and though he may not be able to read a word, he can, through others, ascertain in a general way what is transpiring throughout the world, and can hold constant and intelligent converse with his friends and others with whom he may come into contact. He can take part in the various activities of life, can discharge in a creditable manner all the duties and responsibilities devolving upon him, and may even rise to positions of trust and honor, and, despite his limitations, may thoroughly enjoy life in nearly all its phases. His moral nature, also, may be fully developed, his religious convictions may be deep, sincere and accurate, and he is quite capable of understanding and performing his duty to God and man.

How vastly different from this is the condition and the lot of an uneducated deaf man. With but few exceptions, he

lives in a state of blank, impenetrable ignorance and awful isolation. His want of knowledge is not merely comparative but practically absolute. He does not know the names of the commonest objects of every day use, and his knowledge of what goes on round about him is limited to what he actually sees with his own eyes, since he cannot receive ideas or information from others nor convey ideas or wishes to them, except his commonest wants which he may express in pantomime. Unable to hold converse with others because of his entire lack of language, he lives a life of loneliness quite inconceivable to hearing people. Of the general events transpiring throughout the world he must remain in absolute ignorance, since he cannot read and possesses no language by which he can communicate with his friends. The whole of Europe might be deluged with blood, or half of the inhabitants of the earth destroyed by pestilence or earthquake or famine, and he would know nothing of it, for there is no way in which any ideas foreign to his own experience can be conveyed to him. And while he may not be immoral in practice he is to a large extent quite immoral, since he can have but a very limited apprehension of the concepts of right and wrong; and he can know nothing of the existence of a God or of a hereafter, nor even that he has a soul, nothing of religious thought or sentiment, except such faint intuitive ideas on such matters as may be inherent in mankind. To him life is an unsolvable enigma, and death a dread and fathomless mystery. And so he lives his blank, joyless existence, never hearing the sweet sounds of human speech, never knowing the delight of the communion of friend with friend, never feeling within him the pulsations of an awakening and developing intelligence, never realizing the comfort of consonant human sympathy nor the consolations afforded by religion; and at the end he passes through the gates of death with no conception of what it means, and no hope or knowledge of aught beyond.

An existence such as this terrible to contemplate, sad and pathetic beyond description or even conception; yet to such an existence is condemned every deaf-mute for the education of whom adequate facilities are not provided. It is to be hoped that no longer, either in this land or any other, the opportunity will be denied every deaf-mute of acquiring that golden strand of language, which, though so easily and inexpensively secured, will serve as the clue that will guide its possessor out of this labyrinth of mental ignorance, moral blankness and religious stagnation, and open up to him all the bounteous store of the wisdom of this world and the assurance of the joys of the world that is to come.

Helen Keller, it would seem, is not destined much longer to reign supreme as the intellectual wonder of the world, for a new star has arisen in the firmament which bids fair to at least equal her in brilliancy. This dangerous rival is Miss Linnie Haguwood, of Vinton, Iowa, who at 18 months of age became blind and deaf as a result of spinal disease. No effort was made to educate her till she was 12 years old, when a teacher in the Institute for the Blind at Dubuque discovered her condition and began to teach her, and a couple of years ago she was placed exclusively in the hands of one teacher, Miss Ronald, since which time she has made marvellous progress. Among the feats she is said to be able to already accomplish are, to talk with her fingers as rapidly as an ordinary child can with the tongue, to write not only with the "point" system

but also very plainly in script with a pencil, and afterwards read what she has written by placing her fingers on the words, to solve problems in arithmetic with an ingenious number slate; to hold a music box in her lap and tell what piece is being played by the vibrations; to crochet and do other fancy work, to tell the time by feeling of her watch, and to articulate with considerable distinctness. All of which may possibly be true. If so, and if she has been able to accomplish so much in less than two years, Helen will have to look well to her laurels in the very near future.

The Ontario Legislature meets in a few days and every one connected with the Institution is anxiously waiting to see if money is to be granted for a new school building here.

Death of Mrs. E. G. Bell.

Mrs. Eliza Grace Bell, the wife of Prof. Alexander Melville Bell, the well-known scientist, died at her residence at the corner of 35th and Q Streets. The deceased had reached an advanced age, and had been sick but one week, her condition growing worse until death ended her sufferings. Mrs. Bell was a native of England, and resided there for some time. She was married to Professor Bell over fifty-two years ago, the pair celebrating their golden wedding in 1891 at Capo Breton, N. S., where they went for the summer. The event was made a memorable and happy one, and the two received the congratulations of a host of people. Professor and Mrs. Bell took up their residence in this city in 1881, and have lived here since then. Prior to that time they were residents of Canada. The only surviving son of the couple is Prof. Alexander Graham Bell, the inventor of the telephone, who lives at 1331 Connecticut Avenue. He was at the bedside of his mother to the last. The services will be held at the home of the deceased. Rev. Mr. Davenport, of Anacostia will conduct the religious services. The interment will be at Rock Creek Cemetery. —*Washington Star.*

Teaching them English.

The simple and effective method of teaching English to the children of Italians, Portuguese, Polish and German Jews used in the north-end schools of Boston might profitably be adopted by other cities which are obliged to face the fact that within their borders are thousands of foreign children who know nothing of the customs, institutions or language of this country. A writer in the *Boston Transcript* thus describes the method:

The children, within a few days after their arrival, are sent to the public schools, as a rule without compulsion, and here they are first of all taught the English language. It is done by a system of object lessons. The teachers in the elementary rooms are young women, as men would not be patient enough to accomplish the best results.

The teacher may point to her eye and say, "This is my eye," repeating it several times and requiring the pupils to repeat it in unison. Other portions of the body are pointed out in a similar manner, and then familiar objects in the room are in the same way brought to the attention of the children.

Later, when they have made sufficient progress in the language, it becomes desirable to teach the different tenses. To accomplish this, a boy or girl is directed to run slowly round the room, when the teacher and children say in unison, "That boy is running," repeating the sentence several times. The boy is then told to halt, and the teacher and pupils say in unison, "That boy did run;" again, "That boy is standing still," "That boy walks fast," "I can walk," "I can run," "I did walk," etc.

These and other sentences, as they are spoken, are written on the black board by the teacher, and the pupils write them on their slates. Thus they are taught the language and taught to spell, read and write simultaneously.

If a man once comes to doubt of what he had been accustomed to take for granted, he will reject it.

The Smile of a Little Child

There is nothing more pure in heaven,
And nothing on earth more full
More full of the light that is divine,
Than the smile of a little child.

The stainless lips, half parted,
With breath as sweet as the air,
And the light that seems so glad to rest
In the gold of the sunny hair.

Oh, little one, smile and bless me,
For somehow I know not why
I feel in my soul when children smile,
That angels are passing by.

I feel that the gates of heaven
Are nearer than I knew,
At the light of hope that sweetens
Like the dawn is breaking through.

New York, New York

Nebraska Journal Suggests

Don't set any store by the news that floats, or by the gossip of neighborhood. Someway the truth gets squelched out of all these, by the inflation that comes by much repeating.

As we put this item the snow was down as if it meant to bury us this winter and no mistake about it. Nothing sure and that is we can not have what might be called a long winter even if we have it pretty cold. Some amount to anything has yet been put up. Some firms have a little snow and ice up. This will put a great grin on the faces of the coal men as well.

Children, did you see the pretty little deaf boy the other day, with his sad looking mother? The boy was her only son, six years old. He has been deaf six weeks. He had the mumps and when he got well he could not hear. He talks right along to his mother and wonders why she don't answer him. At first he said, "talk louder, I can't hear you." Now he knows he is deaf. He said, "My eyes are of some account anyway." He will come to school soon and learn lip reading. We feel very sorry for the sweet mother and little boy.

A smiling face, and happy words are always appreciated. Any girl is pretty who is cheerful. Suppose things go wrong, arown don't help to right them. Suppose friends hurt your feelings and talk about you, scolding don't matter. Suppose you are poor and have to get along on little, black looks don't make poverty any easier to bear. A cheerful face helps make the heart lighter. Pleasant words drive away sorrow. Don't dwell on trouble. Don't talk about it. If you can, smile any way and the days will pass easier, and the work be all the more quickly done. Cultivate a cheerful disposition.

The sign for truth is particularly appropriate, made with the forefinger going out straight from the mouth. A crooked line, sideways, to the deaf means falsehood. When a person tells you the truth he is apt to look you straight in the eyes, and talk with no hesitancy. When he lies, he does it with a stammering tongue, and averted eyes. Almost always one can tell from the face and manner of the one speaking, whether he tells truth or falsehood. It is so much easier to be truthful, honest, upright than to be forever planning how to get out of things. Let us all tell the truth, and do right, whatever is to pay.

Toronto via Montreal

Efforts have been made in the city of Toronto, to rent a suitable room, in a convenient locality, wherein the deaf mutes may meet daily in a social, literary and religious way. If they could secure a room furnished with everything that would make it homelike, and with rules framed for observing order and decorum, it would indeed be a great boon in the direction of progress and education for the deaf mutes of the "Queen city."

It is a matter of congratulation that the deaf mutes in the city have in Miss Annie Fraser a helpful friend who does so much for their spiritual as well as their temporal welfare. She has studied the sign language for two years, and can now sign or interpret well, without any trace of the nervousness usually noted in the average lady teacher before the public. Miss Fraser is a sister of Mr. Philip Fraser, who has also many claims on the gratitude of those he helps. Mr. and Mrs. Fraser are well. They have three girls (Isabel, Lilly and Grace) and a boy (Philip)—all bright little ones. —*Mel. in Silent Echo.*

BIRTHS.

FRASER. On January 15th, 1897, at 27 St. St., Toronto, the wife of Mr. Philip Fraser, of a daughter.