



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 typesetting, 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.

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THE CANADIAN MUTE,
BELLEVILLE
ONTARIO.



WEDNESDAY, APRIL 15, 1896.

The Way it is Done Here.

In Ontario, if we infer aright from what the CANADIAN MUTE says, the appropriations for meeting the running expenses of the school for the Deaf, come through the chief executive, or at least the governor-general is entrusted with the funds to meet all outlays. This differs somewhat from the plan followed in most of the States.—Missouri *Deaf-Mute Record*.

If we were to say that we presume that the President of the United States carried the appropriations for the Missouri School in his pants-pocket and paid it out as needed, our contemporary would marvel at our ideas of American forms of government. Yet the President there has exactly as much to do with the State affairs in Missouri as the Governor-General of Canada has to do with those of Ontario. The Governor-General of Canada occupies the same relative position in Canada that the President does in the States, only he has much less authority. Each Province has a Lieutenant-Governor, corresponding to the State Governors, but also with less power. The real government of the Province consists of a Cabinet or Executive Council, the members of which must be members of and are responsible to the Provincial Legislative Assembly. This Assembly votes each year such sums for various purposes as the Executive Council deems necessary, with a reasonable additional amount to meet unforeseen contingencies. Should the appropriations for, say, this Institution be all exhausted before the end of the term, the government could meet the deficiency out of the reserve funds, since there is always a substantial surplus on hand; if there were no such surplus the government would borrow the money, though, of course, such action must be subjected to the subsequent judgment of the Assembly. In Ontario the people, through the Assembly, have always been willing to trust the government, or Executive, with sufficient discretionary powers to meet all possible emergencies, nor has that trust yet been betrayed.

The newspaper fraternity gladly welcome back again to his post of duty Mr. White, editor of the *American Gazette*. During his two months illness Mr. White must have suffered very severely, if we may judge from his own description of his agonies, of which the following is the most vivid passage: "There were times when I suffered what seemed to me the torments of Dante's Inferno when every bone in my body seemed to be ground to pieces, every joint ached, every nerve tangled and I suddenly felt myself turned by the intensity of pain and anguish into all the rigidity of a marble statue as though by the application of electricity—and then my very soul cried out to death for relief."

The Roman Catholics are looking after the education of deaf mutes who profess that belief. Of the 10,562 deaf mutes in the United States over 8,000 are Catholics. There are about a dozen schools for the latter in the larger cities. The Sisters of the Sacred Heart have led in the work and have recently offered to establish at least one school for the deaf and dumb in every State, or in every ecclesiastical province in the Union, and to conduct it without pay. If any bishop does not desire to introduce their sisterhood into his diocese, they agree to train free of charge a limited number of members of other communities for this special work. *Union Catholic*, April 11th, 1896.

According to Editor Fay of the *Inmate*, out of 2407 marriages of the deaf in the States the percentage of deaf children was only about eight. This is but little over the percentage of deaf among the children of hearing people. Dr. Bell's bugaboo of the deaf variety of the human race is quite as improbable of realization as is the adoption of the pure oral system of instruction.

The *Inmate* for April is quite up to the usual standard. The leading articles are "The Second Year's Work," by F. D. Clarke, M. A. "Vocal and Sign Language," by J. A. Tillingham, M. A. "Is an Oral College Needed," by Dr. Gallaudet, and Chapter II of Mr. Fay's Inquiry concerning the Results of Marriages of the Deaf in America.

The thirty-third annual report of the Melbourne, Victoria, Deaf and Dumb Institution has just been received. This school now has some 60 pupils in attendance, and is maintained chiefly from donations. Carpentry is the only trade taught the boys. The combined method of instruction is in vogue.

In answer to the North Dakota *Inmate* we understand that the authorities of the Belfast Institution in Ireland have granted such concessions as Dr. Brown, the principal elect desires. Now he wants to take two good teachers with him. *The Deaf Mute Advance*.

Tragic!

The sort of story most in favor for serial publication in newspapers is apt to be tragic and bloody in the extreme. It is related that a contributor offered a continued story intended for such publication to the head of a syndicate.

"Is your story sufficiently dramatic?" asked the syndicate manager. "Does it contain crimes, poisonings—is it dark enough?"

"Dark!" exclaimed the author "why the moment you begin to read it, you'll think you're on a train and have gone right into a tunnel!" *Youth's Companion*.

Mr. William A. Wark, and his mother, Mrs. Wark, of Sarina, attended the funeral of Walter Miller at *Dij Springs*. They were disappointed at not seeing Willie Kay.

For Teachers.

Two things are more gratifying to a teacher than to find that his pupils are developing an inclination to think and reason. The mere parrot-like acquisition of learning is about as uninteresting a sight as can be imagined in a schoolroom. Yet the teacher is likely to encourage and foster this same sort of work if he is not careful. It is as well to be hypocritical in the correction of language. If the imperfect expression of the child is intelligible and is reasonably grammatical in construction, it is well in many instances to let it pass unchallenged. Especially is this the case where the learner is somewhat deficient. Then the sting of criticism should be allayed by commending such parts of the pupil's work as are worthy of commendation while at the same time sparing the red ink as much as possible on that which must be changed. A pupil must be well-nigh hopeless if he displays no special merit in any direction. Very often amid an apparently meaningless tangle of words, the teacher can find, if he looks for it, evidence of considerable thought on the part of the writer. If the too-ready pencil of the critic is dashed hastily and unsparingly through this, it is more than likely, when the pupil again feels disposed to put down some thought which he finds it difficult to express that he will conclude to write about some topic which he feels more familiar with, and thus gradually and surely narrows instead of expanding, mentally.

And thus comes about one of the most serious checks possible to the pupil's progress. A boy who can be made to take an intelligent interest in the current topics of the day who reads and talks about inventions and discoveries, is by that very interest better fitted to acquire the language necessary to discourse upon those subjects. If a boy comes into school some morning with a poor lesson and a great deal to ask about living machines, the teacher makes a great mistake, in our opinion, if he refuses to answer the questions because the assigned lesson was not learned. The lesson should be learned of course, as well as the additional lesson of concentrating the thoughts upon study, but at the same time so far as mental growth is concerned it is more than likely that the boy gained at least as much by meditating on aural navigation as he would have done had he applied himself more studiously to his assigned task. In short what we advocate is simply the old plan of allowing the learner, as far as possible, to follow up the subjects which interest him most, whether those subjects come in the line of the regular daily studies or not.

In any class where the pupils hesitate to express their opinions freely or to ask advice of their teacher on personal matters, the teacher may be assured that he has established a most undesirable and unhealthy condition of affairs. *California News*.

Kept his Promise.

Much is said in these days about the want of obedience to parental authority displayed by the rising generation, but an incident in which the contrary spirit was manifested is related by a prominent Western lawyer.

His twelve-year old son, a boy of great spirit but with no overabundance of strength, went to pass a vacation with a cousin who lived on the banks of a broad river. His father, in his parting instructions, placed only one restriction upon the boy's amusements during his visit.

"I don't want you to go out in your canoe," he said, firmly. "They are used to the water but you are not, and you haven't learned to sit still anywhere, as yet. You'll be there only a week, and with all the other amusements the boys have, and the horses and dogs, you can afford to let the canoe alone for this time, and keep your mother from worrying all the while you are away. The boy readily gave the desired promise. On his return he was enthusiastic over the pleasure he had enjoyed.

"And I didn't mind not canoeing a bit," he said, addressing his careful parent with a beaming smile. "The boys taught me how to swim, and the only time they used the canoe was the last day to go over to the other shore. But I remembered my promise, and I wasn't going to break it the last day. So I swam across!" *Youth's Companion*.

Zeal without knowledge is haste to a man who is walking in the dark.

A Little Brown Seed.

A little brown seed
Way down in the
Was sleeping so long
He heard not a sound
Till the robin called
In a voice so shrill
He sleepily said
"O Robin, be still!"

"Wake!" said the
"O Johnnie, jump up
You're late, it's noon
For sweet butter
You must come first
Dear Violet, you know
Johnnie—jump up
Jump up and grow!"

So Johnnie awoke
And pushed out of bed
First his green boots
Then his yellow head
It made him so happy
To see the sunlight
He bowed to the robin
And said, "You're right!"

Characteristics of the Deaf.

If there is any class of people in the world who should be regarded as free from revengeful feelings, it is the pupils in our Institutions for the deaf. These children are not perfect, of course. They have their failings just as the rest of mankind have, and some of their failings may doubtless be traced to their deafness, but there is nothing more certain than this—they do not revenge. There is probably no class of children who are so quick to receive justice, no matter whether the results are painful or pleasant to themselves. They probably do not enjoy punishment any more than other children, but the unreasoning and unreasonable combination of punishment, a sentence of confinement in the public schools, is so common among the deaf. Many a teacher, after having scolded a pupil, is content for some fault or having sent him to the "office" for severer treatment, has been obliged to sackcloth and whip the boy, or by receiving from the parent a box of flowers or some other token by way of peace-offering. Now, it is but simply and solely to soothe and better feeling. We do not know of any lack of true comradeship among the deaf, or at any rate that it is not as strong among them as it is among hearing children. There is a disposition to carry tales, to act as informers that is not to be commended. The boy in the public school is at the other extreme, he glories in shielding even an unwelcome schoolmate from censure, yet his position is certainly more to be admired. The deaf child is also apt to lack the faculty of recognizing quickly and accurately situations which he should see while annoying or unpleasant to others. Especially is this true if his relatives are all lacking in polish. The hearing child from whatever walk of life, has opportunities for studying the rules of polite society which the deaf child does not have. For instance, if a pupil is handed a letter to mail, the chances are that he will, without any attempt to disguise his curiosity, read the address on it and possibly make some artless inquiry as to the one to whom it goes. If he makes his teacher a present, he is quite likely to announce how much it cost, or if he was able to get it at a reduction, this is detailed as an interesting feature of the purchase. In case he has no home training, these and thousands of other innocent but undesirable traits are apt to become fixed and in time we have the spectacle of a grown man or woman making breaches of etiquette which astound and disgust their hearing acquaintances. There can be no question that we are apt, as teachers, to neglect this part of our work, instruction in etiquette. We do not check carefully in the little ones and it becomes a bad habit in many of our older pupils. We laugh at omission of expression of manner that we ought instead to correct. Occasional discourses on the little courtesies of life, with familiar illustrations would no doubt help to this end, but more efficient work can be done by a full criticism and conversation of the part. *California News*.

Cholly Thought you were in the party Miss Kestique? (Miss Kestique) To ask her to-night. My chaw was about even. "How so, dear boy?" "She must say either 'Yes' or 'No'."

It is from carelessness about the world rather than from intentional lying that there is so much falsehood in the world.—Dr. Johnson.