



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.

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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TUESDAY, NOVEMBER 1, 1892.

TEACHERS OF THE DEAF.

An erroneous impression prevails among a good many people regarding the necessary qualifications of teachers of the deaf. Because in ordinary schools for this class the pupils do not proceed so far in the advanced studies as some hearing children, the conclusion is formed that almost anybody can teach the deaf. A little experience will dispel such illusions. The work is the most difficult and, for reasons well known, the most responsible, that can possibly occupy the mind of man and woman. It requires a combination of rare qualities. Not only must teachers possess a substantial education, and be well informed on many subjects, but they must have the ability to impart information so as to interest those committed to their care. They must also combine patience with industry and never weary of repetition. With the deaf reviews are frequent, and progress generally slow. Text books are of little use to either teachers or pupils until, perhaps, the highest grades are reached, and even then they are subject to abbreviation and change of construction. The limited time at the disposal of teachers of the deaf, and the formidable difficulties encountered in mastering a language so largely composed of idioms and synonymous phrases, preclude the possibility of going over so much ground as text books usually cover. The wheat is extracted, and the chaff and straw are left unnoticed. This applies to ordinary work in schools for the deaf. In academic classes, or where a collegiate course is pursued, pupils are permitted to take a wider range of study. The necessity for this condensation of subject matter at once represents the need of ability to make such changes as the nature of the work demands. The teachers must thoroughly understand what is required of them, and know how to meet the demands without loss of time. The best equipped minds, even with junior classes, are most certain of success. They have the largest resources from which to draw supplies, and are most likely to present it in an attractive form.

We know that a good many parents

of deaf children allow themselves to expect that, when their sons or daughters have completed the allotted course of studies in school designed for their benefit they are qualified to take charge of classes as teachers. They also assert that deaf teachers thus qualified should be employed in preference to others, as they are familiar with the peculiar language employed in educating the deaf. It requires something more than a mere ability to make signs, or a rapid use of the manual alphabet to become a successful teacher. There are deaf persons who have been educated by the systems above mentioned, capable and eminently successful in their work, but they had previously revealed their capacities, and won the distinction conferred upon them. We contend that all necessary qualifications being considered deaf applicants for situations as teachers should receive a fair share of official favors. The mere fact of their deafness gives them special claim for favorable consideration but it must not be permitted to cancel other questions of efficiency. As the profession enlarges and becomes more systematized there is a demand for higher grades of qualification, as the time for experimental work by novitiates has passed, and there is now a well defined principle with the experience of many years to direct operations in the school room. The standard, by which teachers of the deaf are judged in a scholastic sense may not be clearly defined but is generally recognized as something more than a rudimentary education, with the auxiliary props the character of the work demands. In this school it reaches the limit of a non-professional certificate from a public school examining board. Those familiar with the course of study required to qualify for admission into high schools of this province will admit that such an educational status is neither superficial nor of trivial importance. There are exceptions to the rule, but they apply to cases of special qualification or experience which recommend the applicant to favor. Several of the teachers here hold professional certificates, which represent a higher standard of qualification. They were teachers in public schools before entering upon the work of teaching the deaf, and find their study and experience in that capacity of much value in their present position. The recent movement in the United States towards collegiate graduates for special training in the National College at Washington, as teachers of the deaf, is an indication of the advance the profession is making. Young men holding a degree from Harvard or Yale, who supplement this high standard of qualification with a special training at Washington, may not all develop remarkable qualities as teachers, but they certainly have an advantage in the effort. There will always be opportunities for deaf teachers to find encouragement, but they must merit the distinction.

The following figures, taken from statistics which have recently been published, show the relative population of deaf-mutes to the general population in the countries mentioned - Switzerland heads the list with 245-2 deaf to every 100,000 inhabitants, the corresponding ratio being 130-7 for Austria, 120-3 for Hungary, 102-3 for Sweden, 101-9 for Prussia, 101-8 for Finland, 93-1 for German States exclusive of Prussia, 80-4 for Norway, 74-7 for Portugal, 67-5 for the United States, 64-0 for Greece, 62-6 for France, 68-0 for Denmark, 53-6 for Italy, 53-8 for Holland, 45-9 for Spain, and 43-9 for Belgium. No record is to hand as to the population of the deaf in Great Britain and Ireland, and it will be some time yet before we can hope to be enlightened on this point. We would also like to see similar statistics for Canada, which would no doubt show a ratio below the lowest here recorded.

THE LAND OF DREAMS.

There is something pathetically tender and consoling in the following lines, that touches the hearts of those who have drunk of the bitter of life's cup, or find the shadows dark and gloomy because they are deprived of one or more senses that contribute so largely to happiness and reconciliation here on earth. The fourth verse especially contains a sentiment that those who cannot see or hear must appreciate. In "the land of dreams" we meet dead friends and listen to loved voices that have been hushed for many years. We are not blind nor deaf in that "mystic land" and is this not only a forecast of what we shall enjoy in that blessed land beyond the grave where there is no sorrow nor suffering, and where the losses and deprivations of this life do not enter.

The twilight deepens, the shadows creep,
The moonlight quivers in silver beams,
And silent we step in the boat of sleep,
And drift to the shadows' land of dreams.

Oh mystic land where the dead return,
And warm lips cling in the deathless air,
And the years are not, and the weary learn
That earthly life lies in the arms of bliss.

Far in that holy unknown land
Ambition gathers the flowers of fame,
And fortune runs her golden thread,
And joy and woe in the soul of shame.

The shadows fall from the prisoners there,
The peasant sits on the throne of king,
The blind eyes open to all that's fair,
A deaf ear hears and the dumb lips sing.

Dreams! Who can tell what messengers stray
Around in all the hush of night,
When the faintest light of the soulless day
And we follow ourselves through love and light.

And who shall say that the land of dreams
Is the land of the living after all?
And daily life with its tears and sighs
Is only a dream when the shadows fall.

Boston Globe

A new pupil fifteen years old ran away from the school at Staunton, Va. on Sunday 11th of September. Persons were sent in search of him, but returned without a clue. Several days passed and then Supt. Doyle was shown a stein taken from a Strasburg paper stating that a deaf boy had been knocked off the railway track near that city by a passenger train and slightly injured. An employee of the school immediately left for Strasburg, but found on arriving there that the boy had been permitted to go on his way. Pursuit was continued, and at a station near Harper's Ferry one hundred and twenty miles from the school, the boy was found - "looking perfectly desolate and wretched, as black as coal smoke could make him, tired and hungry as a wolf. He was glad to go back and will not try to go home alone again. The Goodson Gazette severely reproaches the conduct of those who saw the boy during his perilous tramp on the railway for neglecting to report him to the school officials.

The Banner uses strong language in condemning what it calls a "lack of unity among deaf businessmen, and mentions two cases of recent occurrence to prove what it asserts. This is a somewhat novel charge, and we are disposed to question a general application of the Banner's assertion. It has been frequently mentioned by persons discussing matters concerning the deaf, that they show a decidedly惝惝 disposition in business as well as social affairs. Our observations and experience would confirm this conclusion, and it is a characteristic that does not discredit the deaf as a class. The cases cited by our contemporary must be exceptions to the rule, and the outcome of personal animosities. In business matters the deaf are disposed to show favors to each other, and will, we believe, sacrifice a little to gratify their sympathies. This seems to be the rule with the deaf whom we know, or have heard from.

The Berkeley News expresses the pleasure of all those connected with the California Institution in the so happy return of their Superintendent from his year's sojourn in Europe. Prof. Wilkinson has been thirty years in the profession, and has won an enviable reputation as a teacher and officer. He is surpassed, however, in length of service and experience in the work by the venerable Dr. Gillett, of the Illinois School, who has served forty years, and has also spent a year in Europe investigating systems. Both these men serve, and receive, much honor from their juniors in the good work.

Eight hundred of the best educated deaf mutes in Germany have petitioned the Emperor for the adoption of signs and the manual alphabet in schools for the deaf. They especially desire the use of signs as the best means of conveying information to assemblies of the deaf. These petitioners were educated under the oral system, and made this appeal by force of conviction, the result of their life experience. Surely the oralists, who are clamoring so loudly for reforms in our system and extolling the superior merits of their hobby, must accept this as evidence of importance not to their liking.

Speaking before an audience of hearing people recently in England, Mr. F. Abraham said, "The fallacy of many crude and nonsensical notions concerning the deaf probably had their origin in the fact that, to make themselves understood, the deaf had to resort largely to gesticulation and facial expression. A deaf person is not a fool, nor an idiot, and a deaf institution is not a hospital, but a school, and the inmates are patients, but scholars."

THE EDITOR'S TABLE.

AMERICAN ANNALS OF THE DEAF

The October number of the *Annals* has been received, with the usual interesting table of contents. The two articles on language teaching, by Princeps Guosque, of the Nebraska School, and Principal Greenberger, of the Institution for the Improved Instruction of Deaf Mutes, are well written and valuable contributions to the subject. Mr. Harry Taylor, of the Texas School, contributes an elaborate article on "Hereditary Deafness," and President Gallaudet of the National College, writes interestingly about "The Ideal School for the Deaf," with complimentary references to "The Hartford." There are other articles and items that fill up the pages of this valuable publication.

THE SILENT EDUCATOR.

The September number of this popular publication was received some time ago containing the usual amount of intellectual pabulum. In view of recent events at the Michigan School, the future of the paper may be a matter of conjecture.

Since the above reference to the *Silent Educator* we have received the October number, in which we find an editorial assurance that the publication of the paper will be continued. This will be good news to many interested readers, who find the contents of its pages helpful and encouraging.

The resolutions of respect and numerous floral offerings called forth by the death of Supt. Monroe, of the Michigan School, as mentioned in the *Messenger*, testified to his popularity as a teacher, officer and friend.

The Chicago correspondent of the *Banner* writes: "The Pax-a-Pax Club will assume all the expenses of the world congress of the deaf. This was decided by vote at the meeting. Whatever money may be realized from the congress will of course go into the coffers of the Pax-a-Pax Club. The enterprising Chicago mutes are bound to have every deaf mute who comes to the world congress next year know of the existence of the organization, and to partake of its hospitality."