



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

ADVERTISING

A very limited amount of advertising, subject to approval, will be inserted at 25 cents a line for each insertion

ROY L. SOUTHVILLE, 105 Times Building, New York, is our agent for United States advertising

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THE CANADIAN MUTE,

BELLEVILLE,

ONTARIO



MONDAY, MAY 16, 1892.

GRADING PUPILS.

Teaching deaf children is compassed by such trying difficulties, and presents so many peculiar features, that everything possible must be done to facilitate the work and lessen the obstacles that impede progress. An important step in this direction is taken in the classification of pupils. It is of the utmost importance that each class should be properly graded so that collective teaching could be resorted to whenever convenient. By this means much more work can be accomplished, and the whole class brought to a higher standard of intelligence. Individual instruction is inseparable from schools for the deaf, but it can be made less irksome and oppressive by a judicious grading of the pupils so as to bring all on a uniform basis of class-work. When a teacher can spend a portion of his time in explanations and illustrations of lessons, presenting something new, and showing how this novelty is associated with familiar things, he has an advantage in his work that will show important results, if properly used. He cannot employ this means of instruction when his class is composed of pupils of two or more grades in mental capacity. We are convinced that the best and most lasting impressions are made upon the mind of a child when a capable teacher has an interesting subject, and stands with chalk, map or picture illustrating what he wants his pupils to understand. This is the way to scatter ideas and awaken thought that must lead to investigation with grand results. In short, teachers of deaf children must teach, teach, teach! They must be full of the subject matter, and enthusiastic in presenting facts and opening avenues for advancement. But they cannot accomplish this great purpose unless their classes are so graded as to lessen as far as possible the dull routine of individual instruction. There are tasks that must be examined and corrected with particular attention to every mistake, and special aid given to each individual member of the class. We cannot avoid this, but we can ro-

move some of the obstacles, that consume time and hamper progress. This is accomplished by such a gradation of classes as will enable the teacher to instruct collectively as often as circumstances permit.

In this school an effort is being made to meet these requirements as far as possible. It has been observed for several years, and gives general satisfaction Pupils that are found mentally incapable of competing for a standing in the more advanced classes are, after thorough tests have been made, drafted into what are called "side classes." We have two such classes, both under the care of teachers suited to the important work to be done. Such pupils remain in these classes until they are sufficiently drilled in rudimentary subjects to warrant an advanced grade. But this arrangement, the best that can be made under the circumstances, does not prevent a degree of friction in the more advanced classes, when the dull pupils have passed beyond the limits of the side-classes. They would do better and be of much less trouble in classification, if they could remain under the same teachers, and be subject to the same conditions of instruction, during their school life. In fact a large number of them do remain in the side-classes, as their promotion would be inconvenient and detrimental in more sense than one.

A judicious grading of pupils not only facilitates the work of a class, and materially lessens the difficulties and annoyances of the teacher, but contributes largely to the success of the whole school.

READ THIS.

At the last meeting of the Board of Trustees of the Arkansas School for the Deaf it was resolved that any pupil taken out of school without the consent of the Board regularly obtained, would not be received again. Says the *Optic*— "The Institute would not think of sending a boy or girl home, for no fault of theirs, without giving due notice to the parents, and it expects equal courtesy from them. In the words of one of the Trustees, this school is not maintained for fun, but for business." This is a common sense course to take, and it is a resolution that should apply to other schools of a similar character. It is an injustice to the schools and a greater injustice to the pupils to interfere with their education in such a way, and generally for trivial causes.

The *Hawkeye* claims that the toy object method was originated by a teacher of the Iowa School, and the *Advance* steps to the front with this declaration— "The toy object method, friend *Hawkeye*, was used in the Illinois Institution twenty years ago, and nobody claims it was original, even then."

Hon. Selin. H. Peabody, Chief of the Department of Liberal Arts, of the World's Columbian Exposition, has written to Dr. Gillett of the Illinois School, suggesting a collective exhibit of educational work for the deaf. He recommends the appointment of a committee of the leading superintendents for the purpose of devising a plan for making this a prominent feature of the Exposition. As the general principles of the work partake of much that is common to all schools, he advises particular attention to peculiar methods or special success, the results of that work. In this way, it is believed, a comprehensive and effective object lesson can be presented to the public, revealing the best features of a system of education that has accomplished so much in the elevation of a class once considered beyond the reach of instruction.

The *Washingtonian* is a new paper, published semi-monthly at the School for Deaf-mute Youth, Vancouver Washington U.S. It is neatly printed with blue ink on good paper and gives interesting reading matter.

Correspondents of THE CANADIAN MUTE are hereby notified that copy for publication must be in the hands of the editor not later than the 7th and 21st of each month. This is found necessary in order to make proper arrangements for space which is generally limited.

We have seen but two copies of the *Kentucky Deaf Mute* since the 1st of last February. What is wrong down that way? We were under the impression that Kentucky was as famous for good fellow-ship as for pretty women, brave men and fast horses. Perhaps the whole staff went fishing for mudcats. Or has that grippe cure proved worse than the disease and placed the whole staff *hors de combat*?

Iowa and Pennsylvania have the largest number of pupils attending the National College at Washington each being represented by *twelve*. Illinois has *four*, New York, Minnesota, Wisconsin, and Kentucky *four*. Indiana has *three*, and other states *two or one*. Canada is represented by *one*, our young friend Cowan, but one of the representatives from Texas was partially educated at this school.

The *Tablet* man can accomplish something when he makes an effort. This is the way he disposes of "the oracle" who graces the editorial tripod of the *Nebraska Journal* when noticing his criticisms of contemporaries. "Hold fast, Bellerophon, lest, being only a mortal, you tumble from your seat, ere your Pegasus has reached the empyrean heights. That should settle "the oracle."

The political revolutions of last state election in Ohio are beginning to bear fruit, and it is bitter fruit, too. Supt. Knott, of the School for the Deaf retires July 1st, and a number of others occupying minor positions of trust at the School have found it necessary "to step down and out." The Democrats are using the political guillotine without much mercy. It is a disgrace to the great state of Ohio.

THE EDITOR'S TABLE.

"THE LYON FINGER MENTAL."

We acknowledge the receipt a copy of a very neatly printed and bound work with the above title from the "American Association to Promote the Teaching of Speech to the Deaf." The author is Edmund Lyon, a teacher in the Western New York Institution at Rochester, and the object of the publication is to show how, by a single hand manual, all the Consonants, Vowels, and Glides in Prof. Bell's system of teaching visible speech could be represented. It is undoubtedly a valuable addition to what has already been published on this subject.

THE SILENT EDUCATOR.

The May number of this valuable publication well sustains the reputation already established. There are the usual number of interesting and instructive articles, comments &c., which must be of much benefit to teachers of the deaf. One specially interesting announcement is that revealing the identity of "Zeus." We have known Mr. Douglas Tilden by reputation for some time, and recognized him as a deaf sculptor and artist of eminence, but we did not know that he was so familiar with the whole catalogue of difficulties and necessities that characterize the instruction of the deaf. We hope he will find it convenient to publish what he has so well prepared in text book form.

SEMI-MUTE.

BY A. D. D.

They are like one who shuts his eyes to the light of some bright vista in his fading past and suddenly, the fact that he has long long forgotten, before him again. The up lifted brow, the lively eyes, which could never see his soul a riddle, the numberless chords that vibrate in the air, the hoarse voice of his fresh young life, the for sometimes from the silence that the well up the tones that were were present. A strain of music floats to the dead ear or low melody murmuring of a voice. Till all the chords of harmony vibrate with some tones of deeply

Mr. Editor:—The above little paper is the work of a well known gentleman, and is such a comprehensive description of the common experience of those of us who become deaf after tasting the joys of untrammelled hearing, that I am moved to request its publication, as an extract from the *Semi-Mute Press*. His experience, like that of many others of us, serves to verify the adage that there is no ill-fortune visited upon us which does not bear in its train some measure of compensation, which we recognize and make the most of when the sense of loss is dulled, and philosophy succeeds to longing and regret. J. C. B.

"THE SILENT ECHO."

IT COMES FROM THE PRAIRIE PROVINCES.

We were most agreeably surprised a few days ago to receive several copies of a neat little paper bearing the above name. A glance at its pages reveals the source of its mission, as well as the motives that inspired this latest venture on the "sea of journalism." *The Silent Echo* takes a prominent place among the best papers of its kind with the first issue, and we welcome it to our sanctum most cordially. Principal Mc Dermid, of the Manitoba School, deserves much credit for what he has so soon accomplished under rather adverse circumstances. His woodcuts, which embellish the pages of the *Echo*, are a special feature of merit, and his editorial comments are just what we would expect from him. May he merit our thanks, in this and other respects, long continue to be an echo from the trumpet blast of good tidings for the deaf and others in the Prairie Provinces.

THE SCHOOL ROOM.

Under this heading we invite contributions from the pupils, giving examples of their lessons, the classroom, or methods of teaching any subject.

A LANGUAGE LESSON.

The following exercise is similar to the one published in a previous issue of THE CANADIAN MUTE, but has the ellipsis transposed. It will be found equally as interesting and useful for the same grade of pupils.

The man who was here.....
The dog that barks at me.....
The lady whom I met.....
The children in the yard.....
The cattle that he bought.....
Some boys who were playing.....
The things that I found.....
Many apples in the cellar.....
Some people whom I know.....
My mother who is absent.....
Your knife that was lost.....
Their friends who were here.....

Such an exercise will be found useful in illustrating compound and complex sentences, and also in teaching the relations of adjuncts to the sentence in which they occur.

About 30 of the students of Albert College visited the Institution on an afternoon recently. Several of them were old foot ballers, and during the visit to the shoe-shop they were shown some No. 12 shoes, which the boys gravely informed them they were going to wear in the next match, and would do some tall kicking.

An interesting game of ball was played last Tuesday evening between two mongrel clubs. Mr. Bezz was umpire. Several complained because he called a man out on three strikes, when in reality the ball landed in the center field. Cries of injustice were heard when looking at the third base he called a man out on the first. A faint murmur of dissent arose because a ball hitting the pitcher in the pit of the stomach was called a foul, but when the umpire declared a forced run with only one man on the bases, all three down their caps and wept. Mr. Bezz is a good man a fine teacher and a born inventor but he never intended to play a base ball umpire. *Travis Ranger*.