



# 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.

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THE CANADIAN MUTE,  
BELLEVILLE,  
ONTARIO.



MONDAY, DECEMBER 2, 1895.

## The Hon. J. M. Gibson.

In this issue we have much pleasure in presenting to our readers a very good portrait of Hon. J. M. Gibson, Provincial Secretary of Ontario; also an interesting picture of his office in the new Legislative Building at Toronto. To the deaf-mutes of Ontario Mr. Gibson is the most interesting personage in public life in this Province, since the control of this Institution is one of the many duties attached to his office; so that a brief sketch of his career will be timely and acceptable, and doubtless much appreciated.

John Morrison Gibson was the son of the late William Gibson, who came to this country in 1827 from Forfar shire, Scotland. He was born in 1842 in the County of Peel, but has spent nearly all his life in Hamilton. He received his preliminary education in Hamilton Central School, where he gave bright promise of the marked ability which has distinguished his subsequent career. He matriculated in 1869 and then began a brilliant course in Toronto University, where he won a number of scholarships. He graduated as B. A. in 1868 with high honors, and captured the Prince of Wales' prize; and in 1864 received his degree of M. A. He at once began the study of law and took a law course at Toronto University, receiving in 1869 the degree of LL. B. and the gold medal of the faculty. He was soon after called to the bar and began the practice of law, and his unflagging zeal and industry, his keen acumen, his commanding ability and his perfect probity soon attracted a large and ever increasing clientele.

From his boyhood days Mr. Gibson manifested a strong interest in military life and has for many years been perhaps the most conspicuous figure among all our citizen soldiery. As early as 1861

he was enrolled in the University Rifle Company which was organized during the excitement caused by the Trent affair, and on leaving the University he enlisted as a private in the 13th Batt. at Hamilton. He participated in the fight with the Fenians at Ridgeway in 1860. He was then Lieutenant of the leading company, and he advanced rapidly from rank to rank till he became the commanding Lieutenant-Colonel, which position he held with distinguished honor and success till a few months ago, when he retired retaining all his honors and title. He was for several years president of the Ontario Rifle Association, and for two years was president of the Dominion Rifle Association, retiring at the last annual meeting. In past years he had a high reputation as a rifleman and was one of the Wimbledon teams of '74 '75 and '76. On each occasion he won high honors and during the last year his record was a splendid one, winning as he did the Prince of Wales' prize of £100 and badge, as well as the Olympic and Snyder championship match. In 1881 he commanded the Canadian team at Wimbledon, when the British team were defeated in the match for the Rajah of Kolapore's cup.

Colonel Gibson first entered public life in 1879, when he was elected to represent Hamilton in the Ontario Legislature, where his ability as a debator, his thorough knowledge of public affairs and his unimpeachable personal character at once impressed his fellow legislators. He was soon ranked as one of the ablest and most useful representatives in the Legislature, and in 1889, on the death of Hon. T. B. Parlee, he was called by Sir Oliver Mowat to the office of Provincial Secretary, a choice that won universal approbation even among his political opponents. In this capacity he has proven himself a most able administrator as well as a broad-minded and advanced statesman, and he has been the author of several useful measures. Chief among these was his bill to provide for the better care and protection of neglected and dependent children, which is considered to be the most perfect measure for this purpose ever devised.

In addition to his duties as Secretary, Mr. Gibson is the official head of the prisons, public charities and public institutions of the Province, chief among which is the Institution for the Deaf and Dumb, in which he has always manifested a warm and appreciative interest. In the past he has liberally supplied all our needs, and in continuation of the policy of the department to provide every possible facility for the education of the deaf we have no doubt that he will in the future as liberally respond to our growing requirements. Our greatly increased attendance necessitates greatly enlarged accommodations, and a new school building is imperatively needed in order to provide adequate facilities for our pupils. Many are now unable to gain admission who should be here, and even for all those present proper school and living accommodation cannot be found. Moreover the classes are now quite too large for the accomplishment of good work and the length of the school term is too short to enable pupils to acquire even a good rudimentary education. If Ontario is to retain its place in the front ranks of educational progress the time has now arrived when the changes above indicated ought to be made, and we doubt not that Mr. Gibson will see to it that the deaf of Ontario have as good opportunities for acquiring an education and a manual training as have the deaf in the various States of the Union.

Temperance and labor are the two best physicians of men.

## Examinations.

The old old discussion relative to the utility and expediency of examinations has been revived by the article in the last number of the *Annals*, in which the writer, Mr. Putnam, condemns them strongly. Mr. Putnam is not the first educationalist who has condemned examinations, nor doubtless will he be the last who will condemn them, yet examinations still remain and will continue to do so. That examinations have been abused, and sometimes still are, admits of no question and that they are not always a fair test of the pupils' standing is also true. Yet there must be some way of ascertaining the relative requirements of the pupils, and we have never yet heard of any practical substitute for examinations. Mr. Putnam says that often the pupil who takes the best average standing in the daily recitations falls below some of the other pupils in an examination; a result due, the writer thinks, to nervous excitement. That this may happen sometimes is no doubt true but we fancy the known instances are very rare. Our experience would indicate that the occasions on which a pupil fails to do his best at an examination because of nervousness are so very exceptional and rare as to be scarcely worthy of consideration. But on the other hand it very frequently happens that the pupil who learns the most readily and who has during the session the largest number of perfect recitations, has not a retentive memory. He learns quickly and as quickly forgets, and consequently takes a low standing in an examination, while many pupils who learn more slowly retain what they learn and therefore at the close of the session easily surpass their more brilliant classmate. But instead of being an objection to the system of examinations this fact is a strong commendation, for it is according to what the pupils have absorbed and made their own, and not according to their record of easily acquired and quickly forgotten daily recitations, that they should be judged and graded. The examination system is not perfect by any means, but we believe it is a better test of the pupils' ability and acquirements than any substitute that has yet been proposed.

It has been said with truth by a very eminent expounder of the methods of teaching deaf mutes that it is impossible for one born deaf, or who has become deaf in early childhood, to gain an adequate comprehension of speech as this human faculty is used and enjoyed by normal persons. To the deaf, no matter how adept they may become in understanding the import of speech by observing closely the oral and facial movements of those who speak, oral utterance must lack the life giving quality of sound with all its attendant effects of eloquence, pathos, sympathy, persuasiveness, sternness, humor and other various impressions of which spoken language is capable when uttered by hearing people.

The *Winnipeg Free Press*, of a recent date, had a report of a Grand Jury, who visited the Manitoba Institution, and reported to the Chief Justice of the Province as follows:—"We cannot speak in too high terms of the Deaf and Dumb Institute. The Institute appears to be exceedingly well managed, and the care taken in the instruction of those who are unfortunate enough to require such instruction, is commendable. We are informed that the number of blind people in the province is now so great that the advisability of founding a similar institution for their care and instruction will require to be considered at no distant date."

The epitaph of the great historian, "Here lies John Richard Green, Historian of the English People. He loved learning." Those three short lines contain a volume of suggestive matter. Very many people think that their school days are over though their education has ended, when as a matter of fact it has but just begun. At school we get the foundation laid, and we are taught, learn how to educate and develop the mind. It is for after years that the superstructure. And when shall the process end? It should end, as Mr. Green, only when life itself shall end. Like him we should "die learning." Nor even then is our education complete. Doubtless throughout all eternity our chief delights will be to be ever unceasingly into the mysteries of nature and to be forever enjoying the felicity of finding out new secrets and of adding to our store of knowledge.

We gladly welcome again to our table *The American Gazette*, the publication of which for the last few months has been suspended, owing to the destruction by fire of the office and plant. *The Gazette* appears in a new and very artistic dress but with a very noticeable heading, and it still displays all its old time pugnacity towards its rival the *Exponent*.

Mr. R. C. Slater writes to correct a printer's error in our last issue in "Notes by the Way," in which he is made to speak of an "unmarriageable young lady." Of course it should have been "marriageable." As Mr. Slater says, "What could anyone think a young man would want to do with an unmarriageable young lady." Sure enough what?

The last issue of *The Buff and the Blue* says: "This number has been quite late in making its appearance. The editor hopes to get the paper out by the first of the month, but, alas, 'man proposes but God disposes.'" Wherefore the "alas"? Does our contemporary think itself more competent to "dispose" than the divinity is?

For the illustrations of Hon. J. M. Gibson in this issue, we are indebted to *Saturday Night*, in which they first appeared, and to *Our Boys*, in which they were subsequently reproduced. The other gentleman in the picture is Mr. McIntosh, the efficient private Secretary of Mr. Gibson.

The *Wisconsin Times* has done a new dress, of which it is justly proud. It is now as handsome as it is good.

## Care of the Teeth.

Dissolve two ounces of borax in three pints of boiling water, and before it is cold add one teaspoonful of the spirits of camphor, and bottle for use. A table-spoonful of this mixture, mixed with an equal quantity of tepid water, and applied daily with a soft brush, preserves and beautifies the teeth, extirpates all tartarous adhesion, arrests decay, induces healthy action of the gums, and makes the teeth pearly white.

The dark colored substance which collects on neglected teeth cannot be removed with a brush and water. Pulverized charcoal will take it off, but this scratches the enamel and leads to decay of teeth. A better substance is pumice stone in powder. Dip a piece of stick into it and scour the teeth. After this treatment the daily use of the tooth brush and tepid water will be sufficient.

Vigor is contagious, and whatever makes us either think or feel strongly adds to our power and enlarges our field of action.

"In order to teach well, one must live well; in order to do something, one must be something; before he can exert an influence, he must be an influence."