

THE CANADIAN MUTE.

Published to teach Printing to some Pupils of the Institution for the Deaf and Dumb, Belleville.

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NO. 9.

INSTITUTION FOR THE DEAF & DUMB

BELLEVILLE, ONTARIO
CANADA.



Minister of the Government in Charge:

THE HON. E. J. DAVEN, TORONTO

Government Inspector:

DR. F. I. CHAMBERLAIN, TORONTO

Officers of the Institution:

R. MATHISON, M.A.	Superintendent
A. MATHISON	Barber
J. J. EAKINS, M.D.	Physician
MISS ISABEL WALKER	Matron

Teachers:

D. J. GILMAN, M.A.	Head Teacher	Mrs. J. G. TRIMMILL
P. DUNN		Miss R. TRIMMILL
JAMES HALL, B.A.		Miss M. M. OSTRON
D. J. MURPHY		Miss MARY BULL
W. I. CAMPBELL		Miss FLORENCE MAYNOR
Geo. F. STRWANT		Miss SYLVIA L. HALL
		Miss ADA JAMES
		Miss GEORGINA LIND

Miss ARMAND GIBSON, Teacher of Articulation.

Miss MARY HULL, Teacher of Fancy Work.

Mrs. J. F. WILDS, Teacher of Drawing.

Miss I. S. METCALFE, JOHN T. HURNA,
Clerk and Typewriter Instructor of Printing

Wm. DONOHUE, J. MIDDLEMANN,
Bookkeeper & Associate Supervisor

G. H. KEITH, JOHN DOWNIE,
Superintendent of Boys, etc. Master Carpenter

Miss M. HEMPEY, D. CUNNINGHAM,
Matron, Supervisor of Girls, etc. Master Baker

Wm. STRICK, JOHN MOORE,
Master Shoemaker Carpenter

MICHAEL O'MEARA, Farmer

The object of the Province in founding and maintaining this Institute is to afford educational advantages to all the youth of the Province who are, on account of deafness, either partial or total, unable to receive instruction in the common schools.

All deaf mutes between the ages of seven and twenty not being deficient in intellect, and free from contagious diseases, who are bona fide residents of the Province of Ontario, will be admitted as pupils. The regular term of instruction is seven years, with a vacation of nearly three months during the summer of each year.

Parents, guardians or friends who are able to pay will be charged the sum of \$50 per year for board, tuition, books and medical attendance will be furnished free.

Deaf mutes whose parents, guardians or friends are unable to pay the amount charged for board will be admitted free. Clothing must be furnished by parents or friends.

At the present time the trades of Printing, Carpentry, and Shoemaking are taught to boys; the female pupils are instructed in general domestic work, Tailoring, Dressmaking, Sewing, Knitting, the use of the Sewing Machine, and such ornamental and fancy work as may be desirable.

It is hoped that all having charge of deaf mute children will avail themselves of the liberal terms offered by the Government for their education and improvement.

The Regular Annual School Term begins on the second Wednesday in September, and closes the third Wednesday in June of each year. For information as to the terms of admission for pupils, etc., will be given upon application to the Superintendent by letter or otherwise.

R. MATHISON,

Superintendent

BELLEVILLE, ONT.

INSTITUTION POSTAL ARRANGEMENTS

LETTERS AND PAPERS RECEIVED AND distributed without delay to the parties to whom they are addressed. Mail matter to go by post office at noon and 2:15 p.m. of each day (Sundays excepted). The messenger is not allowed to post letters or parcels, or receive mail matter at post office for delivery, for any person unless the same is in the locked bag.



The Little Woman.

Don't talk to one of Olympus' maids
"Divinely tall or fair"
Of Cleopatra's imperial form,
Or Juno's stately air,
Those mighty dames, with reboiled names,
Might have held their sway
Till the little woman "bless her heart!"
Who rules the world to-day

With her willful witching, winsome ways,
Her artful, artless smiles,
Her airy grace and her fairy face,
Her wisdom, wit, and wiles,
She mocks the pride, and she sways the strength,
She bends the will of man
As only such a despotic elf
A little woman—can.

Though her pathway lead thro' the darkest way
She always finds a light,
Though her eyes be dazzled by fortune's rays,
She's sure to see aright
Though her wisdom be of no special school
Her logic, "just because,"
The first has settled a kingdom's fate
The last has made its laws

'Tis the little woman that goes ahead
When men would lag behind,
The little woman who sees her chance
And always knows her mind,
Who can slyly smile as she gives the word
To honor, love, obey
And mentally add the saving clause
In a little woman's way

Would the diamond seem such a perfect gem
If it measured one foot round?
Would the rose-leaf yield such a sweet perfume
If it covered yards of ground?
Would the dew drop seem so clear and pure
If dew like rain should fall?
Or the little woman seem half so great
If she were six feet tall?

'Tis the hand as soft as the nestling bird
That grips the grip of steel,
'Tis the voice as low as the summer wail
That rules without appeal,
And the warrior, scholar, saint, and sage
May fight and plan each day
The world will wag till the end of time
In the little woman's way



Dummy.

BY SYDNEY DAYRE.

"Hello—there's 'Dummy Ketchum'
A snow-ball flew and hit him, but on
the calf of his leg. Even in their mis-
chief 'ho boys had a little pity, mingled
with contempt, for Dummy.

He was small and thin and stooping,
Any one could see that the light heart
and quick step and bright eyes which
bless happy boyhood could never have
belonged to him.

The boys called him Dummy, and
no one took the trouble to remember
whether he had any other name or not.
Scarlet fever had some time ago laid its
cruel hand on him, injuring both his
sight and hearing. He was not dumb,
but spoke so little it seemed natural to
call him so, besides being easy to say.

"Let's fill his old sled-box with
snow."

"Or chunks of ice."

"Let's hook his oil can."

"That would be too bad."

"Only for a joke, I mean. We could
slip it into the box when he comes
poking back to look for it."

The half dozen boys stood at a corner
of the street of the small town on
Saturday morning. Spring was open-
ing. The snow was melting fast and
patches of grass and shoots of earliest
plants were peeping through it. People
were walking slowly, enjoying the soft
air and the sunshine, while men stood
about the store doors.

Amid it all Dummy Ketchum passed
without raising his dimmed eyes. It
was the way he always walked, in
winter usually dragging the sled with
one or two articles he was taking to his
wretched home.

He could really see more than most
people thought. Perhaps it was be-
cause of never having hope of seeing

any pleasant thing, any face beaming
on him with kindness that he walked
with cast-down eyes. There were
stretches of bare board walk in his way,
over which the sled dragged heavily.

Another snow-ball flew and knocked
over the oil can in the box. Then a boy
set his foot before the sled to overturn
it.

"I say—stop that! It's too bad."

A boy who had lately come into the
place to live took hold of the shoulder
of the last offender and gave him a little
spin across the walk.

"Six or eight of you against one—
Ain't you ashamed?"

"It's only Dummy."

Quickly Will Brown righted the can
and threw out the snow. Then, with a
sudden afterthought put in an apple,
large, red and shining.

"Don't that look better?" he asked,
turning with a smile.

"Well—it does."

"Here's something to keep it com-
pany," said a man.

He took from a basket an orange and
aimed it at the apple.

"That was a good shot, Grove. Try
it again." Another orange followed.

"I can do as well as that," said the
next man.

He had no oranges, but quickly scoop-
ed some nuts into a paper bag and sent
it after the oranges. It burst as it fell,
scattering the nuts in the bottom of the
box.

"Hurrah! hurrah!" The boys shout-
ed and clapped their hands. One of
them was carrying home a small bag of
dried fruits.

"I'll make it right with mother," he
said, laying it in the box.

It was getting exciting. Boys felt in
their pockets. A pencil, a doughnut, a
stick of candy, a handkerchief went in.
One held a knife in his hand. It was a
treasure—could he give it? But the
infection was in the air. Every one was
watching Dummy's sled—that is, every-
one who was not looking for something
to put in it.

In went the knife.

The next man had notions, and he
tied a woollen muffler around one of the
sled posts.

A shoe dealer brought a pair of coarse
shoes, and all eyes turned to the wet,
ragged ones through which Dummy's
toes showed. A woman who had been
to the bakery stooped to smile at the
sport, and laid a bag of cakes beside the
shoes.

All the while Dummy slowly plodded
on, looking neither to right or left.
Always with the pathetic stoop to his
shoulders and the shut-out look on his
face.

And into the hearts of some came a
new thought, born of the glow which
comes with a kind act. Had they shut
him out, this pitiful, poverty-stricken,
disease-smitten into—shut him from
their help and sympathy, from being
sharers in all which goes to bless the
lives of happier boys?

It was hard pulling over the bare
sidewalk. Perhaps that was the reason
why Dummy did not appear to wonder
at the added weight to his sled.

Two or three men stopped after him,
waiting until he should have reached a
stretch of snow. As the clumsy runners
touched it they piled on their contribu-
tions—rice, coffee, flour and sugar.

"Hurrah! Three cheers! Tiger!"

Hats were flung up, hands clapped,
as a wild shriek arose from the boys.
It smote on even Dummy's dull hearing.
With a scared glance behind, not at his
sled but at the boys whose tricks he
feared, he trotted away as fast as he
could.

He came again in the afternoon. His
head was erect and there was a new
light in his eyes—a light shining from a
heart gladdened by kindness never
known before. And to every face he
met he glanced up in shy, appealing
inquiry as if wishing to ask—

"Were you one of 'em?"

Deaf-mute Education.

Dr. Edward M. Gallaudet, the distin-
guished head of the great institution for
the education of deaf-mutes located at
Kendall Green, in this city, delivered
an address before the Social Science Con-
vention of Saratoga which is attracting
wide attention. It was devoted to recent
progress in the manner of educating
deaf-mutes, the work in which his father
won such celebrity in Hartford as he has
attained in Washington. The address
dealt mainly with the combination of the
sign method and oral teaching. He cited
the action taken by the school at Port-
land, Me. That institution followed the
oral method for sixteen years. At last
members of the school board suspected
from the result of examinations that the
system in use was insufficient. They
visited the Clark Institution at North-
ampton, Mass., which is usually consid-
ered the best purely oral school in the
country. They also visited the school in
Hartford, where the combined system is
used, and, after a careful examination of
both, decided to abandon the oral for the
combined system. This was more than
two years ago. Of the result Dr. Gal-
laudet says: "After an experience of
more than two years the board and all
friends of the school testify to the un-
questioned superiority of the combined
system over the oral method."

Dr. Gallaudet also cited the evidence of
parents of deaf children, of experienced
teachers, of adult deaf-mutes who have
been educated under the oral system and
who, in Germany especially, have spoken
to the government through conventions
and petitions asking a change from the
purely oral method, and declaring their
conviction that it is not satisfactory and
should give way to the combined method
in use here. He cited in particular the
utterances of Edward Walther, principal
of the institution for deaf-mutes at Ber-
lin, Germany, who says: "We must openly
and candidly confess that we cannot
bestow upon the deaf mute a power of
speech that approaches the speech of
living persons, nor a means of under-
standing the speech of others that is any-
thing more than a meager substitute for
hearing." Herr Walther approves a
certain use of the sign language and
says every teacher of deaf-mutes should
be acquainted with it.

As to his own opinion, Dr. Gallaudet
expresses himself very decidedly. He
said:

"One of the chief merits of the Ameri-
can combined system of educating the
deaf is its elastic adaptability. The
methods employed can be brought into
conjunction in a great variety of ways,
to suit conditions that are sure to vary
in different communities. Very large
schools can have separate manual and
oral departments. Others, where such
division is impracticable, can have oral
classes, and in small schools where
separate classes are out of the question,
instruction in speech can be given to
pupils individually by special teachers.
All these different arrangements are
now in successful operation in the
schools of this country, with results far
more satisfactory than are reached in
the generality of European schools."

Those of our readers—and there are
many of them—who are familiar with
the wonderful work performed by Dr.
Gallaudet and his staff in this city know
that he does not overestimate the value
of the combined system. They will,
therefore, be interested in his statement
that this plan is used now in four-fifths
of the schools for the deaf in the coun-
try, containing nine-tenths of the pupils
taught.—Washington Post, Sept. 6, '96.

"Who in the world can be cooking
supper at this time of night? It is nearly
12," exclaimed Mrs. Watts, sniffing the
air. "I think it may be that couple over
at Thomas's front gate, exchanging a
few burning kisses," said Mr. Watts,
and Mrs. Watts said: "You idiot!"