

**A Teacher's Dream.**

"Two Saturdays night, and a teacher sat alone, her task pursuing  
She averaged this and she averaged that  
Of all her class were doing  
She looked percentage so many boys  
And so many girls all counted  
And marked all the tardy absentees,  
And to what the absent amounted.

Names and residence wrote in full,  
Over many columns and pages  
Yankee, Teutonic, African, Celt  
And averaged all their ages  
The date of admission of every one,  
And cases of flagellation:  
And prepared a list of the graduates  
For the coming examination.

Her weary head sank low on her book,  
And her weary heart still lower,  
For some of her pupils had little brain,  
And she could not furnish more  
She slept, she dreamed, it seemed she died  
And her spirit went to Hades,  
And they met her there with a question fair,  
"State what the per cent of grade is."

Areas had slowly rolled away,  
Leaving but partial traces,  
And the teacher's spirit walked one day  
In the old familiar places,  
A mound of fossilized school reports  
Attracted her observation,  
As high as the Statehouse dome, and as wide  
As Boston and an abomination.

She came to the spot where they buried her bones  
And the ground was well built over,  
But laborers, digging, threw out a skull  
Once planted beneath the clover  
A disciple of Galen wandering by,  
Paused to look at the diggers,  
And plucking the skull up looked thro the eye,  
And saw it was lined with figures.

"Just as I thought," said the young M. D.,  
"How easy it is to kill 'em -  
Statistics needed every fold,  
Of cerebrum and cerebellum -  
'It's a curiosity, sure," said Pat -  
'By the bones you tell the creature -'  
'Oh, nothing strange," said the doctor, "that  
Was a nineteenth century teacher."  
- Albany Journal

**What are we Doing to Prepare our Pupils for the Responsibilities of Life.**

Read before the Teachers' Association by F. C. Holloway.

Some years ago, Doctor Gallaudet appeared before the appropriation committee of congress and asked for funds to carry on the work of the College. The Chairman of said committee who did not want to give anything at all, wanted to know what his graduates could do anyhow.

Such a question was naturally surprising to the Doctor, but his answer was ready. With great politeness and much pleasure, he answered by asking if he happened to know a certain Mr. Hill.

"O yes" replied the Chairman. "He lives in my district up in Mass., and by the way, I owe my defeat in the recent election to him."

"Well" replied the Doctor with more politeness and pleasure, "He is one of our graduates."

"O, I see," said the great man, "what your graduates can do. What do you want?" On being told, he recommended every cent of it without any more ado and the incident was closed.

So much illustrating what the college is doing. Every Institution of learning has bright lights that it can name and point to with pride and effect.

Our own graduates can be found holding responsible positions in schools in more than one fourth of the states of the union. An army may have a brilliant leader, but it is the rank and file that is the main stay of it. So it is with schools. If we could go up high enough and look down through a telescope large enough to give us a panoramic view of our state, we could see our former pupils settled down all over it engaged in the various occupations of life, self-sustaining, enjoying all of the freedom and declaring all of the duties of citizenship with the same facility as their more fortunate neighbors. Now if this is not an answer to the question, what is it? But you want details. What are we doing?

Potters take clay, sculptors blocks of marble, artists colors and mechanics material out of which they create things both beautiful and useful.

We receive the little ones, but with a feeling of greater responsibility. Let us contemplate our subjects. Beings in the image of their perfect creator. But how helpless in self; how devoid of the power of expression. Wrapped in isolation. Beings to be reared and transformed by us into intellectual, moral and useful men and women. Is not this a contemplation worthy of the name?

In the work of restoration, our first efforts are of course directed toward arousing, quickening and training of the God-given faculties in the natural order of development. This work we accomplish with more or less success step by step. Under the circumstances, it is a long and trying road to travel to both teachers and pupils, but as patience and perseverance accomplish wonders so

they do in this work. As the years come and go, our work goes on with unabated energy. During all of this time, we teach them, show them, guide, advise, urge them on, inspire them, pray for them, preach to them, try to be model men and women for example and in fact do everything else that is likely to be of service in the work of restoration and of accomplishing the object in view.

As aids in the work, we give lectures and talks pertaining to the various duties and requirements of life; establish societies, in the meetings of which they can cultivate the various arts and acquire accomplishments that are so admirable in both young and old; give social gatherings where, by intercourse, they are enabled to get rid of natural and unnatural stiffness of manners and polish them off to a degree that make them acceptable to the most refined and genteel society.

One of the principal responsibilities of life is the taking care of one's self. To the deaf this is second to none. What would become of the majority of the children that leave our school each June, never to return, were it not for the manual training they had received? Therefore every effort is being made to send them out in the world sufficiently trained in chosen trades, the girls in theirs and the boys in theirs, to enable them to provide for themselves in such a way as to be creditable to themselves, to us, and to the state that has been so liberal toward them.

The condition of the deaf or a majority of them make them a peculiar class. This fact should always be borne in mind. This class of people to be prepared for the responsibilities of life must have our full duties discharged toward them. But the deaf like other people will be heedless, inattentive and unappreciative. Some of the good seeds we are continually sowing will bear early fruit, some will be lost, and will lie dormant until an opportune time, when they will take root, blossom, bloom and bear bountifully. For sooner or later reason and reflection will take their thrones and the many good things we have taught them and done for them will be recalled, remembered and followed gratefully.

Deaf children as they are, are more dependent upon us as teachers than upon even parents. Therefore the greater responsibility devolves upon us. We can and I trust are doing our part in the grand work, each in his and her proper sphere.

**Burning a Bribe.**

A good story is told of General Ludlow, of Havana, who was at one time in charge of contracts for some government work: An Irish contractor who had been doing government work for some years paid a visit to Ludlow soon after he had taken charge of this undertaking, and introduced himself, slyly laying down on his card a crisp fifty dollar bill. It was his way of "feeling of" a new man. If Ludlow had ignored the performance absolutely and the bill had remained lying on the table when the contractor went out, the latter would have assumed that he had found a kindly critic for his work; or, had the test drawn forth a violent rating and perhaps a blow or a kick, he would have tried to laugh the whole matter off, but would have been careful not to repeat the experiment.

Ludlow, however, neither affected to ignore the incident nor lost his temper over it. On the contrary, he looked at the card and remarked pleasantly, "So you are Mr. Patrick Flaherty?"

"That is my name, sir," answered the visitor.

"And you call to see me about getting some contract work for the government?"

"I have, sir."

"Well, Mr. Flaherty," said Ludlow, "I suppose we can talk more freely over a cigar. Do you smoke?"

He drew from his pocket two cigars, handed one to the contractor, and put the other between his own lips. Then looking around on his table as if for a match and finding none, he coolly took the fifty-dollar note, twisted it into a lighter, set it alight from the open grate fire, lighted his own cigar, and without changing countenance passed the stump of the burning bill over to the contractor, whose appetite for tobacco seemed to have experienced a sudden check.

The conversation did not last long, but the contractor went away with a new idea in his head, if not about contracts, at least about Ludlow. - Sel.

Our greatest glory consists not in never falling, but rising every time we fall. - Goldsmith.



**HOME, SWEET HOME.**

"Mid pleasures and palaces, though we may roam,  
Be it ever so humble, there's no place like home."

**SUPERINTENDENT'S OFFICE.**

Belleville, May 13th, 1901.

**To Parents and Friends:**

The present term will close on Wednesday, June 12th, 1901, and our pupils go to their homes on that day. An officer of the Institution will accompany those who are to travel on the Main Lines of Railway, taking care of them and their baggage, to the points agreed upon.

At the close of this session a number of pupils will have completed their term, but those who can be benefited by one or two extra years will be allowed to come back. If you know of any deaf and dumb children of schoolage in your neighborhood, kindly send the names of the parents, with their post office addresses, to me.

The Grand Trunk, the Canadian Pacific and Central Ontario Railway Companies have liberally arranged to issue return tickets at reduced fares, good until September 18th, 1901.

The pupils will leave Belleville for home on Wednesday, June 12th, by early trains under the charge of Officers of the Institution arriving at the various stations at the times specified in time tables by Grand Trunk, Canadian Pacific and Central Ontario Railways, and parents and friends must meet them, and be standing on the platform of the station when the train arrives.

This is important. Money for fares must be remitted to Mr. Cochran, Bursar, by P. O. Order, Postal Note, or registered letter, before the 1st of June, in order that final arrangements may be made for Railway tickets.

The next term will commence on Wednesday, the 18th September, and I hope the pupils will be sent back promptly.

With kind regards,  
Yours faithfully,  
R. MATHISON,  
SUPERINTENDENT.

**Grand Trunk Railway.**

TRAINS LEAVE BELLEVILLE STATION:  
West - 3:55 a.m.; 4:30 a.m.; 6:00 a.m.; 11:15 a.m.  
1:15 p.m.; 3:10 p.m.  
East - 1:00 p.m.; 10:15 a.m.; 12:07 p.m.; 5:50 p.m.  
MILBURN AND PETERBORO BRANCH - 3:40 a.m.; 12:10 a.m.; 3:45 p.m.; 6:10 p.m.

**TORONTO DEAF-MUTE ASSOCIATION.**

RELIGIOUS SERVICES are held as follows, every Sunday:-  
West End Y. M. C. A. Hall, Corner Queen Street and Dorchester Road, at 11 a.m.  
Charlton Street Methodist Church, at 11 a.m.  
First Avenue Baptist Church, Corner of Bolton and First Avenue, at 11 a.m.  
Toronto Bible Training School, 110 Colborne St., at 3 p.m.  
Bible Class meetings every Wednesday evening at 8 p.m., in private residences.  
Deaf Society meets every second Thursday, from 2 to 5 p.m., in private homes.  
Lectures may be arranged if desired by addressing Miss A. Fraser, Missionary to the Deaf of Toronto, 223 McCaul Street.

**Uneducated Deaf Children.**

I WOULD BE GLAD TO HAVE EVERY person who receives this paper send me the names and post-office addresses of the parents of deaf children not attending school, who are known to them, so that I may forward them particulars concerning this Institution and inform them where and by what means their children can be instructed and furnished with an education.  
R. MATHISON,  
Superintendent.

**GENERAL INFORMATION.**

**Classes:**

SCHOOL Hours - From 9 a.m. to 12 noon, and from 1:30 to 3 p.m. Drawing Room 3 to 5 p.m. on Tuesday and Thursday of each week.

GIRLS' FANCY WORK CLASS on Monday afternoon of each week from 2 to 5.  
EVENING STUDY from 7 to 8:30 p.m. for senior pupils and from 7 to 8 for junior pupils.

**Articulation Classes:**

From 9 a.m. to 12 noon, and from 1.30 to 3 p.m.

**Religious Exercises:**

EVERY SUNDAY. Primary pupils at 9 a.m. Senior pupils at 11 a.m. General Lecture at 2.30 p.m., immediately after which the Bible Class will assemble.

EACH SCHOOL DAY the pupils are to assemble in the Chapel at 8.45 a.m., and the Teacher in-charge for the week, will open by prayer and afterwards discuss them so that they may teach their respective school rooms later than 9 o'clock. In the afternoon at 3 o'clock the pupils will again assemble and after prayer will be dismissed in a quiet and orderly manner.

REGULAR VISITING CLERGYMEN. Rev. A. B. Burke, Right Rev. Monsignor Farrer, A. G. Rev. T. J. Thompson, M. A. (Presbyterian); Rev. J. W. Crothers, M. A. D. D. (Methodist); Rev. V. H. Cowart, (Baptist); Rev. M. W. Maclean, (Presbyterian); Rev. Father A. J. Shooly, Rev. C. W. Watch, Rev. J. J. Rice, Rev. Jos. H. Locke.

BIBLE CLASS, Sunday afternoon at 1.15. International Series of Sunday School Lessons. Miss ANNE MATHISON, Teacher.

All Clergymen of all Denominations are cordially invited to visit us at any time.

**Industrial Departments:**

SHOP ROOM - Monday, Wednesday and Friday afternoons, from 3.15 to 5.15 o'clock.

PRINTING OFFICE, SHOE AND CARPENTRY SHOPS from 7.30 to 8.30 a.m., and from 3.30 to 5.30 p.m. for pupils who attend school, for those who do not from 7.30 a.m. to 12 noon and from 1.30 to 5.30 p.m. each working day except Saturday, when the office and shops will be closed at noon.

THE SEWING CLASS Hours are from 9 a.m. to 12 o'clock, noon, and from 1.30 to 5 p.m. for those who do not attend school, and from 3.30 to 5 p.m. for those who do. No sewing on Saturday afternoons.

The Printing Office, Shop and Sewing Room to be left each day when work ceases in a clean and tidy condition.

PUPILS are not to be excused from the various Classes or Industrial Departments except on account of sickness, without permission of the Superintendent.

Teachers, Officers and others are not to allow matters foreign to the work in hand to interfere with the performance of their several duties.

**Visitors:**

Persons who are interested, desirous of visiting the Institution, will be made welcome on any school day. No visitors are allowed on Saturdays, Sundays or Holidays except to the regular chapel exercises at 2.30 on Sunday afternoons. The best time for visitors on ordinary school days is as soon after 1.30 in the afternoon as possible, as the classes are dismissed at 2.00 o'clock.

**Admission of Children:**

When pupils are admitted and parents come with them to the Institution, they are kindly advised not to linger and prolong leaving-taking with their children. It only makes discomfort for all concerned, particularly for the parent. The child will be tenderly cared for, and if left in our charge without delay will be quite happy with the others in a few days, in some cases in a few hours.

**Visitation:**

It is not beneficial to the pupils for friends to visit them frequently. If parents must come, however, they will be made welcome to the class-rooms and allowed every opportunity of seeing the general work of the school. We cannot furnish lodging or meals, or entertain guests at the Institution. Good accommodation may be had in the city at the Quinte Hotel, Hoffman House, Queen's, Anglo-American and Dominion Hotels at moderate rates.

**Clothing and Management:**

Parents will be good enough to give all directions concerning clothing and management of their children to the Superintendent. No correspondence will be allowed between parents and employees under any circumstances without special permission upon each occasion.

**Sickness and Correspondence:**

In case of the serious illness of pupils, letters or telegrams will be sent daily to parents or guardians. IN THE ABSENCE OF LETTERS THE FRIENDS OF PUPILS MAY BE QUITE SURE THEY ARE WELL.

All pupils who are capable of doing so, will be required to write home every three weeks. Letters will be written by the teachers for the little ones who cannot write, stating, as nearly as possible, their wishes.

No medical preparations that have been used at home, or prescribed by family physicians will be allowed to be taken by pupils except with the consent and direction of the Physician of the Institution.

Parents and friends of Deaf children are warned against Quack Doctors who advertise medicines and appliances for the cure of Deafness. In 99 cases out of 100 they are frauds and only want money for which they give no return. Consult well known medical practitioners in case of adventurous deafness and be guided by their counsel and advice.

R. MATHISON,  
Superintendent.