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NO. 17.

INSTITUTION FOR THE DEAF & DUMB

BELLEVILLE, ONTARIO CIZVDV



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> Government Inspector: DU LE CHAMBERIAIN

Officers of the institution s

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Teachers :

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MR J G. TERRILL
MINE T. TEMPLETON.
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MINE MARY HULL,
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THOMAS WILLS, Harlener.

MI HILL II MEARA, Farmer

The agent A the Province in founding and continuing in institute is to afford educations a simulate result the youth of the Province of the Continuing design, either partial or from the Continuing instruction in the common way.

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Purity grandians or friends who are able to use the court for here. The sum of \$50 per year for base. Union modes and institute attendance and in min med free.

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state the manner the trades of Printing are taught to the first paper are instructed in general to the taught are instructed in the contact that the contact is the contact tailoring. Dresmaking, which is the of the bowing machine as the drame stated and tancy work so may be defined.

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R MATHISON.

Superintendent

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Prayer of the Deaf and Dumb.

BY ANNE BEAUL.

Come. Christian man, and succer those whom God has sorely tried;
To whom, for some injections end, so much has been denied;
Help them to hope for lieuven above, and foy on earth helow.

And let the generous tear be shed upon a brother's wee.

Oht panes a tittle while, and think how saiden this tacte a fittle white, and think how assices ing it must be.
To feel the heart responsive throute each aweet applicable;
Yet have no lower from childhood up that heart's deep love to tell.
No words to welcome back a friend, or bid a friend farewell.

Oh! think how hard when sorrows press, or sickness wastes the frame.
To be unused to breathe your griefs, or give your pains a name:
To be as from infancy to ago, and never to express
The true devotion of a child-a brother's tender

Ohl sait to look upreverently into a father aface.
To meet with dilal cestacy, a mother's close embrace;
let never hear that father a prayer, that mother's tender sigh.
Uncheered by one deer, voice to live, and oht uncheered to dis.

flow said to gaze up in the beaven, and watch the wild bleds' flight, let noter hear the songs they sing, o'croushing with delight. with delignt,
To victure the hurmuring brook, or feel the
breezes play.
And be inconscious all the while of the sweet And he unconscious things they say

To miss the bleating of the lambs, the humming of the bees. The lowing of the kine across the river freshened And all the music wild and clear of Nature's tuneful voice,
That brightens so thy countenance, and makes
thy soul rejoice.

But sadder for to dwell amounts the followers of the Lord.
And never learn the blessed truths of his enduring word.
To feel a dread misgiving of some uncertain
doons, And not to realize the hope of a better life to come

Like the first breaking of the sun upon a polar night Would be the dawn of consciousness upon the lowerd sight.

Warming the soul to joyous hore in Blim who hath unboud The fetters of a cartive speech, and cleared the The fetters of a captive speech, and cleared the ways of sound

Then Christian man, come anceor those whom God has sorely tried.
To whom, for some mysterious end, so much has leen dened;

Help them to hope for Heaven above, and for on earth below.

And let the generous tears is shed upon a brother's wos.

- (lits them Paper)

Willien for The Cavadian Muth Reply to Miss Anne Beate.

"Traver of the Deaf and Dumb" is good and kindly Miss Annie Reals.
Entrealing every Uhristlan soul some sympathy to feel.

to real,
Yor such as hearing need, and speech, but really
i must say,
I cannot quite agree with all,—though in a
general way.

Tou much is made of speech slove, we show the wants we feel.
I'or signs as well as words can speak, and sli the heatt reveal.
Our thoughts in speech we can't supress, but you must be aware.
Friends understand our signs at once, so where fore need we care?

Fray iton's think, Miss Reals, that when our troubles on us 1 ress.

Friends cannot show their sympathy, or kind Thoward of words to hardly felt, if, in another

ere a kind and loving gience, reflecting ayinpathy

You know the saying—"Words are used alien people seek to hide.
"Wrong thoug' a that in their bosom dwell, their fealousy is pride."
But feelings to the deaf and doubt by every face. But feelings to the deaf and doubt by every face are shown. The eyes are wholesand the soul, and meet folks' thoughts are known.

Tressito miss"a farenta voice," but we rea Conjugated in the state of the same relation, we are not forced to listen to each tiresome relation.

We turn to books, and read in pasce, and that is

Lotter far Than hearing valu and foolish talk, that sets the tests afar.

We miss the some of birds you say, and many hearing pleasures.
The cadence of the human soice, and soft harmonious measures.
But then we are not bothered by Italian organ groans.
Or Ethiopian serenades, the banjo and the bones.

So after all, its not so but, as it appears to some. If having fincer speech and signs, we set are designations for kindness felt, for such your words reveal.

I leg to superscribe injects, yours truly, it is iteals.

8.—
It seems to me your printer left some word
but of the secenth series read line the third
File fourth line is also a foot too much,
by printer's errors unline makes many such.
H. B. B.



The Dear.

There cannot be an instance of a person born dumb regaining their speech, for no one can regain what they never possessed, though they may acquire it. In speaking, however, of persons born dumb woment exclude the vast majority of these called deaf and dumb, for their inability to speak arises from no malfor-mation of the tongue, but they remain speechless because, having been deaf from birth or early childhood, they have noverheard the conversation of others. or learned to imitate it. Large numbers, who in this senso have been deaf and dumb all their lives, have tearned to speak by signs or by the motion of the lips, or by sounds such as ordinary persons produce. It is difficult to tell generally whether a person is deaf from birth, because the defect is not at first suspected. But there are cases of real congenital dumbness. It arises from injury to the lingual nerves of the tongue, or from general or local debility. But it may arise from a visible cause, from the child being tongue-tied, the frenum linguae, as it is called, or bridle of the tonguo—a membrano underneath it—ex-tending too far towards the tip of the tongue, so as to prevent the tongue being extended or put out. This may make it impossible for the child to nurse, and, if not rehoved may interfere with its speech. A surgeon may suip the thin part of the french, care, however, being part of the frames, care, newever, being taken not to endanger the lingual artery. It is not certain, however, that a tongue-tied person could not speak, for Jession, over one hundred and sixty years ago recorded the case of a girl fifteen years add who had not as presented a taken. old, who had nover possessed a tongue, and yet could speak without meonvenience, and persons formed to do so who have had their tongues to a great extent removed.—"Sun." Nicelown, Pa

Best in America.

The Deaf Chronicle, of Loods, England. aya: We, in England, need to thoroughly overhaul our ways and means of cducawhere the poorer children can obtain a lucation, as well as their hearing companions, but these schools are in their equipment and in the quality of their staff, infinitely below these of America. The wealther people send their deaf children to separate private schools, such as those at Brighton, Bristol, and clowhere. These are doubtless much better than the board schools, but the results in later life are not altogether always satisfactory. These educated at private schools, or as pupils in the master's family, are too apt to assume the airs of aristocrats to their poorer brethren. Now in America the state schools are designed on the principle of democratic equality. The rich and the poor men's children at and work and by side, and the principle is, 'may the best In later life there remains the samofrondly feeling, and they are always willing to help each other as we have seer again and again. This is in itself no small advantage.

Books for the Deaf.

The Tablet says:—A taste for reading is one which should be formed in youth. Entertaining and instructive books should be placed in the hands of children, as a means of improving both mind and manners. If a person grows up without a fondness for books, it is rarely over out a folding for blocks. It is one of the purest sources of pleasure, which we have in the world, and one of the most unfailing. It gives us entree into the very best society, without any of those conventionalities which fetter modern with 170. the vast stores of knowledge which have been accumulating during the agos. The literary habit, too, is one which The literary habit, too, is one which ministers to our happiness more and more, as we grow in years. Fow things are more attractive than a screne old age, cut off, in a measure, by growing infirmities, from the busy, busting world, and yet with never a feeling of londiness or lack of occupation, as long as it has access to these dear old friends in the world of letters. No children need the aid of books more than the deaf, and there should be in every school deaf, and there should be in every school a well-selected library for their use. Reading is to them a very essential help, in mastering the difficulties of language, in supplying them with ideas and in quickening their mental powers.

The Training is All Right.

The fact is often mentioned that many deaf mutes educated and trained in indeaf mutes educated and trained in in-dustrial work at our institutions, on leav-ing take up occupations other than thoso which they learned at school.

This fact is often quoted as proving that the industrial training given in these

schools is poor. To our mind the fact proves the very contrary—that the school training is of the right kind. We can not train and wode not wish to train our boy and grilaso that when they leave school each one will be an expert work. school cach one will be an expert workman at some trade, ready to command
high wages. Take shoemaking, for
instance. A man who carns big wages
in a shoo factory is a man who can with
the help of a machine perform one operation accurately and with lightning-like
rapidity. To do this he must have many
menths of hard practice all day long at
this one thing and nothing clse. In a
shoo-making class at school a boy ought
to have instruction and practice in everyto have instruction and practice in every-thing that belongs to the making of a shoo for not more that three hours aday.
When he leaves he is a first-class hand at no one kind of shee-work, but he ought to be a first class beginner in any depart-ment of shoemaking or of any other mechanical trade. We can not make it to sempliate that our shop-are for education, not for merely turning out work. If we use our wood-working department samply to turn out boys who can at once earn the top wages in the cabinet trade we may possibly do it, in some cases, but we waste time and money in doing it. Rather we should try to turn out boys who can uso their of es and muscles with freedom and precision and who can uso the command they have gained over thouselves to do well any kind of work that they may find to do .- W J., in Silent Worker.

Illa Favorite.

In a class of small children the teacher desired, by means of illustration, to obtain the word favorite. She said after several fruite a attempts: "Well, children, if there was some one you loved more than any body else in the world, and wished always to keep her with you, what would you say sho was; what name would you give her?" A small boy held up his hand, and when told to answer, responded promptly: "My mother." - Detroit Free Press.