

THE RUNAWAY BOY.

Wunt I sassd my Pa, an he
Wont stand that an' punished me-
Nen when he wuz gone that day
I slipped out an' runned away

I took all my copper cents,
An' climbed over our back fence
In the Jimson weeds 'at grewed
Ever'where all down the road

Nen I got out there, an' nen
I runned some-an' runned again,
When I met a man 'at led
A big cow 'at shook her head

I went down a long, long lane
Where wuz little pigs a-play'n,
An' a grea' big pig went 'llooh'
An' jumped up an' skeered me, too

Nen I scampered just, an' they
Was somebody lollered "Hey-
In 'st looked ever'where
An' they wuz nobdy there

I want to, but I'm 'fraid to try
To go back. An' by an' by
Somepin' hurts my th' out inside-
An' I want my ma-an' cried

Nen a grea' big girl came through
Where's a gate, an' tolled me who
An' I 'an' of I tell where
My home's 'at she'll show me there

But I couldn't let her tell
What's my name, an' she says "Well,
An' I let her up an' says
"She know where I live, she guess"

An' she tolled me tug quite close
Round her neck, an' off she goes
Skippin' up the street! An' nen
Furty soon I'm home again

An' my ma, when she kisseed me
Kisseed the big girl, too, an' she
Kisseed me- of I p'ontise shore
I wou'd run away no more!

-JAMES WHITCOMB HILTY.

Language For the Deaf.

Prof. Fay, of the National College for the Deaf at Washington, is intensely practical in everything. One of his lectures recently delivered to the students on "The Mastery of Language" ought to be read, pondered over and acted upon by every deaf boy and girl in the country. For the benefit of our readers we give it herewith:—

"The mastery of a language is a most valuable possession. To be able to express one's thoughts in clear, forcible, elegant language is a rare achievement. Even highly educated persons, college-educated persons, do not always possess it. But American schools and colleges are now paying more attention to this subject than formerly, and we may hope for improvement in the future.

Among deaf-mutes, as you know, mastery of the English language is very rare. (I am speaking of "real" deaf-mutes, not of semi-mutes.) Pupils spend six to ten years in school, and then go out into the world with an imperfect knowledge of English. In school they write letters which are corrected by their teachers, or by themselves with their teacher's help, and their parents are delighted by the progress these letters show; but when they attempt to write letters for themselves after leaving school, they find great difficulty; their letters are full of blunders and sometimes unintelligible. When they go into a shop to make purchases, they cannot always tell clearly what they want to buy or find out the value of the goods shown. When they try to converse by spelling or writing or speech, they make many mistakes, they do not understand fully what is said to them, people laugh at their queer English and they feel greatly mortified. This is true not only of "stupid" deaf-mutes, but of many bright ones. Even you, who have come to college (I refer to the "real" deaf-mutes,) have not a perfect mastery of English. You are very far in advance of the average deaf-mute in this respect; a few of you come near to educated hearing people in the freedom and accuracy with which you use language; but none of you have quite reached that standard. Most of you fall far below it. In past years some students have completed the college course of study successfully, and so have been entitled to receive a degree; but the Faculty have been reluctant to recommend them for that distinction on account of their imperfect command of English. I say these things, not to grieve you, not to find fault with you or your teachers, for I know you and they have labored faithfully. I speak of your defects because I hope to show you how you can overcome them. Will it be easy to overcome them? No, it will require much labor and effort; but nothing of value is obtained without labor and effort. You work hard to learn your lessons in mathematics, latin, science, philosophy, etc. To obtain a mastery of English will be worth more to you

than all your other acquirements. It will be worth a hundred times all it will cost in labor and self-denial.

How can you obtain a mastery of the English language? First, let us see how the hearing child obtains it. He is born without language, in a few years he has acquired it. There are two keys with which he opens the door of language, enters in, and takes possession. The first of these keys is repetition. Every day he hears thousands of words, not thousands of different words, the same words repeated again and again in different connections. By this constant repetition the words and forms of language are made familiar to him, from the actions accompanying them and from their context, their meaning becomes clear, he learns to think in words. For the repetition of language that the hearing child gains from those about him you can have, as Dr. Bell has shown, an excellent substitute in the repetition that comes from reading. One can read silently twice as fast as one can speak, so, by reading two hours a day, you can have the benefit of as much repetition of language as the hearing child gets by listening to speech four hours a day. If you read two hours a day at the rate of 800 words a minute, you will read 80,000 words a day, in the five years of your college course that will amount to 65,700,000 words, and will perhaps give you as much repetition as the average hearing person gets in the same length of time.

What will you read? I give you Emerson's advice. "Read what you like!" One has a taste for history, another for biography, another for science, another for romance. Novels are valuable for this purpose, because they contain so much of the language of conversation. When you study your lessons, or read to obtain knowledge, you have to take certain books whether you like them or not, but when you read to acquire language take the books that interest you most. If you are not interested in what you read, you may become drowsy, or your mind may wander to other subjects, you will not be acquiring language. If you are interested you will unconsciously absorb the language, though you will not be thinking of the words but of the ideas expressed in the words. The language will be associated in your mind with the ideas and you will learn to think in words.

How shall you read? Endeavor to get the general sense, even if you do not understand every word. Do not spend so much time in looking up words in the dictionary, by simply reading on you will often learn the meaning from the context as you meet the word again and again. Read every book at least three times. If the book is your own, mark the passages you do not understand. You will often find that on the second or third reading you will understand them.

The second key to the mastery of language is practice. You cannot master anything (foot-ball or base-ball, for instance) without much practice. You cannot master language without it. Hearing children, after they once begin to speak, keep up a constant chattering, and so get the necessary practice in language. What practice do you get? A little in your daily recitation, a little in writing letters, a little in writing compositions, all good as far as it goes, but not enough to give the mastery of language. All the practice you have in those ways in a week is not as much as a hearing child has in a day. How do you converse with one another? Somewhat by spelling and by speech, but largely by signs. I know the value of signs and I approve of their use in the proper place; but while you are conversing in signs you are losing the golden opportunity of gaining practice in the use of English. How much time do you give every day to conversation—in the dining-room, in the reading-room, in your own rooms, when walking? I do not know, but if you should reckon it all up, I think you would be surprised to find how much it amounts to. If you would give all that time to conversation in the English language, you would get a great deal of practice in it.

He Stopped the Train.

A family in Kennebunk (U. S. A.) is possessed of a household pet—a cat—and when pussy appeared a few evenings since, minus a portion of her tail, there was general mourning and an immediate search was instituted along the railroad track to recover the missing appendage. The head of the house, (who is a deaf-mute) took a lantern and swinging it

from side to side of the track, failed to see an approaching train which proved to be the down Pullman. The engine, saw the swinging light, blew the whistle repeatedly, while he devoted his attention to ringing the bell. But the man with the lantern gave no heed. Finally the train came to a stop and the trainmen descended in full expectation of finding a few rails torn up or at least a pile of sleepers on the track. When they found the old man, there was a happy expression on his features, and the dim light of the lantern showed him holding up triumphantly the discovered tail. There was cursing, loud and deep, from the trainmen when the true malignancy of the situation burst upon them, but the old man was utterly oblivious of it all, and departed for home with his treasure. —British Deaf-Mute.

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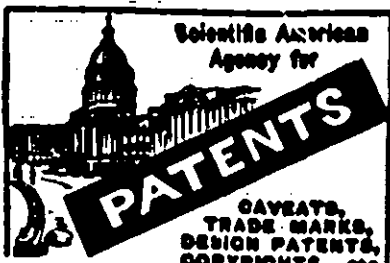
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TORONTO DEAF-MUTE ASSOCIATION.

RELIGIOUS SERVICES are held as follows: Every Sunday morning at 11 a. m. in the Y. M. C. A. Building at corner Queen Street West and Dovercourt Road. Leaders Messrs. Fraser, Houghton and Slater. In the afternoon at 7 p. m. in the Y. M. C. A. Building, at corner of Myndina Avenue and College Street. Leaders Messrs. Nasirth and Hildgen. The Literary Society meets on the first and third Wednesday evenings of each month, in the Y. M. C. A. Building, corner of Queen St. West and Dovercourt Road, at 8 p. m. President, C. J. Howe. Vice-Pres. A. W. Mason. Secretary, H. C. Slater. Treas., W. J. Terrell. The above officers, with P. Fraser form the Executive Committee. All resident and visiting deaf-mutes are cordially invited to attend the meetings. The Secretary's address is 19 Garden Avenue.



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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

Institution for the Blind.

THE PROVINCIAL INSTITUTION FOR THE Education and Instruction of blind children is located at Brantford, Ontario. For particulars address
A. H. DYMOND, Principal

Grand Trunk Railway.

TRAINS LEAVE BELLEVILLE STATION:
West 2:30 a. m. 4:17 a. m. 11:50 a. m. 2:20 p. m.
East 10:21 a. m. 6:25 a. m. 11:06 a. m. 12:21 a. m.
12:45 p. m. 6:00 p. m.
MADOC AND INTERBORO BRANCH—8:45 a. m., 11:20 a. m., 4:30 p. m.

GENERAL INFORMATION.

Classes.

SCHOOL HOURS From 9 a. m. to 12 noon and from 1:30 to 3 p. m.
DRAWING CLASSES FROM 4:30 to 5:30 p. m. Monday and Thursday afternoons.
GIRLS' PASTY WORK CLASSES From 4:30 to 5:30 p. m. Wednesday afternoons.
HIGH CLASS for Junior Teachers Rooms of Monday and Wednesday from 3:10 to 4:10 p. m.
EVENING STUDY FROM 7 TO 8 FOR JUNIOR pupils and from 7 to 8 for junior

Articulation Classes

From 9 a. m. to 12 noon and from

Religious Exercises

EVERY SUNDAY Primary pupils at 10 a. m. senior pupils at 11 a. m. General assembly at 2:30 p. m. immediately after which the Bible Class will assemble.
EACH SUNDAY DAY the pupils are in the Chapel at 7:45 a. m. and the pastor in-charge for the week will open the service and afterwards discuss them. Those who may reach their respective schools at a later than 7 o'clock in the morning at 8 o'clock the pupils will again assemble after prayer will be dismissed in an orderly manner.
REGULAR VISITING CLERGYMEN: Rev. J. G. H. Burke, Right Rev. Monsignor J. J. Y. G. H. J. J. (George, Protestant); Rev. J. S. Baker, Methodist; Rev. Marshall, (Baptist); Rev. M. W. Macdonald, (Presbyterian); Rev. Father O'Brien.

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

Industrial Departments

PRINTING OFFICE, SHOPS AND REPAIR SHOPS FROM 7:30 to 8:30 a. m. and from 12:30 to 1:30 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 3:30 p. m. each working day except Saturday, when the office and shops will be closed all noon.

THE SEWING CLASS HOURS are from 12 to 12 o'clock, noon, and from 1:30 to 3:30 p. m. for those who do not attend school and from 3:30 to 5 p. m. for those who do attend school on Saturday afternoons.

THE PRINTING OFFICE, SHOPS AND REPAIR ROOMS to be left each day when work is done in a clean and tidy condition.

PUPILS are not to be excused from the various classes or industrial departments except on account of sickness, with the permission of the Superintendent.

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

Visitors:—

Persons who are interested in visiting the Institution, will be made welcome on any school day. No visitors are allowed on Saturdays, Sundays or Holidays, except by the regular chapel exercises at 2:30 p. m. on regular school days. The best time for visitors on ordinary school days is from 11:30 a. m. to 12:30 p. m. in the afternoon as far as possible, as the classes are dismissed at 3:00 o'clock.

Admission of Children

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

Visitation

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

Clothing and Management

Parents will be good enough to give us directions concerning clothing and management of their children to the Superintendent. Correspondence will be allowed to the parents and employees under special circumstances without special permission on each occasion.

Sickness and Correspondence

In case of the serious illness of pupils, letters or telegrams will be sent daily to the guardians. IN THE ABSENCE OF GUARDIANS, FRIENDS OF PUPILS MAY BE QUITE ASSURED THAT WE WILL.

All pupils who are capable of doing so are required to write home over their letters. Little ones who cannot write, stating as far as possible, their wishes.

No medical preparations that have been used at home, or those used by family members will be allowed to be taken to the Institution without the consent and direction of the Physician of the Institution.

Parents and friends of deaf children are advised against Quack Doctors who advertise medicines and appliances for the cure of deafness. In 999 cases out of 1000 they do not return, and only want money for which they do not give anything. Consult well known practitioners in cases of advertisement. Deafness and be guided by their own advice.

R. MATHISON
Superintendent