



# 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 to read, 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, postage prepaid by publisher. New subscriptions commence at any time during the year. Remitt by money order, postal notes, 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.

Address all communications and subscriptions to

THE CANADIAN MUTE,  
BELLEVILLE,  
ONTARIO



THURSDAY, FEBRUARY 1, 1900.

### "Once a Week."

Of making many newspapers there is no end and seldom a week goes by in which some new journal is not born into the world. In our last issue we printed the announcement of a new paper for the deaf to be entitled *Once a Week* which will shortly make its appearance. The prospectus reads well and the promoters are—as is always the case—confident that their paper will "fill a long felt want" and be eagerly welcomed by multitudes hungry for the superior mental diet which it proposes to supply. We hope with all our heart that the paper will be as good as is promised and will meet with success; but we are bound to say that our expectations do not equal our good wishes. For the benefit of the publishers of the new journal we beg to ask their most careful consideration of the following parable. Once upon a time a certain individual, who was determined to get all the pleasure out of life that it was possible to get, made a bargain with his Satanic majesty to this effect. Satan was to grant him a long life and to furnish him with all the money he could spend in any way he chose, and at the end of his bargain, if he lived up to his side of the bargain, he was to have the man's soul. This modern Faust then proceeded to enjoy himself as perhaps man never did before. He tested every form of pleasure and indulgence, and devised every possible scheme for spending money in the hope that his majesty's purse would give out and the contract be finally void. His efforts seemed all in vain, for money in limitless abundance was always at his command. He had about given up in despair what seemed a hopeless task when a bright thought occurred to him. For some days he shut himself into his room and then he issued forth with a prospectus for a new paper. His Mephisto was wild with anger and dismay

when the huge preliminary draft was made upon him, but he was irrevocably bound by his agreement. Soon the arrangements were all completed and the paper began to issue and the demand for money became incessant. This continued for some weeks, every day Satan's countenance became gloomier and the man became correspondingly happier and more hopeful. Ere long the payments began to be spasmodic and uncertain and draft after draft went to protest. Mephisto put forth every possible effort, and despatched his messengers to scour the whole universe for money to satisfy the insatiable demands. But of course for such a contest there could be but one end. In a few months the exchequer of Pluto himself was empty, every conceivable source of supply was exhausted, and Satan was compelled to admit that he had reached the limit of his resources, to confess himself defeated and to cancel the contract. The point of our parable lies in the application thereof. He that hath ears to hear, let him hear.

### The Lord's Prayer in the Sign Language.

All who are familiar with the deaf and their chief mode of communication know how utterly impossible it is to produce clear and easily comprehensible pictorial representations of signs. Many efforts have been made to do so with varying degrees of success, but by far the best of these that we have ever seen is contained in a booklet issued by the Connecticut Magazine Co., of Hartford, which gives the Lord's Prayer in a series of pictorial representations. The signs, by means of dotted lines and other devices, are made as vivid as it is possible for them to be, and with careful study even a novice would be able to reproduce them with tolerable accuracy, especially as there is also a clear and detailed textual description of each sign. The book is a beautiful production of the printer's art, all the figures, of which there are 68, are pretty and graceful and are artistically arranged in groups of four with handsome floral designs. This brochure is worthy of a place in the home of every deaf person and of all who are interested in the deaf. See advertisement in another column of this paper.

Every session, at about this season of the year, there is more or less of a controversy among our contemporaries as to the advisability of having a midwinter vacation in Schools for the Deaf. Many years ago the Superintendent of this Institution abolished the practice of allowing the pupils to go home at Christmas time. Some of our reasons were as follows. On several previous occasions pupils brought back with them various contagious diseases which occasioned considerable trouble and one or two deaths in the school, many parents can ill afford the money to pay the fare of their children going and coming twice a year, while, if some went home and others stayed here, those that remained felt the deprivation much more sorely than they now do. The excitement of anticipating and preparing for the home-going, and the time it took for the pupils to get over their home sickness and to settle down to work after their return, really caused a loss of not less than a month of the school session. For these and other reasons we abandoned the practice and have never regretted doing so. A number of other institutions have followed our example and every year others are added to the list, with invariably good results.

In the United States, according to the census of 1890, there were 458 deaf blind persons, of whom 62 were insane and 137 feeble-minded. So far as we know or can ascertain there is not in Canada a solitary individual thus doubly afflicted.

In every new enterprise it is better for a person to try to first gauge his powers and opportunities, and to start at the pace which he thinks he will be able to maintain. That is what we endeavored to do when we established *The Canadian Mute*, we felt that a semi-monthly paper was all our facilities justified and all the purpose we had in view required, and we have kept up the same steady pace with uniform regularity, and we believe with uniform if not ever increasing excellence. In many other institutions, however the promoters of school papers in the exuberance of their enthusiasm over a new venture, decided on a weekly paper, and no doubt some of them looked forward hopefully to a daily edition. Many of them soon found out their mistake, and for some years past we have seen the announcement of first one paper and then another that it has been decided to thereafter publish semi-monthly instead of weekly. Some schools may have the means and facilities for issuing a good paper every week, but the majority have not, and it is decidedly better to publish a first class paper every two weeks than a merely tolerable one weekly.

*The Toronto Evening Star* is a recent and very welcome addition to our exchange list. The past history of the *Star* has been one of many ups and downs, but amid a" mutations of fortune it has generally managed to keep on the right side of most public questions and has exercised a good deal of beneficial influence in Toronto. Since coming under the management of the present talented editor, Mr. J. E. Atkinson, it seems to have passed beyond its period of probation and to have become firmly established on a solid basis. It has doubled in size, it is full of the timeliest news and most carefully selected matter, its editorial comments are apt and dignified, and every department presents evidence of energy, enthusiasm and prosperity. It is clean, reliable and interesting and is justly and ever increasingly popular in Toronto and is fast adding to its circulation all over the Province.

We have received a copy of the revised edition of the Language Chart, prepared by Mr. R. H. Atwood, of Columbus, Ohio. The chart seems to be an ingenious one and its author claims that it is a great aid in teaching language. The distinctive feature of Mr. Atwood's system is that pupils should be taught the part of speech and even the subdivision to which each word in a sentence belongs, and the function of each word in the sentence. For teachers who follow this plan this chart would no doubt be very helpful.

*The Oregon Statesman* recently issued a very handsome Illustrated Annual which, among other interesting and attractive matter, contained a short history of the Oregon School for the Deaf, which, under the superintendency of Mr. Wentz, has attained a high standard of efficiency and merits the encomiums passed upon it by *The Statesman*. The article is illustrated with cuts of the Institution and of each member of the staff, to each of which is appended a brief biographical sketch.

Some local merchants presented a large assortment of games, toys, books, etc., totalling about 110 in all, to the pupils of the Kentucky school last Christmas, and many hearts were thereby made glad—the donors, no doubt, most of all. The merchants of Belleville made the same number of presents to the pupils here, barring the two left-hand figures.

### To Helen Keller

BY ALICE S. HESTER

The binary number of *Evans Monthly* contains the following poem by a portrait of Helen and her life.

For thee the outer world is dim,  
With its dawn of morning light  
For thee, the inner world is bright,  
An endless day of perfect light.

Thou canst not hear the least  
Nor see the mead the brook  
But, schooled in the verse of light,  
Thou hearest voice of sea and sky.

No shade envelopes sculpture,  
Thy hand interprets to thy touch  
Although no painting thou canst see,  
The soul of beauty lives in thee.

The tones of music, sweet and true,  
Tis true that thou canst never hear,  
But deep within thy soul doth dwell  
The sense of all things that are true.

### Economy.

Economy is a great virtue. The principles of economy are to waste no time, of money, of health, of strength. The principles of economy are to waste absolutely nothing, and to have to waste nothing, for we consider it each person's business if he has few or many wants, though the consensus of opinion tends to make him who saves a little more than him who wastes his money in buying foolish things. But the position that we should waste absolutely nothing is one to which we desire to point in a homely way. In institutions where everything is furnished for the use of pupils and employes, the waste of some things may be lost sight of, but waste may take the place of economy. Children know very little concerning the value of things, and when something is broken, they think that a new one is easily got. How often have we seen signs, "The superintendent will give a new one," when some boy, through carelessness, has destroyed some property. And it is always the case. The boy is reprimanded, but the new article takes the place of the old one, and the incident is forgotten. And in respect to such things, like soap, and shoe brushes, and shoe brushes, and combs and brushes, there is room for economy every day, and we see evidence of waste as often as we go where these things are used. It is easy to break the handle off a blacking brush, though if the boy that break them had to earn the money to replace them, we feel certain that there would be need of fewer replacements. Soap soon goes to waste, if it is allowed to stand in water, and we see soap soaking in a bowl of water almost every day. Some boys do these things thoughtlessly. They need to have economy taught them, or thought into them. We cannot believe that they do these things maliciously, but we know the things are done, and we do not think it is in our own school that they are done. To correct these wasteful habits should be the duty of everybody connected with the school. *Silent Hoosier.*

### Qualifications for Teachers

There is a mistaken notion in the minds of many people that any person can teach the deaf. In consequence of this mistaken notion Superintendent Dobyas has a great many applications from persons, knowing nothing whatever about the deaf, who want to enter upon that duty at once. He also has frequent applications from those who want to prepare themselves for this teaching. As the nominating of teachers, as well as officers, is entirely in the hands of the superintendent he has prepared the following, which is being printed in convenient form so that all applicants can see at a glance what is required. The superintendent proposes to stand by these qualifications before appointing any one as a teacher or a normal student, and must that applicants should possess at least one of them.

- 1st. Several years' successful teaching in a school for the deaf.
- 2nd. Several years' successful teaching in hearing schools, coupled with normal training in teaching the deaf.
- 3rd. Several years' experience with the deaf, coupled with a diploma or certificate of graduation, from a first class college or high school, or an institution for the Deaf.

Qualifications for normal students:  
1st. Several years' successful teaching in hearing schools.  
2nd. A diploma or certificate of graduation from a first class college or high school.—*The Voice*