

The Education of the Deaf

At the weekly luncheon of the Rotary Club on Thursday last the address was delivered by Miss Annie MacKay, who is associated with the New School for the Deaf, Lady Alexander, Mesdames D. Baird, D. H. Sclater and Miss Mary MacKay were among the guests. The address was as follows:—

Mr. Chairman, Ladies and Gentlemen—I feel that I should apologize for presuming to speak to you, for I have never tried to do anything of the kind before. When it was first suggested to me that I should do this, I was inclined to treat the suggestion as a joke, but when I remembered that Newfoundland supported her deaf children at our institution, I thought it would seem very ungrateful of me to refuse to tell you what I know of the work of the school.

We had in the school at Halifax last year one hundred and one deaf children, from the provinces of New Brunswick, New Brunswick, Prince Edward Island, and from Newfoundland. The children ranged in age from six to seventeen or eighteen. We prefer to have them come to us at the age of seven, or even earlier, but unless the child is pretty forward, the time before seven is pretty much wasted. They are left at home until the age of eleven or twelve, if short of their time at school, as they don't come to school when they are old enough to earn a little money.

There are various causes of deafness. Some become deaf from the effect of some child's disease, most notably measles or scarlet fever. In some cases of thirteen, ten were deaf and three became deaf from spinal meningitis. One of these, a girl, did not lose her hearing until she was twelve, and has language and speech just like an ordinary person. Our work with her is to teach her to become a good lip-reader.

Another little boy, became deaf from an attack of spinal meningitis when he was six years old. The attack was so severe that it caused him to forget his language and even his speech. When he came to our school he had to begin at the very beginning, just like a child who had never heard, but, after a time, as his hearing improved, speech and language returned, and he is a great deal better now than the ordinary deaf boy. The third of these pupils, a boy about seven, lost his hearing from spinal meningitis when a baby one year old. It is the same as a congenital deafness. He is a native of Westville, and is one of the brightest pupils in the school. He won the first prize in his class this year, and has done so every year since he came to school. This year he also won the gold fellowship prize, which is awarded according to the votes of the boys. The corresponding prize among girls also came to Newfoundland, and it was a girl from Heart's Content, who is the most advanced pupil in our school. The second prize in my class was also given to a Newfoundlander.

A little girl who lives in St. John's, so you see that Newfoundland holds her own in the School for the Deaf. Before a deaf child comes to school his condition is one of pitiable ignorance. He does not know the names of the most common objects, or indeed of things having names at all. He does not even know that he has a name himself, nor does he know the name of a single action he performs or sees others performing. He can make a few natural signs, and in this way makes those who are accustomed to him understand what he wants. Knowledge of anything outside of what he actually sees is a sealed book to him. I should like here to point out to you the importance of hearing in acquiring an education. Most of us are inclined to pity the blind rather than the deaf. The blind are so much more helpless, and are so unfortunates for any kind of manual labour, but so far as acquiring an education goes, the blind boy is much better off than the deaf boy. He has to learn to read with his fingers instead of with his eyes, but, once this is done, he has the key to education, for he understands language. Deafness is a much greater mental handicap than blindness because in the deaf the principal avenue of acquiring knowledge is closed.

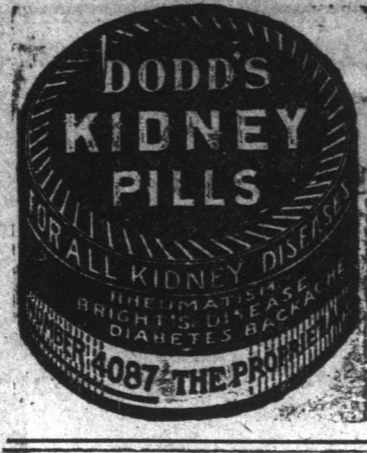
The primary teacher's work is to make a beginning of opening the door of the child's mind. She commences by teaching him the names of the most common objects. For instance, She might have on her desk a cup, or plate, a spoon, a knife, a pencil. She points to an object and says its name, showing the child that he must watch her mouth. In a short time the children, by close watching are able to correctly point out the objects when told by the teacher to show her a knife, to show her a spoon, to show her a pencil. At the same time she teaches them to write the different names, so that they know them from writing as well as from the lips. Action writing, that is, the teaching of verbs, is also begun by the primary teacher. She shows them such very simple actions as run, hop, bow, kneel, cry, laugh, etc., and then gets the children to perform the actions at her command. They are also taught a few very simple questions, such as, "What is your name?" How old are you?" "What is the name of this?"

Undertaking that requires great skill, as well as patience, and the primary teacher needs more special training for the work than the teachers in more advanced classes. When the child comes to school, his voice should have been used for several years. Say he comes at the age of seven, his voice should have been used for speech for between five and six years. The deaf child's voice has been used only for shouting and crying, and his vocal organs are stiff and awkward. The teacher begins on the simplest sounds, and, before words can be pronounced by the child a great deal of work must be done. Take the word table as an example. To pronounce that word, the child must be able to give the vowel sound of long a, to pronounce t, b, and l. At the end of one year at school, the child, if he is of good average intelligence, knows the names, both from the lips and in writing, of a large number of common objects; he can count as far as ten, and knows the addition combinations as far as that; he can say the names of the objects and actions he knows, can tell you his name and how old he is, and he can write. He can also read all the sounds, but you can see that, in spite of his ability to read, a book is of very little use to him, for, in the multitude of words used in a book, the poor little deaf child meets with very few that are familiar to him.

It is often very difficult for those unaccustomed to the deaf to understand their speech, but from constant use, one soon learns to understand them. If you ever meet a deaf person who speaks, and you do not understand him, don't give up trying to do so, and you will be surprised at how quickly you learn.

About twenty per cent. of our pupils are taught by the manual (that is, the finger-spelling) method instead of by the oral method. The reason of this is, in some cases, that the parents have been too late in sending the child to school, and, in other cases, the oral method does not suit the child's mentality.

It would be useless for me to try to explain a fraction of the difficulties with which a deaf child meets in learning language, for, year after year, we are always meeting fresh ones. The hearing child is surrounded by languages every moment of his waking hours, and he hears all the ordinary words hundreds of times a day. The little deaf child gets an infinitesimally small fraction of this language only by the closest watching, and language has to be presented to him in an orderly manner, building up from the simplest to the more advanced. One great difficulty of the small deaf child has to differentiate the meanings of the verbs to be and to have. This may seem strange to you, but then you think in English, and the small deaf child thinks in signs. On these two verbs alone hours of drill have to be spent in the junior classes, and hundreds of examples of their correct use have to be given. Take the sentence "Jennie has brown hair," and "Jennie's hair is brown," as he is to write it correctly. He is likely to tell you that "Mr. Brown is a horse" when he means to say "Mr. Brown has a horse." The meanings of words are often confused, giving at times a very odd result. One day the boys had been shelling beans from the garden, and the boys in my class told me next day what they had been doing. They did not know the name of the action, but signed it to me, and I taught them the expression "to shell the beans." Some time afterwards I wanted a certain boy for some reason, and asked one of my boys where this particular boy was. His reply was, "Matthew is shelling the hens." Of course you understand that Matthew was plucking some poultry. One day one of the teachers was teaching his class the names of the different parts of a circle, diameter, circumference, etc. Next day he gave them a picture to describe, the picture being that of a boy and girl on horseback. One of his pupils wrote, "I see a picture of a boy and girl on horseback. The girl has her arms around the boy's circumference."



Outside of school hours, the boys learn printing, and take manual training. They print a small paper of school news every month, and a printer comes in the afternoon to teach them to set type. Some of them go in for printing afterwards, and the work they have done at school, while by no means a complete training for a tradesman, helps them. In their manual training class they do very good work of very nice trays and other pieces of work. We should like to have, and hope to have in time, when we have money enough, a building or part of a building where trades can be taught, so that we can send the boys out more thoroughly equipped for earning a living than at present. Just now we are crowded for space, but we have almost as good as a promise from the Nova Scotia Government for a new building when we ask for it. The girls learn dress-making and fancy work, and do all their own and the boys' darning. At the end of the year they always a very nice exhibit of sewing and fancy work. Besides this, each larger girl has charge of a small girl, and has to see that she goes to school clean and tidy. If a teacher notices that one of the little girls hasn't her hands washed clean or her hair combed properly, the big girl who takes care of her is responsible. The little boys have a woman supervisor, who looks after their clothes, puts them to bed, gets them up in the morning, and is with them all the time they are out of school. I can say most decidedly that all the child on there get the best of care, both in health and sickness.

The boys and girls do a great deal of the work about the building, and we are thus enabled to get along with a smaller domestic staff. Every morning the boys and girls make their own beds, and sweep and dust the halls and dormitories. The boys do the school rooms as well, and the girls wash all the pupils' dishes and keep their dining-room clean. Each pupil is responsible for a certain piece of work, and, if it is not done properly, the supervisor knows exactly which pupil is responsible.

We have about four acres of land behind the school, part of which is used as a vegetable garden, and part as a playground for the pupils. The boys play games there, mainly football and baseball, and teams from the city schools frequently come to play matches with them. They also play indoor games, and some of them are very good chess and draughts players.

I should like to tell you about two extraordinary pupils we have had at the school during the past twenty years. They are deaf and blind, both having become so from illness in their first year. One can scarcely imagine their state before being educated, for touch was their only means of communication with the outside world. One of these, a boy, came to the school in 1918, and stayed about five years. At the end of that time he had splendid command of languages and could also speak very well. He is now a young man of eighteen, is remarkably well-informed, and gets a great deal of pleasure out of life. He is at the British Columbia school at present, which has been opened only recently. He is an exceedingly bright boy, uses a typewriter very well, and has language superior to most hearing people. He has lately learned the Morse code, and anyone familiar with it and not familiar with the manual alphabet, can converse with him by tapping on his hand. The other is now a young woman, although in appearance she seems a girl of sixteen. She came to school about eighteen years ago, and is still with us, although not now a pupil. She is practically an orphan, and the directors have given her a home in the school, where she is a great deal happier than she would be in any other place. She spends her time in one of the class-rooms, so going through the same routine as the others makes the time shorter for her. She employs herself knitting or writing letters on the typewriter. Of course all communication with her has to be by spelling on her hand, and in this way she has acquired all her language, of which she has a very good command. She speaks in answer to our spelling, and we have no difficulty in understanding her and in making her understand us.

If you are ever in Halifax and have an hour or two to spare, we should be very much pleased if you would visit our school. The principal is always delighted to show visitors our work, and I think that what you would see there would interest you very much.

Glad to Know It

"I certainly am glad to know that Pearlina can be had here again," said a lady in C. P. Egan's store the other day. There are many women who will be pleased to hear that the great washing powder—Pearlina—can be obtained locally again. Pearlina is the best of them all! said a grocer a few days ago and "I find it the easiest washing powder to sell." If your grocer hasn't stocked Pearlina yet ask him to phone the local agent, Gerald S. Doyles, for immediate stocks.

A Great Picture at the Majestic

THE WORLD'S APPLAUSE SCORES TRIUMPH AT OPENING SHOWING.

Proving itself one of the most absorbing picture productions of the current season, "The World's Applause," a William de Mille production for Paramount featuring Bebe Daniels and Lewis Stone, scored a distant triumph at the Majestic Theatre last night.

This is a photoplay of the William de Mille type—strong, massive, timely, elevating, fascinating and stirring. It has a powerful theme, one that proves indisputably that notoriety for those moving constantly in the public eye often brings disaster to those whose passion for publicity outweighs their good judgment. The heroine is an actress, charming, whose love of publicity involves her in a tragedy which all but wrecks her career. Mr. Stone as John Elliott, a theatrical producer and her sweetheart, is admirably cast.

There are many scenes of great dramatic force in "The World's Applause," all of which hold the spectator as by a spell. The supporting cast which includes such well known players as Kathryn Williams, Adolphe Menjou, Brandon Hurst and Maym Kelso contributes in no small degree to the success of the production.

To-night "The World's Applause" will be repeated also to-morrow night. It is the strongest most dramatic emotional feature shown in St. John's for many months.

THE WORLD'S APPLAUSE SCORES TRIUMPH AT OPENING SHOWING.

Proving itself one of the most absorbing picture productions of the current season, "The World's Applause," a William de Mille production for Paramount featuring Bebe Daniels and Lewis Stone, scored a distant triumph at the Majestic Theatre last night.

This is a photoplay of the William de Mille type—strong, massive, timely, elevating, fascinating and stirring. It has a powerful theme, one that proves indisputably that notoriety for those moving constantly in the public eye often brings disaster to those whose passion for publicity outweighs their good judgment. The heroine is an actress, charming, whose love of publicity involves her in a tragedy which all but wrecks her career. Mr. Stone as John Elliott, a theatrical producer and her sweetheart, is admirably cast.

There are many scenes of great dramatic force in "The World's Applause," all of which hold the spectator as by a spell. The supporting cast which includes such well known players as Kathryn Williams, Adolphe Menjou, Brandon Hurst and Maym Kelso contributes in no small degree to the success of the production.

10 CENTS OFF EVERY DOLLAR PURCHASE FOR REGATTA WEEK WE ARE OFFERING A SPECIAL DISCOUNT OF 10 per cent. ON ALL FOOTWEAR FOR MEN, WOMEN AND CHILDREN (Long Rubbers Excepted)

MEN'S REGATTA FOOTWEAR
Men's wine colored Bals, stylish last, medium pointed toes, rubber heels; sizes 6 to 10. Price... \$4.50

MEN'S DARK BROWN BOOTS.
Blucher style, solid leather throughout; real value at... \$4.50

MEN'S BLACK VICI KID BOOTS.
Blucher style, soft and comfortable; all sizes. Specially priced at... \$4.50

MEN'S OXFORDS.
Men's Black Kid Low Shoes—Blucher style, rubber heels attached; sizes 6 to 10. Special Price... \$4.25

YOUNG MEN'S POINTED TOE LOW SHOES.
In Mahogany shades, fancy perforated toes, rubber heels attached; sizes 6 to 10. Specially Priced at... \$4.75 \$5.00

MEN'S "BROGUES."
In Dark Mahogany Calf Leather, solid leather soles and heels. A "real" shoe to wear; fancy perforations; sizes 6 to 10. Specially Priced at... \$6.00, \$6.75

MEN'S SANDAL SHOES.
Tan color, open work effect, cool and comfortable, rubber... \$3.75, \$4.50

BOYS' & YOUTHS' FOOTWEAR.
Youths' Dark Brown Calf Leather Boots, strong and durable, rubber heels attached; sizes 10 1/2 to 13 1/2... \$2.50 \$2.80

"SNEAKERS."
CHILD'S FIRST QUALITY SNEAKERS in Brown and White. Sizes 6 to 10 95c.

LADIES' STREET SHOES.
Ladies' Black Calf Leather Oxfords—Medium heels, a strong shoe for street wear; all sizes... \$2.25

LADIES' BLACK VICI KID SHOES.
Medium heels and toes, best quality leathers; all sizes. Specially Priced at... \$3.00, \$3.25, \$3.50, \$4.00

LADIES' BLACK KID STRAP SHOES.
Medium rubber heels; some with button, others with buckles, single and double straps; all sizes. Specially Priced at... \$3.00, \$3.30, \$3.50

LADIES' WHITE CANVAS SHOES.
3-Buckle, medium rubber heel, all sizes... \$2.00

LADIES' BROWN OXFORDS.
Ladies' Dark Tan Low Shoes—Medium heels and toe; sizes 3 to 6. A "real" bargain at... \$2.50, \$3.00

LADIES' WHITE CANVAS HIGH LACE BOOTS.
Ladies' White Canvas High Laced Boots—Cuban heels; sizes 3 to 6... \$1.00

LADIES' PATENT DRESS SHOES.
Ladies' Black Patent Lace Oxfords—Low rubber heels, perforated toes... \$3.00

LADIES' PATENT 1-STRAP SHOES.
Medium heels, pointed toes; sizes 3 to 6. Special Prices \$3.00, \$3.50, \$3.75

BATHING SHOES.
Of real live rubber; they are sand proof and light in weight. Get a pair while they last. All sizes... \$1.20

CHILDREN'S LEATHER SKUFFER SHOES.
5 to 8... \$1.35
8 to 11... \$1.50
12 to 13... \$1.70

CHILDREN'S SANDALS.
Lace and Barefoot Style, Child's Barefoot Sandals, 5 to 8... \$1.25

ROMAN SANDALS.
In soft Patent Leather, very drossy; sizes 3 to 8... \$2.00

LADIES' COMMON SENSE 1-STRAP SHOES.
Low, comfortable heel, wide; all sizes... \$1.70

LADIES' WHITE CANVAS SHOES.
Ladies' Dark Tan Low Shoes—Medium heels and toe; sizes 3 to 6. A "real" bargain at... \$2.50, \$3.00

LADIES' BROWN OXFORDS.
Ladies' Brown Vici Kid Oxfords—Low, rubber heels, medium pointed toes; all sizes. Specially Priced at... \$2.75, \$3.00

LADIES' WHITE CANVAS HIGH LACE BOOTS.
Ladies' White Canvas High Laced Boots—Cuban heels; sizes 3 to 6... \$1.00

LADIES' PATENT DRESS SHOES.
Ladies' Black Patent Lace Oxfords—Low rubber heels, perforated toes... \$3.00

LADIES' PATENT 1-STRAP SHOES.
Medium heels, pointed toes; sizes 3 to 6. Special Prices \$3.00, \$3.50, \$3.75

BATHING SHOES.
Of real live rubber; they are sand proof and light in weight. Get a pair while they last. All sizes... \$1.20

CHILDREN'S LEATHER SKUFFER SHOES.
5 to 8... \$1.35
8 to 11... \$1.50
12 to 13... \$1.70

CHILDREN'S SANDALS.
Lace and Barefoot Style, Child's Barefoot Sandals, 5 to 8... \$1.25

ROMAN SANDALS.
In soft Patent Leather, very drossy; sizes 3 to 8... \$2.00

PARKER & MONROE, Ltd.

10 Cents Off Every Dollar!

ON ALL PRICES!

10 Cents Off Every Dollar!

Soothing and Healing

When the oven door burns you or the tea-kettle scalds your hand, apply "Vaseline" Jelly. It eases the pain and promotes rapid healing.

After exposure to the weather it softens and soothes the inflamed surfaces. Coughs, colds and sore throat are greatly relieved by "Vaseline" Jelly taken internally. It is colorless and tasteless.

Vaseline
Petroleum Jelly

(Send for copy of our free book—"Inquire Within.")
CHESEBROUGH MANUFACTURING COMPANY (CONSOLIDATED)
17 STATE STREET, NEW YORK.

All "Vaseline" Products can be obtained in Drug Stores and General Stores throughout Newfoundland.

THE WORLD'S APPLAUSE SCORES TRIUMPH AT OPENING SHOWING.

Proving itself one of the most absorbing picture productions of the current season, "The World's Applause," a William de Mille production for Paramount featuring Bebe Daniels and Lewis Stone, scored a distant triumph at the Majestic Theatre last night.