



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 type-setting, 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

ADVERTISING

A very limited amount of advertising, subject to approval, will be inserted at 25 cents a line for each insertion

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THE CANADIAN MUTE,
BELLEVILLE,
ONTARIO



SATURDAY, APRIL 1, 1893.

INDUSTRIAL TRAINING.

The indications are,—judging from the calm that has followed a storm,—that the agitation for a technical college or school, for an improved training of the deaf in industrial pursuits, has been dropped. From the beginning of the discussion in the institution papers, we did not find much to excite an interest. The object aimed at was worthy enough, but the schemes outlined were scarcely feasible, in view of existing provisions for such educational purposes. We have stated before, and repeat again, that manual training in connection with the schools for the deaf, should be made as complete and thorough as possible. If this is accomplished, pupils will receive an education well calculated to fit them for the duties of life. It may not reach the scientific limit accorded a regular college course, but it will be eminently practical and, therefore, of more benefit in a general sense. The *Silent World* expresses the conviction that industrial education in connection with our institutions cannot, as a whole, be entirely satisfactory "until some very radical changes are made, not only in methods, but also in the fundamental principles upon which it is conducted." Just what changes our contemporary deems imperative, we are not told, but we assume that they have reference to equipments, management, and manner of instruction that generally exist. No doubt there is need of an improvement, and the proper authorities should provide whatever is necessary in the work. With ample provisions for teaching the trades selected, the manner of conducting the instruction devolves upon the governing officer of such schools. With reference to our own school, we have reason to be well satisfied with the results of manual training, so far as the facilities for doing the work will admit. We need additional appliances, and expect to have them soon. The order of proceeding, and time devoted to industrial pursuits, are detailed on the last page of this paper. They are found to answer the required purposes very well, and also afford ample opportunities for literary studies.

GIVE THEM A CHANGE.

Deaf students, learning a trade, should have as much of a variety in their work as circumstances admit. The same principle also applies to their literary studies. An instructor, whose system we are familiar with, makes it a rule not to give the boys in his shop the same kind of work to do twice in succession, if he possibly can avoid doing so. He finds that monotonous drill or exercise is apt to breed contempt, or indifference, and hence results in little or no progress. Variety is said to be "the spice of life," and this instructor finds that a change of work, thereby creating a fresh interest, by the introduction of a novelty, ensures much more satisfactory progress. This change calls forth new ideas of form and construction, and opens a wider range of thought, with more determined action. Even before an apprentice has completed an assigned task, if the instructor is convinced that a failure or slow progress is not to be attributed to indolence or indifference, something less difficult for a short time will prepare him for better efforts in mastering the difficulties. The change has given the boy an agreeable rest, and also served to fire him with a new ambition. He concludes that, as the second task was so easily accomplished, the first cannot be an impossibility, and he returns to the once disagreeable work with renewed vigor that is almost certain to win success. Experienced teachers of the deaf agree that monotony should be avoided in class and shop work as much as the nature of the instruction will admit. This does not interfere with frequent reviews.

A special report of the State Board of Charities of New York furnishes some statistics that are of more than ordinary interest to those engaged in the education of the deaf. The number of deaf persons reported under instruction in 1882 was 1297, and, by a singular coincidence, the number reported in 1892 was also 1297. It is probable that fewer deaf children of school age were out of school in 1892 than in 1882. If so, these figures do not indicate an increase of deaf-mutes during the decade, although the population of the state increased twenty per cent.

When giving his "impressions of Canada," in the March number of *The Buff and Blue*, Mr. Bala writes: "One feature of the suffrage law is of rather doubtful quality, however, which allows a vote in each precinct wherein the voter is a property or land owner, and we often hear of from three to five ballots cast by one and the same person." In the federal elections only this feature exists. The "one man one vote" principle prevails in the Provincial elections, and it is quite probable that it will soon be adopted in the Dominion franchise.

Judging from what our friend of the Kentucky *Deaf Mute* says, we conclude that when everybody can go fishing down there, they will call it the millennium. We have for some time suspected that, to an average Kentuckian, the quint essence of earthly bliss was found when with ample material and a black bottle (to hold worms), he could fish from early morn till evening shades.

We hope the editor of the *Juvenile Ranger* will succeed in disposing of those rocks for a sufficient sum to enable him to make a solo trip from Chicago to the Bay of Quinte next summer. We refer him to Mr. Begg for reliable information about fishing here. It is something immense. Col. McClure of the Kentucky *Deaf Mute* will probably accompany Col. Taylor.

Referring to the proposal to hold a sort of editorial convention at Chicago during the Congress meetings, the Wisconsin *Times* remarks: "We like the idea of a meeting in Chicago immensely, and if Col. Taylor, the originator of the idea can possibly attend to the details of arranging for such a meeting we'll place him in nomination. Do we hear a seconder?" We rise to second the motion. It is carried!

THE EDITOR'S TABLE.

There is now, and has been for some time past, a well-intentioned agitation in favor of the teaching of agriculture in the public schools of Ontario. We have received from the Department of Agriculture a bulletin dealing with this subject, the production of C. C. James, M. A., Deputy Minister of Agriculture. The author is well qualified to treat the important questions involved intelligently, and his arguments in favor of the introduction of this subject in our public school curriculum are worthy of careful consideration.

The Good Citizen is the title of an interesting publication, which is the "only official organ of the Columbian College of Citizenship," located at Columbus, Ohio. There are several instructive articles in the January number, which is before us principally dealing with questions effecting "a better and more intelligent citizenship." Mr. R. P. McGregor, a deaf teacher in the Ohio Institution, contributes a well-written article on the "Value of the Elective Franchise," which is a strong plea for an intelligent exercise of the franchise by every citizen who appreciates good government.

The Educator has been received. It is *The Silent Educator* under an abbreviated and improved name, and under a new editorial control and management. We like it. Its general appearance and make up please the eye and attract attention. The contents of this first number are of a highly interesting character. The editorials are written by experienced teachers who know how to express ideas in good English. The contributed articles are also from the pens of persons of ability and conceded authority. A somewhat peevish flavor may, at first sight, influence an opinion, but this we consider inseparable from the initial number. Practical suggestions and experience are solicited from teachers of the deaf, and the editors will insist on facts and arguments being presented in its columns, not merely opinions. That suits us exactly. *The Educator* starts well. We hope and believe that it will meet with a generous support. It deserves such.

Kind Words.

We notice the *CANADIAN MUTE* has just entered its second year of usefulness. It is one of the neatest and best edited of our institution papers, and that it may continue to prosper is our heartfelt wish. —*Optic*

The *CANADIAN MUTE* has entered upon its second year. Our sparkling contemporary will please accept congratulations. —*Mt. Bulletin*

Write to Them.

One of the teachers writes: "Perhaps the most pathetic sentence a teacher of the deaf meets within the course of his work is that one so frequently seen at the head of many a pupil's letter: 'Why did you not write a letter to me?' Many parents, from one reason or another, forget or neglect to write to their children of the Institution. If they only knew with what eager longing the pupils look forward to the receipt of father's or mother's letters, and the great cloud of disappointment that covers their faces at the failure of the expected letter to appear, they would try to put aside their pressing affairs to write oftener, even if but a few lines or a page. We remember well enough as a pupil what a great gulf of disappointment we sometimes choked down when we saw our classmates receiving letters often, while ours were few and far between. Home is to a pupil like a promised land and mother's letter is a loving message from that shrine. There is no place like home, sweet home." —*Silent Hoosier*

MY CHOICE.

Take the place all ashore,
With its lofty halls and towers,
Let the little house be mine,
With its door yard grass.

Ah, for once, be kindly, say,
To my harmless plan agree,
Take whatever things are mine,
Leave the little things to me.

WINNIPEG

From an Occasional Correspondent.

Having read your appeal to subscribers for items of interest concerning the deaf at large, I take the opportunity of sending what little I can do to gather. I regret my time is limited so I cannot be a regular contributor as I would otherwise like to be. You may hear from me occasionally.

The more intelligent and influential members of the city should take an active part in consideration, and see that their "Alma Mater" paper is kept alive with interesting matter, which I believe they are in a better position than myself to gather. I being a foreigner, and I take a deep interest in your paper for the simple reason that I believe it comes from the heart quarters of the deaf in Canada.

Miss Mary Pettypiece, who went home to Hartney some time ago, has not yet returned, and it is rumored among certain parties, that a certain young fellow is beginning to feel lonesome without her charming companionship. Her prolonged absence is probably due to the tailor's strike, with no prospect as yet of a settlement.

The many friends of Neil Calver will be glad to hear he is located on a farm of his own near Bates P. O., Manitoba. He already has 25 acres ready to be sown as soon as the season opens. This will be his first crop. He intends to put up a house after reaping, and after harvest he will go in search of a good mounted man to share and brighten up his solitary habitation.

Mr. Harry Ince, an old time graduate of Belleville, is located at Napaka, Manitoba. He is about the best graduate of the Ontario Institution who has gone to Manitoba, as he has been on his since '81. He writes that he is sometimes very lonesome, and would like to have congenial companionship once in a while. He is at least beginning to think there is no true happiness in such life, and a man is not a man at all in such a state. He would like to correspond with some marriageable deaf young lady.

Mr. Brindamour, an R. C. priest, a student at St. Boniface College, is across the river from here, holding weekly Gospel service with the citizen masses at the residence of Mr. and Mrs. Lacey. Mr. Brindamour is conversant with the sign language of the deaf, having taught in the Catholic D. and D. Institution at Montreal, for two years. He is a gentleman with splendid physique and a kindly and lovable appearance. He is quite popular with all the deaf of other denominations.

I am glad to see the steady increase of the number of mutes in the West. Seven years ago I was the solitary mute in my town, there are about twenty, all probably some residing with their parents, and the rest out in the world on their own hook. With the tide of immigration there is every reason to believe that Winnipeg will yet have the largest number of mutes, not including the pupils of the Institution, in Canada.

M. O. SMITH

399 Ross St., Winnipeg, Man.

Seventy-Five Deaf Mutes Wrote.

A dinner and social reunion was held in the Central Y. M. C. A. lecture hall last night by the deaf mutes of the city. Over 75 sat down at the table, at which Mr. Bridgton signed a blessing. Mr. J. D. Naamith was the guest of the evening, and after the tables were cleared away related by signs many interesting anecdotes concerning his travels across the ocean and travels in Europe. Mr. Naamith exhibited a picture which he picked up in Europe, which was a representation of a suppleman reading an article from a newspaper to another individual who bore the inscription: "I am deaf and dumb." The picture was aptly entitled, "After business." —*Toronto World*.

Teacher "How can a deaf man be deprived of the power of a scholar?" By cutting off his fingers.