



THE CANADIAN MUTE.

Your 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



FRIDAY, JUNE 1, 1904

Gallaudet College.

We were in error in stating in our last issue that the National College for the Deaf was changed to "Gallaudet College" in honor of its respected President. The name was made solely in honor of Thos. Hopkins Gallaudet, (father of Dr. E. M. Gallaudet,) founder of Deaf-mute education in America.

President Welling, a member of the board of directors, announced that the board had received from the alumni of the college a petition asking that the name of the founder of deaf-mute education in America be given to the college. Dr. Welling said that following the example of many of the larger and more important institutions in the country who gave the names of benefactors to departments in such institutions, the board had decided to comply with the request of the alumni, and that after the present academic year the name of the collegiate department of the institution would be Gallaudet College. Dr. Welling paid a glowing tribute to the character and public services of Thomas Hopkins Gallaudet, who, among many other philanthropic laborers, founded, in 1817, at Hartford, Conn., the first school for deaf-mutes in America. He spoke of the beautiful bronze statue of Dr. Gallaudet placed on the grounds of the institution in 1889, by the deaf-mutes of the whole country.

Suggestions were made by not a few who wished the name changed, that Dr. E. M. Gallaudet should be included with his father, but we understand he would not consent to it; in fact, he was willing to agree to the change only on the condition that no reference of any kind should be made to him. This is just like him.

The Colorado, as well as a number of other schools, are taking up the post-graduate course for pupils in the industrial departments. By giving the manual course their undivided attention for one or two sessions their training will be firmer, and they will go out better prepared to enter into competition with hearing workers.

Dr. Bell's Position.

You have asked me for "an authoritative statement of views relating to signs and the questions involved. You wish me in fact to place myself in a clear and unequivocal position" so that all may understand exactly where I stand. In conclusion, then, I may say:

I believe in the use of natural actions and natural gestures, as hearing people employ them, not in any other way. I believe it to be a mistake to employ gestures in place of words, and natural pantomime, or sign language of any sort, should not, I think, be used as a means of communication. I do not object to manual alphabets of any kind in the earlier stages of instruction.

I prefer the pure oral method to any other, but I would rather have a deaf child taught through the lip signs than not educated at all. I think there are two classes of deaf persons who should certainly be taught by oral methods, the semi-deaf, and the semi-mute, and I think that all the semi-deaf should receive the benefits of auricular instruction.

In regard to the others I am not so sure. In their case I am not an advocate exclusively of the oral method alone, but look also with favor upon the manual alphabet method as developed in the Rochester school. In fact I advocate pure English methods whatever you do, and do not think it matters very much whether you begin with written language and end with speech, or begin with speech and end with written language, the final result, I think, will be substantially the same. I do not approve of continuing the manual alphabet method throughout the whole school life of the pupil, but look upon it only as a means to an end. The oral method should, I think, be used in the higher grades, and speech-reading be substituted for the manual alphabet after familiarity with the English language, and a good vocabulary have been gained. In my preference, oral methods come first, the manual alphabet method second, and the sign language method last, but my heart is with teachers of the deaf whatever the method may be.

The great movement now going on in sign schools towards the greater use of manually spelled English, and the less use of signs, meets with my full sympathy and approval. Those schools that now limit the use of the sign language to chapel exercises and to communication in the play ground, have, in my opinion, made a step in the right direction. My attitude towards them is Hamlet's attitude towards the players: "Do not saw the air too much with your hands, thus I pray you avoid it. I have remembered what the first player said. I hope we have reformed that indifferently with us. To which Hamlet replied, 'O' reform it altogether'."

In regard to the proper use of action and gesture, I cannot do better than give you Hamlet's advice to the players, which is my advice to you all.

"Suit the action to the word, and the word to the action, with this special observance, that you o'erdo not the modesty of Nature."

Dr. A. G. Bell's article in the May *Educator*, on "Utility of Signs," will be read with eagerness by many who are interested in the deaf. Taken as a whole the paper is admirable, but it appears to us the conclusions he arrives at would have explained his position fully and frankly on the vexed question of Signs vs. Oralism in our Schools, as applied to the methods of education to be pursued with our children. Among numerous good things, he says: "Treat the child as though he could hear. The only natural defect in the deaf child is his inability to hear. I think, therefore, we should treat him exactly as we treat the hearing child, excepting in matters affecting the ear. The English language is addressed to the ear of the ordinary child. In the case of the deaf it must be addressed to the eye, this is all that the necessities of his case require."

There Dr. Bell touched upon a very great defect in the system of instruction in many class-rooms, the child is not treated as though he could hear. He is early made to feel that he is different from other people, and the impression never leaves him thereafter. We do not drill a hearing child in the alphabet before it is allowed to talk, nor do we use signs nor gestures in giving it directions, then why should we do so with a deaf child? A written or spelled word or sentence from the teacher, illustrated by pictures or actions, will as readily make things clear to a deaf child as when spoken to one that hears. There are a few thoughtful earnest teachers who will not agree with Dr. Bell on that topic, and with his views of the two classes of pupils who can be benefited by oral instruction the semi-deaf and the semi-mute.

There is little in Dr. Bell's conclusions a sensible person, whose mind is not warped by prejudices, will not heartily agree with. We would place him among the exponents of the Combined or Eclectic Method, rather than the Pure Oral, though he has had so large a part in the extension of the latter system, and it is a pleasure to know he has the courage to so place himself on record.

While there are some children who can be successfully instructed by oralism

alone, there are many others who cannot profit by it. It seems to us that it is as great a wrong to neglect to develop the voice of a child who shows ability to speak, as to allow one to lose its eyesight through the neglect of proper medical attention at the critical moment. Dr. Bell appears to concede that the deaf child will do better at speech and lip-reading "after familiarity with the English language, and a good vocabulary have been gained." There is no gain-saying that the best lip readers and those readiest to use their speech are almost invariably found among that class, it would therefore appear that oralism should be subordinate for the first few years of school life, unless the child comes to us with speech, until that familiarity with language and a good vocabulary are secured, for it is a matter of guess work with the majority of the deaf, and the more extensive their information and extended their vocabulary the more likely are they to guess correctly.

The signs have their proper place and use, one of them is in the chapel exercises most decidedly. It is a species of refined cruelty to demand that a lot of children should read the lips a half hour at a time, as any adult deaf person will admit. The strain upon the eyes and brain is far greater than many realize. Nor is the Manual Method much better, for there are few persons who form each letter distinctly and as the majority of people spell, the words are run together so closely they might as well be a continuous word. Thusly:— If you want to know what it means or read the lip-reading by gas-light just put a rapid peaker or speller between a couple of gas jets and fix your eyes upon him with a firm resolve to look through and see what he is doing at the end of ten minutes what the motion of the lips or the wiggling of the fingers is all about. We defy you to endure it for half an hour.

Confirmation Service.

The Rite of Confirmation was administered in St. Thomas Church, Belleville, on Sunday evening, the 27th inst., by the Bishop of Ontario, assisted by the Rev. Canon Burke, pastor of the church. A large number of candidates presented themselves, among whom were the following pupils of this school: Bertha May Mitchell, Florence Agnes Gardner, Emily Haron, Martha Leigh, Ethel Swayze, Mabel Thompson, Lizzie Muecke, Grace Muecke, Blanche Thomas, Alexander Swanson, Stephen Lett, Richard Todd, and Christopher Gilliam. The lectures and services were interpreted in the sign language by Prof. Coleman. Rev. Canon Burke has always been faithful and untiring in his attention to the spiritual welfare of the pupils belonging to his communion, and prompt and regular in his visits. He otherwise takes great interest in the success of the Institution, and is a general favorite.

As is well known, our school is not committed to any one system either oral or manual, but favours the combined course giving the pupils the instruction best suited for their individual abilities. Our teachers are almost to a unit in favour of the system. An impromptu vote was taken by one interested, and it resulted in all our teachers, but one, being unanimous for the combined method, the exception being non-committal. The choice was between the combined, manual, oral and manual.

Moral principles are few, simple, clear, and are perceived by men universally. Appeal to these, awaken them, use them, and make men moral beings. *Durycan.*

Written for THE CANADIAN MUTE
TO J. B. A.

BY L. L. PEET

"Finished work," ah, canst thou
Child of toil and slave of pain,
Resting there from life's long strain,
Is it loss to thee, or gain?"

Loos't to miss the golden gleam
Of the sunshine from the sky,
Smould'ring coal, and mountain stream,
Where the purple shadows lie.

Loos't no more the friendly gleam
Falling gently on thine ear,
Dumbly, while all the earth rejoiceth
Parted, all thy heart held dear.

Loos't our future's roll unrolled,
Powerless to warn, to save,
For thy gentle spirit fishing
Barred, the portal of thy grave.

Loos't no more the shrine of beauty,
Gates to open wide ajar,
And entering in to save the weary,
Sealed ear and tongue would bar.

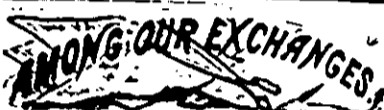
Loos't no more to gaze rejoicing
In childish eyes appraised to life,
There beheld a spirit voicing
Thine educator's meek advice.

Nay, friend of friends, and kindly
Genial spirit, we would fain
Believe, as down life's stream we glide,
Thine is joy, unmeasured gain.

Eternal radiance, living light
Hic burst the bars of yonder tomb,
Thy self shall grope no more earthward,
Her bosom shroud no more in gloom.

Rest, from toil of hand and brain
On pinions wide expanded, soar,
To realms of bliss, where angel powers
Fill vast profound from shore to shore.

"Aufs wiedersehen," dear friend, farewell,
Ever as the rhythm of a sweet refrain,
Out from the past will the accents come,
Of thy voice in our hearts as years
Belleville, May 21st, 1904.



The teachers of the Indiana School are covering themselves with glory in playing baseball.

The chapel of the Kansas Institution has been "kicked up with automatic apparatus."—*Mo. Record*

At Flint, Mich., the younger classes are turned out of school an hour earlier than usual in fine weather.

The Utah School, situated at Salt Lake City, has also closed because of insufficient funds to carry it on.

Principal Jenkins of the New Jersey School is very fond of shrubs and flowers, his partiality cost him an April Fool's joke.

Fire visited the Indiana Institution one evening about supper time and did about \$3,000 damage. It will not do the Ho union of former pupils to be held there this summer.

The Board of Trustees of the Pennsylvania school have passed a stringent rule, practically doing away with the use of the sign language for all purposes except chapel exercises.

Dr. Garoy, of Baltimore, has placed in the office of the Maryland school a Vibrometer, an instrument of his devising to apply massage treatment to the organs of hearing. The vibrometer will be used with several pupils, for a period of time to test its value.

The Pennsylvania Society for the Advancement of the Deaf, will meet at the Institution for the Deaf at Mount Airy, Pa., on the 22, 23 and 24 of August. The members will pay to the Institution one dollar per day each for their maintenance. Several practical papers and addresses bearing on the advancement of the deaf will be delivered.

The April number of *Sight and Sound* of the New York school, has excellent portraits of Dr. L. L. Peet, the eminent principal of the New York Institution, and his accomplished wife, with an interesting sketch of each. There are many who do not know that Mrs. Peet is herself deaf, a graduate of the New York Institution, and was a pupil of Dr. Peet.

Speaking of the next Convention of Instructors of the Deaf which has been suggested should be held in 1905, the *Missouri Record* says: "We believe the Executive Committee should take some steps towards calling a meeting in 1905. It would be an easy matter to send out circulars to all the Institutions and get the sense of the members on the proposition for an early meeting, and also, as to the most convenient place for the Fourteenth Convention to be held. We should not wait for a preliminary invitation from some institution, we would be willing to entertain us. The Convention is big enough and important to take care of itself. Let us vote on the first proposition any way."