



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, postage prepaid by publisher. New subscriptions commence at any time during the year. Remit 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

THE CANADIAN MUTE,
BELLEVILLE
ONTARIO



MONDAY, APRIL 15, 1901.

Manual Training.

We have before alluded to a most marked innovation in modern educational methods which is based on a new, or more properly speaking, on an enlarged conception of the real purpose and scope of education. The old idea was that the proper work of the school and the college was to fill the mind of the student with classic lore; abstruse conceptions and philosophic distinctions, and all scholars were expected to follow the same curriculum, without any regard whatsoever to the widely varied vocations they might follow in after life. But educators have now grown wiser than their predecessors. It is recognized now that the true purpose of education is to prepare the students for the duties of life in all its varied relations—to "make them fit," to use an expressive military expression. Hence the great and rapidly increasing importance that is now being attached to manual training in our schools. Not that the old studies are being ignored or set aside. Modern educationists fully recognize about the best foundation for a successful career in any and every avocation is a trained intellect and a mind well stored with wisdom gleaned from every field of learning and enriched with the noblest treasures of human knowledge. But they go much further than this. Professional men have always had laid out for them a course of study calculated to fit them for their vocations, whether of law, or of medicine, or of theology, or of philosophy. But the vastly greater and more important body of artisans and mechanics and agriculturists were entirely neglected in the school and college curriculums. But the growing wisdom of to-day, the keen competition in every line of industry and the necessity for intelligent skill on the part of all who would win success in any sphere of in-

dustry, have necessitated and produced a radical change in educational aims and methods, and manual education, the systematic training of the eye and the ear and the hand, are now recognized as essentials in school and college work. In our last issue we referred to the domestic science phase of this development; we witness it also in our agricultural colleges, in our travelling dairies, and in the manual training departments of various educational institutions. It is well recognized that the proper introduction to such courses of instruction is the sloyd system. This system originated in Sweden, where its value has been fully approved. It has been adopted by most of the countries in Europe with ever-growing appreciation, and it has recently been introduced into Ontario. It is very gratifying to us to be able to say that we were the first to advocate the adoption of sloyd in this province. In our annual report of 1898 the merits of the system were pointed out and at the following session of the Legislature a grant of money was granted to fit out a sloyd shop sufficient for the needs of a small class, and this session it has been in operation with gratifying results. A year ago Sir William Macdonald, of Montreal, being strongly impressed with the importance of this new educational movement, arranged to equip a manual training school in every province of Canada and to provide qualified teachers therefor for three years, and Professor Robertson, of Ottawa, a gentleman thoroughly competent for the work, has been entrusted with the carrying out of the scheme. The truest and best form of philanthropy is that which helps people to help themselves, and probably in no other way could Sir William have spent his money to equal advantage to the country. In this Institution the teaching of trades, which is but one form of manual training, has always been recognized as one of the most important parts of our work and its beneficent results are evidenced by the large number of successful deaf-mute artisans all over the continent. But manual training and trade instruction are but in their infancy in this country, and it is to be hoped that this will soon be an important part of the work of every school and college. This must be done if Ontario is to keep her place in the van of the nations. In Germany manual training occupies a foremost place in every public school as well as in the higher educational institutions. Regarding England Prof. Robertson, after a recent visit there, says:—"The development of manual training in Britain is the marvel of the century in educational matters. Over four thousand centres for instruction in manual training have been established, and this training is given not only in the large urban centres but throughout the rural districts." In the United States also it is making great headway, and Ontario, which has long been second to none in educational methods, will, we are sure, take first rank also in this new and utilitarian phase of instruction.

We have received the Thirtieth Annual Report of the Mackay Institution, which was very neatly printed at the Institution Office. The Report indicates that the Institution has had a very successful session, and that, under Mrs. Ashcroft's able and judicious management, it is maintaining its well-merited reputation for efficiency. Financially the Institution is also in a very prosperous condition, having closed the session with a handsome cash surplus.

We are sometimes moved with passion, and we think it to be zeal. *Thomas a Kempis.*

The Eighth Conference.

The official report of the proceedings of the Eighth National Conference of the Principals and Superintendents of the United States and Canada has just been received, and is a very interesting document of about one hundred pages. The Conference was held at Talladega, Ala., and was very successful. Mr. P. D. Clarke, of the Michigan School, was elected President an honor that was well deserved. The proceedings of the Conference were of a very practical and helpful nature. One very commendable feature was the absence of lengthy essays and discussions on a great variety of subjects. The method adopted was for some member to briefly introduce each assigned topic, and this was followed by a general discussion, sufficient time being allowed for all to express their opinions. In this way the wisdom and experience of all present were concentrated upon the topic and thus all were enabled to gain the greatest possible benefit. The chief topics of discussion were: "The Value of Examinations in Schools for the Deaf," "Industrial Bureau for the Deaf," "Industries in our Public Schools," "The Comparative Value of the several Trades Taught in the Schools for the Deaf," and "A Proper Division of Pupils between the Literary and Industrial Departments." It will thus be seen that a whole session could be devoted to each topic. In our opinion the example of the Conference in this respect may be very advantageously followed at the Buffalo Convention. At the Columbus Convention there was a plethora of papers, many of which were crowded out altogether, every session was run at high pressure and it was impossible to allow time for proper and intelligent discussion. Yet the discussions are the most valuable part of the proceeding. A paper represents only one man's opinions, but a discussion elicits opinions from a large number and from these the best convictions can be gleaned. The ideal Convention would be one in which each topic was briefly and tersely introduced and then sufficient time allowed to permit all who wished to express their ideas, and only as many subjects should be placed on the programme as could be thus dealt with.

Mr. W. Flint Jones and Mr. Chas. Holton, of Belleville, went to New York a couple weeks ago to test the capabilities of the Akrophone, or, as it now seems to be called, the Akrophone, and both are very hopeful of the results. Mr. Jones began to lose his hearing some ten years ago and has been entirely deaf for some years. He says he can hear quite distinctly with the Akrophone, and with use he feels confident that he soon will be able to engage freely in conversation. Mr. Holton, who is a graduate of this Institution, lost his hearing when two years of age, but he also claims to be able to hear quite distinctly and to be able to repeat words spoken to him through the instrument. We hope these gentlemen will realize their most sanguine expectations, and we await with interest, and best wishes for satisfactory results a more thorough and extended trial of the Akrophone.

How to Force Plants to Branch.

There is only one way in which a plant can be forced to branch, and that is by cutting off the stalk. The plant thus interfered with will make an effort to grow, and either a new shoot will be sent up to take the place of the lost top, or several shoots will be sent out along the stalk. If but one starts out it back keep up this cutting back process until you have obliged as many branches as you think are needed. Persistence and patience will oblige the plant to do as you would like to have it do. - April Ladies Home Journal.

"If We Know"

If we know the error and
Crowding round our neighbor
If we know the little losses
Sorely grievous day by day
Would we then so often chide
For the task of thrift and gain
Casting on his heart a shadow
Priming on our heart a stain

If we knew the clouds above
Filled with gentle blessing
Would we turn away the sunlight
Weak and blind in mute despair
Would we shrink from chilly winds
Falling on the dewy grass
If we know that all life is crossed
Blessings bring us as they pass

Let us look in our own bosoms
For the key to other lives
And with love for erring nature
See the good that still survives
So that when our souls returning
Homeward reach the stars again
We may say "Dear Father, guide
As we judged our fellow men"

Institution Home Life

One of the main objections to these schools for the education of the deaf and we are not sure but it is the objection—is that such schools are inefficient inasmuch as they lack "home influences."

Now, there is plenty of material such a subject to make an elaborate essay, but both time and space are so that we be narrowed to a few lines such as would occur to any thoughtful person.

"Home influences," as we understand the term, mean noble and elevating influences.

It must be remembered that the "home influences" of the children who pupils in educational institutions are never eliminated. A monthly letter (softener of the pupil's desires to his parents, or made compulsory by the institution authorities. And also, on summer vacation, the regular "home going" at designated periods, and the usual other holidays and festivals aggregate at least a third of the year spent with the family.

At first thought it may seem a blooded and cruel to deprive the separation of deaf children from their parents and the placing of them in institutions, but it is really a kindness to both children and the parents which eventually brings to all of them a satisfaction and a joy that otherwise would be unobtainable, for what parents would not rejoice when their hitherto pitiable and helpless child is returned to them with a countenance shining with the light of intelligence, and what boy or girl would not find satisfaction in being helpful, intelligent and capable?

It has often been said that the true affection between parent and child is broken or weakened by being separated in institutions.

But that is a false statement. The ties of affection are never severed, they are strengthened by institution life. It is only truth to assert that real affection is not felt by any child until his intelligence has been developed. It is then, for the first time that he understands the true meaning of parental love. What before was to him the selfish gratification of his childish instincts, becomes sacred, and dearly prized source of happiness, which he always strives to merit and is ever ashamed to betray.

The influences of a well conducted institution include everything of which that the home can give, with the advantage that the institution can give very great deal more than the home is able to command.

At home, the uneducated child is either over indulged or largely neglected. He cannot be treated as a normal child because he is not a normal child. Too much indulgence will make him selfish and stubborn, neglect will cause him to become morose and suspicious.

At the Institution all this is avoided. He is with others afflicted like himself. He is treated with kindness, and is carefully guarded than if he were at his own home. He is educated in noble heart in manners and morals. His physical being is trained and strengthened; his courage is developed. Education of the more advanced pupils. His schoolmates begot within him pride and ambition to excel. And educated in brain and hand, he is able to his home an affectionate son, and to be all that his parents desire. His intelligence, capability and industry to carve his own way through life with the respect and friendship of his fellowmen. *New York Journal.*

Selfishness is the great defect of the human instrument that turns the music of the soul into discord.