



THE CANADIAN MUTE.

Four, six or eight pages.

PUBLISHED SEMI-MONTHLY

At the Institution for the Deaf and Du
BELLEVILLE, ONT.

OUR MISSION.

First—That a number of our pupils may learn typesetting, 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**



TUESDAY, MAY 16, 1894.

SCHOOL EXAMINATIONS.

There has been a desultory discussion of the merits and demerits of school examinations, by prominent educationalists and educational journals, for some time. The question arose in matters connected with the public schools, where it occupies a prominent place, as part of the school system, and where it is permitted to have an undue influence in determining a pupil's standing in the class, or fitness for promotion to a higher grade in the school course. We say the results of such examinations exert an undue influence in a true educational sense, and this is the consensus of opinion as expressed by the best authorities. At the same time we do not believe that examinations properly conducted, and having a well-defined object in view, can be safely discontinued, and the full sense of a school training be accomplished. Just what the object aimed at should be, and how it should be attained, experienced teachers can determine.

The discussion of this subject by those interested in public school matters has reasonably attracted the attention of educators of the deaf. There is much in common that must attach to the two systems, and though general uniformity cannot be expected, valuable hints and helpful practices may be obtained from an intelligent study of either. We observe that some of our exchanges, inspired no doubt by the extreme views expressed by contemporaries, are advocating the abolition of examinations of any kind, as being "a delusion and a snare." This is a radical and immature judgment, and one that cannot be safely commended. With deaf pupils, as with the hearing, there must be a reasonable limit to questions and proceedings that have a tendency to perplex and discourage a child. It is easy for an examiner to so frame questions, or arrange the process of examination, as to greatly interfere with the work of bright but nervous pupils. We have found that, by such means, many whose class records placed them at the head, in a knowledge of and ability to, express, what they knew of the essentials of a

sound and practical education, often made an indifferent showing. The fault was more with the system, adopted in the so-called examination, than with the system of instruction. Such examinations are not fair tests of the relative standing of pupils in their class work, and the extent and accuracy of the knowledge they possess. But an examination of proper scope and import, and conducted with a view of ascertaining the actual value of each pupil's school work and mental culture, is a necessity in all honestly conducted educational institutions.

We will conclude this article with a reference to the examination system that is made a test of the work done in the school which this paper represents. We do this in no spirit of boasting, nor with any intention of claiming a superiority of management. Other schools may, and doubtless have, as good and better systems. There are no monthly nor quarterly examinations of classes. The teachers are expected to, and do, conduct regular reviews of the subjects taught, and keep a record of each pupil's progress and mental development. The bi-weekly publication of these records give a fair estimate of what is being accomplished in the literary and mechanical departments of the school. Towards the close of the term, generally in the first part of May, there is an extended and thorough test of the whole session's work, conducted by the teachers, and subject to no outside influence, nor associated with anything that would disconcert or puzzle the pupils. The teacher of each class prepares a set of questions covering the whole course of study, being instructed to introduce associated and relative questions calculated to draw out original ideas and expressions. The examinations usually consume a week, the questions being written on the board plainly by the teacher, and the answers committed to paper by the pupils. Sufficient time is allowed for thought, and no person disturbs the serenity of the work, the teacher only being present to watch the proceedings and correct errors as the papers are handed in. The completed work, with the corrections plainly marked, forms the best possible test of each pupil's standing in the class, and intellectual development generally. It is always found that the pupils who have shown the greater perseverance, and whose class records have been most meritorious easily take first places in the final summing up. The Superintendent makes these examination records the basis for future promotions and classification. We also have a short and reasonable departmental examination at the close of the term, conducted by an experienced educationalist chosen by the government of the province. There is little, if any, reason for complaint with this final test, as the questions prepared by the examiner are fair and applicable to the course of study pursued. The system we have here outlined gives general satisfaction, and answers all necessary purposes.

Gallaudet College.

The name of the National College for the Deaf at Washington has been changed to "Gallaudet College," in honor of President E. M. Gallaudet. This recognition of the services of Dr. Gallaudet, and members of his family, to the cause of deaf-mute education, is well-merited.

We have received *Story Reader No. 2*, by Miss Ida V. Hammond, Hartford, Conn. This is an admirable little book for the deaf. The stories are short, interesting and varied and contain words, phrases and expressions of every-day life.

Dr. Gillett's Visit.

For three days in the early part of this month we were favored with the genial presence of Dr. P. G. Gillett, a gentleman revered and respected by the great majority of the deaf, and the Superintendents and Principals of Institutions, and Instructors and Teachers connected with deaf-mute education all over America. Dr. Gillett has been connected with our great work for forty-two years, thirty-seven of which he was the head and guiding hand of the Institution at Jacksonville, Ill. During his administration the Institution grew from being a small school until it became the largest and best equipped Institution in the world. As changes in the heads of Institutions were made in Illinois, when the now Governor was elected, a year or so ago, Dr. Gillett was elected President of the American Association for the Promotion of Speech to the Deaf of America, the position held by Dr. Bell, the famous inventor of the telephone, and which he vacated to secure Dr. Gillett's eminent services. He is fitted in every way for the responsible post and he has been making a tour of the Institutions of the United States and Canada, inquiring into and noting their various workings. We looked for him for some time and now the anticipated visit is a thing of the past.

He arrived on Monday, April 30th, at noon, instead of the Saturday evening previous, as we had hoped, so his visit was shortened just so much. The brilliant spring sunshine and nature's tender robe of green were here to greet him, and also kind friends. He made a visit to each school room where he was introduced to the teachers and pupils before school was dismissed for the day. In the 8 o'clock chapel exercises he took an active part and his clear, graceful rapid signing was highly enjoyable to all in attendance at the services. It was at this service the first announcement of the death of Mr. Ashley was made, which served to cast a gloom over the large household. In his address that afternoon, Dr. Gillett spoke of the various schools he had visited and remarked that though he had often heard of the vastness of Canadian possessions, he had never fully realized their extent until the trip from Winnipeg, Manitoba, to this place was made. Whereas schools for the deaf in the United States though scattered, are yet not far apart, but to get from one to another in Canada he had just travelled fourteen hundred miles. He praised our locality and paid tribute to our beautiful Quinte Bay. The great improvement in the school since his last visit some eight years ago, was favorably commented upon. He spoke of his long connection with the education of the deaf and thought that though he had been removed from the head of the Illinois school his field of usefulness had only been extended and his powers to still further aid the deaf, increased.

His definition of his position on the vexed question of means and methods of educating the deaf was most satisfactory. As we understood him he by no means advocates the abolition of signs nor of the manual alphabet. He maintains they are useful and necessary, but recommends that articulation and lip reading also be added to the curriculum of every pupil. He does not think every child in our schools can be taught to speak, but that there are many more than we think who would profit by it if given an opportunity to try their powers in that direction. He confessed that he at one time would not believe what he has since come to know as a fact. He spoke of the advantages a person able to articulate and read the lips, holds over a deaf-mute, no one will deny that is true. He hopes to see the day when every child entering our schools will be given an opportunity to learn to speak, and the instruction in that branch

carried on so far as seems best to them. Education in the broadest sense is paramount to every thing else with our children, but make articulation and lip reading a part of the education and an accomplishment merely but of value to the recipients.

To the children he remarked that they must remember there was no royal road to learning. Whatever is to be won is to be worked for and often times only the hardest kind of work will accomplish any good. He reminded them that their success would depend as much upon their own efforts as those of their teachers. Knowledge cannot be poured into one "will he not be," as medicine is, the undertaking, teacher and pupil alike would fail give up in despair.

To the older children who can speak, but for various reasons refuse to use the God-given gift, he offered most kindly advice and sympathy, and remarked as present that only the ignorant and over-ridiculed the attempts of deaf persons to speak, and it was but a reflection upon themselves. The opening of all such persons was commendable.

The afternoon services were closed by a most sincere and heartfelt prayer by Dr. Gillett for the grieving family and friends of Mr. Ashley.

The next and following days he visited every class in the school remaining some time in each room. His kindly manner, deep interest and sincere pleasure in the children and the work of their teachers and pleasant words of commendation and advice, dropped in the course of conversation, were most kindly appreciated by all with whom he came in contact.

It is safe to say that though he may have made no new converts to the oralist ranks, he has gained many warm friends.

Our school, he considers compares very favorably with those of the United States; is superior to some and not surpassed by any.

An informal reception to the non-resident teachers, at the Superintendent's residence was held in the afternoon. In the evening the resident teachers were entertained likewise. Owing to the sad break in our ranks many plans for his entertainment and the more frequent meeting of the teachers and officers in his company were given up.

Like all good things the visit of our friend came to an end too soon and Wednesday noon he bade us good bye and resumed his journey eastward while we turned to the sad duty before us, the eternal leave-taking of a loved friend and co-laborer.

Remembrance.

That delicate, delightful writer Washington Irving, tells us "there is a remembrance of the dead to which we turn even from the charms of the living. Is it not so? And when the one we mourn has, by his whole career, embodied life's duties, then indeed are we fain to keep the wound bleeding. The departing scene, after a day's golden progress, still gilds the horizon with glowing rays; so with the course of a well-spent existence, the actor may disappear, yet the part remains to proclaim the talent and genius of him who filled it. Our late friend, Prof. James B. Ashley, now sleeps in the peaceful bosom of the grave, but from that hallowed spot shall long spring the sweetest and tenderest recollections.

The world declares great a man to whom the act of daring has brought a gleam of renown. What of him we would ask, whose entire energies were jealously devoted to the good of the most deserving portion of his race—our silent children? Towards the redeeming of the captive minds of the deaf, he labored faithfully and well and his work shall remain a monument of self-sacrifice, his example a bequest of true philanthropy and zeal.

Gratitude is the memory of the heart. It is a plant we love to tend. And whilst we must hope on and rise to new responsibilities, our thoughts shall not cease to revert to the exalted sphere where rest many we have loved and lost, and fondest memories shall long continue to dwell!