

# 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 to 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.

Box 5, SOMERVILLE, 105 Times Building, New York, is our agent for United States advertising.

Address all communications and subscriptions to  
**THE CANADIAN MUTE,**  
BELLEVILLE,  
ONTARIO



TUESDAY, MARCH 1, 1892.

## TECHNICAL EDUCATION.

The trend of public opinion, as expressed in connection with our system of public school instruction, is undoubtedly in favor of enlarged facilities for the acquirement of a more thorough and practical technical education. A mere knowledge of book subjects, however useful they may be in a general sense, does not meet all the requirements of life. This is essentially a time of keen business competition; and men and women, in order to act a respectable part, must be thoroughly equipped for the conflict. Their hands, as well as their minds, must be trained for the work that a busy world will impose upon them. If, therefore, the need of manual training is considered a necessary adjunct of a public or college school education, is it not equally as important in connection with the education of the deaf? The recognized disabilities under which the deaf labor, in competing for a share of life's favors, would seem to give them a prior claim for such a training. That this fact is being recognized, by those responsible for the education of the deaf is fully demonstrated by the generous provisions made, in the establishment of industrial departments at schools for the deaf. But more can be done, and money expended in this way will be wisely invested.

Mr. Albert C. Powell contributes a lengthy poem to the *Mute's Chronicle* on "Gallaudet." It may be deficient in both metro and rhyme, but it certainly is "a warm-hearted, dignified, intelligent tribute, from a deaf person, to the great benefactor of the deaf in this country." It is a credit to Mr. Powell and to the system of instruction by which he was educated.

Somebody at the Kentucky Institution has invented an improved lightning cure for la grippe. Will the *Deaf-Mute* please publish the recipe for the benefit of the afflicted elsewhere. We wager considerable that the cure is carried in a black bottle, convenient for use when the first symptoms of the disease are felt. These symptoms occur frequently, and require a good deal of the cordial, at regular intervals. A cork screw accompanies the bottle.

## ANOTHER PRODIGY.

We have seen and read a good deal recently about the wonderful performances of Helen Keller, a blind and deaf and dumb prodigy, whose command of language and general intelligence, we are assured, almost reach the miraculous. The Perkins Institute, as one of the purely oral schools claiming credit for the development of such results, recently published a report which contained what was represented to be an original composition written by Helen Keller, and entitled "King Frost." It was such a meritorious production that educators of the deaf became greatly interested, and this interest created suspicion. There was a doubt expressed by some, and others intimated that they had seen or read something like it sometime in their early life. Then a teacher in the Virginia Institution began to overhaul nursery rhymes and fairy tales of a time juvenile delight, and found in a little book called "Birds and His Favorite Friends," by Margaret T. Canby, a prose piece under the head of "The Frost Fairies," so much like Helen's production as to confirm disbelief and create ridicule.

Now, we do not presume to belittle the work done by those who have taught Helen Keller to use with such remarkable proficiency, a language she has neither heard nor seen. Their noble efforts have been crowned with results that should be made public, as they are truly wonderful under the circumstances. When, however, experienced teachers of the deaf are asked to believe that this blind, deaf and dumb child can compose poetry and prose that would not discredit much more pretentious writers, there is a manifest disposition to be suspicious. Helen Keller may be, and doubtless is, a girl of more than average intelligence and quickness of conception, but she is so seriously handicapped in the acquirement of knowledge that miraculous results cannot be expected. We have very few prodigies among the deaf. The brightest semi-mutes, to say nothing of those who are congenitally deaf, find that years of patient study and faithful teaching do not give them a command of language equal to such efforts as we sometimes see credited to a child like Helen Keller. It is possible, no doubt, to have her memorize poetical or prose extracts so that she could reproduce them almost verbatim, but this would be something quite different from an original composition.

Mr. R. E. Bray, who spent some time with us two years ago, has been visiting the Illinois and other institutions "south of the line." Being asked what most impressed him at Dr. Gillett's big school, he replied: "I think the boys' prayer meeting and Christian Endeavor League made the best impression on my mind. At a school for hearing children this would not be taken as a criterion of the standing of the school, but I think it is a thing to be proud of in more sense than one among deaf mutes. They all gave me the impression of being thoroughly in earnest, and having a perfect understanding of what they were about. Such results, in a school for the deaf, are the best evidence that this class, though unfortunate in some respects, are not deficient in morals."

The *Goodson Gazette* had this: "We believe that we have the littlest deaf in the United States, in our office. So that is one point in which we lead all of our contemporaries." The *Kentucky Deaf-Mute* has not been heard from yet. Unless it has become more modest with age and experience, it will certainly dispute the *Gazette's* claim.

## OUR INSTITUTION.

### Twenty-First Annual Report.

The Provincial Secretary has distributed the Twenty-first Annual Report of the Ontario Institution for the Instruction and Education of the Deaf, a copy of which is before us. The Inspector, in his report to the Lieutenant-Governor, says:

"Although during the past year there has been a very severe epidemic of measles and mumps, together with a few cases of typhoid fever in the institution, I am happy to say that there have been only two deaths. And in both cases they were children of frail constitution. It is gratifying to know that the work done during the year affords good evidence of substantial and satisfactory progress in training and educating the pupils and that the superintendent and staff of officers, with the knowledge acquired by experience are attaining a more perfect system of communicating instruction to the pupils committed to their care. There is no doubt that this institution will continue to hold its place in the foremost rank of schools established for the education of the deaf and dumb. I made an inspection of this institution on the 29th March. There were 20 pupils in residence, namely 13 males and 7 females. The buildings and grounds were in good order and well kept."

Superintendent Mathison reports at considerable length on matters pertaining to the management of the institution and the nature of the work being done. He also deals with abstract questions of interest to those engaged in teaching the deaf and offers such suggestions as his experience has shown to be necessary for the guidance of official orders. Believing as he does in the advantages of the "Combined System" of instruction, he nevertheless favors a fair trial of the "oral system" for the development of speech, if there is shown to be any power of articulation. In order to properly test the capabilities of children in this respect, he asks for the appointment of an additional teacher of articulation.

Mr. Mathison also refers to the injurious habit of parents in removing their children from school before the completion of the course, and says:

"A deaf boy or girl who comes here has to be taught, in many instances, his or her name and the names of the commonest articles. They learn to write and in the course of three or four years can compose a short letter and understand simple letters sent to them by friends. As some children advance to this stage they go home when school closes, and in September they are not allowed to return and they are only half educated. Many miles throughout the country are pointed at as a reproach to the institution which they attended, when the fault really is not with the institution authorities, but with the parents who did not allow them to complete a regular course in the school. It is unfair to the institution and much more unfair to the scholar not to give him all the opportunities within his reach. A sensible parent who wishes their children to have as good an education as they can obtain and the institution affords, permit them to return to school for as many years as they can derive any advantage. Our course of seven years is really too short and ought to be extended to ten."

The per capita rate for the year ending 30th Sept 1891, was \$168.85, showing a slight increase over that of the previous year. This difference was caused by the renovating of the bedding and putting the building in a good sanitary state.

The bequest of \$250 made to this institution by Dr. Kelly, township of Ancaster, the interest \$12.50 yearly, to be divided among six of the most proficient pupils in the various classes and workshops, will be an incentive to all the pupils to excel.

### THE BETTER WAY.

Governor McKinley of Ohio, is quite well known to the people of Canada as the author of the now famous "bill" that was intended to, and does, pinch our people severely in international trade matters. He was lately inaugurated at the state capital, gave the usual address on such occasions with the vigor and eloquence for which he is noted. Referring to the public institutions of the State he said:

"The public institutions of the State appeal to the Legislature and Executive for wise and liberal treatment. They should be provided with all needed appropriations. The care of the helpless and unfortunate should not be stinted. Prudent liberality toward them on the part of the Legislature will receive the approval of the people of the state."

In the performance of the duties imposed upon me in connection with these institutions, it will be my aim to give to them the services of the best men in the State, whose integrity and capacity will insure the confidence of the people in their administration.

There should be a determination to prevent inefficiency and demoralization in the management of the State institutions through the introduction of extreme partisanship."

The officers and friends of the Institution at Columbus extract a good deal of comfort from these remarks, as they indicate a generous and non-partisan treatment of the school and those connected with it.

### A TIMELY REFERENCE.

Members of the Executive Committee of American Instructors of the deaf, who lately met in Washington, were entertained by President Gallaudet at the National College and his own residence. Addresses were made before the students of the college, which mainly treated of work done, and being done, by this noble institution, and the beneficial influence this work exerts upon the cause of deaf-mute education on this continent. Superintendent Mathison, of this Institution, referred to what had been accomplished here by the late S. T. Greene and eulogized the college for having produced such a man. This was a timely reference to one whose name will always be intimately associated with the education of the deaf in this province. Mr. Greene was not an ordinary man. He possessed a genius for the work devolving upon him, in whatever capacity he served, and a happy combination of tact and humor, that made his services of the greatest value. Kind and considerate at all times, he did not allow his superfluity of good nature to blind him to any faults or transgressions that required correction. His manner of reproving disobedient pupils was genuinely sympathetic and sincere. He never failed in the desired results. Naturally quiet and dignified in his general intercourse with people, his wit and social magnetism gave him great popularity. But it was in the classroom, on the platform, or wherever his graceful and intelligent pantomimic language found full sway that he appeared to the greatest advantage. As a sign-maker he had few equals, and we believe, no superiors.

### OTHER SCHOOLS.

#### Concerning Teachers, Officers, Pupils and Things Generally.

The grip is retreating all along the line, so reports say.

The laundry at the Ohio School is at work on ten thousand railroad maps of Ohio.

The boys seem to take the lead in the Iowa School, according to averages at recent examinations.

They have been indulging in base ball down in Missouri. The diamond is not visible yet in this latitude.

The *Companion* man has a duo regard for his peace of mind, for he declines to decide who is the best skater among the girls at his school.

Ohio recently admitted a new pupil of 30 years of age. It is astonishing how her parents could have been in ignorance of the school so long.

A new school for the deaf will be established at Providence, Rhode Island at a cost of \$13,700, and it is to be maintained hereafter by the state itself.—*Kan. Star*.

Mr. Dunn, engineer of the Arkansas school has just finished making a small model engine entirely of brass. Every piece of it is of his own workmanship. It runs by steam very prettily and smoothly.

According to the last annual report of the Ohio Institution 2,472 pupils have been taught since it opened in 1829. The report gives a list of ninety occupations into which the graduates and past members have entered. In looking over the list farming seems to be the favorite occupation, eighty deaf mutes owning farms and sixty-eight being farm-hands. There are seventy shoemakers, forty one composers, twenty-two book binders and ten carpenters.