



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 cents for the school year, payable in advance. New subscriptions commence at any time during the year. Remit by money order, post office stamp, 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 to

THE CANADIAN MUTE,
BELLEVILLE
ONTARIO



MONDAY, MARCH 2, 1896.

Our Annual Report.

The twenty fifth Annual Report of this Institution, for the year ending September 30th, 1895, was presented to the Legislature promptly after the opening of the House. It is a complete and exhaustive report of the work of the Institution and contains the usual tables of statistics relative to the deaf. It is also embellished by a number of illustrations, including pictures of the officers, teachers and pupils taken in front of the main building; of Mr. Coleman's, Mr. Denys', Miss Templeton's, Miss James' and Miss Gibson's class-rooms; of the sewing-room, the printing-office, the shoe-shop, the laundry, the Superintendent's office and the hospital; and of the Convention of graduates held here two years ago.

Superintendent Mathison's report comprises an epitomized history of deaf-mute education and a sketch of the various methods employed for that purpose. He shows that in olden times it was deemed impossible to educate the deaf, but that a great change has taken place in this respect, since now the deaf are scarcely less susceptible to mental, moral, religious and industrial development than the hearing, and he avers that "among all the grand things that have been accomplished for humanity, in the progress of the world, during the last hundred years, there is no greater or prouder achievement than the work which has been achieved in the education of the deaf and dumb, nor is there any class of the community entitled to higher honor than the men and women who have taken an active and zealous part in this great and noble work of humanity." He then traces the gradual evolution of deaf-mute education from the crude beginning of Houteau and Abbé de l'Épée to the splendidly equipped schools of the present day.

He next discusses the different

methods employed in instructing the deaf. He points out some of the insurmountable barriers to the use of the pure oral method which must be a failure with at least four fifths of the deaf, and he shows the great superiority of the combined system under which each pupil is instructed by the method best adapted to his needs and capabilities, and adds that "the most efficient means and methods to secure the best and most satisfactory results is the maxim adopted and made the governing principle in the management and conduct of our Institution at Belleville, and the result has been a gratifying measure of success."

The importance of extending the length of the school term is next dwelt upon. The object of the Institution is not only to develop the intellect and cultivate the morals, but also to give such an industrial training, to such as are capable of receiving it, as will enable them to earn a competent livelihood when they take their place in the world. It is pointed out that the present school term is only some seven or eight years, which is a short period which not only to evolve from absolute ignorance a fair English education but also to teach a trade and prepare pupils to earn their own means of subsistence and to discharge all the duties of citizenship. After noting the fact that the attendance this year is considerably larger than during any previous year and that the classes are at present quite too large to admit of the best results being attained, the following recommendations are made:

1st. The erection of a new school building, a rough plan of which is submitted for approval. The present school rooms to be utilized for dormitories, etc.

2nd. An extension of the school term from seven years to ten years at least.

3rd. A reduction of pupils in the classes from twenty to sixteen.

4th. An additional teacher of articulation and other teachers as required for the increased number of classes if No. 1 recommendation is allowed.

The necessity for these changes is strongly emphasized. There are probably as many pupils in the Province who are receiving no education whatever as there are at present in the Institution, but it is quite impossible to receive a larger number than at present without increased accommodation—in fact the number at present in attendance is so great as to not only prevent efficient work being done in the class rooms, but also to be a constant menace to the health of the pupils.

The following paragraph we quote in full:

It is a popular opinion though an erroneous one (as popular opinions often are), that institutions for deaf mutes are merely asylums for that unfortunate class of the community, where they are kept for some undefined purpose for an unlimited period. These institutions, however, partake in no feature of the character of asylums, but are pure and simple schools in the fullest acceptance of the term, in which the pupils receive an intellectual training of the same kind, if not in degree, as is given in any public school for speaking and hearing youth, with the addition of a good moral and industrial training.

Inspector Chamberlain in his report fully endorses the recommendations made by the Superintendent relative to a new building, an extended school term and smaller classes. He refers to the various inspections he made during the year when he found everything in a satisfactory condition and concludes as follows:

During my official visits for the past year (full reports of which are herewith submitted) I have been impressed with the zeal manifested by all the teachers and officers in the discharge of their several duties, and their uniform kindness and courtesy to each other and to the children. The visit of the Honorable the Provincial Secretary, Col. Gibson, to the Institution and his careful observation and examination of the work and management connected therewith, gave great satisfaction and pleasure to the Principal, the officers and teachers. His address of encouragement and advice to the children was greatly enjoyed by them. I have to thank Mr. Mathison, Principal, the officers and teachers for their kindness, for the aid and their readiness at all times to carry out any suggestions or instructions given them.

Mr. Reazin, the literary examiner, in his report, speaks in warm terms of the condition of the Institution as manifested in the class rooms. He says:

The examination papers were exhaustive and covered the whole work of each department.

The pupils in all the classes acquitted themselves well. If we make any allowance for the disability under which these students labor, the results compare favorably with the examination of children of similar age in the public schools. The writing of the students throughout the Institution is particularly good.

And again:

It affords me pleasure to refer to the efficiency of the officers of the Institute. I would make special reference to that of the principal, I. The manner in the performance of their arduous duties in the government and management of this unique community.

The teachers appear to me very efficient. They are earnest and painstaking, and I might say enthusiastic in their work. The government and management of every department of the Institution appears to me to be excellent, and the conduct and behaviour of the students very praiseworthy.

That was a remarkable object lesson which was witnessed in a court room at New York a few days ago. In a pure oral school, one of the teachers was found murdered in his room. Several pupils were arrested on suspicion and an investigation was held by the proper authorities. The natural presumption was of course that the investigation would be an oral one. Here were pupils who had been taught exclusively by the oral system, and some of them had been in the school for ten or twelve years. We have been told that by the pure oral system pupils could have their speaking and observing faculties so developed that they could carry on a conversation with hearing people nearly as well as hearing people could among themselves. We were told of a lawyer who in this way conducted a large and successful practice, of a man in the civil service at Washington whose comrades during many years of constant association had never discovered that he was deaf and a lot of other ridiculous yarns, which yet were declared to be actual facts by those carrying on the pure oral propaganda. Then of course the pupils at the New York Oral Institution were able to read the questions from the counsel's lips and to give understandable oral answers. Not a bit of it. In this long established oral school the whole investigation had to be conducted partly by writing and partly by signs. Save the mark! Signs in a pure oral school signs with which all the pupils were perfectly familiar despite all efforts to suppress them! What a striking and pitiable illustration it was of the absolute inadequacy of pure oralism as a system of instruction.

There is a man in the States who writes "M. D." after his name but evidently devotes more time to writing to the papers than to doctoring the sick. He is especially addicted to writing about subjects regarding which he is in a state of dense ignorance, and the more ridiculous his statements the better he likes it. A few months ago this individual inflicted on the readers of some of the daily papers in the States several long articles lauding the advantages and possibilities of the pure oral system of instructing the deaf, drawing copiously therefor on the storehouses of his ignorance of the subject. After exhausting this subject and his readers he devoted his attention to plans for teaching the blind to see, the lame to walk, and the poor to eat off the moon sufficient green cheese for their daily sustenance. He has now broken out in a fresh spot. In the January number of *The Progress of the World* a sort of attenuated Review of Reviews published in New York this cyclopaedic individual has an article in which he records an extraordinary series of experiments in hypnotism under which the "luminous effluvia" is proved to be an attribute of every living person. These investigations substantiate, he claims, his theory that the life principle, the will, exudes from the skin, and can be perceived by a sensitized subject as an atmosphere of flame. It will, we presume, soon be the habit for people to go about snuffing for their affinity.

A Word for Each Month

How swift and silent pass the days,
Adown the solemn year!
The days and months and years
All make God's work to us appear.

JANUARY

North stormy skies the winter
Sweep o'er the hill and dale,
While children round the furnace
Repeat the merry fire-side tale.

FEBRUARY

The forests with their icy plumes
Are radiant with the rime,
Or sparkle like an armed host
Before the rising day is done.

MARCH

Now falls the snow, the sun
And raging tempests of the sky,
A moment—and the sun peer through
Where clouds with golden rays are free.

APRIL

Now comes the warm and genial
The green earth charms our eyes,
The tender bud, the early flower
Look up to greet the mild breeze.

MAY

All nature springs to life once more,
The earth is set with many a flower,
And while the stars at eve look down,
The modest flower looks up to you.

JUNE

The vine creeps forth, the daisy blooms,
The very air is filled with song,
The tall grass bends with graceful grace,
When sweeps the summer breeze along.

JULY

The sky grows dark, and chains of rain
Run through the clouds with lightning,
The thirsty earth drinks up the rain,
The bow of promise now is seen.

AUGUST

Now man and beast alike repair
To cooling shade and turning stream,
And on the meadow—in the field
The polished eye the sickle gleam.

SEPTEMBER

The golden grain glows in the sun,
Whose rays are scarcely left at noon,
The mail and swain at eve
The harvest and the hunter's mood.

OCTOBER

The maple leaf is touched with red,
And falls and shivers in the breeze,
Whose mournful whispering now
Among the naked forest.

NOVEMBER

The mountain tops are clad in snow,
The hills and vales look bare and low,
The moon shines on the gleaming snow,
And sparkles down the ice and snow.

DECEMBER

The north winds howl with dismal sound,
And earth and sky seem cold and bare,
The loud storm awails the grand old tree,
The anthem of the dying year.

To the Members of the Ontario Deaf-Mute Association

DEAR FRIENDS.—You are probably all aware it was decided at our last convention to meet in Brantford in 1895. The Executive Committee have unanimously decided that the most convenient time to hold it would be in June immediately after the closing of the Institution for vacation. I will advise you later by circular as to exact date and all other particulars. Special Railway fares will be secured and as the leading Hotels of this city have offered exceedingly low rates to delegates, I hope to see a large attendance. A Committee of ladies will look after the ladies who wish to attend this Convention, and special arrangements will be made for their accommodation while here. I earnestly hope all who intend to come will let me know in order that arrangements may be made for them.

A. E. SMITH, President

Almost all deaf children can be taught to speak more or less perfectly. With skill and patience on the part of the teacher and energetic application on the part of the pupil some result in the direction is certain. In a large proportion of cases however, the speech and ability to understand spoken words will be so imperfect as to be denominated a failure. Children with more aptitude may learn to speak sufficiently well to justify oral teaching. We have, since the date of my last report, increased our facilities in this department by the addition of one more teacher to this department. This is not a small matter. We should have had more teachers of speech. Knowledge is difficult, in providing funds for the support of this matter I have heretofore refrained from pressing this matter forcibly on your attention. Now, however, I feel that I should do wrong to further keep silent. Every deaf child that comes to us should have a fair chance to learn to speak and until we furnish this opportunity we have not done our whole duty. We can not do this with only three teachers.

G. L. Wyckoff, Prin. Iowa School for the Deaf.