



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

ADVERTISING

A very limited amount of advertising, subject to approval, will be inserted at 25 cents a line for each insertion.

ROY V. SOMERVILLE, 105 Times Building, New York, is our agent for United States advertising.

Address all communications and subscription to

THE CANADIAN MUTE,
BELLEVILLE,
ONTARIO



THURSDAY, JUNE 1, 1893.

IS IT HONEST?

There are few persons of ordinary intelligence, in these days of educational expansion, who are not more or less familiar with the deaf as a class, and the reasonable defects in their command of language. It requires several years of patient, unremitting labor on the part of competent teachers to prepare even the brightest deaf-mutes for the task of writing or otherwise expressing common English in a correct form. Those who have devoted years of earnest teaching to this work know how to estimate an effort that does not reach perfection. We are, therefore, a little suspicious of some specimens of "original compositions" that are occasionally published, as the unaided productions of deaf-mute children. They too nearly approach the flexibility of style and redundancy of words that characterize similar efforts by hearing children of like age. If such productions are submitted to the teachers' corrections before appearing in print, which is generally the case, they cannot honestly be called "original compositions," nor held up as specimens of deaf-mute precocity. We do not arraign all such alleged compositions. There are really deaf-mutes, as well as semi-mutes, who are capable of writing correct English, and expressing intelligent ideas in connected form, but few of them are juniors in the school-room. We have seen essays and compositions by pupils of schools for the deaf, dealing with historical and even scientific subjects, that were a trifle too pedantic and formal to be the genuine productions of such pupils. There is no need of deception in this matter. Intelligent persons, whose judgment is worth considering, are not ignorant of the capabilities of the deaf, and consequently they will not believe that children so seriously handicapped in the acquirement of language can, in a comparatively brief time, be taught to rival the brightest of hearing children in thought and expression. Any teacher is justified in exhibiting

meritorious work by pupils, but sometimes we are asked to believe that some deaf-mute of tender years and limited schooling has produced an "original composition" of such merit as to challenge the admiration of scholars. This is asking more than we are willing to accept. It is not honest.

ELEMENTARY EDUCATION.

The most successful efforts in educating the deaf can reach but a little beyond the limits of elementary work. It is imperatively necessary, then, to have this work well done,—a thoroughly practical and serviceable foundation laid upon which superstructures may be built with confidence. There is a tendency, in schools for the deaf, as in public schools, to introduce too much technical work, and consume a large part of the pupils' time at school in a vain attempt to master theories and memorize definitions of questionable utility. We have a too great diversity of subjects burdening the course of study. The real objection, however, is not so much to the subjects taught as to the mode of teaching them. It generally happens that, when a subject is placed on the programme there must also be a text-book dealing with this subject, and then, to quote a recent writer, this book "must be pored over, names and definitions memorized,—a dreary path, at the end of which is heard the sullen roar of the cold, dark waters of an examination." This is not teaching. It is only a deceptive system of cramming. There is too much memorizing of the text-book definitions with the intention of meeting the requirements of an examination. It is possible for a pupil to pass such a test successfully, who is deficient in the very essentials of an elementary education. Teachers should depend less upon technicalities as defined by the text-books, and more upon familiar talks with his pupils about nature and phenomena. There is so much with which even a deaf child is familiar by observation and association, a live teacher can find an inexhaustible supply of interesting subjects. He need not attempt a systematic survey of the three kingdoms or divisions of nature. Animals, birds, insects, reptiles, and fish, which the pupils have seen, or are more or less familiar with, can be made subjects for valuable lessons in the form of talks or written explanations. In the vegetable and mineral kingdoms as much can be found to interest and instruct the young mind hungering for knowledge, and fresh, keen and unclouded. To a pupil thus instructed the diversities of nature, as seen in the life, habits and uses of the elementary parts, are no longer a mystery. All creation is an open book, and he can find "Sermons in stones, books in the running brook, and good in everything."

Mr J. L. Smith, editor of *The Companion*, and manager of the proposed editorial meeting at Chicago next July, has issued a circular letter to his "brothers of the press," soliciting answers to certain questions, in order to determine what arrangements to make. He will pardon us for this delay in answering his questions. The circular was overlooked, owing to "a press of business," until too late for notice in previous issue of this paper. We have no suggestions to offer. There will be little time at the disposal of editors, or others concerned, to attend more than one session, in view of the number and importance of other attractions and engagements. Plan III would be preferable if it were possible to carry it out. We do not think sufficient time will be found for doing so.

On Saturday afternoon, May 20th, at a few minutes past five, in the chapel of the National College for the Deaf at Washington, D. C., Miss Grace Worden Gallaudet and Prof. Francis Lockwood Kendall were made one by Rev. Dr. Checkering, assisted by Rev. Dr. Gallaudet, of New York. The six bride's maids were all dressed in white, and each carried a large bunch of marguerites in their hands. The bride was dressed in a pure white dress, while the groom was in the conventional black. The chapel was artistically decorated and there were about 300 in attendance. Right after the ceremonies a reception was given at the house of the bride's parents. This is said to be the first wedding that has ever taken place in the college chapel. Canadian friends join in congratulations and hope the happy couple may live long and prosper.

The American Association to promote the teaching of speech to the deaf will meet in Chicago, the sessions continuing from July 14th to 28th. The buildings of the University of Chicago have been secured as its head-quarters during the meeting. The annual meeting will be held on the evening of July 19th, at which time the directors will be elected. The buildings are located directly adjoining the Midway Plaisance, and within a few minutes walk from Jackson Park. The association has provided accommodation that will more than suffice for its present membership, and cordially invites all persons interested in the education of the deaf, to become members, and thus avail themselves of these provisions.

We understand our Inspector, Dr. T. F. Chamberlain, purposes visiting some of the Schools for the Deaf in the United States at an early day. He goes to see how the good work is carried on by our neighbors being genuinely interested in everything pertaining to the welfare of the Deaf. The Doctor occupies the position and has as much power in directing affairs here as a whole Board of Directors have in most of the State Institutions. We commend him to all Superintendents—he may find time to call on

Our good friend, Mr. Harris, of Simcoe, has kindly arranged to meet and take charge of the pupils living between Harrisburg and Simcoe and who travel on the Grand Trunk branch between those points on the 21st.

Our next paper will be the last one for this school term. Letters from correspondents to secure insertion, must reach us not later than the 8th or 9th.

Pupils who go through to Ottawa on the 21st will arrive in that city at 15 p. m. All interested will please govern themselves accordingly.

The exceedingly wet, chilly weather lately has caused some sickness, the pupils catching cold and being troubled with a disagreeable cough.

The *Bobcaygeon Independent* of the 19th ult. has the following complimentary notice:—"The CANADIAN MUTE published at the Belleville Institution for the Dumb, by some of the pupils, displays its usual excellence in mechanical make-up. Miss Luella Robinson furnishes a column of chatty items, and on the 5th inst, under the leadership of Miss Robinson, a little surprise-party was given to celebrate the birthday of Miss Mabel Ball. The report states that the Superintendent and the Matron kindly lent their assistance, Miss Luella acting as hostess. A pleasant evening was spent in games, and several speeches were made, to which Miss Luffa replied in a most becoming manner. The present term closes on June 21st, on which day the pupils return home."

QUEEN'S BIRTHDAY AT THE INSTITUTION.

HIS MAJESTY HONORED BY THE SONG—A DAY FULL OF PLEASURE AND JOY.

From the *Bellefleur Intelligencer*.

To say it was fully enjoyed by all but to feebly express the general sentiment. Invitations had been sent to various clergymen of the city and number of other prominent citizens, as to Col. Lazier and officer in command of the 15th and No 1 Company of the 19th under command of Major Harrison. Many responded, and about one hundred strains of the Oddfellows and other band, the glittering armor of the brass band, the tread of the men and the happy faces of the ladies and children. Mr. Mathison was there to receive the guests and when once in his hand all were made to feel that urbanity and tact blended strikingly in their host and that a welcome could not be more warm and cordial. The efforts of himself and staff to entertain their guests were duly appreciated, as was fully demonstrated in the pithy addresses by some of the visitors. Time did not permit but for short addresses, but the gentlemen called upon, entering into the spirit of the day—doing honor to Her Majesty's Gracious Majesty—and realizing the cordiality of the reception were all happy in their remarks, the robust and genuine pleasure to their many listeners. The tables had been set by Miss Walker and her assistants and the tasty arrangement of flowers as well as of the substantial, drew forth many words of commendation. Once was asked by the Rev. Mr. Marshall who in half a dozen words seemed to have included all that the day the heart could suggest. The man once appeared, the list of names was proceeded with, Mr. Mathison proposing the same in that unique catching way all his own, which elicited a hearty response in the applause and merriment his felicitous words repeatedly elicited. The various replies by the following gentlemen to the effect which means that oratory was held high away for a time by B. Flint, Rev. Mr. Edmanson, J. W. Edmanson, Capt. Halliwell, Rev. Mr. Baker, Dr. Dineen, Dr. Wright, Thomas, Colonel Lazier, Major Harrison, William Johnson, Mayor Wallbridge, Capt. Benton, and Prof. Denys.

Due homage was paid the noblest foreign lady, who, with so much grace presides to day over the British Empire, her social and domestic virtues deserving no less praise than her royal lineage. Canada having been honored the next "Our guests" was next in order and received heart-felt greeting. Her education and her educational interests are one in for a share of attention and attention like little city and superior schools and establishments being fittingly referred to. The health of Mr. and Mrs. Mathison and family, and staff drew words and evinced the warm feeling entertained and if good wishes, golden opinions and fervent friends may add to the success already attained, the future of the school is as bright as her present is proud and meritorious!

The State appropriates money to educate the deaf, neither for sympathy, nor charity, nor christianity, but for economy. The uneducated deaf person is a burden as long as he lives. He knows no law. He is dangerous to the must be watched. He cannot be the cost of feeding, clothing and housing him. The educated deaf man, on the other hand, knows that he will be punished if he steals, or kills, or does wrong. He is intelligent. He knows the value and use of money, and works for it. He is no longer a burden. He supports himself. He produces wealth. He pays taxes. He returns to the State more than it cost to educate him. He has become a useful citizen. We want our pupils to bear in mind that they are not here to enjoy free bread and butter and a piece, but to be educated and to become honorable, intelligent, industrious men and women. We hope they will make the best of the opportunity afforded them and discharge their obligation to the State, no matter what their lot in life may be to grub for or to reveal genius with the artist or sculptor's chisel.—*Oregonian*