



# 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. New subscriptions commence at any time during the year. Remitt by money order, postage stamps, 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



### EDITORIAL.

FRIDAY, MARCH 15, 1895.

### A Word in Reply.

The *North Dakota Banner* honors the *CANADIAN MUTE* with a lengthy reply to the brief comment we made in reply to Mr. Clarke, of Michigan, as to the age at which deaf children should be admitted to school. Mr. Clarke thought it might be an advantage to have them admitted at five years of age, or under. This opinion, we, in a very respectful manner, differed from. We said, and now repeat, that seven years is quite young enough. The place for babies is at home with their mothers. What little a child of four or five years of age would learn would be entirely incommensurate with the loss it would sustain by being deprived of its mother's care and love for nine months of the year. Let one child be admitted to school when five years old, and let another child of equal ability be admitted when seven or eight years old and we venture to say that at twenty the latter would know as much as the former. We asserted that Mr. Clarke's contention would equally prove the need of admitting a child at one or two. Mr. Clarke based his opinion, we understand, on the argument that since a hearing child learns much from its surroundings before it enters school, a deaf child, in order to be on a plane of equality, should have a similar advantage, which it can get only at a school for the deaf. Now a hearing child begins to learn when but a few months old, and before it is five it is said that it has learned one-half of what the average person ever learns. So if a deaf child entered at five it would still be at a very great disadvantage as compared with a hearing child, and the only logical conclusion from Mr. Clarke's argument was that, to have an equal advantage, the deaf child should enter school at the age at which a hearing child begins to learn anything.

The *Banner* says that the *CANADIAN*

Mute favors Mr. Currier's "bombastic proclamation of hypnotism as a power to restore hearing to the deaf." This is absolutely and inexcusably false. We don't know anything about that subject, consequently we have enough respect for logic and good sense not to have any opinion about it. We infer that the *Banner* has a very decided opinion regarding Mr. Currier's suggestion. Yet we venture to say that it also knows absolutely nothing about it. Might we venture to suggest that the evidence points very strongly to the conclusion that the *Banner* has very empathic opinions about a great many other things concerning which it knows absolutely nothing. Our position relative to Mr. Currier's proposition is this: We are inclined very much to doubt that hypnotism can aid the deaf in this way, or at most in but very rare cases. But still it may be able to do so. There is no evidence on which to base any opinion. Therefore judgment should be suspended until such evidence is forthcoming, and then let the decision be favorable or unfavorable according to the nature of that evidence. We are so constituted that we are averse to forming a conviction on any matter without evidence on which to base it. But the *Banner* is fortunate. It is away above such vulgar things as facts. What has it to do with evidence, or what has evidence to do with it? Nothing at all. It possesses the capacity to form infallible conclusions without reference to facts, and can dash off a dozen convictions on the spur of the moment about any mortal subject; and the less it knows about a matter the easier for it to arrive at a conclusion.

Will the *Banner* bear with a couple of suggestions, made with the deepest humility. In the first place, would it not be well for it to study the rudiments of newspaper etiquette, and refer to a contemporary by name, and omit all reference to the name of the editor? In the second place would it not be well for it to give its deaf-mute readers a lesson in ordinary etiquette by speaking of people as "Mr." Brown, "Mr." Jones, or whoever it may be? We poor benighted Canadians are so far behind the *Banner* that we still venture to speak of each other in a respectful manner and to teach our children to do the same.

### Time is Passing.

The school term is slipping past with almost incredible velocity, and less than two months are left in which to prepare for the written examinations. Earnest, faithful efforts are being made by all the teachers to advance their classes as far and as fast as they can consistently with thoroughness, and we are glad to know that, with scarcely an exception, the boys and girls are applying themselves to their lessons with admirable zeal and perseverance. In this respect teachers of the deaf have one great advantage over teachers of hearing children. A considerable proportion of the latter are indifferent, in many cases even adverse to study, and have to be driven along. But deaf children, with rare exceptions, are eager to learn. This doubtless is due largely to the fact that they see so many things transpiring about them which they cannot describe in words and see so many familiar objects on all sides the very names of which they do not know—things which all hearing children learn and know without any study or effort on their part during their intercourse with others. Whether this is the explanation or not, certain it is that teachers of the deaf have rather to repress the too great ardor of their pupils than to urge them to study. But there are even among the deaf a few indifferent ones, whom we would urge to greater industry in order that they may get all possible benefit out of their school life.

### A Bootless Discussion.

The discussion that is being carried on so warmly, in a number of our contemporaries as to whether "pure oral" "pure-oral" or "purely oral" is correct, is somewhat amusing as well as tiresome. "What fools these mortals be" says one who understood human nature well, and one would have thought that the author was referring to learned editors who essay to demonstrate their great wisdom by wasting columns of space, which might have been filled with instructive and entertaining matter, with this ridiculous splitting of hairs. This bootless contest seems to have been begun by the pure oralists in order to divert attention from the weakness of their position relative to methods of teaching. Now what difference does it make which of the three above forms is adopted? Judging from this discussion one would suppose that rules of grammar are divine fiat, and existed from the beginning, and that language was instituted for the mere purpose of exemplifying and giving effect to these laws. As a matter of fact the science of grammar simply states what the laws of language actually are according to the way in which it is used by standard authorities; and a rule of grammar merely expresses established usage in a concise form. It is usage that determines the correctness of a word or expression. As regards the compounding of words, no two good authorities agree on any system, and what some excellent authorities regard as compound words other authorities equally good say should not be compounded. "Pure oral" is a new word or expression coined for a specific purpose and usage relative to its employment must fix its form. "Pure oral" is the simplest and most convenient form, and why not let it rest at that? In that case "pure" is an adverb, which it frequently is—made so by usage,—the court of final appeal in deciding all such questions. The best way to end this controversy, however, is to abolish both the expression and that which it signifies.

### Number of Pupils in a Class.

A bill, which will probably be passed, has been introduced into the Missouri Legislature, which empowers the board of managers of the School for the Deaf in that State to appoint such number of teachers as may, in their judgment, be for the best interest of that Institution. Under the present law the school is allowed one teacher for every twenty pupils in actual attendance, and it is felt that classes of twenty are entirely too large. In referring to this bill the *Missouri Deaf-Mute Record*, says:—

"We have taken some pains to learn the number of pupils in the classes of similar schools in this and other countries and nowhere do we find that there is a law requiring twenty pupils to a class. In fifteen of the leading states whose schools are about the same size as ours the number to a teacher varies from eight to fifteen in a class, the average being eleven and a fraction. Taking all the schools in the United States (Missouri being included in the number, the general average is a fraction over thirteen to a teacher.

The primary object of every institution of this sort is education and whatever retards the progress of the work of the school room makes the highest attainments impossible, and, in a sense, defeats the most important purposes for which the institution was established."

A bill has been introduced into the Connecticut Legislature to change the name of "The American Asylum for the Deaf and Dumb" to "The American School of Hartford for the Deaf." It is quite time the change was made. It is a gross travesty to call such a school a place of refuge. The deaf have suffered not a little obloquy because the state has classed them among the mentally unsound, and has designated as a charity what is simply a right

### The Deaf and Dumb.

WHAT IT COSTS TO MAINTAIN THE INSTITUTION.

The following is the detailed estimate as presented to the Legislature, for the salaries and expenses of the Institution for the Deaf and Dumb for 1895 (for 258 pupils.)

SALARIES.	
Superintendent	\$4,000.00
Physician	1,000.00
Horser (including allowances formerly made, \$150)	400.00
Matron and Housekeeper	1,000.00
Teachers (15 in 1894)	9,420.00
Storekeeper and Clerk	1,000.00
Engleer	600.00
Stoker	300.00
Farmer	400.00
Teamster	200.00
Gardener	400.00
Baker	400.00
Night Watchman	300.00
Foreman Carpenter and Assistant	750.00
Foreman Shoemaker	250.00
Printing Instructor	250.00
Messenger	150.00
Cook	100.00
Small Boys' and Girls' Nurses	100.00
Maid, Laundry & Cook's assistants	200.00
Supervisor of Boys	100.00
Seamstress and Supervisor for Girls	100.00
<b>Total</b>	<b>\$21,270.00</b>
EXPENSES.	
Medicine and medical comforts	2,000.00
Butcher's meat, fish and fowl	1,500.00
Flour	1,500.00
Butter	2,000.00
Groceries	2,000.00
Fruit and vegetables	1,000.00
Bedding, clothing and shoes	1,000.00
Fuel	1,000.00
Gas and oil	1,000.00
Laundry, soap and cleaning	1,000.00
Furniture and furnishings	1,000.00
Farm, feed and fodder	1,000.00
Repairs and alterations	1,000.00
Advertising, printing, stationery & post	1,000.00
Books, apparatus and appliances	1,000.00
Unenumerated	1,000.00
Sewage works, chemical	1,000.00
Water supply under contract	1,000.00
<b>Total</b>	<b>\$41,670.00</b>

This is a decrease of \$878 from last year. Contracts for flour, meat and coal are less this year than last which account for the less sum asked for

There are 49 officers and employes in the Institution, and the sum of \$3000 is to be voted for repairs.

### A Deaf-Mute Artist.

From the *New York Sun* we take the following brief account of the career of Miss Sarah Adams, who died recently at Farmington, Vermont. Miss Adams was a deaf-mute, made so by a severe illness which destroyed her hearing when she was four years old. The little spirit she then had she speedily forgot. Her father, the Rev. E. P. Adams, of Dun Kirk, New York, sent her to an institution in Rochester, where she learned to read conversation by watching the motions of the lips, and gained some power of speech by imitating them. She showed remarkable aptitude in other studies, and such a talent for drawing that it was decided that she should seek further artistic instruction in New York. There some of her crayon sketches fell under the notice of Augustus St. Gaudens, who was so much impressed with their merit that he offered to give her lessons in modelling in clay. Miss Adams became one of the most earnest and most promising pupils of the well known sculptor, who devoted careful attention to her and predicted a future for her. She worked so hard that her health was affected, and change of air was ordered.

It happened at this time that the principal of an out of town school, needing an art instructor, asked Mr. St. Gaudens to recommend some one. An appointment was made, and she was introduced to Miss Adams. She was amazed to find that the young model was a deaf-mute. "How can a person who can neither speak nor hear teach an art class?" she asked.

"I do not wish to urge it," replied the sculptor, "but I have brought to you the most competent person I know."

Finally it was arranged that Miss Adams should take the place for a few weeks on trial. From the first day there was no doubt of her thorough competency, and success as a teacher was followed by many commissions for portraits of a bright career was opening before her when an attack of pneumonia resulted in her death, shortly after her twentieth birthday.

Go to bed early—wake up with joy  
Go to bed late—cross girl or boy  
Go to bed early—ready for play  
Go to bed late—moping all day  
Go to bed early—no pains or ills  
Go to bed late—doctors and pills.