



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

Five (5) cents for the school year payable 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



THURSDAY, DECEMBER 16, 1892.

CHRISTMAS CHEER.

THE CANADIAN MUTE will not issue again before Christmas Day, therefore we embrace this opportunity to wish all our readers, and everybody else, a full measure of enjoyment on that festive occasion. It is the brightest and best of all our holidays, because it commemorates the birth of Jesus, the Saviour of mankind.

"If twas great to speak a world from nought,
Twas greater to receive it."

The Good Saint, who symbolizes in a tender way the gift of an only begotten Son to bring "salvation near," will distribute his gifts among the little ones, and many young hearts will be full of joy and gladness on Christmas Day. But there are homes where shadows rest, and into which the sunshine of love and kindness does not enter. We should thank God for redemption through Jesus, and for the rich blessings he has so bountifully bestowed, and we should remember the poor, the desolate, and the afflicted. "He who giveth unto the poor, lendeth unto the Lord."

"O Star of Love, before us go!
Lead to the dwellings poor and low
Whose inmates want and suffering know,
And sin and shame."

Help us to do thy will below,
To save them from despair and woe,
The way to hope and comfort show
In thy dear name."

We entirely agree with those of our United States exchanges that favor the title—"National College for the Deaf,"—to be applied to the college at Washington, if a change of name is necessary. As the *Companion* says—"Such a name expresses both the scope and purpose of the institution."

The *Silent Hooper* is now printed on "an improved Campbell country press run by an electric motor, at a speed which may be varied from eight hundred to eighteen hundred per hour, entirely at the will of the operator." That is the way to print a good paper like the *Hooper*. But we have a nice press run by a water-motor. It does good work, too.

"TRAINING THE ABILITY TO THINK."

This is the title of a subject presented by Dr. Latham, at the teachers' meetings of the Indiana School for the deaf. It is a subject of much importance to the profession, and one that should engage the attention of teachers generally. With the junior students of our schools it is quite necessary, perhaps, to lead the young mind by means of questions so framed that they act in the formation of an answer. The main object in teaching young deaf children is to give them ideas of things they see and use, and words to express these ideas. Almost destitute of language and thought, they must be helped to make a beginning, and this help must be continued until they have reached a stage of intellectual strength that warrants less prompting. It is when this stage is reached that the teacher should know how much assistance is needed, and how that assistance should be given in order not to encourage a habit of dependency. Questions that require no particular mental effort for solution may be necessary for the first two or three years of a deaf pupil's school experience, but even before the limit of that time is reached they should be trained to exercise some original thought. With some this development of mind is not a difficult process, but a large majority of such pupils are not easily taught to think, and express their thoughts correctly. Teachers of the deaf know how often they feel discouraged in witnessing the failure of their best efforts to lead the minds of their pupils from a simple fact to the relation of an abstract statement. We shall be interested in the presentation and treatment of Dr. Latham's subject, as we consider it of much value to the profession, and one that has not received the attention it merits. In order to make our work successful, in an educational point of view, we must aim at a development of the mind. This development must rest on a correct estimate of the relation of cause and effect. As an illustration of the point aimed at in this argument we will mention an incident that occurred in the writer's class recently, the members of which have been four and five years at school. In a lesson that was being discussed, the following sentence occurred: "When the snake saw the woman approaching, it sounded its rattles and coiled itself up ready for a spring. This frightened the children, and they ran away." The question was asked, "What frightened the children?" In a class of twenty pupils only eight had an intelligent idea of what was meant, without any assistance from the teacher. Some answered, "This frightened the children," but could not say what the word "this" referred to. Such opportunities to test the thinking powers of a deaf pupil frequently occur in the routine of school work, and a teacher should not neglect them, if the very best results are sought. A parrot-like repetition of set questions, the answers of which often express what the pupils do not understand, can not be considered as evidence of intellectual development in the way we desire. If we can teach our pupils to think, the ability to express their thoughts intelligently will follow.

The *Kansas Star* asks whether we would like to renew the correspondence that was inaugurated last year between pupils of their school and ours. The matter has been referred to some of the senior pupils, and our friends down in the Windy State will probably hear from one of them soon. It is a good way to cultivate a habit of writing ordinary English.

NOT THE ONLY ONE.

Mr. R. P. McGregor, of Columbus, Ohio, in reference to our denial of his sweeping assertions about foreign deaf mute beggars, says it was unnecessary for us to offer any such protest, as it is well known that the Ontario Institution is the only Canadian Institution supported wholly by the state. We fear Mr. McGregor's study of geography is not very reliable if it excludes Manitoba from the Dominion of Canada. Principal McDermid can settle the question whether the school over which he presides is supported by charity, wholly or in part. There is little charity associated with the support of other schools for the deaf in Canada. It may interest Mr. McGregor to know that "the most persistent beggar" to whom he referred, though living in Canada, was educated at the New York Institution. We have some more facts to relate bearing on this matter, but want of space precludes their publication now.

THE STEPS TO SUCCESS.

Mr. Childs, editor and proprietor of the *Philadelphia Ledger* and one of the most practical and successful business men living, says "Success in life is reached by a ladder with just three rungs, and they are Industry, Temperance and Frugality. We want all our boys to think of this, and try to mount the three rungs in the ladder that reaches to success. They are not difficult to climb if a resolute purpose seconds the effort. Deaf boys are not excluded by any arbitrary or unjust rules. If they are industrious, temperate, and frugal they have an equal chance with all others in the struggle for success. We will quote further from Mr. Childs, excellent advice to boys who want to succeed in life. He gives his own experience and we know it is worthy of emulation. He says:

Besides these, I have had during my business career the following mottoes: "Be true. Be kind. 'Keep out of debt.' Do the best and leave the rest." "What can't be cured must be endured." "The perfect man is one who has a clear constitution, an honest purpose, a bright mind and a healthy body." "I can't bring too great attention to the matter of strict temperance. Drinking beer, wine or spirits is a useless and dangerous habit. It does no good and if it persists in it is almost sure to lead to destruction and death. You should have courage enough to say no, if you are asked to drink. There is no safety in moderate drinking. The man who touches alcoholic drink at all is in danger. As to sociability you should try to make acquaintance with the best people you can become acquainted with. In order to do this you must have something in yourself that may be a return to them for what they give you. A man is known by the company he keeps. I cannot say it up my advice to young people better than to say the greatest pleasure in life comes from doing good to others. Be good constantly, patiently and wisely and you will never have cause to say that life was not worth living."

The *Kentucky Deaf Mute* is on our table now, and we observe that editor McClure thinks we were impertinent, as a journalistic "slogging," to say what we did about the non-receipt of his excellent paper. All things considered, perhaps we were. We wanted to read the *Deaf Mute*, and felt somewhat embarrassed because we could not. This, and a laborious condition generally just then, induced us to write as we did. Barring its irregular exchange our Kentucky confrere has treated us courteously, and very generously when we could not offer a *quid pro quo*. It is a valuable exchange, as it always contains something fresh and original. We don't want to be without it, and hence those tears. Now that the bars are down, "let us have peace."

The *Colorado Index* will publish a synopsis of the impressions of Col. Bowman and Mr. Humphrey received during their tour of inspection among other schools. If they had visited and inspected our school we would be more interested in reading the synopsis, but we will read it anyway.

Mr. Ballou, the deaf mute politician who stumped New York State in the interest of the Democratic candidate in the late election, is represented to have said at a meeting of deaf-mutes in New York, prior to the election: "We are a quiet factor in this campaign. May our Almighty God save us from the awful calamity of a Republican success. This sentiment, we are told, was received with enthusiasm. The result of the election no doubt induced Mr. Ballou and his friends to exclaim: 'We killed the bear!'"

The *Optic* remarks: "Whether wonder what sort of an exchange editor they (*The Buff and Blue*) have who care neither for the *Kentucky Deaf Mute* nor the *Optic*. We are pleased with our company." We, too. That new College journal has not yet recognized the *Canadian Mute*, and as a consequence it has not received the benefit of its extensive circulation. We like our company.

The *Silent Worker* refers to the photographic works of Messrs. Ranald Douglas, of Livingston, N. J., and L. Paeh of Easton, Pa., and says they are the best deaf mute photographs in the world. Mr. A. W. Mason, of Toronto, a deaf-mute graduate of this school, is a first class photographer and artist.

THE EDITOR'S TABLE.

EDUCATION OF DEAF CHILDREN

We acknowledge the receipt of a somewhat bulky publication from the Volta Bureau at Washington, which must prove of great interest to those interested in the education and training of the deaf. It contains a miscellaneous collection of information relating to the testimony given before the Royal Commission of Great Britain, and was also edited by Prof. Gordon of the National College. We have not yet found time to examine the contents carefully, but a cursory glance thereto is sufficient to warrant the verdict of their excellence. The editor was careful not to commit himself to any expression favorable to either of the rival systems of instructing the deaf.

The Best Teachers

A recent number of the *Canadian Mute* had a most excellent editorial discussing the standard of teachers of the deaf, taking the ground that the highest education of the teacher the better will be the results obtained. That is a view that we can thoroughly endorse. Even in the simplest primary work the more intelligent the teacher, the better he can teach. Teaching, in general, is a profession in which zeal and hard laborious work will not entirely supply the lack of skill. Take two followers of the same profession of art. Give them the same kind of canvas, brushes, and palette and place them before the same scene. One, with rapid, masterly touches, will transfer the scene to the canvas in such a manner as to make it glow with life. The other, working with the greatest care and faithfulness, yet fails to make a speaking picture. There may be an exact imitation of the scene as to outline, perspective, shade, color, etc., but something is lacking. The reason is not far to seek. The former is an artist, the latter but a painter. We would not be understood as meaning to imply, by this, that only highly educated persons can be successful teachers. Far from it. But we do believe that no one can attain the highest success in the profession who has not that spirit which leads one to continually seek for self-improvement. The best teacher is the one who is ever a student. *Min. Companion*.

To be ignorant is a greater misfortune than to be deaf. Some of the brightest smiles and sweetest faces we ever met were worn by the deaf, and their merry laughter is the most genuine of all, since it cannot be heard by themselves. Common sense and common courtesy will dictate when to show a delicate consideration for the deaf on account of their deafness, but they do not need, and certainly do not wish, to be pitied.—*The Sign*.