

THE CANADIAN MUTE.

THE CANADIAN MUTE

IN BELLEVILLE, ONTARIO

At the Institution for the Deaf and Dumb,
BELLEVILLE, ONT.

OUR MISSION

Dear Friends—A number of our pupils have been reporting and from the knowledge we have received, we are well satisfied with their progress.

We have a number of deaf-mutes here, for whom we consider a great deal of reading, writing, and report work quite important.

For this reason we are endeavoring to have the school and parents and friends of pupils ready for instruction. We have, at present, 120 pupils in our charge, and we are interested in the success and welfare of the education of the deaf and dumb.

SUBSCRIPTIONS

Fifty dollars for the school year, exclusive of expenses.

ADVERTISING

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Address all communications and subscriptions to THE CANADIAN MUTE,

BELLEVILLE
ONTARIO



TUESDAY MARCH 15, 1892

METHODS COMPARED.

Superintendent Wilkinson, of the California Institution who has been traveling in Europe for several months, compares the methods of instructing the deaf there and in America, much to the advantage of the latter. He remarked, to a person who interviewed him in Paris, that his visit had been undertaken mainly to see whether the same intellectual results are obtained in Europe by oral methods as are obtained in America by the combined system where articulation is taught as an accomplishment. So far as his observations extended he had not found Europe up to the American standard in intellectual results obtained in the education of the deaf. Mr. Wilkinson will not return to the United States till July. He will, on his return from Italy, where he now is, spend two months in England, and one month in France, inspecting schools for the deaf. When concluding his interview in Paris, he said—

"Public education of the deaf and dumb in Europe bears one striking contrast to that prevalent in America. In Europe it seems to be looked upon as a sort of charity. This applies even to England. In America it is a part of the public education which is never regarded as charity. The whole point of difference lies in the fact that we desire to make men of those who are educated at the public institutions, while it seems to be the desire to make machines of them here."

OUR SENTIMENTS.

The Missouri *Deaf Mute* *Advertiser*, referring to the task undertaken by Mr. Warren Robinson for the *Silent Educator*, remarks

"Mr. Warren comments on the good points in the January number of the *Silent Educator*, and asks, in connection with the 'Half Hour Letter' of Zeno, whether the mistakes he mentions can not be the result of our system or ways of teaching. He restates the suggestion that a good part of these errors could be eliminated by a constant use of finger spelling on the part of all connected with the school. We believe that would be the case. For the past two years it has been customary for our teachers to use finger spelling in communicating with the pupils in and out of school, and the result has been a steady improvement in the language of the children. We had one pupil who became so accustomed to this method of communication, that he would spell out where none deaf-mutes, but of ten would have used signs. He was a congenital mute, we believe, but his freedom from deafness made many think him a semi-mute."

We give this editorial pronounced with pleasure, as it sustains what we have said in a previous issue of THE CANADIAN MUTE, and what we have practised for several years. Experience has taught us that a promiscuous and reckless use of signs, in and out of the school-room, is a source of much that we find so trying and discouraging in

teaching language to the deaf. For, in schools for the deaf are neither moralists nor the teacher has carefully practical nor theoretical farmers. The time the relative standing of pupils in plan outlined above tends considerably to improve, and has more than a rudimentary knowledge of agriculture, and would require much in eggs and meat addressed to them; but were the ones that constantly hindered when attempting to express ideas or describe scenes, in their own words. Finger spelling should always be the medium of communication between a teacher and his class, and especially when the object aimed at is a common use of ordinary English.

The words and sentence should be placed before the pupils in the order they are expected to use them, and in this way only can we familiarize them with the forms and phrases so common to our language.

TEACHING AGRICULTURE.

Dr. Mott, Secretary of the Board of Directors of the Minnesota Institution, recommends the introduction of agricultural subjects as a part of the curriculum of studies for the pupils of that school.

He sagely remarks that a large percentage of the pupils will become farmers, or farmers' wives, and that, if encouraged by proper training, this percentage may be increased. Farming and stock raising he believes will grow in relative importance as the years go on, and the peculiar disadvantage of the deaf are not so great in these callings as in most others. The deaf pupils, or some of them, may acquire a limited knowledge of practical methods during their vacations at home, but for obvious reasons this training must be very defective. A large share of the farmers in the Western States are poor farmers, and poorer teachers. Secretary Mott outlines his plan of work as follows—

Have class-rooms talk with plants, of which board illustrations, during the months of Sept. and Oct. in the autumn, and March April and May in the spring, two or three times a week on the following named and kindred topics:

The selection of seeds, how to raise, gather and protect them, including seeds for both farm and garden, and both seeds proper and bulbs roots. When and how to plant or no amount of seed per acre distance of plants apart.

The varieties of corn, wheat, oats, barley, rye, and other roots and grasses most likely to succeed and adapt themselves and soils.

Planting deep or shallow and for what crops to plant in the fall and what in the spring, and why.

The importance of keeping the land free from thistles, quack-grass, wild mustard, and all noxious weeds. Estimate the area of land that a busy pig need or purely plant will need.

Show the importance of fertilizers, and what kinds, and how and when to apply them.

During spring and autumn work on the farm and garden, detail these classes to the pupils, let them learn the use of tools, how to select them, and how to keep them bright and ready for use. Be sure to impress them with the fact that the best farms and utensils are those that are paid for.

Horticulture and small fruits would form another interesting subject, and the prevalent lack of thrift and success in the cultivation of these plainly indicate that "ignorance is stamped on every stage of their existence." Mr. Mott says—

I think our pupils may be taught what varieties to select, and the kind of plants of each improved variety, how and when to plant, cultivate, and care for them. Teach them the theory of fertilization. Give them thorough instruction and drill in both root and top grafting and budding.

An important branch of the work may be the raising and training of domestic animals, especially horses and cows, with lessons on raising and marketing poultry and its products, raising and management of flocks, etc., etc. On most of these things, I think, we can secure talks from experts in our own community.

He also recommends the opening of a school for instruction and thorough drill of the girls in all kinds of common cooking and general housework.

The *Competitor* says this report was approved unanimously by the Board and Superintendent, and will probably be adopted by the Legislature. It is commendable for various reasons, but would not its adoption necessitate the appointment of special instructors, or special preparations on the part of teachers now employed? We incline to the opinion that, however well qualified for ordinary school-room work, and experienced in the execution of this work, the majority of those now teach-

Mr. J. W. Bradshaw, brother of Thos. Bradshaw, a former pupil of this Institution, has returned home after a year's sojourn in Vancouver, B. C. where he met Mrs. Matheson and Mr. Wallace, formerly of Belleville. Mr. Wallace is a painter and is doing well.

It is understood that Mr. Gardiner, who has been living in the city over a year, since coming from St. John, Newfoundland, intends leaving for British Columbia next month, where he will live. We wish him success in his new home, but sorry to lose him from our midst.

P. Fraser is the proprietor of a valuable thoroughbred Lien, Light Blue mare which he lately obtained from one of the best fanciers. He expects to raise quite a number of chickens this spring. It is his initial step in this line, and he intends to go slowly until he sees how it pays him.

We are sorry to learn that our old friends, Mr. and Mrs. W. V. Vale, are going to leave the city for the United States soon. They are well-known among the deaf-mutes here, and we are sure they will be much missed by them but we wish them success wherever they may locate.

DANIEL ALEXAN.—It is probable that the Trolley system will soon be adopted in the city as a motive power for street railways. If so, deaf mutes will have to look sharp, according to what a gentleman in Holland said to a newspaper reporter from this city, who went there to interview the leading men on the utility of the system. On being asked in regard to accidents, he said the deaf and blind were apt to be knocked down who did not happen to get out of the way in time.

As the number who attend the meetings on Wednesday evenings has largely increased of late, and more than ordinary interest manifested, it was decided to form a regular society, which was done at the meeting on the 2nd inst. The following officers were elected for the ensuing year:—President, C. Howe; Vice President, A. W. Mason; Secy. Treas., R. G. Slater. However before the election was proceeded with, Mr. Flynn gave his lecture pursuant to appointment at the previous meeting. It was interesting and enjoyed by all who listened to it. There was a large attendance. The weekly meetings are held every two weeks. The Bible Class is held the alternate Wednesday evenings.

Letters to the Editor

We shall be pleased to receive communications for insertion under this heading, pertaining to matters relative to deaf-mutes, but will not be held responsible for assertions made or opinions expressed. The writer's signature must accompany each letter, not necessarily for publication, but as a guarantee of good faith.

Missionary for the Deaf.

Mr. Editor.—Allow me to correct an error in my letter, "Missionary for the Deaf." In the 20th line, the word "support" should have been "object."

In regard to the provision of a suitable salary for a missionary for the deaf, I beg to say there are ample resources for such in this country. The Episcopal Church in Canada alone gives to the mission of the Jews about \$500 annually. There are other denominations. What goes to foreign missions is an enormous sum in the aggregate. Much of this could be profitably spent at home. For instance, if all the denominations set apart a Sunday for the mission to the deaf, on which the collections at services would be given to fund for this purpose, the result would be encouraging. The Mother Country has done well in this matter of missions to the deaf. There the missionaries are satisfied with \$200 and upwards a year. In conclusion, Mr. Editor, I would say that it would be more difficult to find a good man for the work than a suitable salary. The man that thinks about his salary only is not the man we want.

J. Wm. Boughton, Toronto, March 2nd, 1892.

P. S.—Please publish the following list of places where the deaf congregate to learn from the Word of God:—Central Toronto—Y. M. C. A. building, Yonge-st.; Mr. J. D. Nasmith, and Mr. Brudenell, Toronto West—Y. M. C. A. building, Dovercourt Road; Mr. Slater and Mr. Fraser, occasionally Mr. Boughton, Hamilton, Berlin, &c. J. W. B.