



THE CANADIAN MUTE.

Four six or eight pages.

PUBLISHED SEMI-MONTHLY

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

R. MATHISON,
J. B. ASHLEY, Associate Editors.

OUR MISSION.

- First.**—That a number of our pupils may learn typesetting, 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. SORREYVILLE, 103 Times Building, New York, is our agent for United States advertising.

Address all communications and subscriptions to

THE CANADIAN MUTE,
BELLEVILLE,
ONTARIO



FRIDAY, DECEMBER 1, 1893.

REPRODUCTION EXERCISES.

"Rhoda Leo," who has charge of the primary department of the *Canada School Journal*, is a lady teacher of experience and undoubted ability. Her articles on all subjects effecting primary education are characterized by a clearness and force that attract attention and carry conviction. In a recent issue of that excellent school journal she discussed the subject that forms the caption of this article. Her remarks were intended to apply to junior classes in public schools, but they furnish some valuable hints for those engaged in the education of the deaf. We have tested the value of reproduction exercises and know that they are an important aid in the acquisition of language, as well as in the development of thought. "Rhoda Leo" recommends the use of short and attractive stories in the primary classes of public schools. These are related or read to the pupils by the teacher, and a few days afterwards they are asked to tell them to him, using their own language. As thought and memory are developed a step in advance is taken, and the pupils are required to write what they have heard or read. The best work is the reproduction in the child's own words of something it has read. The stories found in children's magazines, Sunday school and other papers, supply all that is required. As a preparatory step in getting the whole story, a number of questions should be written on the board, and the pupils asked to answer them in writing. These questions should cover the whole story, and should be so framed as to draw out original ideas and expressions. This is the plan we have found most beneficial in a fifth year class of deaf children. The stories or articles selected for use are sometimes changed in phraseology, to eliminate expressions and idioms that would convey no very clear idea to the pupil's mind. In senior classes we would not make any such changes nor eliminations, as the common vernacular of the

people should be placed before our pupils as soon as they are capable of understanding and using it in its idiomatic character. We write the stories on the board, choosing the subject with regard to the capabilities of the pupils. The beginning should be simple and brief and a short time allowed for the memory retention. A story submitted in the morning could be reproduced in the afternoon when the imitative steps are taken. When some advancement has been made, a longer time may be used for the memory test, the intervening questions furnishing important hints that intelligent pupils soon perceive and utilize. We have also found that original stories by the pupils, which were not actually reproductions, served an equally beneficial purpose. Many of these original efforts were composed from the child's own experience, and were related in a way that proved their originality. They contained errors in language and in the construction of sentences, but they were valuable steps in the educational work, nevertheless.

TEARING THINGS TO TATTERS.

The *Berkley News* quotes this as a text for some severe criticisms of ordinary sign making—

"According to Dr. Darwin and others it takes a monkey thousands of years to make a man of himself, but a man can make a monkey of himself in a minute."

The *News* then proceeds to arraign the buffoonery and "monkey-shines" of certain "exponents" of the sign language, whose efforts to appear funny only make them supremely ridiculous. These remarks seem to have been inspired by some performances at the Chicago Convention last August, and they are supplemented with vigorous words of approval by the *Kentucky-Deaf Mute*. There is need for such criticism. A good many deaf persons, who have a knowledge of signs, make extravagant and ridiculous use of their arms, hands and body, to which they generally add facial grimaces that would frighten a Comanche Indian. These performances are not confined to exponents of the "funny business," but are practised by many who are serious enough to awe a stature. This tearing things to tatters, in the use of signs, is what exposes the system to so much ridicule and disfavor. We have seen deaf persons talking, or arguing, who gave such an exhibition of gesture and grimace as to actually disgust an onlooker, unfamiliar with the habits of the deaf. There is no need of so much fuss and vehemence. A dignified and graceful demeanor will not lessen the effect of a performance in pantomime, especially when ordinary conversation is carried on between two or more persons. Teachers of the deaf must set an example worthy of imitation, and also discourage an excessive use of signs in the classroom and on the play-ground. We quite agree with the *Oregon Sign*, as quoted elsewhere, that signs should not be used in the classroom, except when necessary to give the deaf child a conception of what a word or phrase really means. They cannot be excluded from our system, in justice to the needs of the deaf, but their use can be greatly restricted with results that must be of much benefit to the deaf.

The *Silent World*, when referring to Dr. Noyes' prostration, the direct result of overwork, added this: "A well-known educator once said that every teacher should consider it as much his duty to rest one year in every seven as he would one day in every week. This advice may be 'less preposterous than it at first seems to be,' but it is scarcely applicable to the circumstances under which most teachers labor. Would a

teacher be permitted to hire a substitute for the year of rest, and return to the same position when recuperated? If so, we fear few exhausted pedagogues could afford to take so many holidays without any income. To hire a substitute would require all the earnings.

The *Albert College Times*, published monthly, is again on our table. It has a large staff of editors, contributors, and a business manager. The leading articles possess real merit, the literary selections are judicious and the general tone of the journal excellent. The local allusions may be intelligible and appear very clever to the students, but many of them are somewhat pointless and inane to outside readers. In alluding to our foot ball team as "Dummies", a gross breach of propriety is exhibited, which, we trust, will not be repeated. Young gentlemen and ladies attending a college of the standing and established reputation of Albert should never allow a slang word like "Dummies" to appear in their College journal, it is only used by ignorant hoodlums and street gamins.

We are sorry to learn that Superintendent Argo, of the Kentucky Institution, has been compelled through ill health to take an enforced leave of absence and try the recuperative climate of Colorado for a season. We hope the change and freedom from the cares and worries inseparable from the management of a large public trust will restore him to health and the position he has adorned so well for a number of years past. That his services are appreciated may be taken for granted when the Board of Trustees for the Institution decided to allow him an indefinite leave of absence with full pay while he is away.

Education Awards.

ONTARIO LEADS IN THIS COMPETITION.

The awards thus far completed and made public by the judges of the educational exhibit at the World's Fair, show that Ontario again stands at the head of competitors in this important branch of the exhibition. Ontario has the only award given for a complete system of education from the kindergarten to the university. The judges also laid particular stress upon the regulations made by the Education Department of Ontario which makes the provincial school system so perfect in its uniformity. Fifteen awards for systems of training, etc., and seven awards for pupils' work in provincial institutions have been made to the Education Department. Among the awards for systems, etc., we find our own school and the Institution for the Blind at Brantford. We also get an award for pupils' work and appliances for teaching. Considering the nature of the exhibition, and the merits of the many competitors, we have just reason to be satisfied with what has been given us. That the educational system of Ontario has few equals and no superiors we are fully convinced, as the test has been frequently made by competent and impartial judges. We should be, and are proud of our province. In nearly all the departments of the great Chicago Fair Ontario takes a leading position; and in grain, fruit, vegetables, cheese, butter and live stock she "beats all creation." (See prize lists). Hurrah for Ontario!

Extracts from Letters.

Miss Bessie Ball one of our old pupils, now living in Detroit, Michigan, writes the Superintendent that she expects to be at the Convention in Belleville next summer.

"We were greatly surprised to see that our little boy was not only willing to return to school, but glad to go. We feel that we have got over a hard place in life, and are truly thankful to those who have been so kind to our child as to make him want to return to school.



SUPERINTENDENT,
BELLEVILLE, ONT.

To Parents and Friends.

CHRISTMAS GREETINGS. We shall have our usual joyous Christmas and the New Year holidays at the Institution.

Forward by express of post office small, inexpensive parcels for your child. Send them here not later than the 15th of the name of the child in care of the Institution for the Deaf and Dumb, Belleville, on each day of parcel parcels came last year within ten days after the Christmas distribution. Be prompt in this matter.

The classes go right on with on Christmas Day and New Year's Day are the pupils excluded from the school rooms. Officers and teachers remain at their posts, and by staying themselves the pleasure of meeting the old folks at home for the purpose of administering to the comfort and happiness of the children here, and feeling that the greatest happiness is found in making others happy. Pupils and teachers have a long rest in the summer season—quite enough for a whole year. During the holidays evening amusements will be provided.

If parents must have their children at Christmas or New Year's we shall offer no objection to their coming for them to the Institution, but pupils who are thus taken away will not be received again until September next. This precaution is necessary to prevent any of them taking measles or scarlet fever or bringing back other diseases. We have had all the sickness we want for this session.

Parents and friends of pupils will be welcome visitors to the class rooms at any time. We cannot furnish lodgings or meals to friends of pupils at the Institution, but anyone may obtain excellent accommodation at reasonable rates at hotels in Belleville. The following are recommended.—Hullman House, the Anglo American, Dominion and Doctor's, near the C. I. R. Station.

Wishing you "A Merry Christmas and a Happy New Year."

I am, yours faithfully,

R. Mathison

SUPERINTENDENT

"The many friends of Mr. H. M. Beaton, our former co-laborer here, will be pleased to hear that he is improving in health, and greatly enjoying his residence in Colorado. A letter lately received from him by one of the teachers is written in a cheerful, hopeful and indicates fresh courage and increasing strength. He was delighted to receive so many expressions of sympathy and good will from his friends, and assures them that he considers this friendship a valuable heritage. He will always strive to be worthy of those who have written to him, may be permitted to answer to their kind letters in the future. Mr. Beaton is still at 1536 Highland Place, Denver, Col.