

# THE CANADIAN MUTE.

Published to teach Printing to some Pupils of the Institution for the Deaf and Dumb, Belleville.

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## INSTITUTION FOR THE DEAF & DUMB

BELLEVILLE, ONTARIO  
CANADA.



Minister of the Government in Charge :  
THE HON. J. M. GIBBON

Government Inspector :  
DR. F. A. CHAMBERLAIN

### Officers of the Institution :

R. MATHISON	Superintendent.
R. MATHISON	Director.
J. E. O'NEILL	Physician.
ES. DANIEL WALKER	Nurse.

### Teachers :

R. MATHISON, M. A. Teacher of English	Miss J. G. THERMILL Miss K. TRIMBLETT Miss M. M. OATMAN
DR. F. A. CHAMBERLAIN Physician	Miss MARY HULL Miss FLORENCE HAYBURN Miss MELVIA L. HALL Miss ADA JAMES
Miss MARGARET CHERRY, Teacher of Penmanship	Miss ANNA JAMES, Monitor
Miss M. HULL, Teacher of Fancy Work	
Miss M. L. HALL, Teacher of Drawing	
Miss M. HUGHES, Teacher of Printing	JOHN T. HURR, Instructor of Printing
Miss M. HUGHES, Master Carpenter	FRANK FITZ, Master Carpenter
Miss M. HUGHES, Master Shoemaker	W. M. SMITH, Master Shoemaker
Miss M. HUGHES, Master Baker	D. CUNNINGHAM, Master Baker
Miss M. HUGHES, Master Tailor	THOMAS WILLS, Master Tailor
Miss M. HUGHES, Farmer	MICHAEL O'MARA, Farmer

The object of the Province in founding and maintaining this Institute is to afford educational advantages to all the youth of the Province who are deaf or dumb, either partially or wholly, in order to receive instruction in the common branches of science, literature and art.  
All deaf-mutes between the ages of seven and twenty and who are deaf, dumb or deaf and dumb, and who are suffering from any form of deafness, whether congenital or acquired, who are to be admitted as pupils, the regular term of instruction is seven years with a vacation of nearly six months during the summer of each year.  
Parents, guardians or friends who are able to pay for the board of the pupils at the rate of \$20 per year for board, tuition, books and medical attendance are admitted free.  
The amount of the AMOUNT CHARGED FOR board, tuition, books and medical attendance for deaf-mutes or their friends.  
The trades of Printing and Shoemaking are taught to all the pupils and they are instructed in general work, tailoring, dressmaking, hatmaking, for use of the sewing machine and ornamental and fancy work, as may be required.  
All having charge of deaf-mutes will avail themselves of the liberal facilities for their educational improvement.  
The Annual School Term begins on Wednesday in September, and continues for six months of each year, and the terms of admission will be given upon application to the Superintendent.

R. MATHISON,  
Superintendent

### INSTITUTION POSTAL ARRANGEMENTS

ALL PAPERS RECEIVED AND DELIVERED WITHOUT DELAY TO THE PARTIES TO WHOM ADDRESSED. Mail matter to be sent in to the office door will be sent to the post office and \$15.00 of each month will be given upon application to the Superintendent.



### LET IT PASS.

"Let former grudges pass" —Shakespeare

Be not swift to take offense  
Let it pass!  
Anger is a foe to sense.  
Let it pass!  
If you do not dearly love a wrong,  
Which will disappear ere long,  
Lather this cheerful song.  
Let it pass!  
Let it pass!

Strife surrounds the purest mind  
Let it pass!  
As the unrequited wind  
Let it pass!  
Any vulgar souls that live  
May condemn without reprieve.  
'Tis the noble who forgive.  
Let it pass!  
Let it pass!

Echo not an angry word  
Let it pass!  
Think how often you have erred  
Let it pass!  
Since our joys must pass away,  
Like the dewdrops on the spray,  
Wherefore should our sorrows stay?  
Let it pass!  
Let it pass!

If for good you've taken ill  
Let it pass!  
Do not with scorn the measure fill  
Let it pass!  
Time at last makes all things straight  
Let us not resent, but wait,  
And our triumph shall be great  
Let it pass!  
Let it pass!

Bid your anger to depart,  
Let it pass!  
Lay those homely words to heart  
Let it pass!  
Follow not the giddy throng,  
Better to be wronged than wrong  
Therefore sing the cheery song  
Let it pass!  
Let it pass!

Southern Churchwoman



### Polly and The Baby.

"I'm going after some nuts, said Jack. "You come, too."  
"No," said Polly. "It's no fun when you've got to tug along with a baby."  
Polly, however, took little Joo from the cradle, where he sat trying to get both plump fists into his mouth at once and scolding each one in turn because he couldn't, and went to see Jack fix his wagon and harness.  
It really was very interesting. A soap-box on wheels made as good a wagon as any one would wish to see. Rover was having his harness fitted, lying down only about half a dozen times just as it was most needful that he should stand up.  
At last it was finished. Jim, Polly's brother next older than the baby, got into the wagon, Jack led Rover by a string, and he trotted off as soberly as any old nag.  
All the children were delighted, and Polly forgetting how heavy little Joo was, followed the boys until they were almost to the grove.  
"You might as well come a little farther now you're so far," said Jack.  
"I'm so tired carrying the baby!"  
"Put him in the wagon," suggested Jack.  
"Oh, he might get hurt."  
"He couldn't," said Jack, positively. "See, I'll tie Rover here to this tree, and he'll lie down as quiet as a mouse. Rover always likes lying down better than doing anything else."  
Polly looked around. It was not a public road they were in, only a path, with a green field on one side and a steep, grassy bank on the other. No cows were in the field, and none could come up that bank.  
Jack took off his coat and laid it in the wagon for baby to sit on. Baby was crowing and laughing like a little cherub, as he was.  
They strayed into the grove, Jack

throwing up sticks and stones to bring down the nuts, which Polly and Jim picked up.  
Polly turned often to look at baby, running back once or twice to make sure he was all right. She found his eyes closing, and laid him tenderly down in the wagon, with the coat for a pillow. Then she ran back to where she had left the boys, and soon forgot to notice how far off they were getting.  
"There's some berries in the lot beyond," said Jack. "It won't take long for us to get them."  
Baby was out of sight now, and Polly felt uneasy about going any farther from him. "Rover'll take just as good care of him as you will," Jack said.  
So Polly went for the berries. But before long Jack turned his head to listen.  
"What's that?" he said.  
"It's Rover barking," cried Polly, running with all her might.  
The boys followed her. Polly screamed when at length Rover came into view. He had caught sight of a rabbit, and was tearing along like a wild creature.  
After him came the wagon, bouncing and bumping from one tree to another, now dragged on one side, now on the other, now upside down. Polly and the boys screamed to him, but the more they screamed the faster he dashed on. Crash went the wagon top gone, bottom gone, wheels gone at last. Just as Rover took a jump over the fence into the field where the berries grow.  
Where was the baby?  
As the rabbit had shown his pink lined ears Rover had sprung forward with a bound which jerked the wagon high into the air. Out went baby rolling over and over down the steep bank. He reached the bottom of it before he was fairly awake. He rubbed his eyes, found that he was not hurt, and sat still for a moment, perhaps wondering what was coming next, and then set up such a roar from his red lips that all the people in the nearest house ran to see what could be the matter. It was Mrs. Jones's house and baby's mother was there, and she was the first one to reach him. She picked him up and carried him home.  
An hour later three sorry-looking children, with swollen eyes and feet aching with walking about hunting for the baby, came and peeped in the door.  
Baby was there, trying as hard as he could to get both fists into his mouth, and scolding just as hard because he couldn't.  
Polly made a rush at him.  
"O baby! I'll never, never leave you again that way as long as you live!" —  
*The Youth's Companion.*

### Helen Keller.

IS SHE BECOMING DEMENTED?

A correspondent of the *Deaf Mutes Journal* writes: This is sad news, indeed, which we hear about winsome Helen Keller. Her mind has broken down at last, like the fabled pitcher at the well, from excessive training. She is at her distant Georgia home, a mental wreck of her former self. She no longer takes any interest in her studies, refuses to receive or answer letters from her dearest friends, and will not touch her typewriter at all. She talks of nothing but death, death, and death, all day long. It is a clear case of over-education, and the reaction has come. Her teachers aimed too much at effect, and taught her French, and poetry and what not, and they have succeeded in wrecking one of the loveliest of God's creatures. No words can be too severe for such a willful abuse of a precocious child's mind. "Hasten slowly" should have been the motto of her teachers. It is hoped that a complete rest this winter will restore her broken mind and spirits, a hope in which the whole world will join. God grant it.

### The Ideal School for the Deaf.

E. M. Gallaudet, Ph. D., LL. D., President of the National College, Washington, D. C. asks what are the conditions essential to a model school for the deaf? He responds:

1. It should be a boarding-school, for deaf children need special training and instruction outside of the hours of school, which they cannot, or at least do not, receive in the homes from which they mostly come.
2. It should be under the charge of a man well versed in all the methods of teaching the deaf, including a thorough familiarity with the language of signs. He should also be a man of earnest religious convictions, prepared to inspire and develop veneration for God and the highest moral aims.
3. All the teachers should have a good knowledge of the language of signs; a majority should be highly educated persons, some of them being deaf themselves.
4. There should be a department, or classes, in which pupils can be trained from the start by the oral method, and every pupil should have a full opportunity of acquiring speech.
5. Only those pupils should be retained permanently in the oral department or classes who are unquestionably successful in speech and lip-reading.
6. All pupils in manual classes who can attain even a moderate degree of success in speech should continue to have instruction in that branch.
7. Orally-taught pupils should have the benefit of lectures and religious services in the sign-language.
8. No effort should be made or allowed to discredit or disgrace the language of signs, and its use out of school should not be forbidden, even to pupils taught in oral departments or classes. At the same time all due influence should be exerted to induce pupils to communicate largely with each other by speech and manual spelling, so soon as their attainments render such communication practicable.
9. The course of study should be so arranged as to give all pupils the opportunity of reaching the point of advancement required for admission to the best high schools for the hearing, and provision should be made for carrying such as prove capable and deserving through a high-school course quite up to the point of fitness to enter the freshman class of the College at Washington.
10. Full opportunities should be given for industrial training, and for the development of any talent in art that may be found to exist among the pupils.
11. Thorough and systematic physical training should be provided for.
12. Religious instruction of an undenominational character should occupy a prominent and honored place, and this instruction should be given in the language through which alone the mind and heart of the deaf can be moved and impressed as the mind and heart of the hearing are through audible speech.

In the opinion of the writer the time has come when the public should be made fully to understand that no school for the deaf which holds to a single method, and rejects either the language of signs or speech, has a right to assume that it can educate the deaf as a class.

### Wholesale Deaf-Mutes.

In a district in England the number of the deaf-mutes returned to the commissioners of the last census was so wildly at variance with the ordinary proportion that the official documents were sent back again for a further investigation. It was then found the sapient enumerator had returned a deaf-mute not only those inhabitants who were old enough for their condition as suffering from this infirmity to be properly ascertained, but every infant child in the district too young to be able to speak.—*Deaf-mute Tribune.*

A deaf-mute, Nicholas Martin by name, died in Paris, France, at the advanced age of one hundred and three years.