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THE CANADIAN MUTE.

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

VOL. II.

BELLEVILLE, OCTOBER 16, 1893.

NO. 10.

INSTITUTION FOR THE DEAF & DUMB

BELLEVILLE, ONTARIO,

CANADA.



Minister of the Government in Charge:
HON. J. M. GIBSON

Government Inspector:
J. CHAMBERLAIN

Officers of the Institution:

W. A. M. A. Superintendent
W. A. M. A. Doctor
W. A. M. A. Matron

Teachers:

MISS J. O. TERNILL, Superintendent
MISS M. M. OSTRON, Matron
MISS MARY HULL, Physician
MISS LORNE MAYNOR, Matron
MISS SYLVIA L. HALL, Matron
MISS ADA JAMES, Matron

MISS J. O. TERNILL, Superintendent

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SOMETIME.

Sometime, when the winds are soft and the skies
are clear,
And the frosts tipped flowers are everywhere,
And the birds' songs float on the lullaby air,
Perchance I'll see
O'er the troubled waters a gleam of sail
And you will know that the boatman pale
Has come for me

It may be at noon on a summer's day,
And the heat of toil I shall pass away,
And sweetly rest through the livelong day,
Forgetting all care
And the shade shall drop from the reaper's hand
And the sunbeams where the stubbles stand,
And there'll be grief in the family band
That I'll not share

Perchance when the sheaves are all gathered in
And the corn is drawn to the waiting bin,
And the golden apples are stored within
And the bright leaves fall
I shall look my last on the sunset's gold
And joyfully pass to the heavenly fold
At the Master's call

It may be at noon on a winter's night,
I'll slip from the darkness into the light
And join with the angels clothed in white
On the other shore
It matters not where the place may be
Or the time, if the Savior waits for me
At the heavenly door

Alamy Journal



Deafness and Mental Dullness.

A recent contributor to the *Medical News* brings evidence to show that a large proportion of the school children classed as "mentally dull," are affected with a degree of deafness. That deafness should have a marked effect upon the mental, and even upon the physical development of a child is easily believed, since so large a part of everyone's education is transmitted to the brain through the ear.

Doctor Sexton, an American aurist, found a distinct defect in the hearing powers of thirteen per cent. of a large number of school children whom he examined.

Doctor Well, of Stuttgart, in an examination of over six thousand school children found that thirty per cent., or nearly one third of the number examined, had defective hearing powers. He made use of the whisper test, and the test for hearing the watch tick. The hearing was considered defective only when it fell considerably below the average.

Dr. Gello, of Paris, who has made extensive experiments in regard to the percentage of deafness among school children, found that a degree of deafness was very common among "dull" pupils though often unrecognized. He found, in one case, seven children placed in seats in the rear of the school room on account of dullness and inattention. Of these, four could hear the watch tick at a distance of from two to eighteen inches only, while two were entirely deaf in one ear.

Of twelve boys whom the teacher considered poor pupils, ten were affected with loss of hearing power in one or both ears.

Cases of deafness should not be allowed to go without treatment. Even the seemingly hopeless cases should be sent to the aurist for an opinion as to a likelihood of improvement under treatment.

"Running ears" should never be neglected. Such a condition makes the child a disagreeable neighbor in a school. The disease is always a source of danger to the child itself, and may be a source of danger to its companions.

During an attack of measles or scarlet fever, ear complications should be guarded against by cleanliness of the nose and throat. If the ears discharge, they should receive treatment aiming at cleanliness of the aurial canal.

A Hard Life

Years ago Laura Bridgman astonished the world. That a person deaf and blind, and consequently dumb from infancy, could be taught to live a life of understanding, action and aspiration seemed but little short of a miracle.

Helen Keller, of whom most of our readers have heard, is more of a marvel. Without the power to see, or hear or speak, she has been taught to hold conversations, to write compositions and letters, to embroider, play the piano and to comprehend abstract thought. Her education seems almost the high-water mark of Christian civilization.

And now a pitiful yet inspiring story of another unfortunate child comes to us. She was born in Texas, and when fifteen months old had learned only two words—mamma and papa. Then she had a serious illness, by which she lost eyesight and hearing, and was doomed to a life of imprisonment, into which no sound or ray of light could penetrate. She soon forgot the two words she had learned and uttered only inarticulate sounds. As she had never experienced pleasure, she did not know how to laugh, but she exhibited terrible freaks of passion and terror, and hated the presence of all living things.

In the meantime she had learned two signs—one to put her fingers into her mouth when she was hungry, the other to cross her arms over her breast when she was thirsty. The only thing that deeply interested her was wiping her mother's dishes, and this she did, the mother says, "until they cracked."

At six years, when most children are happy and gay, she was blind, speechless and deaf, knowing nothing, hearing nothing, caring for nothing, groping in blackness and silence, and consumed by passionate fits of animal temper.

One day a newspaper brought to the house some account of Helen Keller and her successful education. After a little correspondence Wilho Elizabeth—for that was her name—was taken to a kindergarten for the blind in the East.

When she first arrived she kicked and bit and savagely pushed any one who came near her. Her dull eyes were expressionless. Her face wore a look of despair. Her mother stayed with her for a week, and then left her with the lady who was to be her teacher. The child had to be tamed as one tames a wild creature.

At last the day came for the first lesson. She was playing with a shallow basket, which she put upon her head. This gave her teacher the idea of selecting the word hat to convey to the mind of the child the first glimmer of thought. After many attempts to use the language of the fingers upon the palm of the hand, the teacher succeeded in making the unfortunate girl understand that she was signaling the name of the object that she held in her hand. This was the first ray of light that penetrated the darkness in which the child had lived.

To day she has learned the names and comprehends the shapes of four hundred objects. More than this, she understands the meaning of about a hundred verbs. In all she commands a vocabulary of about six hundred words. She has become alert, sweet-tempered and affectionate. Her greatest delight is to take a book of raised letters to bed with her to read, where, of course, she can read as well as in daylight.

What a struggle for an education is this! It is difficult fully to comprehend it. We take eye-sight as a matter of course. We hear the sound of the winds, the ringing of bells and laughter, the ripple of dear voices, and who stops to thank God for it? What we have been taught at home or at school has been given under the pleasantest and most favorable conditions. What if we had to get our diploma by the tip of a finger on the palm of the hand? *The Youth's Companion.*

The Human Hand.

A DEAF MUTE GIRL'S THOUGHTS ABOUT IT.

"Whatsoever thy hand findeth to do, do it with thy might," came up in my reading this evening, and how many thoughts it gives rise to. Dr. G. Wilson says, of the powers of the hand: In many respects, the organ of touch, as embraced in the hand, is the most wonderful of the senses. The organs of the other senses are passive; the organ of touch alone is active. The eye, the ear, and the nostril, stand simply open; light, sound, and fragrance enter, and we are compelled to see, to hear, and to smell; but the hand selects what it shall touch, and touches what it pleases. It puts away from it the things which it hates, and beckons towards it the things which it desires.

The hand cares not only for its own wants but, when the other organs of the senses are rendered useless, take their duties upon it. The hand of the blind man goes with him as an eye through the streets, and safely threads for him all the dangerous ways. It looks for him at the faces of his friend, and tell him whose kindly features are gazing on him. It peruses books for him and quickens the long tedious hours by its silent readings. And we who are deaf know how well and willingly the hand administers to us, and how eloquently its fingers speak for, and listen for us, thus discharging the unwonted office of ear and tongue.

The organs of all the other senses, also, even in their greatest perfection, are beholden to the hand for the enhancement and the exaltation of their powers. It plucks for the nostril the flower whose odors it delights to inhale and distills for it the fragrance which it covets.

As for the tongue, if it had not the hand to serve it, it might abdicate its throne as the lord of taste. In short, the organ of touch is the minister of its sister senses, and is the hand-maid of them all. And the hand not only thus munificently serves the body, but not less amply does it give expression to the genius and wit, the courage, and the affection, the will, and the power of man. Put a sword into it and it will fight for him, a plow and it will till for him, a harp and it will play for him, a pen and it will speak for him, plead for him, pray for him. What will it not do? What has it not done?

A steam-engine is but a larger hand, made to extend its powers by the little hand of man. An electric telegraph is but a long pen for the little hand to write with.

What moreover, is a ship, a railway, a lighthouse, or a palace—what, indeed, is a whole city, a whole continent of cities, all the cities of the globe, nay the very globe itself, in so far as man has changed it, but the work of that giant wonder-working hand, with which the human race, acting as one mighty man, has executed its will!

When I think of all that man and woman's hand has wrought, from the day when Eve put forth her erring hand to pluck the fruit of the forbidden tree, the dark hour when the pierced hands of the Savior of the world were nailed to the precatory tree of shame, and of all that human hands have done of good and evil since, I lift up my hand and gaze at it with wonder and awe. What an instrument for good it is! What an instrument for evil! and all the day long it is never idle. There is no implement which I cannot wield, and it should never, in working hours, be without one. *—Scotch Girl (Jlagga Hutten.)*

Clootness is contagious when it comes close enough to touch.

Baron Liebig, the German chemist, says that as much flour as will lie on the point of a table knife contains as much nutritive constituents as eight pints of the best beer.

INSTITUTION POSTAL ARRANGEMENTS

LETTERS RECEIVED AND
sent by mail to the parties to
be addressed. Mail matter to go
to the door will be sent to
the office and 2.50 in of each
month. The messenger is not
to be given upon application to
the office.

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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 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 cents for the school year, payable in advance.

ADVERTISING

A very limited amount of advertising, subject to approval, will be inserted at 2 cents a line for each insertion.

ROY A. SOMERVILLE, 105 Times Building, New York, is our agent for United States advertising.

Address all communications and subscriptions to

THE CANADIAN MUTE,
BELLEVILLE,
ONTARIO



MONDAY, OCTOBER 16, 1893.

CLASSIFICATION.

The Superintendent was ready to announce the formation of classes on Monday, 2nd inst. As usual, he took advantage of the occasion to refer to some things that had occurred during the previous session, and call attention to such changes and arrangements as were deemed necessary for the present. The classes average about as usual—twenty pupils in each. This is a high number, in view of the individual attention that must be given to the pupils, but a less number is not possible under the conditions prevailing. The regular work of the session is now well under way, and the usual results are expected. Mr. Bray, who takes the place vacated by Mr. Beaton, enters upon the duties of a teacher with enthusiasm; and as he is a gentleman of good abilities, and can easily make himself familiar with the deaf, his success may be assured. He has received a hearty welcome from his friends here, with whom he spent an enjoyable time a few years ago.

SYMPATHY AND APPRECIATION.

At the opening exercises on the 2nd inst., Mr. Mathison made special reference to the resignation of Mr. D. M. Beaton at the close of last session, and expressed his regret that the state of Mr. Beaton's health compelled him to retire from the work for which he is so well qualified. The resignation, when offered, was accepted conditionally, the hope being expressed that Mr. Beaton's health would be so far benefited by the summer vacation as to enable him to return to his class. This appointment of a successor was delayed until near the close of the vacation with this object in view, and then a letter from Mr. Beaton made the choice of a successor unnecessary. The teachers and officers endorsed all that the Superintendent had said in favor of Mr. Beaton as a teacher and a gentleman, and united in hoping for a complete restoration of his health. They desire by this means to

assure him that he retains their confidence and esteem, and that they will rejoice to hear of his happiness and prosperity.

From recent utterances by Principal Crocker of the Pennsylvania School at Mt. Airy, the conclusion is drawn that he is fully committed to a "pure oral" system, and will use his influence to have signs banished from the school over which he presides as soon as possible. He gravely assures us that the day is not far distant when signs will be unknown in the education of the deaf. We dissent from this view.

The *American Annals* will publish a full report of the proceedings of the Congress of Instructors, in a separate pamphlet. This will be highly appreciated by those who did not attend the meetings, and also by those who did attend.

The Editor's Table.

THE BRITISH DEAF MUTE

The September number of this trans-Atlantic publication has been received. It deserves this special notice, because it possesses special merits. The illustrations are good, and all the contents well written and useful.

TID. SILENT ECHO.

Published at the Institution in Winnipeg, comes to hand enlarged and very much improved in every way. It will hereafter be issued semi-monthly. It is not a whit behind any of the Institution papers, either in respect to matter or typographical appearance.

AMERICAN ASSAULT

The October number of this leading publication for the deaf has been received. Its contents are as interesting and instructive as usual. This volume is somewhat bulky, consisting of 187 pages, but no less than 122 pages are devoted to the "Report of the Committee on the Classification of Methods of Instructing the Deaf."

A PROSPECTUS.

The Illinois School for the deaf is well known as the largest and one of the best equipped schools of the kind in existence. The new Superintendent, S. T. Walker, M. A., has issued an attractive prospectus, fully illustrated, giving an outline of the scope and aim of the work being done at the school. No doubt the high grade the school has so long sustained under Dr. Gillett, will be maintained by Mr. Walker.

PUBLIC INSTITUTIONS OF MANITOBA

We have received the annual report of the Government Inspector, which was printed by the pupils of the school for the deaf at Winnipeg, and is a credit to that Institution. The fine illustration of the school building was engraved by Theo. Wilkie, a pupil, and shows what the deaf can do in that branch of artistic work. The report shows all the public institutions of the Prairie Province to be well sustained and highly prosperous.

THE EDUCATOR.

The publishers of this excellent educational journal lost no time, after returning to work from their summer holidays, in getting out the September number. It is an excellent number, too, containing seven well-written articles relating to the Congress, besides a good deal of other matter of interest to the profession. "Notes from Schools" form a valuable addition to the more elaborate articles, and give a succinct statement of the changes that have occurred, and the work being done. Teachers of the deaf should read the *Educator*.

OUR BOYS.

Our Boys is the name of a little paper printed and published by the boys in the Victoria Industrial School at Minneo. The August number, the first of publication, is a neatly printed, nosy, interesting sheet and reflects credit upon all concerned. We learn from *Our Boys* that there are at present 179 boys at the school, and the various departments include work in the public school course, kitchen, bakery, laundry, farm, creamery, engineering, printing, wood working, shoe making, tailoring, knitting, etc. From all we have heard, good work is being accomplished in this school at Minneo and at the Alexandria School for girls in East Toronto, both institutions being under the management of the Industrial School Association.

PERSONALITIES.

Robert Hoy and John Schweitzer were visitors of Wm. Quinlan recently.

Mr. Caldwell will edit the *New* published at the California school. He is a poet, too.

Mr. H. Van Allan has retired from the editorship of the *Silent World*. He is an able writer.

Mr. Fred Reeves, Lindsay, carried off eight first prizes at the Central Exhibition held there Sept. 27-29.

We thank Mr. Fred Reeves for a copy of the *Lindsay Post*, in the office of which he is a compositor. The *Post* is a good paper.

Prof. Hammond, late a teacher in the Illinois School, is now principal of the Chicago Day Schools. He is capable and experienced.

Willie McKay, who has worked one session in the office here, earned some money setting type for the *Woodstock Sentinel* during his vacation.

Mr. Wm. Wallace, who has recently returned from British Columbia, and Mr. Thos. Bradshaw, etc. in Stratford, lately visiting friends and acquaintances.

John Trachell, of Shakespeare, attended the Industrial Fair, Toronto. Mr. Smith of the same place, took in the World's Fair at Chicago, Wm. Quinlan, of Stratford, was content with the Fair at London, Ont.

Dr. Noyes, Superintendent of the Minnesota School, who was nervously afflicted on the 13th of Sept. is improving at Kenosha, Wis., where he is resting. We hope he will soon be fully restored to mental and physical strength.

Thomas Hazelton, of Delta, has been fortunate in taking two 1st prizes for Boots, one 1st for Beets, 2nd and 3rd prizes for Potatoes and Red Cabbages, and 2nd prize for Pop Corn, at the Delta Autumn Fair. Thomas is a hustler and continues business at the old stand in the village where he lives. As a correspondent, the *Athens Reporter* has few equals and no superiors.

One day in September Miss Jennie Course, a graduate of this Institution, called on Ada James. She is doing well at her home, in Fingal, helping her father keep shop. She looked well, but much thinner. Mrs. James, at her request, went down to spend the afternoon with her the second last Sunday of her vacation. Both had fine chats of "auld lang syne." Jennie wishes every one at the Institution a successful and happy year.

Extracts from Letters.

The parents of one new pupil wrote to the Superintendent as follows:—"I am glad I went to the Institution with my boy, for now I feel quite satisfied that he is in good hands and that he will be well cared for." Such is the experience of all parents who visit here.

A parent writes:—"I am well aware that you understand what it is to part with these loving ones, but am thankful she has many kind friends. I am pleased with the progress she has made since she has been with you. We take five papers in our home but the Institution one is always the first one read."

A parent writes:—"We feel lonely without her but are satisfied to leave her in your charge, knowing you will do justice by her. I was very much pleased when I visited the Institution, to see such a beautiful place with every convenience and I will be sure to feel at home, as she is fond of company."

Our old friend D. Bayne, of Merivale, Co. of Carleton writes:—"I am requested by the deaf mutes who attended Prof. Denys' lecture to convey our thanks for your kindness in sending him, and I assure you that his visits on this and the previous occasion were greatly appreciated by us, as was also that of Mr. Nurse on a previous occasion. We had about twenty present when Prof. Denys lectured, and I must say he was both amusing and instructive, and all were greatly pleased with him. I hope that you have your numerous family again around you, and you and they arrived safely without accident."

WANTED. Information wanted about a deaf girl named Thompson, whose mother, Mrs. Maria Thompson, was living in Chicago, where she died three or four weeks ago. If anyone can give the address of the little deaf girl, or that of her grandmother, who is supposed to be living in or near Toronto, will confer a favor by writing to Mr. Jules Ross, Washington Park Club, Chicago, Ill.

TORONTO TOPICS.

From our own Correspondent.

Mr. and Mrs. Nurse were in the city since their return from the country. From what we hear, it is probable they had seen a very fine visit a row time, and could have been that pleasant away from home. Mr. Chas. Wilson spent the week with his little daughter, and some of the mites our friends they put up their over coats, and some of the mites, looking for from Jack Reynolds' family days.

Mr. and Mrs. Terrell have moved to Church Hill street.

Wednesday the 27th of the month, pupils to return to Belleville, and a large number of the mites our friends and many of them had chats with old friends.

David Dark is on a visit to the wood carver and we understand he stays in the city if he gets a chance. The only deaf mites in the city are the old Hamilton Institution mites, Mrs. B. B. B. Mrs. Jones, Mrs. M. Howe, H. Moore, and J. Slater.

Mr. and Mrs. Buchan and Mr. and Mrs. Durburn have moved to Woodville Parkdale.

The Sunday services on the 1st inst. were directed by Mr. Nasmith, who had returned from Chicago the previous evening. The fair attendance, only a few families missing, those who had returned from the morning services at the West Hill church were well attended, every Sunday service will continue being about fifteen.

Mr. and Mrs. J. Flynn have moved to the street, an array of their friends who are all are sure to be suitably entertained by host and hostess.

The deaf mites of this city were surprised to see their old friend Mr. Smith amongst them again. The reason of his sudden appearance was his return at first, but at a meeting of the mites for the purpose of renewing the "learning" track he had received an appointment from the teaching staff in the Institution. The announcement was very much with satisfaction. It was the intention of those present that whether the mites had been made, and the Institution had been later on as having his services. Mr. Smith is popular among the mites of this city.

WINDSOR FEARS.

From our own Correspondent.

The many readers of your paper will learn of the sudden death of Albert, an old pupil of the Institution, at Windsor, on Wednesday the 4th inst. He was the only son of his mother, and depended on his labor for support. He was a good and industrious young man, beloved by his friends and admired by his mother and his taking off is a serious blow to the family. He came to Detroit from Galt last summer and was doing well. The deaf mites of Windsor have expressed their sympathy to the sorrowing relatives. The remains were taken to Galt on Friday evening for interment.

Daniel Gorman, who was nearly killed last summer by a railway train near the station, almost recovered from the injuries he sustained, but he carries his left arm in a cast. He is at present in St. Mary's Hospital receiving treatment. It is hoped he will lose the use of his arm, but unless good success is had it may have to be amputated.

Our friend, Walter B. Larkin, has been the subject of many anxious inquiries during the few weeks, as he did not put in an appearance at the meeting of the deaf mite Association. He was acting Treasurer. The members were anxious to know where he is, as they feel any one being the custodian of so much money should think he has met with some accident which prevented him from turning up when wanted. The Association is now no more.

Table Hall is glad to be near the station during the winter months. He is working at the Malabar Iron Works, and is the honest living. All his friends wish him to prosper and prosper.

Albert Denys was working in the L. C. Palace Car Works until June last, when he closed for a time. They have not yet returned and he does not know whether he will get a job again or not. Albert however, seems to be up right and never gets left.

BRANTFORD BUDGET.

From our own Correspondent.

Brantford has two more mites added to its population, Mr. and Mrs. Gouthrie, who have just moved here last month. Mr. Gouthrie has work at the laundry.

Robert Sutton feels justly proud of his game chickens. He got two first prizes at the show. He also got six prizes on poultry, including a V. E. Smith. We wish him good luck.

Amos Shephard has left David's school, boarding at the Brunswick Hotel.

We understand that Mr. Lloyd has been storing at Colborne's, where he made his home, is now living with his brother-in-law, the Hon. Justice.

W. J. Rose has been working on a farm in Paris this summer. He is returning to the city and is looking for a job.

Thos. McLain has secured a situation as carriage man. He gets better wages than he received at the machine shop, and he is doing well.

Misses Sutton and McLain having been on holidays, have gone to Buffalo on a visit. Thus, Johnson, the needle pusher, has been here for about two months, waiting for his return to his business, and his long absence is to be regretted.

The Massey-Harris Co., which closed its May have not yet resumed work and in consequence, three of our mites are out of employment. They expect to commence this week.

Achieve Smith has been working with his family on the farm.

Last month the Grand Trunk Railway employees an excursion to Toronto. All mites took advantage of it to visit the city. Messrs. V. E. Smith and Sutton were among the callers on some well known deaf breeders, and some of the mites. They enjoyed the pleasure of seeing Mrs. McDermid, Mr. B. and Miss Spaight.

Mr. Langmuir, our assistant carpenter, has left for Toronto to enjoy a well earned vacation. The carpenters have been very busy all through the holidays making repairs, etc., and have had very few opportunities for a rest.

WHICH WILL YOU TAKE?

FORWARD CAUSWELL

1. I will take the medicine which will cure me as promptly as possible.

2. I will take the medicine which will cure me as cheaply as possible.

3. I will take the medicine which will cure me as easily as possible.

4. I will take the medicine which will cure me as wisely as possible.

5. I will take the medicine which will cure me as healthily as possible.

6. I will take the medicine which will cure me as quickly as possible.

7. I will take the medicine which will cure me as long as possible.

8. I will take the medicine which will cure me as thoroughly as possible.

9. I will take the medicine which will cure me as completely as possible.

10. I will take the medicine which will cure me as perfectly as possible.

11. I will take the medicine which will cure me as happily as possible.

12. I will take the medicine which will cure me as peacefully as possible.

13. I will take the medicine which will cure me as quietly as possible.

14. I will take the medicine which will cure me as painlessly as possible.

15. I will take the medicine which will cure me as pleasantly as possible.

16. I will take the medicine which will cure me as agreeably as possible.

17. I will take the medicine which will cure me as suitably as possible.

18. I will take the medicine which will cure me as conveniently as possible.

19. I will take the medicine which will cure me as suitably as possible.

20. I will take the medicine which will cure me as suitably as possible.

Trades for the Deaf, and Industrial Training Schools.-- How to Improve them.

By F. D. CLARKE, M. A., FLINT, MICHIGAN.

The following paper was read at the World's Congress of Instructors of the Deaf, Chicago, July, 1893.--

The importance to the deaf of careful instruction in mechanical trades was pointed out soon after their education began in the Eighth Report of the American Asylum, dated May 18th, 1821, which treated cabinet making, shoe making and blacksmithing were taught in separate commodious brick workshops. Fifty years ago the instruction given in a shop was the best of its kind in America. Since then our school-room methods have received the very greatest attention have been the subject of long and most interesting debates and experiment of the best method of our profession and have been greatly modified and improved. The methods and the methods of teaching have not kept pace either with our schools or with the progress of industrial training outside of our institutions. We now teach more "industries" than for the past, but many of these are called trades, and no school teaches all of those mentioned.

Our shops from the front of the movement for mechanical instruction, have fallen into insignificance when compared with the many Industrial and Agricultural colleges, Manual Training Schools and Technical Institutes provided for young youth, such as the Pratt Institute, Brooklyn, or the new Armour School soon to be opened in Chicago.

Several causes may be assigned for this lack of progress: The work of the shops is unfortunately for them, possesses no commercial value. In trying to make these larger shops intended solely for the deaf have been managed only to make money. The foremen do not teach, they buy a trade and glory in turning out a large number of skilled workmen, but try only to produce a great amount of work. Nor are the foremen alone to blame, the management of the School and the Principal both, too often take the same view, and speak with mere platitudes of the dollars made than of the dollars trained.

A factory and a school cannot be conducted upon the same principles. Their objects are entirely different. Methods successful in one must fail in the other. The foreman must turn out the best possible amount of work at the least possible cost. He cares nothing for the improvement of his workmen, even if whom is put to work he can do best in the best, and kept there as long as possible. Men will for months and years perform the same process, over and over again, until their dexterity and accuracy becomes almost incredible. Such subdivision of labor produces immense amount of work but dwarfs and stunts the workmen. One who has long held a place cannot fill any other, he must wait till he can find just the place he has been accustomed to.

The foreman of a school shop who for the first time has the object of his being employed by the workmen and not to finish some thing very much in the same way. He tries to find what each raw boy can do best, and keeps him at that work as long as possible. The foreman who tries to improve the work of his pupils, must follow a different plan. He has his pupils mapped out. As soon as a pupil has mastered one part of it he puts him on to another until he has finished the shop. If a saw or a hatchet needs sharpening, he looks not for a boy who can do that work, but for one who can do it in it. The first man

will probably turn out twice as much finished work as the other, but his pupils will not know half a much. The second may sometimes spoil a tool, and will often waste material, but his graduates will know all parts of their trade.

The selection of these foremen should receive the greatest attention. They are as much teachers as any one employed in the school. They are thrown more upon their own resources than any literary teacher. The head of the school who does not give some supervision and advice to his teachers, and who himself has not practical experience as a teacher of the deaf, is a very poor one. There are few such in America. Even in the case where incompetence causes the Principal to neglect his school, the puzzled teacher has fellow teachers to whom he may apply for counsel and direction. It is not so with the foreman. He rarely has a superior who knows much of the handicraft he teaches. He cannot call upon his fellows, for what may be a good plan for young tailors, might not do for cabinet makers, and setting pegs in a half-sole is not like setting type.

Having once secured or trained good foremen, they should be so treated that their pride would be in their workmen, and the good places they win and hold, and not in the number of ill fitting coats, coarse half soles, remains of printed paper or rods of rough fence turned out each year. They should glory in their ability to impart instruction more than in their skill as workmen. The idea that any good workman can fill these places should be avoided.

In most of our schools the trades taught are too few in number, and are those which require the least manual skill. By a moderate expenditure a great improvement could be made here. Mason and stonework, plastering, fresco painting, engraving, photography, millinery, and various branches of metal working, might be taught to at least a few of the pupils in our larger schools. The graduates from these courses should at least know how to do good work, though they might not have sufficient rapidity to earn full wages at first. There are many students in every school who can finish the regular course in less than the prescribed time. There are many others who cannot get through an extended course at all. In both these classes great manual dexterity is found. Instead of graduating these bright ones, and continuing to force the dull ones through studies they can never master, cut down the time in school, and give them a course in some of these trades. Begin with a thorough course in mechanical drawing, then if no person fitted to instruct the deaf can be found, employ an interpreter and a skilled workman, and under the careful supervision of the Superintendent, start on the trade best suited to the largest number. This would cost something. It might even raise the per capita cost of the whole school somewhat, but no investment made by any State would bring a richer return. The plans that will open before the head of a school, who has some knowledge of the subject and who really wishes to have more trades taught to his pupils, will be limited by the money at his command.

It has always seemed to me that a mistake has been made in avoiding those trades that require or at least allow very great skill and dexterity. Our country needs skilled workmen. An infinite number of these can find places. If they have great skill in their calling, deafness will prove very little hindrance to them and work and wages will be easy to get. There is no great demand for second-class cobblers, indifferent carpenters, inaccurate printers, and half taught tailors. In any attempt at improvement the question of convenience or saving of expense to the school should weigh but very little against the good of the pupils.

There is not a school in America that is doing what it should to train its girls in handicrafts. Their labor at school saves so much hired help that many of them are engaged in learning what is called "housework." A great, a very great opportunity is open for a serious attempt to train them in the lighter arts and industries. The first step is to hire servants to relieve them of the dish washing, potato peeling, etc., now known as housework. Light trades requiring a true eye, a fine touch, and patience would be well suited to them, and there are many such.

The improvement most needed in our present methods of teaching trades, are:--

First.--To keep more clearly in mind the fact that our shops are schools, and

their foremen teachers. We would not habitually take a teacher out of school to mend the fence, or stop the work of his class to write circulars, why should we treat the teacher of carpentry or of printing so? If these jobs must be done let them be done by an assistant foreman and pupils, who have had primary instruction in all parts of their trades, or at such times as will not interfere with the regular instruction in the shops.

Second.--Great care should be exercised in the selection of those who are to teach trades. They should be chosen with special reference to their ability as teachers. None who look upon the children under them as an inferior or unteachable set, or who cannot treat them with the greatest patience and kindness, should for one moment be considered.

A wise expenditure for any school would be to send them to visit other schools, to examine methods and compare ideas. They are teachers without a literature, conventions, Normal schools, or any of the means of improvement that other teachers have, and this might take the place of these to some extent.

Third.--Greater interest in the mechanical department by the head of the school would help. In some of our institutions, I am informed, the head of the school rarely visits the shops, except when he has work that he wishes done.

Fourth.--A recognition of the importance of the industrial training to the extent at least of giving older pupils, who would not suffer in their studies by such a plan, more time in the shops; possibly in some cases a whole year, to perfect themselves in a trade.

Fifth.--The establishment of a rule that every pupil should have a change of work, when he has mastered what he has been doing.

Sixth.--The careful practical teaching of mechanical drawing to all in whose trade it would ever be useful.

Seventh.--The enlarging of the number of trades taught. Possibly by having courses in some of those for which only a small proportion of pupils are fitted, taught only on alternate years, certainly by much more attention to those suited to girls.

Eighth.--The giving of certificates of proficiency to graduates of the shops, and requiring each to do unaided some piece of work taxing his skill and knowledge to the utmost to earn this certificate.

These seem to me to be the lines along which our present system of industrial training admits of improvement.

I cannot close this paper without a word on a subject which for the past year has been very earnestly debated by the deaf and their friends.--the establishment of a school for the deaf where industrial training could be carried on exclusively and to a very much greater extent than at present. In a paper read before the last Conference of Principals, I expressed the belief that by a united effort we might get the General Government to found and endow such a school. This united effort it has been impossible to obtain. Some teachers think there is no use for such a school, many prefer a college on the plan of the Stephen's Technical Institute of Hoboken, which requires in its students abilities of a higher order, and aims to fit them to be leaders and directors of great industries. Again, many think that the proper place for the college is in Washington, as a branch of the present splendid and successful National College, which stands ready to start such a department. The Committee appointed at Colorado to consider this matter will probably report in favor of this plan.

Still there are many earnest friends of the deaf who want a very different school. Exclusively of the Northern Atlantic and the Pacific States, the desire is very strong and general for a school that will aim to make skilled workmen, who will know their trades perfectly and delight in them. Many of our graduates, many even who cannot graduate, can, by a few years careful training, become rapid, skilful and accurate in some highly paid handicraft. Such a school should aim to produce not those who can design a steam engine or a bridge, but those who can take the designer's plans and reproduce them in enduring structures.

These are the workmen that America needs most, and such work is not above the ability of the majority of the deaf.

Systematic courses in Agriculture, stock raising, etc., should also be given for the large number of the deaf who will live on farms.

Nor should the girls be forgotten. Carefully arranged courses for them

should have a very prominent place. All those callings that women follow successfully in the great cities, as well as on the farm, the garden or the dairy, should be taught. One great school should offer to the deaf of the whole country all that the many Industrial, Agricultural and Technical Colleges, Institutes and schools now offer to the hearing.

Who who live in the Great Central plain, who daily feel the touch of the restless energy and ambition that will not consider any task impossible, who see great cities where in the lifetime of living men was only trackless prairie, and who have seen a great University, fully equipped and richly endowed, spring into being almost in a night, cannot and will not believe that anything which will be for the good of any considerable portion of the deaf of America, can long be kept from them by lack of money to establish it.

In His own way and time, possibly much sooner than we expect, He who opened the ears of the deaf will provide such a school, and once started, in the hands of those who firmly believe in and truly love the deaf, it will go on and do a great and glorious work.

DISCUSSION OF THE PAPER PRESENTED BY F. D. CLARKE, M. A., OF FLINT, MICHIGAN, BY R. MATHISON, M. A., OF DELLEVILLE, ONTARIO, AT THE WORLD'S CONGRESS OF INSTRUCTORS OF THE DEAF, AT CHICAGO, JULY, 1893.

Mr. Clarke's paper has evidently been prepared with great care and after mature consideration of his subject. Most of his propositions and suggestions for the improvement of the Trades and Industrial Departments of the Institutions for the Education and Training of the Deaf cannot fail to be received with a ready assent by all engaged in the work, but there are parts of his essay which, I think, cannot meet with so ready a concurrence.

I cannot avoid the conclusion that some of the criticisms are a little severe in ascribing inefficient and defective management because more has not been accomplished by those having these matters in charge in the past. My impression is that a great deal has been accomplished under difficulties and discouragements for the moral, intellectual and industrial advantage of the deaf pupils trained in the Institutions of this country and Canada. It will not be denied that "our school room methods have been very greatly modified and improved" during the last fifty years. Nor can it be gainsaid that "the trades and methods of teaching them have not kept pace either with our schools or with the progress of industrial training outside of our institutions." It does not seem reasonable to suppose that equal improvement and progress could have been expected in the teaching and training in these two separate departments of the schools. It is hardly fair to institute a comparison between the improvements made in the small industrial departments connected with our schools and the improvements made in the great outside world with thousands of industries and millions of workmen with self-interest to urge on advancement, and great wealth to give practical reality to mechanical ideas.

I am under the impression that the primary object had by Legislative bodies in the establishment of schools for the deaf, was to afford the pupils opportunities for intellectual and moral culture, as nearly as possible, equal to what children possessed of all their senses enjoyed in the common schools of the country; and that the secondary motive was to have them taught, as far as circumstances would permit, such trades and other industries as might prove of advantage to them after leaving the schools.

Mr. Clarke remarks:-- "Our shops for mechanical instruction have fallen into insignificance when com-

pared with many industrial and agricultural colleges, manual training schools, and technical institutes provided for hearing youth." This contention must be admitted, but I submit that it would be an impossibility, without an enormous increase of annual expenditure of money, too great for any state or province to bear, to make the industrial departments of our institutions much better than they are now, either in respect to instruction or in extending them so as to include a greater variety of trades and industries. To ask for a much greater increase of present annual expenditure for each school now existing, would be likely to injure the cause of the deaf rather than advance their welfare. It would arouse the cry of extravagance in connection with the conduct and management of our institutions. That some schools are not as fully equipped as they ought to be for industrial work we all know, but a great many of the schools are liberally treated in this respect. It must be borne in mind that the deaf form but a small fraction of the aggregate population, and to establish manual training or technical departments, fully equipped as these establishments ought to be, in connection with each state or provincial institution would involve the expenditure of hundreds of thousands of dollars annually for the special benefit of the few. It is not likely that any state or province would willingly bear such additional outlay.

The views expressed in regard to the selection of foremen and instructors in the industrial departments and their qualifications are most judicious and will meet with hearty approval.

We can all agree with the suggestion that a greater variety of trades and industries might be introduced into the Institutions with advantage. How far this may be done beyond what has already been accomplished each Superintendent and Principal will be the best judge, taking into consideration the means and facilities at his command and the position of the Institution and the demand likely to be had or created for the wares turned out. The names of a number of trades are mentioned as those which ought to be taught in the industrial departments of our institutions, among them mason and stone-work, plastering, fresco-painting, and working in metals. Whether smelting furnaces, foundries and rolling-mills are included in metals is not made clear, but it would be quite as easy to introduce them as mason and stone-work, stone-cutting, plastering and fresco-painting.

Mr. Clarke's views are admirably condensed into eight paragraphs or propositions, which are worthy of careful consideration by those in authority and who desire the advancement of the industrial departments of our schools. Reference may be made to one or two of them:

The suggestion for the foremen of schools to visit other schools to observe methods, etc., is a good one could it be carried out without disarranging the work of the Institution where employed, but instructors of trades are supposed to be masters of their handicraft and know thoroughly all about it before they are placed in charge of a class of boys or girls to teach them.

With regard to the increase in the number of trades to be taught and some of them only on alternate years, it occurs to me that it would be far better to have a few common trades well taught than to have many, of which but a few pupils could obtain at most only a useless smattering. It would, in my judgment, be much better for a boy to be a good shoemaker, printer, tailor or carpenter than a poor architect, photographer,

engraver, or lapidary. It would be more desirable for girls to be expert dressmakers, milliners, or tailoresses and learn to do well work that is useful and will be of value to them through their lives than to take up some fancy or ornamental occupation which may prove of no use to them whatever, or perhaps be only of use under certain contingencies that may never occur. In the Ontario Institution we recognize the fact that it is well-nigh impossible for a boy or girl to keep up with class studies and at the same time become proficient in a trade with a few hours instruction each day in the industrial departments during the number of years allowed for attendance. We have a shoe shop, carpenter shop and printing office for boys, and a dressmaking and tailoring department for girls, all under competent instructors, where a large number are taught about one hour in the morning before school and two hours in the afternoon after school. Some attain considerable proficiency at the calling engaged in, but in order that they and others may be thoroughly equipped for the battle of life we have gone a step further than the Institutions generally in the United States. Those of the pupils who are desirous of following up after graduation the primary instruction received during their school course, and some who are making little or no progress in the literary department are allowed to return to school and put in from one to three years extra at trades, working nine hours each day, under similar regulations as usually exist in outside shops. We do not pay any wages for the work performed but board and care are allowed free. This plan has worked well for several years past and been productive of great good to the boys and girls who have availed themselves of the privilege. Certificates of proficiency are given to meritorious ones deserving them. During the last session we had fourteen pupils employed all day as outlined above: six at the tailoring and dressmaking, three at printing, three at shoemaking, one at carpentering and one at baking. I am pleased to know that this new departure, in institutions for the deaf, is recommended in the paper just read, for adoption. We hope to extend our operations in this direction. An enquiry as to the occupations followed by former pupils elicited the information that many of them were engaged as portrait painters, crayon artists, fresco-painters and decorators, teachers, wood engravers, wood carvers, printers, lithographers, painters, shoe-makers, factory shoemakers, carpenters, blacksmiths, moulders, bookbinders, carriage-makers, broom-makers, brushmakers, spinners, bakers, sail-makers, machinists, brickmakers, mill-hands, tailors, tailoresses, dress-makers, milliners, negative retouchers, cigar-makers, seamstresses. I consider this an excellent showing, evidencing the fact that the deaf can and do adapt themselves to the various occupations in the country, and there is no doubt an equally good record may be had from other schools, and in some instances better and greater results have been obtained from industrial departments. It is not pretended that these have all been taught at the institution, but the industrious habits were formed and preliminary training secured by the operators while at school which enabled them to succeed after leaving.

The suggestion that practical mechanical drawing be taught in our schools will meet with general approval. Every child would be the gainer could he or she learn the principles of drawing, whether mechanical or the drawing of simple objects in nature, as this art would

prove of special value in after life whatever trade, industry, art or profession might be engaged in. It is much easier to present an accurate idea of the thing we wish to describe, by drawing a picture of it with the pencil than it is to give even an approximate correct idea of it in oral or written language however great may be one's command of words.

It will be observed from the general tone of the paper that Mr. Clark believes the true mode of improving the industrial departments of our schools is, not only the introduction of a much larger number of trades and industries but also those of a higher grade. It is well to have high aims and aspirations but it is only the few who succeed in the higher arts or professions, this fact being applicable to speaking and hearing persons as well as the deaf. The cost would be too much for each institution compared with the results which might be obtained.

The suggestion in favor of the establishment by the Federal Government of the United States of a National Industrial and Technical College for the deaf, where all the higher trades, industries and arts may be imparted to those attending, by a most competent staff of instructors, is worthy of serious consideration and presents to me the solution of the difficulty as to the higher education of the deaf in industrial pursuits. I hope to see the plan proposed carried out in the not remote future. It would ill become me as a Canadian to say much on the subject more than most heartily wish it God speed. It is a grand scheme for the benefit and advantage of the deaf, and were the subject urged upon the Federal authorities my belief is the important features of it would commend and secure favorable action thereon. You know and feel that you are a great and enterprising people of 70,000,000, with illimitable and inexhaustible resources. It would be a small matter for your Federal Government to establish and equip in the most efficient manner possible a National Industrial Institute where the deaf youths of the various States, desiring a broader and higher training, might have the advantages desired by so many of them and which they cannot obtain in the State Institutions. My ideas as to trades for the deaf and how to improve them may be briefly stated:—

1st—That the ordinary trades which now obtain in most of the Institutions, and others found suitable in certain cases and localities, **BE THOROUGHLY TAUGHT BY COMPETENT INSTRUCTORS.**

2nd—That those pupils who have the ability be further trained in a National Industrial Technical Institute for the deaf, and which will in all probability be established as an annex of the present National College at Washington.

I might say, I should like to see a large Central Industrial Institution for the deaf in Canada, but any wish in that direction would be vain for the present and for many years to come. We are only about 5,000,000 people now but we have a grand and glorious future before us. With an area of territory larger than that of the United States, and like yours extending from the Atlantic to the Pacific, traversed by railways from boundary to boundary in all directions, with the best class of immigrants now pouring into our country by thousands, with boundless and as yet undeveloped resources of wealth, it would not be a hazardous prediction to say that Canada is destined to become one of the greatest and most powerful nations of the earth. When we have even one-half as many citizens as are now in the

United States, I trust we shall have a great Central Industrial School, richly endowed and fully equipped, to teach the higher trades and arts in all their perfection, to the benefit of our land who wish such a training.

American Association to Promote Teaching of Speech to the Deaf.

To the Friends of the Deaf.

GREETING: The American Association to Promote the Teaching of Speech to the Deaf is an organization chartered under the laws of the State of New York. Its name indicates its purpose, but its desires is to do all it can to advance the most practical education of those who are speechless. Speech being that faculty that most closely brings one into relation with his fellows, it lays special stress upon the importance of the acquisition of spoken language at whatever cost of labor and patience upon the part of the teacher, and of persistent effort upon the part of the deaf themselves. It holds that the acquisition of speech is most facilitated by its use in the usual exercises of the school room. Hence it encourages essays, dissertations and discussions upon all subjects appropriate to the education of the deaf whether in public or private institutions or under individual instruction.

The deaf are a much more numerous and interesting class than they are commonly supposed to be. Hence the Association earnestly bespeaks the hearty and generous co-operation of all persons in giving an uplift to those who are handicapped by a misfortune for which they are not responsible.

This Association has heretofore been presided over by the eminent scientist, inventor and philanthropist, Dr. Alex. Graham Bell, who is most widely known as the inventor of the telephone. In consequence of numerous duties and researches in which he is engaged, Dr. Bell, July 20, 1893, resigned the presidency of the Association, when the undersigned was, upon Dr. Bell's nomination, elected president.

The World's Congress of Instructors of the Deaf, in Chicago, upon the motion of Dr. Edward M. Gallaudet, LL. D., President of the National College for the Deaf, Washington, D. C., unanimously passed a resolution approving of the election of the undersigned as President, and commending him to the confidence of all institutions for the deaf, to their trustees, superintendents and instructors.

The instructor of the deaf has one of the most difficult labors in all the domain of educational science, and needs all the aids obtainable in its prosecution. The American Association to Promote the Teaching of Speech to the Deaf desires to lend a friendly helping hand wherever it may. It holds as one of its cardinal principles the truth of the resolution of the Eleventh Convention of Instructors of the Deaf held at the California Institution for the Deaf and Dumb, July 10-22, 1886, which was unanimously adopted and reads as follows:—

"Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and to read from the lips.

As that convention comprised persons engaged in all the various systems of instructing the deaf, this resolution constitutes a common ground on which all may freely and unitedly co-operate.

The Association will cheerfully accept the capacity of a Bureau for bringing Teachers of Articulation and Lip Reading, and Institutions or families desiring the services of such teachers into communication with each other, and to further this end the undersigned invites from teachers communications on this subject, giving names, experiences, where employed, etc., and from the superintendents and principals of schools stating their needs, compensation paid, terms of office, etc.

Any other service that the Association can render the cause to which it is committed, by personal visitation and otherwise, will be gladly done if our friends will fully and freely make known their wishes and requirements.

Hoping that greater good may come to the deaf from our united labors.

I am respectfully,

PHILIP G. GULLY,

President of the American Association to Promote the Teaching of Speech to the Deaf.

1225 West College Avenue,
Jacksonville, Illinois.

The Drunkard's Ragged Wren.

(Sung to the tune of "Castles in the Air")
A wee bit ragged laddie gangs wau'in through the street
Whin' mair the snaw w' his wee backit feet
Whin' mair the snaw w' his wee backit feet...

—James P. Crawford.

From our friend, R. M. Thomas.

DEAR SIR,—I am in the White City again. I attended a reunion of the Thomas family, at the home of my brother George, lately. Over forty of the name were present, representing sixteen States. The family dates back in this country to Dr. Wm. Thomas, who settled in Harwich, Mass., in 1630.

A mute by the name of Mr. Williams, of Wisconsin, took a diploma for his skill in making butter in the World's Fair, and now has an offer from a Canadian factory, at \$40 and board per month.

A wooden case and movement is on exhibition in the Waltham Watch Exhibit, made by Mr. J. P. Pendleton, a mute, of Bristol, Tenn. He made the watch before he learned anything about watch making.

I paid a long visit to the Ontario Education Exhibit, and saw two volumes of THE CANADIAN MUTE, examination papers and other things from your excellent school at Belleville.—R. M. T.

OTTAWA BRIEFS.

From our own Correspondent.
Miss McLachlan spent her vacation at Murray Bay and visiting her friend, Miss Van Valet.
Miss M. Northwick visited friends at Head's Mills.

The fool has no fear; the brave man conquers it.
A deaf-mute may be wiser than we'd commonly apprehend.

TORONTO TOPICS.

From our own Correspondent.
Mr and Mrs R. McHae, of Kingston, were the guests of Mr and Mrs H. Moore, for a couple of days during the Industrial Fair.
Mr and Mrs Wilson had a young son born to them some time in July. It is a lively and fat youngster.

The Brantford mutes had an excursion to Toronto one day lately, some visited the Island and others friends. All did not leave in the evening just as we would wish to have seen them.

Miss Ashcroft, Superintendent of the Belleville Institution, made some of us a short call. Mrs T. is looking well, and Mrs A. says she still holds pleasant memories of the notes she knew in girlhood days.

Miss Lola Hillhouse, of Clifford, has been visiting Misses Mary Moore and Minnie Slater the deaf mutes, of this city, on the 25th day of August last for their ninth annual picnic.

A lady's hat blew off into the lake on our return trip, and was not recovered.
Very few other notes turned up at the picnic. Two or three of the notes who did not accompany us, for reasons best known to themselves, were at the wharf to meet us on our return.

LINDSAY NEWS.

From our own Correspondent.
Mr McDermid, Principal of the Windsor Institute for the deaf, and his son, Howard, were here for a few days during August, the guests of his mother and sister Mrs. Armstrong. His wife and child were also here for a day.

Some people are born good, some achieve goodness, and some have goodness thrust upon them.

Uneducated Deaf Children.

I WOULD BE GLAD TO HAVE EVERY person who receives this paper send me the names and post-office address of the parents of deaf children not attending school, who are known to them, so that I may forward them particulars concerning this Institution and inform them where and by what means their children can be instructed and furnished with an education.

R. MATHISON, Superintendent.
Institution for the Blind.
THE PROVINCIAL INSTITUTION FOR THE Education and Instruction of blind children is located at Brantford, Ontario. For particulars address A. H. BYMOND, Principal.

GENERAL INFORMATION.

SCHOOL HOURS: From 9 A. M. to 12 noon, and from 1:30 to 3 P. M.
DRAWING CLASS from 3:30 to 5 P. M. on Tuesday and Thursday afternoons of each week.
GIRLS' FANCY WORK CLASS on Monday and Wednesday afternoons of each week from 3:30 to 5.

Articulation Classes:— From 9 A. M. to 12 noon, and from 1:30 to 3 P. M.

Religious Exercises:— EVERY SUNDAY Primary pupils at 9 A. M., senior pupils at 11 A. M.
Each school day the pupils are to assemble in the Chapel at 8:45 A. M. and the Teacher in charge for the week, will open by prayer and afterwards dismiss them so that they may reach their respective school rooms not later than 9 o'clock.

Clergymen of all Denominations are cordially invited to visit us at any time.

Industrial Departments:—

PRINTING OFFICE, SHOP AND CHRISTMAS STOPS from 7:30 to 9:30 A. M., and from 3:30 to 5:30 P. M. for pupils who attend school; for those who do not from 7:30 A. M. to 12 noon, and from 1:30 to 5:30 P. M. in each working day except Saturday, when the office and shops will be closed at noon.

The Sewing Class Hours are from 9 A. M. to 12 o'clock, noon, and from 1:30 to 5 P. M. for those who do not attend school, and from 3:30 to 5 P. M. for those who do. No sewing on Saturday afternoons.

The Printing Office, Shops and Sewing Room to be left each day when work ceases in a clean and tidy condition.

Pupils are not to be excused from the various Classes or Industrial Departments except on account of sickness, without permission of the Superintendent.

Teachers Officers and others are not to allow matters foreign to the work in hand to interfere with the performance of their several duties.

Visitors:—

Persons who are interested desirous of visiting the Institution, will be made welcome on any school day. No visitors are allowed on Saturdays, Sundays or Holidays except to the regular chapel exercises at 2:30 on Monday afternoons. The best time for visitors on ordinary school days is as soon after 1 P. M. in the afternoon as possible, as the classes are dismissed at 1:30 o'clock.

Admission of Children:—

When pupils are admitted and parents come with them to the Institution, they are kindly advised not to linger and prolong leaving-taking with their children. It only makes discomfort for all concerned, particularly for the parent. The child will be tenderly cared for, and if left in our charge without delay will be quite happy with the others in a few days, in some cases in a few hours.

Visitation:—

It is not beneficial to the pupils for friends to visit them frequently. If parents must come, however, they will be made welcome to the classrooms and allowed every opportunity of seeing the general work of the school. We cannot furnish lodging or meals, or entertain guests at the Institution. Good accommodation may be had in the city at the Hoffman House, Queen's, Anglo-American and Dominion Hotels at moderate rates.

Clothing and Management:—

Parents will be good enough to give all directions concerning clothing and management of their children to the Superintendent. No correspondence will be allowed between parents and employees under any circumstances without special permission upon each occasion.

Sickness and Correspondence:

In case of the serious illness of pupils letters or telegrams will be sent daily to parents or guardians. IN THE ABSENCE OF FRIENDS OR PUPILS MAY BE QUITE SURE THEY ARE WELL.

All pupils who are capable of doing so, will be required to write home every three weeks; letters will be written by the teachers for the little ones who cannot write, stating, so far as possible, their wishes.

No medical preparations that have been used at home, or prescribed by family physicians will be allowed to be taken by pupils except with the consent and direction of the Physician of the Institution.

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