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# SILENT ECHO

F. X. LEMIEUX, *Commissaire*, Ottawa, Ont.

Vol. I.

WINNIPEG, MANITOBA. APRIL 29, 1892.

No. 1.

My heart leaps up when I behold  
A rainbow in the sky :  
So was it when my life began ;  
So is it now I am a man ;  
So be it when I shall grow old,  
Or let me die !  
The child is father of the man ;  
And I could wish my days to be  
Bound each to each by natural piety.

## THE SUNSHINE OF SMILES.

There is one kind of sunshine which it is needful to bring into every home, and that is the sunshine of smiles. Next to the sunlight and warmth of heaven is that of a cheerful face. No one can long withstand its influence no one can mistake it. A bright eye, an unclouded brow, a sunny smile, a loving word all tell of the peace and joy that dwell within. One glance at such a face has lifted the mists and shadows from many a heavy heart, and scattered the fogs from many a burdened spirit. A host of evil spirits may lurk around the door, but they will



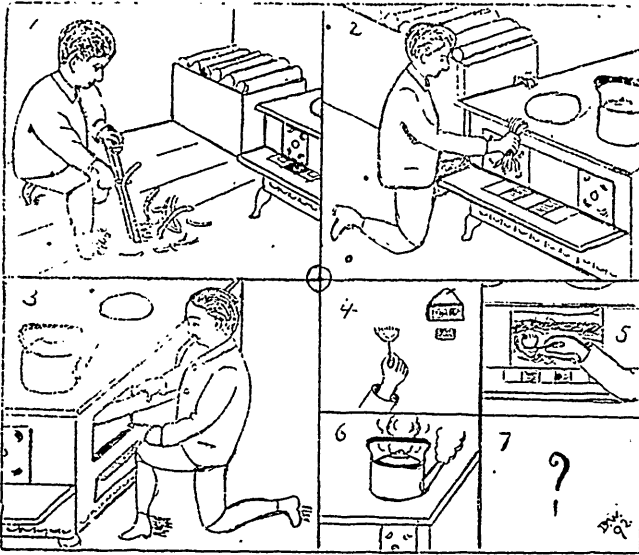
HON. JAMES A. SMART.

never enter and abide where a face of sunshine dwells. They will hasten away as ice melts when the sun rises ; they will flee as mists before the light of day. A bright, warm cheerful face inside the home will drive away gloom and render it impossible for it to exist. The germs of disease which may lurk at times in the most ele-

gantly furnished room, if kept dark, will vanish away before the bright and cheery sunlight. Open, therefore, the windows of your heart and let the sunlight in. God sends it down to brighten, purify, and bless the home and the world ; but many, alas, bar it out with the blinds of bad temper and the curtains of a sour spirit. Let it be your study to avoid this mistake. One of the best investments you can make is to arrange to lay in a stock of sunshine ; you are sure to need it, however large may be the quantity you can secure.—*Selected.*

—)o(—

THERE is a class of people who pride themselves on their honesty and frankness because, as they tell us, they "say just what they think," throwing out their opinions right and left just as they happen to feel, no matter where they may strike or whom they may wound. This boasted frankness, however, is not honesty, but rather miserable impertinence and reckless cruelty. We have no right to say what we think kindly and lovingly ; no right to unload our jealousies, bad humors and our miserable spites upon the hearts of our neighbors. If we must be bad tempered we should at least keep our ugliness locked up in our own breasts and not let it out to wound the feelings and mar the happiness of others.—*Selected.*



"MAKING A FIRE."

The following exercises suggested by the picture "making a fire" are the work of the children in the primary classes. They had been taught the actions by the toys some time previous and the lessons herewith attached are the results of the evening study hour. They were told not to confine themselves merely to the picture, but use it as a text and write whatever actions it suggested. It will be noticed that some of the children tell the manner of getting the wood, while others inform us what was done after the fire was made, thus adding quite a variety of thought which might be termed original: -

I cut the kindlings. I put the kindlings into the stove. I put the wood into the stove. I lighted the kindlings. I burned the wood. I shut the door. I put the kettle on the stove. The water boiled.

CLARENCE PETTYPIECE.

My papa cut a stick. He took the kindlings off the floor. He put them into the stove. He took the wood out of the box. He put the wood into the stove. He lighted the kindlings. He put the kettle on the stove. He poured some water into the kettle. The water boiled.

MAUD MCCOLL.

I took the knife out of my pocket. I

opened it. I cut the sticks. I put the knife on the floor. I took the kindlings off the floor. I opened the stove door. I put them in the stove. I put the wood in the stove. I lighted the kindlings. The fire burned. I shut the stove door. I took the knife off the floor. I shut it. I put it in my pocket. I poured some water in the kettle. The water boiled. I stood near the stove.

FRANK HARMER.

My father threw the log on the ground. He chopped the logs and took some sticks off the ground. He put them on his arm and carried them into the house. He put them into a box. He cut the kindlings. He put them into the stove. He took the sticks out of the box. He put them into the stove. He took a match out of a match box. He lighted the kindlings and shut the stove-door. My mother poured some water into the kettle. She put the kettle on the stove. The water boiled.

ADA GILES.

One day my father drove to the woods and chopped some trees. He brought them on the wagon and drove with them home and took them off the wagon. He put them on the ground. My brothers and I lifted them on the saw-horse and we sawed them and split them. We put them in our arms and went into the house. We put them into the wood-box near the stove. In the evening my mother took a stick out of the wood-box to cut it into kindlings. She did

not put the kindlings in the stove then, but in the morning she put some sticks into the stove and lighted them. She poured water in the kettle on the stove. The water boiled.

THEODORE WILKIE

My brother chopped some wood with his axe. He took the wood and put it on his arms. He carried it into the house and put it into a box. He cut some kindlings with his knife and took some of them off the floor. He put them into the stove and took some wood out of the box. He put it into the stove and took a match out of the match-box. He lighted it and put it in the stove. He poured some water into the kettle and put it on the stove. The water boiled. My sister put some tea into the tea-pot and took the kettle off the stove. She poured some hot water into the tea-pot and put the tea-pot on the stove. The tea boiled. She poured some tea into a cup and put some milk and sugar into the tea. She gave it to my father. He stirred it and drank it.

H. A. LONSDALE.

In winter my father and a man hitched the horses to the sleigh. They drove through the wood and looked for a good place to chop wood. They chopped the trees with their axes. The trees fell down. My father and the man put the logs on the sleigh. They sat on them and drove over the river to the house. They jumped from the sleigh and unhitched the horses from the sleigh. They watered them and led them into the stable. They fed them with some oats and hay and went out. They threw the logs off the sleigh on the snow. The man helped my father to chop them. He chopped them and cut them. He put the wood in his arms and went into the house and put the wood in a large wood-box. My father took the wood out of the wood-box and sat on the chair. He cut some kindlings with his knife and gathered them. He put them in the stove. He put some wood in the stove. Then he took a match out of a match-box and struck it on the stove. He lighted it and put it on the wood. The fire burned.

MARY CAMERON.

—)o(—

Say no evil of others.

Every one has some good trail.

Charity is the greatest of virtue.

True affection is not born in a day.

### A LETTER.

The following letter by one of our pupils to her mother will give an idea of how the children spend their time in school :—

WINNIPEG, March 31st, 1892.

My Dear Mother,—I was very glad, indeed, to receive your letter a few weeks ago, and now I am going to answer it, but I have very little news to tell you. The weather is getting warmer. Last Sunday was the loveliest day we have had for months. In the morning we went out for a walk. At three o'clock the principal lectured about Christ. It was a very interesting lecture. We spent the rest of the day on the piazza facing the river. But for the last few days it has been gloomy. The roads are in a terrible condition making it impossible to walk across them for the snow which is rapidly melting has left large pools of water everywhere. Although to-morrow will be first of April there is not a single green object to remind us spring is here. I am longing for it to clear up, then perhaps the principal will allow us girls to go to the city. I have not been there since the fire. The matron is teaching the girls how to cook. She teaches us once or twice a week after school. Our time is more fully occupied now than it used to be last term. As soon as school is over I have lessons in articulation, after that I and the other girls sew till half past four, and often till five o'clock. We then amuse ourselves until quarter past five. We have supper at half past five. After supper we wash the dishes. Then we can amuse ourselves again until half past seven. Then we study our lessons until half past eight. At nine we retire. We get up at half past six in the morning, and have to be down by seven. We set the tables for breakfast. At half past seven we breakfast. After breakfast we wash the dishes, make our beds, and sweep the floors. School commences at nine, and closes at three. Tell Maud I was delighted to get her letter a few days ago. I will answer it soon.

Well, I must close now with love to all at home. I remain your loving daughter,

O. J.

# THE SILENT ECHO,

PUBLISHED MONTHLY

At the Institution for the Deaf and Dumb,  
WINNIPEG, MANITOBA.

## SUBSCRIPTION :

Fifty (50) cents for the school year, payable in advance.

Address all communications and subscriptions to

THE SILENT ECHO,  
Winnipeg,  
Manitoba.

FRIDAY, APRIL 29, 1892.

*THE SILENT ECHO.*

By G. W. CROFTS.

*Written for the Silent Echo.*

How often music sweeter far  
Than mortal hand e'er swept from lute,  
Comes stealing from the gates ajar  
When all this noisy world is mute,  
And o'er the weary spirit breaks  
And there a silent echo wakes.

An echo wakes that never dies  
But rings on thro' the vanished years,  
Tho' clouds may gather in the skies  
And mix with ours their pearly tears,  
An echo of the world above  
Where all is life and all is love.

Council Bluffs, Iowa, April 7, 1892.

## SALUTATORY.

The introduction of printing has been one of our most cherished ambitions and it is with genuine pleasure that we are able to send greetings to our friends through the medium of this little paper. Of the many positions of usefulness filled by the deaf there is probably no other in which they, as a class, so successfully compete with their more fortunate hearing and speaking friends as in the trade of printing. The graduate of the printing office, possessing a good command of English combined with a willingness to work is almost certain to secure permanent and remunerative employment.

The principal object in publishing a paper is to afford the children a means of making practical use of the knowledge they are receiving and to establish an active factor in the work of the school room, furnishing as it will a medium for the expression of thought and cultivating a taste for reading. We shall strive at the same time to make the paper attractive and interesting to the general reader, reporting all matters of interest pertaining to the deaf and their education.

HON. JAMES A. SMART.

We present a portrait of the Hon. James A. Smart, Minister of Public Works, the member of the Government having charge of all the public institutions of the province. The work is one of the first attempts in our engraving department and though crude the likeness is as natural as life, and represents Mr. Smart in one of his happiest moods, just like he looks when granting some request to the Institution. This school has been under Mr. Smart's care as minister since its organization and the generous and hearty support awarded by the Government is due more to his active interest than any other cause.

We are extremely grateful to our friend and former pastor, Rev. G. W. Crofts, of Council Bluffs, Iowa, for the short poetical gem at the head of another column. The beautiful thought expressed in his interpretation of the title of our little paper draws a deeper and nobler meaning than had come to us in the selection of the name. We had only considered it peculiarly appropriate to a school of this character, though paradoxical in a sense, but with the higher sentiment suggested by the poem, we cannot but feel more than pleased at our choice. There is inspiration in the thought; in fact there is a sermon in it, and we hope we may be permitted to print the sermon preached by Mr. Crofts from the text: "THE SILENT ECHO."

A NEW DEPARTURE.

In connection with the printing trade we have introduced what is known as plate engraving. It was with some misgivings that we asked the Government for an outfit, fearing that it would require natural talent of a high order and long experience in the mechanical process, to make a success of the work. We have found that both these qualifications are very necessary, but when we tell our readers that the efforts presented in this issue have been accomplished without instruction, talent or experience, it will at least make them hesitate before criticizing us and perhaps prove that those possessing a talent in this direction will be able to perfect themselves in time without employing an expert to instruct them.

PICTURE TEACHING.

We are firm believers in the theory that there is a distinct place for pictures in the teaching of the deaf. In every school they are used more or less, but the difficulty in procuring illustrations that will meet with the entire approval of the teacher and be applicable to capacity of the class has always been a serious drawback and has frequently resulted in discouraging their use altogether by some teachers. Under the direction of a careful and intelligent teacher almost any picture may be made to serve as language lessons, but that does not remove objections that may be found against them. In our opinion it is not necessary, though it certainly would not be objectionable, if they represented something of practical value, to have works of high art. (It is conceded the reader will readily see a reason for this remark). Would not a series of pictures though crude representing some familiar action be of far more value to the work of the class room than that magnificent work of art, "Christ Before Pilate." We present to our readers an attempt at amateur picture making. The lessons attached will give a fair idea of the use to be made of these pictures but a few words as to the advantage as language lessons will be appropriate. In the first place the

actions pictures represent something that almost every child understands, and as will be seen from the school exercises, the idea has been quite successful in drawing out the children's information on other subjects which are closely connected with the kindling of a fire. Another point in favor of pictures in this form is the fact that they teach the sequence of events and compel the pupil without any effort on his part to describe actions in an orderly manner. They also furnish excellent helps for evening study hour, keeping up the interest of the youngest and most inattentive child all evening. Something definite may be requested from every pupil and those possessing imaginative and original minds will not confine themselves to the pictures entirely. As much as we think of picture teaching, we do not in any way wish to create the impression that we believe it to be superior to action work as taught by the Toy Object Method. If the actual objects themselves or toys representing them cannot be secured to perform the desired action the pictures we think will be infinitely clearer and more definite than signs. They will also be found excellent for review work saving the teacher the bother of repeating actions. They also furnish material for questions and are especially serviceable in drawing out dull pupils.

THE following list of industries taught in American Schools for the Deaf was condensed from the *Annals* by the *California News*:

1 Art.....	4	21 Mattress making. . .	1
2 Baking.....	10	22 Moulding.....	1
3 Blacksmithing.....	10	23 Net and ham-	
4 Book-binding.....	3	mock making. . .	1
5 Broom-making.....	1	24 Painting.....	8
6 Cabinet-making.....	18	25 Pattern-making. . .	1
7 Carpentry.....	30	26 Photography....	3
8 Chair-making.....	2	27 Printing.....	40
9 Clay modelling.....	6	28 Sewing.....	19
10 Cooking.....	5	29 Shoe-making....	16
11 Dress-making.....	23	30 Tailoring.....	16
12 Embroidering.....	1	31 Tinning.....	2
13 Engineering.....	1	32 Tool-making....	16
14 Farming.....	4	33 Use of tools.....	11
15 Floriculture.....	1	34 Weaving.....	
16 Gardening.....	10	35 Wood-carving. . .	10
17 Glazing.....	5	36 Plate-engraving. .	1
18 House work.....	2	37 Wood-turning... .	1
19 Knitting.....	4	38 Wood-work.....	1
20 Machine-work			

We will only have one more issue this school term, June 1st, and if proper arrangements can be made, we expect with the beginning of the fall term to publish a fortnightly edition.

Work has so far progressed upon our building that it is expected it will be ready for occupancy about the first of June. Many improvements have been made in the way of conveniences and comforts and the architectural appearances changed with pleasing effect.

It is not too late to tender our congratulations to the Ontario Institution upon its entrance into journalism. *The Canadian Mute* is second to none among the press of the institutions, and if it were not for the fact that it might be said we are prejudiced, we would say that from the standpoint of excellence it heads the list.

PRINTING is recognized in all the progressive schools for the deaf as a very important and useful branch of instruction, for two reasons. In the first place; it gives the pupils who are trained in it a means of earning a good living, when they leave school. The graduates of the printing office in any of our schools are almost without exception doing well and earning good wages. In the second place, if properly managed, the printing class is of all the classes in the school, the one where the pupils get a wide acquaintance with the common forms of speech, and where they learn to correct their mistakes in idiom.—*Silent Worker.*

The valuation of the school buildings and grounds for the deaf in the United States is \$10,250,000.

It is estimated that the number of colleges in the United States is increasing at the rate of fifteen a year.

If we must speak out our dislikes and prejudices and wretched feelings, let us go into our own room and lock the door and close the windows, so that no ear but our own shall hear the hateful words. If any man seemeth to be religious, even morally decent, and bridleth not his tongue; that man's religion is vain and his character is unprincipled and base.

## LOCAL ITEMS.

Continued beautiful weather.

The roads are in fine condition.

The health of the school has been excellent since the middle of February.

Johnny Hjartarson was made happy by a surprise visit from his father a few days ago.

Miss Agnes McLean of Tyner, North Dakota, is in the city at present for a few weeks, visiting her sister Mrs. Forsyth.

J. W. Brown was called home on the 12th inst. to help his father during the busy seeding season. He said he would return next fall.

Mr. Harry Ince called at the Institute last month on his return from Ontario where he had been on business in connection with his farm which is located near Menota.

Miss May Margach, of Rat Portage, an old school mate of Mr. McDermid's, spent a few days with us not long ago. She is a genial young lady and made many friends during her short visit.

Rev. Mr. Joslyn, of Hartney, called to pay us a visit and inquired after Lillah and Clarence Pettypiece. He was much struck with the progress made by Clarence in the very short time he has been in school.

Miss Mary Pettypiece has returned to the city, after a few weeks absence visiting her parents near Brandon. She and her sister Annie often visit the Institution and we are always pleased to see them.

Mr. Chas. E. T. Clarence, a semi-mute, formerly of this city, but now of Portage la Prairie, paid the institution a flying visit while in the city on business. We were all glad to see his cheerful face again and to know he is getting along so well.

We had a familiar face among us a few days ago and one we will always gladly welcome. It was no other than our former matron, Miss H. B. Hossie, now Mrs. J. Shirriff of Brandon. She and her husband were attending the Christian Endeavor Convention.

Mr. James Grant McIntosh, of Port of Spain, Trinidad, West Indies, arrived in Winnipeg on the 8th inst. He, accompanied by his sisters and brother Angus, paid us a pleasant visit lately. James is a prosperous business man in the far South. He left on the 25th inst. and will visit England before returning home.

Our institution was honored by a visit from thirty members of the Provincial Legislature. They were accompanied by Hon. James A. Smart, Minister of Public Works; Hon. D. H. McMillan, Provincial Treasurer; Hon. D. McLean, Provincial Secretary, and Hon. S. J. Jackson, Speaker of the House. About an hour and a half was spent in witnessing an exposition of the methods of instruction and an

interesting program of sign recitations, character sketches etc. The appreciation of the members was manifested by frequent and hearty applause, and those taking part in the exercises felt repaid for their efforts. Judging from the remarks of many of the members, it will not be long until we will have the pleasure of another visit.

Our school will close on June 8th and on that day we expect all the children to leave for their homes. The session now drawing to a close has been a most eventful one, and while there were times when we could not reconcile ourselves calmly to circumstances without protesting that we were receiving more than our share of misfortunes, we are in a mood, at the present writing, to look upon our past misfortunes as blessings in disguise.

The term had no more than nicely started when we were summarily turned out of doors by the burning of our building and when we were settled in our new quarters about, a month, a scarlet fever epidemic broke out, taking down eight of our children with the dread disease. This sickness continued over a period of two months and it was with feelings of thankfulness that we were able to report the epidemic at an end. Results growing out of these two experiences, strange to say, are the blessing to which we refer.

—)o(—

WE do not remember ever to have read any personal description so perfect, beautiful and vivid as the following of our Saviour by a Roman ruler. It is so clear and complete, that the artist can take and produce his portrait without difficulty. At the period when His fame began to spread in Judea, Publius, Leutulus, who was then its governor, wrote to the Roman Senate: "There is here at the present time, a man of singular virtue, who is called Jesus Christ, the barbarians esteem him as a prophet, but his sect adore him as a descendant of the immortal gods. He restores the dead to life, and heals diseases by a word and by his touch. He is of a tall and graceful stature; his aspect is mild and venerable. His hair of a color which cannot be described, falling in ringlets below his ears, and spreading over his shoulders with infinite grace. He wears it parted on the top of his head, after the manner of the Nazarenes. His forehead is broad and smooth; his cheeks are tinged with a lovely bloom. His nose and mouth are admirably regular, his beard bushy, and of the same color as his hair, descends an inch, and separates in the middle, it assumes the form of a fork. His eyes are beautiful, sparkling, clear and vivid. He reproves with majesty, and his exhortations are full of sweetness; whether he speaks or acts he does all with eloquence and gravity. *He has never*

*been seen to laugh, but has often been seen to weep.* He is very temperate, very modest, and very wise. In a word, he is a man, who by his great beauty, and his divine perfections, surpasses the children of men."

—)o(—  
Amenities.



Mrs. Muslin—I was really quite concerned for you this morning during the Easter sermon. Mrs. Poplin.

Mrs. Poplin—Indeed. How so?

Mrs. Muslin—I was so afraid that you couldn't hear well. You see, your sitting is so far back of my pew.

—)o(—  
A Practiced Arm.



Briggs—Didn't you think the organ was unusually loud during the Easter services?

Griggs—Yes. I understand they hired the village milkman to pump it.



**INSTITUTION**  
—FOR THE—  
**DEAF AND DUMB,**  
WINNIPEG, MANITOBA.

MINISTER OF PUBLIC WORKS.  
The Hon. James A. Smart.

INSPECTOR OF PUBLIC INSTITUTIONS,  
The Hon. J. W. Sifton.

OFFICERS OF THE INSTITUTION,  
D. W. McDermid, *Principal.*  
James Patterson, M.D., *Attending Physician.*  
Miss Alice Forster, *Matron.*

TEACHERS,  
Mrs. Mary E. McDermid,  
Miss Augusta Spaight,  
John R. Byrne (*Assistant.*)

MISS AUGUSTA SPAIGHT,  
*Teacher of Articulation.*  
MRS. MARY E. McDERMID,  
*Teacher of Drawing.*  
MISS ALICE FORSTER,  
*Teacher of Sewing, Fancy Work and Cooking.*  
D. W. McDERMID,  
*Teacher of Wood Carving and Plate Engraving.*  
JOHN R. BYRNE,  
*Supervisor of Boys.*  
ANGUS A. McINTOSH,  
*Teacher of Printing.*  
J. K. WILSON,  
*Caretaker and Storekeeper (temporary)*  
ERIC CLARK,  
*Night-Watchman (temporary.)*

**MANITOBA**  
**DEAF AND DUMB INSTITUTION,**  
WINNIPEG, MANITOBA.

3RD SESSION, 7TH LEGISLATURE, 53 VIC.

CHAPTER 12.

An act to amend chapter 25 of 52 Victoria, being an act respecting an Institution for the Education and Instruction of the Deaf and Dumb. [*Assented to 31st March, 1890.*]

1. Section 4 of chapter 25 Victoria, is hereby amended, by adding the following thereto:

"Every deaf and dumb child, between the age of eight and fifteen years inclusive, shall attend the said institution at least four months in every year; and any parent or guardian who shall neglect to provide that every such child under his care shall attend the said institution, shall be liable to a penalty of twenty-five dollars and costs, in default of payment imprisonment for a term not exceeding thirty days."

2. This act shall come into force immediately on being assented to.

**MANITOBA**  
**DEAF AND DUMB INSTITUTION,**  
WINNIPEG, MANITOBA.  
**Regulations.**

1. The Manitoba Deaf and Dumb Institution is established for the purpose of imparting general instruction and has reference only to the mental and moral training of deaf mute youths of both sexes
2. All deaf mute children or those who are too deaf to be educated in the Public Schools of the Province may be admitted, provided they are of sound mind, free from infectious diseases and from vicious habits
3. Upon application to the principal, blank forms for the admission of pupils will be furnished.
4. *The privileges of the Institution are free to all deaf mutes of the Province, no charge being made for tuition, board or lodging*
5. *Attendance upon School is made compulsory by law.*
6. *All pupils must live in the Institution and be directly under the authority of the principal.*
7. Pupils from outside the Province will be admitted upon reasonable terms.
8. Applicants and pupils returning at the beginning of the term should come well supplied with clothes, with every article indelibly marked with the name of the owner.
9. In addition to the above a sum of money not less than five dollars should be sent to meet expenses of pupils for repairing clothes and boots and stationery, postage stamps, and other incidentals, of which an account will be rendered, and the balance remaining at the termination of the session will be returned.
10. The regular time of admission is at the close of the vacation which extends from the second Wednesday in June to the second Wednesday in September. Upon application pupils will be received at any time.
11. No provision is made to board the pupils at the Institution during the vacation. All communications in regard to the Institution should be addressed to

D. W. McDERMID,

Principal.

**THE CANADIAN MUTE,**  
Published at the Ontario Institution, Belleville.

AND

**THE SILENT ECHO**

Are the only papers printed by the Deaf in Canada. If you wish all the news concerning the silent world in our Dominion

**SUBSCRIBE FOR BOTH.**

We have just learned that the Ministerial Association of the Winnipeg churches will visit us on Monday, May 2nd. The ministers will hold their regular business meeting in the institution parlor and after that witness a short program arranged for their entertainment.