ability to spell the word, a sign may be used—reference to the whiskers of the cat will be sufficient. In the same manner, proceed with the words

dog, horse, pig, chair, cow, sheep, &c.

At the same time, teach the child to write these words on a slate, and to form the letters as round as possible, not taking off the pencil till the word is completed. A good habit thus formed will be of great advantage to the writer, and save much time, enabling him to accomplish more in a given time than by any other method.

Writing words with disjointed letters is very objectionable.

If the parent wishes to proceed further, and teach sentence-writing, write the name of the child, as, "James sees a cat." Point from the eye towards the cat. Let him copy this sentence till he is familiar with it. It will be a model for him to construct other sentences, as John sees a dog,—a horse,—a pig,—a chair, &c.

Encourage him to write as many sentences as he can. All this may be the work of years; but he who will take the trouble so to instruct his child, will be repaid a hundred fold. The advantage to the child can

never be estimated.

A little attention every day will probably accomplish all this, and pos-

sibly much more.

Attempt the end; there is no mystery about instructing the children of silence. It is just as easy to teach a child to know the letters by the position of the hand, as to know them by their names or sounds.

Why should a mother devote hours and days to the instruction of her speaking and hearing child, while the silent one sits by in ignorance till

his mind is stupid?

When the child has arrived at the proper age for admission into the Institution, bring it at once; the longer you delay the worse it is for the child.

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