

in their training, while, in reality, they are not more wayward than other children, when under proper restraint. Let parents on no account do anything that would render them *suspicious* or *jealous*—two states of mind that are superinduced, in their peculiar circumstances, by conveying to them false impressions of your actions or motives, and causing them even to lose confidence in the parents, or friends whom they love. Treat them dutifully, just as your other children should be treated, with integrity of purpose and of conduct.

We would simply offer, in addition, the following practical hints:

1. Instead of giving, at first, the name of their *Father, Mother, Brother, Sister, &c.*, it is better to accustom them to the relative words—*My father, My mother, My brother, My sister, &c.*, as appellatives or names. And when there are brothers and sisters, &c., let them say—*My brother John, or John,—My sister Jane, or Jane, &c.*, as the case may be, and not their full names, as is often done with the Deaf and Dumb. The full names of parents, for example, could be shown them in the address of a letter; and they could be made to understand that others spoke of them by these names, but that it was not proper for *them* to speak of their parents in the same way. In speaking to *them* use their Christian name only, and cause them to use the pronoun *I* to designate themselves individually.

2. In leading them to know the names of objects, it is also better, for instance, to say—*A cat*, or, *The cat*,—*A dog*, or, *The dog*,—*A chair*, or, *The chair*, &c., rather than say—*Cat, Dog, Chair, &c.*, because when the Deaf and Dumb are taught, at first, to use the mere names, instead of being taught to use them with the articles, as we generally do in speaking, it is long before they use them readily, even when they know very well how to use them;—and this simply arises from the habit of learning the words singly at the first. This remark also applies to the proper names noticed above. It is therefore better to accustom them from the beginning with the use of the articles *A, An, or The*, along with the name, rather than otherwise.

As far as possible, in every case, they should be taught to use language, just as children who hear and speak are taught to use it—the only difference being the use of the fingers, or the pen, instead of the tongue. This course of training them will be a subsequent saving of time and labor to all parties; for it is very easy to teach them the meaning of single words after they know the practical use of them.

HALIFAX, N.S., March, 1867.

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