

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 parents wish 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 possibly 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 children, 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.

## AF MUTES AT

(*Instruction.*)

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