

IN 1862.

k, Starr, Mrs. Biss

## DIRECTIONS FOR TEACHING DEAF MUTES AT HOME.

*(Reprinted from the Tenth Report of the Georgia Institution.)*, Naylor, and Lisw  
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m Mr. H. A. Taylo

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It is very important to the deaf and dumb that their friends should teach them the manual alphabet, to spell simple words, the name of their parents and friends, and of many familiar objects, before they enter the Institution.

Imitate the child's actions, or *signs*, and encourage him to use the language of pantomime.

As the child advances, his signs may be reduced and improved.

Imitate the actions for sewing, knitting, chopping, jumping, plowing, sowing, &c., and the mute child will readily understand them.

When anything is particularly pleasing to him, invent a sign for it, and by being often repeated, it will become a familiar representative of thought. For "good," kiss the hand; "bad," bring the hands to the lips, as for good, turn the palm down, and throw it from you. "Glad," pat the heart rapidly, with a cheerful countenance; "sorry," rub the heart with the clenched fist, with a sorrowful countenance. "To see," point from the eye towards the object. "To dare," shake the clenched fist with a threatening countenance. "To love," press both hands on the heart. "To hate," push the hands out from the heart, as if pushing something from you. "To disobey," throw the elbow out, forcibly, from the body. "To obey," let the hands incline down, bowing the head slightly, with a submissive countenance. "Red," touch the lips with the forefinger. "Plack," draw the end of the finger along the eyebrow.

Individuals may be represented by reference to some peculiarity of person.

These are only a few examples, merely as suggestions.

Spelling may be taught very soon, even before the manual alphabet is perfectly learned. Take the word "cat;" pick out from the alphabet the letters c, a, t, and teach the child to place the fingers in the right position, no matter how slow at first, by patience and a *good deal of repetition* the child *will* learn to spell the word; and as soon as he has learned what it represents, he will appropriate it to his own use in communicating his thoughts. A cat may be shewn him, or the picture of one. After the 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