

words taught. There is no mystery nor any great difficulty in beginning the education of deaf mutes, as is commonly supposed; the difficulty lies in the after progress. The first steps are easy and simple enough, and within the ability of any person who will attempt it, to master them.

There is no more difficulty or mystery in a deaf mute learning to distinguish the letter *a* from the letter *b* (teach the small letters first, the capitals they will learn of themselves), by the two positions of the hand made for these two letters, than for a speaking child to learn to distinguish them by their names or sounds. The mute child as readily learns that the three written letters *h-a-t* (hat) represent, or are the name of the object *hat*, when the object is shown to them in connection with the written name, as an ordinary child learns to associate the spoken name with the same object. The cases are precisely analogous, and the mystery or difficulty is no greater in the one than the other. Repeat the presentation of the object, if necessary, until the association becomes fixed and permanent. The object seen recalls to the mute the written name, and the written name recalls the object. This is all the spoken name does; neither more nor less. So of any other object. Get picture books, and extend the child's knowledge of words by them from year to year.

The names of sensible actions are also easily taught; as for instance, to *walk*. Write the word *walk*, and at the same time make a movement with the hand imitating the action of the feet. This movement of the hand becomes the significant and permanent *sign* for the word. All similar words may be readily taught; as run, swim, cut, eat, stand, lie, sleep, awake, &c. Sensible qualities may be communicated in the same manner; *hard*, for example, striking the knuckles of the clenched fist on the back of the left hand, with a suitable and natural expression of countenance accompanying the action; *soft*, by pressing the fingers of the right hand into the fleshy palm of the left. And so of many others, which any person who will watch the signs of the child, may learn from him. As his age and intelligence increase, he will invent gesticulations to express his ideas, or rather, use such as nature prompts. Observe and adopt these by which to instruct him; they are precisely those used in all institutions. The language of signs is the language of nature; in institutions for the deaf and dumb, it is extended and systematized upon natural and philosophical principles.

Enlarge his vocabulary of words from year to year. Your ability to teach will increase with the efforts made. Make it your business to teach and develop the mind of your child. Moral and religious ideas may be communicated within a limited, but very useful degree. Express abhorrence of wrong doing by an appropriate frown of the face, and gesticulation of the hands, and turning away with disapprobation, and by discipline if necessary. *Good* is expressed by holding up the thumb with an expression of pleasure and approbation; *bad* by holding up the little finger, with an expression, in the manner of the gesticulation, and in the face, of disapprobation. *Right* is expressed by moving the lower edge of the right hand, erected and pointing forwards, over the extended palm of the left, in a straight or right line, accompanied by the sign for *good*, and an approving expression of countenance. *Wrong* by a crooked and zig-zag course of the hand, with the sign for *bad* added, with an expression

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