

Treasurer.

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1158.00
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3305.60
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DIRECTIONS

FOR TEACHING AND TRAINING

DEAF & DUMB CHILDREN AT HOME

Previously to their being brought to the Institution, and for their future instruction after they have left it.

MUCH may, and ought to be done, by the parents of deaf and dumb children, from infancy, for their improvement, previously to their entrance into the institution. We therefore hope to be able, by some plain and simple directions, to influence the parents of these children, by a course of home education, to prepare them to enter the institution with a vantage ground equal at least to one year's instruction in it. Indeed, an intelligent parent might profit his child perhaps even to a greater degree than this. For his home education and training would prevent the mental faculties from sinking into that wretched state of ignorance, inactivity, and imbecility, from which it is difficult to arouse many of them. It has been observed that where a child has received any instructions, if only to write mechanically, and to write his name and the names of his friends, and a few simple objects around him, his mental condition is generally far superior to that of ordinary deaf and dumb children. A proper moral training of deaf mute children, which is almost universally neglected, would prevent the growth and development of their passions, which are often enormous, sometimes difficult to repress, and always a certain source of misery to themselves and family.

Do not yield to a false and morbid sympathy and affection for your child; do not indulge its wayward passions. Such morbid affection and indulgence are a bane to the unfortunate child's welfare and happiness. Treat it as you do your other children; check and restrain its passions, and bring it up to regular habits of industry; teach and require it to do something.

As soon as it is old enough, teach it the manual alphabet, and make yourself familiar with its use. Teach it to write a fair and legible hand, first on a slate, and then on paper. Present the objects around, and teach it to write their names on a slate and spell them on the hand, until they are fixed in the memory. It is not necessary that the child should know anything of the sounds of the letters of the alphabet, or of the