

**COURSE OF INSTRUCTION
FOR THE DEAF AND
DUMB: PART THIRD**

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Course of Instruction for the Deaf and Dumb: Part Third by Harvey Prindle Peet

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HARVEY PRINDLE PEET

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BY

HARVEY PRINDLE PEET, LL.D.

**PRESIDENT OF THE NEW YORK INSTITUTION FOR THE
INSTRUCTION OF THE DEAF AND DUMB.**

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PREFACE.

The first edition of this work was published in 1845, as a "Second Part" of the Course of Instruction for the Deaf and Dumb, of which the First (or Elementary) Part, appeared in 1844. In revising the First Part for a second edition, it was found advisable to divide it; and to add to the latter portion many new lessons, which, upon further experience, and more mature reflection, it had been found, could advantageously be introduced between the new First Part and the present Part. Accordingly, in 1849, a new "Second Part" was published, by which the present volume has become the Third Part. By this arrangement it is hoped, an objection will be obviated, which was made by some experienced teachers, when the present volume first appeared as the Second Part, namely: that the transition from the First to the Second Part was too abrupt, and the Lessons in this Part too difficult for pupils who had only gone through the First Part.

To pupils who have passed through the new Second Part, the first half of the present volume will offer very few difficulties of construction, which are not anticipated in the Second Part. And, as that portion of the volume is chiefly composed of reading lessons, it can be gone through more rapidly than would be advisable with lessons designed to introduce, and illustrate new laws of construction. Yet, the pupil's real progress in language, will not be less for the time spent in fixing firmly in the memory, by repetition, words, and forms of construction already learned. One of the advantages which the Author proposed to himself, from compiling a regular series of Text Books, instead of selecting books from among those prepared for children who hear, was that he could thus study to introduce, in interest-

ing connections, those words and phrases already taught, which it is important to impress firmly on the pupil's memory; and at the same time, avoid such words and forms of construction as would, at the actual stage of the course, either be difficult of explanation, or tend to confuse the pupil's ideas respecting the meaning of words, and their mutual dependence in sentences. It is not what the pupil merely commits to memory of an evening, and nearly, or quite forgets before he has practical occasion to use it; but what he well remembers, and can readily recall and apply at his need, that is the true measure of his progress. And if words and phrases already learned can be introduced in new combinations, embodying information of new and piquant interest to the pupil, the advantage will, as every teacher knows, be greater than by merely reviewing old lessons.

Still, even in going through the first three chapters of this volume, the pupil will enlarge his knowledge of language by many new words and phrases. Such words and phrases as are likely to be unknown, or unfamiliar to him, and thus to require more particular explanation from the teacher, are printed in *italics*. It is hardly necessary to observe, that, where examples are given to illustrate any principle of construction, or idiom of speech, the words on which the force of the example depends, are also in *italics*.

The proper use, in books for the deaf and dumb, of *italics*, and of those other marks, too few in number, by which we attempt to give to written or printed words, a small portion of that significancy which, in the living utterance, they derive from the tones of the voice, is a point of much importance. The Author could wish that there were other means of distinguishing words and phrases, marked merely to denote that they require attention and explanation from the teacher, so that the use of *italics* may be re-

served for cases, where they lend force and point to the expression. Perhaps such means may be devised.

The fourth and fifth chapters of this volume, are adapted to the use of pupils of from three to five years standing, for whom they may be advantageously used to form lessons in language and grammar, to be attended to alternately, with lessons in a regular course of arithmetic, and geography or history.

The three parts now published, do not embrace nearly all the idioms and anomalies of our language; nor perhaps, even a majority of the words in common use. Still, the shortness of the term of instruction, and the pressing necessity of introducing the pupil, not later than about the middle of his term, to books prepared for children who hear, may make it inexpedient to add another part of the Course, merely to teach the words and idioms of our language.— It is, no doubt, highly desirable that all the words and all the modes of speech, which it is expedient to teach during the course of instruction, should be arranged in a regular and philosophical order; but in practice, the necessity of the case compels us, as soon as the pupil has acquired a fair degree of facility in reading and writing, to introduce other branches of study; and from that time the words and forms of language are rather explained as they occur, than as we would choose to introduce them. And perhaps this mode, though it would be a serious disadvantage to the pupil in the earlier part of the course, offers no particular disadvantages in the latter part of it.

There still remains one *desideratum* to the course of instruction in language, namely: a methodical vocabulary, in two parts—one part being so arranged, upon an *ideological method*, that the deaf mute, who has forgotten the proper word to express a given idea, may be able to find it again, by knowing its proper place in the vocabulary; and the other part, in *alphabetical order*, to be specially adapted

to the use of the deaf and dumb, by the simplicity of its definitions and examples, and by the frequent illustration of words by cuts. The labor of preparing such a work, and the expense of printing for so limited a demand, make it somewhat doubtful, whether the Author will be able to realize his plan of preparing a Dictionary of this kind.

The innovations which the Author has found it necessary to make, in the popular terms and definitions of grammar, he is happy to find, have generally been approved by teachers.

As the course of instruction is intended for professed teachers of the deaf and dumb, the Author has never attempted to describe the signs used in explaining words; and, though occasional hints are given in the notes, the mode of explaining, illustrating, and reviewing lessons, has in general, been left to the teacher. The reader, not personally acquainted with the art of deaf-mute instruction, must not, therefore, expect to learn it from this work. The object has been to prepare suitable lessons. The teacher is supposed competent to make good use of them. And it may be added, that the art is far better learned from the living teacher than from books. There was a time indeed, when De L'Épée and Sicard, found it necessary to describe minutely their processes, for the benefit of those who could probably never personally visit a school for the deaf and dumb. But now, schools and teachers are so widely spread, that there need be no difficulty in finding facilities of learning the art from living examples. Still there are many valuable processes in use among teachers, which are not generally known out of the institution where they were devised. To preserve and communicate these for the common benefit, is one of the principal advantages hoped from the proposed Annual Convention of Teachers, and from a periodical devoted to the cause of the deaf and dumb.

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