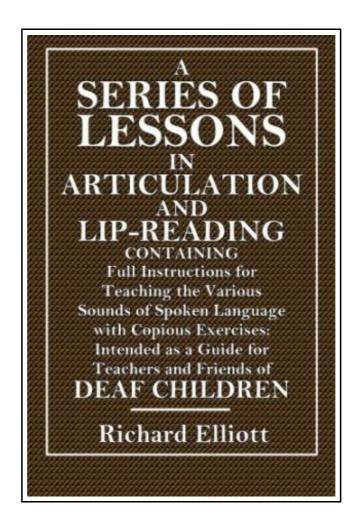
## A Series of Lessons in Articulation and Lip-Reading: Containing Full Instructions for Teaching the Various Sounds of Spoken Language, with Copious Exercises: Intended as a Guide for Teachers and Friends of Deaf Children:



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### Reviews

*This ebook is indeed gripping and fascinating. it had been writtern really properly and helpful. I am very easily could possibly get a satisfaction of reading a published publication. (Maude Ritchie)* 

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Createspace, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*. From the Preface. The present work is an attempt to supply a connected and graduated series of lessons in Articulation and Lip-Reading for the Deaf, as an aid both to the teacher and the pupil. It has existed for some years in manuscript form; and the course of instruction it lays down has been successfully used with the author s own pupils. It aims to teach the essential sounds of the English language, in such sequence, and with such exercises and practice, as may best conduce to the gaining of intelligible utterance. The great majority of our pupils labour under the serious disadvantages which practically complete deafness from birth entails. How great these are, only those who are intimately acquainted with their condition can fully realize. It is not reasonable to expect on their part, however great the skill of teachers or the intelligence of pupils, the perfect utterance which is required of and gained by those who are in possession of Nature s own appointed means for its acquirement. If fairly intelligible utterance in a not unpleasant tone of voice be gained with the average deaf pupil, we may well be satisfied with the result, considering the imperfection of the means employed, and the immensity of the whole work of education in his case. It is true that as a valued encouragement to the strenuous exertions of the teacher, and by reason of favourable conditions, much more than this is often accomplished; but we do not expect the exceptional progress of the comparatively few, to be the rule for the many. In addition, if we can induce in our pupil the ability to recognise in the facial...

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