

**A METHOD OF TEACHING THE  
DEAF AND DUMB SPEECH, LIP-  
READING AND LANGUAGE. WITH  
ILLUSTRATIONS AND EXERCISES**

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A Method of Teaching the Deaf and Dumb Speech, Lip-Reading and Language. With Illustrations and Exercises by Thomas Arnold

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**THOMAS ARNOLD**

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OF  
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TEACHING THE DEAF AND DUMB  
SPEECH, LIP-READING, AND  
LANGUAGE

*WITH ILLUSTRATIONS AND EXERCISES*

BY  
THOMAS ARNOLD



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1881

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*S. d. 21*

TO THE  
PARENTS OF THE DEAF AND DUMB

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*For more than twenty years, spent in the Education of the Deaf, I have laboured to discover and employ the best methods of instructing them. This work is part of the fruit of those labours. Had circumstances been more favourable, it would have been better. As it is, permit me respectfully to dedicate it to you, in the hope that it may lighten your affliction by promoting the mental emancipation of your children*

THOMAS ARNOLD

MIDDLE CLASS SCHOOL FOR THE DEAF AND DUMB  
FAIR VIEW, CLIFTONVILLE  
NORTHAMPTON

## PREFACE.

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THIS WORK has been written to supply a deficiency. There is no other in our language, that the author can discover, which supplies the public with an exposition of the methods employed in the education of the deaf and dumb in speech and lip-reading, at once so systematic and practical as to enable a teacher, who has not enjoyed any previous training, to take up and pursue the process with a reasonable hope of success. The labour arising from this deficiency has been very great, but never regretted. Neither teachers nor books could be found. Everything had to be discovered. But progress stimulated to fresh effort, till at last every difficulty was overcome. Now the author wishes to smooth the path of others, by providing them with all that is essential to the work in principle and illustration. He has striven most of all to make his meaning clear, and by arranging the subjects and illustrations in the order required by the learner, rather than in that which science might have dictated, endeavoured as much as possible to place everything at hand where most needed. Some may question or suspect the author's competence to undertake such a task. On this point he would prefer to be silent. It may suffice to say that forty years ago he was trained under an able master in the French method, when he made his first essays in teaching the deaf to speak with some success ; that for the last twenty years he has employed the German method exclusively ; that one of his pupils, Mr. Farrar, first passed the Cambridge Local Examination with honours in classics



and mathematics ; and in January last Matriculated in the London University ;<sup>1</sup> that he has also been able to compare his methods with those of the most advanced masters in Germany, France, Switzerland, Italy, and America ; and can say without reserve that he has arrived independently at the system called German, and in teaching language has sufficient reason for concluding that he has applied a principle with marked success which must one day displace all others. The quotations which he makes from the works of foreign masters are rather to show that he is not alone in the opinions he advances, than to imply that he was indebted to them in the prosecution of his work. He is far from thinking that his method is perfect. Much still remains to be achieved in the education of the deaf. The best teachers are learners. Should any one then be inclined to find fault with his work, the author will not complain if it leads to the production of a better, and the wider diffusion of the knowledge hitherto confined to a few, of such essential importance to those who are as isolated from society through their deafness as Crusoe in his solitary island.

The price of the work is a matter of regret to the author, but the expense of production is so great, and the number requiring it so limited, that a less charge would have involved him in actual loss by its publication.

It may not be out of place here for the author to acknowledge his great obligations to Mr. W. S. Bessant, his associate,—who has had considerable experience in the oral education of the deaf,—for the time and care he has given to the practical application of the principles of this work, as well as to its correction in passing through the press.

<sup>1</sup> Mr. Farrar, before he was three years old, lost his hearing from scarlet-fever, and therefore owes nothing to hearing, for he was absolutely deaf and dumb when he came under tuition.

# THE ELEMENTS OF SPEECH

## PHYSIOLOGICALLY ARRANGED.

### VOWELS.

	Palatal		
	ou io	i z	i y
Labial	{ ā oo u δ ñ	Graduated { ā ē ā	Guttural { ē ā

These, according to the table, are arranged in four classes—the 1st graduated, 2nd labial, 3rd palatal, and 4th guttural. See sec. 47, p. 50.

*g* connects vowels and consonants, for its initial is *k* and its final *x*.

### CONSONANTS.

	1ST CLASS.					
	Pure	Lip and teeth	Tongue and teeth	Tongue, gum and teeth	Palate	
Aspirates with corresponding semi-vowels	{ h	{ f	{ th	{ sc	{ sh	
		{ v	{ Nk	{ z	{ 1 element of j	
	2ND CLASS.					
		Lip	Tongue and gum	Tongue and palate		
Stops	{ breath . voice .	{ p b	{ t d	{ kc g		Compounds of both classes ch = t sh sharp x = k s j = d sh vocal
Corresponding Vowels.	{ Nasal . Trills . Lingual .	{ m r	{ n r l	{ ng r		

Similarity of organic adjustments determined this classification, as at once the simplest and most convenient for teaching the deaf and dumb the elements of speech.

