

**MANUAL OF
ARTICULATION
TEACHING, PART I**

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Manual of Articulation Teaching, Part I by D. Greene

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D. GREENE

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ARTICULATION TEACHING

By D. GREENE.

PART I.

NEW YORK:
PUBLISHED BY THE INSTITUTION FOR THE IMPROVED
INSTRUCTION OF DEAF-MUTES,
LEXINGTON AVENUE, BETWEEN 67TH AND 68TH STREETS.
1894.

Handwritten notes on the left margin, including a date "4. 8. 1889" and a signature "D. 27 ap. 08 E. S."

TO
PROFESSOR ALEXANDER MELVILLE BELL

WHOSE EXCELLENT CONTRIBUTIONS TO THE LITER-
ATURE OF THE SCIENCE OF VOCAL PHYSIOLOGY
RENDER THE MOST PRACTICAL AID TO ARTICULATION
TEACHERS, THIS TREATISE IS DEDICATED AS A
MARK OF THE AUTHOR'S ESTEEM AND ADMIRATION.

176967

PREFACE.

BY far the greater number of principles and theories which are advocated in this little volume did not originate in my mind. I adopted them after a good deal of thought and study and experiment. Being anxious to gain information from any source whatever, and to make use of anything that might be beneficial to my pupils, I have always tried to get hold of every book and periodical from which I thought I could gather knowledge that might directly or indirectly aid me in my work of giving speech to the deaf. I would gladly mention the names of all those whose ideas I have made my own, and whose suggestions I have followed in working out the system of instruction which is described herein, but refrain from attempting to do so, because I am afraid I might not remember them all; and, therefore, take this way of expressing my grateful acknowledgments to every one of them.

This manual is designed not only for the professional teacher, but also for the mother who is anxious to gather information that will be sufficient to enable her to teach a little deaf child at home for a while, till it is old enough to be sent away to a distant school. Such mothers might shrink from undertaking the task if they found that they would have to study a bulky volume in order to prepare

themselves for it. Hence it was thought best to make this book as small as possible. But although it is small there is enough in it to give any person of common sense a good idea of what is to be done with a beginner in articulation, and how it is to be done. After all, the teaching of speech to the deaf is not, as some people believe, such a wonderful, mysterious art that only those few can master it who are naturally gifted with such special talents as ordinary mortals do not possess; and a description of it may be full without being particularly voluminous. In this connection I will also say that, in my opinion, our work does not require such a marvelous amount of patience as many seem to think. Perhaps my enthusiasm for it gets the best of my judgment, yet I must say that it is the most fascinating work, and I do not see how anything that is so highly interesting can be a tax on anybody's patience.

The chapter on the preliminary examination of new pupils may seem out of place. But since this treatise is designed for parents of deaf children as well as for teachers, it was thought proper to treat this subject fully, and to describe all the symptoms of feeble-mindedness, so that any mother, reading these pages carefully, might be able to decide for herself whether her child does not learn to speak on account of deafness or on account of mental weakness.

Perhaps some will think that the chapter on respiration is unnecessarily long. But defects in the articulation of deaf children, resulting from mismanagement of

the breath in speaking, are of such common occurrence and often of such a serious nature that too much cannot be said under that head. The more the teacher knows about the mechanism of breathing, the better work she will be able to do. I would advise every articulation teacher to go farther, and study this subject in some standard medical work.

NEW YORK, *October, 1894.*

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