information that will help to make you a good marksman. You must know where your bullet struck when you failed; so as to	Pag
intended to hit. Through the speech-symbols the deaf child can be shown what he did with his mouth when he failed to	
produce the sound intended, and the relation of the incorrect to the correct position. The "NO-NO" method, besides discouraging the beginner, fails to give the very information that is necessary to his progress.	
That is accented syllable longer than the others rather	3-7
than louder. Illustrations	7
longation of the Shift Dosition of the f is so great as to many	
Have you ever thought of there being a difference of citch in	7-78
Please imitate Helen Keller's voice	78 78
would you teach r and r.	8-79
Adopt the rule of teaching deaf children to give r, l, w, and y, without voice where they follow non-vocal consonants in the same syllable.	
improved when the pupil is taught to finish off with the non-	80
When two vocal consonants end the last syllable uttered, it is better to give the last consonant non-vocally	80
Please d monstrate the teaching of <i>in</i> in "cotton." Exercises recommended to gain control of the soft palate in uttering such combinations as <i>fm</i> , <i>in</i> , <i>kng</i> ; <i>bm</i> , <i>dn</i> , <i>gng</i> . Also not and the	80 80
DEFECTIVE CONSONANTS AND HOW TO CORRECT THEM.	-83
Defects of the shut consonants, p. b, m; t, d, n; k, g, ug. Click	
Analysis of the actions of the yoral organs in analysis	
A click results from opening a passage way into a social in the	
Suction clicks, and expulsion clicks	
Corrections of the defects of b, d, g, and g, Osbor 1-6	97
the consonants and the mode of correction	//0