

pronounce *t*, while you hold the manipulator over the tongue so as to prevent any portion from rising, excepting the back. In this way you will be sure of a good *k*, if the pupil does not know what you are aiming at. By vocalizing the *k* you get *g*. (Dr. Bell illustrated his remarks by manipulating the tongue of a deaf pupil.)

The next question is, "Please demonstrate that intelligible speech does not depend upon perfect vowel positions." I shall read a few sentences from a book, substituting for each vowel sound a mere indefinite murmur of voice. You observe that the articulation, though, of course, very peculiar, is perfectly intelligible.\* We may learn from such an experiment as this, that consonants are much more important elements than vowels. Intelligibility of speech mainly depends upon the correct pronunciation of consonants. We could manage to get along very well with only one vowel sound, if indefinite enough, and yet make ourselves understood. I don't mean to advise you to teach speech of this character to your pupils, but many of you may be encouraged to know that very imperfect vowel sounds will not prevent your pupils from being understood by relatives and friends. Consonants are much more easily acquired than vowels, and all pupils who can pronounce the consonants correctly can acquire a useful articulation, even though they murder the vowels. That is, their speech will be intelligible to hearing people, and therefore useful as a means of communication, even though it may not be very pleasant to hear. Too much effort, I think, is made to impart a niceness of pronunciation that is not appreciated by the outside world.

When I first entered upon the work of articulation teaching, I was very proud of the pronunciation of some of my congenitally deaf pupils. They had been drilled upon the elements and were able to pronounce words and sentences written in Visible Speech with absolute correctness, slowly, it is true, but with perfect elementary sounds. To my great mortification, however, I found that

---

\* Read the following passage aloud, giving an indefinite murmur of the voice for each dash, and the passage will be intelligible:—

- p-nt-d t- th- c-t -nd th-n t- -ts n-m -nd -nd-v-rd t- m-k h-m  
-n-rst-nd th- m-n-ng -v th- r-t-ng - -ls- t-t h-m t- sp-l th- w-rd -n  
h-s f-ngg-rs. -v-th-ng th-t h- d-d w-s p-rf-mid w-th - p- -r-s s-rf  
-v -mf-s-s th-t w-d h-v m-d - p-rs-n -nf-m-ly-r w-th th- d-f s-p-z  
th-t h- n- -l -b-t -t.—From *the Annals for January, 1891, p. 45.*

You may substitute for the (-) any large aperture vowel, such as *u* in *up*, or *in her*, *o* in *on*, or even *a* in *cat*, without destroying intelligibility.