In other journals

A. M. Drummond

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A SUMMER CONFERENCE

THE New England Public Speaking Conference voted, at its recent annual meeting, to extend to all teachers of public speaking or of oral English an invitation to attend a special Summer Conference, to be held at Harvard University, under the auspices of the New England Conference, in connection with the Harvard Summer School. The Conference will be held on three successive afternoons and will consider subjects of wide general interest as well as others of special scientific character. Professor I. L. Winter, Harvard University, Chairman of the Committee of arrangements, invites any who are interested in this Conference, from any part of the country, to communicate with him at once for advising as to the best time, between July 10 and August 18, for holding the meetings. Eight universities and colleges, Eastern and Western, will be represented in the corps of instructors in the Harvard Summer courses in public speaking. In view of this gathering of high ranking teachers, and because of the several meetings of teachers' associations in the East, the time seems opportune for this special Conference. The exact dates will be announced later.

IN OTHER JOURNALS

THE recent increase in professional writing in our field makes it seem advisable for the *Quarterly* to add to its regular service in regard to new books a brief comment on professional periodical literature. The editorial staff requests the coöperation of the readers of the *Quarterly* in making this quarterly summary of periodical publications in our field as complete and helpful as possible. If in your reading you run across articles that seem to have professional significance, please either forward a brief report of them to the editor, or send to any member of the staff an accurate reference to such articles in order that they may be reported for the benefit of the whole profession.

THE MANAGEMENT OF THE SPEECH DEFECT PROBLEM IN THE PUBLIC SCHOOLS. By WALTER B. SWIFT, M.D., *Journal of Educational Administration and Supervision*, March, 1916, p. 150. This article was read by Doctor Swift before the American Association of the Advancement of Science, at Berkeley, Calif., August 3, 1915. The article concerns itself, not with the treatment of speech defects, but

confines itself rather closely to the management of the problem by the public schools. The author points out that many school systems are very unscientific in their treatment of this problem. He says:

"When a man like Professor Ennis, who has been traveling all over the country with a temporary fake cure for stuttering, persuades the superintendents to form classes in the public schools for a few weeks' duration, and advertises extensively in the newspapers for private pupils; and when a little temporary improvement has arrived, *then* procures certificates from the superintendents heartily approving of his work, and after collecting all his fees, he vanishes to another part of the country, only to have his apparent cures relapse and be as bad as ever, soon after his departure, one begins to think that the schools should become scientific; that superintendents should follow the advice of those who know; that men really trained in the cure of speech defects by scientific well-established methods should be the ones to be consulted in this matter. Again, where lay methods of treatment are adopted from one school as a private system that is contrary to the findings of science, it is time for those schools to wake up; and also seek those who know."

The author is of the opinion that the field (of speech defects) as a whole divides naturally into three parts, phonetic defects, stuttering, and special work for special classes.

1. "Phonetic defects. Phonetic defects should be attacked in the school curriculum at an early period. I think the earlier the better. The pupil, on his first entrance to the school régime, should be phonetically examined, otherwise if allowed to pass up two, three, or four classes, as is sometimes the method of procedure, there is frequently much lack in getting knowledge; and lack of power to communicate, which leads to backwardness in the grades. I should, therefore, propose that the elimination of the phonetic defects be placed down in the first year of the primary school.

2. Stuttering. This speech defect usually occurs later in life, and therefore later in the school curriculum than the ordinary phonetic defects; and therefore must be attacked at a different time in the school programme. These cases need isolation, while phonetic cases can be treated in their ordinary class relationship. A stuttering case also needs much more time, more prolonged attention and careful watching. It is thus in many ways an entirely different problem from that of the simple phonetic defect. I should propose, therefore, that all stutterers be isolated from all classes and put together by themselves, and also separated from the phonetic defects. This paper does not propose to

deal with the management of the treatment, but simply with the management of the problem. The details of treatment, and recommendations for training for these different classes, may be found in publications and Summer Courses on this subject. I propose at this time merely to cover the ground as to the management of the problem outside of the mere treatment.

As far as the stuttering cases, then, are concerned, I should isolate them from their own classes and from the classes of phonetics, and I should place them by themselves for a systematic investigation and training along modern, scientific, and psychological lines.

3. Special Class Defects. Teachers all know that the word "special" is merely a lay term to cover any sort of mental defect from idiocy, imbecility, feeble-mindedness, moral and mental delinquency, down through the various forms of the prodigy and the "exceptional child." The special class, then, while it naturally excludes all the simple phonetic disorders, as well as the stuttering cases (that are otherwise normal mentally) it does *include* a hodgepodge of mental variations which make a very complicated problem."

Under "The Rôle of the Physician," he says:

"The ordinary school doctor knows little or nothing of the modern exhaustive field of speech defects. His knowledge is slight as to the diagnostic significance of speech disorders. His knowledge is almost nil as regards the treatment in the modern scientific and psychological sense of not only the most common, but also the rarest of the speech defects. I have never seen any physician who knew more than a tenth of what was written ten years ago; and I have never seen anyone who knows what has been written in the last ten years, who has specialized at all abroad, or has studied under more than one specialist in his own country; besides this, they are usually neither psychologists, elocutionists, neurologists, nor psychopathologists. From all these fields, the expert speech specialist draws his knowledge to make it complete. Anyone can see, then, how inadequate to the speech problem is the ordinary school physician when so many spheres of knowledge must be combined in one head to adequately approach the speech disorder problem."

The author's conclusions are as follows:

"1. Because the ordinary school physician is untrained for the special demand of medical speech expert, I would propose that the head and guiding medical element in the speech problem should be a thoroughly trained medical speech inspector.

"2. Because of frequent faulty diagnosis; and because much time and effort is wasted in treatment by lay individuals when diagnoses

are unknown; I propose that *every speech case* in the public schools be first examined by the medical speech inspector; and assigned by him to the proper class.

"3. Because the speech problem naturally divides itself into three distinct parts; I propose that the pupils be divided into phonetic, stuttering, and special class departments.

"4. Because each of these departments demands entirely different and quite exhaustive training along one individual line; I propose that separate teachers be separately trained to do the vocal drill of these departments; and that they be not allowed to undertake any vocal drill in another department.

In brief, the management of the speech defect problem in the public schools demands a medical speech inspector to see all pupils and assign them to either a phonetic, stuttering, or a special class, and to have at the head of each of these divisions a teacher specially trained in one of these lines alone."

THE UNIVERSITY OF WISCONSIN SPEECH CLINIC. By SMILEY BLANTON, M.D., *The Journal of Educational Psychology*, May, 1916. This article gives a clear statement of what has been done in the public speaking department of the University of Wisconsin, under the direction of Dr. Blanton, to investigate and remove speech defects.

141 persons were treated, including eight members of the faculty. The work of the clinic may be divided into four parts:

1. Treatment for poor voices.
2. Treatment for vocal defects.
3. Treatment for speech defects.
4. Training teachers for speech correction work.

"Any student in the University may receive treatment at the clinic. Each student treated has his history taken, and is given a thorough medical examination of nose, throat and larynx. Through the kind coöperation of the medical department of the university, the speech clinic is permitted to make use of the medical building and its facilities for examination; and where knowledge of the student's general health is needed, it can be easily obtained by referring to the medical department's examination sheet of the case. The relation of the work in the speech clinic to mental tests is suggested by the following: "The treatment of stuttering consists of psycho-analysis and suggestion, supplemented by vocal exercises which are based on physiological laws and planned so as to train the three fundamental parts of the vocal mechan-

ism,—the diaphragm, the vocal chords, and the articulative organs. Each stutterer is given an association test, under standard conditions, consisting of Jung's list of one hundred words supplemented by twenty words I have added."

"The most important work of the clinic, however, is not treating adults with vocal or speech disorders, but consists of training teachers for corrective speech work, who may go out in the schools of the state."

"The State of Wisconsin has already made provision for training the children with speech disorders, and now there are eight cities in the state that have teachers for this work. It has been very hard to find properly trained teachers, but the speech clinic hopes to train enough teachers to supply the demand here in Wisconsin and perhaps in other states as well. During the last year four teachers were trained in the speech correction work; during the summer session twelve teachers who graduated from the training school for teachers of the deaf, registered in the teachers' course. Ten of these are now teaching in the Wisconsin schools."

SPEECH AND VOICE HYGINE. A Symposium. *The Journal of Ophthalmology, Otology, and Laryngology*, Vol. 22, No. 4, April, 1916, by an arrangement with the committee on American Speech of the National Council of Teachers of English, devoted its entire issue to a symposium on Voice and Speech. Space does not permit us to give a detailed review of this entire journal. The character of the matter in it is sufficiently indicated by the full list of titles and authors which we give here:

Editorials: *American Voice and Speech*; *The New Americanism*, Burton Haseltine. *The Reformation of American Speech*, John M. Clapp, M.A.—*The Vocal Apparatus in Health and Disease*, George B. Rice, M.D.—*Voice Hygiene*, Joseph C. Beck, M.D.—*The Relation of Mouth Formation to Voice and Speech*, Frederick Bogue Noves, D.D.S.—*Speech Defects in Children*, Smiley Blanton, M.D.—*The Voice in Singing and in Speech*, Shirley M. K. Gandell, M. A.—*Speech and the Community*, Fred Newton Scott, Ph.D.—*The School's Function in Speech Improvement*, James E. McDade, M.A.—*American Speech and the Stage*, Otis Skinner—*Speech Training for Business Life*, William Bachrach—*Operators' Voices, Their Importance and the Method of Their Cultivation*, John W. Bradshaw—*The Telephone Operator's Throat*, LeRoy Thompson, M.D.—*Speech Training in Commercial Life*, Marshall Field & Company—*A New Era in Voice Study*, Burton Haseltine, M.D.

The issue contains in all eighty-four large pages, very well illustrated. The whole symposium has been re-printed, and copies of the reprint can be obtained from the Nelson-Schram Co., 14 Devereux St., Utica., N. Y. —twenty-five cents each.

SUBJECTS OF INTEREST

TO SOME the *New Republic* is anathema. Personally we would like to require every student to read it, and would like someone to devise a method to prove that it had been read and read intelligently.

But none of us are so narrow as to deny that good can come out of Nazareth. For many who labor with our common, ever-present problem of finding or suggesting subjects for arguments, expositions, discussion, debates, etc., here is a veritable gold mine of spicy up-to-dateness that should help solve the problem at least for this fall. This budget of subjects is published in the *New Republic* of April 1st, under the caption *A Catechism for Presidential Candidates*. It appears unsigned. We print it entire, by permission, with many thanks.

A. M. DRUMMOND.

Cornell University

A. *American policy during the war.*

1. Have you been in favor of an embargo on munitions?
2. Would you have exerted greater pressure upon Great Britain to compel her to reform the so-called blockade?
3. Would you have sent the "strict accountability" note to Germany? If not, what would you have done? If yes, would you have been in favor of any action to secure guaranties from Germany during the time between the war-zone proclamation and the sinking of the *Lusitania*?
4. If you were in favor of such action did you say so at the time, and when?
5. Would you have broken off diplomatic relations after the sinking of the *Lusitania*?
6. Would you have used any measure of reprisal, or would you have declared war?
7. If not, has there been any incident since the *Lusitania* which in your opinion required the rupture of relations or a declaration of war?

8. Do you think that the United States was under a moral obligation to protest at the violation of Belgium?
 9. If you do, when did you first begin to think so, and what was your first public utterance on the question?
 10. Do you think that the United States should have taken any action in regard to the violation of the Hague conventions in such matters as the bombardment of undefended towns? If so, what action, and when did you make your first public utterance in regard to it?
- B. *American foreign policy.*
1. Do you believe it will be necessary for the United States in the near future to come to a definite understanding with some European Power? If so, with which Power?
 2. Do you approve of the President's Pan-American policy, which provides for a guaranty of territorial integrity under a republican form of government in all the states of this hemisphere?
 3. Do you think the United States has or can expect to have sufficient military force to undertake this responsibility alone?
 4. Have you agreed in general with the President's Mexican policy? If not, would you have recognized Huerta?
 5. Would you have intervened at any time since the fall of Huerta? At what time would you have intervened?
 6. Are you in favor of the Haitian protectorate?
 7. Are you in favor of the Nicaraguan treaty?
 8. Are you in favor of the original Colombian treaty?
 9. Do you favor the abandonment of the Philippines? If so, under what conditions?
 10. Do you think the United States ought to take any action to preserve the integrity of China?
- C. *Preparedness.*
1. On what standard do you base your estimate of the navy which the United States ought to have? That is, what considerations ought to determine our naval policy in respect to Great Britain, Germany and Japan?
 2. Do you favor universal military service?
 3. Do you favor an increase of the standing army? If so, by what standard do you estimate the size needed?
 4. Do you believe in the "federalization" of the militia?
 5. Do you favor the creation of a national council of defense to coördinate all forms of naval and military preparedness?

6. Do you favor the government manufacture of certain essential munitions of war?
7. Are you prepared to abolish useless navy yards and army posts and to undertake the radical reorganization of the administrative control of national armaments?
8. How would you pay for preparedness? Would you issue bonds, lay excise duties, or protective duties, or increase income taxes and establish a federal inheritance tax?
9. Do you believe that the government should control and regulate foreign trade and investment so as to define its responsibilities in regard to the protection of them? If so, what form would this organization and control take?

D. *Domestic policy.*

1. Do you favor further restriction of immigration? If so, what form should the restriction take?
2. Are you in favor of a general revision of the tariff by the next Congress?
3. Do you favor a tariff board?
4. Do you favor the nationalization of railroads?
5. Do you favor increased administrative control of business or a more rigorous enforcement of the Sherman act and the Clayton act?
6. Are you in favor of the Shields Water Power bill?
7. Do you believe in the principle that protection should be withdrawn from an industry which does not pay a living wage to its workmen?
8. Do you think steps should be taken towards a national control of education?
9. Do you favor the principle of social insurance against sickness, accident, old age, maternity and unemployment?
10. Are you in favor of a national system of labor exchanges?
11. Do you believe in the principle of minimum wage for sweated industries?
12. Do you believe in the federal regulation of child labor?
13. Do you believe in the establishment of a permanent industrial commission to inquire into all important labor disturbances?
14. Do you believe there are any steps the federal government can take to give labor a greater representation in the management of industry?

15. Do you favor federal incorporation?
16. Do you believe that the fixing of wages on common carriers should be added to the rate-making power of the national government?
17. Do you favor government-owned ocean shipping, or a policy of shipping subsidies?
18. Are you in favor of the adoption by Congress of a budget system? If so, should it be prepared by the administration or by Congress? Should Congress be allowed to increase the items in a budget prepared by the administration?
19. Are you in favor of making the higher federal administrative officials, such as postmasters, internal revenue officers and the like, permanent appointees?
20. Do you approve of permitting individual senators to veto presidential appointments?
21. Do you believe in equal suffrage? Are you in favor of a constitutional amendment as the means of obtaining it?