

*stacles to be overcome, and the progress it makes toward overcoming these obstacles.* It does not follow, then, that because Lincoln's debate with Douglas failed to elect him senator, it was therefore a failure. If it gained any votes for Lincoln and lost any for Douglas then, for Lincoln, it was a success. Nor can we forget that Lincoln's avowed purpose, higher than his desire for election as senator, was to prevent Douglas from becoming president in 1860. Here again he was successful. Because William Jennings Bryan three times toured the United States as a presidential candidate and each time was defeated, does not lead us to believe that he was a failure as a speaker. If we weigh the attitude of his audience—some friendly, some neutral, some hostile—and can say that he aroused his supporters to enthusiasm, won votes from the independent voters, or created doubts in the minds of his opponents, then he was a successful speaker. Even had Burke's efforts been admitted failures in their utilitarian end of influencing the British parliament and even (if we can imagine it) the British nation had never read them—yet if we today are stirred reading them, we may fairly say that they are successful productions of the *art* of eloquence and as models are useful as such.

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### SPEECH CORRECTION WORK IN THE SAN FRANCISCO PUBLIC SCHOOLS

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**T**HE speech correction work in the San Francisco public schools dates back to September, 1916—a time when the subject was still in its pioneer stage in the United States. Detroit, Chicago, New York and Minneapolis were already carrying on similar work, it is true, but at that time only a few of the most severe cases were being handled in these cities.

In San Francisco under the supervision of the writer a special survey was made as follows: the Superintendent of Schools sent a notice to each school in the city, through the regular school bulletin, asking that all speech defect cases be listed. The city was then divided into five districts, one central school being chosen as the center for each district. The speech defect cases were sent to these

centers on different days of the week, with the result that the city was covered in one week. The cases were classified and instructed to report at different periods as follows:

Primary, stutterers .....	9:00-9:30
Primary, articulation defects .....	9:30-10:00
Grammar Grade, stutterers .....	10:00-10:30
Grammar Grade, articulation defects .....	10:30-11:00
High School Students, nervous speech disorders	
(1) Stuttering, cluttering, nervous hesitations .....	11:00-11:30
(2) Articulation defects and foreign mispronunciation .....	11:30-12:30

From each school a teacher was sent to listen for training and each day she gathered the groups having defective speech for one half-hour drill. Cases of nervous speech disturbance and articulation defects were of necessity handled separately. The time allotted to speech correction work varied from 40 minutes to one hour a day.

The next problem was to provide adequate instruction for teachers, to enable them to carry on the work intelligently and efficiently. Training classes for teachers in the fundamentals of speech defect work were therefore started by the writer through the University of California Extension Division, and a free speech clinic, which had been started by her the previous year at the University of California Medical School was used for practice work. Thus through the class work, and by means of direct observation and practice at the clinic, the teachers gained a fair idea of the work. The course, as originally started, covered a period of eighteen months. It was given once a week on Saturday mornings at the University of California Medical School. The necessary background of anatomy, physiology, pathology, and abnormal psychology was furnished through lectures given by a number of the physicians of the Medical School staff.

From July, 1919, to June, 1923, the teacher training work was transferred to the State Teachers College in San Francisco, where two courses were given, one to student teachers at the college and the other, an extension course, to teachers in service in the San Francisco School Department. Since January, 1924, the work has again been taken over by the University Extension Division.

At first the writer not only gave the teachers' courses but also held speech centers and taught all the classes in the presence of the various teachers in training.

From this simple beginning the work has been developed so that at present there are twelve speech centers in the elementary schools and three all-day assistant supervisors who rotate in these centers. The centers serve the purpose of training inexperienced teachers and are held once a week. Most teachers are glad to avail themselves of the training classes, but others depend upon the work of the centers for instruction. Stutterers only are in attendance here, except that the attendance of articulation cases as well as that of stutterers is required from the school in which the center is held. The centers, however, are not an arbitrary feature of the speech correction work and may be dropped for a semester or longer and then taken up again, as the need arises. When the centers are discontinued the assistant supervisors are free to visit the speech classes as they are conducted in the schools. The speech teacher gives from 20 to 60 minutes of her time daily to this work, depending upon conditions in the school. In schools where the speech teacher is also the opportunity teacher the time is evenly divided between the two main branches of the subject, namely, half an hour to the nervous speech disorders and half an hour to the articulation work. In addition to the work by regular speech teachers each class teacher devotes five minutes a day to articulation drill. This is compulsory in each school.

The classification of speech defects in current use is the following:

#### **I. NERVOUS SPEECH DISORDERS**

1. Stuttering (rapid repetition of the initial element, consonant or vowel, of words. For example: t-t-t-to)
  2. Stammering (spasmodic action of the speech organs, audible or silent. For example: I e——n)
- (Note: In an effort to simplify, we are now grouping stammering and stuttering under one term stuttering, as is done in Europe.)
3. Hesitation (excessive self-consciousness and lack of poise)
  4. Cluttering (rapid, choppy, indistinct speech)

#### **II. ARTICULATION**

1. Lipping: s - z - sh - zh - ch - j (Protrusion of the tongue; substitution of the "th" sound)
2. Lateral: s - z - sh - zh - ch - j (Substitution of thick sounds for these elements, like an unvoiced L)
3. Infantile speech (Baby talk)
4. Defects from malformation of the nose, throat, or teeth (obstructions to clear speech.

**III. FOREIGN ACCENT**

Foreign pronunciation, foreign inflection and word stress.

**IV. ENUNCIATION**

1. Sluggish, indistinct speech (careless speech)
2. Tense speech, no jaw action.

**V. VOICE DEFECTS**

Harsh, hoarse, weak, high, shrill, nasal, tense, monotonous, disagreeable, no resonance.

**VI. SPEECH MANNERISMS**

Slurring, gasping, affectations, drawling, clipping; words, use of unnecessary words.

*Note:* We usually include FOREIGN ACCENT under ARTICULATION. Subjects I and II are of course the most important.

The text books in use are as follows: For use in the treatment of the Nervous Speech Disorders the San Francisco Board of Education is now about to publish the writer's new book, *First Aid in the Correction of the Nervous Speech Disorders*. For articulation work the text in use in Birmingham and Krapp's *First Lessons in Speech Improvement*, published by Scribner. The material in this book is helpful in handling infantile speech, foreign mispronunciation and sluggish enunciation. Each teacher is also provided with a condensed pamphlet describing the peculiarities of each of the foreign languages and the difficulties encountered by the various nationalities in learning English. This pamphlet is quoted from the article by Miss Sarah T. Barrows, entitled *English Pronunciation for Foreigners*. Five articulation drill cards have also been printed in convenient form, showing the correct formation of all the consonants and vowels, and giving practice work for the improvement of the enunciation. These five cards are planned to cover a term's work at the rate of one card a month and may be repeated in the same order each term. Supplementary to the articulation drill cards is a card upon which are printed descriptions of various tongue gymnastics. The use of the first two books is confined to the regular speech teacher, but the other material just enumerated is in the possession of every teacher in the school, and is used by her in the five minute articulation drill period.

At present the speech cases are referred to the special class either by the class teacher or after a school survey by the supervisor or assistant supervisors. In connection with this work special examinations are held at the speech clinic under the auspices of

the Medical School and Hospital of the University of California, and any teacher is at liberty to refer puzzling cases there and to visit the work personally. Where the speech defect seems to involve physical abnormality or the question of mentality pupils are sent to the proper department at the University for examination. Throughout the year the speech clinic gives free service to the San Francisco school children on Saturday mornings from 9 to 12. Naturally the classification of speech defects is more comprehensive here than in the public schools. It is as follows:

1. The nervous speech disorders, under which come stammering, stuttering, cluttering and nervous hesitation.
2. Retarded speech in both normal and subnormal children.
3. Infantile substitutions not caused by mouth malformations.
4. Substitution of sounds or imperfect speech caused by malformations of the speech organs.
5. Voice defects, not organic.
6. Voice defects after certain operations, such as cleft palate or adenoid.
7. Imperfect speech through partial deafness.
8. Aphasia, sensory or motor.
9. Foreign substitution of speech sounds, caused by foreign environment.
10. Sluggish enunciation due to poor muscular coordination, which may possibly have been caused by certain diseases of childhood.

For several years state certification has been granted by the State Board of Education for teachers who have taken the practical and theoretical background lectures, and have had two or more years experience in the successful handling of speech defects in the public schools.

The status of speech correction in the San Francisco public schools during the Spring term, January to June 1924 is shown by the following figures: the work was carried on in 90 schools, including two junior high schools, and six high schools. The total number of stuttering and articulation cases treated was 2955, of which 1051 were stutterers, and 1904 articulation cases, including foreign mispronunciation. Of the total number 2461 were either improved or corrected.

Although the progress in speech correction work has been slow from the point of view of enthusiastic teachers, statistics show a steady increase in both the numbers enrolled and in those corrected and improved. With the recent greater systemization of the work and with the increased interest and cooperation shown by parents, the future gives promise of still more gratifying results.