

A BIBLIOGRAPHY OF STUDIES IN THE HISTORY OF SPEECH EDUCATION FROM 1925

Giles Wilkeson Gray

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This bibliography is a project of the SAA Study Committee on the History of Speech Education. As is true of a majority of committee projects, one person has been chiefly responsible for its execution.

Does anyone need an introduction to Professor Gray? Those who were not readers of *The Quarterly Journal of Speech* from 1939 to 1941 (the period of his editorship of that journal) surely know *The Bases of Speech*, the classic textbook which he wrote in collaboration with Claude M. Wise. More recently he collaborated with our current Executive Secretary, Waldo W. Braden, on *Public Speaking Principles and Practice*. Our author is a Professor of Speech at the Louisiana State University, but his benevolent influence on the professional and personal lives of the members of our profession has ranged far beyond the circle of his students there.

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EXCURSUS

Infants are lively enough, their senses are all wide awake, but if you put them into a class, and require them to give their united attention to any thing, then comes the tug of war. Heads, arms, legs, bodies, and tongues, are all in motion. An ordinary person cannot make them sit still, or *look still*, or give two minute's continuous attention to any thing he says, but as soon as there comes before them, a man of strong and earnest nature,—a *born teacher*, he hushes them into silence at once, by a gesture, he fascinates every eye by his earnest gaze, he presents his subject vividly, and simply,—he throws his soul into it, and the little ones hang on his looks, and listen to his words, and partake of the enthusiasm which he feels and shows, and communicates to them. If an ordinary man, not a *born teacher*, attempt to imitate this, he fails. There is not about his natural manner,—his natural language, (so to speak) enough of earnestness and power, to arrest and control the minds of his class, he cannot *magnetize* them, he cannot hold their attention, and so he has to resort to other modes. For earnestness, he is very apt to substitute anger, and he calls in artificial appliances, promises and rewards, or more commonly, threats and punishment, to supply his own short comings—Samuel Gridley Howe, "Training and Teaching Idiots" (Massachusetts Senate Report No 38) Boston 1850, pp 51-52

