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Cerebral Dominance in Speech

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slightly higher with the average grade points for the second semester or for both semesters, and also with the mathematics grades for the first semester. M. T. as a whole also correlates higher with the first semester mathematics grades than does any single part of it; but the first semester mathematics grades correlate higher with the third part of M.A. than with the four parts taken together.

M.A. correlates with Chemistry, English, Speech, and Mathematics first semester grades in the order named; but M.T. correlates with Mathematics, Chemistry, French, Economics, English, Spanish, History, and Speech in descending order. The scores on the M.T. test are more indicative of success in mathematics in college than are the results of the M.A. tests. Of those who had taken the M.A. tests, too few had taken French, Economics, Spanish, and History to make correlations possible.

Other correlations indicate relationship between C.A. and M.A., M.T. and M.A., C.T. and M.T., and E.T. and M.T. in descending order.

Partial correlations show that there is no relation between the M.A. scores and the average grade points for the first semester if the M.T. is held constant in both cases. The same is true for M.A. and mathematics grades for the second semester if the influence of the mathematics grades for the first semester and the M.T. is held constant.

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CEREBRAL DOMINANCE IN SPEECH

LEE EDWARD TRAVIS

(*ABSTRACT*)

This study was an attempt to determine if the function of speech is controlled primarily by one of the two cerebral hemispheres. Cases of stuttering were chosen as the subjects.

Approaches to the problem were made from several angles. (1) A brief case history was obtained. It had to do mainly with early manual dexterity, pre-school and early school training, onset of speech trouble, etc. (2) Tests for ocular dominance. (3) Tests for spontaneous mirror writing. (4) Tests for motor lead and (5) Studies of neuro-muscular action currents.

About 50% of the cases in the pre-school and early school periods

showed definite indications of left-handedness. This data was obtained from the subjects and their parents. Practically all of the cases began to stutter between the ages of 4 and 7.

70% of the stutters are left-eyed or impartial to either eye. On the basis of a study made by Parson on about 700 school children only 30% of the population is left-eyed.

In having the stutters write the same word or letter or figure with both hands at the same time, the eyes being closed, practically all of them wrote in the sinistrad direction with the right hand and in the dextard direction with the left hand. All of the cases were trained as right handed writers.

The tests devised for determining motor lead showed that all stutters either lead with the left hand or were impartial to either hand whereas right-handed non-stutters lead consistently with the right hand while left-handed non-stutters lead consistently with the left hand.

The study of action currents is just getting under way but it bears out the findings in regard to motor lead already ascertained.

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PREDICTING SCHOLASTIC SUCCESS ON THE BASIS OF INFORMATIONAL DATA

F. K. SHUTTLEWORTH

(*ABSTRACT*)

This paper reports the preliminary results of an attempt to predict scholastic success on the basis of certain informational data. In connection with another investigation all freshmen at the University of Iowa were asked twenty-six questions concerning their high school grades, high school activities, size of graduating class, population of home town, mothers' and fathers' education, certain home influences, etc. The answers to these questions were wholly objective, being made by checking the appropriate answer. These answers were scored and an actual prediction of scholastic success was made. For a total of 494 cases of men for whom first semester grade points, entrance examination percentiles, and information blanks were available, the correlations were as follows: Entrance examination percentiles with grades .68, entrance examination percentiles with information blank scores .62 information blank scores with grades .54. The 494 cases were