1922

A picture test for lisp diagnosis

Helene Blattner

State University of Iowa

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A PICTURE TEST FOR LISP

DIAGNOSIS

by

Helene Blattner

A Thesis submitted to the Faculty of the Graduate College
of the State University of Iowa in partial fulfillment of the requirements for the
degree of Master of Arts

Iowa City, Iowa
July, 1922
Upon the advice of Dr. Glenn N. Merry, this thesis was planned to contain the results of original research rather than a compilation based upon work with secondary material. It was due to the lack of specific published data in the field of defective speech, especially concerning lisping, that such a suggestion was made, and carried out in the construction of the picture test.

Grateful appreciation is extended to the administration of the schools of Grand Rapids for helpful cooperation in enabling the writer to obtain the data used in the thesis, during the ten months of the school year of 1921-22.
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A Picture Test for Lisp Diagnosis

Introduction

Pathological conditions of speech present first to the corrective speech specialist the first problem of all pathology — adequate and accurate diagnosis. And in common with all diagnosticians the speech teacher must have a working technique, a theoretically correct but also a definitely practical means of discovering the wrong functioning part of the organism; for although each case is its own particular problem there must be some definite standard for ascertaining into what group each case falls, what features it manifests in common with other members of the group, and what ones it shows by way of difference.

The grade school teacher, or the session-room teacher in high school, in recommending that a pupil be given speech training will in all probably say some variation of one of two things, either: "He stutters," or "I can't understand anything he says." With the pupil thus roughly classified as a stutterer or a lisper, the speech teacher is ready to give some sort of test that will facilitate the starting of remedial work as soon as possible.

Although recognizing that stuttering is the most difficult of speech defects to treat, often because of its
nervous and psychic background, one must also realize that the number of lispers is far greater than the number of stutterers. It is found that in six schools enrolling approximately twenty-four hundred pupils there are fourteen stutterers and one hundred and five whom all authorities would indubitably classify as lispers. Bearing in mind "the greatest good for the greatest number" it is necessary to look at the case of the lispers.

Working in the schools of Grand Rapids, Michigan, as a corrective speech teacher, the writer tried out several suggested tests for ascertaining the type of defect, and came finally to rely on the child's naming of pictures as the most satisfactory. That this method is the only possible one for pre-school age and for illiterates or foreigners not reading English is recognized by Margaret Gray Blanton of the University of Wisconsin. It is stated in an article "The Standardization of Speech Testing Material" by Sara M. Stinchfield, published in "The Quarterly Journal of Speech Education," Vol. VII, No. 4, November, 1921, page 361, that Mrs. Blanton has in preparation a "Speech Test for Children and Illiterates." Believing that a picture test for lisp diagnosis will prove adequate for not only pre-school, but for all ages in school, the writer has de-
vised and tried out such a test. The results are submitted in this thesis, "A Picture Test for Lisp Diagnosis."

Discussion

"The training for speech is the training for life." (1) And it is as such that the speech teacher or specialist must regard his problem when he comes to a full understanding of the complex and delicate mechanism with which he must work, -- a mechanism delicate in its construction and functioning, and complex in its relations and associations.

Definition of Normal Speech

Speech is variously defined, from the causative aspect, from the physiological standpoint. For an adequate comprehension it is necessary to consider both conceptions, although it will be the purpose of this report to deal mainly with the functional, or physiological disturbances.

Considering first the cause or motive for speech, it may be stated that speech, the highest development within the possibility of man, "was developed in response to emotional needs and their realizations."² It may also be expressed in terms of man's social need, the exchange of mental concepts -- if not, indeed, as some psychologists
would argue, a definite factor in the development of the higher mental concepts. Motivated by such needs, man has developed language, — "a language made up of words and the media of expression, to communicate our wants and our experiences." Moreover, it is language, according to Terman, that is the main vehicle of mental progress.

Spoken language, or speech, may be defined from the standpoint of the functional construction as Alexander Melville Bell has defined it: "Speech consists of variously modified emissions of breath. The vowels are the material of speech, and the articulations (consonants) are the joints or hinges by whose motion the vowels are separated, from each other and are affected in their duration." The vowels are the musical, unobstructed tones; it is in them that inflection conveying emotional states is found. It is necessary for the present purpose to consider inflection — modulation — as intrinsic in those emissions of breath termed vowels. Combining the causal and the resultant definitions of speech, this idea is evolved: Speech is the expression of mental concepts by means of variously modified emissions of breath.

Significance of Speech in Life of Individual

Anatole France has said: "We speak of ourselves un-
less we have the strength to be silent." Agreeing with that terse truth one must agree with Dr. Blanton's statement that speech is the medium through which an individual says: "Here am I. This is how I meet conditions. This is what I have developed, what depth, what breadth. Here are my aspirations, my unsleeping desires. This is what my environment has made of me and I of it."  

The Pathological Condition

If "environment," in the broad meaning of original endowment as well as experience, has made a poor adjustment in the speech-life development, a pathological condition results, and the individual suffers a "speech defect," or a "speech disorder" whose specific nature will catalogue it, for the purpose of this report, in one of two large classifications -- stuttering or lisping. This statement brings the writer to the discussion and adequate definition of the defects, for if it is true that differences of opinion make for progress, it is equally true that real progress depends upon a full understanding of the terms of the argument. Nowhere is this fact more evident than in a field of research whose problems have, for generations, been cast in the material evidence of every-day phenomena, but whose etiological and diagnostic factors are, in comparison to the
sciences of medicine and psychology, but beginning to receive the attention that the prominence of the problem has always warranted.

Handicap of Speech Defects

Defective speech is such a field. It is only necessary to mention stuttering or lisping in the presence of even the most obtuse and insensitive of hearers to be met with the famous "I-knew-a-man-once" example to parallel any by way of impressing the necessity for constructive work in the case mentioned. History has more than once known a man who has had "an impediment in his speech," as the popular term goes. Down the ages, among the widely divergent classes of men that history has marked, it is noted that Demosthenes, Moses, Louis XVII of France, Rev. Canon Kingsley, Charles Lamb, James G. Blaine, Edward Markison, and Alfred Bigelow Paine, -- all stuttered at one time. Cicero is a brilliant public example of the lisper. In Grand Rapids, a modern American city of 130,000, in six schools conducting speech classes, out of twenty-four hundred children enrolled, fourteen stuttered, and out of that number one hundred and six lisped. It is evident at a glance that five percent of the school children of that district had speech defects. No further statistics are necessary to bring out the fact that speech defects have been for centuries a burden under which a certain per cent of the world's population has suffered, and that there is little reason to feel that present
conditions have lightened the burden.

**Lack of Definite Data**

Turning to data on the scientific analysis of speech defects, the investigator is impressed with the large amount of data that resolves finally into an argument over "the importance of the causitive agents". Since this report is not concerned primarily with stuttering, no historical sketch is necessary, but it is interesting to note that, while many theories as to the etiology of stuttering have been advanced, few of them have defied scientific investigation sufficiently to do more than leave another straw in the whirlpool of confusion. Lisping on the other hand, has been treated less often but perhaps a little more accurately, -- due beyond doubt, to the fact that lisping as a defect lends itself more readily to scientific investigation. The most complete recent discussion of lisping with which the writer is familiar is found in E. W. Scripture's "Stuttering and Lisping," which will be used as a basis for the definitions that follow.

Working in the field of corrective speech, the investigator is constantly impressed and disappointed by the lack of definite data. The sciences that are an aid in the study -- medicine, psychiatry, psychology, phonetics -- are
at the very beginning of the speech problem and offer almost nothing of definite help to the worker active in the field. Consequently there is a continual and unsuccessful effort to find authorities that either prove or disprove the conclusions of one's own observation.

**Distinction between Stuttering and Lisping**

The German words "stottern" and "stammeln" accurately translated respond to the English terms: stottern — to stutter, and stammeln — to lisp. If stuttering be called difficult speech, and lisping (or stammering), mispronunciation, (in the sense of misarticulation), and these two broad definitions kept in mind throughout the discussion, some confusion may be avoided. However, it will be well to remove possibilities of confusion as the opportunity occurs.

The terms "suttering" and "stammering" have caused much confusion because of their use as synonymous terms since their "acoustic similarity accounts for both terms being used for variations of the same defect." Stammering, if used at all, should properly be synonymous with lisping (stammeln). The name "lisping" is popularly applied to that defect which is manifested by the imperfect formation of "s", resulting in a substitution of "th," "sh", or "sl" (lateral), for the true "s". Lisping in this report is used to cover all
mispronunciations, or as Makuen suggested, it is pseudolalia or incorrect speech. Planton confines the term lisping to mean the forms of letter substitution, but here it is to cover all that is not "difficult speech" or stuttering. Fletcher makes a three-fold classification, including the various lacks of speech as well. He divides defects into:

1. That class of speech defects resulting from disease or lesions in those portions of the brain that have to do with functions of speech, known as Aphasia.

2. That class of speech defects designated as Stammering (mispronunciation). The stammerer, unlike the stutterer, can always speak, but his speech is incorrect.

3. That class of speech defects designated as Stuttering. This group is distinguished from the foregoing types mainly by its intermittent character. Stuttering may be called a temporarily appearing inability to begin the pronunciation of a word or syllable.  

These last two classifications sufficiently define the defects as the writer is considering them.

The use of the broad meaning of "lisping" is justified by Scripture when he says: "Owing to the fact that the symptoms are so often the same or similar it is convenient
to include under "lisping" several different speech disorders whose characteristics lie essentially in defects of enunciation." He distinguishes four kinds of negligent lisping, neurotic lisping, organic lisping, and cluttering. The writer is of the opinion that oral inactivity may be included if one uses the definition suggested for lisping, as incorrect speech or mispronunciation, since the person having an oral inactivity has a definite defect of articulation, and some times of enunciation. (Articulation refers, properly speaking to the utterance of the consonants; enunciation, to the utterance of the vowels.)

**Standard of Normal Articulation:**

Before considering defects it is well to have a standard of correct or normal articulation. The Yale charts, developed by Miss Caroline A. Yale, Principal of the Clarke School, Northampton, Massachusetts, and published in her text "Formation and Development of Elementary English Sounds" classify 87 percent of the sounds in the English language into clear and logical groupings, based on their formation, and thus provide a good basis for normal sound development.

**Consonant Sounds**

| h- | wh | w- |
The consonants are arranged on this chart in such a way that reading horizontally the sounds are classified according to formation. The left hand column is occupied by the breath sounds; the second column, by the voiced form of the same sounds; and the third, by the nasal forms.
"A dash following the letter indicates that the sound is initial in the word or syllable." When a letter has more than one sound -- as "g" in "go" and as in "gem" -- the most common sound is marked (1) and the other (2). When a sound has more than one spelling -- as "c" in "cab", which is phonetically /kæb/ -- the less common spellings are grouped under the primary spelling. There might be some secondary spellings added to the chart, but Miss Yale has omitted all spellings except those covering large classes or words, in order that the chart may not become cumbersome.

<table>
<thead>
<tr>
<th>Vowel Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
</tbody>
</table>

- **Oo**
  - (r) uc
  - (y) cw
- **00**
- **o-e**
- **sw**
  - (r)
- **-o-**
- **-e**
  - 0
  - ow
  - 2
- **ii**
  - -i-
  - s-e
  - -e-
  - -s-
  - -e-
  - a
  - ea
  - ay
- **e-e**
  - s(r)
  - u=
  - ur
  - -er
  - ir
  - -a(r)
  - -o(r)
  - -re
"The upper line contains the scale of back round vowels (those modified chiefly by the back of the tongue). The lowest line contains all the diphthongal sounds, for 'a' and 'o', although previously appearing in the scales to which their radical parts belong, are repeated here as being by their compound nature properly classified with diphthongs."

The three in the center are unrounded back vowels and mixed vowels. The numbers are secondary spellings signify the same as in the consonant chart. A dash denotes the position of a consonant. In order that the oral value of the vowels may be clear, an example will be given for each vowel.

<table>
<thead>
<tr>
<th>1°</th>
<th>2°</th>
<th>o-e</th>
<th>sw</th>
<th>-o-</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td>book</td>
<td>bone</td>
<td>saw</td>
<td>not</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2°</th>
<th>o-e</th>
<th>sw</th>
<th>-o-</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee</td>
<td>-i=</td>
<td>a-e</td>
<td>-e=</td>
</tr>
<tr>
<td>see</td>
<td>pin</td>
<td>cake</td>
<td>red</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3°</th>
<th>-u=</th>
<th>u (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>cup</td>
<td>fur</td>
</tr>
</tbody>
</table>
The correct formation of each sound is given in Miss Yale's text, and may be used to compare with misarticulated sounds when necessary. (10)

Classification and Definitions of Lisping

Classifying lisping, again, there are four kinds: negligent, neurotic, organic, and cluttering. The writer would add oral inactivity.

Negligent lisping has, as its essential pathological fact, mental carelessness. The child is careless in his observation of the speech of other people (through imitation of whom he learns), he fails to produce the sounds correctly, and does not notice his own errors. To speak of defects of the various sounds in lisping, it will be necessary to make an outline. The terms used in the outline are descriptive rather than functional except when it is impractical to describe a defect in other than the functional cause. (11)

I. Lip defects.

A. Substitution of v for w
B. " " w for v
C. " " p for f
D. " " b for v
E. Substitution of s for f
F. " z for v

II. Defects of "t", "l", "k", "g"
   A. Defects of t and d
      1. Failure to completely close the air passage by the tongue, thus producing th
      2. For t, failure to stop laryngeal vibrations when the sound occurs between vowels.
   B. Substitution of t for k
   C. Substitution of d for g

III. Defects of "s" and "z"
   A. Too weak hiss for s
   B. Substitution of t for s
   C. " d for z
   D. " th for s and z
   E. Lateral aperture used for emission.
   F. Too broad center aperture producing sh
   G. Substitution of f for s
   H. Substitution of German ch (as in "ich")
   I. Occasionally a substitution of entirely unlike sound, as k

IV. Defects of "ch" and "j"
   A. Substitution of t for ch
   B. " d for j
   C. " sh
V. Defects "n" and "ng"

A. Substitution of m for n
B. Substitution of t or d for n
C. Substitution of n for ng
D. Too rapid closing of nasal passage producing an added "gn" to ng

VI. Defects of "sh" (and zh)

A. Faint sound due to too wide aperture
B. Substitution of th
C. " s
D. " f
E. " t

VII. Defects of "th" (surd and sonant)

A. Substitution of t for th (surd)
B. " d for th (sonant)
C. " f for th (surd)
D. " v for th (sonant)

VIII. Defects of "r" and "l"

A. Substitution of w for r
B. Substitution of l for r
C. Use of uvular r for smooth English r
D. Omission of r
E. Substitution of n for r
F. Substitution of t for r
G. Omission of L
H. Substitution of r for l
I. Substitution of nasal sound for l

IX. Velum defects
A. Failure to lift velum giving too much nasal resonance to vowels
B. Failure to lift velum for s, p, b, t, d, k, g, giving peculiar nasal snort, or nasal explosion.

X. Larynx Defects
A. Use of non-vocalized (surd) for vocalized (sonant) sound
   1. Larynx stops vibrating before sonant is really finished

XI. General Indistinctness.
A. General slurring of vowels and consonants
   1. Too little explosion or puff of air in p, b, t, k, g
   2. Too weak s, z, ch, j.

These are the defects as Scripture gives them. A few sounds he has mentioned only in a general group. It may be well for purpose of comparison with picture test results
later, to add the specific defects of these sounds. 

I. Defects of "p"

A. Lax contact
B. Pouting
C. Dragging down upper lip
D. Too energetic
E. Omission when final
F. Substitution of t (very rare)
G. Nasal escape
H. Vigorous puff of breath instead of explosion

II. Defects of "b"

A. Lack of firmness
B. Too energetic contact
C. Pouting
D. Dragging down upper lip
E. Omission
F. Nasal escape
G. Substitution of d
H. Too great breath pressure
I. Substitution of "p" when final

III. Defects of "m"

A. Defective nasal resonance
B. Guttural depravity
C. Too short when final
D. Given full vocality before p

III. Defects of "wh"
   A. Substitution of w
   B. Substitution of V

IV. Defects of w
   A. Lip protrusion
   B. Substitution of v

V. Defects of "f"
   A. Purely labial formation
   b. Omission
   C. Substitution of p,
   D. Substitution of v
   E. Excessive lip action

VI. Defects of "v"
   A. Labial formation
   B. Substitution of b
   C. Substitution of w
   D. Substitution of f
   E. Excessive lip action

In discussion of neurotic lisping, no additional classification of defects is necessary since, to the ear of the average observer the substitutions and incorrect sounds are the same. However, a differential diagnosis must be made.
"Neurotic lisping is allied to stuttering in its causation (fright, nervous strain) and in the presence of an emotional disturbance. It differs in having excessive muscular tension of a constant rather than of a spasmodic kind; this results in speech somewhat like lisping and not in the peculiar sounds of the stutterer. It differs from negligent lisping in the fact that it appears in nervous persons and not in phlegmatic or dull ones, and that the muscular movements are cramp-like instead of careless."

Organic lisping is that class of speech defects that arises from anatomical defects of the vocal organs. Such defects may be classified as to origin:

I. Lisping from hare lip and feeble lips
II. Lisping from tongue defects
   A. Too thick
   B. Too small
   C. Too clumsy
   D. Injured (Memiestrophy)
III. Lisping from tongue-tie
    A. Substitution of th for s
IV. Lisping from jaw and tooth defects
   A. Malocclusion
      1. Protrusion of jaw, upper or lower, causing defects of f, v, p, b, m
2. Protrusion of upper jaw, causing s to be given as t or sh

V. Lisping from high palatal arch
   A. Affects the "s" sound mainly

VI. Lisping from cleft palate
   A. All sounds except nasals are modified
      1. Explosives become nasal
      2. t and k become sonant
      3. n and ng become a snort
      4. Vowels are all nasal
   B. Repeated intake of breath within sentence
   C. A grimming speech

VII. Lisping from relaxed palate after adenoids
   A. Sounds become nasal due to gap between rear wall of pharynx and velum

VIII. Lisping from obstructed nasal passages
   A. Denasalization -- eliminating of nasal tones when they should be present

IX. Lisping from defective hearing
   A. Hearing diminished, child fails to grasp finer essentials of sound

"Cluttering is characterized by great nervousness that shows itself excessive rapidity of speech with indistinct
enunciation. Sounds, syllables and words are mumbled together. A normal person can speak as rapidly as a clutterer without necessarily losing the distinctness in enunciation; it is the clutterer's nervousness that produces the defect." (14)

Besides these four defects, it would seem that severe oral inactivity may be classified as a lisp, since it is distinctly a difficulty of enunciation due to a lack of activity of some part of the oral mechanism which shows in imperfect or uncompleted sounds rather than in the substitution of one sound for another.

An individual may have more than one type of defect. He may have an organic lisp that will so confuse and embarrass him that he develops all the symptoms of the neurotic lisp, so that his defect is diagnosed finally as neurotic, organic lisping.

The Problem of Adequate Diagnosis

It may be of interest at this point, the end of the classification of defects, to notice the number of cases of each defect in 120 cases of speech defect treated by the writer in six grade schools in the city of Grand Rapids, Michigan, during the school year of 1921-1922. Graph No. I shows the defects and their relative frequencies.
Graph No. 1. Showing Frequency of
Defects in 120 Cases Treated in
Grand Rapids Grade Schools
The various defects defined and classified, the next problem is the means of attacking that which has previously been called the first problem of all pathology -- accurate and adequate diagnosis. It is not enough that the speech specialist have full knowledge of defects; he must have a technique through which he can ascertain in a relatively short space of time the nature of the specific defect he is to treat. The main experimental work of this study has been confined to the development of a test for lisp diagnosis, and from here on, mention will be made of stuttering only when, through comparison, it serves to make clearer some point concerning lisping.

It is relatively easy, through a certain amount of conversation, to classify an individual as a lisper, but to catalogue him as to the kind of lisp is more difficult, and requires a more elaborate and definite test as well as examination of the speech organs. Moreover, it is feasible at the outset of the remedial work to have a complete chart of the defective sounds so that corrective measures may be planned accordingly. For these reasons it is necessary to have the patient produce each sound in the language, and produce them in a system so that they may be checked. It is also desirable to produce consonant sounds in the com-
binations in which they are found, as "st" and "bl". It may be argued that thus there will be tested a few of what might seem to be rarely used or rarely imperfect combinations, such as "zh" or "shr". The writer found that in fifty cases tested on the word "measure" (zh) nineteen made the sound incorrectly; out of fifty tested on the word "shrink" (shr) twenty-six made the combination incorrectly. These statistics point out the fact that although the sounds may be rarely used, when used they are imperfect in thirty-nine percent and fifty-two percent of the school children tested. The fact that there are certain letter substitutions such as "t" and "d" for "k" and "g", and "w" for "l" and "r", which are almost always present in the speech of a lisper should not hide the fact that other less common sounds may be imperfect also, and the only way of discovering them is to subject them to the same test that the commoner defectives receive.

Examination of speech testing material shows an unfortunate dearth. It is presumed that each school system or specialist has some method of diagnosis, but the only recent work in standardization seems to be that of Miss Sara Stinchfield of the University of Wisconsin.
Three Possible Diagnostic Tests

There are three possible ways of setting up a test for lisp diagnosis:

1. Producing the test word after the tester pronounces it.
2. Reading the test word alone or in a sentence.
3. Producing the test word spontaneously.

The first method, saying the word after the tester has pronounced it, brings into play the element of imitation, which, with small children especially, is a large factor. Sounds normally wrongly articulated may be correctly given if careful attention is paid to the tester's articulation. This is especially true of words with little thought content, or with few associations for the individual; he is then performing a mechanical exercise. In support of this method the argument may be advanced that with the true lisper the element of imitation is lacking because it is literally impossible for the person to imitate the tester's formation of the sound. This argument is not without foundation; however, it has been the experience of the writer to detect an attempt at imitation by even the severe lisper, an attempt which, while it does not produce the correct sound, nevertheless alters slightly the form of the substitu-
tion so that the test word is not given in the lisper's normal, or rather, ordinary form. If the person does correctly imitate a sound which he normally makes incorrectly, then that sound is dropped out of the defective list, whereas it may be, in conversation, a commonly misformed element.

The second method, reading the test word alone or in a sentence, does not have the disadvantage of imitation, but it does suffer because the situation set up for the production of the sounds is by far the less common situation in which speech is used. Reading aloud is an activity confined largely to school work or the occasional business of organizations and so on. As a leisure activity it is of relatively little use. Hence, the speech test is endowed with a formality that is lacking in conversational speech. This fault is perhaps less serious than the one which lies in the visual stimulus. If the child has had even average phonetic training in reading, the sight of the letter, especially if it be a consonant, tends to bring up a motor association which will produce a more nearly correct response, than one produced without such stimulation. This would account for the higher degree of accuracy in reading than in speaking. Besides these two hindrances, which operate with all ages
of patients, there is the great one of the kindergarten or primary grade child's inability to read. Obviously some other means of testing them must be devised, and not only for kindergarteners but even for children as advanced as the fourth grade, since a glance at such a test as the one Miss Stinchfield presents will reveal its inadequacy for certain sounds. The Stinchfield Articulation Test A follows:

Consonant sounds in initial, middle, or final position.

(Vowels and consonant combinations at beginning, middle, or end of sentence.)

<table>
<thead>
<tr>
<th>Initial Position</th>
<th>Middle</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. h</td>
<td>h</td>
<td>hw (wh)</td>
</tr>
<tr>
<td>2. f</td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td>3. v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>4. th (voiceless)</td>
<td>th</td>
<td>th</td>
</tr>
<tr>
<td>5. th (voiced)</td>
<td>th</td>
<td>th</td>
</tr>
<tr>
<td>6. s</td>
<td>s</td>
<td>s</td>
</tr>
<tr>
<td>7. z</td>
<td>z</td>
<td>z</td>
</tr>
<tr>
<td>8. sh</td>
<td>sh</td>
<td>sh</td>
</tr>
<tr>
<td>9. nths</td>
<td>zh</td>
<td>zh</td>
</tr>
<tr>
<td>10. ch</td>
<td>ch</td>
<td>ch</td>
</tr>
<tr>
<td>11. j (as in judge)</td>
<td>j</td>
<td>j</td>
</tr>
<tr>
<td>12. l</td>
<td>l</td>
<td>l</td>
</tr>
<tr>
<td>13. p</td>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>14. b</td>
<td>15. m</td>
<td>16. t</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>b</td>
<td>m</td>
<td>t</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Articulation Test A -- Form I

Grade on a scale of 100, three points to each sentence.

(Sentence No. 34 contains but one type sound and is allowed but one point, thus making a total of 100 points.)

Sentences to be read by pupil, examiner checking the corresponding type sound on checking list.

Sentences

1. He could not adhere to the Whig plan.
2. He fell, baffled, off the cliff.
3. Vindicate your frivolity or leave.
4. His third birthday comes this month.
5. The weather is warm enough to bathe.
7. Zero is freezing point on some thermometers.
8. She went rushing past wearing a new mackintosh.
9. For months he spent his leisure in a garage.
11. The judge showed prejudice in the charge.
12. He lingered until twilight fell.
13. People like apples ripe.
14. The brook babbled over the hub.
15. The mob, with grumbling, came on.
16. Take his tattered coat.
17. How he does that is a riddle to Ned.
18. There is nothing new under the sun.
20. The great goggles were worn by the rogue.
21. The bumble bee was angry and stung me.
22. The place was flooded with gloom (consonant combinations).
23. A great crowd praised the speaker (consonant combinations).
24. Will he fly homeward in triumph?
25. Unison in a tune has value.
26. The rocks reverberate with echoes of the huge horn.
27. He talked about an absolutely unknown sectus burr.
28. Each quickly dispelled his fear.
29. Every daily paper predicts fair weather,
30. Anne will light the fire.
31. Our poorly arranged plans brought no harm.
32. 'Tis odd the boy does not like seilingon the water.
33. Up to yesterday he planned on going in June.
34. Put the book away.

The writer found that sentences 1, 3, 7, 8, and 26 difficult to read and lacking in meaning for all children below the fifth grade, while the words "beffled," "leisure,"
"garage", "prejudice," "lingered," "rogue," "triumph," "unison," almost invariably caused difficulty, ending in the tester's pronouncing the word for the child, -- the very thing that the reading test seeks to avoid. In analyzing the material of the test, one may find several points of contention. In Sentence 1, the word "whig" is given as a test word for "h" final, whereas Miss Stinchfield herself recognizes that in that combination "h" is the first letter, since on the examiner's score sheet, she has marked the sound a "hw". The fact that "h" is an emission of breath through the position for the sound following it proves that there is no "h" in the final position. Therefore, in Sentence 1, the spelling rather than the sound, which should be the basis of any speech test, is the criterion.

The fact that the English language is adopting certain French words is sufficient reason for including a test word for a final "zh," as in Sentence 9, the word "garage". However, the final "zh" is confined exclusively to French derivation.

In Sentence 14, the test word for "b" in the initial position is "brook". While "b" is the first letter, the first consonant sound in that word is the combination "br". A word such as "bed" or "bill" gives a proper check of initial "b".
In Sentences 16 and 17 the question is met as to whether or not the person will separate the sound of "t" and give "tat-tered", or not separate them and give "tatt-ered"; and the same with the word "riddle".

The 21st sentence contains the word "bumble" to test for "ble". The combination "ble" may be analyzed into "bul" ("u" as in "hut"); thus the test word containing "ble" is either a test for middle "b" or final "l".

The word "huge" in Sentence 26, scored as a test for "hu" as in "hugh," is testing essentially the same sound of "u" as in the words "unison" and "tune", Sentence 25.

In checking r, the word "horn", Sentence 26, might be used to test the glide "r", which, according to Bell, is properly an approximation of the true "r" position. This would obviate the necessity of later testing the glide with various vowels.

In the vowel tests, Sentences 27 to 34, Miss Stinchfield has used the archaic terminology, "long" and "short", and employed the diacritical marks. Thus it is not plain that the "short" form of "e", "e" as in every (Sentence 29) is really a shorter time formation of the "a-e" diphthong, and that the real short-time for (of) "e", of in "eel" is ", as in "hit."
The only diphthongs mentioned are "œu", the "ow" sound as in "how" ("our" -- Sentence 31), and "oy" as in "boy", whereas, besides these, the four sounds that are commonly called "long" are really diphthongs, and may be written a-e, i-e, o-e, u-e, as in the Yale chart.

Articulation Test B -- Form 1
Consonant Combinations

Pupil's Name_________________________

Date_______________________________
Score______________________________
Time______________________________

1. Dwight twirled the stick athwart the path.
2. His wounds made him limp every inch of the way.
3. The frightened brave fled from the track.
4. They drove through forests of spruce.
5. The squire shrank from scrutiny.
6. As the spear struck, the armor split.
7. He limps across the links and quench'st his thirst.
8. The clouds blend with the sloping horizon.
9. Fey opens the middle window and hears the wolves.
10. Three small extras were printed.
11. He counts the costs of the two umbrellas.
12. They hanged the queer knave to a tree.
13. This mild weather melts the snow.
14. With ample movements he was able to lift the kettle.
15. He returned armed and well equipped.
16. He came up from the forecastle and promptly took the helm.
17. The court collected a fine from the corrupt conductor.
18. We prefer to make a careful selection before buying.
19. The statistician handled a new set of statistics.
20. The wrinkled banner was spangled with linked designs.

Articulation Test B -- Form 2

Grade on scale of 100, five points to each sentence. If there be but one or two type errors in sentence, deduct two points for each error. If all three are inaccurate five points should be deducted. Total score, 100.

1. dw, tw, thw.
2. ndz, mp, ntch.
3. fr, br, fl.
4. dr, thr, spr.
5. skw, shr, skr.
6. sp, str, spl.
7. mps, nks, ntch'st.
8. kl, bl, sl.
9. nz, dl, vz.
10. thr, sm, kstr.
11. nts, ats, mbr.
12. ngd, kw, tr.
13. -ld, -lts, sn.
14. -pl, -bl, -tl.
15. -nd, -md, -pt.
16. -ksl, -mpt, -lm.
17. (prefixes) kol, kor, kon (vowel and consonants).
18. (prefixes) pre, se, be (vowel and consonants).
19. shn, dld, st.
20. kld, ngld, nkt.

The writer did not use this set as a test. Miss Stinhfield has included here not only three consonant combinations, but also ones that appear to be consonant combinations because of their spellings. Take, for example, "br" in "brave" (Sentence 3) and "nz" as in "opens" (Sentence 9). In "br" there is a true combination, since the tongue is in the position to articulate "r" while the lips are ready to articulate "b". In "nz" the "n" is completed before the articulation of the "z" is begun. Thus there is no true combination.
However, thoroughly testers may agree as to the test material, there must nevertheless always be the question of the unnatural, or better, the uncommon situation set up for the speech test by a reading test, and the consequent uncertainty as to the results obtained.

There is a third method of getting a lisp diagnosis, -- having the patient produce the desired sounds spontaneously, that is, without having an auditory or visual sensation of the desired word. To produce each sound in its proper place in a checking system, a situation must be devised, vocal response to which will be the test word. Investigation shows no evidence of such a test having been constructed, and thus it is with a sense of pioneering that the writer discusses such a task. With the pioneering there is, of course, the lack of certainty, the somewhat blind forging ahead without the critical help of correlated work, to aid in the development. However, it seems that the most practical device of this sort seems to be a picture test, made up of pictures whose name is the test word, or whose action will suggest, in answer to a leading question, the word desired.

Such a test gives no auditory or visual stimulus of the test word; it provides instead a perception that has a def-
inite meaning to the individual tested; moreover, the con-
cept may be expressed in one word. The elements of inter-
est and indirection are thus utilized; children as advanced
as the seventh grade enjoy the test; and the writer realized
that only two were aware of the object of the test. Both
were negligent lispers, one a boy of 14, the other, a boy
of 11, both of whom had been having corrective work with the
tester.

While the test is in no sense an intelligence test,
and indeed should be devised to eliminate as far as possible
any advantage due to superior knowledge or experience, there
is nevertheless a certain index to the experience of the
patient and to his emotional cast observable in the test.
In a certain school in the poorer district a child who gave
every outward evidence of poverty, "could not think of"
the name of the pictured fork. Of course, there is little
basis for judging home conditions upon such evidence; there
is merely an indication here that conditions might be poor,
as in a certain richer districts, the vocabulary and as-
surance of the children indicated a wider experience.
Frequently the child expressed emotions of pleasure, envy,
or amusement, often in just the inflection with which he pro-
nounced the test word. If the tester is to do the remedial
work, such clues are of interest and value.
There are, naturally, some disadvantages to the picture test, since no one test is infallible. Under certain conditions the time necessary to give the test is a disadvantage. For a test of 111 sounds, at least half an hour is necessary to cover all sounds, and that covering them as quickly as possible. In working with a kindergarten child, especially a dull one, or one who is still apparently in the echoing stage of speech development more time is frequently necessary. If time is no object, then this disadvantage is removed.

An interesting experiment might be conducted to establish the reaction time to each picture. This would serve to show the efficiency of each test picture if a sufficiently large amount of data were gathered to eliminate the operating of other factors, such as inexperience on the part of the child tested. The writer made no definite check on the time taken to react to each picture. This observation was made, however: the child either reacted with the desired word immediately after seeing the picture, or only after detailed questioning brought the desired response. There was little time spent by the children in simply looking at or studying the picture. There also became evident during the testing that precaution should be taken against trying to give the test too rapidly. The tester, with all
energy bent on quickly and efficiently administering the test may forget that speech is not just a mechanical process, and so not only hurry the child into inaccuracies, but may miss not only the fine shades of inflection and expression that are indicative, but may even fail to catch the phonetic substitutions and thus defeat the purpose of the test.

Another disadvantage that may be noted is that of lack of continuity of speech. It may be objected that there is a distinction in function between the articulating of one word, and the continual flow of speech necessary to form a sentence. The only answer that can be given to that argument is a negative one -- if the child forms the sound imperfectly in a single word, he will in all probability form the same sound imperfectly whenever it may be found in a sentence. A third and somewhat more serious disadvantage is found in testing a very severe lisper, one whose speech is almost "idioglossia" or "individual language." Sometimes that patient so misforms a word that it is impossible to tell whether or not he is trying to articulate the test word. This may be ascertained, however, by having him repeat the test word after the tester. Here imitation is used as a check.
The Construction of the Picture Test

The construction of such a test and the results obtained in fifty trials are submitted by the writer for consideration as to merit.

This picture test is built upon the Yale charts explained earlier. Each consonant sound is tested in the three positions: initial, middle, and final, if it occurs in all three positions. Each consonant that forms a true combination with another consonant is tested in that combination. The vowels are tested in one syllable words or in the accented syllable of polysyllables. The sound, never the spelling, is the basic element, -- as for example, to test the "sk" combination, the word "school" is used, since the word is phonetically pronounced "skool." A few very rarely used consonant combinations -- such as "thw" and "dw" are not tested.

The sounds tested and their test words follow:

Consonant Sounds, I:

<table>
<thead>
<tr>
<th>Consonant Sound</th>
<th>Test Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>h-</td>
<td>hands</td>
</tr>
<tr>
<td>wh</td>
<td>wheel</td>
</tr>
<tr>
<td>w-</td>
<td>window</td>
</tr>
<tr>
<td>p-</td>
<td>pie</td>
</tr>
<tr>
<td>-p-</td>
<td>potato</td>
</tr>
<tr>
<td>-p*</td>
<td>cup</td>
</tr>
</tbody>
</table>
pr apron
pl playing
b- boy
-b- baby
-b tub
bl blocks
br bread
m- man
-m- lemon
-m room & broom
t- table
-t- eating
-t boat
tr tree
tw twinkle & twist
d- doll
-d- riding
-d bed
dr dress
n- nuts
-n- running
-h can
l- lamp
-l- collar
-l   bell
 r-   raining
 -r-  barrel
 -r   flower
 r (glide) corn
 k-   cat
 -k-  barking
 -k   cake & book
 cl   clock
 cr   creeping or crawling
 nk   drink
 g-   girl
 -g-  digging
 -g   dog
 gl   glasses
 gr   grass
 -ng  ring
 -ng- singing & finger
 f-   fork
 -f-  laughing & coffee
 -f   knife
 fl   flag
 fr   frowning & frying
 v-   valentine & violin
-v- shaving
-v stove
th- (surd) thumb
-th-(surd) something
-th (surd) teeth
thr thread
tn-(sonant) the
-th- (sonant) father, mother, feather
-th (sonant) with
s- soap
-s- basket
-s house
sp spoon
st stick
sk school
sl sled
spl splinter & splash
spr sprinkle & spread
str strawberries
sw swimming & swing
sm smelling
sn snow
sq squirrel
z- zigzag
-z- scissors
-z nose
sh-shoe
-sh- washing
-sh brush
shr shrink (or shrunken)
zh measure
ch- chair
-ch- pitcher
-ch watch
j- jump
-j- engine & angel
-j orange
y yes & yellow
x box
qu queen & quack

Vowel Sounds:

oo (1) appon
oo (2) book
o-e boat
aw strawberries
-o- clock
ee eating
-i- stick
a-e table
-e- bed
-s- glasses
s(r) arm
-u- brush
ur collar
i-e pie
gou house
oi boy
u-e few

As previously remarked, this test is in no sense an intelligence test. Questions about the pictures were formed to get the desired word in the quickest possible way, and were necessarily leading. The questions are included here so that the type and simplicity may be noted.

Questions for Charts:
Charts numbered are for consonant sounds
Charts both numbered and lettered are for both consonant and vowel sounds.
Example: Chart No. 4 Chart N (pie)

p-
Word: pie
Question: What is this? (pointing to the pie.)
Example 2:

Word: cup.

Questions: What is this? (pointing to the cup). If child says "coffee" or "tea", ask: "What is the coffee or tea in?"

The Charts in Full:

Chart No. 1: -h

Word: hand.

Question: What is this? (pointing to the hand)

Chart No. 2: wh

Word: wheel

Question: What is this part of the wagon that is black?

Chart No. 3: w-

Word: window.

Question: What is this? (pointing to the window in the house)

Chart No. 4. Chart N. (pie)

Word: pie

Question: What is this? (pointing to the pie)

Word: cup

Question: What is this? (pointing to the cup). If child says "coffee", or "tea", ask: "What is the coffee or tea in?"
Chart No. 5: -p-

Word: paper.

Question: What is this? (pointing to the white paper)

Chart No. 6: pr

Word: apron.

Question: What is this that the lady is wearing?

(pointing to the apron)

Chart No. 7: pl.

Word: playing

Question: What is the man doing?

Chart No. 8: b- Chart P.

Word: boy

Question: Who is this? (pointing to the boy) or Who is eating?

Chart No. 9: -b- Chart K. (see N. B.)

Word: baby

Question: Who is this? (pointing to the baby)

N. B.: Word for Chart K.: arm

Question: What part of the body is this?

Chart No. 10: -b

Word: tub

Question: (upper picture) What is this that the lady is looking at? (pointing to tub)

(lower picture) What does the mother have the baby in?
Chart No. 11: bl
word: Blocks
Question: What is the little girl playing with?

Chart No. 12: br
Word: bread
Question: What is this? (pointing to the bread)

Chart No. 13: m-
Word: man
Question: Who is this? (pointing to the man)

Chart No. 14: -m-
Word: lemon
Question: What is this hanging from the tree? (pointing to the lemon)

Chart No. 15: -m
Word (upper picture): room
Question: What part of a house is this? If child says "inside", ask: "Is the inside of a house all to gather or is it divided up into . . .?"

Word (lower picture): broom.
Question: What does the lady have in her hand?

Chart No. 16: t- Chart H.
Word: table
Question: What is this? (pointing to the table)

Chart No. 17: -t- Chart F.
Word: eating
Question: What are the boy and girl doing?
Chart No. 18: -t

word: boat

Question: What is this that the boy is playing with?

Chart No. 19: tr

W: tree

Q: What is this? (pointing to tree)

Chart No. 20: tw

W (upper picture): twinkle

Q: What are these up in the sky? How do they shine at night? Their light isn't steady, is it, but it . . . . If child does not yet get the word, ask: Don't you know that rhyme about "... little star, How I wonder what you are?"

W (lower picture): twist

Q: What is going to happen to the little boy's scarf and the kite string? What do you call it when a thing gets turned around and around? (illustrate with hand movement)

Chart No. 21: d-

W: doll

Q: What is the little girl holding?

Chart No. 22: -d-

W: (both pictures) riding

Q: What are these people doing?
Chart No. 23: -d

W: bed

Q: What is this? (pointing to one bed)

Chart No. 24: dr

W: dress

Q: What is the lady holding up so that it won't get wet?

If child says "skirt" ask: What is all this called?

(pointing to whole dress)

Word for Chart Q.: few

Q: Are there many ladies in this picture or only s . . . ?

Chart No. 25: n-

W: nuts

Q: What are these? (pointing to the nuts)

Chart No. 26: -n-

W: running

Q: What is the boy doing?

Chart No. 27: -n

W: can

Q: What is this? (pointing to the can)

Chart No. 27 (a): l-

W: lamp

Q: What is this? (pointing to the lamp)

Chart No. 23: -l-

W: collar

Q: What is this? (pointing to collar)
Chart No. 29: -l
  W: bell
  Q: What is this?

Chart No. 30: -r-
  W: raining
  Q: What is happening in the picture?

Chart No. 31: -r-
  W: barrel
  Q: What is this? (pointing to barrel)

Chart No. 32: -r
  W: flower
  Q: What is this (pointing to one flower) If child says "a rose", ask: What is a rose -- a tree?

Chart No. 33: glide r
  W: corn
  Q: What is this? (pointing to corn)

Chart No. 34: k-
  W: cat or kittens
  Q: What is this? (pointing to various cats)

Chart No. 35: -k-
  W: barking
  Q: The dog is probably making a lot of noise; what is he doing?

Chart No. 36: -k  Chart B.
  W: (upper picture) cake
  Q: What is this (pointing to cake)?
W (lower picture): book
Q: What is the little girl reading?
N. B. The word "book" is to be used for vowel found "oo".

Chart No. 37: cl. chart E.
W: clock
Q: What is this?

Chart No. 38: cr
W: creeping or crawling
Q: What is the baby doing?

Chart No. 39: nk
W: drink
Q: What is the baby going to do (not doing) with the orange juice in his cup?

Chart No. 40: g-
W: girl
Q: Which one of these two is blowing into the bowl?

Chart No. 41: -g-
W: digging
Q: What is the lady doing?

Chart No. 42: -g
W: dog
Q: What is this? (pointing to dog)

Chart No. 43: gl Chart J.
W: glasses
Q: What are these ladies wearing on their eyes?
Chart No. 44: gr

Word: grass

Q: What is this growing on the ground (pointing to grass)

Chart No. 45: -ng

W: ring

Q: What is this that people wear on their fingers?

Chart No. 46: -ng-

W: (upper picture): singing

Q: What is this lady on the stage (point to her) doing?

W (lower picture): finger

Q: What is this? (pointing to finger)

Chart No. 47: f-

W: fork

Q: what is this?

-f

W: knife

Q: What is this?

Chart No. 48: -f-

W (upper picture): laughing

Q: What are these people doing -- crying?

W (lower picture): coffee

Q: What is probably in the pot and the cups?

Chart No. 49: fl

W: flag

Q: What are the boy and the girl holding?
Chart No. 50: fr

W (upper picture): frowning
Q: Is the lady looking into the glass smiling? What is she doing?

W (lower picture): frying
Q: How is the lady cooking the food? Is she boiling it?

Chart No. 51: v-

W (upper and middle pictures): Valentine
Q: What are these? (pointing to valentines)
W (lower picture): violin
Q: What is this? (pointing to violin)

Chart No. 52: -v-

W: shaving
Q: What is the man doing?

Chart No. 53: -v

W: stove
Q: What is this?

Chart No. 54: th- (surd)

W: thumb
Q: What part of a hand is this?

Chart No. 55: -th- (surd)

W: something
Q: When the man knocks on the door, some one will answer and say "Do you want ..." -- will she say "Do you want nothing," or "Do you want ..."
Chert No. 56: -th (surd)

W: teeth

Q: What is the lady looking at in the mouth of the boy and girl? (paint to own teeth, if necessary)

Chert No. 57: thr

W: thread

Q: The lady has been making the little girl a dress, and what is this that she has been sewing with (pointing to spool of thread)

Chert No. 58: th- (sonant)

W: the

Q: Which of these people is in a pumpkin shell? Do you know the rhyme about Peter, Peter, etc.

Chert No. 59: -th- (sonant)

W: (upper picture) father, mother.

Q: Here is the whole family painting; who is this? (pointing to man); and this? (to lady)

W (lower picture): feather

Q: What are these that the children have on their heads?

Chert No. 60: -th (sonant)

W: with

Q: How is the little girl eating her pudding? Is she lapping it up like a kitten

Chert No. 61: s-

W: soap

Q: With what is the man washing his hands?
Chart No. 62: basket

Q: Into what is the lady putting the apples after she has peeled them?

Chart No. 63: house

Q: What is this? (pointing to house)

Chart No. 64: spoon

Q: What is this?

Chart No. 65: stick

Q: What has the Dutch lady in her hand?

Chart No. 66: school

Q: Where are these people? (If necessary point out the teacher and the desks)

Chart No. 67: sled

Q: What is this? (pointing to sled)

Chart No. 68: splinter

Q: If the little boy should get a piece of wood in would his finger, what you call that little piece?

W (picture B): splash

Q: If the little boy should fall in the water, what kind of a sound would it make?
Chart No. 69: spr.

W (Picture A) sprinkle

Q: What do you say when it starts to rain just a little?

W (picture B) spread

Q: How is the boy getting the butter on his bread?

Chart No. 70: str

W: strawberries.

Q: What are these?

Chart No. 71: sw

W: (upper picture) swimming

Q: What are the boy and girl doing?

W (lower picture) swing

Q: What is this?

Chart No. 72: sm

W (both pictures) smelling

Q: What are the lady and little boy doing with the flowers?

Chart No. 73: sn

W: (both pictures) snow

Q: What is this white stuff on the ground and trees?

Chart No. 74: sq.

W: (both pictures) squirrel

Q: What is this (pointing to squirrel)?

Chart No. 75: z-

Words: Zigzag; Z (the latter)

Q: What do you call a line that goes back and forth like
this line? (pointing to the pencil line on the first drawing board)

What letter is this? (pointing to the letter Z on the second board)

Chart No. 76: -z-

W: scissors

Q: What has the lady been cutting the grapes with?

If the child says "shears", ask: What is another name for shears?

Chart No. 77: -z

W: nose

Q: What part of the lady's face is this?

Chart No. 78: sh-

W (both pictures): shoe

Q: What is this? (pointing to shoe)

Chart No. 79: -sh-

W: washing

Q: What is the little girl doing?

Chart No. 80: -sh

Chart L.

W: (both pictures) brush

Q: What is this?

Chart No. 81: shr

W: shrink (or shrunk)

Q: If these clothes have become smaller after they are washed, the lady will say . . . . . .
Chart No. 82: zh
  W: measure
  Q: How will the man get the boards even? He'll take a yard-stick and do what?

Chart No. 83: ch-
  W: chair.
  Q: What is the lady painting?

Chart No. 84: -ch-
  W: pitcher
  Q: What is this? (pointing to the pitcher)

Chart No. 85: -ch
  W: watch
  Q: What is this? If child says "clock", says, but this is little and can be worn on your wrist.

Chart No. 86: j-
  W: jump
  Q: What is the cow doing?

Chart No. 87: -j-
  W (upper picture): engine
  Q: What is this part of the train? (pointing to engine)
  W (lower picture): angel
  Q: Who is this in the sky? (pointing to angel)

Chart No. 88: -j
  W: orange
  Q: What is this? (pointing to orange)
Chart No. 89: y

W: (upper picture) yes

Q: When the little boy said to the little girl "Shall we have a pillow fight," what did she say?

W: yellow

Q: What color is the little girl's hair?

Chart No. 90: x (ks)

W: box

Q: What is this?

Chart No. 91: qu (kwh)

W (upper picture): Queen

Q: Who is this with the crown on her head?

W (lower picture): Quack

Q: What does the duck say?

The test words used are as far as possible within the everyday experience of a normal individual. Wherever possible, colored pictures were used in the belief that not only do they help to hold interest but that the object whose name may be desired will represent itself more vividly to the perception of the patient, and thus facilitate quicker response. This statement might be proved or disproved by checking the efficiency of the colored pictures against the efficiency of the uncolored ones. The test, it will
be noted, opens up several interesting phases of experimentation, as well as providing the diagnosis which is its primary reason for existence. No knowledge of nursery rhymes is used; color-naming is used only once as a check word; the name of numbers are not used. It was necessary, moreover, to select words with only one name, thus discarding all objects such as a pan, which might also be called "kettle". Words frequently mislearned as "chimley" for "chimney" had to be struck out.

Eliminating (in this way) as many sources of variability as possible, it is still necessary occasionally for the tester to either initiate the articulation of the desired word, when the child could then grasp the word wanted, or to give the word completely. Those words were "twist", "twinkle", "zigzag", or "z", "shrink", and "measure". Again a bit of imitation enters.

Throughout the construction the writer had in mind the simplifying of the administration, so that any teacher cognizant with the problem might give the test. This, of course, presupposes a knowledge of phonetics. In the effort to make the test "fool-proof", if that term is permitted, the picture questions, reproduced above, were made as detailed and helpful as possible. Each question is printed on a small card numbered to correspond to the chart whose
picture contains that particular word. The score sheets are in as simple a form as possible, one of which is included here.

The directions for scoring are simple: Check (x) only those sounds that are defective. Do not try to check in any way the perfect sounds. Where it is possible, write in the sound that is substituted for the correct one.

Example:

\[ \begin{array} { c c c c c } c & - & c a t & (x) & t a t \end{array} \]
TEST FOR LISPING.

DATE___________________________

NAME_______________________________________________________

SCHOOL

AGE______________ GRADE____________

CONSONANT CHARTS.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>h-</td>
<td>hands</td>
</tr>
<tr>
<td>wh</td>
<td>wheel</td>
</tr>
<tr>
<td>w-</td>
<td>window</td>
</tr>
<tr>
<td>p-</td>
<td>pie</td>
</tr>
<tr>
<td>pr</td>
<td>apron</td>
</tr>
<tr>
<td>pl</td>
<td>playing</td>
</tr>
<tr>
<td>b-</td>
<td>boy</td>
</tr>
<tr>
<td>-b-</td>
<td>baby</td>
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<tr>
<td>-b</td>
<td>tub</td>
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<tr>
<td>bl</td>
<td>blocks</td>
</tr>
<tr>
<td>br</td>
<td>bread</td>
</tr>
<tr>
<td>m-</td>
<td>man</td>
</tr>
<tr>
<td>-m-</td>
<td>lemon</td>
</tr>
<tr>
<td>-m</td>
<td>room &amp; broom</td>
</tr>
<tr>
<td>t-</td>
<td>table</td>
</tr>
<tr>
<td>-t-</td>
<td>eating</td>
</tr>
<tr>
<td>-t</td>
<td>boat</td>
</tr>
<tr>
<td>tr</td>
<td>tree</td>
</tr>
<tr>
<td>tw</td>
<td>twinkle &amp; twist</td>
</tr>
<tr>
<td>d-</td>
<td>doll</td>
</tr>
<tr>
<td>-d-</td>
<td>riding</td>
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<td>-d</td>
<td>bed</td>
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<td>dr</td>
<td>dress</td>
</tr>
<tr>
<td>n-</td>
<td>nuts</td>
</tr>
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<td>-n-</td>
<td>running</td>
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<td>can</td>
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<td>bell</td>
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<td>r-</td>
<td>raining</td>
</tr>
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<td>-r-</td>
<td>barrel</td>
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<tr>
<td>-r</td>
<td>flower</td>
</tr>
<tr>
<td>r(glide)</td>
<td>corn</td>
</tr>
<tr>
<td>k-</td>
<td>cat</td>
</tr>
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<td>-k-</td>
<td>barkimg</td>
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<tr>
<td>-k</td>
<td>cake &amp; book</td>
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<tr>
<td>cl</td>
<td>clock</td>
</tr>
<tr>
<td>cr</td>
<td>creeping or crawling</td>
</tr>
<tr>
<td>nk</td>
<td>drink</td>
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CONSONANT CHARTS. (continued)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Word Example</th>
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<td>g-</td>
<td>girl</td>
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<tr>
<td>-g-</td>
<td>digging</td>
</tr>
<tr>
<td>-g</td>
<td>dog</td>
</tr>
<tr>
<td>gl</td>
<td>glasses</td>
</tr>
<tr>
<td>gr</td>
<td>grass</td>
</tr>
<tr>
<td>-ng</td>
<td>ring</td>
</tr>
<tr>
<td>-ng-</td>
<td>singing &amp; finder</td>
</tr>
<tr>
<td>f-</td>
<td>fork</td>
</tr>
<tr>
<td>-f-</td>
<td>laughing &amp; coffee</td>
</tr>
<tr>
<td>-f</td>
<td>knife</td>
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<tr>
<td>fl</td>
<td>flag</td>
</tr>
<tr>
<td>fr</td>
<td>frowning &amp; frying</td>
</tr>
<tr>
<td>v-</td>
<td>valentine &amp; violin</td>
</tr>
<tr>
<td>-v-</td>
<td>shaving</td>
</tr>
<tr>
<td>-v</td>
<td>stove</td>
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<td>th-(surd)</td>
<td>thumb</td>
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<td>-th&quot; &quot;</td>
<td>something</td>
</tr>
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<td>-th&quot; &quot;</td>
<td>teeth</td>
</tr>
<tr>
<td>thr</td>
<td>thread</td>
</tr>
<tr>
<td>th-(sonant)</td>
<td>the</td>
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<td>-th&quot; &quot;</td>
<td>father, mother, feather</td>
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<tr>
<td>-th&quot; &quot;</td>
<td>with</td>
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<td>s-</td>
<td>soap</td>
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<td>-s-</td>
<td>basket</td>
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<td>-s</td>
<td>house</td>
</tr>
<tr>
<td>sp</td>
<td>spoon</td>
</tr>
<tr>
<td>st</td>
<td>stick</td>
</tr>
<tr>
<td>sk</td>
<td>school</td>
</tr>
<tr>
<td>sl</td>
<td>sled</td>
</tr>
<tr>
<td>spl</td>
<td>splinter &amp; splash</td>
</tr>
<tr>
<td>spr</td>
<td>sprinkle &amp; spread</td>
</tr>
<tr>
<td>str</td>
<td>strawberries</td>
</tr>
<tr>
<td>sw</td>
<td>swimming &amp; swing</td>
</tr>
<tr>
<td>sm</td>
<td>smelling</td>
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<td>sn</td>
<td>snow</td>
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<td>sq</td>
<td>squirrel</td>
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<tr>
<td>z-</td>
<td>zigzag</td>
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<td>-z-</td>
<td>scissors</td>
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<td>-z</td>
<td>nose</td>
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<td>sh-</td>
<td>shoe</td>
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<td>-sh-</td>
<td>washing</td>
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<td>-sh</td>
<td>brush</td>
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<tr>
<td>shr</td>
<td>shrink (or shrunk)</td>
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## CONSONANT CHARTS (concluded)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Word</th>
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<tbody>
<tr>
<td>zh</td>
<td>measure</td>
</tr>
<tr>
<td>ch-</td>
<td>chair</td>
</tr>
<tr>
<td>-ch-</td>
<td>pitcher</td>
</tr>
<tr>
<td>-ch</td>
<td>watch</td>
</tr>
<tr>
<td>j-</td>
<td>jump</td>
</tr>
<tr>
<td>-jz-</td>
<td>engine &amp; angel</td>
</tr>
<tr>
<td>-j</td>
<td>orange</td>
</tr>
<tr>
<td>y-</td>
<td>yes &amp; yellow</td>
</tr>
<tr>
<td>x</td>
<td>box</td>
</tr>
<tr>
<td>qu</td>
<td>queen &amp; quack</td>
</tr>
</tbody>
</table>
TEST FOR LISPING.

DATE__________________________

NAME__________________________________________________________SCHOOL

AGE__________________________ GRADE_______________________________

VOWEL CHARTS.

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<table>
<thead>
<tr>
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<td>oo(1)</td>
<td>spoon</td>
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<td>oo(2)</td>
<td>book</td>
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<td>o-e</td>
<td>boat</td>
</tr>
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<td>aw</td>
<td>strawberries</td>
</tr>
<tr>
<td>-o-</td>
<td>clock</td>
</tr>
<tr>
<td>ee</td>
<td>eating</td>
</tr>
<tr>
<td>-i-</td>
<td>stick</td>
</tr>
<tr>
<td>a-e</td>
<td>table</td>
</tr>
<tr>
<td>-e-</td>
<td>bed</td>
</tr>
<tr>
<td>-a-</td>
<td>glasses</td>
</tr>
<tr>
<td>a (r)</td>
<td>arm</td>
</tr>
<tr>
<td>-u-</td>
<td>brush</td>
</tr>
<tr>
<td>ur</td>
<td>collar</td>
</tr>
<tr>
<td>i-e</td>
<td>pig</td>
</tr>
<tr>
<td>ou</td>
<td>house</td>
</tr>
<tr>
<td>oi</td>
<td>boy</td>
</tr>
<tr>
<td>u-e</td>
<td>few</td>
</tr>
</tbody>
</table>


Graph No. II. Showing Relative Frequency of Absorption and Emission by Combined Sources of Continuous and Discrete Waves.
Graph IV Showing Relative Frequency of Wrongly Enunciated Vowel Sounds.
articulations of all the sounds tested, both vowel and consonants. It is seen that "sw" as in "swimming" has the greatest number of misarticulations, 32, while four vowel sounds, "oo" as in "spoon", "-o-" as in "clock", "ee" as in "eating", and "-i-" as in "stick", have no misarticulations. The median position in the scale is occupied by seven consonant sounds with eleven misarticulations: "pl" as in "playing", "bl" as in "blocks", "-d" as in "bed", "dr" as in "dress", "-r" as in "flower", "gl" as in "glasses" and "fl" as in "flag".

In Graph No. III, the consonant sounds only are plotted as to misarticulations. "Sw" as in "swimming" has greatest number, 32; "b"- as in "bay", the least, one misarticulation; and "-g" as in "dog", "-ch" as in "pitcher", "qu" as in "queen" occupy middle position with 16 mistakes.

Graph No. IV plots the vowel misarticulations, the sound "a(r)" as in "arm" having the greatest number, 16, and the four: "oo" as in "spoon", "-o-" as in "clock", "ee" as in "eating" and "-i-" as in "stick" having no errors. The sound of "i-e" as in "pie" is in the middle scale position, with 6 mistakes.

Graph No. V is of particular significance, since it shows the most difficult position. The consonant combinations
Graph No. V Showing Relative Frequency of Sounds of Misarticulated Consonants as to Position in the Word

- Initial Consonant Sound: 191
- Middle Consonant Sound: 253
- Final Consonant Sound: 809
- Combinations of Consonant Sounds: 460
Most difficult, 460 misarticulations; the final position, with 309 misarticulations is next. *(In this compilation, the glide r and y as in yes were omitted, and zh treated as a middle position.)* This may be due in part to the number of slighted and omitted sounds, which may be properly classified as errors. The middle position, in the change between vowels, is next in difficulty with 252 misarticulations, while the initial consonant presents the least difficulty, with 197 errors. These statistics are of interest to the teacher since they point the way to progression in difficulty during the remedial work.

The following outline shows the various kinds of misarticulation with their frequencies. Any sound misarticulations here may be easily compared with the defects for that letter tabulated by Scripture. It will be noted that slighted and omitted sounds have been counted as misarticulations.

Outline Showing Various Kinds of Misarticulation of Each Sound, with their Frequencies

**h**–hands

1. Omitted 2

**wh**–wheel

1. Substituted:
   (a) *fw* 1
   (b) *v* 1

2. Omitted *h* 22
w- window
1. Substituted: v 1
2. Omitted 1

p- pie
1. Substituted: b 1
2. Nasal expulsion 1

pl playing
1. Substituted:
   w for l 3
   r for l 2
   b for p 1
2. Omitted 1
   slighted 1

b- boy
1. Nasal expulsion 1

-b- baby
1. Substituted: y 1
2. Slighted 1
3. Nasal expulsion 1
<table>
<thead>
<tr>
<th>Word</th>
<th>Errors</th>
<th>Details</th>
</tr>
</thead>
</table>
| tub  | 8      | 1. Substituted p 2  
|      |        | 2. Slighted 3  
|      |        | 3. Weak explosion 2  |
| blocks | 11 | 1. Substituted w for l 3  
|       |      | 2. Omitted 1  
|       |      | 3. Nasal expulsion 1  |
| bread | 13 | 1. Substituted w for r 6  
|       |      | 2. Omitted 4  
|       |      | 3. Slighted 1  
|       |      | 4. Nasal expulsion 1  |
| man  | 8     | 1. Substituted: b 1  
<p>|      |        | 2. Nasal obstruction 7  |</p>
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<th>Word</th>
<th>Action</th>
<th>Count</th>
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<td>y</td>
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<td></td>
<td></td>
<td>p</td>
</tr>
<tr>
<td></td>
<td>Slighted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nasal obstruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>room</td>
<td>Substituted: n</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Omitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nasal obstr.</td>
<td></td>
</tr>
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<tr>
<td>table</td>
<td>Substituted: th</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Protrusion of tongue</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eating</td>
<td>Omitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slighted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Protrusion of tongue</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Weak explosion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boat</td>
<td>Omitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slighted</td>
<td></td>
</tr>
</tbody>
</table>
3. Protrusion of tongue 1
4. Weak explosion 1
5. Nasal expulsion 25

tr  trees
1. Omitted r 5
2. Nasal expulsion 2

tw  twinkle
1. Substituted:
   r for w 3
   k for t 2
   n 1
2. Omitted w 4
3. Nasal expulsion 12

-d-  doll
1. Protrusion of tongue 1
2. Nasal expulsion 1
3. Back throat explosion 3

-d-  riding
1. Substituted:
   g 1
   j 1
   y 1
2. Protrusion of tongue 1
<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
<th>Frequency</th>
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<td>-d bed</td>
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<td></td>
<td>t</td>
<td>1</td>
</tr>
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<td></td>
<td>g for d</td>
<td>2</td>
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<td></td>
<td>w for r</td>
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<td>2. Omitted</td>
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<td></td>
<td>r</td>
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<td></td>
<td>3. Slighted</td>
<td>5</td>
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<td></td>
<td>4. Protrusion of tongue</td>
<td>1</td>
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<tr>
<td>Back throat explosion</td>
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<td>Nasal obstruction</td>
<td>n-nuts</td>
<td>3</td>
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<tr>
<td>running</td>
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<td></td>
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<td>1. Substituted: m</td>
<td></td>
<td></td>
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<tr>
<td>2. Nasal obstruction</td>
<td></td>
<td>4</td>
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<td></td>
<td></td>
<td>6</td>
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</table>
lamp
1. Substituted:
w 3
m 1
v 1
2. Omitted 2
   Lateral Emission 1
   8

collar
1. Substituted
   w 8
   k 1
   h 1
2. Omitted 1
3. Protrusion of tongue 1
4. Lateral emission 1
   13

bell
1. Substituted:
   sw 2
   oo 1
   y 1
2. Omitted 1
3. Lateral emission 1
   6
-r- \hspace{1cm} \text{raining} \\
1. Substituted: \\
\hspace{1cm} w \hspace{1cm} 6 \\
\hspace{1cm} b \hspace{1cm} 1 \\
\hspace{1cm} v \hspace{1cm} 1 \\
2. Omitted \hspace{1cm} 2 \\
\hspace{1cm} 10 \\
\-4- \hspace{1cm} \text{barrel} \\
1. Substituted: w \hspace{1cm} 3 \\
2. Omitted \hspace{1cm} 7 \\
3. Slighted \hspace{1cm} 1 \\
\hspace{1cm} 11 \\
\-r- \hspace{1cm} \text{flower} \\
1. Omitted \hspace{1cm} 12 \\
2. Slighted \hspace{1cm} 1 \\
\hspace{1cm} 13 \\
\hspace{1cm} r \hspace{1cm} \text{(glide) corn} \\
1. Omitted \hspace{1cm} 3 \\
2. Full r given \hspace{1cm} 30 \\
3. Glide r given \hspace{1cm} 17 \\
\hspace{1cm} 50 \\
\text{k-} \hspace{1cm} \text{cat} \\
1. Substituted: \\
\hspace{1cm} t \hspace{1cm} 6 \\
\hspace{1cm} g \hspace{1cm} 1 \\
2. Slightly nasal ex- \\
pulsion \hspace{1cm} 1
<table>
<thead>
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<th>(Total)</th>
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<td>1</td>
</tr>
<tr>
<td>Omitted</td>
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<tr>
<td>Slighted</td>
<td>3</td>
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<tr>
<td>Back throat expl.</td>
<td>4</td>
</tr>
<tr>
<td>Cake</td>
<td>1</td>
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<tr>
<td>Clock</td>
<td>16</td>
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<tr>
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<td>5</td>
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<tr>
<td>Slighted c (k)</td>
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<tr>
<td>Creeping</td>
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<td>Omitted</td>
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<tr>
<td>Slighted</td>
<td>1</td>
</tr>
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</table>
nk  drink

1. Substituted:
   t for k  4
   mp  2

2. Slighted k  2
3. Slighted  4
4. Omitted  2

Total: 14

g-  girl

1. Substituted:
   d  5
   k  1

2. Nasal expulsion  1
3. Back throat explosion  1

Total: 8

-g-  digging

1. Substituted:
   d  3
   b  1
   y  1

2. Slighted  2
3. Nasal expulsion  1
4. Back throat explosion  1

Total: 9
-g dog

1. Substituted:
   d 3
   b 1
   v 1

2. Omitted 2

3. Slighted 7

4. Nasal expulsion 1
   Back throat explosion 1
   Total 16

-gl glasses

1. Substituted:
   d 6
   w for l 2
   r for l 1
   j 1
   k 1

2. Slighted g 1
   Total 12

-gr grass

1. Substituted:
   d 4
   d for g 3
   j 1
   k 1
   w 1

2. Omitted r 1
3. Slighted g

-ng  ring

1. Substituted:
   m  1
   n  1

2. Omitted  2

3. Nasal obstruction  6

4. Nasal passage closed too soon giving effect of added "g"  4

-ng-  singing

1. Substituted:
   m  1
   n  4

2. Omitted  1

3. Nasal obstruction  5

4. Nasal passage closed too soon effect of added g  3

f-  fork

1. Substituted:
   t  1
   th  1

2. Weak explosion  2
-f-  laughing

1. Substituted:
   th   2
   h    1
   s    1
   y    1
2. Slighted   1
3. Weak explosion  2

-k-  knife

1. Substituted:
   th   1
   sh   1
   s    1
2. Omitted    1
3. Slighted    3

-fl-  flag

1. Substituted:
   w for 1  3
   r for 1  1
   th   1
   t    1
2. Omitted    4
3. Weak explosion  1


-v- valentine
1. Substituted:
   b 10
   f 1
2. Slighted 1
   Feint Expl. 1
13

-shaging-
1. Substituted
   b 1
   f 1
   y 2
   th 1
2. Slighted 1
3. Feint Expl. 1
7

-stove-
1. Substituted
   b 1
   f 1
   th 1
   zh 1
2. Omitted 2
3. Slighted 1
4. Feint explosion 1
8
th- (surd) thumb

1. Substituted:
   f  5
   s  5
   t  3
   fr 2
   fl 1
   n  1
   sk 1
   st 1

2. Lateral Emission 2

-th- (surd) something

1. Substituted:
   s  5
   t  3
   f  2
   p  1

2. Lst. Emission 5

-th (surd) teeth

1. Substituted:
   f  9
   s  4
   sh 3
   t  1

2. Omitted 2
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**thread**

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<th>f</th>
<th>ch</th>
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<th>str</th>
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<th>w for r</th>
<th>s for th</th>
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2. Omitted

3. Lateral Emission

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**th**- (sonant) the

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2. Omitted

3. Slighted

4. Lateral Emission

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-th- (sonant) father

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<tr>
<td>v</td>
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<tr>
<td>l</td>
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<tr>
<td>p</td>
</tr>
<tr>
<td>w</td>
</tr>
<tr>
<td>y</td>
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2. Omitted: 2

- th (sonant) with

1. Substituted:

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<td>f</td>
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<tr>
<td>b</td>
</tr>
<tr>
<td>k</td>
</tr>
<tr>
<td>z</td>
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2. Omitted: 10

3. Slighted: 1

4. Lat. Emission: 1

5. Given as surd: 7

s- soap

1. Substituted

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<td>th</td>
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<tr>
<td>ch</td>
<td>1</td>
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<tr>
<td>t</td>
<td>1</td>
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<td>2. Omitted</td>
<td>2</td>
</tr>
<tr>
<td>3. Lat. emission</td>
<td>2</td>
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<td>4. Nasal expulsion</td>
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<table>
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<td>th</td>
<td>8</td>
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<tr>
<td>f</td>
<td>1</td>
</tr>
<tr>
<td>t</td>
<td>1</td>
</tr>
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<td>2. Omitted</td>
<td>1</td>
</tr>
<tr>
<td>3. Slighted</td>
<td>2</td>
</tr>
<tr>
<td>4. Lat. (resembling al)</td>
<td>2</td>
</tr>
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<td>5. Lat. emission</td>
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<tr>
<td>Sound</td>
<td>Instances</td>
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<tr>
<td>------------------------</td>
<td>-----------</td>
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<td>Næssel expulsion</td>
<td>2</td>
</tr>
<tr>
<td>Whistling sound</td>
<td>1</td>
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</table>

**sp spoon**

1. Subst.:  
   - th: 6
   - sh for s: 3
   - f: 2
   - m: 1
2. Omitted s: 5
3. Lateral: 3
4. Lateral emission: 1
5. Næssel expulsion: 2
6. Whistling sound: 1

**st stick**

1. Subst.:  
   - sh for s: 5
   - th for s: 5
   - th for t: 1
2. Omitted s: 6
3. Omitted t: 2
4. Lateral: 2
5. Lateral emission: 1
6. Næssel expulsion: 2
7. Whistling sound: 1
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<td>th for s</td>
</tr>
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<td></td>
<td>t for k</td>
</tr>
<tr>
<td>2.</td>
<td>Omitted s</td>
</tr>
<tr>
<td>3.</td>
<td>Omitted s and subst. t</td>
</tr>
<tr>
<td>4.</td>
<td>Omitted k</td>
</tr>
<tr>
<td>5.</td>
<td>Lateral</td>
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<tr>
<td>6.</td>
<td>Lat. emission</td>
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<td>7.</td>
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<td>th for s</td>
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<td>t</td>
</tr>
<tr>
<td></td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>m for l</td>
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<td>th for l</td>
</tr>
<tr>
<td>2.</td>
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</tr>
<tr>
<td>3.</td>
<td>Omitted l</td>
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<td>4.</td>
<td>Lateral</td>
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<td>Lat. emission</td>
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<td>6.</td>
<td>Nas. exp.</td>
</tr>
<tr>
<td>7.</td>
<td>Whistling sound</td>
</tr>
</tbody>
</table>
spl.  splinter
  1. Subst.:  
     th for s  4
     sh for l  4
     f  2
     fw  2
     v  1
     w for l  1
  2. Omitted s  4
  3. Omitted s and l  2
  4. Lateral  2
  5. Nasal expulsion  2
  6. Whistling sound  1
       26

spr-  sprinkle
  1. Subst.:  
     th for s  4
     sh for s  3
     f for sp  1
     fw  1
     f  1
     m  1
  2. Omitted s  3
  3. " s and r  2
  4. Lateral  2
  5. Lst. emission  2
  6. Nas. exp.  2
  7. Whistling sound  1  (Total: 23)
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**strawberries**

1. **Subst.:**
   - th for s
   - sh for s
   - th for tr
   - thw
   - k for t

2. **Omn. s**

3. **Omn. s and r**

4. **Lateral**

5. **Lateral emission**

6. **Nasal exp.**

7. **Whistling sound**

---

**swimming**

1. **Subst.:**
   - sb for s
   - th for s
   - f for s
   - sh
   - u
   - t
   - v

2. **Omn. s**

3. **Lateral**

4. **Lateral emission**

5. **Nasal exp.**

6. **Whistling sound**
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<tr>
<td>p</td>
<td>1</td>
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<td>2. Om. a</td>
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|  | 26 |

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<td>6. Whistling sound</td>
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<td>7. Nasal Obstruction</td>
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|  | 25 |
sq (kw)  squirrel

1. Subst.:
   th for s  5
   sh for s  4
   t  4
   f  1
   t for kw  1

2. Om. w  5
3. Om. s  3
4. Om. kw  1
5. Slighted  2
6. Lat. emission  1
7. Nasal expulsion  1
8. Whistling sound  1

z-  zigzag

1. Subst.:
   th  10
   zh  5
   s  2
   t  2
   j  1
   zl  1

2. Om.  1
3. Lat. emission  1
4. Lateral  1
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- **-z- scissors**

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<tr>
<td></td>
<td>zh</td>
</tr>
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- **-z- nose**

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-z  (cont.)
  2. Omitted 3
  3. Lat. emission 1
  4. Nasal expulsion 2

sh-  shoe
  1. Subst.:  
    t  2
    y  1
    th  1
    ch  1
  2. Slighted 3
  3. Lat. emission 1
  4. Nasal expulsion 2
  5. Aperture too wide 1

-sh-  washing
  1. Subst.:  
    s  2
    th  1
    t  1
    y  1
    sth  1
    German ch (ich) 1
  2. Om. 1
  3. Slighted 7
  4. Nasal expulsion 2
  5. Aperture too wide 1

  18
-sh  brush

1. Subst.:
   s  2
   sth  2
   t  1
   German ch  1

2. Omitted  2
3. Slighted  3
4. Lat. emission  1
5. Nasal expulsion  2
6. Aperture too wide  1

shr  shrink

1. Substituted:
   s  9
   sw  3
   v  1
   str  1
   n  1
   sth for sh  1
   sth  1
   t  1
   fw  1

2. Om. r  3
3. Lat. emission  1
4. Nasal expulsion  2
5. Aperture too wide  1

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1. Subst.: 2. Nosed explosion
3. Nasal expulsion
4. Week explosion
5. Protrusion of tongue

1. Subst.: 2. Nosed explosion
3. Nasal expulsion
4. Week explosion
5. Protrusion of tongue

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</table>
-s-  glasses

1. Sounded as:
   - o-  
   - e-  
   - o-  

2. Sounding of r flattened vowel sound

-s(r)-  arm

1. Sounded as
   - o-  

2. Sounding of r flattened vowel sound

-u-  brush

1. Sounded as: -o-  

ur  collar

1. Sounded as
   - u-  
   - o-  
   - o-  

i-e  pie

1. Lack of glide to ee  
2. Break in glide
ou- house
1. Sounded as: -o- 1
2. Lack of glide to oo 2
3. Break in glide 1

oi boy
1. Sounded as: i-e 1
2. Lack of glide to ee 1

u-e few
1. Sounded as:
   oo 13
   -o- 1
2. Lack of glide from ee 1

While the graphs and outline show the single mis-articulated sounds, they cannot show the combination of mis-articulations within one word. For example, one substitution for "sw" is "v". One child says for "swimming" "vying" and another says "vimming." To see the various misarticulated words as a whole it is necessary to look at the score sheets included at the conclusion. It is necessary also to look at these if one wishes to see with what
particular group of sounds any one child has most difficulty. This is, of course, the primary object of the diagnostic test, since each case is its own particular problem, and cannot be tested, as a case, in a statistical manner. The score sheets are included at the conclusion of this report to be available as a synopsis of each case. In twenty-eight cases there is also included a case history of the child.

The graphs, together with the score sheets, serve to show that the picture test for lisp diagnosis may be effectively used to check misarticulated sounds, as to number, position in the word, and kind of misarticulation. Besides these uses, it seems probable that it would prove a practical test to gather a large amount of data, sufficient to establish norms of articulation for a particular age or grade. In this way the picture test might be valuable as the mechanism of a survey as well as a diagnosis for individual remedial work with the lisp ing child.

**Conclusion**

By way of summing up the points, the writer would repeat the idea in its entirety. It is necessary before remedial work can be done, or treatment suggested even, to
diagnose as to specific defects, each case of lisping. There are three methods by which such diagnosis may be made: (1) imitation of tester's articulation; (2) reading of the test words; (3) spontaneous production of the test word. The last method, because it gives no auditory or visual stimulus, seems to provide the most accurate check of the sounds. To produce each sound at a certain point in a system, a picture test was devised in such a way that a picture contained in its name or its suggested action a certain sound in a certain position. Fifty trials of the test were made, from kindergarten up to fifth grade, and included, besides these grades, one boy of fifteen in seventh grade. That it is adequate for the lower grade is evident, and indication seems to be that it may be used successfully with pre-school children and with illiterates or foreigners who read no English. It is satisfactory to test in the upper grades, and indeed, might be quite as successfully used in the high school, or in testing adults. With the higher grades one might get a definite check on each test word by asking the patient to put the word (after he has articulated it) into a short sentence. In this way, the sound might be tested in its place in the articulation of a complete thought, that is a sentence.
The results of the fifty trials show that this picture test for lisp diagnosis provides a summary of defective sounds as to number, position in the word, and kind of misarticulation, and is thus practical for administration as a diagnostic technique.
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TEST FOR LISPING.

NAME Martha Vonek
AGE 5 gr. 9 mos.

DATE May 1923
SCHOOL Jefferson
GRADE

CONSONANT CHARTS.

h- hands
wh wheel
w- window
p- pie
p- cup
pr apron
pl playing
b- boy
b- baby
bl blocks
br bread
m- man
m- lemon
m- room & broom
t- table
t- eating
-t boat
tr tree
tw twinkle & twist
d- doll
d- riding
d- bed
dr dress
n- nuts
n- running
n- can
l- lamp
l- collar
l- bell
r- raining
r- barrel
r flower
r(glide) corn
k- cat
k- barking
k- cake & book
cr creeping or crawling
nk drink
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<td>girl</td>
<td>do</td>
</tr>
<tr>
<td>g-</td>
<td>digging</td>
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<tr>
<td>g-</td>
<td>dog</td>
<td>do</td>
</tr>
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<td>gl-</td>
<td>glasses</td>
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<td>grass</td>
<td>ot</td>
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<td>ring</td>
<td>oh</td>
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<tr>
<td>ng-</td>
<td>singing</td>
<td>finger</td>
</tr>
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<td>f-</td>
<td>fork</td>
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<td>laughing</td>
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<td>coffee</td>
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<td>fl-</td>
<td>flag</td>
<td>flag</td>
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<td>fr-</td>
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<td>frying</td>
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<td>v-</td>
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<td>v-</td>
<td>violin</td>
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<td>stove</td>
<td></td>
</tr>
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<td>th-(surd)</td>
<td>thumb</td>
<td></td>
</tr>
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<td>th-&quot;t&quot;</td>
<td>something</td>
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<td></td>
</tr>
<tr>
<td>thr</td>
<td>thread</td>
<td></td>
</tr>
<tr>
<td>th-(sonant)</td>
<td>the</td>
<td></td>
</tr>
<tr>
<td>th-&quot;&quot;</td>
<td>father</td>
<td>mother</td>
</tr>
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<td>with</td>
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<td>s-</td>
<td>house</td>
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<tr>
<td>sp-</td>
<td>spoon</td>
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<td>st-</td>
<td>stick</td>
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<td>sk-</td>
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<td>swing</td>
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<td>snow</td>
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<td>z-</td>
<td>nose</td>
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<tr>
<td>sh-</td>
<td>shoe</td>
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</tr>
<tr>
<td>sh-</td>
<td>washing</td>
<td></td>
</tr>
<tr>
<td>sh-</td>
<td>brush</td>
<td></td>
</tr>
<tr>
<td>shr-</td>
<td>shrink</td>
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</tr>
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</table>
**TEST FOR LISPING.**

**NAME** Martha Wone

CONSONANT CHARTS (concluded)

<table>
<thead>
<tr>
<th>zh</th>
<th>measure</th>
<th>ch</th>
<th>chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch-</td>
<td>pitcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>jump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-j</td>
<td>engine &amp; angel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-j</td>
<td>orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>yes &amp; yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>qu</td>
<td>queen &amp; quack</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Box
TEST FOR LISPING.

DATE: May, 1920

NAME: Martha Voak

SCHOOL: Jefferson

AGE: 5-9

GRADE: Kgr

VOWEL CHARTS.

-oo(spoon)
-oo(book)
-o(boat)
-aw(strawberries)
-c-clock
-ee(eating)
-i(stick)
-a(e)table
-e(bed)
-a(glasses)
-a(r)arm
-u(brush)
-ur(collar)
-i(e)pie
-ou(house)
oi(boy)
u-e(few)
Case Record Department of Corrected Speech.

Name: Donk, Martha

Date of Birth: Aug. 31, 1916  Sex: Female  Nationality: Dutch  Action: M.  Bmn.

Parents' Name: Gerrii Donk

Address: 433 Adams St.  S. E.  Occupation: Merchant  Painter

School: Jefferson  Grade: 5th  Speech Center: Jefferson

Physical Age:  5 - 8  Cronological Age: 6 - 8  Mental Age: 2 & 11 7

Names of Tests Given:  Binet  (2nd)  Date Given: Apr. 17, 1922

Date When Entered in Speech Class: Feb. 1922

Type of Defect: Negligent Lisp

Degree: Severe

Description:  Subal Vocals for non-Vocals.  "E" sound confusion in "Foot".

Any Previous Correction or Attention.
PERSONAL HISTORY OF PATIENT

Developmental History: Breast fed; normal birth.

Medical History:

Coordinational History:
Right handed; coordination normal; good gait; walked at 15 mos.

Social History:
1. Description of Temperament and Personality:
   - Good tempered, equable, irritable. Kept on feet for long periods.
   - Easily taught; capable of little persuasion; used to putting mouth usually open, giving her expression a glum
   - Very fond of other children, likes to play.

2. Social Adjustments to family, school and society
   - A good little worker, makes no trouble in a
SPEECH HISTORY

Note any significant basis for readjustment work, found by studying Case History or giving association tests:

Learned to speak finally about a year ago started the habit of talking "baby talk." Mother thinks she feels too fast.

Past History:
Phlegm, voice monotonous, low pitched, within each word a rising inflection, rhythm also lacking, mother good due to good social work.

Present Condition of Speech and Home Attitude:

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
## EDUCATIONAL PROGRESS

**Recommended**
- Advanced without Rec.
- Not recommended

**General type of work**

## HEALTH RECORD AND GENERAL DESCRIPTION

<table>
<thead>
<tr>
<th>Date of Exam.</th>
<th>2/1</th>
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</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>0</td>
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<tr>
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<tr>
<td>Height</td>
<td>49”</td>
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<tr>
<td>Relation of Ht:to Wt. in per ct.</td>
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<tr>
<td>Skin</td>
<td></td>
</tr>
<tr>
<td>Hair and Scalp</td>
<td></td>
</tr>
<tr>
<td>Orphedopic</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td></td>
</tr>
<tr>
<td>Enlarged glands</td>
<td></td>
</tr>
<tr>
<td>Dis. Ear</td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
</tr>
<tr>
<td>Eyes and vision</td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td></td>
</tr>
<tr>
<td>Tonsils</td>
<td>X</td>
</tr>
<tr>
<td>Adenoids</td>
<td></td>
</tr>
<tr>
<td>Teeth</td>
<td></td>
</tr>
<tr>
<td>Palate</td>
<td></td>
</tr>
<tr>
<td>Thyroid</td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
</tr>
<tr>
<td>Hernia and Genitalia</td>
<td></td>
</tr>
<tr>
<td>Nervous Dis.</td>
<td></td>
</tr>
<tr>
<td>Speech defects</td>
<td></td>
</tr>
<tr>
<td>Vaccination</td>
<td></td>
</tr>
<tr>
<td>Anemia</td>
<td></td>
</tr>
<tr>
<td>Suspected T. B.</td>
<td></td>
</tr>
<tr>
<td>Shick test</td>
<td></td>
</tr>
</tbody>
</table>

### Head
- Round, forehead arched, roll of hair middle.

### Face
- Round, symmetrical.

### Nose
- Bridge broad.

### Lips
- Upper lip thin.

### Teeth
- Full, even but somewhat full.

### Soft Palate
- Long, somewhat flat.

### Hard Palate
- Tongue, somewhat flat.

### Eyes
- Blue, rather far apart.

### Ears
- Large, fairly good shape.

### Tongue
- Rather thick, large papillae.

### Thyroid
- Rather prominent, thyroid scar large.

### Thorax
- Well developed.

### Skin
- Fair and smooth.

### Hair
- Light, fairly thick on head.

### Nails
- Soft, short.

### Musculature
- Heavy, stocky build
TEST FOR LISPING.

NAME: Earl Daniels
DATE: May 22
SCHOOL: Hall
AGE: 16
GRADE: 6-2

CONSONANT CHARTS:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>h-</td>
<td>hands</td>
</tr>
<tr>
<td>wh</td>
<td>wheel</td>
</tr>
<tr>
<td>w-</td>
<td>window</td>
</tr>
<tr>
<td>r-</td>
<td>pie</td>
</tr>
<tr>
<td>-p-</td>
<td>cup</td>
</tr>
<tr>
<td>pr</td>
<td>apron</td>
</tr>
<tr>
<td>pl</td>
<td>playing</td>
</tr>
<tr>
<td>b-</td>
<td>boy</td>
</tr>
<tr>
<td>-b-</td>
<td>baby</td>
</tr>
<tr>
<td>-b</td>
<td>tub</td>
</tr>
<tr>
<td>bl</td>
<td>blocks</td>
</tr>
<tr>
<td>br</td>
<td>bread</td>
</tr>
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<td>m-</td>
<td>man</td>
</tr>
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<td>-m-</td>
<td>lemon</td>
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<td>-m</td>
<td>room &amp; broom</td>
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<td>t-</td>
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<td>-t</td>
<td>boat</td>
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<td>tr</td>
<td>tree</td>
</tr>
<tr>
<td>tw</td>
<td>twinkle &amp; twist</td>
</tr>
<tr>
<td>d-</td>
<td>doll</td>
</tr>
<tr>
<td>-d-</td>
<td>riding</td>
</tr>
<tr>
<td>-d</td>
<td>bed</td>
</tr>
<tr>
<td>dr</td>
<td>dress</td>
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<td>can</td>
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<td>lamp</td>
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<td>collar</td>
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<td>-l</td>
<td>bell</td>
</tr>
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<td>r-</td>
<td>raining</td>
</tr>
<tr>
<td>-r-</td>
<td>barrel</td>
</tr>
<tr>
<td>-r</td>
<td>flower</td>
</tr>
<tr>
<td>r(glide)</td>
<td>corn</td>
</tr>
<tr>
<td>k-</td>
<td>cat</td>
</tr>
<tr>
<td>-k-</td>
<td>barking</td>
</tr>
<tr>
<td>-k</td>
<td>cake &amp; book</td>
</tr>
<tr>
<td>cl</td>
<td>clock</td>
</tr>
<tr>
<td>cr</td>
<td>creeping or crawling</td>
</tr>
<tr>
<td>nk</td>
<td>drink</td>
</tr>
</tbody>
</table>
TEST FOR LISPING

CONSONANT CHARTS. (continued)

- g- girl
g- digging
-g dog
gl glasses
g-r grass
-ng ring
-ng singing & finger
f- fork
-f- laughing & coffee
-f- knife
fl flag
fr frowning & frying
v- valentine & violin
-v- shaving
-v- stove
-th-(surd) thumb
-th-"something
-th-"teeth
thr thread
-th-(sonant) the
-th-"father, mother, feather
-th-"with
-s- soap
-s- basket
-s house
sp spoon
st stick
sk school
sl sled
spl splinter & splash
spr sprinkle & spread
str strawberries
sw swimming & swing
sm smelling
sn snow
sq squirrel
-z- zigzag
-z- scissors
-z- nose
sh- shoe
-sh- washing
-sh- brush
shr shrink (or shrunk)
**TEST FOR LISPING.**

**NAME**  
Cae Samuels

**CONSONANT CHARTS (concluded)**

<table>
<thead>
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<th>zh</th>
<th>measure</th>
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</thead>
<tbody>
<tr>
<td>ch-</td>
<td>chair</td>
</tr>
<tr>
<td>-ch-</td>
<td>pitcher</td>
</tr>
<tr>
<td>-ch</td>
<td>watch</td>
</tr>
<tr>
<td>j-</td>
<td>jump</td>
</tr>
<tr>
<td>-y</td>
<td>engine &amp; angel</td>
</tr>
<tr>
<td>-l</td>
<td>orange</td>
</tr>
<tr>
<td>y</td>
<td>yes &amp; yellow</td>
</tr>
<tr>
<td>x</td>
<td>box</td>
</tr>
<tr>
<td>qu</td>
<td>queen &amp; quack</td>
</tr>
</tbody>
</table>

*Latin S*
TEST FOR LISPING.

DATE May 1922

NAME Earl Samuelo

AGE 16

SCHOOL

GRADE 6-7

VOWEL CHARTS.

<table>
<thead>
<tr>
<th>oo(1)</th>
<th>spoon</th>
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<tbody>
<tr>
<td>oo(2)</td>
<td>book</td>
</tr>
<tr>
<td>o-e</td>
<td>boat</td>
</tr>
<tr>
<td>aw</td>
<td>strawberries</td>
</tr>
<tr>
<td>-o-</td>
<td>clock</td>
</tr>
<tr>
<td>ee</td>
<td>eating</td>
</tr>
<tr>
<td>-i-</td>
<td>stick</td>
</tr>
<tr>
<td>a-e</td>
<td>table</td>
</tr>
<tr>
<td>-e-</td>
<td>bed</td>
</tr>
<tr>
<td>-a-</td>
<td>glasses</td>
</tr>
<tr>
<td>a (r)</td>
<td>arm</td>
</tr>
<tr>
<td>-u-</td>
<td>brush</td>
</tr>
<tr>
<td>ur</td>
<td>collar</td>
</tr>
<tr>
<td>i-e</td>
<td>pig</td>
</tr>
<tr>
<td>ou</td>
<td>house</td>
</tr>
<tr>
<td>oi</td>
<td>boy</td>
</tr>
<tr>
<td>u-e</td>
<td>few</td>
</tr>
</tbody>
</table>
Case Record Department of Corrected Speech.

Name: Samuels, Earl

Date of Birth: Jan. 1, 1906  Sex: Male  Nationality: American

Parents' Name: Lewis Samuels

Address: 634 Burton St  Occupation: Cabinet Maker

School:  Grade: 6-2  Speech Center: H[illegible]

Physical Age:  Cronological Age: 13  Mental Age: 9:11  2:7:96

Names of Tests Given: Binet  Date Given: 1/4/29

Date When Entered in Speech Class: Dec. 1921

Type of Defect: Newative Lisp

Degree: Med[illegible]

Description: [illegible]

Any Previous Correction or Attention: [illegible]
FAMILY HISTORY

Medical History: ____________________________________________

Social Adjustments: __________________________________________

Speech History: ____________________________________________

Brief Description of Temperament: _____________________________

PERSONAL HISTORY OF PATIENT

Developmental History: _____________________________________

Medical History: Pneumonia 1931

Coordinational History: Rather awkward by age 7.5 years, very well.

Social History:

1. Description of Temperament and Personality:
   Backward, self-conscious. Appears to doubt his ability to do anything like others when one finally knows his teacher better than anyone else only after school and outside. Can talk better to him constantly. He does excellent work
SPEECH HISTORY

Note any significant basis for readjustment work, found by studying Case History or giving association tests;

Past History:

Present Condition of Speech and Home Attitude:

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
HEALTH RECORD AND GENERAL DESCRIPTION

<table>
<thead>
<tr>
<th>Date of Exam.</th>
<th>Nutrition</th>
<th>Weight</th>
<th>Height</th>
<th>Relation of Ht. to Wt. in per ct.</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Skin</th>
<th>Hair and Scalp</th>
<th>Orphopedic</th>
<th>Posture</th>
<th>Enlarged glands</th>
<th>Dis. Ear</th>
<th>Hearing</th>
<th>Eyes and vision</th>
<th>Nose</th>
<th>Tonsils</th>
<th>Adenoids</th>
<th>Teeth</th>
<th>Palate</th>
<th>Thyroid</th>
<th>Heart</th>
<th>Lungs</th>
<th>Abdomen</th>
<th>Hernia and Genitalia</th>
<th>Nervous Dis.</th>
<th>Speech defects</th>
<th>Vaccination</th>
<th>Anemia</th>
<th>Suspected T. B.</th>
<th>Shick test</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

Head

Face

Nose

Lips

Teeth

Soft Palate

Hard Palate

Eyes

Ears

Tongue

Thyroid

Thorax

Skin

Hair

Nails

Musculature
TEST FOR LISPING.

NAME: Anna Van Dyke

DATE: May 19 32

SCHOOL: Hall Godfrey

AGE: 12

GRADE: 5-1

CONSONANT CHARTS.

- h- hands
- wh wheel
- w- window
- p- pie
- pe cup
- pr apron
- pl playing
- b- boy
- b- baby
- b- tub
- bl blocks
- br bread
- m- man
- m- lemon
- m- room & broom
- t- table
- t- eating
- t- boat
- tr tree
- tw twinkle & twist
- d- doll
- d- riding
- d- bed
- dr dress
- n- nuts
- n- running
- n- can
- l- lamp
- l- collar
- l- bell
- r- raining
- r- barrel
- r- flower
- r(glide) corn
- k- cat
- k- barking
- k- cake & book
- cl clock
- or creeping or crawling
- nk drink
TEST FOR LISPING

NAME: Anna Van D'Agge

CONSONANT CHARTS. (continued)

g - girl (throat)
-g- digging
-g- dog
-gl glasses
-gr grass
-ng ring
-ng- singing & finger
-f- fork
-f- laughing & coffee
-f knife
-fl flag
-fr frowning & frying
-v- valentine & violin
-v- shaving
-v- stove
-th-(surd) thumb
-th- " something
-th " " teeth
-th " thread
-th- (sonant) the
-th- " father, mother, feather
-th " " with
-s- soap
-s- basket
-s- house
-sp spoon
-st stick
-sk school
-sl sled
-spl splinter & splash
-spr sprinkle & spread
-str strawberries
-sw swimming & swing
-sm smelling
-sn snow
-sq squirrel
-z- zigzag
-z- scissors
-z- nose
-sh- shoe
-sh- washing
-sh brush
-shr shrink (or shrunken)
TEST FOR LISPING.

CONSONANT CHARTS (concluded)

zh  measure
ch- chair
-ch- pitcher
-ch watch
j- jump
q- engine & angel
-y- orange
y- yes & yellow
x- box
qu queen & quack
TEST FOR LISPING.

NAME Emma Van Dyke

DATE May 1922

NAME Helen Godfrey Ave

SCHOOL

AGE 12

GRADE 5-1

VOWEL CHARTS.

oo (1) spoon
oo (2) book
c-e boat
caw strawberries
t-o- clock
e-e eating
-i- stick
a-e table
e-e bed
-a- glasses
a (r) arm
-u- brush
ur collar
i-e pie \(\text{not enough grade}\)
ou house
c-oi boy
u-e few
Case Record Department of Corrected Speech.

Name: Van Dyke, Anna

Date of Birth: Oct. 13, 1909, Sex: Female, Nationality: American

Parents' Name: Bert Van Dyke

Address: 1032 Barton

Occupation: Brass Co. Pattern maker

School: Godfrey Ave, Grade: 1-1, Speech Center: Fall

Physical Age: _______ Cronological Age: _______ Mental Age: _______

Names of Tests Given: ___________________________ Date Given: ___________________________

Date When Entered in Speech Class: Feb. 1910

Type of Defect: Organic, lisping, cleft palate

Degree: Severe

Description: All expressions, weak, husky, back of throat

Any Previous Correction or Attention: ___________________________
Family History:

Medical History:

Social Adjustments:
Fathers' brother to Eagle, mother worked in Minneapolis.

Speech History:
2-year-old son had no front teeth, organic lip (this child was "marked").

Brief Description of Temperament:
Fathers' youngest appeared to be very bright but is not chosen for this family, has died with pneumonia.

PERSONAL HISTORY OF PATIENT

Developmental History:

Medical History:
Typhoid, measles, mumps. T. B. diagnosed.

Coordination History:
Right-handed. Rather awkward, slowness, shuffling, bad posture - upper chest hollow, abdomen full.

Social History:

1. Description of Temperament and Personality:

2. Social Adjustments: to family, school and society

Satisfactory. Somewhat negative.
SPEECH HISTORY

Note any significant basis for readjustment work, found by studying Case History or giving association tests;

Past History:
Child's speech always defective, due to cleft palate, which appe
ted at birth was not
closed until Oct. 1921, when child was 12 yrs.
Closed by Dr. Smith.

Present Condition of Speech and Home Attitude:

Aphthetic or phlegmatic, slow rhythm, no change of pitch, gives
very raugh; too much nasal resonance, lacks volume, likes

Visit nurse told mother to bring case to "talking teacher."

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
**EDUCATIONAL PROGRESS**

<table>
<thead>
<tr>
<th>Recommended</th>
<th>Age, Grade and Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced without Rec.</td>
<td>Reading 58, Writing 80, Spelling 60, Language 50</td>
</tr>
<tr>
<td>Not recommended</td>
<td>0-7</td>
</tr>
</tbody>
</table>

**General type of work**

**HEALTH RECORD AND GENERAL DESCRIPTION**

<table>
<thead>
<tr>
<th>Date of Exam</th>
<th>May 4, 1922</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>64</td>
</tr>
<tr>
<td>Height</td>
<td>51</td>
</tr>
<tr>
<td>Relation of Ht. to Wt. in per ct.</td>
<td>50%</td>
</tr>
<tr>
<td>Skin</td>
<td></td>
</tr>
<tr>
<td>Hair and Scalp</td>
<td></td>
</tr>
<tr>
<td>Orphopedic</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td></td>
</tr>
<tr>
<td>Enlarged glands</td>
<td></td>
</tr>
<tr>
<td>Dis. Ear</td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
</tr>
<tr>
<td>Eyes and vision</td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td></td>
</tr>
<tr>
<td>Tonsils</td>
<td></td>
</tr>
<tr>
<td>Adenoids</td>
<td></td>
</tr>
<tr>
<td>Teeth</td>
<td></td>
</tr>
<tr>
<td>Palate</td>
<td></td>
</tr>
<tr>
<td>Thyroid</td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
</tr>
<tr>
<td>Hernia and Genitalia</td>
<td></td>
</tr>
<tr>
<td>Nervous Dis.</td>
<td></td>
</tr>
<tr>
<td>Speech defects</td>
<td></td>
</tr>
<tr>
<td>Vaccination</td>
<td></td>
</tr>
<tr>
<td>Anemia</td>
<td></td>
</tr>
<tr>
<td>Suspected T. B.</td>
<td></td>
</tr>
<tr>
<td>Shick test</td>
<td></td>
</tr>
</tbody>
</table>

**Head**

Long

**Face**

Narrow, large; low forehead, misshapen

**Nose**

Normal, broad, bridge rather flat

**Lips**

Normal, upper border rather pretty

**Teeth**

Front upper separated, one is a little point, others all good

**Soft Palate**

None

**Hard Palate**

Fine closure, completely good

**Eyes**

Dull, heavy lids, blue

**Ears**

Normal in size, lots of hair

**Tongue**

Flick, long, deep tongue, clean

**Thyroid**

Tip, enlarged (hyperthyroid)

**Thorax**

**Skin**

Fellow, few slight moles

**Hair**

Pale yellow, rather thin on head, and health is good

**Nails**

Long, thin

**Musculature**

Slight lordosis

**Palate operated on Oct. 1921 by Dr. Terrell.**
**TEST FOR LISPING.**

| Consonant Chart | Example
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>h-</strong> hands</td>
<td></td>
</tr>
<tr>
<td><strong>wh</strong> wheel</td>
<td></td>
</tr>
<tr>
<td><strong>w-</strong> window</td>
<td></td>
</tr>
<tr>
<td><strong>p-</strong> pie</td>
<td></td>
</tr>
<tr>
<td><strong>p-</strong> cup</td>
<td></td>
</tr>
<tr>
<td><strong>pr</strong> apron</td>
<td></td>
</tr>
<tr>
<td><strong>pl</strong> playing</td>
<td></td>
</tr>
<tr>
<td><strong>b-</strong> boy</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>-b</strong> baby</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>-b</strong> tub</td>
<td></td>
</tr>
<tr>
<td><strong>bl</strong> blocks</td>
<td></td>
</tr>
<tr>
<td><strong>br</strong> bread</td>
<td></td>
</tr>
<tr>
<td><strong>m-</strong> man</td>
<td></td>
</tr>
<tr>
<td><strong>-m</strong> lemon</td>
<td></td>
</tr>
<tr>
<td><strong>-m</strong> room &amp; broom</td>
<td></td>
</tr>
<tr>
<td><strong>t-</strong> table</td>
<td></td>
</tr>
<tr>
<td><strong>-t</strong> eating</td>
<td><strong>very faint</strong></td>
</tr>
<tr>
<td><strong>-t</strong> boat</td>
<td><strong>faint</strong></td>
</tr>
<tr>
<td><strong>tr</strong> tree</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>tw</strong> twinkle &amp; twist</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>d-</strong> doll</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>-d</strong> riding</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>-d</strong> bed</td>
<td></td>
</tr>
<tr>
<td><strong>dr</strong> dress</td>
<td></td>
</tr>
<tr>
<td><strong>n-</strong> nuts</td>
<td></td>
</tr>
<tr>
<td><strong>-n</strong> running</td>
<td></td>
</tr>
<tr>
<td><strong>-n</strong> can</td>
<td></td>
</tr>
<tr>
<td><strong>l-</strong> lamp</td>
<td></td>
</tr>
<tr>
<td><strong>-l</strong> collar</td>
<td></td>
</tr>
<tr>
<td><strong>-l</strong> bell</td>
<td></td>
</tr>
<tr>
<td><strong>r-</strong> raining</td>
<td></td>
</tr>
<tr>
<td><strong>-r</strong> barrel</td>
<td></td>
</tr>
<tr>
<td><strong>-r</strong> flower</td>
<td></td>
</tr>
<tr>
<td><strong>r(glide) corn</strong></td>
<td></td>
</tr>
<tr>
<td><strong>k-</strong> cat</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>-k</strong> barking</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>-k</strong> cake &amp; book</td>
<td><strong>nasal</strong></td>
</tr>
<tr>
<td><strong>cl</strong> clock</td>
<td></td>
</tr>
<tr>
<td><strong>cr</strong> creeping or crawling</td>
<td></td>
</tr>
<tr>
<td><strong>nk</strong> drink</td>
<td></td>
</tr>
</tbody>
</table>
CONSONANT CHARTS. (continued)

g-  girl  nailed
-g-  digging
-g  dog
-gl  glasses
-gr  grass
-ng  ring
-ng-  singing & finger
-f-  fork
-f  laughing & coffee
-f  knife
-fl  flag
fir  frowning & frying
v-  valentine & violin
-v-  shaving

-v  stove
-th (surd) thumb
-th " " something
-th " " teeth
-th-  thread
-th- (sonant) the
-th- " father, mother, feather
-th " " with

s-  soap
-s-  basket
-s  house
-sp  spoon
-st  stick
-sk  school
-sl  sled
-spl  splinter & splash
-spr  sprinkle & spread
-str  strawberries
-sw  swimming & swing
-sm  smelling
-sn  snow
-sq  squirrel
-z-  zigzag
-z  scissors
-z  nose
-sh-  shoe
-sh-  washing
-sh  brush
-shr  shrink (or shrunk)

NAME: Lee Dean
**TEST FOR LISPING.**

**NAME** Lee Dean

**CONSONANT CHARTS (concluded)**

<table>
<thead>
<tr>
<th>zh</th>
<th>measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch</td>
<td>chair</td>
</tr>
<tr>
<td>-ch-</td>
<td>pitcher</td>
</tr>
<tr>
<td>-ch-</td>
<td>watch</td>
</tr>
<tr>
<td>j-</td>
<td>jump</td>
</tr>
<tr>
<td>j</td>
<td>engine &amp; angel</td>
</tr>
<tr>
<td>j</td>
<td>orange</td>
</tr>
<tr>
<td>y</td>
<td>yes &amp; yelow</td>
</tr>
<tr>
<td>x</td>
<td>box</td>
</tr>
<tr>
<td>qu</td>
<td>queen &amp; quack</td>
</tr>
</tbody>
</table>

**Notes:**
- pi  
- toner  
- watch  
- j- jump  
- engine & angel  
- j orange  
- y yes & yellow  
- x box  
- qu queen & quack  

**Handwritten Notes:**
- toner
- engine & angel
- orange
- box
- qu queen & quack
**TEST FOR LISPING.**

**NAME:** Les Dean  
**DATE:** May 1922  
**SCHOOL:** Hall  
**AGE:** 9-10  
**GRADE:** 3-2

**VOWEL CHARTS.**

<table>
<thead>
<tr>
<th>Vowel Chart</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>oo (1)</td>
<td>spoon</td>
</tr>
<tr>
<td>oo (2)</td>
<td>book</td>
</tr>
<tr>
<td>o - e</td>
<td>boat</td>
</tr>
<tr>
<td>aw</td>
<td>strawberries</td>
</tr>
<tr>
<td>e - o</td>
<td>clock</td>
</tr>
<tr>
<td>e - i</td>
<td>eating</td>
</tr>
<tr>
<td>a - e</td>
<td>table</td>
</tr>
<tr>
<td>e - e</td>
<td>bed</td>
</tr>
<tr>
<td>a - e</td>
<td>glasses</td>
</tr>
<tr>
<td>a (r)</td>
<td>arm</td>
</tr>
<tr>
<td>u - r</td>
<td>brush</td>
</tr>
<tr>
<td>ur</td>
<td>collar</td>
</tr>
<tr>
<td>i - e</td>
<td>pie</td>
</tr>
<tr>
<td>ou</td>
<td>house</td>
</tr>
<tr>
<td>oi</td>
<td>boy</td>
</tr>
<tr>
<td>u - e</td>
<td>few</td>
</tr>
</tbody>
</table>
Case Record Department of Corrected Speech.

Name: [Handwritten name]


Parents' Name: [Handwritten name]

Address: [Handwritten address]

Occupation: Paper Maker

School: [Handwritten school name]

Grade: 3

Speech Center: [Handwritten speech center name]

Physical Age: [Handwritten physical age]

Cronological Age: [Handwritten cronological age]

Mental Age: [Handwritten mental age]

Names of Tests Given: ____________________________

Date Given: ____________________________

Date When Entered in Speech Class: [Handwritten date]

Type of Defect: Oral Inarticulacy

Degree: [Handwritten degree]

Description: I like us. I never listen. C. (k) work expensive.

I just as good as R. a very slight sound.

T and W are fair. I may go good. I will this.

See better than R.

Any Previous Correction or Attention: ____________________________
FAMILY HISTORY:

Medical History:

Social Adjustments:

Speech History:

Brief Description of Temperament:

PERSONAL HISTORY OF PATIENT

Developmental History:

Medical History:

Coordination History:

Social History:

1. Description of Temperament and Personality:

2. Social Adjustments: to family, school and society
SPEECH HISTORY

Note any significant basis for readjustment work, found by studying Case History or giving association tests;

Past History:

Present Condition of Speech and Home Attitude:

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
### EDUCATIONAL PROGRESS

<table>
<thead>
<tr>
<th>Recommended</th>
<th>Age, Grade and Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced without Rec.</td>
<td></td>
</tr>
<tr>
<td>Not recommended</td>
<td></td>
</tr>
<tr>
<td>General type of work</td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH RECORD AND GENERAL DESCRIPTION

<table>
<thead>
<tr>
<th>Date of Exam.</th>
<th>Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Frontal low forehead mark in left upper maxilla mandible.</td>
</tr>
<tr>
<td>Weight</td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td></td>
</tr>
<tr>
<td>Relation of Ht. to Wt. in per ct.</td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td>Face</td>
</tr>
<tr>
<td>Hair and Scalp</td>
<td>Narrow, left side of lower</td>
</tr>
<tr>
<td>Orphopedic</td>
<td>Nose</td>
</tr>
<tr>
<td>Posture</td>
<td>Normal, mouth.</td>
</tr>
<tr>
<td>Enlarged glands</td>
<td>Lips</td>
</tr>
<tr>
<td>Dis. Ear</td>
<td>Normal thickness, but nose aperture not broad.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Teeth</td>
</tr>
<tr>
<td>Eyes and vision</td>
<td>Black decayed upper front left, weak cusps, centrally worn.</td>
</tr>
<tr>
<td>Nose</td>
<td>Soft Palate</td>
</tr>
<tr>
<td>Tonsils</td>
<td>Short, thick.</td>
</tr>
<tr>
<td>Adenoids</td>
<td>Hard Palate</td>
</tr>
<tr>
<td>Teeth</td>
<td>Very high, narrow.</td>
</tr>
<tr>
<td>Palate</td>
<td>Eyes</td>
</tr>
<tr>
<td>Thyroid</td>
<td>Rather narrow, blue.</td>
</tr>
<tr>
<td>Heart</td>
<td>Ears</td>
</tr>
<tr>
<td>Lungs</td>
<td>Discharging, thick; fleshy cartilage lobes not prominent.</td>
</tr>
<tr>
<td>Abdomen</td>
<td>Tongue</td>
</tr>
<tr>
<td>Hernia and Genitalia</td>
<td>Very thin, pointed, gross.</td>
</tr>
<tr>
<td>Nervous Dis.</td>
<td>Thyroid</td>
</tr>
<tr>
<td>Speech defects</td>
<td>Slightly motile.</td>
</tr>
<tr>
<td>Vaccination</td>
<td>Thorax</td>
</tr>
<tr>
<td>Anemia</td>
<td>Fair development. Abdominal muscles well developed.</td>
</tr>
<tr>
<td>Suspected T. B.</td>
<td>Skin</td>
</tr>
<tr>
<td>Shick test</td>
<td>Fair, reddish spot on right side, mark?</td>
</tr>
<tr>
<td>Adenoids</td>
<td>Hair</td>
</tr>
<tr>
<td></td>
<td>Fair, clean, dark, normal color.</td>
</tr>
<tr>
<td></td>
<td>Nails</td>
</tr>
<tr>
<td></td>
<td>Round, slightly pimplon.</td>
</tr>
<tr>
<td></td>
<td>Musculature</td>
</tr>
<tr>
<td></td>
<td>Normal, strong back.</td>
</tr>
<tr>
<td></td>
<td>Posture good, lordosis.</td>
</tr>
</tbody>
</table>

*Date: Aug 1918*
### CONSONANT CHARTS.

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Word/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>h-</td>
<td>hands</td>
</tr>
<tr>
<td>wh</td>
<td>wheel</td>
</tr>
<tr>
<td>w-</td>
<td>window</td>
</tr>
<tr>
<td>p-</td>
<td>pie</td>
</tr>
<tr>
<td>pr</td>
<td>apron</td>
</tr>
<tr>
<td>pl</td>
<td>playing</td>
</tr>
<tr>
<td>b-</td>
<td>boy</td>
</tr>
<tr>
<td>bl</td>
<td>blocks</td>
</tr>
<tr>
<td>br</td>
<td>bread</td>
</tr>
<tr>
<td>m-</td>
<td>man</td>
</tr>
<tr>
<td>n-</td>
<td>nut</td>
</tr>
<tr>
<td>t-</td>
<td>table</td>
</tr>
<tr>
<td>t-</td>
<td>eating</td>
</tr>
<tr>
<td>tr</td>
<td>tree</td>
</tr>
<tr>
<td>tw</td>
<td>twinkle &amp; twist</td>
</tr>
<tr>
<td>d-</td>
<td>doll</td>
</tr>
<tr>
<td>d-</td>
<td>riding</td>
</tr>
<tr>
<td>dr</td>
<td>dress</td>
</tr>
<tr>
<td>n-</td>
<td>n(n)running</td>
</tr>
<tr>
<td>l-</td>
<td>lamp</td>
</tr>
<tr>
<td>l-</td>
<td>collar</td>
</tr>
<tr>
<td>l-</td>
<td>bell</td>
</tr>
<tr>
<td>r-</td>
<td>raining</td>
</tr>
<tr>
<td>r-</td>
<td>barrel</td>
</tr>
<tr>
<td>r</td>
<td>flower</td>
</tr>
<tr>
<td>r(glide)</td>
<td>corn</td>
</tr>
<tr>
<td>k-</td>
<td>cat</td>
</tr>
<tr>
<td>k-</td>
<td>barking</td>
</tr>
<tr>
<td>k-</td>
<td>cake &amp; book</td>
</tr>
<tr>
<td>cl</td>
<td>clock</td>
</tr>
<tr>
<td>or</td>
<td>creeping or crawling</td>
</tr>
<tr>
<td>nk</td>
<td>drink</td>
</tr>
</tbody>
</table>
TEST FOR LISPING

NAME: Garrett Sherwood

CONSONANT CHARTS. (continued)

g- girl
-g- digging
-g- dog
-gl glasses
-gr grass
-ng ring
-ng- singing & finger
-f- fork
-f- laughing & coffee
-fl flag
-fr frowning & frying
-v- valentine & violin
-v- shaving
-v- stove
-th-(surd) thumb
-th- " something
-th- " teeth
-th-(sonant) the
-th- " father, mother, feather
-th- " with
-s- soap
-s- basket
-s- house
-sp spoon
-st stick
-sk school
-sl sled
-spl splinter & splash
-spr sprinkle & spread
-str strawberries
-sw swimming & swing
-sm smelling
-sn snow
-sq squirrel
-z- zigzag
-z- scissors
-z- nose
-sh- shoe
-sh- washing
-sh- brush
-shr shrink (or shrunk)
TEST FOR LISPING.

CONSONANT CHARTS (concluded)

NAME: Ernest Sherwood

zh  measure
ch- chair
-ch- pitcher
-ch watch
j- jump
-j engine & angel
-l orange
y  yes & yellow
x  box
qu queen & quack
TEST FOR LISPING.

DATE May 1922

NAME Curlett Sherwood

SCHOOL Jefferson

AGE 5 5

GRADE

VOWEL CHARTS.

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Case Record Department of Corrected Speech.

Name...Sherwood, Garrett

Date of Birth...Dec. 5, 1916
Sex...Male
Nationality...American

Parents' Name...Clarence Sherwood

Address...Occ. Decorator

School...Jefferson
Grade...6
Speech Center...Jefferson

Physical Age...Cronological Age 5-4, Mental Age 5-6
F.G. 105

Names of Tests Given...Binet (2nd)
Date Given...Apr. 27, 1922

Date When Entered in Speech Class...Feb. 1922

Type of Defect...Neurotic lip

Degree...2

Description...t. for t. d. long...no. A. man. for. learn...m. for. t.

Any Previous Correction or Attention.
FAMILY HISTORY:


Social Adjustments: 

Speech History: 2 sisters had ep - tr. Oldest girl at 2 yrs., 6 mos. Other history of deaf anywhere in family.

Brief Description of Temperament: One quiet, very nervous child.

PERSONAL HISTORY OF PATIENT

Developmental History: Normal baby, present.

Medical History: Pertussis.

Coordinational History: Right handed: reading and writing very good. Has good color vision. Able to ride bicycle frequently. Walked at 1 yr. Spoke at usual age, but not fluently.

Social History:
1. Description of Temperament and Personality:
   Quiet, self-assured. Relaxed, alert. Seems to carry
   silent, emotional reactions easily. Somewhat
   with a "silent" influence of emotion.
   "likes other people. Mechanic, " real handy.

2. Social Adjustments: to family, school and society
   "gets on satisfactorily with classmates, aloof,
   makes no
   trouble in school; likes to play and "poppo."
Note any significant basis for readjustment work, found by studying Case History or giving association tests;

Past History:

Present Condition of Speech and Home Attitude:

Well controlled child with rather good voice. Seldom
musical line (corr. activity). Mother very anxious
that he speak properly.

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
**EDUCATIONAL PROGRESS**

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**HEALTH RECORD AND GENERAL DESCRIPTION**

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<th>Posture</th>
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Syllables separate.
<table>
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<th>word 1</th>
<th>word 2</th>
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<td>girl</td>
<td>dig</td>
</tr>
<tr>
<td>-g</td>
<td>ring</td>
<td>night</td>
</tr>
<tr>
<td>-ng</td>
<td>singing</td>
<td>finger</td>
</tr>
<tr>
<td>f</td>
<td>fork</td>
<td>knife</td>
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<td>flag</td>
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<td>frowning</td>
<td>finger</td>
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<td>violin</td>
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<td>house</td>
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<td>brush</td>
<td>brush</td>
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<tr>
<td>shr</td>
<td>shrink</td>
<td>shrunk</td>
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</tbody>
</table>
TEST FOR LISPING.

NAME Joseph Shenkman

CONSONANT CHARTS (concluded)

zh  measure
ch-  chair
-ch-  pitcher
-ch  watch
j-  jump
j-f²  engine & angel
j  orange  ow-as
y  yes & yellow
x  box  rough
qu  queen & quack  each
TEST FOR LISPING.

NAME: Joe Shinkleman

DATE: May 1922

SCHOOL: Jefferson

AGE: 10

GRADE: Ung

VOWEL CHARTS.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
<th>Sound</th>
<th>Word</th>
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</thead>
<tbody>
<tr>
<td>oo(1)</td>
<td>spoon</td>
<td>oo(3)</td>
<td>book</td>
</tr>
<tr>
<td>o-e</td>
<td>boat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aw</td>
<td>strawberries</td>
<td>-o-</td>
<td>clock</td>
</tr>
<tr>
<td>ee</td>
<td>eating</td>
<td>-i-</td>
<td>stick</td>
</tr>
<tr>
<td>a-e</td>
<td>table</td>
<td>-e-</td>
<td>bed</td>
</tr>
<tr>
<td>-a-</td>
<td>glasses</td>
<td>a (r)</td>
<td>arm</td>
</tr>
<tr>
<td>-u-</td>
<td>brush</td>
<td>ur</td>
<td>collar</td>
</tr>
<tr>
<td>i-e</td>
<td>pie</td>
<td>ou</td>
<td>house</td>
</tr>
<tr>
<td>oi</td>
<td>boy</td>
<td>u-e</td>
<td>few</td>
</tr>
</tbody>
</table>
Name: Schunkman, Joseph
Date of Birth: Mar. 6, 1912
Sex: Male
Nationality: American
Parents' Name: Carl Schunkman
Address: 1412 Terrace Ave. S.E.
Occupation: Printer
School: Jefferson
Grade: 4
Speech Center: Jefferson
Physical Age: Cronological Age: Mental Age:

Names of Tests Given: Date Given:

Date When Entered in Speech Class: Jan. 1922

Type of Defect: Stammered speech

Degree:

Description: "She has trouble with the "sh," "th," "s" and "j" sounds.

- She has trouble with the "sh," "th," "s" and "j" sounds.

Any Previous Correction or Attention:
FAMILY HISTORY.

Medical History: M. had a very peaceful passage. At 14 years of age, doctors thought she would not survive because she was either cerebral palsy or some other disease. She was born with a heart murmur, which was during pregnancy.

Social Adjustments: M. was a very quiet, gentle woman. She seemed to be nullable, capable, and the people well liked her.

Brief Description of Temperament: M. was a very quiet, gentle woman. She seemed to be nullable, capable, and the people well liked her.

PERSONAL HISTORY OF PATIENT

Developmental History: M. was born at a very young age. She was born with a heart murmur, which was during pregnancy.

Medical History: M. had a very peaceful passage. At 14 years of age, doctors thought she would not survive because she was either cerebral palsy or some other disease. She was born with a heart murmur, which was during pregnancy.

Coordination History: M. had a very peaceful passage. At 14 years of age, doctors thought she would not survive because she was either cerebral palsy or some other disease. She was born with a heart murmur, which was during pregnancy.

Social History:

1. Description of Temperament and Personality:
   M. was a very quiet, gentle woman. She seemed to be nullable, capable, and the people well liked her.

2. Social Adjustments: to family, school and society
   M. was a very quiet, gentle woman. She seemed to be nullable, capable, and the people well liked her.
SPEECH HISTORY

Joseph Schinkelman

Note any significant basis for readjustment work, found by studying Case History or giving association tests:

Past History:

[Handwritten text]

Present Condition of Speech and Home Attitude:

[Handwritten text]

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
HEALTH RECORD AND GENERAL DESCRIPTION

<table>
<thead>
<tr>
<th>Date of Exam.</th>
<th>Nutrition</th>
<th>Weight</th>
<th>Height</th>
<th>Relation of Ht. to Wt. in per ct.</th>
<th>Skin</th>
<th>Hair and Scalp</th>
<th>Orphopedic</th>
<th>Posture</th>
<th>Enlarged glands</th>
<th>Dis. Ear</th>
<th>Hearing</th>
<th>Eyes and vision</th>
<th>Nose</th>
<th>Tonsils</th>
<th>Adenoids</th>
<th>Teeth</th>
<th>Palate</th>
<th>Thyroid</th>
<th>Heart</th>
<th>Lungs</th>
<th>Abdomen</th>
<th>Hernia and Genitalia</th>
<th>Nervous Dis.</th>
<th>Speech defects</th>
<th>Vaccination</th>
<th>Anemia</th>
<th>Suspected T. B.</th>
<th>Shick test</th>
</tr>
</thead>
</table>

**Head**
- Narrow

**Face**
- Narrow; fbrillated, low

**Nose**
- Good bridge

**Lips**
- Rather thick, either very related or turned up nostrils, short

**Teeth**
- Upper: Good, one decayed; lower: average, white, not decayed.

**Soft Palate**
- Long, upturned

**Hard Palate**
- High, slight arch, narrow

**Eyes**
- Well set, but uncertain, shifting focus

**Ears**
- Fairly large, well set

**Tongue**
- Thick, rounded, and slightly friable

**Thyroid**
- Underdeveloped

**Skin**
- Dark, slightly rough

**Hair**
- coarse, abundant on head; will grow

**Nails**
- Long, furred, strong, healthy

**Musculature**
- Poor for age; lax; flabby

**Appt. 1921 - Had 12 courses, 3 weeks
Do 1 upper incisors second and third lateral incisors.
TEST FOR LISPING.

NAME: [Name]
DATE: May 14, 1922
SCHOOL: [School]
GRADE: [Grade]

CONSONANT CHARTS:

- h- hands
- wh wheel
- w-- window
- p- pie
- -p- cup
- pr apron
- pl playing
- b- boy
- -b- baby
- -b- tub
- bl blocks
- br bread
- m- man
- -m- lemon
- -m room & broom
- t- table
- -t- eating
- -t- boat
- tr tree
- tw twinkle & twist
- d- doll
- -d- riding
- -d- bed
- dr dress
- n- nuts
- -n- running
- -n can
- l- lamp
- -l- collar
- -l- bell
- r- raining
- -r- barrel
- -r- flower
- r(glide) corn
- k- cat
- -k- barking
- -k cake & book
- cl clock
- cr creeping or crawling
- nk drink
## Test for Lipping

### Consonant Charts (continued)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Words</th>
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<td>g-</td>
<td>girl</td>
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<td>-g-</td>
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<td>-z</td>
<td>dog</td>
</tr>
<tr>
<td>gl</td>
<td>glasses</td>
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<tr>
<td>gr</td>
<td>grass</td>
</tr>
<tr>
<td>-ng</td>
<td>ring</td>
</tr>
<tr>
<td>-ng-</td>
<td>singing &amp; finger</td>
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<tr>
<td>f-</td>
<td>fork</td>
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<tr>
<td>-f-</td>
<td>laughing &amp; coffee</td>
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<td>-f-</td>
<td>knife</td>
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<td>fl</td>
<td>flag</td>
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<tr>
<td>fr</td>
<td>frowning &amp; frying</td>
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<tr>
<td>v-</td>
<td>valentine &amp; violin</td>
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<tr>
<td>-v-</td>
<td>shaving</td>
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<td>-v-</td>
<td>stove</td>
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<tr>
<td>th-</td>
<td>(surd) thumb</td>
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<tr>
<td>-th-</td>
<td>&quot; something</td>
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<td>-th &quot;</td>
<td>&quot; teeth</td>
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<td>thr</td>
<td>thread</td>
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<td>(sonant) the</td>
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<tr>
<td>-th-</td>
<td>&quot; father, mother, feather</td>
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<td>-th &quot;</td>
<td>&quot; with</td>
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<td>s-</td>
<td>soap</td>
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<td>splinter &amp; splash</td>
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<td>sn</td>
<td>snow</td>
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<td>squirrel</td>
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<td>scissors</td>
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<td>nose</td>
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<td>shoe</td>
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<tr>
<td>-sh-</td>
<td>washing</td>
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<tr>
<td>-sh-</td>
<td>brush</td>
</tr>
<tr>
<td>shr</td>
<td>shrink (or shrunk)</td>
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</table>
TEST FOR LISPING.

NAME: Jane Reid

CONSONANT CHARTS (concluded)

<table>
<thead>
<tr>
<th>zh</th>
<th>measure</th>
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<tbody>
<tr>
<td>ch-</td>
<td>chair</td>
</tr>
<tr>
<td>-ch-</td>
<td>pitcher</td>
</tr>
<tr>
<td>-ch</td>
<td>watch</td>
</tr>
<tr>
<td>j-</td>
<td>jump</td>
</tr>
<tr>
<td>j'</td>
<td>engine &amp; angel</td>
</tr>
<tr>
<td>j</td>
<td>orange</td>
</tr>
<tr>
<td>y</td>
<td>yes &amp; yellow</td>
</tr>
<tr>
<td>x</td>
<td>box</td>
</tr>
<tr>
<td>qu</td>
<td>queen &amp; quack</td>
</tr>
</tbody>
</table>
TEST FOR LISPING.

DATE May 1922
SCHOOL
GRADE

NAME Jane Reid
AGE 7-?

VOWEL CHARTS.

oo (1) spoon
oo (2) book
o-e boat
aw strawberries
-o- clock
ee eating
-i- stick
a-e table
-e- bed
-a- glasses
a (r) arm
-u- brush
ur collar
i-e pie
ou house
oi boy
u-e few
Case Record Department of Corrected Speech.

Name: Reid, Doro

Date of Birth: Mar. 22, 1911
Sex: Female
Nationality: Negro

Parents' Name: Mrs. Lucie Reid Jackson

Address: 316 Market Ave.

Occupation: Housekeeper

School: Finney
Grade: Aug.
Speech Center: Finney

Physical Age: 5'2"
Cronological Age: 5'2"
Mental Age: 5'2"

Names of Tests Given: Binet (2nd)
Date Given: April 28, 1924

Date When Entered in Speech Class: Sept. 1922

Type of Defect: Unfrequent lip or oral inactivity

Degree: Very severe

Description: Lateral, all explosives weak, transitions slow and difficult, all final sounds difficult. Omit rather than substitute. Avers from and oral inactivity.

Any Previous Correction or Attention: none Oct. 29-1921
FAMILY HISTORY:

One sister, Gretta, in Ry. Adopted by aunt.

Medical History: Good, no history of some of given. No serious illnesses or diseases in family.

Social Adjustments: Mother married again this winter, family moved to a three story house that is called a "massive"

Speech History: Gretta slightly deaf, speaks very indistinct, almost not intelligible, course.

Brief Description of Temperament:

Mother rather quick in temperament, but strong control. Done with setup. Will do for child who is told to do.

PERSONAL HISTORY OF PATIENT

Developmental History: Normal birth for a mother known

Medical History: No serious illness. Shows malnutrition. Soreness and adenoids should be removed.

Coordinational History: Right-handed. Child is very cautious; pigeon toed. Slower in development indicating dystocias. Coordination poor.

Social History:

1. Description of Temperament and Personality: A very erect child, dislikes yelling, bullies, etc. Has improved, lately, shows no stubby fingers. Has affectionate mother with good personality and has been fostered. Difficult to look after others.

2. Social Adjustments: to family, school and society
SPEECH HISTORY

Note any significant basis for readjustment work, found by studying Case History or giving association tests:

Readjustment needed in behavior toward room teacher, and toward corrections.

Past History: When child entered school, speech was unreadable.

Present Condition of Speech and Home Attitude:

Rather phlegmatic appearance, but shows evidence of emotion in expression on face and in use of eyes. Rhythm...

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
EDUCATIONAL PROGRESS

Recommended
Advanced without Rec.
Not recommended
General type of work

AGE, GRADE AND REMARKS

HEALTH RECORD AND GENERAL DESCRIPTION

| Date of Exam. | 4/4/19
| Nutrition | □
| Weight | 56
| Height | 562
| Relation of Ht. to Wt. in per cent. | 76
| Skin | □
| Hair and Scalp | □
| Orphopedic | □
| Enlarged glands | □
| Dis. Ear | □
| Hearing | □
| Eyes and vision | □
| Nose | □
| Tonsils | □
| Adenoids | □
| Teeth | □
| Palate | □
| Thyroid | □
| Heart | □
| Lungs | □
| Abdomen | □
| Hernia and Genitalia | □
| Nervous Dis. | □
| Speech defects | □
| Vaccination | □
| Anemia | □
| Suspected T. B. | □
| Shick test | □

| Head | Normal
| Face | Rather long
| Nose | Saddle brown
| Lips | Not long for negro
| Teeth | Regular and sound
| Soft Palate | Relatively reflected to right
| Hard Palate | Relatively broad and low
| Eyes | Normal
| Ears | Rather long, lobes not indicated
| Tongue | Long, enlarged papilla, clear
| Thyroid | Not in evidence
| Thorax | Four prominent pushing abdomen
| Skin | Rather rough
| Hair | Normal distribution
| Nails | Short, thick
| Musculature | Fairly good

CONSONANT CHARTS.

h- hands
wh wheel
w-- window
p- pie
-p- cup
pr apron
pl playing
b- boy
-b- baby
-b tub
bl blocks
br bread
m- man
-m lemon
-m room & broom
tr table
-t eating
-t boat
tr tree
tw twinkle & twist
d- doll
-d- riding
-d bed
dr dress
n- nuts
-n running
-n can
l- lamp
-i- collar
-l bell
r- raining
-r- barrel
-r flower
r(glide) corn
k- cat
-k- barkimg
-k cake & book
cl clock
cr creeping or crawling
nk drink
TEST FOR LISPING

NAME: Jean Bennell

CONSONANT CHARTS. (continued)

g- girl  
g- digging 
g- dog  
gl glasses  
gr grass  
grng ring  
grng- singing & finger  
f- fork  
f- laughing & coffee  
f- knife  
fl flag  
fr frowning & frying  
v- valentine & violin  
v- shaving  
v- stove  
-th- (surd) thumb  
th- " something  
th- " something  
-th- " something  
th- " something  
s- soap  
s- basket  
s- house  
sp spoon  
st stick  
sk school  
spl splinter & splash  
spr sprinkle & spread  
str strawberries  
sw swimming & swing  
sm smelling  
sm snow  
sq squirrel  
z- zigzag  
z- scissors  
z- nose  
sh- shoe  
sh- washing  
sh- brush  
shr shrink (or shrunk)
## TEST FOR LISPING.

**NAME**  
Jesse Pennell

### CONSONANT CHARTS (concluded)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Word Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>zh</td>
<td>measure</td>
</tr>
<tr>
<td>ch-</td>
<td>chair</td>
</tr>
<tr>
<td>-ch-</td>
<td>pitcher</td>
</tr>
<tr>
<td>-ch</td>
<td>watch</td>
</tr>
<tr>
<td>j-</td>
<td>jump</td>
</tr>
<tr>
<td>-j-</td>
<td>engine &amp; angel</td>
</tr>
<tr>
<td>-j</td>
<td>orange</td>
</tr>
<tr>
<td>y</td>
<td>yes &amp; yellow</td>
</tr>
<tr>
<td>x</td>
<td>box</td>
</tr>
<tr>
<td>qu</td>
<td>queen &amp; quack</td>
</tr>
</tbody>
</table>

The chart includes various sounds and their corresponding words for testing lisp.
**TEST FOR LISPING.**

**DATE** May 1922  
**NAME** Jesse Penwell  
**SCHOOL**  
**AGE** 5-6  
**GRADE**  

**VOWEL CHARTS.**

<table>
<thead>
<tr>
<th>OO(1)</th>
<th>spoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>OO(2)</td>
<td>book</td>
</tr>
<tr>
<td>o-e</td>
<td>boat</td>
</tr>
<tr>
<td>aw</td>
<td>strawberries</td>
</tr>
<tr>
<td>-e-</td>
<td>clock</td>
</tr>
<tr>
<td>ee</td>
<td>eating</td>
</tr>
<tr>
<td>-i-</td>
<td>stick</td>
</tr>
<tr>
<td>a-e</td>
<td>table</td>
</tr>
<tr>
<td>-e-</td>
<td>bed</td>
</tr>
<tr>
<td>-a-</td>
<td>glasses</td>
</tr>
<tr>
<td>a (r)</td>
<td>arm</td>
</tr>
<tr>
<td>-u-</td>
<td>brush</td>
</tr>
<tr>
<td>ur</td>
<td>collar</td>
</tr>
<tr>
<td>i-e</td>
<td>pig</td>
</tr>
<tr>
<td>ou</td>
<td>house</td>
</tr>
<tr>
<td>oi</td>
<td>boy</td>
</tr>
<tr>
<td>u-e</td>
<td>few</td>
</tr>
</tbody>
</table>
Case Record Department of Corrected Speech.

Name: Pennell, Jesse

Date of Birth: Sept 16, 1916  
Sex: Male
Nationality: American

Parents' Name: Jesse Pennell

Address: 311 Finney Ave, S.W.
Occupation: Common Labor

School: Finney
Grade: 3rd
Speech Center: Finney

Physical Age: 5.5  
Cronological Age: 6.5  
Mental Age: 7.83

Names of Tests Given: Binet Sibley  
Date Given: 2/26/22

Date When Entered in Speech Class: Dec 19, 21

Type of Defect: Nonglottic

Degree:

Description:

"t" for "f", "t" for "R", "t" for "R", "d" for "l"; "n" vs. "r", "n" vs. "n";
"n" for "m"; "n" for "m", "d" for "g", "c", "s", "k";
"n" for "m", "n" for "m", "d" for "g", "c", "s", "k";
"n" for "m", "n" for "m", "d" for "g", "c", "s", "k";

Any Previous Correction or Attention: None.
FAMILY HISTORY:

Medical History: No previous illness in family. Mother's health good.

Social Adjustments: Home undisturbed, adequately furnished. Siblings
father laborer, mother untidy, not able to entertain

Speech History: Humorous, Richard, tongue tied, but operates

Brief Description of Temperament: M. fairly cheerful, sound in speech to

PERSONAL HISTORY OF PATIENT

Developmental History: Normal birth, vigorous, strong baby,

Medical History: German measles. No history of any serious
diseases, nor habits.

Coordinational History: Walked at usual time. Slow in learning
talk. To right-handed. A bit on nervous, unpredictable

Social History:

1. Description of Temperament and Personality:
   mother reports him as liking to play by himself.
   "So much" with things, as beads, wooden and dolls.
   in school or in other settings, mild, not much
   hard to manage. Seems self-confident, prefers
   "I can't," "I know." He does not need much

2. Social Adjustments: to family, school and society

   in school adjustment
   is negative. Does
   satisfactory outside of school.
SPEECH HISTORY

Note any significant basis for readjustment work, found by studying Case History or giving association tests;

Past History: Speech from babyhood, undistinctive, no apparent history of speech defects in family.

Present Condition of Speech and Home Attitude:
- Home attitude rather neglectful, friend of family.
- Woman kind, though at times severe.
- Severe neglectful child, child rather phlegmatic.
- Rhythm slow.

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
### EDUCATIONAL PROGRESS

- Recommended
- Advanced without Rec.
- Not recommended
- General type of work

### HEALTH RECORD AND GENERAL DESCRIPTION

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<th>Date of Exam.</th>
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<th>Weight</th>
<th>Height</th>
<th>Relation of Ht. to Wt. in per ct.</th>
<th>Skin</th>
<th>Hair and Scalp</th>
<th>Orphopedic</th>
<th>Posture</th>
<th>Enlarged glands</th>
<th>Dis. Ear</th>
<th>Hearing</th>
<th>Eyes and vision</th>
<th>Nose</th>
<th>Tonsils</th>
<th>Adenoids</th>
<th>Teeth</th>
<th>Palate</th>
<th>Thyroid</th>
<th>Heart</th>
<th>Lungs</th>
<th>Abdomen</th>
<th>Hernia and Genitalia</th>
<th>Nervous Dis.</th>
<th>Speech defects</th>
<th>Vaccination</th>
<th>Anemia</th>
<th>Suspected T. B.</th>
<th>Shick test</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

**Head**
- Normal

**Face**
- Symmetrical

**Nose**
- Broad nostrils

**Lips**
- Top: mouth large

**Teeth**
- Normal occlusion, front, back, etc.

**Soft Palate**
- Long, slightly reflected

**Hard Palate**
- Normal

**Eyes**
- Poor vision, closer to nose

**Ears**
- Lobes not indented

**Tongue**
- Thick, slightly crossed

**Thyroid**
- Not prominent

**Thorax**
- Well-developed

**Skin**
- Roughened

**Hair**
- Fair, abundant

**Nails**
- Chipped, slightly crowded

**Musculature**
- Good

### Agg, Grade and Remarks

9-83
<table>
<thead>
<tr>
<th>Consonant</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>h-</td>
<td>hands</td>
</tr>
<tr>
<td>wh</td>
<td>wheel</td>
</tr>
<tr>
<td>w-</td>
<td>window</td>
</tr>
<tr>
<td>p-</td>
<td>pie</td>
</tr>
<tr>
<td>p-</td>
<td>cup</td>
</tr>
<tr>
<td>pr</td>
<td>apron</td>
</tr>
<tr>
<td>pl</td>
<td>playing</td>
</tr>
<tr>
<td>b-</td>
<td>boy</td>
</tr>
<tr>
<td>b-</td>
<td>baby</td>
</tr>
<tr>
<td>b-</td>
<td>tub</td>
</tr>
<tr>
<td>bl</td>
<td>blocks</td>
</tr>
<tr>
<td>br</td>
<td>bread</td>
</tr>
<tr>
<td>m-</td>
<td>man</td>
</tr>
<tr>
<td>m-</td>
<td>lemon</td>
</tr>
<tr>
<td>m-</td>
<td>room &amp; broom</td>
</tr>
<tr>
<td>t-</td>
<td>table</td>
</tr>
<tr>
<td>t-</td>
<td>eating</td>
</tr>
<tr>
<td>t-</td>
<td>boat</td>
</tr>
<tr>
<td>tr</td>
<td>tree</td>
</tr>
<tr>
<td>tw</td>
<td>twinkle &amp; twist</td>
</tr>
<tr>
<td>d-</td>
<td>doll</td>
</tr>
<tr>
<td>d-</td>
<td>riding</td>
</tr>
<tr>
<td>d-</td>
<td>bed</td>
</tr>
<tr>
<td>dr</td>
<td>dress</td>
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<td>n-</td>
<td>nuts</td>
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<td>n-</td>
<td>running</td>
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<td>n-</td>
<td>can</td>
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<td>l-</td>
<td>lamp</td>
</tr>
<tr>
<td>l-</td>
<td>collar</td>
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<tr>
<td>l-</td>
<td>bell</td>
</tr>
<tr>
<td>r-</td>
<td>raining</td>
</tr>
<tr>
<td>r-</td>
<td>barrel</td>
</tr>
<tr>
<td>r-</td>
<td>flower</td>
</tr>
<tr>
<td>r(glide)</td>
<td>corn</td>
</tr>
<tr>
<td>k-</td>
<td>cat</td>
</tr>
<tr>
<td>k-</td>
<td>barking</td>
</tr>
<tr>
<td>k-</td>
<td>cake &amp; book</td>
</tr>
<tr>
<td>cl</td>
<td>clock</td>
</tr>
<tr>
<td>cr</td>
<td>creeping or crawling</td>
</tr>
<tr>
<td>nk</td>
<td>drink</td>
</tr>
</tbody>
</table>
CONSONANT CHARTS. (continued)

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>g-</td>
<td>girl</td>
</tr>
<tr>
<td>-g-</td>
<td>digging</td>
</tr>
<tr>
<td>-g-</td>
<td>dog</td>
</tr>
<tr>
<td>gl</td>
<td>glasses</td>
</tr>
<tr>
<td>gr</td>
<td>grass</td>
</tr>
<tr>
<td>-ng</td>
<td>ring</td>
</tr>
<tr>
<td>-ng-</td>
<td>singing &amp; finger</td>
</tr>
<tr>
<td>f-</td>
<td>fork</td>
</tr>
<tr>
<td>-f-</td>
<td>laughing &amp; coffee</td>
</tr>
<tr>
<td>-f-</td>
<td>knife</td>
</tr>
<tr>
<td>fl</td>
<td>flag</td>
</tr>
<tr>
<td>fr</td>
<td>frowning &amp; frying</td>
</tr>
<tr>
<td>v-</td>
<td>valentine &amp; violin</td>
</tr>
<tr>
<td>v-</td>
<td>shaving</td>
</tr>
<tr>
<td>-y-</td>
<td>stove</td>
</tr>
<tr>
<td>th-(surd)</td>
<td>thumb</td>
</tr>
<tr>
<td>-th-</td>
<td>&quot; something</td>
</tr>
<tr>
<td>-th &quot;</td>
<td>&quot; teeth</td>
</tr>
<tr>
<td>thr</td>
<td>thread</td>
</tr>
<tr>
<td>th-(sonant)</td>
<td>the</td>
</tr>
<tr>
<td>-th-</td>
<td>&quot; father, mother, feather</td>
</tr>
<tr>
<td>-th &quot;</td>
<td>&quot; with</td>
</tr>
<tr>
<td>s-</td>
<td>soap</td>
</tr>
<tr>
<td>-s-</td>
<td>basket</td>
</tr>
<tr>
<td>-s-</td>
<td>house</td>
</tr>
<tr>
<td>sp</td>
<td>spoon</td>
</tr>
<tr>
<td>st</td>
<td>stick</td>
</tr>
<tr>
<td>sk</td>
<td>school</td>
</tr>
<tr>
<td>sl</td>
<td>sled</td>
</tr>
<tr>
<td>spl</td>
<td>splinter &amp; splash</td>
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<td>spr</td>
<td>sprinkle &amp; spread</td>
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<td>str</td>
<td>strawberries</td>
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<tr>
<td>sw</td>
<td>swimming &amp; swing</td>
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<tr>
<td>sm</td>
<td>smelling</td>
</tr>
<tr>
<td>sn</td>
<td>snow</td>
</tr>
<tr>
<td>sq</td>
<td>squirrel</td>
</tr>
<tr>
<td>z-</td>
<td>zigzag</td>
</tr>
<tr>
<td>-z-</td>
<td>scissors</td>
</tr>
<tr>
<td>-z-</td>
<td>nose</td>
</tr>
<tr>
<td>sn-</td>
<td>shoe</td>
</tr>
<tr>
<td>-sh-</td>
<td>washing</td>
</tr>
<tr>
<td>-sh-</td>
<td>brush</td>
</tr>
<tr>
<td>shr</td>
<td>shrink (or shrunk)</td>
</tr>
</tbody>
</table>
TEST FOR LISPING.

CONSONANT CHARTS (concluded)

<table>
<thead>
<tr>
<th>Sound</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>zh</td>
<td>measure</td>
</tr>
<tr>
<td>ch</td>
<td>chair</td>
</tr>
<tr>
<td>-ch-</td>
<td>pitcher</td>
</tr>
<tr>
<td>-ch</td>
<td>watch</td>
</tr>
<tr>
<td>j-</td>
<td>jump</td>
</tr>
<tr>
<td>-j-</td>
<td>engine &amp; angel</td>
</tr>
<tr>
<td>-j</td>
<td>orange</td>
</tr>
<tr>
<td>y</td>
<td>yes &amp; yellow</td>
</tr>
<tr>
<td>x</td>
<td>box</td>
</tr>
<tr>
<td>qu</td>
<td>queen &amp; quack</td>
</tr>
</tbody>
</table>
TEST FOR LISPING.

NAME: Harry Martin
DATE: May 22
SCHOOL: Fountain
AGE: 10.5
GRADE: 4-2

VOWEL CHARTS.

-oo(1) spoon
-oo(2) book
-o-e boat
-aw strawberries
-o- clock
 ee eating
-i- stick
-a-e table
-e- bed
-a- glasses
a (r) arm
-u- brush
ur collar
-i-e pig
ou house
oi boy
-u-e few
Case Record Department of Corrected Speech.

Name: Martin, Harry

Date of Birth: Jan. 1, 1922
Sex: Male
Nationality: American

Parents' Name: Albert & Martin

Address: 556 Fulton
Occupation: Merchant

School: Fountain
Grade: 4-2
Speech Center: Fountain

Physical Age: Cronological Age: Mental Age:
Age: 9 yrs. 6 mos. Read: 5th
Names of Tests Given: Horn: Acc. Test: 90 60
Date Given: May 1926
Field Test (group): 11-21 - Batelle Rating: A 6-9 B 8-9 172

Date When Entered in Speech Class: Feb. 1926

Type of Defect: Negligible Disl.

Degree: Medium

Description: k, t, g, d, r, s & sh, z = j (jero) ch t

Any Previous Correction or Attention.
Social History:

1. Description of Temperament and Personality:
   - Very individual. Proud of accomplishments and very clever. A bit inclined to like to move
   - very quickly. Very fidgety. A movement by the
   - very quick. Very talkative. Very interested in
   - and social
discourteous.

2. Social Adjustments: to family, school and society
   - Evidently mother does not control him. Father
   - can do so. School work to require much
   - very little. He needs
   - constant control.
Note any significant basis for readjustment work, found by studying Case History or giving association tests:

Past History:

Needs some behavior readjustment in generosity, fair play, submission to law and order.

Present Condition of Speech and Home Attitude:

Active - nervous. Rhythm very irregular. Quality poor.
Family interested unless he loses his temper.

PROGRESS IN CORRECTION AND READJUSTMENT

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
## EDUCATIONAL PROGRESS

<table>
<thead>
<tr>
<th>Recommended</th>
<th>Age, Grade and Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced without Rec.</td>
<td></td>
</tr>
<tr>
<td>Not recommended</td>
<td></td>
</tr>
</tbody>
</table>

### General type of work
- Reading: A
- Spelling: A
- Writing: B
- Arithmetic: C
- Handwork: C

### HEALTH RECORD AND GENERAL DESCRIPTION

<table>
<thead>
<tr>
<th>Date of Exam.</th>
<th>Nutrition</th>
<th>Weight</th>
<th>Height</th>
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<th>Posture</th>
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<th>Dis. Ear</th>
<th>Hearing</th>
<th>Eyes and vision</th>
<th>Nose</th>
<th>Tonsils</th>
<th>Adenoids</th>
<th>Teeth</th>
<th>Palate</th>
<th>Thyroid</th>
<th>Heart</th>
<th>Lungs</th>
<th>Abdomen</th>
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<td></td>
</tr>
</tbody>
</table>

### Head
- Nose: Straight
- Lips: Well-shaped
- Teeth: Good

### Face

### Soft Palate

### Hard Palate
- Eyes: Long Brown
- Ears
- Tongue
- Thyroid
- Thorax
- Skin: Fair
- Hair: Brown
- Nails
- Musculature: Fair
TEST FOR LISPING.

NAME: Care poke
DATE: May 1929
SCHOOL: Franklin
GRADE: 

CONSONANT CHARTS.

h- hands
wh wheel
w- window
p- pie
-r- cup
pr apron
pl playing
b- boy
-b- baby
-b tub
bl blocks
br bread
m- man
-m lemon
-m room & broom
t- table
t- eating
t- boat
tr tree
tw twinkle & twist
d- doll
d- riding
d- bed
dr dress
n- nuts
-n running
-n can
l- lamp
l- collar
l- bell
r- raining
r- barrel
r- flower
r(glide) corn
k- cat
-k- barking
-k cake & book
ci clock
cr creeping or crawling
nk drink
<table>
<thead>
<tr>
<th>Consonant</th>
<th>Word Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>g</td>
<td>girl</td>
</tr>
<tr>
<td>-g-</td>
<td>digging</td>
</tr>
<tr>
<td>-g-</td>
<td>digging</td>
</tr>
<tr>
<td>-g-</td>
<td>dog</td>
</tr>
<tr>
<td>gl</td>
<td>glasses</td>
</tr>
<tr>
<td>gr</td>
<td>grass</td>
</tr>
<tr>
<td>-ng</td>
<td>ring</td>
</tr>
<tr>
<td>-ng-</td>
<td>singing, finger</td>
</tr>
<tr>
<td>f</td>
<td>fork</td>
</tr>
<tr>
<td>-f-</td>
<td>laughing, coffee</td>
</tr>
<tr>
<td>-f-</td>
<td>knife</td>
</tr>
<tr>
<td>fl</td>
<td>flag</td>
</tr>
<tr>
<td>fr</td>
<td>frowning, frying</td>
</tr>
<tr>
<td>v</td>
<td>valentine, violin</td>
</tr>
<tr>
<td>-v-</td>
<td>shaving</td>
</tr>
<tr>
<td>-v-</td>
<td>stove</td>
</tr>
<tr>
<td>(surd) th</td>
<td>thumb</td>
</tr>
<tr>
<td>-th&quot; &quot;</td>
<td>something</td>
</tr>
<tr>
<td>-th &quot;</td>
<td>teeth</td>
</tr>
<tr>
<td>th-(sonant)</td>
<td>the father, mother, feather</td>
</tr>
<tr>
<td>-th-</td>
<td>with</td>
</tr>
<tr>
<td>s</td>
<td>scap</td>
</tr>
<tr>
<td>-s-</td>
<td>basket</td>
</tr>
<tr>
<td>-s-</td>
<td>house</td>
</tr>
<tr>
<td>sp</td>
<td>spoon</td>
</tr>
<tr>
<td>st</td>
<td>stick</td>
</tr>
<tr>
<td>sk</td>
<td>school</td>
</tr>
<tr>
<td>sl</td>
<td>sled</td>
</tr>
<tr>
<td>sp</td>
<td>splinter, splash</td>
</tr>
<tr>
<td>spr</td>
<td>sprinkle, spread</td>
</tr>
<tr>
<td>str</td>
<td>strawberries</td>
</tr>
<tr>
<td>sw</td>
<td>swimming, swing</td>
</tr>
<tr>
<td>sm</td>
<td>smelling</td>
</tr>
<tr>
<td>sn</td>
<td>snow</td>
</tr>
<tr>
<td>sq</td>
<td>squirrel</td>
</tr>
<tr>
<td>z-</td>
<td>zigzag</td>
</tr>
<tr>
<td>-z-</td>
<td>scissors</td>
</tr>
<tr>
<td>-z</td>
<td>nose</td>
</tr>
<tr>
<td>sn-</td>
<td>shoe</td>
</tr>
<tr>
<td>-sh-</td>
<td>washing</td>
</tr>
<tr>
<td>-sh-</td>
<td>brush</td>
</tr>
<tr>
<td>shr-</td>
<td>shrink (or shrunk)</td>
</tr>
<tr>
<td>shr-</td>
<td>shrink (or shrunk)</td>
</tr>
</tbody>
</table>
TEST FOR LISPING.

NAME  Earl Yok

CONSONANT CHARTS (concluded)

| zh  | measure          |
| ch- | chair            |
| -ch- | pitcher         |
| -ch- | watch           |
| j-  | jump            |
| -j  | engine & angel   |
| y   | yes & yellow     |
| x   | box             |
| q   | queen & quack    |
TEST FOR LISPING.

DATE May 1922

NAME Earl Hake

DATE Franklin

AGE 6-11

GRADE

VOWEL CHARTS.

oo(1) spoon
oo(2) book
o-e boat
aw strawberries
-o- clock
ee eating
-i- stick
a-e table
-e- bed
-a- glasses
a(r) arm
-u- brush
ur collar
i-e pie
ou house
oi boy
u-e few
Name: Horace, Pake

Date of Birth: July 3, 1919
Sex: Male
Nationality: American

Parents' Name: Horace, Pake

Address: 325 Pleasant St., N.
Occupation: Coal yard labor

School: Franklin
Grade: Speech Center: Franklin

Physical Age: 5
Cronological Age: 6
Mental Age: 5-6

Names of Tests Given: Behr (speech)
Date Given: 2-1921

Date When Entered in Speech Class: Sept. 1921

Type of Defect: Negligent lip

Degree: Medium

Description: "fjer, de, for ke, of for, teh, for, fong".

Any Previous Correction or Attention: Miss Estabrook 1920-1921
FAMILY HISTORY.

Medical History:

Her stepmother was very good to children.

Social Adjustments:

Speech History: One sibler, Joe, has very weak voice, few speech substitutions.

Brief Description of Temperament: Joe is timid, withdrawn, antisocial.

PERSONAL HISTORY OF PATIENT

Developmental History:

Medical History: Mumps, pertussis, chicken pox, gastroenteritis.

Coordinational History: Good coordination, follows rhythms easily. Right-handed, punctual.

Social History:

1. Description of Temperament and Personality:
   Difficult to manage, very moody. Has spells of dull mood, will not do nothing. Sometimes is amenable to reason.

2. Social Adjustments: to family, school and society
   Disturbed in school.
Note any significant basis for readjustment work, found by studying Case History or giving association tests:

**PROGRESS IN CORRECTION AND READJUSTMENT**

To be recorded at regular intervals, noting time given to instruction, treatment recommended, home cooperation, etc.
EDUCATIONAL PROGRESS

Recommended Age, Grade and Remarks
Advanced without Rec.
Not recommended

General type of work

HEALTH RECORD AND GENERAL DESCRIPTION

<table>
<thead>
<tr>
<th>Date of Exam.</th>
<th>Nutrition</th>
<th>Weight</th>
<th>Height</th>
<th>Relation of Ht. to Wt. in per ct.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skin
Hair and Scalp
Orphopedic
Posture
Enlarged glands
Dis. Ear
Hearing
Eyes and vision
Nose
Tonsils
Adenoids
Teeth
Palate
Thyroid
Heart
Lungs
Abdomen
Hernia and Genitalia
Nervous Dis.
Speech defects
Vaccination
Anemia
Suspected T. B.
Shick test

Head
Face
Nose
Lips
Teeth
Soft Palate

Hard Palate

Eyes
Ears

Tongue
Thyroid

Thorax

Skin
Hair
Nails

Musculature

Head: Round
Face: Slightly asymmetrical
Nose:
Lips: Well formed
Teeth: Small ears
Soft Palate:

Hard Palate:

Eyes: Brown, Large
Ears:

Tongue:
Thyroid:

Thorax:

Skin:
Hair: Brown, abundant on head
Nails:

Musculature: Good.