

1939

An experimental study of the effect of evaluative labeling of speech fluency

Mary Tudor
University of Iowa

No known copyright restrictions.

This thesis is available at Iowa Research Online: <https://ir.uiowa.edu/etd/5352>

Recommended Citation

Tudor, Mary. "An experimental study of the effect of evaluative labeling of speech fluency." MA (Master of Arts) thesis, State University of Iowa, 1939.

<https://doi.org/10.17077/etd.9z9lxfgn>

Follow this and additional works at: <https://ir.uiowa.edu/etd>

Part of the [Psychology Commons](#)

AN EXPERIMENTAL STUDY OF THE EFFECT
OF EVALUATIVE LABELLING
ON SPEECH FLUENCY

by

Mary Tudor

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts, in the Department of Psychology, in the Graduate College of the State University of Iowa. August, 1939.

archives
T1939
T91

ACKNOWLEDGMENT

The author is greatly indebted to Wendall Johnson for his guidance, his helpful criticism and his encouragement; and to C. Esco Obermann for his assistance in the gathering of data.

FEB 19 40 OJD

16 DEC 1938
1.57

TABLE OF CONTENTS

INTRODUCTION	1
PROBLEM	2
PROCEDURE	3
RESULTS	14
TABLES	136A
SUMMARY OF GROUP COMPARISONS.	145
DISCUSSION OF RESULTS	147
APPENDIX.	149

I. INTRODUCTION

Certain published statements (Johnson, Language and Speech Hygiene) and examination of case histories suggest the possibility of regarding the diagnosis of stuttering as one of the factors responsible for the development of the disorder.

An investigation of the effects, particularly on speech fluency, of such a diagnosis is indicated from this point of view. In view of this consideration the present study has been done.

II. PROBLEM

This study was designed to answer the following questions:

1. Will "removing" the label "stutterer" from those who have been so labelled have any effect on their speech fluency?
2. Will endorsement of the label "stutterer" previously applied to an individual have any effect on his speech fluency?
3. Will endorsement of the label "normal speaker" previously applied to an individual have any effect on his speech fluency?
4. Will labelling a person, previously regarded as a normal speaker, a "stutterer" have any effect on his speech fluency?

III. PROCEDURE

The children used in this study were taken from the Soldiers and Sailors Orphans' Home in Davenport, Iowa.

On January 17, 1939 a survey of 256 children picked at random from the preschool to the ninth grade, inclusive, was made by five individuals trained in speech pathology. To these were added all of the children regarded as stutterers by the teachers and matrons in the institution.

The five judges listened to each child's speech for three minutes. His fluency was rated on a five point scale, using 3 as average, 5 as fluent as one would expect anyone to be, 1 the lowest relative degree of fluency.

The judges were instructed to use the rating scale as follows. "Judging the entire population at the age level of the subject you are rating, assume 40 percent are to be rated 3, 20 percent 2, 20 percent 3, 10 percent 1, and 10 percent 5.

In addition to rating the fluency of each child, each judge indicated those children regarded by him as stutterers or articulatory defectives.

Of the 256 children examined, 3.9 percent were regarded by the judges as stutterers and 18.3 percent as having articulatory defects.

From the total group of 256 children 22 were selected for the main part of the present study.

These 22 children were first divided into two groups. The first group consisted of ten children, who were all of the so-called stutterers in the institution; that is, all of the children who had been labelled stutterers by the teachers and matrons in the institution.

The second group consisted of twelve normal speakers with varying degrees of fluency selected at random by the five judges from the 256 children surveyed.

Each of these two groups was then divided. Group IA consisted of five children who had been labelled "stutterers" by members of the institution. An attempt was made to remove the label "stuttering" from the children in this group; that is, they were told that they were not stutterers, but normal speakers who had been erroneously called stutterers.

Group IB consisted of the other five children who had been labelled "stutterers" by members of the institution. In the case of these children the judges endorsed the label.

Group IIA consisted of six normal speakers with varying degrees of fluency. To this group the judges attached the label "stuttering"; that is, they were told that the type of speech interruptions they were having indicated that they were stutterers.

Group IIB consisted of six normal speakers matched in age, sex, intelligence, and fluency with the corresponding six normal speakers in group IIA. No negative evaluative label was attached to this group. They were

merely complimented on their speaking ability, and the label "normal speaker" was endorsed in each case.

Before a label was applied to any subject, each subject underwent a series of performances. First each child was asked to read for five minutes and speak spontaneously for five minutes on a subject suggested by the examiners. Several problems arose during these performances. For example, it was very difficult to get a number of the children to speak because the situation seemed very difficult for them. Besides this several of the children were unable to read, and all of the intelligence quotients were low; in fact there are very few children with high normal intelligence quotients in the institution.

During this performance speech interruptions were recorded, a fluency rating was given, and a descriptive evaluation of each child's speech was given by each of the judges.

Second, each of the twenty-two subjects was given handedness and eyedness tests.

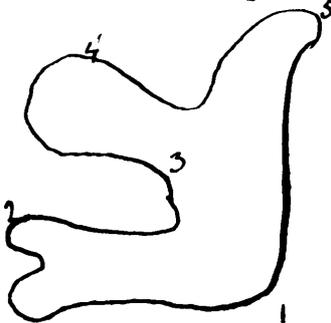
The first handedness test given to each subject was the angle board test which consists of two parts. The first part involved the drawing of a standard pattern (kinaesthetic pattern) by both hands simultaneously, while blindfolded. The pattern was drawn on a board placed perpendicularly to the surface of the table on which it stood. The board hinged in the middle, was made up of two halves that could be moved from the "horizontal" or 0° position (in which position writing on the board was like writing

on an ordinary blackboard) to the 10° , 20° and on up to the 90° position (in which position writing on the board was like writing on the two outer surfaces of a closed book). The pattern was drawn at each of ten positions or angles, spaced 10° apart, from 0° to 99° . The kinaesthetic pattern is so termed because it is learned by the subject while blindfolded (he never sees the pattern) by moving the end of a stylus, held in both hands along a groove in a board, the groove being in the form of the pattern.

The second part of the test was the same as the first, except that it involved a different pattern. The pattern is termed the visual pattern because the subject looks at it, but not at his hands, while he draws it on the angle board.

Only the horizontal movements involved in the patterns were analyzed, and both patterns were scored in terms of the percentage of principal horizontal movements made normally. The total number of these horizontal movements has been arbitrarily set at five for the kinaesthetic and six for the visual pattern. These movements are illustrated in the figure below.

Principal horizontal movements



Kinaesthetic Pattern



Visual Pattern

The patterns were scored in terms of the dextrality quotient, which may be defined as the percentage of the total achievement involved in any test of handedness which is to be credited to the right hand. The percentage of horizontal movements made normally was computed for each hand on each pattern at each ten-degree angle from 0° through 90°. The following formula for obtaining the D.Q. was then applied:

$$\text{Dextrality Quotient} = \frac{R}{R + L}$$

In this formula R equals the sum of the various ten-degree angle percentage scores for the right hand, L the same for the left hand. This gives, then, two scores for each subject, i.e. one for his productions on each pattern. This formula then gives us the percentage of the total number of normal drawings performed by the right hand.

The second test given was an eyedness test. This was administered in the following manner. A small hole was cut in the middle of an 8" by 11" piece of cardboard. This card was brought in front of the subject's eyes from four different directions--from above the subject's head (up), from below the subject's head (down), from the right of the subject's head and from the left of the subject's head. His eyedness was determined by the eye with which he looked through the hole. He had three trials from each position. If in two out of the three trials he looked with the same eye it was recorded as his dominant eye in that particular

position.

Convergence was the third test. It was administered in the following manner: The subject was asked to focus his eyes on the end of a pencil as it was brought in towards his nose. The eye which converged first or "stayed in" the longest was recorded as the dominant eye. In some cases both eyes converged equally. The subject had four trials in this test. The eye that was dominant in three out of four trials was judged to be the dominant eye.

The fourth measure was the dynamometer test. The subject was asked to squeeze a Smedley dynamometer first with his right hand and then with his left. He had four trials with each hand. This test was scored in terms of the dextrality quotient, $\frac{R}{R + L}$, in which R represents the best score for the right hand and L represents the best score for the left hand.

The fifth measure was spool packing. The subject packed as many spools as he could in ten seconds in a shallow rectangular box. He had four trials with his right hand and four trials with his left. This test was also scored in terms of the dextrality quotient, R representing the number of spools packed with the right hand and L representing the number packed with the left hand.

Third, a dictaphone record was made of each child's speech. These records were transcribed and the following procedure was used in analysing them: The total number of words on the record, the number of syllable repetitions, the number of phrase repetitions, the number of word

repetitions, the number of interjections, and the number of pauses were tabulated for each subject.

After this series of performances each subject had an interview with the writer at which time he was placed in his respective group and labelled either a normal speaker or stutterer.

On May 24, 1939 each subject underwent this same series of performances.

In the first interview held with each of the subjects a standard procedure was followed. To each child in Group IA, consisting of the five children from whom the label "stutterer" was "removed"; the following statements were made, with slight occasional modifications.

"Do you like to speak? Do you like to read aloud? You should do more speaking and reading aloud. Many children have this same kind of trouble that you seem to be having. But it really isn't trouble; it's just a certain stage that children go through. In no time you'll outgrow it and you will be able to speak even much better than you are speaking now. Pay no attention to it, and soon you'll find that you will be speaking very freely and well. Pay no attention to what others say about your speaking ability for undoubtedly they do not realize that this is only a phase in speech development that you are undergoing. In a short while you will be able to speak well."

In Group IB, which consisted of the other five stutterers who were not told that they were "normal speakers,"

no particular instructions or suggestions were given, but a number of questions were asked of each child. The questions were:

1. How long have you stuttered?
2. When did you begin to stutter?
3. What happened that caused you to stutter?
4. Was it a person, an incident, or an accident?
5. What were you told to do about it?
6. Did it get worse or better?
7. Are there any words that you find especially

hard to say?

8. What sounds do you stutter on most?
9. Is it harder for you to talk to some people

than others?

10. What do these people do?
11. Were there any stutterers in your family?

To each child in Group IIA, consisting of the six normal speakers to which the label "stutterer" was applied the following statements were made:

"The staff has come to the conclusion that you have a great deal of trouble with your speech. The type of interruptions which you have are very undesirable. These interruptions indicate stuttering. You have many of the symptoms of a child who is beginning to stutter. In fact, you are beginning to stutter. You must try to stop yourself immediately. Use your will power. Make up your mind that you are going to speak without a single interrup-

tion. It's absolutely necessary that you do this. Do anything to keep from stuttering. Try very hard to speak fluently and evenly. If you have an interruption, stop and begin over. Take a deep breath whenever you feel you are going to stutter. Don't ever speak unless you can do it right. You see how (the name of a child in the institution who stuttered rather severely) stutters, don't you? Well, he undoubtedly started this very same way you are starting. Watch your speech every minute and try to do something to improve it. Whatever you do, speak fluently and avoid any interruptions whatsoever in your speech."

To each child in Group IIB, consisting of the six normal speakers used as a control group for Group IIA, the following statements were made:

"Do you enjoy speaking? You speak very well. Your speech is of very good quality. Speak whenever you have an opportunity. You have the earmarks of a fine speaker."

The language actually used in these statements was modified, of course, so as to make it comprehensible, to the child with whom the interview was being held.

The matrons and teachers in the institution were also informed about the group of children from which the label "stuttering" had been removed and the group of normal speakers to whom the label "stutterer" had been applied.

The following statements were made to each of the teachers and matrons about the group of five stutterers

from which the label "stutterer" had been removed:

"The staff has come to the conclusion that these children are not stutterers. They exhibit a special type of speech which they will soon outgrow. It is quite common among children. They are only going through a temporary stage in speech development which they will soon overcome. In a survey made at Council Bluffs, forty percent of the children that they called stutterers outgrew it and many of them exhibited this same type of speech. Pay no attention whatsoever to their speech. Do not work on it or try to correct it. Take their minds off of it as much as possible. Don't, above all things, ever call it "stuttering", because it isn't stuttering and they will soon outgrow it."

The following statements were made to each of the teachers and matrons about the group of six normal speakers to which the label "stutterer" had been attached:

"The staff has come to the conclusion that these children show definite symptoms of stuttering. The type of interruptions that they are having very frequently turn into stuttering. We have handled a number of cases very similar to these children. You should impress upon them *the value of good speech, and that in order to have good speech one has to speak fluently.* Watch their speech all of the time very carefully and stop them when they have interruptions; stop them and have them say it over. Don't allow them to speak unless they can say it right. They

should be made very conscious of their speech, and also they should be given opportunities to talk so that their mistakes can be pointed out to them.

"It is also important to watch for any changes in the child's personality, in his attitude toward his school work, in his attitude toward his playmates, etc."

The results of the series of performances and the procedure used in handling each subject will be treated in a series of case presentations.

At the end of the experimental period, the twenty-two subjects were rated as to fluency and were diagnosed stut~~ter~~er or non-stut~~ter~~er by all of the judges except the writer, the writer being the only one of the judges who knew what label had been attached to each subject during the experimental period.

IV. RESULTS

Group IA

Consisting of five children who had been labelled "stutterers" by members of the institution. From this group an attempt was made to remove the label "stuttering."

Case 1
Group IA

Date of Birth: 2/23/28

Age: 11

Grade: Third

Intelligence quotient: 73

Fluency rating at the beginning of the experimental period:
2.3

Fluency rating at the end of the experimental period: 3.2

Handedness tests:

	Beginning of Period	End of Period
Dextrality Quotient (Angle Board)		
Kinesthetic	.29	No learning
Visual	.45	.50
Eyedness (positions)		
Up	L	R
Right	L	R
Left	L	R
Down	L	R
Convergence (trials)		
1	L	B
2	L	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	15	16.5
Left hand	15	16.3
Dextrality quotient	.49	.50
Spool Packing (average in 10 sec.)		
Right hand	5.5	5.5
Left hand	5.5	5
Dextrality quotient	.50	.52

Description of speech given by the judges at the beginning of the experimental period.

Judge A.

"Repetitions of whole words. Stuttering but with little noticeable tension."

Judge B.

"Lots of whole word repetitions. Slight facial expressions. Little sound repetition. Little strain. Air shuts off sharply at the end of some words. Time interval between repeated words varies greatly, sometimes being surprisingly long."

Judge C.

"Marked reading difficulty. Slight tension in eyes when he tries to read. Word repetitions in reading and speaking without any tension. Doesn't pause to think; repeats words and phrases while he thinks."

Judge D.

"Repeats a full word with very little strain apparent. Sometimes a slight tendency to close or squint the eyes. Repeats quite a lot. Not always as preparation for the next word. Seemed almost compulsive. Very willing to talk."

Judge E.

"Repeats whole words and blinks eyes. Slight strain before some words. Stops before some words then says them."

Description of speech given by the judges at the end of the

experimental period:

Judge A.

"Not a stutterer."

Judge B.

"Seemed willing to talk and had seemingly no difficulty. Sentences came out about three words at a time with a quick breath in between.

A mild stutterer."

Judge C.

"Poised, pleasant smile, Seemed quite intelligent and responsive. Seemed to enjoy the situation. Voice fairly adequate. Articulation fair to good.

Non-stutterer."

Judge D.

"Speech had some repetitions but no forcing nor straining.

Not a stutterer."

Judge E.

"Speech had some repetitions but apparently no tension."

Distaphone records: At the beginning and end of the experimental period.

	B	E
Number of words	485	470
Percent of Syllable repetitions	3.30	.64
Percent of word repetitions	9.07	1.91
Percent of phrase repetitions	2.27	1.70
Percent of interjections	1.44	4.68
Percent of pauses	2.29	5.32
Total percent of speech interjections	18.37	14.25

Case Number 1 was one of the five subjects from which the label "stutterer" was removed. During the experimental period the writer had four interviews with him.

The first interview took place on January 19. At this time he said, "I stutter...sometimes stop on my words then I go, then I stop, then I go." I explained to him that I thought he spoke very well and that he repeated words probable because he wasn't sure what he was going to say. I also told him that many boys his age repeated words and that this was just a habit he would have to break.

At this time during one interval of ten minutes, he had 25 speech interruptions or 2.5 speech interruptions per minute. All of these interruptions were repetitions.

After I had heard him read and speak on February 22 (the second interview) I informed him that he showed a great deal of improvement.

He said that his teacher had asked him how he was getting along with his stuttering. I informed him that he didn't stutter but he seemed hesitant to believe me, and he was much harder to convince than the other children. The results of his performances were pointed out to him, and I explained to him that he repeated no more words than I did. During an interval of ten minutes he had 22 interruptions or 2.2 interruptions per minute.

On March 23, Case Number 1 reported that he was getting along "pretty good" now. During this conference he spoke more freely and had only 1.2 speech interruptions per minute.

On May 24 he reported that he was getting along "all right" now. He said, "Just stop on one word then went on an went on." During this interview he had 3 speech interruption per minute.

In talking with his teacher and matron I explained to them that he was not a stutterer, and that although he repeated words frequently, this was merely a habit and a device for gaining attention. I gave them the following instructions to follow in helping him to improve his speech:

1. Have him read aloud frequently.
2. Ignore repetitions completely.
3. Compliment him on his speaking and reading.
4. Have him recite frequently.
5. Never refer to the child as a stutterer.

Case Number I's teacher cooperated very little. She made the following statement: "There's practically nothing that can be done for children of this caliber and raised in this environment."

Case 2
Group IA

Date of Birth: 10/6/29

Age: 10 years

Grade: Second

Intelligence quotient: 76

Fluency rating at the beginning of the experimental period:
1.4

Fluency rating at the end of the experimental period: 2

Handedness test:

	Beginning of period	End of period
Dextrality quotient (Angle Board)		
Kinesthetic	.49	No learning
Visual	.14	.09
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	L
Down	R	R
Convergence (trials)		
1	R	Both
2	R	Right
3	R	Both
4	R	Both
Dynamometer (average)		
Right hand	20.2	19.7
Left hand	19.8	21
Dextrality quotient	.51	.48
Spool packing (average in 10 sec.)		
Right hand	3.5	4.8
Left hand	4.2	4.8
Dextrality quotient	.45	.50

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"A more or less inadequate speech sample. Only single words (nouns) spoken. Some tension noticeable but difficult to distinguish from emotional tension or fear."

Judge B.

"He talked very little and when he did talk stuttering was accompanied by puckering of the lips. Waited until he felt he could say a word."

Judge C.

"Closed lips tensely before saying words."

Judge D.

"Would talk very little. Some straining about the lips on first syllables. Seemed to wait until he felt he could say the word."

Judge E.

"Very long pauses. He closes his lips before saying the word. Spoke only one word at a time."

Description of speech given by the judges at the end of the period:

Judge A.

"Unwillingness to talk but certain definite "Stuttering" phenomena--tension, prolongations, explosiveness, repetitions. A stutterer."

Judge B.

"Read slowly and rather jerkily. Difficulty seemed

in reading rather than saying words. In speaking he paused a long time before saying anything, seeming to have trouble in getting started. Lips appeared to be moving in effort to talk during silent periods. Many questions necessary to draw him out."

Judge C.

"Many pauses, sometimes with small lip movements while reading. On the answers to questions he was slow to respond, sometimes not answering at all, and seeming to be quite hesitant. On two words "study" and "football" the first part of word was repeated, there was some prolongation and very obvious hypertension, or strain. His voice intensity was low and he had to some degree a "lazy-jaw" or oral inactivity.

A stutterer."

Judge D.

"Reading fairly smooth. Spontaneous speech forced. Often merely raised eyebrows and did not talk on. Some words quite obviously forced with tension noted about the lips, quick breath, etc.

A stutterer."

Judge E.

"Tension when he speaks. Numerous silent intervals. Difficult to get him to talk. Responses short."

Dictaphone records: At the beginning and end of the experimental period.

	B	E
Number of words	60	285
Percent of Syllable repetitions	0%	.35%

	B	E
Percent of word repetitions	0%	2.10
Percent of phrase repetitions	1.66	.70
Percent of interjections	0%	.35
Percent of pauses	8.3	5.26
Total percent of speech interruptions	9.99	8.76

Case Number 2 was one of the five subjects from which the label "stutterer" was removed. During the experimental period the writer had four interviews with him.

The first interview took place on January 19. During this period the subject seemed quite willing to talk, but he had a great deal of trouble getting his words out. He reported that he liked to talk and read aloud but that his teacher had told him he didn't talk very well.

The writer explained to him that he talked very well for a boy of his age and that when he got older he would speak even better. He was also told to talk more and read aloud whenever he had an opportunity.

During an interview of twenty minutes a total of forty-five speech interruptions were tabulated from his speech; that is, 2.25 speech interruptions per minute. These interruptions were characterized by repetitions, prolongations, silent intervals, lips compressed, phonations, breathiness, dilating nostrils, and excessive exhalation.

The second interview took place on February 22. He reported that he liked to read aloud better than he had and that he talked better in class, but that he did not like to answer his teacher's questions.

His teacher reported that he didn't seem to struggle

in getting his words out as much as he had formerly and that he offered more in class discussion.

It was very difficult to get him to speak continuously for any period of time. He nodded or shook his head or responded with uh huh whenever he had an opportunity.

During an interval of ten minutes fifteen or 1.5 speech interruptions per minute were tabulated from his speech during this interview. The only different phenomenon that he introduced during this interview was that of holding the teeth together.

The third interview which was held on March 23, was very much like the two preceding interviews. It was still rather difficult to get him to speak. He reported, however, that it was easier for him to read and that he liked to read much better.

During a ten minute interval he only had four interruptions in speech or .4 interruptions per minute.

The fourth interview took place on May 24. At this time the subject talked with much more ease than formerly. His reading had improved but it was still rather choppy, for he said only one word at a time.

He reported that he read aloud in school everyday now and that he didn't mind answering the teacher's questions.

He never volunteered any information, but by the end of the experimental period he did answer questions more fully.

During an interview the child had six speech interruptions in ten minutes or .6 speech interruptions per minute.

In talking with his teacher and matron I explained to them that the child did not stutter but that he was inhibited and shy. They both readily agreed with me. They took the diagnosis that I reported from the staff without hesitating. The following instructions were given to both the teacher and the matron:

1. Encourage him to speak more.
2. Ignore any difficulty he seems to have in speaking.
3. Have him read aloud frequently if possible.
4. Compliment him on his reading and speaking ability.

At the end of the experimental period his teacher reported that the child was overcoming his shyness, that he seemed willing and even anxious to read aloud in class, and that he answered her questions much more fully than he had formerly.

Case 3
Group IA

Date of Birth: 11/6/25

Age: 13

Grade: Seven

Intelligence quotient: 122

Fluency rating at the beginning of the experimental period:
4.2

Fluency rating at the end of the experimental period: 3.2

Handedness test:

	Beginning of Period	End of Period
Dextrality Quotient (Angle Board)		
Kinesthetic	.56	.51
Visual	.52	.50
Eyedness (positions)		
Up	R	L
Right	L	L
Left	R	L
Down	R	L
Convergence (trials)		
1	L	B
2	R	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	22.8	23.8
Left hand	22.8	23
Dextrality quotient	.50	.51
Spool packing (average in 10 sec.)		
Right hand	5.5	6
Left hand	4.8	5.5
Dextrality quotient	.53	.52

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"On the basis of this sample, not a stutterer."

Judge B.

"No noticeable stuttering during speaking."

Judge C.

"No stuttering noticed."

Judge D.

"No stuttering observed."

Judge E.

"Slight repetition of words. Stuttering not obvious."

Description of speech given by judges at the end of the experimental period:

Judge A.

"Choppy rhythm in talking. Not a stutterer, but a potential one."

Judge B.

"Seemed willing to talk and answer questions. Hesitations were short and frequently appeared to be due to an uncertainty of what to say next. Kept looking down."

Judge C.

"Quite at ease. Voice adequate. Articulation fair to good. Repetitions all apparently effortless and due to (a) uncertainty of choice of words or (b) uncertainty of

pronunciation. Non-stutterer."

Judge D.

"Both reading and spontaneous speech were quite ready and fluent. The repetitions were quite fast and scarcely noticeable. Not a stutterer."

Judge E.

"Didn't mind the situation. Repetition scarcely noticeable in speech."

Dictaphone records: At the beginning and at the end of the experimental period.

	B	E
Number of words	796	599
Percent of syllable repetitions	2.01	2.00
Percent of word repetitions	2.38	1.83
Percent of phrase repetitions	.50	.50
Percent of interjections	1.38	3.34
Percent of pauses	2.38	2.17
Total percent of speech interruptions	8.65	9.84

Case Number 3 was one of the five subjects from whom we removed the label "stutterer".

During the first interview which took place on January 19, he informed me that he stuttered once in awhile when he got mixed up, and that he thought it might get much worse if he got into the habit of it. He added, however, "I don't stutter as much as some guys do." I informed him that it was not stuttering but simply a habit that he had formed and which could be corrected very easily. He also said that he liked to read but that he didn't like to read aloud or speak in front of the class.

In a twenty minute interval he had twenty-five speech interruptions or 1.3 interruptions per minute. His interruptions consisted of repetitions, prolongations, silent intervals and phonations.

On February 22, he reported that he was improving, for he had no trouble reciting. He said, "I repeat because I'm reading along and look over the words; then I have to come back."

During this interview, in ten minutes this case had twenty-five speech interruptions or 2.5 interruptions per minute.

On March 23, he reported that he had no trouble talking and that his reading was all right.

I asked him if he had noticed any difference in his speech since the first time we had talked about it.

He replied, "Yah, I don't repeat so much--I'm getting used to it so I don't have to."

During the ten minute interval at this time, he had 1.5 speech interruptions per minute.

The last interview which took place on May 24, was very similar to the one on March 23. He reported that his reading was coming along "fine."

At this time he had .9 speech interruptions in a ten minute interval.

I informed his teacher and matron that he did not stutter and that his repetitions in speech was simply a habit that he could overcome very easily. The following

suggestions were given to the teachers regarding his speech:

1. Have him read and speak as much as possible.
2. Ignore the repetitions in his speech completely as they are not significant.
3. Compliment him on his reading and speaking.

Case 4
Group I A

Date of birth: 4/3/25

Age: 14

Grade: Third

Intelligence quotient: 70

Fluency rating at the beginning of the experimental period:
3.2

Fluency rating at the end of the experimental period: 2.2

Handedness test:

	Beginning of period	End of period
Dextrality Quotient (Angle Board)		
Kinesthetic	.45	.56
Visual	.62	.78
Eyedness (positions)		
Up	L	R
Right	L	R
Left	L	L
Down	L	R
Convergence (trials)		
1	L	B
2	R	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	28.8	26
Left hand	25.8	22
Dextrality quotient	.53	.54
Spool Packing (average in 10 sec.)		
Right hand	6.5	6.5
Left hand	6.8	4.3
Dextrality quotient	.51	.60

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Very slight hesitations on beginnings of words occasionally. No noticeable tension."

Judge B.

"Repetition of a few words; prolongation of initial sounds-- s especially.

Judge C.

"Repetition of words and phrases in entirety. No tension."

Judge D.

"In reading-- seemed to be unable to get out the words. Compressed lip and lowered head."

"In speaking, some sounds slightly prolonged. Occasionally a quick breath. Most consonants somewhat stressed after a straining pause. Little or no strain shown in the face. Very few words repeated."

Judge E.

"Speaking characterized by repetitions, excessive verbalization, breathiness, straining, eye blinking, and prolongation of sounds, especially S and T.

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Slight instances of tension-- blocks. A stutterer."

Judge B.

"Poor reader. Trouble might be attributed to poor reading or inability to pronounce words. Spoke very jerkily, but appeared willing to talk."

"A stutterer."

Judge C.

"On many words he seemed not to know how to pronounce words and I can't tell whether the attendant prolongations and repetitions are due solely to this or not. Either a poor reader or else was stalling a great deal. Diagnosis based on speech rather than reading."

"A mild stutterer."

Judge D.

"Not willing to read, but he did finally. Very poor reader."

"A stutterer."

Judge E.

"Many repetitions in speech. Stalling present in speaking."

Dictaphone records: At the beginning and at the end of the experimental period:

	B	E
Number of words	274	526
Percent of syllable repetitions	0	0
Percent of word repetitions	6.20	2.47

	B	E
Percent of phrase repetitions	3.61	.57
Percent of interjections	10.58	6.44
Percent of pauses	10.58	.57
Total percent of interruptions	30.97	10.05

Case Number 4 was one of the five subjects from whom we removed the label "stutterer".

During the first interview with this boy on January 19, I found that it was almost impossible for him to read either silently or aloud. He didn't know how to read.

He informed me that he never recited in class because he hated to speak. I asked him why he didn't like to speak but he couldn't give me a reason. He believed that he did stutter because he had been to Iowa City and he had a record made of his voice.

I told him that according to the results of the tests we had given him, he did not stutter but he had difficulty with his reading. He agreed that he thought he would have no more trouble after he learned to read.

During an interval of twenty minutes he had 1.6 speech interruptions per minute.

On February 22, he made the following statement, "Kinda fun to talk in front of the class." He believed that his speech had improved because he didn't mind talking in front of people. I explained to him that he should do more talking, because we learned to speak well by speaking frequently.

In a ten minute interval during this interview,

he had three speech interruptions per minute.

On March 23, Case Number 4 said that he thought he was having less trouble. I complimented him highly on the way he was able to tell a story. I didn't have to urge him to talk during this interview and he talked very freely. He became interested in what he was telling me and not how he was speaking.

During a ten minute interval in this period, however, he had 4.5 speech interruptions per minute.

My last interview with him was held May 24. On this day he said, "I can talk a lot without stutterin!"

I explained to him then that he didn't stutter at all but that he had had a few speech interruptions to correct and that he was correcting them very well.

At this time during a ten minute interval he had 3.8 speech interruptions per minute. All of his interruptions are either repetitions, prolongations or interjections.

The child's teacher and matron readily agreed with me that his difficulty was not stuttering but serious reading difficulty. The following suggestions were given to them for the purpose of helping him:

1. Have him read aloud frequently if possible.
2. Ignore his speech repetitions completely.
3. Compliment him on his reading and speaking ability.
4. Above all things never refer to the child as a stutterer.

Case 5
Group I A

Date of Birth: 4/28/25

Age: 14

Grade: 8B

Intelligence quotient: 93

Fluency rating at the beginning of the experimental period:
4

Fluency rating at the end of the experimental period: 4

Handedness test:

	Beginning of period	End of period
Dextrality Quotient (Angle Board)		
Kinesthetic	.50	.48
Visual	.44	.50
Eyedness (positions)		
Up	R	L
Right	R	R
Left	R	L
Down	R	R
Convergence (trials)		
1	L	B
2	R	L
3	L	R
4	L	L
Dynamometer (average)		
Right hand	28.5	32.3
Left hand	27.3	27.8
Dextrality quotient	.51	.54
Spool Packing (average in 10 sec.)		
Right hand	7	5.5
Left hand	6.3	5.5
Dextrality quotient	.53	.50

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Not a stutterer."

Judge B.

"Didn't stutter enough to get much to judge."

Judge C.

No comment.

Judge D.

"Stumbled only on words that he seemed uncertain as to pronunciation. No stuttering observed."

Judge E.

"Interjections and slight repetitions in speech. No stuttering observed."

Description of speech given by the judges at the end of the period:

Judge A.

"A normal speaker. Certain breaks during reading, but may be accounted for as reading breaks."

"Not a stutterer."

Judge B.

"Seemed willing to talk for the group. Experienced no trouble in speaking."

Judge C.

"Pretty much at ease with a minimum of hand and

foot movements. Quite fluent. Articulation fair to good.

Voice adequate.

Judge D.

"Not a stutterer."

Judge E.

"Seemed well adjusted to situation."

Dictaphone records: At beginning and end of the experimental period.

	B	E
Number of words	657	567
Percent of syllable repetitions	.61	1.23
Percent of word repetitions	1.07	2.12
Percent of phrase repetitions	.78	.35
Percent of interjections	1.52	1.23
Percent of pauses	6.09	4.59
Total percent of speech interruptions	10.07	9.52

Case Number 5 was one of the subjects that had been labelled a "stutterer" by the teachers and matrons of the institution. The judges removed this label. He had been in the institution for a year and he said that he had never been told there was anything wrong with his speech until he came to the home.

In the first interview on January 19, he reported that he didn't like to read aloud or speak before a group because "Some say I don't talk right." I explained to him that he did not stutter but that he had difficulty in reading because of his eyes. During an interval of ten minutes he had 2 speech interruptions per minute. These interruptions

were characterized by repetitions, interjections and phonations.

In the second interview which was held on February 22, he reported that his reading was better but that his eyes still bothered him. He also said that other children made fun of him when he spoke. He believed that he repeated while reading because he looked ahead and then had to come back and say the word again.

I informed him that his difficulty was wholly in reading and not in speaking and that by reading more he would soon overcome this difficulty.

During a ten minute interval, he had 1.4 speech interruptions per minute.

The last interview was held on March 23. This interview was very similar to the preceding interviews. The boy reported that he didn't pay much attention to the way he spoke anymore.

During a ten minute interval at this time, he had only 1.2 speech interruptions per minute.

In talking with his teachers and matrons I informed them that he did not stutter, but that he had a slight reading difficulty due to defective eyes. I gave them the following instructions for helping him to improve his speech.

1. Have him read aloud and speak frequently.
2. Ignore his interruptions in speech completely as they are not significant.
3. Compliment him on his reading and speaking

ability.

In this situation it is apparent that environmental influences have a great deal to do with a child's attitude and self evaluation. Until he entered the institution he had never realized that there was anything wrong with his speech but due to the fact that people were constantly pointing out the child's errors and defects without offering any constructive suggestions, he had become very conscious of his speech and avoided as many reading and speaking situations as possible.

SUMMARY OF CASES IN GROUP IA

These were the cases who had the label "stuttering" removed from them.

Case Number 1.

Considering all of the data obtained at the beginning, during, and at the end of the experimental period this subject showed an increase in speech fluency and a decrease in the percent of speech interruptions. By the end of the experimental period he had apparently accepted the fact that he was not a stutterer and the schoolroom situation was not as difficult for him as it had been.

Case Number 2.

This subject also showed an increase in speech fluency and a decrease in the percent of speech interruptions. By the end of the experimental period his teacher was able to get him to enter into class discussion, and to read aloud. He more or less enjoyed these situations which had been very difficult for him before.

Case Number 3.

This subject showed a decrease in speech fluency and an increase in the percent of speech interruptions. He is the only subject in this group who did not show a decrease in the percent of speech interruptions.

Case Number 4.

This subject showed a slight decrease in speech fluency and a marked decrease in the percent of speech

interruptions. At the beginning of the experimental period the child had never recited in class unless compelled to, but at the end of the period he reported that he enjoyed reciting in class. He also apparently accepted the fact that he didn't stutter.

Case Number 5.

This subject's fluency rating remained the same but he showed a slight decrease in percent of speech interruptions. The child, having been in the institution for only a year, still had a great adjustment to make, for he had not been wholly "accepted" by the group.

Group IB

Consisting of the other five children who had been labelled "stutterers" by members of the institution. In the case of these children the judges endorsed the label.

Case 6
Group IB

Date of Birth: 5/27/32

Age: 6

Grade: Kindergarten

Intelligence quotient: 81

Fluency rating at the beginning of the experimental period:
2.8

Fluency rating at the end of the experimental period: 3.4

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	No learning	No learning
Visual	No learning	No learning
Eyedness (positions)		
Up	L	L
Right	L	L
Left	L	L
Down	L	L
Convergence (trials)		
1	L	B
2	L	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	9	12.3
Left hand	8.5	12.3
Dextrality quotient	.51	.50
Spool packing (average in 10 sec.)		
Right hand	4.8	5
Left hand	4.5	5.3
Dextrality quotient	.51	.48

Description of speech given by judges at the beginning of the experimental period:

Judge A.

"Stutterer? No tension or blocks."

Judge B. "

"Talks rapidly after quick breath but appears an articulatory case not a stuttering case. When quick breath is not taken the words are scarcely audible."

Judge C.

"Indistinct articulation."

Judge D.

"Takes a quick breath just before some words. (articulation inferior) Occasional quick repetition are consonant."

Judge E.

"Slight repetitions in speech."

Description of speech given by the judges at the end of the experimental period.

Judge A.

"Very slight hesitancy. Certain breathiness. Not a stutterer, but a potential one."

Judge B.

"Case talked rather rapidly when he talked. He kept his head down while talking. Answered readily the questions put to him. Voice harsh and articulation not too good.

Not stuttering."

Judge C.

"Articulation indistinct. Voice a bit thin and weak. Seemed to enjoy speaking--or at least was not apparently resistant to the instructions. Fluent except for repetitions, and these were quite without effort, strain, reactive embarrassment and were themselves quite fluent.

Non-stutterer."

Judge D.

"Generally quite spontaneous. Repetitions not forced. Seemed to be groping for next word. Not a stutterer."

Judge E.

"He seemed to enjoy the situation. Talked willingly. Uses interjections when he comes to a word he can't get out. Repeats once in a while."

Dictaphone records: At the beginning and at the end of the experimental period.

	B	E
Number of words	59	286
Percent of syllable repetitions	0	0
Percent of word repetition	0	4.82
Percent of phrase repetition	0	2.75
Percent of interjections	0	6.98
Percent of pauses	1.19	.69
Total percent of speech interruptions	1.19	15.24

Case 7
Group IB

Date of Birth: 9/23/26

Age: 12

Grade: Five

Intelligence quotient: 89

Fluency rating at the beginning of the experimental period:
2.6

Fluency rating at the end of the experimental period: 3.2

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.59	.40
Visual	.52	.49
Eyedness (position)		
Up	L	L
Right	L	R
Left	L	L
Down	L	L
Convergence (trials)		
1	L	R
2	L	L
3	L	L
4	L	L
Dynamometer (average)		
Right hand	19.5	20.3
Left hand	19.5	22.5
Dextrality quotient	.50	.47
Spool packing (average in 10 sec.)		
Right hand	5	6.3
Left hand	5	6.8
Dextrality quotient	.50	.48

Description of speech given by the judge at the beginning of the experimental period:

Judge A.

"No noticeable blocks in speech. Reading poor. No noticeable tension (stuttering) in reading."

Judge B.

"Doesn't seem to stutter or strain at all. Short of breath. Repeats last word said before getting another breath."

Judge C.

"No repetitions or blocks or tension. A reading difficulty very marked."

Judge D.

"Very little strain apparent. Closes lips and seems to wait for the words to come. Sometimes a sudden gasp for breath to start the word out. Occasionally repeats a word, apparently to correct it."

Judge E.

"I did not observe stuttering in speech, but repetition of first sound in words. Pauses between words in speaking. Speaks very slowly. Hesitates between words."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Very fluent during reading. Not a stutterer."

Judge B.

"Not stuttering."

Judge C.

"Had a great smile and seemed to enjoy the situation. Was quite responsive. Voice adequate. Articulation a bit indistinct, especially when reading, but fairly good. Non stutterer."

Judge D.

"Speech and reading quite ready. Not shy. Seemed to apologize for his reading ability."

"Not a stutterer."

Judge E.

"Reading disconnected and poor."

Dictaphone Records: At the beginning and at the end of the experimental period.

	B	E
Number of words	322	331
Percent of syllable repetitions	0.93	0.30
Percent word repetitions	0.93	0.90
Percent of phrase repetitions	0.31	0.90
Percent of interjections	1.81	0.90
Percent of pauses	7.45	5.41
Total percent of speech interruptions.	11.43	8.41

Case 8
Group I B

Date of birth: 12/22/25

Age: 13

Grade: Six

Intelligence quotient: 91

Fluency rating at the beginning of the experimental period:
2

Fluency rating at the end of the experimental period: 1.8

Handedness test at the beginning and at the end of the experimental period:

	Beginning of Period	End of Period
Dextrality Quotient (Angle Board)		
Kinesthetic	.50	.51
Visual	.50	.51
Eyedness (position)		
Up	R	L
Right	L	L
Left	R	L
Down	R	L
Convergence (trials)		
1	L	L
2	L	L
3	L	L
4	L	L
Dynamometer (average)		
Right Hand	21	16.3
Left Hand	18	15.5
Dextrality quotient	.54	.51
Spool Packing (average in 10 sec.)		
Right Hand (average)	6.3	6.5
Left Hand (average)	5.5	6.5
Dextrality quotient	.53	.50

Description of speech given by judges at beginning of experimental period:

Judge A.

"Noticeable jaw tension before words. Considerable tension."

Judge B.

"Closes eyes while stuttering. Puckers face. Repeats words and phrases frequently."

Judge C.

"Very noticeable tension in lips, tongue, cheek. Closes eyes. When words do come there is little repetition."

Judge D.

"Much straining about the lips. Closed the eyes. Tightened muscles in neck. Took quick breath through abdomen."

Judge E.

"Lower jaw wiggles up and down. Stops, then the word seems to be pushed out. Blinks eyes. Takes breaths through his nose. Draws in breath."

Description of speech given by the judges at the end of the experimental period.

Judge A.

"Definite stuttering phenomena during reading. (blinking, facial contortions, etc.) Same type of phenomena but not as pronounced during speaking."

"Yes, a stutterer."

Judge B.

"In general his reading appears to give him more frequent stuttering than while speaking informally. When stuttering he blinks his eyes rapidly and moves his body slightly. Eye blink seems more like a tick than a facial contortion. Seemed willing to talk and read."

"Stuttering."

Judge C.

"Stoppages marked by sudden "catches" of breath and sudden release, some strenuous closing of eyes, tightening of face muscles, prolongation of sound, some tendency toward bodily movement during stoppages and a tendency to jerk body at time of breath release."

"Stutterer."

Judge D.

"Reading quite breathy, that is, often expelled breath in trying to start a word. Grimaces included tight compression of eyelids. Spontaneous speech more fluent than when reading. Sometimes exhibited constriction of the throat."

"A stutterer."

Judge E.

"He doesn't seem to mind talking but talks rapidly as if to get the words out before he has trouble. Facial

distortion, repetition, prolongations."

Dictaphone Records: At the beginning and at the end of

the experimental period:	B	E
Number of words	495	504
Percent of syllable repetitions	.44	.99
Percent of word repetitions	2.82	1.19
Percent of phrase repetitions	.22	.99
Percent of interjections	3.43	1.38
Percent of pauses	10.90	8.73
Total percent of speech inter- ruptions	17.81	13.28

Case9
Group I B

Date of Birth: 7/22/24

Age: 14

Grade: Seventh

Intelligence Quotient: 89

Fluency rating at the beginning of the experimental period:
2.1

Fluency rating at the end of the experimental period: 2.2

Handedness test at the beginning and the end of the experimental period:

	Beginning of Period	End of Period
Dextrality Quotient (Angle Board)		
Kinesthetic	.60	.64
Visual	.75	.70
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	R
Down	R	R
Convergence (trials)		
1	R	B
2	L	B
3	R	B
4	R	B
Dynamometer		
Right Hand (average)	27	27.5
Left Hand (average)	26.8	25.3
Dextrality quotient	.50	.52
Spool Packing (average in 10 sec.)		
Right Hand (average)	6.8	5.3
Left Hand (average)	5.8	4.3
Dextrability quotient	.54	.54

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Noticeable blocks at beginnings of words with marked tension. Chiefly clonic blocks."

Judge B.

"In stuttering Dorothy has fast repetitions of initial sounds with prolongations of first syllables intermingled. Bows or drops head while stuttering."

Judge C.

"Repetitions of consonants, particularly prolonged vowels."

Judge D.

"Relatively little strain shown in face. Drops head lower when straining. Often just stops. Often times repeats first syllable fast or the first word ahead."

Judge E.

"Repetitions on first sound, interjections, conspicuous pauses. Mouth closed. Noticeable flexion in throat."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Stuttered a great deal while reading. Relatively little when talking."

"Stutterer."

Judge B.

"While reading if she has a break in speech she gives up, then with encouragement she goes on. She repeats words and syllables of words."

Judge C.

"Said didn't want to read. Turned pages aimlessly, then said, " Can I start here?" (One paragraph down from the beginning. Tendency to grin a bit and fidget.) Considerable strain and effort, sudden stops and releases. Some tendency to blink eyes and jerk jaw."

"Stutterer."

Judge D.

"Did not wish to read; apparently felt she would be ridiculed. Her repetitions were very rapid and forced."

"A stutterer."

Judge E.

"She was very uncomfortable in the situation. Much tension while reading and speaking."

Dictaphone records: At the beginning and at the end of the period of experimentation.

	B	E
Number of words	411	333
Percent of syllable repetitions	15.57	8.71
Percent of word repetitions	3.65	3.30

	B	E
Percent of phrase repetitions	1.21	0
Percent of interjections	6.32	7.81
Percent of pauses	6.32	7.81
Total percent of speech inter- ruptions	33.07	27.63

Case 10
Group IB

Date of Birth: 1/14/24

Age: 15

Grade: 8

Intelligence quotient: 84

Fluency rating at the beginning of the experimental period:
3.6

Fluency rating at the end of the experimental period: 3.4

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.57	.52
Visual	.56	.51
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	L
Down	R	L
Convergence (trials)		
1	R	B
2	R	B
3	L	B
4	R	B
Dynamometer (average)		
Right hand	32.5	35
Left hand	31.3	29.5
Dextrality quotient	.51	.54
Spool packing (average in 10 sec.)		
Right hand	5.8	5.8
Left hand	5.3	6.3
Dextrality quotient	.52	.47

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Occasional repetition of whole phrases. No tension noticeable."

Judge B.

"Didn't seem to stutter."

Judge C.

"'Uh' inserted when he speaks. Articulation very poor."

Judge D.

"No stuttering apparent. Tendency to go back and repeat phrases but no tension."

Judge E.

"No stuttering observed."

Description of speech given by the judges after the experimental period:

Judge A.

"Slight articulatory disorder. Not a stutterer."

Judge B.

"Willing to talk. Offered information, not asked for. Seemed to have no trouble. Not a stutterer."

Judge C.

"Good poise. Quite responsive. Voice adequate. Articulation fair to good. Non-stutterer."

Judge D.

"Not a stutterer."

Judge E.

"Speech adequate. Talked freely and seemed to enjoy the situation."

Dictaphone records: At the beginning and end of the experimental period.

	B	E
Number of words	525	661
Percent of syllable repetitions	.95	.15
Percent of word repetitions	1.33	.61
Percent of phrase repetitions	.38	0
Percent of interjections	.38	.45
Percent of pauses	.77	1.21
Total percent of speech interruptions	3.81	2.42

SUMMARY OF CASES IN GROUP IB

These were the cases with regard to whom the judges endorsed the label "stuttering".

Case Number 6.

Considering all of the data obtained at the beginning, during, and at the end of the experimental period, this subject showed an increase in speech fluency as rated and a marked increase in the percent of speech interruptions. This increase in speech interruptions might be due to the fact that at the beginning of the period, the child was frightened by the dictaphone and consequently would speak very little. An agequate sample of his speech was therefore not obtained at that time.

Case Number 7..

This subject showed an increase in speech fluency as rated and a decrease in the percent of speech interruptions.

Case Number 8.

This subject showed a slight decrease in fluency and a decrease in the percent of speech interruptions.

Case Number 9.

This subject showed an increase in speech fluency as rated and a decrease in the percent of speech interruptions.

Case Number 10.

This case showed a slight decrease in speech fluency and a decrease in the percent of speech interruptions.

Group IIA

Consisting of six normal speakers with varying degrees of fluency. To each child in this group the judges attached the label "stutterer."

Case 11
Group IIA

Date of Birth: 8/10/32

Age: 5

Grade: First

Intelligence quotient: 93

Fluency rating at the beginning of the experimental period:
2.6

Fluency rating at the end of the experimental period: 2

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	No learning	No learning
Visual	No learning	No learning
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	R
Down	R	R
Convergence (trials)		
1	L	B
2	L	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	8.3	9
Left hand	8.8	6.5
Dextrality quotient	.49	.58
Spool packing (average in 10 sec.)		
Right hand	4.3	4.5
Left hand	4.3	4.8
Dextrality quotient	.50	.48

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Speech adequate."

Judge B.

"A number of repetitions in speech."

Judge C.

"A normal speaker."

Judge D.

"A good bit of repetition of syllables."

Judge E.

"Repetition in speech."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Very, very unwilling to talk. Not a stutterer."

Judge B.

"A very shy child. Seemed not too anxious to talk before the group. Finally told the story of the three bears. Not a stutterer."

Judge C.

"Quite unresponsive to questioning. Said not over six or seven words in first four or five minutes and scarcely more after that. Moved arms and legs about a good deal, putting hands behind head, behind chair, etc. Voice intensity low--quite low--sometimes practically a whisper. Articulation quite indistinct, partly due to low intensity.

Finally told three bears in low voice and short phrases with long pauses. On what she did say there was apparently no stuttering. Non-stutterer, but an extremely unfacile speaker."

Judge D.

"Almost impossible to get her to talk. Seemed very shy and answered mostly with single words. Had to be coaxed and bribed to tell the story of the three bears.

Not a stutterer."

Judge E.

"Very difficult to get her to talk."

Dictaphone records: At the beginning and end of the experimental period:

	B	E
Number of words	172	287
Percent of syllable repetition	5.23	.72
Percent of word repetition	1.75	2.87
Percent of phrase repetition	.58	.70
Percent of interjections	.58	1.74
Percent of pauses	3.49	9.06
Total percent of speech interruptions	11.63	14.39

Case Number 11 was one of the six normal speakers that the judges labelled a stutterer.

On January 19, the first interview was held. At this time I asked her if she knew anyone who stuttered. She said that she did.

Then I had her tell me the story of the three bears. She repeated the word "she" three times and I called her attention to it and told her that that was stuttering.

I told her to stop when she repeated words and take

a deep breath, or to stop and begin again and try to say them just once.

The next time she repeated, I stopped her and she reacted immediately. From then on when she had a repetition she stopped, put her hand to her mouth and gasped. Then she laughed and tried to do it over again. She became conscious of her difficulty immediately. She noticed her own mistakes and she began to cut her words off precisely.

Before she left I asked her what she was going to do when she stuttered. She said, "Say them over, then I won't stutter anymore."

During a ten minute interval, she had twenty five speech interruptions.

On February 22, I asked her what she was doing to improve her stuttering and she said, "Talk so I don't stutter. Try not to. Start over."

It was very difficult to get her to speak although she spoke very freely the month before. She spoke slowly and very distinctly, saying one word at a time.

I asked her why she didn't want to talk. She didn't answer. Then I asked her if she was afraid of something. She nodded her head.

"What are you afraid of?"

After some time she said, "Afraid I might stutter."

She reacted to every repetition by stopping and

hanging her head. She looked down practically all of the time. She seemed inhibited and she didn't smile.

If she "stuttered" she stopped talking altogether and it took a great deal of effort to get her started again. She seemed embarrassed to be with me but she said she wasn't afraid of me.

Her teacher said, "I stopped her when she repeated at first, but now she stops herself and doesn't say anything."

During an interval of ten minutes she had ten speech interruptions, but, of course, she spoke only a few words.

On March 6 we first discussed what she had been doing to improve her stuttering. She remembered the "therapy"-- stopping and beginning over, taking a deep breath, etc.

She spoke very slowly, cutting her words off.

When she repeated, I stopped her and asked her what she did and she replied, "Stuttered."

I asked her to tell me a story, but she made no attempt to begin, so I said, "Can't you remember the story or don't you want to talk."

She said, "I don't want to talk."

She seemed more willing to talk this time than she had the time before.

When she repeated a word she stopped, gasped slightly and smiled or else looked down.

During a ten minute interval she had only five interruptions in speech, speaking very little.

On March 23, she reported that both her matron and her teacher had been making her say her words over when she stuttered.

Her speech was characterized by short phrases such as "went out doors", "put on sweater", "got on hobby horse", "went fast".

She began to tell me the story of Peter Rabbit in following manner: "There is the.... there is the..."

She looked up and smiled and then she slid down in her chair.

I asked her what the trouble was and she said, "Afraid I might stutter."

In this conference during a ten minute interval she had ten speech interruptions.

Case 11 and I met for fifty minutes on April 10. At this time her speech was hesitant and jerky. Her responses consisted of one word or short phrases. She knew exactly whenever she repeated or prolonged a word or sound. She was extremely careful of her speech even to the point of choosing her words. For example, in one instance she started to say red and then changed it to pink. I asked her why she did it and after some time she said that she was afraid she would stutter on red.

During this period she had twenty speech interruptions which consisted of repetitions, prolongations and silent intervals.

On April 24, she told me a story in the following manner:

"There's a jar. There's a fox. Got a coat on. There's a tree. Little girl. An here's some flowers. An there's a fence. Tea pot. Flower bowl."

Her speech was disconnected and her words were said very carefully and slowly.

During the first interviews her speech interruptions consisted primarily of repetitions, but at the time of this interview she had a number of prolongations, such as, "hhhand" and "ssshes". Her speech also contained pauses between sentences. Part of her speech was unvocalized.

By this time she knew the word she "stuttered" on and several times she told me about interruptions I hadn't heard.

During this period of fifty minutes she had forty speech interruptions.

The interview on May 2 was very similar to the one on April 24. Her responses were even shorter, many of her words were unvocalized and it was extremely difficult to get her to speak. She seemed to feel that her "stuttering" was worse.

She knew several stories perfectly but I was unable to get her to tell any of them. She did say several rhymes and these she said very rapidly from beginning to end without stopping.

During this period she had thirty-five speech

interruptions and the only different stuttering phenomenon that she added was interjections.

On May 10, she seemed more willingly to talk to me, but she had much more bodily activity than she had had before. She would say a short phrase then stop, and wiggle, and sigh and then she would repeat the sentence.

I asked her to tell me about her brothers and sisters and she talked rather continuously about them for about a minute. During this time she had a number of repetitions such as ga ga got.

During this conference she had twenty-five speech interruptions.

In the conference of May 17, nothing new occurred. We followed the same procedure of asking questions and telling stories. Her speech was the same as it had been the week before.

During the conference she had twenty-five speech interruptions.

I told her teacher and matron that she was definitely beginning to stutter and pointed out to them the number of repetitions she had in her speech. They readily agreed with me and they were the only ones who cooperated at all in following the instructions I gave them. I told them to:

1. Stop her when she repeated a word and have her say it over.
2. Have her take a deep breath when she seems to have trouble.

Her matron told me at the end of the experimental period: "When she stutters I have her stop and say it over and nine times out of ten she say it right, but I can't get her to speak continuously...Oh, no, she never does."

Case 12
Group II A

Date of birth: 1/15/30

Age: 9

Grade: Three

Intelligence quotient: 94

Fluency rating at the beginning of the experimental period:
2.8

Fluency rating at the end of the experimental period: 2.8

Handedness test: At the beginning of the period and at
the end of the period.

	Beginning of Period	End of period
Dextrality Quotient (Angle Board)		
Kinesthetic	1.00	No learn-
Visual	.72	ing. 1.00
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	L
Down	R	R
Convergence (trials)		
1	L	B
2	R	B
3	R	B
4	R	B
Dynamometer(average).		
Right Hand	14.8	12.5
Left Hand	13.8	12.3
Dextrality Quotient	.52	.50
Spool packing (average in ten sec.)		
Right Hand	5.5	6
Left Hand	5.5	6.3
Dextrality Quotient	.50	.49

Description of speech given by the judges at the beginning of the experimental period.

Judge A.

"Poor reading. Speech adequate."

Judge B.

"Hesitates frequently."

Judge C.

"Speech adequate."

Judge D.

"Some hesitations. Almost holds her breath at times."

Judge E.

"Speech contains a few repetitions. Many quick intakes of breath."

Description of speech given by the judges at the end of the experimental period.

Judge A.

"Very low verbal output. Extremely bashful."

"Not a stutterer."

Judge B.

"Hides her head and appears not to want to talk. Appeared shy. Hid head behind her book. She responded with answers to questions with some urging. Moved close to M. and talked some more, seeming to feel safer there."

"No stuttering."

Judge C.

"Holds hand over mouth. Shy but smiles a good deal. Practically refuses to talk. 'I don't know' and 'Miss Blank', only words spoken in first three or four minutes of questions. When given book held book over face and close to mouth. When book was taken away she held hand over face. Very, very fidgety. Slid all around on her chair. Very little time when no movement. Very unresponsive to questions and in describing pictures. Voice adequate most of the time. Held hand or arm over eyes most of the time. When she did speak she did not seem to stutter. She finally moved over very near M."

"Non-stutterer."

Dictaphone records: At the beginning and at the end of the experimental period.

	B	E
Number of words	322	337
Percent of syllable repetitions	1.24	.29
Percent of word repetitions	2.17	.89
Percent of phrase repetitions	2.17	1.78
Percent of interjections	.31	.89
Percent of pauses	2.17	8.01
Total percent of speech interruptions.	8.06	10.97

Case Number 12 was one of the six normal speakers whom the judges labelled a stutterer.

The first conference was held on January 19. I asked her if she knew anyone who stuttered. She replied that she did. While she was telling me a story she had a

repetition. I stopped her and told her that that was stuttering. The third time that I stopped her she gasped, put her hand over her mouth, and said, "Why do I always say that for. Oh there, I did it again."

She fidgeted constantly in her chair and I told her that all stutterers wiggled around like that. She said, "I'll sit still then. I'll lay down."

Then I told her that if she wanted to get over her stuttering she must do the following things:

1. Stop whenever you stutter and say the word over again.
2. Take a deep breath whenever you have trouble saying a word.
3. Sit quietly in your chair.

I asked her to tell me another story. She sat very still in her chair, just moving her feet around, folded her arms, and began to speak. She repeated the phrase "an then," stopped and said, "There, I said it again, and I don't want to."

During a ten minute interval at the end of this conference, she had twenty-five speech interruptions, consisting of repetitions and interjections.

On February 22, the following conversation took place:

"Is your stuttering any better?"

She shook her head.

"What have you been doing for it,"

"I've been trying not to say words over. Stop and take a breath. I sit still so I don't stutter."

"Has anyone been helping you?"

"No."

She began to tell me a story. She wiggled around and then said, "Oh, I must sit still."

Whenever she repeated a word she covered her face with the book. During a ten minute interval in this conference, she had ten speech interruptions.

On March 6, she merely nodded her head in answer to my first questions. She was very unwilling to talk. She spoke very slowly and choppy and when she repeated she sighed deeply and put her hand on her face. She sat most of the time with her mouth open. She wiggled constantly in her chair. She was very self-conscious and her responses were much slower than they had been formerly. She inserted the words "hey" or "ack" whenever she seemed to think she was having trouble.

Her teacher reported, "She stops when she repeats of her own accord now, and I supply the next word. Then she seems to be able to go right on."

In ten minutes during this conference she had ten speech interruptions.

On March 23, the following conversation took place.

77

"How is your stuttering?"

"I take a breath when I say words over. I jiggle too much."

Another boy was in the room and she was unwilling to talk. After he had gone she talked more freely.

She said, "When I tell stories I always say 'an then,' 'an then'. I take a breath, then I go on."

"Why didn't you want to talk when the boy was here.

She laughed and put her hands to her mouth. "Because he'll make fun of me-- the way I talk. I think it's gettin' worse, 'cause when I tell a story I always say words over and over again. I can't stop that stuttering."

I informed her that she must work much harder on her speech. She seemed to realize that she had a definite problem to cope with.

During ten minutes at this time, she had ten speech interruptions.

On April 10, her speech was very disconnected. She didn't want to speak and consequently she nodded her head whenever she could in response to a question. She continued to cover her face with her hands whenever she had any trouble.

Case Number 12 had ten speech interruptions in ten minutes during this interview.

On April 24, the following conversation took place.

"How is your stuttering?"

No response. She covered her face with her hands.

"Is it any better?"

She shrugged her shoulders.

"Have you been having trouble in school?"

She nodded her head.

"What kind of trouble?"

"I always stutter." She covered her face with her hands. "I forget to take a breath."

"What does your teacher do when you stutter?"

"Nothing."

"You're ashamed to stutter, aren't you?"

She nodded her head.

She was very conscious of her speech during this conference.

She had twenty speech interruptions during this fifty minute conference.

The interview on May 2, was very similar to the one on April 24. I asked her why she always covered her face with her hands, and she replied, "I don't want you to see me when I talk."

She stopped voluntarily on every interruption

she had, and she had twenty-five during the interview.

On May 10, she informed me that her stuttering was no better.

While she was speaking she frequently put her hands in her mouth. Her speech was very choppy, and it took a great deal of urging to get her to speak.

She had fifteen speech interruptions during this interview.

The following conversation took place on May 17.

"What have you been doing lately?"

"Working, working on my stuttering."

"How have you been doing it?"

"Taking a breath and stopping when I stutter?"

"Has anyone heard you stutter?"

"No they don't pay no attention to me."

"When do you stutter the worst?"

"I don't know."

"How do you feel when you stutter?"

"It makes me feel funny."

She seemed a little more willing to talk during this conference, and she had only ten speech interruptions.

While talking with her teacher and matron I told them that she showed definite symptoms of stuttering, such as repetitions, breathiness, excessive moving around

and speaking much too rapidly. I gave them the following instructions to use in helping Elizabeth improve her speech:

1. Have her do as much talking as possible.
2. Have her stop and say the word or phrase she repeats over.
3. Have her take a deep breath when she is having trouble with a word.
4. Frequently she inserts the word "hey" or "ach," when she is having difficulty. Stutterers often do this. Call her attention to these words and have her stop using them.
5. Make her conscious of her speech.

Her teacher informed me that she had gotten very restless in class and that whenever she recited her face became flushed.

Case 13
Group IIA

Date of Birth: 7/13/27

Age;11

Grade: Six

Intelligence quotient: 99

Fluency rating at the beginning of the experimental period:
3

Fluency rating at the end of the experimental period: 3.6

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.72	.57
Visual	.63	.56
Eyedness (positions)		
Up	L	L
Right	L	L
Left	L	L
Down	L	L
Convergence (trials)		
1	L	B
2	L	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	20.3	19.5
Left hand	18.3	16.3
Dextrality quotient	.53	.55
Spool packing (average in 10 sec.)		
Right hand	6.3	6
Left hand	5.8	5.8
Dextrality quotient	.52	.51

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Very occasional repetition."

Judge B.

"Normal speaker."

Judge C.

"Adequate speaker."

Judge D.

"Jerky speech."

Judge E.

"Normal speech."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Certain very insignificant pauses, that may be due to the social situation." "Not a stutterer."

Judge B.

"No apparent difficulty in speaking. Frequent questions to bring him out. Answered fairly readily. No stuttering."

Judge C.

"Tendency to mumble. Seemed to enjoy this situation. Non-stutterer."

Judge D.

"Both reading and spontaneous speech good. Not a stutterer."

Judge E.

"Hesitant..unsure. Kept head down most of the time."

Dictaphone records: At the beginning and end of the experimental period.

	B	E
Number of words	507	536
Percent of syllable repetitions	.39	.56
Percent of word repetitions	1.38	.56
Percent of phrase repetitions	0	.37
Percent of interjections	.39	1.49
Percent of pauses	4.93	1.85
Total percent of speech interruptions	7.09	4.83

Case Number 13 was one of the six normal speakers who was labelled a stutterer by the five judges.

On January 19, the first interview was held. At this time I asked him if anyone had ever told him that he had trouble with his speech. He replied that no one ever had. The conversation continued as follows:

"Do you know anyone who stutters?"

"Yes, Neil Andrews."

"Did you ever catch yourself stuttering?"

"Yes, I think so..once in awhile."

"You have a difficult time speaking don't you?"

Nodded head.

"You see, when Neil Andrews began to stutter he probably did the same things that you are doing now."

I then asked him what he was studying in arithmetic.

He said fractions and prolonged the "f" sound. I stopped him and pointed out that that was a definite symptom

of stuttering and that all stutterers did that.

I explained to him that people could correct themselves by doing the following things:

1. When you stutter stop and say the word or words over again..

2. If you feel you are going to have trouble, take a breath before you say the word.

3. Don't speak unless you can speak correctly.

4. Watch your speech all of the time so that you can do something about it when you stutter.

5. Just remember if you do these things you probably won't stutter anymore...you won't stutter any worse than you are stuttering now.

During the interview he smiled and seemed rather embarrassed. He avoided looking at me.

In a ten minute interval he had 1.5 speech interruptions per minute. These consisted of repetitions, interjections and silent intervals.

On March 6, I met this boy again. I said:

"How is your stuttering?"

"I said words over. Kinda stuttered once."

"What did you do about it?"

"Oh. I forgot to take a breath."

Did you do anything at all about it?"

"Try and not stutter."

"Has your teacher or matron tried to help you?"

"No. Matron going to have me read but always forgets about it."

He seemed shy and unwilling to speak. Although he needed more suggestion he seemed to be conscious of the problem he was facing.

On March 23, the following conversation took place:

"How is your speech?"

"Don't know."

"Do you know when you are going to have trouble?"

"Some of the time."

"How do you know?"

"Just have a feeling going to say something over so just take a breath. Works some of the time. If it doesn't work I just have to say it over."

He reported that neither his teacher or his matron had helped him. I had him read aloud and speak but he had no significant speech interruptions. The only noticeable phenomenon of stuttering which occurred was a breathiness in reading.

On April 10, he first showed definitely that he recognized the words he was having trouble with.

He prolonged initial sounds of words and exhaled a number of times before he said the word.

I explained to him that he must work harder on his speech if he expected to improve his stuttering. The following are things which I told him to do during the next week.

1. Close lips tightly when you feel you are going to stutter on a word.

2. Form the sounds on your lips before you say them.

3. Practice the other things such as taking a breath, stopping, and repeating stuttered words.

Throughout the conference period which approximately fifty minutes he had thirty speech interruptions. Thirteen of these were repetitions and the other seventeen were prolongations. Whenever he had an interruption I stopped him and had him "do something about it."

During the interview on April 24, it was very obvious that he was watching his speech carefully for a number of times he stopped and told me he was going to have trouble on words before he said them. He also told me any word that he had trouble with after he had said it.

I asked him how he knew he was going to have trouble on a word.

He said, "Wouldn't come out. Feels like it's stuck in there."

He seemed hesitant even when reading simple material. During this interview he had thirty speech interruptions. These consisted of repetitions, prolongations interjections and phonations.

The following conversation took place on May 2:

"How is your stuttering today?"

"I don't know."

"When do you seem to have the most trouble?"

"When I'm playin."

"Tell me something about it."

"Well, most of the time I stutter."

"Do the other boys notice it?"

"Sometimes."

"Do they every say anything."

"No."

"How do you know they noticed it?"

"They kinda laughed."

"What did you do then?"

"Walked away."

"Does it bother you much?"

"Yes, feel pretty bad."

"What do you do about it?"

"Next time try to keep myself from doin' it."

"How do you do that?"

"Sometimes I take a breath."

"How does it feel when you speak?"

"Kinda strain my throat."

His speech had a breathy quality and he took a breath after every few words whether he needed it or not.

During this interview he had twenty-five speech interruptions. The stuttering phenomena added to the previous list were deep inhalation, excessive exhalation, and eyes closed.

The interview on May 10 was very similar to the one on May 2.

He reported that he still stuttered the most when he was playing and that he had gotten no help at

all from his teacher or his matron.

He also said that he always took a breath before he said "with."

I asked him, "How do you know you'll stutter on 'with'?"

He replied, "I don't know. Something just tells me I will."

During this interview he took a breath every word or two. Although he had very few interruptions, his speech was jerky because of this breath taking.

He had very little to report on May 17. He said he didn't like to talk and that he talked very little in school. I asked him if he ever liked to talk and he said, "Sometimes, when I get fun out of it."

He also said that lots of times he was afraid he would stutter before he did.

He had fifteen speech interruptions during this interview.

When I talked with his teacher she said she realized he had trouble with his speech. I explained to both his teacher and his matron that he showed definite symptoms of stuttering, for his speech contained prolongations and repetitions, and that it had a breathy quality. I also gave them the following instructions for helping him:

1. Make him conscious of his speech difficulty.
2. When he repeats, prolongs or inserts words have

3. Have him take a deep breath when he feels he is going to stutter or when he repeats.

Case 14
Group II A

Date of birth: 2/27/27

Age: 12

Grade: Four

Intelligence Quotient: 65

Fluency rating at the beginning of the experimental period:
2.5

Fluency rating at the end of the experimental period: 2.5

Handedness test: At the beginning of the period and at the
end of the period.

	Beginning of the Period	End of Period
Dextrality Quotient (Angle Board)		
Kinesthetic	.50	No learning
Visual	.50	.75
Eyedness (positions)		
Up	L	L
Right	L	R
Left	L	L
Down	L	R
Convergence (trials)		
1	R	B
2	R	B
3	R	B
4	R	B
Dynamometer(Average)		
Right Hand	17.3	16.8
Left Hand	16.3	16.8
Dextrality Quotient	.51	.50
Spool packing (Average in ten sec.)		
Right Hand	5.8	5
Left Hand	5.8	4.3
Dextrality Quotient	.50	.54

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Speech adequate."

Judge B.

"Frequent pauses or stops in speech. A few repetitions in speaking."

Judge C.

"Hesitant reader. Many sound substitutions. Word repetition in speaking."

Judge D.

"Some stops with "uh". A little repetition and confusion of words."

Judge E.

"Repetitions and interjections in speech."

Description of speech by the judges at the end of the experimental period:

Judge A.

"Browbeaten lad. Not a stutterer."

Judge B.

"Voice is harsh and articulation poor. Not a stutterer."

Judge C.

"Monotone at relatively high pitch but poor resonance..flat, a but metallic. Seemed to enjoy situation. Non-stutterer."

Judge D.

"Reading jerky, but no blocks. Speech..not very willing to talk. Not a stutterer."

Judge E.

"Responses short. Reading jerky. Speech hesitant.

Dictaphone records: At the beginning and end of the experimental period.

	B	E
Number of words	352	180
Percent of syllable repetitions	1.69	0
Percent of word repetitions	1.13	2.78
Percent of phrase repetitions	.59	1.11
Percent of interjections	.59	2.78
Percent of pauses	3.96	5.55
Total percent of speech interruptions	7.96	12.22

Case Number 14 was one of the subjects upon whom we attached the label "stuttering".

In our first conference on January 19, he talked in a low husky voice. I asked him if he had ever known anyone who stuttered. He replied, "Yes, talk in a low voice."

I corrected all of his interruptions and told him that he was beginning to stutter. I have him the following things to do to correct him stuttering:

1. Listen closely to everything you say.
2. When you feel you are going to have trouble, take a deep breath before you say the word.

During the last ten minute of this conference he had 25 speech interruptions which consisted of repetitions, prolongations and silent intervals.

I met with Case Number 14 again on March 6. The

following conversation took place:

"Have you been working to improve your stuttering?"

He shook his head.

"What were you to do about it?"

"Start over. Breathe and then do it."

He reported that he was having more trouble when he read.

During this interview he whispered most of the time. In one instance he was trying to say "he dribbles down the floor", but instead he said, "He dribbles down (took a breath) down (took another breath--he dribbles--then close to basket."

His speech was hesitant and when he got confused his face colored and he looked at his hands in his lap.

He said, "I get mixed up--I get started to say another word and can't say it."

In a ten minute interval at this time he had ten speech interruptions.

On March 23 the following conversation took place.

"How is your stuttering?"

"Don't know."

"What should you do when you stutter?"

"Breathe and then say it over again."

"Why did you take a breath just then?"

"Afraid I was going to have trouble."

He reported that no one had helped him with his speech and that he had forgotten to work on it himself. So we carefully discussed the things I had told him to do and

he promised that he would work much harder on his speech from then on.

At this time he had fifteen speech interruptions in ten minutes.

On April 10, he reported that he hadn't worked much on his speech, so I asked him if he wanted to stutter like Neil Andrews (a severe stutterer in the institution). He shook his head. I told him that his speech was worse and that he would have to work much harder. The following instructions were given to him:

1. Close your lips to keep from stuttering."
2. Form the sounds on your lips before you say them..

During this interview he spoke slowly and carefully and he looked down at his hands or the table most of the time.

Throughout the conference which was about fifty minutes in length, he had twenty speech interruptions.

On April 24, the following conversation took place:

"How is your stuttering?"

"All right."

"Has your teacher been helping you?"

"Yes."

"When."

"This morning. Couldn't say before. Teacher said to say it over again and think it out."

"Do you think your stuttering is getting worse?"

"I don't know."

"Do you get mixed up more."

"Yes."

"What do you do when you get mixed up?"

"Figure it out."

"How?"

"Start with first letter."

He then started to tell a story. When he had an interruption I stopped him and when he repeated the sentence he would make the same mistake. His speech was jerky for he said only one word at a time. He looked down at the table constantly.

During this fifty minute interview he had twenty-five speech interruptions.

On May 2, the following conversation took place."

"How is your speech?"

No response.

"How is your speech?"

"I don't know."

"Is it better or worse?"

He shrugged his shoulders.

"Has anyone been helping you?"

"No."

"Do you have much trouble?"

"Sometimes I do. Sometimes I don't."

"That is true of all stutterers."

"Have you been working on it?"

"Worked on it a little."

"What did you do?"

"Repeated it over. Held my breath."

"Do you watch yourself all of the time or do you

just think about it when I'm here?"

"Think about it when you're here."

In talking about different subjects, he would say one short sentence and then have to be urged to go on. It was very difficult to get any connected response at all from him.

During this fifty minute interview he had fifteen speech interruptions.

On May 10, he told me the story of a movie he had seen recently. While he was talking he kept his head bowed, played with his hands, and whispered part of the time. When I asked him a question he wouldn't answer unless he was persuaded to do so. His reading was very jerky and laboured.

Throughout this fifty minute conference he had twenty speech interruptions.

On May 17, the following conversation took place.

"How is your stuttering?"

No response.

"Is it worse?"

He whispered, "I don't know."

"When do you stutter the worst?"

"When I read. Stutter more in school than outside."

"Do you talk as much as you used to?"

He shook his head.

"Why don't you?"

No response.

I asked him a number of questions, but it was very difficult to get any response at all from him.

During this interview he had only five speech interruptions but this was probably due to the fact that the few responses I got were not more than three words long.

When I talked with his teacher and his matron I told them that he showed very definite symptoms of stuttering such as, repetitions, breathiness, and inhibited speech. The following instructions were given to them to use in helping him.

1. Stop him when he repeats and have him say the word or phrase over.

2. When he begins to get confused have him stop and take a deep breath and begin over.

3. Don't let him continue to speak unless he is speaking fluently.

4. He must be made conscious of his stuttering. Remind him that he does stutter.

At the end of the experimental period his teacher told me that he had gone down terribly in his school work and that in discussion she just couldn't force anything out of him.

Case 15Group IIA

Date of Birth: 10/30/26

Age: 12

Grade: Four

Intelligence quotient: 81

Fluency rating at the beginning of the experimental period:
3

Fluency rating at the end of the experimental period: 3.8

Handedness test:

	Beginning of Period	End of period
Dextrality quotient (Angle Board)		
Kinesthetic	1.00	1.00
Visual	1.00	1.00
Eyedness (positions)		
Up	L	L
Right	L	L
Left	L	L
Down	L	L
Convergence (trials)		
1	L	B
2	R	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	24.8	18.8
Left hand	18	18.5
Dextrality quotient	.58	.50
Spool packing (average in 10 sec.)		
Right hand	6	5.3
Left hand	4.3	5
Dextrality quotient	.58	.51

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Fluent at times. Other times a type of repetition."

Judge B.

"Some repetition of words, usually as a whole."

Judge C.

"Phrase repetitions while thinking."

Judge D.

"Some repetitions."

Judge E.

"Repeats first sounds and sometimes words."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Influent during reading. Choppy rhythm. A brow-beaten creature, quite unwilling to talk or "give herself". Not a stutterer.

Judge B.

"Read fairly and without trouble while speaking. Seemed not too willing to talk. She talked rather rapidly answering all questions asked."

Judge C.

"Voice intensity adequate. Articulation fair to good. Seemed to enjoy situation and was quite responsive." Non-stutterer."

Judge D.

"Both reading and spontaneous speech were quite smooth. 'And' was repeated frequently in spontaneous speech. She was quite willing to speak in the situation. Not a stutterer."

Judge E.

"Speech shaky. This situation did not seem to bother her particularly except that she didn't want to talk about subjects that she usually talks about."

Dictaphone records: At the beginning and end of the experimental period:

	B	E
Number of words	651	627
Percent of syllable repetitions	1.23	1.75
Percent of word repetitions	1.69	1.43
Percent of phrase repetitions	1.08	.63
Percent of interjections	.77	2.55
Percent of pauses	1.38	2.55
Total percent of speech interruptions.	6.15	8.91

Case Number 15 was one of the six normal speakers who was labelled a stutterer by the judges.

Our first conference was on January 19. At this time I asked her if she had ever known anyone who stuttered and she said that she knew Dorothy Ossman (a severe stutterer in the institution).

She then told me a story. On the first speech interruption she had I stopped her and told her that she was beginning to stutter and that if she didn't work hard to improve it she would stutter as badly as Dorothy Ossman.

She reacted to the suggestion immediately and

her repetitions in speech were more frequent.

I gave her the following things to do to help herself:

1. Take a breath before you say the word if you think you're going to stutter on it.

2. If you do stutter, stop and begin over.

3. Don't speak unless you can speak correctly.

4. Watch your speech all of the time.

5. Do anything to keep from stuttering.

We practiced the various methods of therapy suggested above.

She was very easily influenced. She seemed to enjoy the fact that there was something different about her, for she craved attention and her speech was being noticed by people.

During a ten minute interval she had twenty-five speech interruptions which consisted of repetitions and interjections

On February 22, I found that she had forgotten all about the fact that she was beginning to stutter, so we reviewed the therapy and I told her that she must work harder on her speech, for if she didn't her stuttering would become much worse.

She did not notice her own interruptions, but when I called her attention to them she recognized them. Most of the period was spent reading and talking and I stopped her every time she had an interruption.

During a ten minute interval at this time she

had thirty speech interruptions.

On March 6 the following conversation took place.

"Are you having much trouble with your speech?"

"Once in a while."

"What do you do when you have trouble?"

"Stutter."

"What is stuttering?"

"Hold words."

We again discussed what she could do about her situation. During the conference she seemed quite responsive, but I have a feeling that she forgot it as soon as she left.

She reported that neither her teacher nor her matron paid any attention to her.

During a ten minute interval she had thirty speech interruptions.

On March 23, the following conversation took place.

"How is your stuttering?"

"Stuttering is stopping."

"How do you know it is?"

"Because I listen to myself talk."

"What do you hear?"

"Hear myself going a a saying words twice."

"Did you ever listen to yourself before?"

"No, teacher has been stopping me and having me say it over."

I suggested that she work harder on her speech.

During a ten minute interval in the conference Mary had thirty speech interruptions.

On April 10, she reported that she had been taking a breath every time she thought she was going to stutter and that it helped her.

I suggested that she try the following things during the next week:

1. Put your tongue in the top of your mouth if you think you're going to stutter.

2. Close your lips to keep from stuttering.

During this conference which lasted fifty minutes she read and told stories. I stopped her when ever she had an interruption and we practiced the therapy discussed before. She had twenty-five speech interruptions during this period.

On April 24, she was able to tell me whenever she had an interruption in speech. She remembered the therapy she had discussed before.

During this interview she had fifty-five speech interruptions. These consisted of repetitions and prolongations. She seemed willing to talk but she had many more speech interruptions than she had previously.

On May 2, the following conversation took place between her and me.

"How is your speech?"

"About the same."

"When do you stutter the worst?"

"When I talk to somebody I don't know."

"What have you been doing to improve it?"

"Taking a breath. Saying it over. Stop shutting my mouth. Put tongue in top of my mouth."

"Are you afraid you'll stutter?"

"Yes."

"What do you do about it?"

"I hardly ever talk around the cottage. Just talk once in a while to the girls when they ask me a question."

"Did you talk much before you knew you stuttered?"

"Yes."

"Did you have a "Best" friend?"

"Go around with Dolly Harner."

"Does she know you stutter?"

"No."

"Why not?"

"I hardly ever talk to her."

While she was reading and talking in this conference I hardly ever had to stop her because she told me practically everytime she "stuttered", and frequently she told me before she had an interruption that she was going to stutter.

During this interview she had twenty-five speech interruptions.

The interview on May 10 was very similar to the one on May 2. She reported that she was having trouble

when she read in class. I had her read and talk and we discussed again the methods for her to use in improving her stuttering.

During this fifty minute conference, she had forty speech interruptions.

On May 17, nothing new had developed but she had a great many interruptions. Unlike the other children in this group she was never unwilling to speak, although her speech interruptions did increase consistently throughout the experimental period.

During this last conference she had sixty speech interruptions. She realized that she was having difficulty but seemed to enjoy the attention that I gave her concerning her speech.

I informed her teacher and matron that she showed definite symptoms of stuttering such as repetitions, reading difficulty, and too rapid speech. I gave them the following instructions in regard to her difficulty.

1. She should be made to realize that she had many rather serious symptoms of stuttering. She does a great deal of repeating, prolonging and she uses interjections such as 'ah', 'a', and 'well a'.

2. Stop her when she repeats and have her say the word or phrase over.

3. When she begins talking too rapidly and mixing up her words have her stop and take a deep breath and then begin over.

4. Don't let her continue to speak if she isn't

speaking fluently.

5. Remind her that she does stutter. She must be made conscious of her stuttering.

Case 16
Group IIA

Date of Birth: 5/27/23

Age: 15

Grade: Eight

Intelligence quotient: 75

Fluency rating at the beginning of the experimental period:
3.1

Fluency rating at the end of the experimental period: 2.8

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.61	.62
Visual	.63	.58
Eyedness (positions)		
Up	L	R
Right	R	R
Left	L	L
Down	R	L
Convergence (trials)		
1	L	B
2	L	B
3	L	R
4	L	B
Dynamometer (average)		
Right hand	21.3	24.5
Left hand	16.5	21.3
Dextrality quotient	.57	.53
Spool packing (average in 10 sec.)		
Right hand	5.3	6.3
Left hand	5	5.8
Dextrality quotient	.51	.52

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Adequate speech."

Judge B.

"Normal speech."

Judge C.

"'Uh' and 'n's' very frequent in speaking."

Judge D.

"In free speaking, paused often--apparently to find words."

Judge E.

"Interjections between a number of words."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Unwillingness to talk. Shyness. Not a stutterer."

Judge B.

"Answers to questions brief. Volunteered nothing except when questioned. Looked down while talking."

Judge C.

"A bit fidgety--smiles quite a lot--does not usually look listener in the eye. Voice usually adequate but sometimes low. Articulation fair to good, although occasional tendency to mumble. Responsive but with short answers. Non-stutterer."

Judge D.

"A little bit of repetition but no straining.
Not a stutterer."

Judge E.

"Seemed shy and embarrassed. Repetitions and
hesitations in speech. Situation seemed difficult for
her."

Dictaphone records: At the beginning of the experimental
period and at the end.

	B	E
Number of words	705	657
Percent of syllable repetitions	.43	1.22
Percent of word repetitions	.99	1.37
Percent of phrase repetitions	1.13	1.97
Percent of interjections	1.81	3.04
Percent of pauses	2.26	4.87
Total percent of speech inter- ruptions	6.62	12.47

Case Number 16 was one of the six normal speak-
ers that the judges labelled a "stutterer."

On January 19, our first conference, she in-
formed me that she didn't like to speak before a group
of people but that she never had any trouble doing it.

I asked her if she knew anyone who stuttered
and she said, "Yes, I know. Dorothy Ossman."

I then asked her to talk for me. She repeated
and I called her attention to it and told her it was a
symptom of stuttering. I told her that stutterers also
prolonged sounds and hesitated before they said words.
She immediately picked up all of these interruptions in
her own speech.

I told her that Dorothy Ossman also did these same things when she began to stutter.

We then discussed what she could do to improve her stuttering and I told her to do the following things:"

1. Watch your speech carefully all of the time.
2. If you have an interruption stop and begin over.
3. If you feel you are going to have trouble on a word, take a deep breath.
4. Close your lips tightly if you think you are going to stutter.
5. Put your tongue in the top of your mouth to keep from repeating words.

We practiced all of these suggestions during the conference, and I asked her to keep a record of all the trouble she had and of the people she found it hard to talk with.

She reacted differently from the other subjects who were labelled stutterers, for she recognized her interruptions immediately, but she was very quiet about them. She hung her head while we were talking about them.

During an interval of ten minutes, she had ten speech interruptions.

The second interview took place on February 22. She entered the room, sat down in a chair, looked at her hands in her lap and said, "I feel so silly!"

Her voice had assumed a breathy quality, and whenever she repeated a word she stopped and said it over without my telling her to do so.

She said that it bothered her now to talk in front of people, because she knew people noticed her speech.

She said, "I was talking to Miss Flynn and the man there said I repeated a lot."

She looked down continually and reacted to any interruption in speech by laughing and blushing. She seemed to be embarrassed all of the time.

Her teacher said, "It never occurred to me that Hazel had an impediment, but I do notice that she never likes to recite before the class."

She was much more conscious of herself, and she talked less. She was not as free with me as she had been before.

During an interval of ten minutes she had ten speech interruptions.

The following conversation took place on March sixth:

"How is your stuttering?"

"Seems like I get worse all of the time. Whenever I go to say something I just can't say them. Takes me a long time to try and say them. Bothers me quite a

bit."

"When do you stutter the worse?"

"Same trouble all the time, but it makes me shiver to recite in class."

"What do you do when you stutter?"

"Take breath. Start sentence over. Sometimes I have to say it twice to make my sentence go."

"Does anyone help you?"

"No."

During an interval of ten minutes she had twenty speech interruptions.

On March 23, she talked much slower and her speech was jerky. Whenever she had an interruption she put her hand to her mouth, laughed and looked down at the floor.

I asked her, "What do you do when you get mixed up reciting in class."

"Stop and say the sentence over."

"What does the class do?"

"Laughs."

"And then what do you do?"

"I laugh too."

"Do you ever take a breath when you're having trouble?"

"Yes."

"Does it help you?"

"Sometimes it does and sometimes it doesn't."

I told her that she must work harder on her speech.

During an interval of ten minutes she had fifteen speech interruptions.

On April 10, she said, "Whenever I noticed I stuttered I just laughed it over."

She had assumed a defiant attitude, but she was very careful of her speech.

During an interval of ten minutes she had fifteen speech interruptions.

On April 24, Case Number 16, entered the room and said, "I've been havin' a bad time. Did a lot of repeating in class."

"What have you been doing to improve your stuttering?"

"Start sentence over. Take breath."

"When do you stutter the worst?"

"When I talk to matrons."

I called her attention to the fact that she said "a" so much, and I asked her why she did it.

She said, "Because I'm afraid I can't say the next word."

She then snapped her fingers while she was speaking and I said, "Why did you snap your fingers?"

"Because I was afraid I was going to say 'a'."

"Did you ever snap your fingers before?"

"I do lots of times."

"Does it help you?"

"Sometimes it does. Sometimes it doesn't."

During this conference of fifty minutes she had twenty speech interruptions.

The conference on May 10 was very similar to the previous one.

She reported that she didn't snap her fingers much anymore because it didn't help her very much.

She was reading me a story about "Dodo." She kept repeating Do-Do-Do-Do and she said she was afraid she couldn't stop.

During this interview she had fifteen speech interruptions.

On May 17, she reported that her most difficult situation was at the cottage because when the girls noticed it they laughed at her.

She seemed very unsure when she read simple material and she spoke rather slowly, choosing her words carefully.

She also reported that she had been writing words twice in school lately. I told her that stutterers often did that.

During an interval of ten minutes she had

fifteen speech interruptions.

I told her teacher and matron that she showed very definite symptoms of stuttering, such as repetitions, hesitations, and prolongations in her speech. I gave them the following instructions to follow:

1. Make her conscious of her difficulties in speech.
2. Have her stop when she repeats a word or phrase.
3. Have her take a deep breath before she says a word with which she thinks she will have trouble.
4. Have her recite in class as frequently as possible.

SUMMARY OF CASES IN GROUP II A

These were the six normal speakers to whom the judges attached the label "stutterer."

Case Number 11:

Considering all of the data obtained at the beginning, during, and at the end of the experimental period, this subject showed a decrease in fluency as rated and an increase in the percent of speech interruptions. During the experimental period her manner of speaking changed markedly. At the beginning of the period she spoke freely and connectedly, but at the end of the period she was very unwilling to talk and her responses consisted of single words or short phrases.

Case Number 12:

This subject's fluency rating remained the same, but she showed an increase in the percent of speech interruptions. At the beginning of the period she had been willing to speak in any situation, but at the end of the period it was practically impossible to get her to speak in an unfamiliar situation.

Case Number 13:

This subject showed an increase in speech fluency as rated and a decrease in the percent of speech interruptions. He is the only subject in this group who decreased the percent of speech interruptions. He was,

however, very conscious of his speech and at the end of the period he spoke more slowly and carefully than he did at the beginning of the period.

Case Number 14:

This subject's fluency rating remained the same, but there was an increase in the percent of speech interruptions. At the end of the experimental period it was almost impossible to get the boy to speak in a situation other than play, whereas at the beginning of the period he spoke freely in a new situation. In school his grades were markedly lower during the last six-weeks period.

Case Number 15:

This subject increased in speech fluency as rated, but she also increased the percent of speech interruptions. This girl's speech had, in increasing number, repetitions, prolongations, and interjections throughout the period. She also ceased to tell stories or converse freely with her playmates.

Case Number 16:

This subject showed a decrease in fluency as rated and an increase in the percent of speech interruptions. During the experimental period she developed mannerisms characteristic of some stutterers, such as "snapping" her fingers to "get a word out." It was also noted that occasionally she presented the phenomenon of writing the same word two or three times in her compositions.

GROUP II B

Consisting of six normal speakers. Matched in age, sex, intelligence, and fluency with the corresponding six normal speakers in group II A. No negatively evaluative label was attached to this group.

Case 17
Group II B

Date of birth: 3/12/32

Age: 6

Grade: two

Intelligence quotient: 94

Fluency rating at the beginning of the experimental period:
3

Fluency rating at the end of the experimental period; She
had the mumps

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.58	No learning
Visual	.65	.78
Eyedness (positions)		
Up	L	L
Right	L	R
Left	R	L
Down	L	L
Convergence (trials)		
1	L	B
2	L	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	10.8	11.8
Left hand	13	12.5
Dextrality quotient	.46	.49
Spool packing (average in 10 sec.)		
Right hand	5	5
Left hand	4.3	4.3
Dextrality quotient	.54	.54

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Adequate speech."

Judge B.

"Repetitions at times."

Judge C.

"Normal speech."

Judge D.

"Articulation poor. Some repetitions."

Judge E.

"Articulatory defect."

Description of speech given by the judges at the end of the experimental period:

The child had the mumps on the day the final judgement was made.

Dictaphone Records: Taken at the beginning and at the end of the experimental period:

	B	E
Number of words	181	160
Percent of syllable repetitions	0.00	0.00
Percent of word repetitions	2.21	0.63
Percent of phrase repetitions	2.21	0.00
Percent of interjections	0.55	0.00
Percent of pauses	5.53	6.25
Total percent of speech interruptions	10.50	6.88

Case 18
Group IIB

Date of Birth: 2/22/30

Age: 9

Intelligence quotient: 97

Fluency rating at the beginning of the experimental period:
2.8

Fluency rating at the end of the experimental period: 2.6

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.24	.25
Visual	0	.31
Eyedness (positions)		
Up	L	R
Right	R	R
Left	R	R
Down	R	R
Convergence (trials)		
1	L	R
2	L	R
3	R	B
4	R	B
Dynamometer (average)		
Right hand	17.5	17.8
Left hand	17	20
Dextrality quotient	.51	.47
Spool packing (average in 10 sec.)		
Right hand	5.5	5.8
Left hand	5	5
Dextrality quotient	.52	.54

Description of speech given by judges at the beginning of the experimental period:

Judge A.

"Sample inadequate."

Judge B.

"Adequate speech."

Judge C.

"Spoke very little."

Judge D.

"Did not speak continuously."

Judge E.

"Difficult situation for her but speech seemed adequate."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Low verbal output. Very great unwillingness to talk."

"Not a stutterer."

Judge B.

"Read rather readily but when asked to talk numerous questions failed to bring her out. She appeared unwilling to talk. Answered in monosyllables. Looked down continually and kept biting her nails. Appeared to be afraid of the group."

"No stuttering observed."

Judge C.

"Fluent in reading. Very unresponsive to questions. Said only "spelling" during all of questioning except in last half minute when she responded with one or two word answers about what she had done this morning. Sat looking down, chewing nails, and did not take finger tips from lips. What she did say was said without stuttering. Voice intensity markedly low. Did not seem to enjoy situation. In fact seemed to be somewhat embarrassed or depressed or frightened by it. Read quite freely."

"Non-stutterer."

Judge D.

"No blocks. Very fluent spontaneous speech. Very low verbal output. Seemed very shy in this situation."

"Not a stutterer."

Judge E.

"Reading fluent but it was very difficult to get her to speak. Situation seemed very hard for her. Dictaphone records: At the beginning and at the end of the experimental period.

	B	E
Number of words	341	302
Percent of syllable repetitions	0.58	0.00
Percent of word repetitions	0.88	1.66
Percent of phrase repetitions	0.88	0.63
Percent of interjections	0.00	0.32
Percent of pauses	5.28	0.93
Total percent of speech interruptions	7.62	3.84

Case 19
Group IIB

Date of Birth: 10/6/28

Age: 10

Grade: 4

Intelligence quotient: 61

Fluency rating at the beginning of the experimental period:
2.5

Fluency rating at the end of the experimental period: 2.8

Handedness tests:

	Beginning of Period	End of Per.
Dextrality quotient (Angle Board)		
Kinesthetic	No learning	No learning
Visual	.67	.51
Eyedness (positions)		
Up	L	L
Right	L	R
Left	L	L
Down	L	L
Convergence (trials)		
1	L	B
2	L	R
3	L	B
4	L	R
Dynamometer (average)		
Right hand	17	16.5
Left hand	18	14.5
Dextrality quotient	.49	.53
Spool packing (average in 10 sec.)		
Right hand	5.8	6
Left hand	5	5.5
Dextrality quotient	.54	.52

Description of speech given by judges at the beginning of the experimental period:

Judge A.

"Very bad articulation."

Judge B.

"Bad articulation. Many interruptions."

Judge C.

"Articulation very poor."

Judge D.

"Read with difficulty. Bad articulation case, that is, lisp and nasality. Considerable interruptions with some repetitions."

Judge E.

"Reading inadequate. Articulation bad. Interjections and hesitations in speech."

Description of speech given by the judges at the end of the experimental period.

Judge A.

"Articulatory disorder. Not a stutterer."

Judge B.

"Articulatory difficulty. Not stuttering."

Judge C.

"Marked articulation indistinctness and inaccuracy. Seemed to enjoy the situation but was not very responsive except when talking about marbles.

Non-stutterer."

Judge D.

"Seemed very reluctant to speak but no blocks noted. Not a stutterer."

Judge E.

"Articulatory defect. Slightly difficult to get him to talk."

Dictaphone records: At the beginning and the end of the experimental period:

	B	E
Number of words	540	278
Percent of syllable repetitions	.56	0
Percent of word repetitions	.91	.36
Percent of phrase repetitions	.74	0
Percent of interjections	1.11	.36
Percent of pauses	2.22	1.44
Total percent of speech interruptions	5.54	2.16

Case 20
Group IIB

Date of Birth: 6/5/27

Age: 11

Grade: Six

Intelligence quotient: 99

Fluency rating at the beginning of the experimental period:
3.4

Fluency rating at the end of the experimental period: 3.2

Handedness tests:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	1.00	.52
Visual	.92	.59
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	R
Down	R	R
Convergence (trials)		
1	L	R
2	L	B
3	L	R
4	L	L
Dynamometer (average)		
Right hand	19.3	16.3
Left hand	16	15.3
Dextrality quotient	.55	.51
Spool packing (average in 10 sec.)		
Right hand	5.3	5.3
Left hand	5.3	5
Dextrality quotient	.50	.51

Description of speech given by judges at the beginning of the experimental period:

Judge A.

"Adequate speech."

Judge B.

"Normal speaker."

Judge C.

"Adequate speech."

Judge D.

"Some repetitions in speech."

Judge E.

"Slight repetition in speech."

Description of speech given by the judges at the end of the experimental period.

Judge A.

"Little fluency during reading. Hesitations. Difficult to tell from stuttering. Certain breathiness in speaking.

Not a stutterer, but a potential one."

Judge B.

"Talks in rather high strained sounding voice. Repeats some. Also prolongs parts of words. Seemed to be willing to talk and answer all questions."

Stuttering."

Judge C.

"On some words while talking he exerted some effort and apparently was stuttering. Slightly ill at

ease; mumbled a bit. Mild stutterer."

Judge D.

"Speech was generally fluent, but occasionally some grimaces were noticeable about the mouth. The repetitions were rapid and not very noticeable. A stutterer."

Judge E.

"Seemed frightened and ill at ease. Repetitions in speech but no strain."

Dictaphone records: At the beginning and end of the experimental period.

	B	E
Number of words	585	390
Percent of syllable repetitions	.17	.51
Percent of word repetition	.34	1.79
Percent of phrase repetition	.68	.26
Percent of interjections	.17	0
Percent of pauses	3.58	2.05
Total percent of speech interruptions.	4.94	4.61

Case 21
Group II B

Date of Birth: 9/29/26

Age: 12

Grade: Three

Intelligence quotient: 78

Fluency rating at the beginning of the experimental period:
2.3

Fluency rating at the end of the experimental period: 3

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.67	.60
Visual	.60	.87
Eyedness (positions)		
Up	L	L
Right	L	L
Left	L	L
Down	L	L
Convergence (trials)		
1	L	B
2	L	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	20	20.5
Left hand	16.3	16.3
Dextrality quotient	.55	.56
Spool packing (average in 10 sec.)		
Right hand	6	4.3
Left hand	5.3	5.3
Dextrality quotient	.53	.45

Description of speech given by judges at the beginning of the experimental period:

Judge A.

"Occasional repetitions of words."

Judge B.

"Lots of repetitions and stops."

Judge C.

"Word and phrase repetition in speaking."

Judge D.

"A great deal of repetition. Not much tension, but some."

Judge E.

"Repetitions and interjections in speech."

Description of speech given by the judges at the end of the experimental period.

Judge A.

"Repetitions, interjections, pauses, but without much tension. Stutterer."

Judge B.

"Talked freely with frequent interjections while thinking of what to say. Looks at floor all of the time while talking. Constantly moves hands while talking. Not a stutterer."

Judge C.

"At ease. Responsive. Voice adequate. Articulation fair to good, but some inaccuracy. Non-stutterer."

Judge D.

"Some repetition in spontaneous speech, but no straining. Not a stutterer."

Judge E.

"Willing to talk. Some repetitions and interjections in speech."

Dictaphone records: At the beginning and at the end of the experimental period.

	B	E
Number of words	353	354
Percent of syllable repetitions	.57	.56
Percent of word repetitions	3.40	1.41
Percent of phrase repetitions	1.13	1.69
Percent of interjections	1.42	.85
Percent of pauses	9.01	5.37
Total percent of speech interruptions	15.53	9.88

Case 22
Group IIB

Date of Birth: 1922

Age: 16

Grade: Eight

Intelligence quotient: 76

Fluency rating at the beginning of the experimental period:
3.3

Fluency rating at the end of the experimental period: 3

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.00	.00
Visual	.30	.00
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	R
Down	R	R
Convergence (trials)		
1	L	B
2	L	B
3	L	R
4	L	B
Dynamometer (average)		
Right hand	26.3	35.3
Left hand	25.8	30
Dextrality quotient	.50	.54
Spool packing (average in 10 sec.)		
Right hand	5	6.5
Left hand	5.8	5.3
Dextrality quotient	.54	.55

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Articulation disorder."

Judge B.

"Poor articulation."

Judge C.

"Articulation very poor."

Judge D.

"Articulation not good. A few pauses. Sometimes a prolongation on a first syllable."

Judge E.

"Articulation poor. Repetition of first sounds of words."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Unwillingness to talk, but not a stutterer."

Judge B.

"Articulatory case. Very nasal speech. Mild stuttering."

Judge C.

"Quite at ease. Marked articulation and indistinctness and inaccuracy."

"Not a stutterer."

Judge D.

"Some blocking; seemed to be some forcing.

Spontaneous speech fluent."

"Not a stutterer."

Judge E.

"Articulation disorder."

Dictaphone records: Taken at the beginning and at the end
of the experimental period.

	B	E
Number of words	583	437
Percent of syllable repetitions	1.03	1.37
Percent of word repetitions	2.75	2.52
Percent of phrase repetitions	0.37	.46
Percent of interjections	0.37	1.42
Percent of pauses	2.40	.46
Total percent of speech interruptions	6.92	6.23

SUMMARY OF CASES IN GROUP II B:

These were the six normal speakers to whom no negatively evaluative label was attached.

Case Number 17

Considering all of the data obtained at the beginning, during, and at the end of the experimental period, this subject showed a slight decrease in speech fluency as rated and a decrease in the percent of speech interruptions.

Case Number 18

This subject showed a slight decrease in speech fluency as rated, but a decrease in the percent of speech interruptions.

Case Number 19

This subject showed an increase in speech fluency and a decrease in the percent of speech interruptions.

Case Number 20

This subject showed a slight decrease in speech fluency as rated, but a decrease in the percent of speech interruptions.

Case Number 21

This subject showed an increase in speech fluency and a decrease in the percent of speech interruptions.

Case Number 22

This subject showed a slight decrease in speech fluency as rated, but a decrease in the percent of speech interruptions.

TABLES

The fluency rating, dextrality quotient (handedness), and per cent of speech interruption, as measured by use of dictaphone records for each case are indicated by the tables that follow.

TABLE I

FLUENCY RATINGS TAKEN AT THE BEGINNING AND THE END OF THE
EXPERIMENTAL PERIOD

Subjects	Beginning of Period	End of Period	Increase	Decrease
<u>Group I A</u>				
Case 1	2.3	3.2	0.9	
Case 2	1.4	2.0	0.6	
Case 3	4.2	3.2		1.0
Case 4	3.2	2.2		1.0
Case 5	4.0	4.0	0.0	0.0
<u>Group I B</u>				
Case 6	2.8	3.4	0.6	
Case 7	2.6	3.2	0.6	
Case 8	2.0	1.8		0.2
Case 9	2.1	2.2	0.1	
Case 10	3.6	3.4		0.2
<u>Group II A</u>				
Case 11	2.6	2.0		0.6
Case 12	2.8	2.8	0.0	0.0
Case 13	3.0	3.6	0.6	
Case 14	2.5	2.5	0.0	0.0
Case 15	3.0	3.8	0.8	
Case 16	3.1	2.8		0.3
<u>Group II B</u>				
Case 17	3.0	Illness		
Case 18	2.8	2.6		0.2
Case 19	2.5	2.8	0.3	
Case 20	3.4	3.2		0.2
Case 21	2.3	3.0	0.7	
Case 22	3.3	3.0		0.3

TABLE II

HANDEDNESS TESTS ADMINISTERED AT THE BEGINNING AND THE
END OF THE EXPERIMENTAL PERIOD

Subjects Group I A		Angle Board D.Q.		Eyedness	Convergence	Dynamometer D.Q.	Spool Packing D.Q.
		Kinaesthetic	Visual				
Case 1	B	.29	.45	4 L	4 L	.49	.50
	E	No learning	.50	4 R	4 B	.50	.52
Case 2	B	.49	.14	4 R	4 R	.51	.45
	E	No learning	.09	3R-1L	1R-3B	.48	.50
Case 3	B	.56	.52	3R-1L	1R-3L	.50	.53
	E	.51	.50	4 L	4 B	.51	.52
Case 4	B	.45	.62	4 L	1R-3L	.53	.51
	E	.56	.78	3R-1L	4 B	.54	.60
Case 5	B	.50	.44	4 R	3L-1R	.51	.53
	E	.48	.50	2R-2L	1R-2L-1B	.54	.50
<u>Group I B</u>							
Case 6	B	No learning	No learning	4 L	4 L	.51	.51
	E	No learning	No learning	4 L	4 B	.50	.48
Case 7	B	.59	.52	4L	4 L	.50	.50
	E	.40	.49	1R-3L	1R-3L	.47	.48
Case 8	B	.50	.50	3R-1L	4 L	.54	.53
	E	.51	.51	4 L	4 L	.51	.50
Case 9	B	.60	.75	4 R	3R-1L	.50	.54
	E	.64	.56	4 R	3R-1L	.52	.54
Case 10	B	.57	.56	4 R	3R-1L	.51	.52
	E	.52	.51	2R-2L	4 B	.54	.47

TABLE II (CONTINUED)

<u>Group II A</u>	Angle Board		Visual	Eyedness	Convergence	Dynamometer D.Q.	Spool Packing D.Q.
	D.Q.	Kinaesthetic					
Case 11	B	No learning	No learning	4 R	4 L	.49	.50
	E	No learning	No learning	4 R	4 B	.58	.48
Case 12	B	1.00	.72	4 R	3R-1L	.52	.50
	E	No learning	1.00	3R-1L	4 B	.50	.49
Case 13	B	.72	.63	4 L	4 L	.53	.52
	E	.57	.56	4 L	4 B	.55	.51
Case 14	B	.50	.50	4 L	4 R	.51	.50
	E	No learning	.75	2R-2L	4 B	.50	.64
Case 15	B	1.00	1.00	4 L	1R-3L	.58	.58
	E	1.00	1.00	4 L	4 B	.50	.51
Case 16	B	.61	.63	2R-2L	4 L	.57	.51
	E	.62	.58	2R-2L	4 B	.53	.52

TABLE II (CONTINUED)

Group II B	Angle Board		Visual	Eyedness	Convergence	Dynamometer D.Q.	Spool Packing D.Q.
	B	D.Q. Kinaesthetic					
Case 17	B	.58	.65	1R-3L	4 L	.46	.54
	E	No learning	.78	1R-3L	4 B	.49	.54
Case 18	B	.24	.00	3R-1L	2R-2L	.51	.52
	E	.25	.31	4 R	2R-2B	.47	.54
Case 19	B	No learning	.67	4 L	4 L	.49	.54
	E	No learning	.51	1R-3L	2R-2B	.53	.52
Case 20	B	1.00	.92	4 R	4 L	.55	.50
	E	.52	.59	4 R	2R-1L-1B	.51	.51
Case 21	B	.67	.60	4 L	4 L	.55	.53
	E	.60	.87	4 L	4 B	.56	.45
Case 22	B	.00	.30	4 R	4 L	.50	.54
	E	.00	.00	4 R	1R-3B	.54	.55

TABLE III

SPEECH INTERRUPTIONS PER HUNDRED WORDS ON DICTOPHONE RECORDS MADE AT THE BEGINNING AND
END OF THE EXPERIMENTAL PERIOD

Subjects	No. of Words	Repetitions		Inter- jections	Pauses	Total	Inc.	Dec.	
		Syllables	Words						Phrases
<u>Group I A</u>									
Case 1	B	485	3.30	9.07	2.27	1.44	2.29	18.37	
	E	470	0.64	1.91	1.70	4.68	5.32	14.25	4.12
Case 2	B	60	0.00	0.00	1.66	0.00	8.30	9.99	
	E	285	0.35	2.10	0.70	0.35	5.26	8.76	1.23
Case 3	B	796	2.01	2.38	0.50	1.38	2.38	8.65	
	E	599	2.00	1.83	0.50	3.34	2.17	9.84	1.19
Case 4	B	274	0.00	6.20	3.61	10.58	10.58	30.97	
	E	526	0.00	2.47	.57	6.44	.57	10.05	20.92
Case 5	B	657	0.61	1.07	.78	1.32	6.09	10.07	
	E	567	1.23	2.12	.35	1.23	4.59	9.52	.55

TABLE III (CONTINUED)

Subjects	No. of	Repetitions				Pauses	Total	Inc.	Dec.
		Words	Syllables	Words	Phrases				
<u>Group</u>	<u>IB</u>								
Case 6	B	59	0.00	0.00	0.00	0.00	1.19	1.19	
	E	286	0.00	4.82	2.75	6.98	0.69	15.24	14.05
Case 7	B	332	0.93	0.93	0.31	1.81	7.45	11.43	3.02
	E	331	0.30	0.90	0.90	0.90	5.41	8.41	
Case 8	B	495	0.44	2.82	0.22	3.43	10.90	17.81	
	E	504	0.99	1.19	0.99	1.38	8.73	13.28	4.53
Case 9	B	411	15.57	3.65	1.21	6.32	6.32	33.07	
	E	333	8.71	3.30	0.00	7.81	7.81	27.63	5.44
Case 10	B	525	0.95	1.33	0.38	0.38	0.77	3.81	
	E	661	0.15	0.61	0.00	0.45	1.21	2.42	1.39

TABLE III (CONTINUED)

Subjects		No. of Words	Repetitions			Inter- jections	Pauses	Total	Inc.	Dec.
Group	II A		Syllables	Words	Phrases					
Case 11	B	172	5.23	1.75	0.58	0.58	3.49	11.63		
	E	287	0.72	2.87	0.70	1.74	9.06	14.39	2.76	
Case 12	B	322	1.24	2.17	2.17	0.31	2.17	8.06		
	E	337	0.29	0.89	1.78	0.89	8.01	10.97	2.91	
Case 13	B	507	0.39	1.38	0.00	0.39	4.93	7.09		
	E	536	0.56	0.56	0.37	1.49	1.85	4.83		2.26
Case 14	B	353	1.69	1.13	0.59	0.59	3.96	7.96		
	E	180	0.00	2.78	1.11	2.78	5.55	12.22	4.26	
Case 15	B	651	1.23	1.69	1.08	0.77	1.38	6.15		
	E	627	1.75	1.43	0.63	2.55	2.55	8.91	2.76	
Case 16	B	705	0.43	0.99	1.13	1.81	2.26	6.62		
	E	657	1.22	1.37	1.97	3.04	4.87	12.47	5.85	

TABLE III (CONTINUED)

Subjects		No. of Words	Repetitions		Inter- jections	Pauses	Total	Inc.	Dec.
Group	II B		Syllables	Words					
Case 17	B	181	0.00	2.21	2.21	0.55	5.53	10.50	
	E	160	0.00	0.63	0.00	0.00	6.25	6.88	3.72
Case 18	B	341	0.58	0.88	0.88	0.00	5.28	7.62	
	E	302	0.00	1.66	0.63	0.32	0.93	3.84	3.78
Case 19	B	540	0.56	0.91	0.74	1.11	2.22	5.54	
	E	278	0.00	0.36	0.00	0.36	1.44	2.16	3.38
Case 20	B	585	0.17	0.34	0.68	0.17	3.58	4.94	
	E	390	0.51	1.79	0.26	0.00	2.05	4.61	0.33
Case 21	B	353	0.57	3.40	1.13	1.42	9.01	15.53	
	E	354	0.56	1.41	1.69	0.85	5.37	9.88	5.65
Case 22	B	583	1.03	2.75	0.37	0.37	2.40	6.92	
	E	437	1.37	2.52	0.46	1.42	0.46	6.23	0.69

SUMMARY OF GROUP COMPARISONS:

Group I A (Label removed)

Out of group I A two subjects increased in speech fluency, two subjects decreased in speech fluency and, one subject's fluency rating did not change.

Four out of the five subjects in this group decreased the percent of their speech interruptions, and one out of the group increased the percent of his speech interruptions.

Group I B (Label endorsed)

Out of group I B three subjects increased in speech fluency as rated.

Four out of the five subjects in this group decreased the percent of their speech interruptions and one out of the group increased the percent of his speech interruptions

Group II A (Label attached)

Out of group II A two of the subjects increased in speech fluency, two decreased in speech fluency and two did not change in fluency, as rated.

Five of the six subjects in this group increased the percent of their speech interruptions, and one of the six decreased the percent of his speech interruptions.

All of the children in this group showed overt behavioral changes in the course of the experiment that were in the direction of the types of inhibitive, sensitive,

embarrassed reactions shown by many adult stutterers in relation to their speech. There was a tendency for them to become less talkative.

Group II B (No negatively evaluative label)

Out of group II B two of the subjects increased in speech fluency and three of the subjects decreased in speech fluency as rated. One child was ill during the final check-up.

All six of the subjects decreased the percent of their speech interruptions.

DISCUSSION OF RESULTS

It is very possible that if the writer had had more cooperation the results of this study would have been more positive. Both the teachers and the matrons of the institution were very easily influenced, that is, they accepted the diagnosis given without questioning. They were not skeptical of any of the methods of therapy that were suggested. It seemed to be their general opinion, however, that children of such "caliber" and in such environmental surroundings could not be helped. They apparently felt that it was a waste of time to give these children special attention. In any event, the suggestions offered were for the most part disregarded. As it was, the children received their stimulation almost entirely from the writer. If these children had constantly been reminded of their speech they would have undoubtedly reacted more positively.

All of the subjects in Group II A (the children to whom the label "stutterer" had been attached) showed similar types of speech behavior during the experimental period. A decrease in verbal output was characteristic of all six subjects; that is, they were reluctant to speak and spoke only when they were urged to. Second, their rate of speaking was decreased. They spoke more slowly

and with greater exactness. They had a tendency to weigh each word before they said it. Third, the length of response was ^{en/}shorted. The two younger subjects responded with only one word whenever possible. Fourth, they all became more self-conscious. They appeared shy and embarrassed in many situations. Fifth, they accepted the fact that there was something definitely wrong with their speech. Sixth, every subject reacted to his speech interruptions in some manner. Some hung their heads, other gasped and covered their mouths with their hands; others laughed with embarrassment. In every case the children's behavior changed noticeably.

In the writer's opinion it would be of definite theoretical and practical significance to repeat this study under conditions more nearly comparable to the home situation, in which parents more or less constantly remind the child of his speech interruptions and quite persistently apply such therapeutical principles as they feel to be warranted by the diagnosis of "stutterer". Such results as were obtained in this study, with a relatively slight amount of stimulation, indicate that in a "home situation" definitely more extensive results might reasonably be expected.

APPENDIX

Dictaphone records taken at the beginning
and end of the experimental period

GROUP I A

Case I
Feb. 3

Here's fader bear---here's moder bear and
here's baby bear. Fader bear----is lookin at--the
paper, an moder bear is knittin.--Baby bear playin
blocks. The three bears came home an somebody's been
eatin soup somebody's been eating soup. Somebody's
been eating baby soup all up. So they went into their
chairs. Fader said who's been-- in my chair.

Number of words	60	
Number of syllables repeated	0	0%
Number of words repeated	0	0%
Number of phrases repeated	1	1.66%
Number of interjections	0	0%
Number of pauses	5	8.33%
Total		<u>9.99%</u>

Case I

May 30

One morning da four lil kittens, They-----
-----lost their-----they lost their mittens, and they
began to cry.

Oh,-- mommy dear-- We sorry--- fear our mittens
we have lost.

What lost your mittens. You naughty kittans.
Then --you--shall have no pie. Niew, miew, miew, miew,
miew, miew, miew.

The three lil kittens day found thair mittens
an day began to cry. Oh mommy dear, see-----see here
see here. Out mittens we have found.

What, found your mittens, you lil kittens.
Den den you shall have some pie- -----Purr, purr, purr,
purr, purr, purr, purr.

The three lil kittens put on their mittens,
and soon ate ate their up their dinner.

Oh mommy dear, we greatly fear---Oh our
mittens we have-- saw. What -----soiled your mittens.
You naughty kittens. Then they began to sigh sigh. Miew,
miew, miew, miew, miew, miew, miew.

The three lil kittens they washed their mittens,
and hung them on da line.

Oh mommy dear, look here, look here, our mittens
we have washed.

Case I
May 30

Speech:

I like to go to school an read books. I like to play tag-- See who I can hit an I like to play squat tag best.

Every guy up to bat. There's a guy a guy an first base second base an third base. Trow it to a guy. Guy knocks it out there in the field. Runs to first base before they they tag him.

I'd like to be a cowbody---When I grow up I'd like to be a cowbody, an cook like cowboys.

Have to buy a cowboy suit an cowboy gun an cowboy shoes an an see a-----cowboy hat on big things. Cowboy has to cook. Make coffee.

Number of words	285	
Number of syllables repeated	1	.35%
Number of words repeated	6	2.10%
Number of phrases repeated	2	.70%
Number of interjections	1	.35%
Number of pauses	15	5.26%
Total		<hr/> 8.76%

Case 2

Feb 3

The wise little hen said to her nine nine little chicks. "We shall we shall call on call on on Peter Pig and ask him to help plant plant our corn. Your dear your dear father when when wh when a a live was p p p Peters g g good friend and helped him him often."

She put on on her shawl an bonnet and with a basket a a of her precious seed precious seed on her arm- she went to call on Peter Pig- the nine little chickens following close behind.

"Hello Peter Pig," the wise little little little hen cried cried out ch cheerily and a big fat. He came dancing dancing-----dancing to towards the little little wise hen. He he was playing hi his accordian.

"Tickled pink to see you you" he said cheerily.

"Can can you help help me plant my plany mp corn- Pa Paddy -Peter-the wi wise little hen hen asked asked.

When Paddy pig had to heard a look of pain came on his on his face. He put put his hand, hand on on his--- stomach as he as as if it hurt him. "I would be glad glad to wise little hen hen but my poor poor stomach stomach."

"I am sorry" said the little wi wise hen, "but we'll go on to to Donald Duck Duck and ask him to help us." Donald Duck lived in a houseboat boat tied to tied to the bank bank of the of the same stream that ran went through

the wise little hen hen's meadow. and nine little--I'm
I'm sure sure he he will help us.

Speech

In the picture I see a hen planting in her garden--with her nine little ckickens lying asleep- one of them is digging digging up the ground. They put some seen in the ground then they a plow it up--up. The bi big mother hen has a has a basked in her in her hand. One little chicken jumped in the basket. Going downffrom corn-

There was a man by the name of Larry Kim--Sims-. He he was he was a he he was good man he the boss of the cow boys. He a wa was goin out riding ridin one day an he came to a bank robbery. Then he went then he went at em- the bank robbers he gave up pinching them. There was some- first-they police at asked the boys to get him but Kell a Kell said I don't know--he said an the others the police said you'd better tell an took them them the headquarters. He said get on your horse horse horse and Lar Larry he started to get on his horse an he went push and they got on the horse an they started running an they kept a shoot- in and once when they got to a big hill they-

Number of words	485		
Number of syllables repeated	16	=	3.30%
Number of words repeated	44	=	9.07%
Number of phrase repeats	11	=	2.27%
Number of interjections	7	=	1.44%
Number of pauses	14	=	$\frac{2.29}{18.37}$

Case II
May 30

The little hen- the little red hen lived in-
a- barnyard with a one day where also a cat, a rat
and a pig.--The cat--- usually--napping--nap nap-ping
in the barn door- not er bothering to a scare away
the kat rat who ran-- about. As for the pig in the ----
sty-- he did he did not care what happened to long as
he had all he could eat.--But a but the little red hen
spent mo most of her time scratching for worms for her-
self an her chickies----- a very busy red hen she was.

One day a as she went about in her pickety-
pickety----fashion, she found a --seed. -----Carrying
it about in a in the barnyard she she asked on an then
a what it was an until the rat said it was a grain of
wheat,- and it was a was plant it would grow, an when
ripe could be made into flour an then into breat.

The lil little hen lil red hen thought of the
pig, upon ---- upon -- whom time must hang heavily. An

Speech:

There was a white boy and a black boy an they
went an shined shoes they got a dime an a they a a got on
a boat an a then a they a got some meat for to eat some
biscuits got in the wooden barrel an the captain said you
quit that an then--they didn't quit an he said if you don't
quite I'm goin to throw you off the boat an nen -- he

Case II
May 30

started chas in them an they got in the barrel an nen they ran off an then they started to go an they fell off the boat an the white boy slung out a life saver an the little black boy pulled him in --nen they were walking nen walking nen.

A man came along an cornered him an let the lil white boy come in nen a he he got in there an nen he said something nen they went an a out nen that little black boy got up in the window an nen told him to get under the table nen he got under the table the lil white goy got some meat under there an nen they took the dog under in there an took it an got it an stepped on the lil black boy's finger nen lil white boy stepped on food- nen they wondered where the food was on the black boy--the boy I mean nen he said the little black boy said, "I'm hungry", an he said--"what hungry." I gave you the meat an then he said the dog ate it an what the dog---so he got up there an he gotta get up there an nen he ate.

Number of words	470	
Number of syllables repeated	3	.64%
Number of words repeated	9	1.91%
Number of phrases repeated	8	1.70%
Number of interjections	22	4.68
Number of pauses	25	<u>5.32</u>
Total		14.25

Case 3

Feb. 3

The wise little hen said to her nine little chicks,
"We shall call on Peter Pig and ask him to help plant our
corn. Your dear father wh when we--"

She put on her shawl an bonnet and with a basket
of the precious seed on her arm she ha went to call on Peter.
--the nine little chicks follow closely behind.

"Hello, Peter Pig-sa the wise little hen cried
out cheerily--

Peter Pig was a big fat fellow. He came dancing
down-- the the wise little hen. He was playing his accordiam.

"Tickled pink to see you," he said cheerfully.

"Can you help me plant my corn Peter the wi wise
little hen asked.

When Peter Pig heard this a look of pain came to
his face. He put his hand on his s tomach as if it hurt.

"I would be glad to wise little hen but my poor
stomach. I'm sorry said the wi wise little han. But well go
on to Donald Duck and ask him to help us.

Donald Duck lived in a house boat ti tied to the
bank of the da bank of bank of the same stream which ran
through the wise little hens meadow. Donald and your father wa
were great friands the mother told her n nine little chicks and

and I'm sure he will help us.

But alas, when the wise little wise hen asked Donald if he would help he too found he too had a very miserable stomach ache.

"Very well," said the w wise little hen--to her chicks "we will go home and plant our corn and each of you will help me.

So the wise little hen marched her little chicks to her meadow and all day long they worked and planted. When the day was done they all shouted, "Hurrah for us!"

In due time the lusty corn broke through the earth and had its first look at the sky.

The wise little hen needed help n now to harvest the corn. Perhaps Peter Pig and Donald Duck were better now. So with her nine little chicks she went off to see then and she was lucky indeed for she saw then both idling and playing in front of the idle hour club.

"How are you, Peter Pig. How are you, Donald Duck," asked the wi wise little little hen.

"Fine," cried Peter Pig.

"Fine," cried Donald Duck.

"Isn't that good news,"- said the wise little hen. Will you help help me harvest our corn-- a a "

But such looks of pain came upon both Peter's an Donald Peter and Donald Ducks at the wise at little hens

request that she felt sorry for them.

Gathering her nine little chicks together the wise little hen went on her way. But as she went she heard the glee-ful chuckling an an quacking of Peter Pig an Donald Duck, both of whom seemed to have cured all too quickly. an-

Speech

Tarsans a a --Tarsans Revenge is a good show and its about Tarsan an another woman. Tarsan swings through the air with greatest of ease-- a-- a-- She flew through the air with the greatest of ease-- the ga girl f friend of Tarsan an an his pet Chipaneeze.

"A Fibber Magee is a big fibber."

In scout meeting we gon play basketball an do a lot of marching an do a lot of crazy things an everything--an scout our our scout master is- - Don Driscol---an our our assistant scout master is-- Russel Gallager an a our senior patrol leader is a Bill Nabors.

Captain Frank Hawles plays with Jim Doring in the movie of Mysterious Pilot the a a adventure serial by Louis Phlene. Huh. An he a he a hes a Pilot an he hes su supposed to be a mysterious pilot an he has a plane without a single bit of marking on it so nobody can tell. An he sort o of a bomber. He has a freind named a Sargent Liebey-- an has a bomber too. There's a girl stop him an a girl who's supposed to be committed to murder but don't know yet an there goin to arrest her-- so there a fight an Jim Doring takes him down to the showers an there's a old man named Papa

Berger an he he wears glasses an looks real funny. He comes down an knocks out the guard with a club an lays down an ties him and when they get out they find f friend of Jim Doring an an he he says w he's supposed to deliver a plane-- says Get up in the air I got a better job for you an they're flying over a big mountain an the girl stop him an he goes flying down he has something on a rope.

Number of words	796		
Number of syllables repeated	16	=	2.01%
Number of words repeated	19	=	2.38%
Number of phrases repeated	4	=	.50%
Number of interjections	11	=	1.38%
Number of pauses	19	=	<u>2.38%</u>
	Total		8.65%

Case 3

May 30

Little Anne of Canada

Anna is almost Punished.

It was early on a frosty morning when the bell of the churches began ringing. Annie sat up in bed rubbing her eyes. Anna was seven years old an had black--bobbing curls. She lived in the SS s city of Quebec in Canada.

"Tante, tante", called the little girl.

It is it is was-- she was not fully awake, but--what did not matter. Anne talked from the moment she opened her br br big brown eyes until the sleepy night came to close them.

"Tante, it is morning," she called. She sprang out of bed an now she was really--awake.

Her aunt's cross--voice came to her from the next room.

"Hush, child, it is too early to be stiring," scolded the voice. "Go back go right back to bed quickly."

But anne did not go right back to bed. First she went to a tiny bureau in her tiny room an took for it from a tiny drawer a very --big--letter.

Then she hopped into bed and drew the covers up high and opened the letter. She wrinkled her lil w white brow an stuck out her her lil pink tongue tongue.

,-She was making believe that she could read the

letter. But she could not read th this letter at all because it was written in English.

Annie understood and spoke only French. That's why she called tante which means aunt in French.

It seemed strange that a little girl living in North America could understand only French. But in Quebec, Canada, there are all people who ca know no English at all.

This is because long ago the French settled in Canada. There were many wars betr-btween the French an English for both wanted to own Canada. Finally, England won, and now Canada belongs to England.

But the great, great, great--grandchildren of these French pe people who settled so long ago are still living there.

In certain parts of the city of Queck one hears only French spoken. Yet some of the words would could not be understood by a real frenchman. The reason is they are not real french words. They are words that have been made up in Canada.

This same thing had happened in other countries. In switzerland where they speak German, French an Italian some of the words are quite different from those in Germany, France an Italia. Italy.

, An anna lived in a poor little old house on a cobbled narrow street. She lived with her Tante Martha who had eight--

Speech:

A the Chicago Cubs are my best my favorite team an a Sam Curley an a I hope they'll win today a a they a they're playin the Cincinatti Reds. Let's see the Card St. Louis Cardinals an after them or the pittsburg Pirates an the Cubs.

The Cub line up is Bob Hapsburg, Ph Phil Phil Her- man is second a Lonny Wilford first, Jimmy Perkins a third-- a a Theo Hartman catchin a a Delan Murfield a he'd be cen- ter field, an an a -----rt field an Dick Bontell in short- stop.

Today is Memorial day but we cdebrated it on Sun- day. We had a program a of a about a a half hour long. A dedicated a to the a memory of the soldiers who fought in all wars. A today we got today off on account a if we did not want to go to school on a holiday so we got out of all an an we'll have a lot of fun hanging around an there wasn't much to do all day an I hope to hear the ball game this aft--ah a

Number of words	599		
Number of syllables repeated	12	=	2.00%
Number of words repeated	11	=	1.83%
Number of phrases repeated	3	=	.50%
Number of interjections	20	=	3.34%
Number of pauses	13	=	2.17%
			<hr/>
	Total		9.84%

Case 4

Feb. 3

Once--pon--a time there was---three bears-- They lived in a big forest--There there was there was--great big-----father bear--and the baby bear---an the mother--bear---. In the in the deep in the deep forest---he he had a bowl for his oatmeal-----a great big bowl for the father--an a an a middle sized bowl for the a mother bear an a an a tiny bowl---for--the ----baby---bear---

Speech:

Mother mother--hrose watching---her--colt.

Calves drink milk.

Frisky bunnies--jump-an-play.

Puppies--are--so----curious.

The three kittens--the kitten will have some fun too.---

I went to a movie down town down town about a six o'clock an there's a there's a camp out at this place a a an a he said he'd a have to be kept, an there's a there's a band of bandits band of bandits bandits that killed, robbed the stage coach. An one name was Frisky Joe an an then when they came back to a town they a a the sheriff he grabbed them an put them under arrest an a Boomer Clay a he was one of the a a he a a a he was the one they got a an a then a they sent a a supposed to get the girl an after while there's a party at a the hall an

an went there an the judge caught him an drug him in an
 the girl a she a a she did a a like him any more because a
 a an they had music that night an a a an..

Number of words	274	
Number of syllables repeated	0	equals 0 %
Number of words repeated	17	equals 6.20%
Number of phrases repeated	10	equals 3.61%
Number of interjections	29	equals 10.58%
Number of pauses	29	equals $\frac{10.58\%}{30.97\%}$

Case 4

May 30

Well the movie was about Jane Withers. she was playing Mumbo Peg with with her servant. An there was a lady at come in an a she was eatin a grapefruit ana an a she stuck her spoon in an the dish squirt in that lady's eye. Then she locked the door an a Jane was her name, Jane Withers. An her uncle had a one them electic scooters an he was ridin around an theres a man there wanted an a her was a, for a ride an a theres a man came in the an a this uncle a asked him if she'd seen a man with blue pants an white coat an a skippers hat. An he said no, she hadn't seen him. Jerry came back and he asked him if he'd seen an he said a police pants an white coat an skuppers hat. An an that lady said have you seen himan he said no. That man over there told me an a Jane showed there an that perch an he climbed up on a she told him where her father was an a an a she showed hime how to knock on the door an an a Janes sister come along an a chasin that man on a an Janes sister was on a horse. She started chasin this an a hed gone in some bushes an they foun that house an knocked on on the door an an Janes father said a a come in an then he came in an a he showed im them papers an a he look the paper somthin an then he laid down on the bed an went sound to sleep.

An Jane came in an a an that man let her in an a an a he told her a bout her uncle an a Jane said she'd

need some sleep an Jerry put on on his uncles coat an a they a they come down to the boat an a an a Janes mother an sister waiting an her uncle an a first that guy he grabbed the motor an a he broke somethin an an then he started to throw it an almost an he p ut the down an a row bodt---an about then Jane came an Janes uncle come-- come on out of there or I'll shoot an a Jane said he has- n't got a gun an a an then that guy says, I'm goin an he gone out that was the same an he says. I'll I'll tell the whole story if you point that gun th other way an a he wouldn't do it--an a the same lady lady an a so he called Jane an Jane went an found anthen a he said a a Jane said Oh no you 'won't an he come back on the boat an the boat rock by the island an they got out an they got on the island an a they they found a house an a then some people came in an a they same in the house an a a th lady says she'll call the police.

Number of words	526	=	
Number of syllables repeated	0	=	0%
Number of words repeated	13	=	2.47%
Number of phrases repeated	3	=	.57%
Number of interjections	34	=	6.44%
Number of pauses	3	=	<u>.57%</u>
			10.05

Case 5

Feb. 3

The wise little hen said to her nine little chicks -- "We shall call on Peter Pig and ask him to help plant our corn- Your father when he was alive was Peter Pig's good-good friend- and helped him often-- She put on her shawl and bonnet and with a basket of her precious ka-seed on her arm she went-to call on Peter Pig-- the nine little chicks following closely behind.

"Hello-Peter Pig"- the wise little hen cried out cheerily- Peter Pig was a big fat fellow. He came dancing toward the wise little hen--He was playing his accordiam. Peter Pig-

"Tickled Pink to see you" he cried gleefully.

"Will you help me plant my corn, Peter"- the wise little hen asked.

Peter- When Peter Pig heard this a look of pain came to hi face. He put his handon his stomach-as if he w were hurt.-----"Iwould be so glad to-wise little hen b but we'll go on to donald duck andask him to help us--" Donald Duck lived in a house-boat right on the bank of the same stream that ran down the wise little hens meadow. Donald and your fa father were good friends- the mother told the nine little chicks- "I'm sure he will help us"- But, alas when the wise little hen asked Donald if he would help her, he he too had a miserqble stomach ache- Very well said the wise little hen en to her chicks, "We will go home andplant your corn-our corn and you will help me."

Case_5

Feb. 3

So the wise little hen marched her little chicks to their own meadow.

All day long they worked- and when they was done all they they all shouted, "Hurrah for us!"

In due time the lustly corn broke through the earth and had its first llok at the sky-

Then the wise little hen needed help now to harvest the corn- Perhaps both Peter Pig and Donald Duck were well now.

Speech

I enjoyed the show "Shadows in Shanghai" very much- It was about the people over - a a- the white Americans the over in China- the Ch Chinese or the Ja Japanese were bombing the shad- the- city of Shanghai- It was about the men---that when they were bombing took the moving pictures of American submarine.

They had a little thing that was worth five million dollars that the a Chinese and Japanese were trying to get the money so that the Chinese so they could buy ammunition- There was one man there that--- a great big tall Japanese and when they went into a dark room there a they showed the man showed them there two rooms when

Case 5

Feb. 3

when they went in there stood a man with a gun an they had a little token there which the man said would kill and and the man with a beard, he took took a hold of that the little thing little thing in there- an he thought he did anyway because they ahd s mething in there that would blow up if you lit it and so these two man happened to be in there together- that one guy says a Carlton says- a

When all the rest of them went in there he blew himself up- an then they went out there and after thay went there the guy says- Oh no they were out on a boat and a one man had to go away from the others and he put that little thing in her hand an the girl almost keeled over- and then when they were leaving the a -leaving back to America they a er went down a little trap door the Chi-the Japanese were a and the man pulled out his gun and killed one of them and finally they got to the ship and a the man slighted them and they all crumbled together.

Number of words	657		
Number of syllables repeated	4	=	.61 %
Number of words repeated	7	=	1.07 %
Number of phrases repeated	5	=	.78 %
Number of pauses	40	=	6.09 %
Number of interjections	10	=	1.52 %
			<hr/> 10.07 %

Case 5

May 30

On the trip, Manuel was quite very quiet. Dodo never spoke very much- at any time. They drove a a old wagon. But the horses were aplendid. Dodo enjoyed watching their grace graceful movemovements. While watching his eye his eyes grew heavy an he nodded.

Manuel smile smiled "Come," he said, "try to keep awake until we reach the town. You'll be interested in what we shall see there."

Dodo opened one eye.- Then he closed it again. He would have been in the land of n nod if it not been for -Manuelcontinued. "Yöu'd did not yet no all about the senoritas--visit."

At the word "Senor", the boy woke up a little straighter an listened.

"The Senor da does not come alone this time," explained Manuel. This time he brings his family to the hacienda.--

"Si" asked Dodo--He was but slightly interested. Women an children did not mean very much to him.

"Si"- replied Manuel. "He brings his two daughters, the Senorita--Dēlores an Fal Fe li lisha. And also the Se Senora.- Galleo hi wife."

Case 5

May 30

This this news only made Dodo sleepier make Dodo sleepier. He was about to dose off again when he heard words that made his start with---displeasure. Manuel was talking an this time Manuels voice was stern.

"It is time you learned to be of use sleepy one," sa the the man said. "The two senioritas will nee a servant, a mozo, you shall be a mozo."

Dodo jumped Eh I I a mozo- he squealed with fright.

"Si" answered Manuel, "there is no terrible about that."

Dodo did not answer. His heart had had sank down down almost he thought, to his--toes.

Speech:

Now I'm goin to talk about the fight. We have fights out here every ---week. The boys they fight town guys--an usually fight against each other. Have one friend of mine down here----who don't like to fight so weãl but he has to fight. --They think is terrible down here if you ya don't fight. But most of the boys around fight an ear n a sweater for fight.

Oh---they box an fight around--get knocked out or get teeth broken somethin like that.

Case_5

May 30

I like football better than any other sport. Its sort of rough game but-- still the boys ti try hard an they run; lot of running in it an I like to run even though I can't run very fast myself, but if it wasn't for my eyes I'd be playin football too.

Here at the home this year they won every game of football but two an-- two of the boys-- they would a w won them games but but one boy he was on the first string --goin to play center an, but he got hurt an the othern played center but he didn't get theough an very well. The other time they lost one guy he didn't do as he was told an captain said

They look nice out there--all of them got new suits. Got the hop guards separate. They got green suits this year--green an orange. They played a a lets see-- a about ten games. They won eight of a a well they won all but two. They played---Dubuque-- they played Clinton-- played Davenport--think they played every town close around.

Number of words	567		
Number of syllables repeated	7	=	1.23 %
Number of words repeated	12	=	2.12 %
Number of phrases repeated	2	=	.35 %
Number of interjections	7	=	4.59 %
Number of pauses	26	=	4.59 %
			<hr/> 9.52 %

Group I B

Case 6

Feb. 3

This dog-- is a bad dog_y.--stole the meat---
 from the ice-box an now hes standin in a corner. One
 dog taken a bath an other dog sittin on a chair.

Havin a party--all sorts of things they have
 ice cream--an lemonade--One doggy spilled his lemonade.
 Paper caps--at the party some have chocolate ice cream.

Number of words	59	
Number of syllables repeated	0	
Number of words repeated	0	
Number of phrases repeated	0	
Number of interjections	0	
Number of pauses	7	= 1.19 %
	<hr/>	
	7	= 1.19 %

Case 6

May 30

We play with a jumping rope an a -- an we play games an an home we play we play an at the cottage teachers games an an.

At school I have a box with little papers in it an a a I put my crayons in it an when I want to color I go to that place an take them out.

We play Andy over ab we play with a baseball.

We play base ball an then we play kick ball an sometimes when a a when James Whitmore has his Cowboy suit a we play a we an all the all the kids get after him.

An I like to play some games with a firetruck. An a car an a little trailer attached to it an a an a a an a little a piece on it inside it an a a it has little hose an you a hose on it an they come off on you you play with the hose an then you put it back.

I see the horse with a man on it an I see th an I see the a great big policeman with a gun on a he had a lil trouble with a man with a man an he see alsost almost all the cowboys playin baseball.

You play at school an then a you you you go outdoors an then the bell wings an an go at school an rest a n

Case 6

May 30

then you get up an play somemore an you play an then you
play somemore. You plays games you you play cat an rat
an duck duck, poor duck an blind man an a ----- not it
an a called pig tail.

Number of words	286		
Number of syllables repeated	0	=	0.00 %
Number of words repeated	14	=	4.82 %
Number of phrases repeated	8	=	2.75 %
Number of interjections	20	=	6.98 %
Number of pauses	2	=	0.69 %
	44	=	15.24 %

Case 7

Feb. 3

The wise little hen said to her nin--her nin little chicks--"We shall call on Peter Pig and- ask him to help us plant our corn. Your dear father when---he was a - alive was Peter Pig's a good friend- an helped him often."

She put her shawl an bonnet an with a basket of her--- precious seed--on her- arm she went to call on Peter Pig, the nin nin nine little chicks followed closely behind.

"Hello-- Peter- Pig," the -wise l little hen cried out cheerfully. Peter Pig was a big fat ---- He came dancing towards her--- the wise little- He was playing his corridian.

"Tickled pink to see you"-he said cheerfully.

"Can you help me plant my corn, Peter-" the wise little hen asked.

When Peter Pig heard this he looked as pain come on his face. He put his hand on his stomach on as if it hurt him.

Speech:

I'm going to tell you about Treasure Island. A Larry Clinton an Tony Morrel- a went to the island to l look for Tony Morrel's father. Captain Shadow who was

Case 7

Feb. 3

there helped him out an showed him the path to remember in the island-- Dr. I mean Mr. Collins was the owner of the fellow who was for a vacation on a party was there an Mr. Collins was the other.

Mr. Collins made Tony Morrel walk the plank-- an then Cox jumped in an an-- the Professor had the other things out like this-- has a knife an some rope an a the lawyer who was working for Mr. Collins was afraid of him an was trying to get Larry Clinton to go down an knocked him an get away from him. An he was locked up in a dungeon-- an they knew the place to get the map--then at last they--

Number of words	322	
Number of syllables repeated	3	= 0.93 %
Number of words repeated	3	= 0.93 %
Number of phrases repeated	1	= 0.31 %
Number of interjections	6	= 1.81 %
Number of pauses	23	= 7.45 %
	<hr/>	
	36	= 11.43 %

Case 7

May 30

Wake up-- lazy one; Today--- Wake up lazy one.

Today something very--- splendid is going to happen.

A clear voice rang out on the early morning air .

A stout a stout brown woman leaned over a sleepy brown boy. She she prodded him with a lil switch an scowled.

"Up up I say. You have ----slept long enough."

The boy turned over lazily and looked around, He could not see that the morning was very young. a He could see that he was earlier than hi his usual rising time.

He slept on the floor. He w- was -- wrapped wrapped up in a-b brown color colored blanket. He--rubbed hi eyes.

"Yah yah ha, he yawn-- I'm coming----I'm coming. "

But his-----movements were slow. The great woman above him walkin away.

He as she walked she called back. Then hurry. Your breakfast is waiting and there is much to do today.

The boy answered-----and-----stretched as he made ready for breakfast. He was a good----looking--lad a with black eyes and hair.

Speech:

The scouts marched with the band in Davenport

Case 7

May 30

down town. Started by the court house--went around the city---went up a big hill to the unknown soldier of Davenport monuments and waited there an the band played. An Scout master Don Driscoll--then we went home--we might be a able to go to a ball game or else a ride tonight.

When I grown up I want to be an athlete an swim an high hurdle an pole vault. I will be glad when the last day of school comes.

I can raise the dickens with teachers. Laugh at them.

If the Germans came over her to make war on America, I'd make myself a sling shot an shoot em an I' shoot one of em an knock im out an take his gun an pick his eye out an go in an airplane an bomb im an the trenches.

Number of words	331	
Number of syllables repeated	1	= 0.30 %
Number of words repeated	3	= 0.90 %
Number of phrases repeated	3	= 0.90 %
Number of interjections	3	= 0.90 %
Number of pauses	18	= 5.41 %
	28	= 8.41 %

Case 8

Feb. 3

-----wise little hen-----said to her nine little chicks chicks--"We shall call on----P Peter Pig an ask ----him--to help--plant our corn. Your dear father--when he was alive was was Peter Pigs good friend an helped him often." She put on her shawl an bonnet an with a basket on her amr-- she she put on her shawl an bonnet an with a basket went to call on Peter Pig, nine little of her precious seed chick following---closely behind.

"---H--LO-- Peter Pig---wise little hen called out cheerily Peter Pig was a big fat fellow. He came dancing towards her--wise little hen---He was playin his accordian.

"Tickled Pink-----to see you--",he said.

"Can you help me plant my corn-- she wise--- little hen--asked.

"When a "Peter Pig heard this-- a look of pain-- came-- on his face. He put hand on his stomach stomach as ---if--he hurt him.

"Would be glad--to--wise little hen, but my poor stomach."

"I am sorry," said the wise little hen".--but we'll go on Donald Duck's an ask him to help us."

"Donald Duck lived in a houseboat tied to a bank of same stream that stream that ran thru the wise little hen's meadow. " Donald an --your father were good

friends,-- the mother told---the nine little chicks."I am sure he will help us."

But alas when the wise little hen asked Donald if he would help he too found that he had a---very--- miserable stomach ache.

"Very well" said the wise little hen to her chicks."Well go home an plant our corn an each of you will---help me." So the wise little hen marched her little chicks to their own meadow. All--day--long they worked an planted--and when when the day was done they all shouted, "Hurrah for us. Hurrah for us."

Speech:-

I was a----down at the a----chapel tonight an an I a see a couple boys boxing. Saw two boys--Tom--Emil --Emil fight--fight a--a--they a have a extra special ball curtain, have an showers an a place where they a play on the mat.

-----Get up in morning--hang my clothes in the closet --Make my bed--go down stairs--put on my shoes--got ready. Then after awhile we when the first first second bell rings go down to breakfast--then go down an do my work--I had to sweep scrub the floor.--Then when the first bell rang a I go sit on my chair then second bell ring--go get in--to line an go to school an went to my room an a have a spelling then a before that we have a a science an then geography then after then have history then we go to the

then we go to the gym an then a a have to stand in line
 an then we go to play on the floor.

Number of words	495	
Number of syllables repeated	2	equals 0.44%
Number of words repeated	14	equals 2.82%
Number of phrases repeated	1	equals 0.22%
Number of interjections	17	equals 3.43%
Number of pauses	<u>54</u>	equals <u>10.90</u> %
	98	equals 17.81%

Case 8

May 30

Once pon time there was a lil boy a lil black boy an a his name was lil black Sambo. M Mother was call- ed Black Mumbo an his father was called Black Jumbo.

Black---- black Mumbo--- made him---- beautiful lil red coat an a pair beautiful lil blue trousers, while black Jumbo went to the---- to the ----- Bu Bazaar an bought him a beautiful green umbrella an lovely little pair of pueprle shoes a with a crimson soles an crimson linings. An then wasn't lil black Sambo grand?

So he put on all his fine clothes an went out for a walk in the jungle.

By a-an--by--he meta--tiger. Tiger said to he "Black Sambo, I goin to eat you up." But lil black Sambo said-- "Oh please lil oh please Mr. Tiger--don't e me up--I'll- I'll give you my beautiful lil re coat----"

By an by he--Lil Black Sambo met another Tiger. "Lil Black Sambo, I'm goin to e you up."

"Oh please Mr. Tiger, don't e me----up I'll give you my beautiful red umbrella." So the Tiger said-- "How can I carry an umbrella when I need all my paws for walking."

"You could tie a knot in your tail an carry it that way--"

Case_8_

May 30

" So I could--said the Tiger an went away carrying it an aa-- Now I'm the grandest Tiger in Jungle. "

" An poor lil black Sambo went away cryin because the cruel tiger had taken away all his fine clothes. Presently he heard a grrr raa- grrrrr that grew louder an louder. Oh dear sa lil Black Sambo-- the --Tigers are -- -coming back--- to eat me up. He ran to a palm tree an peeked aroun it. There he saw all the Tigers --disputing which of them was the grandest. They grew so angry th they jumped up an took off all the fine clothes an began to tear each each other with their claws.

And they came rolling an tumblin right to the foot of the the very tree where lil black Sambo was hidin --but- heo jumped-quickly in behind the umbrella- an tigers all caught a hold of each others tails as they wrang-- wrangled.

Speech:

This summer--- I might -- go down to the creek an wade an make a raft----- out wood an nails-- might go in the timber an go an fish--hunt-- might find a job an make money an go on buy cars- (how long does this go on)

Goin to play base ball this summer. An I can play

Case_8

May 30

play base ball you have a pitcher a pitcher- first base-
 man, second baseman- thirk base man- center field an right
 field an left field. An an you try an put the person out
 that's up to bat an a when a theres three outs other team
 goes to bat. Out in the field- went up to bat- The team
 thats out tries to put you out-- tries to put you out
 tries to put the ones in in to bat out.

Number of words	504	
Number of syllables repeated	5	= 0.99 %
Number of words repeated	6	= 1.19%
Number of phrases repeated	5	= 0.99 %
Number of interjections	7	= 1.38 %
Number of pauses	44	= 8.73 %
	<hr/>	
	67	= 13.28 %

Case 9

Feb. 3

The wise l little hen--said to h her nine ll little chicks "We shall call on Peter Pig an and --ask h him to help p plant our our corn. Our our dear f father wh when he was alive was Peter P P P Pigs good friend an h helped him -----often."

She put on her shawl an bonnet an an with a b-basket of p precious seed on on h h arm - she went to call on Peter Pig--the n nine l little a chickens following h her h her closely b behind.

"Hello Peter PiP Pig--" the wise lil hen cried out a cheerily. Peter Peter- Pig was a big fat fellow. He came da dancing toward the w wise little h hen. He wes playing his accordian.

"Tickled pi pink -a a to see you said cheerfully.

"Can- you h help me plant my my corn a Peter"- said the wise little hen.

When P Peter Pig heard this a look of p pain come in his face. He put his hand on his s s stomach as if he hurt him.

"-----aI would b be g glad to wise lil lil h hen, but m my poor s stomach."

"I'm sorry a" said the wise l l little hen "but we we'll g go a on to Donald Duck an ask h him to to to help us."

Case 9

Feb. 3

Donald Duck I lived in a h a da da da house boat
 tied to the the bank of of the s s s same s stream-----

Speech:

Little miss Roughneck was a show an a lil Miss
 Roughneck rode away in a car an a she a -----(I know
 it)

A I went to Miss Sarer an then a a a Mr. Driscoll
 thena I went a to a choir practice an then I went to a --
 I mean th then it was dinner time an then I I went to a to
 a Miss Johnsons an had music--that's my favorite subject.
 An then I went to Mr. Curries room to a a arithmetic an I
 don't like a arithmetic its my worst sub subject. - Then
 I came home fr from school-- Took my g g glasses to the h
 hospital Then I went da down to the recreation room an the
 radio was broke so I I went ball game an I didn't like that
 -- So I came back. Then I went to the cottage an fooled
 aroung till sup supper ti time. Then I wonworked at the d
 dining hall then then I went to the Library an read a
 book. The b book I li like is adventure stories--murder
 stories an an a cowboy stories. -- There all exciting a -
 ---a I think the Tarsan books are my best books.

Case 9

Feb. 3

Number of words	411	
Number of syllabæes repeated	64	= 15.57 %
Number of words repeated	15	= 3.65 %
Number of phrases repeated	5	= 1.21 %
Number of interjections	26	= 6.32 %
Number of pauses	26	= 6.32 %
		<hr/>
		33.07 %

Case 9

May 30

Early one frosty morning when the bells of the churches began ra ringing.-----A a sat in bed an rubbed her eyes. She was seven y years old an had a black bobbing curls. She lived on the cith of---Que-bec in Canada.

"Tante Tante k"-----called the h h her little girl.

She was n not yet y yet fully awake but a that did not matter. She l talked--from the moment she----a a she opened her---big brown--e---brown---until the sl sleepy n night ca cane close to them.

"Tante,"-----"oh"-----

Sh she sprang out of bed, an now sh she was real-ly awake. Her aunts voice came to her from the n next room.

"Hush child.----- It is too-----early to be be stir"--scolded the voice. "Go right back to bed--quickly."

But but did not want to go back to to bed. F first she went to a tiny bureau in her tiny---room an took--from a tiny drawer a very big letter.

Speech

Oh I know all what we're goin to do. We're going to sing down there a a they'll pass this afternoon some-time--I--don't know. We had marching.---

We had a show an a he went to war an--- his father

Case 9

May 30

an everything.---First grandfather trained him.

First wh when he f found the war an an a a the one th that came in then he wasn't talking about the war.

An an then a pretty soon he got let l a letter on it said a the a father was a a l live alive he he thought his father was dead. An a n nen an so a he started out to a find his father an a a that nigh a a his father why--his grandfather father stopped him an a h he told him that if h he p passed beyond that gate he c could n never come back again. An an he he a th thanked him for what he had done for him an he crossed the gate.

Number of words	333	.
Number of syllables repeated	29	8.71%
Number of words repeated	11	3.30%
Number of phrases repeated	0	.00%
Number of interjections	26	7.81%
Number of pauses	26	<u>7.81%</u> 27.63%

Case No. 10

Feb. 3

The wise little hen said to her nine lil chicks. "We shall call on Peter Pig and ask him to help plant our corn.

Your dear father when he was alive was Peter Pigs good friend.

She put on her shawl an bonnet an with a basket of her precious seed on her arm, she went to call on Peter Pig--the nine lil chicks following closely behind.

"Hello Peter Pig" the wise lil hen said out cheerily-. Peter Pig wea a big fat fellow. He was playing his accordian.

"Can you help me plant my corn p Peter."

When Peter Pig heard this a look of pain came on his face. He he put his hand on his stomach as if it hurt him. I would be glad to wise lil hen, --but my poor stomick. I'm I am sorry said the wise lil hen but we'll go on to Donald Duck and ask him to help us.

Donald Duck lived in a bo houseboat tied to the bank of the same stream that ran through the wise lil hens meadow. Donald an your father were great friends the mother told the nine lil Ducks and I'm sure he will help us.

But alas when the wise lil hen asked Donald if the w would help he too found he had a very miserable stomach ache.

Very well said the w wise little h hen to her chicks--

Case No. 10

Feb. 3

we will go home an plant our corn an each of you will help me. So the wise lil hen marched her chicks little chicks to her own meadow.

All day long they worked an planted an when the day was done they all shouted, Hurrah for us.

In due time the lesty corn broke through the earth an had its first look at the sky. The wise lil hen needed help now to harvest the corn. Perhaps Peter Pig an Donald Duck were better now. With her nine little chicks she went off to see them she was lucky indeed for she found them both idling and playing in front of the Idle Hour Club.

First you get two ping-pong paddles an a ball. An you go to a table where you tot a net on. Half way between and you a you each guy gets a a serve a three times to see which one serves first then you you go back an forth each guy gets five serves an then the other guy gets five serves an you keep on doing that until the guy gets twenty-one wins. Then you play more games afterwards.

Goin to tell you about my gang. A couple of kids an me I ain't a sayin got a cave with some pidgeons an got two sets of eggs-going to have baby pigeons. Then we go an then we go down there every once in a while an pick up pop

Case No. 10

Feb. 3

corn an pop it an if we got a little something to make
candy with we make candy or else we make some sugar an water
an dring it. We'll go down there pretty often. Thats about
all.

Number of words	525		
Number of syllables repeated	5	=	0.95%
Number of words repeated	7	=	1.33%
Number of phrases repeated	2	=	0.38%
Number of interjections	2	=	0.38%
Number of pauses	4	=	0.77%
	<u>20</u>	=	<u>3.81%</u>

Case 10

May 30

Anna Little Anna of Canada

Chapter one --Anna is almost punished.

It was early on a frosty morning when the bells of the churches began ringing. Anna sat in bed and rubbed her eyes. Anna was seven years old and had black bobbing curls. She lived in a city of Quebec in Canada.

"Tant, Tant", called the little girl.

She was not yet fully awake. But that did not matter. Anna talked from the moment she opened her big brown eyes till the sleepy night came to close them.

"Tant it it is morning", she called.

She sprang out of bed, and now she was really awake.

Her aunts cross voice came to her from the next room.

"Hush, child. It is too early to be stirring," scolded the voice. "Go right back to bed quickly.---But anne did not go right back to bed. First she went to her tiny bureau in her tiny room and took from a tiny drawer a very big letter.

Then she hopped into bed and drew the covers up high and opened the letter. She wrinkled her little white brow and stuck out her little pink tongue.

She was make believing that she could read the

Case 10

May 30

letter. But she could not read this letter at all because it was written in English.

Anna understood and spoke only french. That is why she called tante which means aunt in French.

It seems strange that a little girl living in North America should understand only French. But in Quebec Canada, Canada there are people who know no English at all.

This is because long ago the French settlers settled in Canada.

There were many wars between the French and the English, for both wanted to own Canada. Finally England won and now Canada belongs to England.

But the great, great, great grandchildren of those French people who settled so long ago are still living here.

In certain part of the city of Quebec one hears only French spoken. Yet some of the words could not be understood by a real Frenchman. The reason is they are not real French words. They are words that have been made up in Canada.

This same thing has happened in other countries. In Switzerland where they speak German, French an Italian some of the words are quite different from those in Germany,

Case 10

May 30

French, an Italy.

Speech

Sunday afternoon I caught three big snapping turtles and seven bull heads. We went sainin and caught a lot of crawdads an sold em to a man. for twenty cents.

I was playing with a boy down by the carpenter shop an we were throwin rocks at each other an he happened to throw a rock an hit me i in the head. Cut my head and I went over an got it bandaged up.

My brother an me an some other boys we went out an sained crawdads an minnows to sell an make money. Saturday an Sunday we earned fifty cents that were goin to get for the turtle. This morning we earned twenty cents --we expect to earn more next week or so.

I'm I'm planning to go with my dad or get placed out this summer. I expect to have a lot of fun when I go.

I'd like to be a farmer or join a big league an play baseball because I think baseball is a lot of fun an good sport--its a clean one yuh--don't have any dirty tricks in it. Yes, I think I would because yuh earn plenty of money in baseball.--I don't think I'll spend it all--I may have a family sometime. Oh I planned on goin to high school. If you don't go to high school its hard to get a Government job. If you a go to a high school you probably

Case 10

May 30

easy get one.---Probably gega---you get a grades an you
probable get a go to college.

Number of words	661	
Number of syllables repeated	1 =	0.15%
Number of words repeated	4 =	0.61%
Number of phrases repeated	0 =	0.00%
Number of interjections	3 =	0.45%
Number of pauses	$\frac{8}{16}$ =	$\frac{1.21\%}{2.42\%}$

Group II A

Case 11

Feb. 2

Once pon a time theres three bears who lived in a big fores. The papa bear an the mother bear spoke in a middlesized voice-- an the baby bear spoke in a wee wee squeaky voice. Then when the mother bear was sitting the table the fa father b bear said "this porridge is too hot lets take a walk in the woods".---Then they took a walk in the wood----There was a little girl in the woods named goldilocks who came came a na knocked at the door--tap tap tap.-- In on the on the table was three bowls of porridge porridge. She tasted the father bears first.--She said "thats too hot". An then den she tasted m mother bears that was too cold. Then tasted the wee wee bears an that was jist r right an she ate it all up. Whan then the three bears came home an looked at their porridge the f father bear said when he looked in his dish "wh who's been tasting my porridge porridge por." Then m mother bear.

Number of words	172
Number of syllables repeated	9 = 5.23%
Number of words repeated	3 = 1.75%
Number of phrases repeated	1 = 0.58%
Number of interjections	1 = 0.58%
Number of pauses	$\frac{6}{20} = \frac{3.44\%}{11.63\%}$

Case 11

May 30

Once pon a time there was three bears-----Lived
 in the--fores.-----for a walk.-----A lil girl
 named goldilocks come up to seem them. She lift the latch
 and walked in. She see there por por porridge on the table.
 -----She tasted it--she said--"Its too hot." Tasted
 mother bear---said--"Its too cold." Tasted baby bears--
 said"its jist right."-----Ate it all up. She wen wen in
 other room--room. She sat in in mother bear's---"its its
 too too soft!" --She saw baby bears.-----an a She sat in
 it an---broke it all to pei--cies. Then she went up---
 stairs. She went to father bears bed. "It's too high."----
 Went to mother bed. she"it its too soft." ---Lay in baby
 bears bed--went to sleep. There an the father bear said
 "Who's been tasting my soup." Mother bear said "someones
 been tasting my soup". Baby bear said "who's been eatin
 my soup an ate it all up. An they went to a room.-----
 Father bear said"someone been sittin in my chair." Mother
 said "someones sittin in my chair chair--. Baby bear saw
 an said "who's been sittin in my chair an broke it all to
 pei-cies." So they went upstairs.

Father bear said someones been layin in my bed--
 an an mother bear said "someones been layin in my bed."
 An a little bear said"who's been layin in my bed- Oh here
 she is" an goldilocks jumped up an ran down town to her fa-
 ther an he kept her.

Case 11

May 30

Speech

This summer I'm goin home to my father.--- Father
 come to see us. When my daddy come over---

Number of words	287	
Number of syllables repeated	2	= 0.7270%
Number of words repeated	8	= 2.8770%
Number of phrases repeated	0	= .070 %
Number of interjections	5	= $\frac{9.06}{14.39}$ %
Number of pauses	41	

Case 12

Feb. 2

The wise little chicken said to he little chicken, "We shall call on Peter Pig an ask him to help plant our corn". Oh dear father when he was alone he was Peter was Pig's good friend and helped him often. She put on her shallow an bonnet an an with a basket on her arm she a went to call on on on Peter Pig, the nine little chickens followed closely behind.

"Hello Peter---Peter Pig" the wise little chicken cried out---cheerily. Peter Pig was a big fat fellow. He came dancing toward the wise little hen. He saw was playin the ----cordian.

Tickled pink to see you- he said cheerfully.

"Wh when Peter Pig heark this l l look of pain come on h his face." He put his hand on his stomack as if he was hurt him.

Speech:

I'm going to tell you how to play -- I'm going to tell you how to play stoop tag. A first someone it then nen then some me trie to catch him- have to stoop down before they touches you otherwise they can catch you an your it an nen its you an you run a while yuh run after each other an nen you stoop down again- an then you all get up an run an somebody thoches the other one an then your it an thets the way you play stoop tag.

In the morning I get up at five an get dressed

Case 12
Feb. 2.

an wash my hands an fact then I put on my dress comb my
ahir put on my shoes an stockins then go up stairs an
make my bed an come down an sit on a chair an wait till
our breakfast bell rings an then when we finish breakfast
we go down to the cottage an wash our faces an play out-
doors an then we den we go an get ready for school an
then we go to school.

Number of Words	322	=	1.24 %
Number Syllables repeated	4	=	1.24 %
Number of words repeated	7	=	2.17 %
Number of phrases repeated	7	=	2.17 %
Number of interjections	1	=	.31 %
Number of pauses	7	=	$\frac{2.17\%}{8.06\%}$

Case 12

May 30

This morning when I got up--I went down stairs down stairs--I I put on my dress---an nen--I-- come down and brushed my teeth washed my face an hans--got allready for school--nen I went out doors an got my an came in an nen I came in an nen we got-----breakfast. an-----that's all---

Once pon a time there was three bears--an the an the mother bear make a bowl of porridge.

an the an a the three bears went out for a walk an nen goldilocks cam. an--she came an knocked at the door an nobody answered--so she lift up the latch an walk in. Tasted father bears porridge--it too soft. Tasted mother bears porridge--that was too hot. Tasted baby bear tasted baby bears porridge an it was jist right an ate it all up.

An nen she set in father bears chair--too high--nen she sat in mother bears chair--too low. nen she sat in baby bears chair an broke it all to pieces.

Then she went up stairs to bed, nen she got in father bears bed--too hard--nen she got in mother bears bed--too soft--nen she got in baby bears bed an went to sleep.

Bears came home--Father bear said "whose been tastin my soup". Mother bear said "who's been tastin my soup.

Case 12

May 30

Baby bear said "who's been tasting mine an ate it all up." nen they wento the sittin room. Father bear said "somebody's been sitting in my chair"--Mother bear said "somebodys been sitting in my chair". Baby bear said "somebody's been sittin in my chair an broke it all to pieces. Den they went up stairs to a bedroom an father bear said "who's been in my bed" an mother bear-s said "who's been in my bed--here she is now an she jumped out the window an ran home.

Its fun to play withan a a anthe

Number of words	337
Number of syllables repeated	1 = .29%
Number of words repeated	3 = 1.89%
Number of phrases repeated	6 = 1.78%
Number of interjections	3 = .89%
Number of pauses	$\frac{27}{40} = \frac{8.01\%}{10.97\%}$

Case 13

Feb. 2

The wise little hen said to her nine little chicks. "We shall call Peter Pig and ask him to help plant our corn. Your dear father-when he was alive-was Peter Pig's good friend and helped him often."

She put-on her shawl and bonnet and with a basket of her precious seed on her arm--she went to call Peter Pig - the nine little chicks followed closely behind.

"Hello Peter Pig"--the wise little hen cried out cheerily-Peter Pig was a big fat fellow. He came dancing toward the wise little hen. He was playing his -----cordian.

"Tickled- tickled pink - to see you" he said cheerily- cheerfully.

"Can you help me plant my corn, Peter," the wise little hen asked.

When Peter Pig heard this- a look of pain came to his face. He put his hand on stomach as if he hurt him.

"I I would be glad to-- wise little hen. I go on Donald Duck- and ask him to help us." Donald Duck lived houseboat tied to the bank of the same stream that ran through the wise little hen's meadow. Donald---- and your father were great great friends she

Case 13

Feb. 2

tol the mother told the nine little chicks. I'm I'm sure he'll help.-- --

But alas-- when the wise little hen asked Donald if he could help-- he a a had a very miserable stomach. ache.

"Very well" said the wise little hen to her chicks "we will go home and plant our corn- each of you will help me." So the wise little hen marched her little chicks to their own meadow.

All day long they worked an planted. When day is done--they all shouted "Hurrah for us."

Speech;

First a guy sees the ball and and he then knocks it back- an he knocks it back again an comes up he knocks it back again.

Keep on playin that way till the ball gets back to the spot the place where the guys started. Then they score the boy that gets it there the other boys don't win.

The patrol is to keep the guys on the walks. If a guy gets off the walk-- they have to stay home from the movie on Saturday night.

First you have seven cards yourself an you

Case 13

Feb. 2

give three cards of the same to like 4,5,6, an you lay them down- Three that is 6 an 5- why you may lay those down. Count twice for you an any card that you know-- black counts five an red counts eight.

I get up a five thirty---- an have my breakfast--get dressed- have my breakfast an go-go out playin skatin--the I go to school. Come out at recess an play on the ice. Nen--- go back to school when the bell rings.--Then I work till dinner an go to dinner an come home at dinner an go back to school an after dinner do my work then go out skating for while an have supper an nen go to bed.

Number of words	507	
Number of syllables repeated	2	= 0.39%
Number of words repeated	7	= 1.38%
Number of phrases repeated	0	= 0.00%
Number of interjections	2	= 0.39%
Number of pauses	<u>25</u>	<u>= 4.93%</u>
	36	= 7.09%

Case 13

May 30

Next morning pale Felicia stood before father. She wore her hat an carred travling bag.

I see that you are are ready---- to go, said the ---Denor. That is good. Now we shall take you---to your new home.

Poor Felicia.

Senor----Gallego--had sto had made up his mind to punish her so that she would never learn a lesson.

He had told his wife about his plan. The good lady---had at first abjected. But the senor had talked on an on.

It is the only thing to do, h--he had said to his wife. It will not hurt Felicia. I ne mean to leave her there until she appreciate her good fortune.

But the mother had objected. She will be so unhappy in that tiny dirty hut.

It is not dirty at all, Senor Gallego had---- corrected her. I know Manuel(s wife. She is a good mother an I do not fear leaving in my child in her care.

Felicia, of course, would not enjoy sleeping on the floor an eating tortillas an beans. But it will nit hurt her. an it is it is what she needs.

So Mrs. Gallego finally agreed to the plan.

The Senor promised to speak to Manuels wife. He promised to tell Manuels wife to watch over Felicia carefully.

Case 13

May 30

Of course Felicia might not know this. The Seniors daughter must be made to live like on of Manuels own children.

You must give her nothing that your own child en do not have, said the Senor. to Manuel's wife. And she must learn to work. I hope that she a will teach her a lesson she needs.

So Felicia went to live in little hut with Manuel's family.

The poor child cried herself to sleep that first night. She was rolled up in a blanket. Sh slept upon the floor. But she did not know that Manuel's wife was watching over her and feeling very sorry for her for her.

Delores in her comfortable bed at home, could not sleep.

Speech:-

First they kick the ball off to the other team an they get it an go for a touchdown. Most the time they don't make ti but they try for a first down.

Sometimes they don't make it sometimes they do.

When they don't make it they try for a second down an if they don't make ti then they try to a third down an if they make it then they try for a fourth down. If they don't make it then the other team takes the ball. That's the way you play football.

Case 13

May 30

Going to tell you how to go fishin. A first you put a worm on a hook and a put it on a string an throw it in the water. an then a when the fish starts nibbling you jerk on them real hard. Somethmes you get the fish but mo time you do sometimes you don't.

Take sticks--five or six an nail em together with boards- get a pole an a shove her off.

I'm goin to be a farmer when I get big. Goin a a have a hundred acres field, then going plow corn with tractors myself. Good life to live.

Number of words	536	=	0.56
Number of words repeated	3	=	0.56
Number of syllables repeated	3	=	0.56
Number of phrases repeated	2	=	0.37
Number of interjections	8	=	1.49
Number of pauses	$\frac{10}{26}$	=	$\frac{1.85}{4.83}$

Case 14

Feb. 2

The ---- wise little hen said to her nine little chicks, "We shall call on Peter Pig an ask him to help us plant our corn. Your dear father when he was alive was P Peters good friend an halped him often."

She put on her shawl shawl an bonnet an with a basket of pres precious s seed on her arm she went to call Peter Pig-- the nine little chicks following closely behind.

"Hello Peter Pig", the wise little hen called cried out cheerily. Peter Pig was a big fat fellow. He came dancing towards the wise lil hen.--He was playing his -----accordian.

"Tickled pink - to see you--" he said.

"Can you help me with my corn Peter", the wise little hen asked- When Peter Pig heard this his a look of a pain on his face. He put his hand on his stomach as if if he hurt him. I'd be glad to wise lil hen hen--but my poor stomach.

"I sorry", said the lil wise lil hen--but I will go on to Don Donald Duck an ask him to help us."

Donald Duck lived in a houseboat ti tied to the bank of the same stream that runs through the wise lil hen's meadow.

Case 14

Feb. 2.

Speech

Put em on a board an put em on a board then call like red an black. Ya jump a guy an he jumps back. Keep up like that till you keep them all on a corner an then let em out.

Put em in a corner then the bell rings, Cone out shake hands- go back to corner then bell rings. Cone out an fight. --Go round for about two minutes an then bell rings an ya stop an it rings an ya go out again.

About a cowboy a from out west. -Goin to be a cowboy; rides a white horse an the train was coming an a girl jump out an he help her up. --It was murder an they tried to fine out but couldn't but they did finally. Took her in an airplane to America to hide out.

Number of words	353	
Number of syllables repeated	6	= 1.69 %
Number of words repeated	4	= 1.13 %
Number of phrases repeated	2	= 0.59 %
Number of interjections	2	= 0.59 %
Number of pauses	14	= 3.96 %
	28	= 7.96 %

Case 14

May 30

Once pon a time there were---four lil rabbits on there names were-----Flopsy, Mopsy, Cotton tail an peter. They lived with their Mother in a sand sandy bank, under the root of a very big fir tree.

"Now, now my dears," Mrs. Peter Mrs. rabbit one morning "You may go into the fields or down tone, but don't go into Mr---McGregor's garden. Your father had an ----- there, he was put in a pie by Mrs. McGregor. Now run along an an don't get into mischief. I'm going out."

Then old Mother then Mrs. peter Mr rabbit took a basket on her umbrella an went through the woods to the bakers. She bot a loaf of brown bread an five currnet buns. Flopsy, Mopsy, an Cotton tail, who were good little bunnies went down together to gather blackberries. But peter who was very---naughty ran away to Mr. McGregor's garden an squeezed under the gate.

Speech

He hit it--and I caught it--and I went up to bat on took the bat and somebody caught it on.

Number of words			
Number of syllables repeated	=	0	= 0%
Number of words repeated	=	5	= 2.78%
Number of phrases repeated	=	2	= 1.11%
Number of interjections	=	5	= 2.78%
Number of pauses	=		= 5.55%
Total			<hr/> 12.22%

Case No. 15

Feb. 2

The wise little hen said to her nine little chicks, "We shall call on Peter Pig and ask him to help plant our corn. Your dear father when he was alive was Peter Pig's good friend and helped him often.

She put on her shawl and bonnet and with a basket of her precious seed on her arm she wanted to call on Peter Pig, the nine little chicks followed closely behind.

"Hello Peter Pig the wise little hen cried cheerily. Peter Pig was a big fat fellow. He came dancing toward the wise little hen. He was playing his accordion. "Twinkled-- pinkie to see you," he said cheerfully.

Can you help me plant my corn Peter the wise little hen asked Peter Pig. A look of pain came on his face. He put his arms on his stomach as if he hurt himself.

"I would be glad to help the wise little hen - but my poor stomach.

"I'm I'm so I'm so I'm sorry said the wise little hen, but I'll go on to Donald Duck and ask him to help me. Donald Duck lives in a houseboat tied to the bank of the same stream of the one that ran through the wise hen's meadow.

"Donald and your father were great friends the mother told the nine little chickens. I'm sorry he will help us.

Case No. 15

Feb. 2

But---- alas when the the wi wise little hen asked Donald if he would help he too felt he had a very miserable stomach--ache.

Speech

I'm going to tell you how to play checkers. First you put all your checkers on the board and then you move one by one and try to jump over each other and the one who gets the most wins.

Now I will tell you about what I do on Sundays. As soon as I get up I wash and get ready for breakfast. an then after breakfast I go to church. Then I come down from Church an then I come home in time for dinner an then I play all noon. When Noon's over I eat at the cottage and then I go to bed.

First time I saw Tarsan he was in a tree. An the monkey jumped down upon him and woke Tarsan up an then he went in swimming an the girl c ame along.

Going to tell you about the three bears now.--
The mother bear she is knitting and the father bear is sitting in a chair by the mother bear reading a newspaper and baby bear is sitting on the floor playing blocks. Next morning all the bears they have a hot bowl of porridge. They sa they they say think that it's too hot so they decide to

Case No. 15

Feb. 2

go for a walk.. Pretty soon goldilocks come along an rings the bell. No one come. She she came in an she sees so me bowls. The first one was too hard. The second one it was too soft but the last one was just right.

She went an sit in the first chair-. It was too soft-. She set in the next chair. It was too soft. She sat in the last chair and it was just right. She she got tired and she went into the first bed. It was hard so she went in to the second and it was too soft. An she went into the last bed and it was just right. And as soon as the baby as soon as the bears came home they a they seen that their bowl was a had been eaten out of and baby bear found his chair was broken all up so they went up stairs and baby bear discovered goldilocke laying in bed and and the baby bear is excited ana and so goldilocks jumped she out of the window and lived happily ever affer.

Number of words	651		
Number of syllables repeated	8	=	1.23%
Number of words repeated	11	=	1.69%
Number of phrases repeated	7	=	1.08%
Number of interjections	5	=	.77%
Number of pauses	9	=	<u>1.38%</u>
			6.15%

Case 15

May 30

The lil little red hen- lived in a barnyard where there was also a cat an a rat an a pig. The cat usually lay nappingilazy in the barndoor, not even bothering to scare away the rat who ran about. As for the pig in the stay sty--he did not care what happened a as long as he had all he could eat. But the lil red hen spent all of her time scratching for worms an for herself an the chicks. A very busy hen was she.

One day as she--went--about in her pic pickey-peck fashion, she found a seek. Carrying it about in the barnyard, she asked one of the an an other wha wh what it was until the rat said it was a grain of wheat, and if an if it was a planted it would grow, and when it ripen it could be made into flour an then into bread.

The little red hen thought of the pig upon--whom --time must ha hang heavy, an of the cat with nothing to do an the great fat rat with his----idle hours an she called out loudly.

"Who will plant this grain of wheat."

"Not I," said the cat. "Not I," said the rat.
Not I" said the pig.

Then I will said the lil red hen an so she did.

All summer long the lil red hen scratched for worms- to feed the chickens while the pig grew fat, an the cat grew fat, an the ra rat grew fat, an the wheat grow

Case 15

May 30

tall an ready for the harvest.

When the lil red hen saw the wheat was ready to be cut sh she ran about, calling briskly. "Who will cut the wheat."

"Not I" said the cat. "Not I" said the rat.

"Not I," said the pig.

Then I will said the lil red hen--sh an she did.

Speech:*

It's memorial day an I going to climb trees all day long.

An I like to climb them.

Once pon a time there were two lil girls an a their n names were Snow white an Rose red. Rose Red planted a outside the door with red roses out there an snow white ha had white a white bush out in front with white roses on.--- One day it was snowin an a an a bear came an knocked on the door

They all got scart an they all even the mother an he come in an they played an clumb on his back an played for quite a whild an nen then spring came an he had to start an he said I think I'd better go now an they hated to see him go an because he took the children on his back an--He said he'd go out an pick some flowers an

Case 15

May 30

An a an so she helped him an when helped him she cut half his beard off.--He said see there see there you cut half my beard off yet so---an He said go way--I don't want you around. An an the bear came see and hugged him an days a a to snow white an rose red. Don't be afraid An with that there was no bear but a beautiful prince, before them.

When we very first go to school we have to go to Miss Newcomb's ra room room. First of all we read a story then we do our spelling. Then we have recess. Then we go to Miss Potters room and have language an ne we for a nour an nen we go to miss Newcombs room an have history. An nen we go to the cottage an have our dinner an nen we come back an a a have rithmetic.

Number of words	627 =
Number of syllables repeated	11 = 1.75
Number of words repeated	9 = 1.43
Number of phrases repeated	4 = .63
Number of interjections	16 = 2.55
Number of pauses	16 = 2.55 8.91

Case 16

Feb. 2

The wise little hen said to her nine little chickens "We shall call on Peter Pig and ask him to help plant our corn. Our dear father, when he was alive was Peter Pig's good friend and helped him often.

She put her shawl on and went with a basket of her precious seed on her arm. She went to call on Peter Pig--the nine little chicks followed closely behind.

"Hello Peter Pig," the wise little hen cried out cheerfully. Peter Pig was a big fat yellow fellow. He had come dancing towards the wise little hen. He was playing his accordion.

"Can you help me plant my corn Peter," the wise little red hen asked. When Peter Pig heard this a look of pain came on his face. He put his hand on his stomach as if it hurt him.--

"I would be glad wise little hen, but my poor stomach." "I am sorry" said the little wise little hen "but we'll go on to Donald Duck and ask him to help us. Donald Duck lived in a houseboat tied to the bank of a of the same stream that ran through the wise little little hens meadow. Donald and your father were great friends the mother told the nine little chicks. "I'm sure he'll help us." But alas when the

Case 116

Feb. 2

wise lil hen asked Donald if he could if he would help he too found he had a many miserable stomach ache.

"Very well" said the wise little hen- to her chicks "we'll go home and plant our corn an each of you will help me." So the wise lil hen marched her lil chicks to her own meadow. All day long they worked an planted an then when day was done they all shouted "Hur-rah for us."

In due time the husky corn broke thru the earthe and had its first look at the sky. The wise lil hen needed help now the harvest the corn. Perhaps both Peter Pig an Donald Duck were better now.

With her nine little chicks she went off to see them. An she was lucky for she saw them both idling an playing in front of the Idle Hour Club. "How are you Peter Pig. How are you Donald Duck." asked the lil wise lil hen.

"Fine" cried Peter Pig. "Fine" cried Donald Duck.

"Isn't that good news" said the wise lil hen. "Will you help- me harvest our corn."

Speech

Last Saturday Night we saw the--movie "Lil

Case 16

Feb. 2

Miss Roughneck" (Shall I tell you) Edith Fallows an---

Lil Roughneck--Little Miss Roughneck was a wanted ta wanted to win publicity an a she was in her home an a she heard her mother and a man talkin about a --how she could win it by a runnin away so one day she a train was coming by an a in the night she got up and dressed up like a boy,--an went went in a a box car and stayed there an a she wrote a note to her mother an the next day she got off to mail it---an the train went off without her.--So she went to sort of a meadow to wait an three little boys come out dressed like Indians an circled around her makin her scared an so whild their father came out an called them to their home--- an a that night she stayed with em at their home and she liked it very well. -An next day she wrote another letter--to her folks and a next day she wrote another letter to her folks and the man a br mailed it for her an a an a the man at the drug store where he mailed it noticed the name on it she'd been missin for quite a whild--an then a he called up the sheriff an tried to throw her in jail an a then a the whold towns was goin to come after her because men that searched for her they wanted to get the money an an she told the people all a-

Case 16

Feb. 2

bout it an got him out of jail an a she won the publicity.

Number of words	705		
Number of syllables repeated	3	=	0.43%
Number of words repeated	7	=	0.99%
Number of phrases repeated	8	=	1.13%
Number of interjections	133	=	1.81%
Number of pauses	<u>16</u>	=	<u>2.26%</u>
	47	=	6.62%

Case 16

May 30

It was early on a frosty morning when the bells of the churches began ringing. Anne sat - up- in bed and rubbed her eyes. Anne was seven years old an had black bobbing curls. She lived in the city of Quebec in Canada.

"Aunty, Aunty," cried the little girl.

She wasnot yet fully awake- But that did not matter. Anne talked from the moment she open her big brown eyes until the sleepy night---came - to close them--

"Aunty, it is morning," she called--

She sprang out of bed an now she wa was really awake.-----

H her aunts cr cross voice came to her from the next room.

"Hush, child." "It is to early to be--stirring, stirring.-" called the voice. Goo right back to bed-- quickly.

A but Anne did not go right back to bed. First she went to her tiny room an took from a tiny drawer a very big letter.

Then she da hopped into bed an drew the covers up high an opened the letter. She wrinkled her lil white brow an stuck out her lil pink tongue.

She was making bilieve that she could read the letter. But she could not read read the letter. But she could not read this letter. -----at all, because it was written in English.

Case 16

May 30

Anne understood and spoke French. That is why she called-- why she is called an aunty an-- which means aunt in French.

It seems strange that a little girl living in North America could understand more French only French.-- But in Quebec, Canada, there are people who know no English at all.

This is because long ago the French set settled in Canada. Finally England--England won, an now Canada belongs to England.

But the great, great, great- grandchildren of those French people who settled so long ago are still living there.

In certain parts of the city of Quebec one hears only French spoken. Yet some of the w words--could not be understood by a real Frenchman. The reason is they are not real French words. They are words that have been made up in Canada.

This same thing has happened in other countries. In Switzerland where they speak German, French an Italian some of the words are quite different from those in German --germany, France an Italy.

Case 16

May 30

Speech:

I saw a ma movie Saturday an Jane Withers played in it. She was a very bad girl on an a --her father naver liked to work or somethin----a guy came to see im an she she went uo on the ladder an to the second story an she told him where to go--an a she ahd a big sister that chased him --she was on a horse an she thought a she knew he didn't b--long there an a this guy he went through her fathers---office an got a drink ana ther a in; so they came onto a picture an a they an a anyway they a the big sister warned em.

An the lady thought this man was a crook an so she took she took the phone in her own house an stood there about a halp a nour talk to her mother.

They said there was a guy that owned the place an Foundly or somebody-- The picture said that the nman was a had a picture there that said the man was a an jail at one time. An he had a gang or somethin an so a--

There was another old guy with em--em uncle-- an she always- hated him always hated im an she went out there an she.

She hit-- she hit the guy on the a a on a.

Case 16

May 30

She hit the guy on it made a story for the people--that they were that they a were for the people-- that they were that they were forr the people-- that they were wonderin about.

Number of words	657		
Number of syllables repeated	8	=	1.22 %
Number of words repeated	9	=	1.37 %
Number of phrases repeated	13	=	1.97 %
Number of interjections	20	=	3.04 %
Number of pauses	32	=	4.87 %
	<u>82</u>	=	<u>12.47 %</u>

GROUP II B

Case No. 17

Feb. 2

Once --there -- was --three bears, who lived in a little house in a big forest. There was a ----- a father bear who speke in a a a big voice. Th.re was a ----- big bear who lived in a big barn -- the father bear spoke in a big a voice- the middle sized bear spoke in a ----- middle sized voice. The wee wee bear spoke in a squeaky voice ----Now the three bears ate thair tasted their porridge an found out that it was too hot.--So the father bear said, Let us take a walk in the big in the forest while our porridge while our porridge cools. So so the bears the three bears went out for to walk, in a forest. The there was a girl a little girl named goldilicks who liv ed in a little house in the middle of the forest. She walked and walked. She came to little house. She knocked at the door. Tap, tap, tap. She no one opened it so she walked in. There she saw the bowls of porridge on the table-

Number of words	181	
Number of syllables repeated	0	.00%
Number of words repeated	4	2.21%
Number of phrases repeated	4	2.21%
Number of interjections	1	.55%
Number of phrases	10	<u>5.53%</u> 10.50%

Case 17

May 30

Once there was--- three bears. They lived in a cottage in a big forest. One big bear was father bear an a middlesized bear was mother bear an the wee wee baby bear was baby bear.-----

Out in the woods why they went for a walk--said mother bear-----Who was eating my soup--mother bear said in a loud voice. Who has been eating my soup an little wee baby bear said--

Somebody has ate my porridge too-----said lil baby bear.

Father bear said somebody has sat in my chair. Mother bear said somebody has sit in my chair but baby bear said----somebody has sit in my chair an broke it all to peices.

They went upstairs. Who has been in my bed said father bear. Who has been in my bed said mother bear. Who has been in my bed said baby bear---goldilocks-----goldilock was in the bed. She jumped out the window an ran home.

Number of words	160	
Number of syllables repeated	0	= .00%
Number of words repeated	1	= .63%
Number of phrases repeated	0	= .00%
Number of interjections	0	= .00%
Number of pauses	10	= $\frac{6.25}{6.88\%}$

Case No. 18

Feb. 2

The wise little hen said to her nine little chicks "We shall call on Peter Pig and have him help plant our corn. Our--your dear father when- when he was a- live, was Peter Pigs good, good friend an helped him often.

She put on her shawl and bonnet and with a basket of----precious seed on her arm, she went to call on Peter Pig- the nine chickens followed closely behind.

"Hello Peter Pig," the wise little hen cried out cheerily. Peter Pig was a big fat fellow. He came dancing to-wards the wise hen. He was playing his---accordian.

"Tickled pink to see you," he said cheerfully. Can you can you help me plant my corn Peter" the wise little asked.

When Peter Pig heard this, a look of - a look of -- pain come on his face. He put his hand on the ----on the sto stomach as if he hurt him.

Speech-

Once pon a time there were three little bears. One the father- one the mother an one the baby. They ate some Porridge and they cooked it too hot. So they went for a walk. A little girl named goldilocks c ame. -She knocked at the door an nobody came-- she knocked again-- nobody came- so she went in. She tasted the father bears- It was too

Case No. 18

Feb. 2

hot.-She tasted the mother bears- it was too cold- so she tasted the baby bears- it was just right so she ate it all up.

So the bears came home.

So they went in the room and looked to the beds.- Who has been sitting in my chair said father bear. Who has been sitting in mine an broke it all down.

Then they went into the bed. They looked in the bed.- Who's been in my bed - mother bear- whose been in mine said baby bear an here she is and she woke up an jumped out the window.

Number of words	341	
Number of syllables repeated	2	.58 %
Number of words repeated	3	.88 %
Number of phrases repeated	3	.88 %
Number of interjections	0	.00 %
Number of pauses	18	<u>5.28 %</u>
		7.62 %

Case 18

May 30

Three lil kittens lost their mittens an they began to cry. "Oh, mother dear, oh mother dear we sadly fear our mittens we have lost!" "What, lost your mittens, you naughty kittens, then you shall have no pie."

"Miew, miew, miew, miew, miew." The three little kittens found their mittens an they began to cry.

"Oh, mom, oh mommy dear--see here, see here. Our mittens we have found."

"What found your mittens, you you little kittens. You shall have some pie." purr, purr, purr, purr, purr, purr.

The three lil kittne s put on their mittens, and soon ate ate up the pie.

"Oh mommy dear, we greatly fear our mittens we have soil." Soiled your mittens, you naughty kittens. They then they began to sigh. Miew, miew, miew, miew. The three lil kittens washed their mittens an hung them up to dry.

"Oh mama dear, look her , look here, our mittens we havewashed."

"What, washed your mittens, you darling kittens. But I smell a rat close by. Rush, rush, miew, miew."

Once pon a time there were four lil rabbits and their names were Fuzzy, Muzzy, and Cotton tail an Peter. They they lived with their mother in a sand bank, under neath the root of a big fir tree.

Case 18

May 30

"Now, m dears," said Mrs. Rabbit one morning, "You may go into the field or down the lane, but don't go into Mr. McGregor's garden. Your father had an accident there. He was put in a pie by Mrs. McGregery an now run along don't get into mischief. I'm going out----"

Then Mrs. old Mrs. Rabbit took a basket an her umbrella an went through the woods to the bakers. She brought home a loaf of brown bread an five currant buns.

Number of words	=	302	
Number of syllables repeated	=	0	= .00
Number of words repeated	=	5	= 1.66
Number of phrases repeated	=	2	= .63
Number of interjections	=	1	= .32
Number of pauses	=	3	= <u>.93</u>
Total			3.84

Case 19

Feb. 2

Da da wise lil hen said her nine lil chickens,
"We shall a we shall--call on Peter Pig and ask him to help
plant our corn. Your dear father when he wa livin-- was
Peter Pig's good friend and a help him often.

She po on bonnet--an wid a basket of her
precious see on her arm she went to call on Peter Pig
the nine lil chickens follow close behing.

Hello Peter Pig- the wi lil hen ciy out- cheerful.
Pea Pig was a big fat fellow. He came dancing toward
her wi lil hen He was playing cord.

Tickle pinkus to see you--he said cheerfully.

Can you help me plant my corn Peter the wi lil
hen said.

When peter pig heard this--a look of pain came
on his face He pu his han on hi stomach a if he it sta
hurt him.

I would be glad to wi lil hen, but my poor--
stomach.

I am sorry said the wi lil hen but we'll go on
to Donald Duck and ask him to help. A Donald Duck lived
in a how boat tied tied to the- a ban of the same stream
whi wun through wi lil hen meadow. Donald an your father
were great friends--the mother told the nine lil hens.
I'm sure he will hel a.

Case 19

Feb. 2

Speech:-

I get up in da morning an I ge da a I put on my clothes an after I go my clo on I go down stairs an get ready for breakfast an I wh when I ge done I go si on my chair. Den after breakfast I go do my wor then I go ou an play an then its time for schillo an en the bell rings an I go to school. Whe have reading, history and ritmetic in the afterno on an I go to the cottage then its dinner time. Go back to school.

Mother bears in the wockin chair- an the father bear in a-g great bi wockin chair an baby bears playin wid some toy, an mother bear play makin a wug, an father bears readin the news paper an theres a baset a a on the floor. Picture of bear on the paper an now make porridge an put it it on table to cool off an father bear lookin at mother bear. Mother bear lookin at baby bear. Baby bear holinhi porridge in his han. Mother bear holin porridge in her han an father bear holin it in his han an puttin it on a table- an there going out for a walk.

Goldilocs come to the door an rap on it no one comes down. She rap again an no one come down. She open the latch to see whats there an she went through a a room she saw on the table she saw the porridge. She went to taste father bear but it too hot. She taste mother bear- too col- taste papa bear it too warm taste baby bear-

Case 19

Feb. 2

we skate on the ice an nen-nen we the bell rings an we go to school an after school we we play again--At night after school we go over to the ball games sometimes an sometime we go--to listen to captain midnight an then after that we we we look at books and clean our faces an nenan nen we go an nen after supper we come down an nen we go---- an listen to the Shadow of Midnight- then we go down.

Number of words	353	=	
Number of syllables repeated	2	=	.57
Number of words repeated	123	=	.40
Number of phrase repeated	4	=	1.13
Number of interjections	5	=	1.42
Number of pauses	32	=	$\frac{9.01}{15.53\%}$
	Total	=	$\frac{9.01}{15.53\%}$

Case No. 19

May 30

There was a lil black boy an his name was Lil Black Sambo. His mother was called Black Mumbo. Fader called black Black Jumbo.

Black Mumbo make him a beautiful lil red coat an a pair of beautiful little blue trousers while Jumbo went to the-----and bought hi a beartiful green umbrella and a lovely pair of pur shoes wid crimson soles an crimson linings, an then we lil Black Sambo-----

So he pu on hi fine clothe an went out walk in a jungle. By an by he mea a tiger. The tiger said to him. "Lil Blac Sambo I'm goin to e you up. Bu little Black Sambo said, "Oh Mr. Tiger don't e me up an I'll give you my be-artiful lil red coat.

So the a tiger said, "Very well but you must gia me your beautiful red coat.

He wen away wearing itan saying now I'm the grandest tiger in the jungle.

By an by lil blac Sambo met another Tiger. Lil Blac Sambo I'm goin to eat you up.

"Oh please Mr. Tiger don't e me up, an I'll give you my beautiful blue trouser.

Tiger said-"Very well an went away wearing them an sayin--now I'm the grandes tiger in the jungle.

Lil b lac Sambo went on an by an by he met another tiger. He said Lil Black Sambo -I'm going to e you up.

Case No. 19

May 30

Oh Oh please Mr. Tiger don't eat me up, an I'll
give you my beautiful purple shoes with crimson soles
an crimsonlinings.

But the tiger said, "What use would your shoes be
to me? I have four fee and you have two.

Number of words	278		
Number of syllables repeated	0	=	0%
Number of words repeated	1	=	.36%
Number of phrasesrepeated	0	=	0%
Number of interjections	1	=	.36%
Number of pauses	1	=	$\frac{1.44\%}{2.16\%}$

Case 20

Feb 2

The wise little hen said to her nine little chicks. "We shall call on-- Peter Pig an ask him to help plant your corn. Your dear father when he was alive was Peter Pig's good friend and helped him out often."

She put on her shawl an bonnet an with a basket on her precious seed on her on her arm she went to call on Peter Pig, the nine little chicks following colselly behind.

"Hello Peter Pig," the wise little hen cried out cheerily. Peter Pig was a big fat fellow. He came dancing towards --the wise little hen-- He was playing his accordian.

"Tickled pink to see you" he said

"Can you help me plant my corn Peter" the wise little hen asked. When Peter Pig heard this a look of pain came on his face. He put his hand his stomach as if it hurt. I would be glad to wi wise little hen, but my poor stomach. I'm sorry said the wise little hen but we'll go on to Donald Duck an ask him to help.

Donald Duck lived in a houseboat tied to the bank of the same stream that ran through the wise little hen's meadow. Donald Duck Donald an your father were great friends the mother told the nine little chicks. I'm

Case 20

Feb 2

sure he will help us. But alas, when the wise little hen asked Donald if he would help he too found he had a very miserable stomach ache.

"Very well" said the wise little hen to her chicks "We will go home and plant our corn an an each--- of you will help me. So the wise little hen marched the little chicks to their own meadow.

One day-- all day long they worked an planted an when the day was done they all shouted, Hurrah for us! In due time--in due time-

Speech:

I'm going to tell you how to play "I got it". So many boys play the game--One boy says that he has it nen start chasing a around the ring--then the other boys start chasing him. an all an all the boys start chasin im. One boy might tag the boy that said he got had it-- Then he would have it then an keep that up all the time -- until every body has it an then your through with the whole game.

Skatin race I'm goin to tell you about- So many boys get in - get in line an a man figures out the time an shoots off a gun. Then the boys start racing. They race so far then when they get to the place where the man are standing they stop. So many boys win- an three boys can win--an three boys win the race. The first race from the Orphans Home Erny- won it- but he did not win +

Case 20

Feb 2

the in the finals-- He was fourth in the finals. An the prizes first- first they got the silver skates- then in second thay got a little statue of a boy skating- Third they got the same-

Going to tell you how the patrol system worked out here. They choose up boys on the walk. The boys that get off the walk they take names. They tell them to get on the walks. If they do not do it--you're in trouble an have to stay home from the movie at night. I only knew know a few of the patrol boys out here that is Gerald Hope, Laurence Fifer, Merle Cook.

Number of words	585		
Number of syllables repeated	1	=	.17 %
Number of words repeated	2	=	.34 %
Number of phrases repeated	4	=	.68 %
Number of interjections	1	=	.17 %
Number of pauses	21	=	3.58 %
			<hr/> 4.94 %

Case 20

May 30

"Lazy one. Today something very splendid is going to happen." Clear voice rang out on the early morning air.

A stout brown woman leaned over a sleepy boy. She prodded--- him with a little switch an scolded.

"Up, up, I say. You have slept long enough."

The boy, the boy turned over lazily an looked around. He could see that the morning was v very young. He could-- see that it was earlier than his usual rising time.

He slept upon the floor. He was wrapped-- up in a --bright colored blanket. He rubbed his eyes.

"Yah, ha," he yawned, "I'm going, I'm going."

But his motions were slow. The great woman above him walk walked away.

As she walked she called back, "Then hurry. Your breakfast is waiting an there is much to do today."

The boy yawned and stretched as he made ready for breakfast. He was a good looking lad with black eyes-- and hair. His face was brown, for he was was a mexican. Many Mexicans are brown. That is because they are part Indian an part Spanish.

Case 20

May 30

Some of the people in Mexico are Indians an an are called--peons. They are the laboreers laborers of Mexico. The stout woman was a peon. Some of the rich an powerful people are full-blooded Mexicans.

But this boy was a Mest-i-zo. The the Mestizos are part Spanish an part Indian. They call themselves the new race. The people of this new race hope to build. They hope to do for their country what the Americans did for the United States.

But of course, this boy was not thinking of that. In fact, Dodo did not think very much of anything. Yes he thought of breakfast an dinner an any other meal he he could -- eat.

Speech:

Johnny he promised to work at the doctors.
---Out there we had lots of fun.

If I had all the money I wanted I would probab-ly buy lots of a car an rent a house that I could live in. Then I would get a job an earn earn more money so I would-n't owe anybody.

The way you play marbles, first you draw a marble ring an put so many marbles on it. There can be any num-

Case 20

May 30

ber of boys. If one marble get hits you put it away for the rest of the ti time.

Number of words	390	
Number of sylaables repeated	2	= .51 %
Number of words repeated	7	= 1.79 %
Number of phrases repeated	1	= .26 %
Number of interjections	0	= .00 %
Number of pauses	8	= 2.05%
		<hr/> 4.61 %

Case 21

February 2

The wise little hen said to her nine little chickens--
 We will call on- Peter Pig and ask him to help in our corn.
 He knew knew your your-father when he was alive- he was his
 good friend and helped him often- - She put on her shawl
 and bonnet and with a basket--she her- her her basket on
 her arm she went to call Peter Pig nine little chickens fol-
 lowing close behind her.----

"Hello, Peter Pig" the wise little hen cried to-to-
 Peter Pig- who wa a big fat- fellow. He came dancing-----
 towards the wise little hen. He was pl-pl- playing --
 playing playing his ca caordian.

"Tickled pink to see her you- " he said.

"Peter can you help me plant my corn- peter " the
 wise little Hen asked-

Then Peter rubbed his his hand on his--stomach and
 it hurt him.

Speech

In the morning at five I get up - get dressed and
 wash my hands and face. An then I go to breakfast--oatmeal
 milk- milk -an sometimes buns---butter sugar and cocoa--
 Then I then-I down to the cottage--I work --- I do the
 clothes an then before they come in-- I go an help the

Case 21

February 2

other girls- an then after that its time for school an nen ww
 go to school---nen its-recess we play around--an nen we go
 we go to school----- an nen we we work in school an nen we -
 an nen at noon time nen we will an nen a get ready for dinner
 an nen we go to the table an nen we ph y-sometim s we skate
 on the ice an nen-nen we the bell rings an we go to school
 an after school we we play again--At night after school we go
 over to the ball games sometimes an sometime we go--to listen
 to captain midnight an then after that we wea we look at
 books an clean our faces an nen an we go an nen after supper
 we come down an nen we go ---an listen to the Shadow of
 Midnight- then we go down

Number of words		353
Number of syllables repeated	= 2	= 2.57
Number of words repeated	= 12	= 3.40
Number of phrases repeated	= 4	= 1.13
Number of interjections	= 5	= 1.42
Number of pauses	= 32	= <u>9.01</u>
Total		15.53%

Case 21

May 30

Little Black Sambo--'

Once pon a time therewas little- black boy, and his name was little--black--Sambo -Sambo. His mothers was-- his mother was called Black Mumbo an his father was called Black Jum Jumbo.

Black Mumbo made him a beautiful little red coat an a--pair of beautiful little blue trousers, whild Black Jumbo went -to the ---Bazaar----and bought him a beautiful green umbrella an a lovely little pair of purple shoes with crimson soles an crimson linings. An then an then wasn't little black Sambo Gra - grand.

So he put on on all his fine clean clothes an went out for a walk in the Jungle.

By an by he met a tiger. The Tiger said-- to him. "Little Black Sambo, I'm going to eat you up. But little black Sambo said, "Oh, please Mr. Tiger, don't eat me up- an eat me up I'll give you my beautiful little red coat.

So the tiger said, "Very well, but you must give me your beautiful little red coat." He went away he went away proudly it it--an-- saying, "Now I am the greatest tiger in the Jungle.

By and by he met -little Black Sambo met another Tiger.---

Case 21

May 30

Speech

I I put some violets in my garden. I put some-- tulips in my garden. I put so me pink flowers in my garden but there color was purple flowers an I put some green flowers an some red an then I put some blue bells an I put in a a other blue flowers.

Everybody gets in line to play blacksnake an then some body has to be it an so an they so they play like that. An I say spell red like this r-e-d, red.

Atthe cottage--An the other games we start an the floor, an I be the rapper an then I have fun with the boys on the bull pen---There a dish town; theres a milk bottle on it, got a pin.

In the morning when I get up I wash myhans and brush my teeth -- an wash my neck an arms an then I go out in line.

Number of words		354
Number of syllables repeated	= 2 =	.56
Number of words repeated	= 5 =	1.41
Number of phrases repeated	= 6 =	1.69
Number of interjections	= 3 =	.85
Number of pauses	= 19 =	<u>5.37</u>
Total		9.88%

Case 22

Feb. 22

The little wise hen said to her nine little chickens, "We--we shall call on Peter Peter Pig an ask him to help plant our corn. Your dear father, when he was alive, was Peter Pigsgood friend an helped him often.

She put on her shawl an bonnet an with a basket of her precious seed on her arm, she went to call on Peter Pig, her nine little chickens followed close behind.

"Hello Peter Pig," the wise little hen cried out cheerfully. Peter Pig was a big fat fellow. He came dancing toward the wise little hen. He was playin his cordian.

"Tick tickled pink to see you" he said cheerfully.

"Can you help me plant my corn Peter" the wise little hen said.

When Peter Pig heard this--a look of pain came on his--face. He put his hand on his stomach as if it hurt him.

"I would be glad to--wise lil hen, but my poor stomach!"

"I'm sorry," said the lil wise hen, "but we'll go on to Donald Duck an ask him to help us.

Donald Duck live in a houseboat tied to the ban of the same stream that ran through the wise little hen's meadow. Donald- Donald an your father were great friends she told nine little chicks. I'm sure he'll help us.

Case 22

February 22

But alas - when wise lil hen asked Donald if he would help he too found he had a very miserable stonach ache.

"Very well," said the little wise hen to her chickens, "we'll go home and plant our corn an each each of us will help an each of you will help me.

So the little wise hen marched the little chickens to their own meadow.

All day long they worked an planted an when the day was done they all shouted- Hurrah for us.

In due time the lusty corn had its its first look at the sky. The little wise hen needed help now to harvest the corn.

They they were luck luck lucky indeed for she saw them both idling an playing in front of the Idle Hour Club club.

"How're you Peter Pig. How're you how are you Donald Duck" said the wise lil hen.

"Fine" cried peter Pig, "Fine" quack Donald Duck.

"Isn't isn't that good news," said the wise lil wise hen. "Will you help me harvest our corn" she asked coaxily.

But such looks of pain over come from on both Peter an Donald Duck, that the wise little hen said that

Case 22

February 22

felt sorry for them.

Gathering her little chickens together the lil wise hen went on her way. But but as she went she she heard the the glee chuckling of reter Pig an Donald Duck both of whom had been cured all too too quickly.

Speech

When the bell rings 6:30- we get the boys up an dress em.--wash them an get their hair combed, an sit them on chairs. Then when the first bell rings we take them in a line an take them to breakfast. Then they finish an we bring them back an get them ready for school. Then when the bell rings we take them to school.

They come home from school and at four thirty they go over an get their cod-liver oil, they they come home an get ready for supper at seven o'clock-they go go to sleep.

Number of words	-	583	
Number of syllables repeated	=	6	= 1.03%
Number of words repeated	=	16	= 2.75
Number of phrases repeated	=	2	= 2.37
Number of pauses	-	14	= 2.40
Number of interjections	-	2	= 2.37
Total			<hr/> 6.92%

Case 22

May 30

Frosty morning when the bells of the on churches began to ring. Anne sat up in bed an rubbed her eyes. Anne was seven years old an an had black bobbing curls. She lived in city of Quebec in Canada.

"Tant, Tant," called the little girl.

She was not yet fully awake. But that did no matter. Anne talked from the moment she opened her big brown eyes until the sleepy night came to close them.

"Tant, it is morning" she called.

She sprang out of bed, and now she was really awake.

Her aunt's cross voice came to her from the next room.

"Hush, child, it is too early to be be st st stirring," scolded voice. "Go rightback to bedquickly."

But Anne did not go right back to bed. First she went to a tiny bureau in her tiny room an took from a tiny drawer a very big letter!

Then she hopped into bedan drew the covers up up high an opened the letter. She wrinkled her lil white brow and stuck out her lil whi pink tongue. She was making believe that she could read the letter. But she could not read the letter at all because it was written in English.

Case 22

May 30

Anne understood an spoke only French. That is why she called Tante which means aunt in French.

It seems strange that a little girl living in North America should understand only French. But in Qu Quebec Can Canada there are people who know no English at all.

This is because long ago the French settled settled in Canada. There were many wars between the French an Englis for both wanted to own Canada.

Finally Englan won an now the Canada belongsto England.

But the great-gr at-great-grand-children of those French people who settled so long are still living ther there.

In certain parts of the city of Queck Quebec one hears only French spoken- yet some of the words could not be understood by a real Frenchman.

Speech

There was a girl en her name was Anne an an her father worked in the mills an an she heard that the mills were goin to be closed. She didn't believe that he could be so por because she was so rich an a they went home an a her father come then an a her was a big strong man an a they went on talking.

Case 22

May 30

Her mother her mother kissed her an a her mother
 mother her mother--she kissed her; her mother was going to
 stay for a month or so so for a father going to be away...
 Thats all.

Number of words	437	
Number of syllables repeated	= 6	= 1.37%
Number of words repeated	= 10	= 2.55%
Number of phrases repeated	= 2	= .46%
Number of interjections	= 7	= 1.42%
Number of pauses	= 2	= <u>.46%</u>
Total		6.23%