

Faribault State School and Hospital. Individual School Records.

Copyright Notice:

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit www.mnhs.org/copyright.

Version 3
August 20, 2018

ORD

Boys and Girls.

1896-7.

Mrs. Tanner,
Teacher.

c

300

1	Allen	Ralph	141
2	Anderson	Esthes	Page 7
3	Beiriis	Tressa	16
4	Bloomquist	Peter	11
5	Barker	Lonie	195
6	Buer	Emma	219
7	Boyer	Bertie	189
8	Bitcher	Sarah	137
9	Cameron	Mary	19
10	Crich	Albert	23
11	Christiansen	Agnes	121
12	Davies	Margarette	27
13	Devlin C.	Arhdy	31
14	De March	Mary	35
15	Eingertson	Alfred	223
16	Floyd	Ella	39
17	Froeming	Efla	43
18	Fiebacht	Carl	185
19	Fisk	Dedrich	227
20	Gatyke	Barbara	47
21	Galentyne	Esther	51
22	Gorres	Annie	55
23	Gross	James	181
24	Gardner	Guy	209
25	Hatch	Joseph	59
26	Harding	Gladys	145
27	Hadler	Emmka	207
28	Johnson	Walter	63
29	Jacobs	Lottie	183
30	Johnson	Elmer	149
31	"	Helen	107
32	Jones	John	165
33	Lyons	Bessie	67
34	Murphy	Orley	71
35	Mitchell	Willie	169
36	Mason	Albert	75
37	Neal	Grace	79
38	Kroger	Clara	161

39	Kline	Mahlen	
40	Ostrander	Benjamin	83
41	O'Connor	George	203
42	Peterson	Martin	87
43	Prescott	Cordelia	91
44	Pohatch	Agnes	93
45	Parquette	Irene	129
46	Nelson	Chas	153
47	Paulson	Oscar	177
48	Rice	Nathan	97
49	Roberts	Annie	101
50	Rasmissen	Emma	215
51	St. Marie	Aurora	105
52	Shultz	Herman	109
53	Sullivan	Joseph	157
54	Schull	Irwin	173
55	Smith	Lily	191
56	"	Bertie	125
57	Sibley	Frank	117
58	Sheltrw	John	199
59	Hert	Joseph	167
60	Geigler	Mary	113

Esther Anderson

1896

Sept. Esther was transferred from the kindergarten this year. She is a very nervous child while her sight is extremely defective. Energetic, sensitive and of a sweet and yielding disposition. Perception moderately quick. Accurate in regard to color, forms and location. Imitative as shown in play, picture-making or stories. Very affectionate. Power of attention well developed. Impulsive, prompt and changeable in purpose. Expression good. Tidy and careful of school material. Truthful and humane. Possesses neither pitch nor rythm but can memorize.

Reads the following in script or print. I have a cat. I have a cow. Counts to ten. Knows several little kindergarten action songs, which is always a delight to her when she can join in these exercises.

Oct. Has not made as much progress during the month as I had hoped for. Has added a few more words to her vocabulary so that she can read several sentences with "I have" and "I see." She often confuses these two words however. Does not seem to be certain of anything.

Nov. Esther is a very nervous little girl, who is always quite certain that she knows her lesson, when she can not read a word scarcely although she has had the same exercises day after day. When told that she can not be promoted with the others, she cries bitterly and declares that she is a good reader and that she can do the work of the class in future. Of course she can not and I fear will never do it.

Dec. Esther can copy easy words in script now. Her sight is so poor that she can not see a word on the black-board unless she goes very near it. She is making a very little progress in reading.

Jan. Has read to page fourteen. in Primer. Her progress is very slow on account of extremely defective sight from a catarct. It seems to be growing worse.

Feb. Esther has made no especial advancement this month. Continues to be happy and industrious. She is very fond of having one tell her a story and she makes quite a fair attempt at reproducing the same.

Mar. Is gaining in reading. Has read to page 140 of the New Primer.

Continues to be very happy in school. Always obedient and industrious. Esther is an exceedingly nervous child.

April Continues to be happy and industrious. Has gained in the exercise of building stories from script sentence-builder.

If Esther had better eyesight she could do much better work.

She tries very hard to improve.

May Has gained some in writing

During this month committed perfectly two recitations, - one of four and the other two verses.

1897

June Esthers report for the year is not all I had hoped for. It is rather a very unsatisfactory report.

Only the first few lessons in the primer have been mastered to that degree that she reads them easily. Copies script readily and can write some simple words from dictation. Esther's best work has been in the memory exercises.

She does this work fairly well as compared with the brightest children in school. Has committed eight selections since Sept. devoting but a few minutes each day to this ex.

I think the cataract over her eye is growing worse and so I fear that all work in a library line will prove the more harmful.

She has the power to work readily with objects to ten making combinations in addition and sub.

Esther has been very anxious to learn to write a letter, but such work is far beyond her. She could neither compose a few lines nor spell the words. Writes a good hand when copy is before her.

1897

Sept. Esther will be in school but two and one half hours each day. The remainder of the time being divided between the sewing and ironing.

Her school work will be reading, writing language and simple numbers.

Peter Bloomquist

1896

Sept. Peter has had to review all the first lessons of the second reader. Although he had not forgotten much during the summer vacation it was thought best for the entire class to review these lessons. For supplementary sight reading I have given him a primer. These lessons are read easily at sight and with good expression. Considerable improvement in B.B. writing. Always has a good spelling ex. either written or oral. Is more energetic than formerly.

Oct. Has attended school regularly during the month. Making some progress in numbers. Makes simple combinations in addition at sight. Is very much interested in the suplementary reading lessons. Enjoys telling a story and is anxious to be the first one to read while it always pleases him to "spell down" the other members of his class. He does not make any rude demonstration whatever over his success, but his face lights up with such an expression of self content.

Nov. Has finished the new primer in which he began reading in the latter part of Sept. Combines numbers in subtraction using alternately both the plus and minus signs. Does not become confused now as formerly when trying to use them at the same time.

Dec. Doing about the same in school. Transferred to another room after the Christmas vacation.

1897

Sept. Returned to my school as the boys

continued on page 24

1897
April

Margarette Davies — continued

Margarette seems always to be very happy in school and some days acts very bright for her, in as much that she will ask for some work even though she does not do the same with any degree of attention.

Margarette builds several words from printed word form. Reads the script from black-board, when lessons are selected from her primer, in which book she has read to page thirty. In tracing there has been no advancement whatever. Comprehends number to two only.

Margarette is in my school but two and half hours each day.

She is in sewing-room one and one half hours and in kindergarten one half hour each day.

In sewing thus far this child has learned to lace two pieces of leather on the plan of lacing a shoe and has learned to make stitches on a wooden frame with a large wooden needle.

May. Margarette has not been well a greater part of the time this month. In hospital one week from a cold. There is absolutely no advancement in the tracing exercises. She can trace one letter but is seldom willing to do even that much. Doing the same work in reading.

1897
June

can read easily all the lessons to page thirty of The Childrens Primer. I have not succeeded in getting her to read loud enough so one could hear her across the school-room. Before enumerating anything further which Margarette has learned to do, I will say at once that I fear to state that she can do certain things or anything from the fact that there is absolutely no reliance to be placed in her. For instance to-day I said Margarette you may write three A's on the board then your work will be done for this morning. She at once went to the board and promptly made the letter independently and also without a copy. I was so rejoiced that I at once took her to Miss Baker but when there required to write again she simply posed at the board as though she did not know what was required of her. and no amount of coaxing or scolding was of any avail. This being very apt to be the case when Margarette is called up on to anything I will simply say what she has actually done in school, but not what she may be expected to do. She has read as indicated above both in print and script. Sorts all the letters and can build words from copy. Traces and writes unaided. Arranges the pictures of dissected animals in their proper order. Can string beads by twos. memorizes exercises. Has learned to sew

the simplest kindergarten card in sewing room, first spending the greatest part of the year on the wooden sewing frames, and which are designed for the very youngest or dullest children.

In conclusion will say that Margarette is the strangest child in every respect that has ever come under my observation.

1897
Sept. Returned to school the same Margarette of last year. Has no more inclination than ever to work. It is said that she takes an interest in the ironing department and irons such article as towels, handkerchiefs and plain aprons folding them fairly well.

Oct. 12 It was thought best to transfer Margarette to Skinner-Hall in order that she might have special hospital treatment.

Her whole system seemed to be in such a diseased condition that it unfitted her to receive instruction in the regular school department and together with her sluggish intellect she is altogether a most discouraging case.

During the eleven months in this school she had learned to sort letters and read in primer, but in writing she could do nothing more than trace one letter. Margarette could read many simple sentences before coming here.

Tressa Beirnes.

1896
Sept. and Oct. Tressa is a peculiar looking little child about seven years old. She was admitted to the Institution about the middle of this month. She has a peculiar shaped head in that it rises to a peak at the top with a very receding and low forehead. Eyes large and brown but the expression of a fish. Their sight is good. The skin of the throat resembles closely that of a fish when the outer scales have been removed. There are no scales on the face, but on the contrary it is clear with an irresistably sweet expression, especially about the mouth. Then having a sweet voice together with a bright winning manner, she is at once an agreeable as well as interesting case to work with. Does not seem to be excitable, is energetic and hopeful. Perception quick. Accurate in regard to color, form, pitch, rythm and location. Events distinct. Great power of imagination as shown in stories from the language pictures. Affectionate and generous. Has power of attention and self control. Vocabulary small. Obedient, tidy and careful of school materiel. Truthful. Can march well. When she entered school knew nothing of books.

Has learned to read several simple sentences in script. Can build simple sentences from the script sentence builder, having the same written on the board.

The indications are that she will soon be able to do this work without the aid of blackboard. Has made a fair attempt at writing. Can count objects to ten. In her conduct she is rather meddlesome and is fond of telling on the other children.

Nov. Tressa has made a good record this month. She is learning both reading and writing. Still continues to be very meddlesome.

Dec. Will be ready for the primer by the first of the new year. Continues to be happy and industrious.

Jan. Is doing good work in the Primer. Her memory is so much better than the average feeble-minded child. She is capable of learning several new words each day and remembers them in a review. Knows names of figures to seven. Counts to ten. Does all her work intelligently. Can prepare a new lesson at her desk after having the new words pronounced and explained to her. She has a sweet disposition, but is inclined to be meddlesome.

Feb. Tressa has made improvement in writing. It pleased her very much when I gave her the remains of a little tablet with lead-pencil and when I assured her she could have a new tablet as soon as she could write well enough, her joy knew no bounds. I feel certain that she will make daily progress. Is capable of taking a new primer lesson every day. Writes a few words from dictation.

Mar. Has read to page 40 in the primer. Can answer questions about the lesson in a manner which shows that she reads intelligently. Her voice has grown stronger

also, so that now she speaks in a clear and audible tone, giving good emphasis. Can count to twenty, but combines numbers to ten only with aid. Gives a fair description of a picture in the which she shows much originality. Knows the names of all but two letters. Writes a fair spelling lesson of four or five new words, selected from the reading lesson. When she has learned a new word, usually remembers it in a review. An exercise in reading is always profitable to her.

Apr. There is a good report in everything this month with the exception of numbers work. Tressa can read write and count numbers to ten, but can not combine them unaided beyond four. Tressa is a very interesting little child to work with. She is becoming so diligent in her studies that she wishes to study all the time in the playroom.

There is every indication that she will complete the new primer before the close of school. Writing as well as reading these lessons at sight. I hope to report more progress in number next month since she is just beginning to get an insight into the work.

May Tressa is one of the sweetest children that has ever come under my observation. She is

making substantial progress every day having about completed the New Primer in a satisfactory manner. A very painstaking child in all her work she is ever ready and willing to put forth greater effort when she finds that some other child has attained a better standard of excellence for the day. Still often I say - I think that I can do better than that if I try once more." It pleased her very much to be able to write home a short letter this month.

Committed perfectly two short selections during the month.

June Tressa has a most excellent report for the year both as concerns deportment and general standing in all her school work.

Has completed the New Primer in a satisfactory manner. Is prepared to take up a first reader another year.

Writes a clear round hand with perfect ease. Has written several little letters home. In this work she does well for a beginner only needing assistance in the spelling of occasional words.

She has gained the power to work clearly and definitely with objects to ten. Counts to one hundred and can be relied upon to bring one a certain number of objects within that number. Recognizes groups of objects from ~~one~~ 2 to five. She has had daily practice in this work.

Continued on Page 36

1896

Sept. and Oct.

Mary Cameron

Mary continues to be the same indifferent child of last year. Powers of attention, imitation, and observation very weak.

Can not sound soft g. Reads with little or no expression. Has been reviewing the first lessons of Second Reader together with supplementary sight reading from a new primer.

Can only improve in writing when copy is before her. Mary requires a great deal of individual instruction. Any member of her class can grasp an idea much quicker than she can. In numbers she can make simple combinations to ten by using the counters. This month she is having especial drill in the sound of soft G. She has had some instruction on this but it seems almost impossible to give it, either singly or in connection with other sounds.

Nov. Mary will be able to finish the primer by the middle of next month so as to begin in a new and advanced first reader with several other members of her class.

There is a decided improvement in writing. She adds and subtracts numbers to ten, but does not do the work intelligently. Mary is extremely feeble-minded when it comes to the least reasoning process. Oral spelling is and always has been very difficult for her. The written work does not seem so hard, probably because she can carry a picture of the word, and know it by its form.

1896
Dec. Still grappling over the simplest combinations in numbers.

Jan. Transferred to a grade of advanced girls. May was scarcely prepared for promotion, but it became necessary to make room on account of the overcrowded condition of the school room.

1897
May

Walter Johnson.

continued from page 66.

Continued improvement in writing and reading is the encouraging report for this month. Naturally of a very restless temperament, Walter deserves much credit for the amount of effort he puts forth to apply himself. His mother was so delighted to receive a little letter from him this month written by himself from dictation.

The letter was as follows, the words underscored being the ones in which he needed help to spell.

Faribault Minnesota.
May 1 1897

My dear Mamma—

I will <u>write</u> you a little letter to let you <u>know</u> that I am well and <u>happy</u>. I hope this will find you well too. I go to school <u>every</u> day. This is my <u>first</u> letter. <u>Please</u> write to me soon.

Your loving son
Walter Johnson.

Referring to the above report you will find there is a great improvement over the one of a few months since when he could write the word "cat" only and with greatest difficulty.

He will finish the New Primer this year but I would advise a review of the work gone over another year.

June Walter should not be permitted to take up the first reader another year until he has had a thorough review of the New Primer.

1897
June

In this book he has made fair progress when one considers how slowly he learns new words, requiring an entire week of daily practice sometimes before certain words could be readily recognized but when once learned he will remember it in reviews. He knows names of most of the alphabet both in print and script.

Writes a fairly legible hand.

In numbers he can work comprehensively with objects to ten. knows the names of figures to ten and counts to one hundred.

Recognizes groups of objects from one to five. Has done good work in the memory exercises.

Perhaps the most encouraging feature of the years work is that he has acquired a habit of being industrious, and from a lazy, mischievous no-nothing he has come to be one of the most promising children in school.

Walter is the most imaginative child I have ever known. There is no lack of words nor animation and so he could continue for hours telling of the most wonderful things that never happened ofcourse.

His imagination carries him beyond all reason also as regards his school work and he will insist most emphatically that he can read a lesson when the facts are quite the contrary. Resents all decipline.

continued on page 48

1896
Sept. and Oct.

Albert Crich.

Albert was not happy to be in school again. His constant theme is to return to Starburn Home and be with his brothers. I think his sullen and selfish disposition is growing upon him. He seems to nourish every unpleasant feature of his life here. No matter how pleasantly one may make any corrections he promptly resents the same by pouting and remaining generally sullen for the remainder of the day. Albert is capable of so much improvement could he only be good-natured long enough to accomplish anything. His discouragement with his surroundings is so all absorbing that he can at times think of nothing else. The whole burden of his letters to his father are "Take me home. Take me home." Albert can write several lines of his letters without any assistance in either the composition or spelling. Is apt to be careless in punctuating. Reading in Third Reader. Is capable of doing good work in this class, when in the mood for it. Writes a very neat spelling lesson of words selected from the reading lesson. Can take from eight to twelve new words each day together with their definitions.

He takes an active part in the phonic exercises but when it comes to applying this knowledge gained in determining new words he insists on my pronouncing for him and when I suggest that he should try for himself he is at once sullen and gives up all.

1896
Nov. Albert can not begin to do as good work as any of the other six members of the Third Reader class. He is too slow and awkward about everything. Phonics is always a bore to him, no matter how interested the others are. In geography he has learned the names, location, and principle productions of fifteen states. He has learned this since Sept. but has had no map to use until within the past month. Working on lesson 23. tablet 1.

Dec. No especial progress in any way.

Jan. Transferred to an advanced grade of boys. Was removed to make room for new children.

Peter Bloomquist—

continued from page 11.

1897
Sept Oct. in the other room were in school one session only. It was thought best to give Peter more time in literary work.

He has made considerable improvement since being transferred. Reads very well in the first part of 1st. Reader. Writes a good spelling lesson from dictation. He is in school two hours and one half ~~hours~~ in singing class the rest of the day in brass-room where he has learned to make brushes well.

1896
Sept. and Oct.

Margaret Davies.

Entered the school in Septembes. Has had some training by private instructors. Margaret is a frail little girl of eleven years. Health poor. Not bodily nor sense defects with the exception that her eyes are weak and pain her at times.

Walks in an aimless and rather slow manner. Bends forward and treads on the inside of her feet. When in a sitting attitude there is a constant swaying motion of the body, backward and forward. Occasionally becomes excited, when she will give a few spasmodic shakes of the hand across the face. A most sluggish disposition usually. Would rather not be aroused to any kind of activity where she is required to be exact. Like her walk, the work is done in an aimless sort of way. She requires one person constantly to keep her at work on the simplest kind of manual or finger occupation, for instance putting pins in cushion etc. Perception slow. Knows something of color and form, but nothing of number pitch, rythm. Has some idea of location. Can count to ten but not intelligently as the following will show. On when asked to count the wheels on a toy wagon would answer five after repeated efforts, when there were four. Memory good except in remembering sentences. Inaccurate power of observation. Is very imitative in play. Affectionate and happy most of the time. Reads

a few easy sentences, such as "I like my mama." I have a large ed top: add a few others. Can trace a simple straight line or connect two dots with a straight line. In this exercise she does not often guide the crayon directly ow the point in connecting dots.

Her hands are wells haped but so flabby that they are almost useless. She can not dress nor undress herself. I never saw such weak and helpless hands. Margaret seems quite happy in school.

Nov. Margaret has made very little progress. Perhaps the only thing I can mention is that she does not continue in that swaying motion as much. I have been laboring to have her sew the simplest kindergarten card. Thus far the results de very unsatisfactory. Can with difficulty guide the nedddle though the perforation always being first shown where to place the needle. Can not thread a needle although she has been shown repeatedly. Has learned to lay splints straight in one direction but can not arrange them in a square although having one before her to look at.

Dec. Can with difficulty arrange sticks in the form of a square having a copy before her. Is learning to trace over straight lines. Knows where to begin and also where the line ends.

Jan. There has been a very little improvement. She needs constant individual attention. Whatever has been accomplished was the result of the most intense activity on the part of her instructors, since, Margarette being left to herself to pursue the most simple kind of work, such as stringing beeds, sorting colors, tracing straight lines, joining the "dissected dogs" etc. The most feeble minded child which has ever come under my observation, has not experienced the difficulty in arranging the "sliced" animals.

After hours of individual teaching, Marguerite was just as liable to place the legs of the dog on top of the head as in the proper place. In some respects the child seems brighter. She can visit with her teacher; when alone, and talk upon subjects which generally interest very small children. Likes to talk about dolls, but is very destructive with them.

One beautiful doll, after having removing her eyes, was told that she had better go to the "blind" school. We are now drilling on the Tracing of ä. She remembers the names of all the letters. Can comprehend two objects only. Can say 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. in their order. But does not know the figure individually. In marching she walks more erectly. Can walk up and down stairs properly.

Feb. We are still laboring on the letter Ä trying to trace it. I can give her about ten minutes each day for this exercise, and now it is over three weeks since we began working

It seems rather discouraging. Can build the words cat, cow and dog, from the printed letters. Has learned to join two more dissected animals, cow and horse. Is beginning to see into this exercise a little better. Can

1897
Mar. read to page ten in primer.

Has learned to form these words more from the printed word forms.

Can join the pieces of the dissected animals, dog, cow, horse and rat when thrown together promiscously. Can read all the lessons to page 20 of the new primer. When reading, one can scarcely hear her she reads in so low a tone. This habit, (which is nothing but habit) I have tried in various ways to have her overcome, but with poor results. When I tell her she may remain standing until she does read so that she can be heard, she will do nicely, for the sake of being allowed to take her seat. It bekomes necessary to go through some form of discipline every time work is required of her, so a systematic course of decipline must most often be cut short when there are thirty-five little children demanding a share of my attention. I believe that this child is one of the most indolent I have ever had come under my observation. She also lacks power of concentration to a fritiful extent. Margaret can trace the letter "a" nicely when she takes a notion. Although it is seldom granted, her requests are so frequent that I should hold her hand while tracing. continued on page 12.

1896
Oct. Andy C. Devlin.

Admitted to the Inst. this mo. He is a boy about fourteen years old and of the betrivial type. Extremely apathetic. Of medium physique. Light hair and blue eyes which seem to be inflamed. I do not think the sight is good. Can hear. Does not keep time with music in marching, but is capable of being trained. Articulation very imperfect. Memory poor. Calm and of a sluggish disposition. Does not seem to know yet in which class he belongs, but can find his seat in the school-room. Scarcely any power of attention. Expression fragmentary, but scarcely intelligable for account of poor particulation. Counts to five but do not think he knows their value. Obedient. Lacks the power of attention. Does not manifest any interest in anything about him.

Nov. Any has been absent much during the month. He has done nothing in school work to speak of. He is at all times quiet and obedient.

Dec. From present indications I think that Any will learn to write. Can copy a few simple words on slate.

Jan. I have discovered that sight is quite defective. Any is obedient but rather mischievous. Delights to tease the children near him, so I have found it necessary to change his seat

1897

several times. Reads simple script sentences. Reading entirely from B. Board such simple stories as I have a mamma. Can you see a house? and a few others. Com the hends numbers to tend Makes combinations to ten with the aid of counters or objects. Is making a fair attempt at copying script

Feb. Amy is rather an indolent boy. When I asked him to rise for a reading exercise, he replied that he did not like to stand, so I let him sit, thinking to shame him but this did not have the desired effect. I find that Amy can write if compelled, but if left to himself would rather trace easy words, since that would not require so much effort.

Mar. Amy is doing much better in writing lately. I need not urge quite so much in order to get some work accomplished. Can read quite a number simple sentences.

April There is some improvement in reading. Amy reads in such a low voice that one can scarcely hear him. His tongue is so thick which is the chief cause of his not being able to read louder. Reads, writes and counts numbers to ten with the aid of objects. Is improving in writing. Has learned the names of several of the alphabet letters.

Amy is not an industrious boy by any means. I think he could do so much better if he would but apply himself.

1897

May I believe that there is some indication that Amy will do better work soon. He is learning to apply himself so that of late he has often been the first one in the chart class to finish his work which consists in part of building in the printed form, words taken from the script copy on B. board.

Can write independently from copy the following sentences. "I have a doll." "I see a kitty" and a few others using the words he has learned to see.

June. Amy has no ambition to be anything more than he now is. Will do no work of his own free will.

Reading a few simple sentences is absolutely all the school work that he can do. Even this little he can not read so one will understand him since his tongue is so thick he can not manage to speak much above a whisper. Amy is quite a feeble minded child. One can see that at once. He will sit with his mouth dropped wide open as most of the Cretenoids do giving him a most idiotic expression in addition to his already simple face. He lacks interest in everything about him. His eyes are very weak and have a reddish, or inflamed look most of the time.

1896
Sept.
and
Oct.

Mary Le March.

Mary was admitted to the Inst. during Sept. She is about twelve years of age. Can not speak Eng. very well but knows something of French. Always having spoken this language at home. She has rather a Sturdy Physique, black hair and eyes, Complexion dark and sallow. Always complaining of head and earache and is so nervous that she can not bear to have any children near her. No bodily nor sense defects. Walks in an aimless manner, — never likes to make the least effort. When her class is called to the floor, I must always direct her attention particularly, else she will remain in her seat with her head down on the desk. I do not think the child is at all well, or maybe it is extreme indifference, I have not determined as yet, which it is. Speaks in such a low tone that she is almost inaudible. Thus far she has not been able to do the work of the chart class, but I am in hopes when she feels better and overcomes some of her previshness, she can be aroused to some active work.

Nov. Mary continues very listless. Seems to take no interest in anything but the fact that her ears hurt her. This trouble I am told, is mostly imaginary. One of the most discouraging pupils in the Inst. Has made no progress in any way.

Dec. Stringing beads is about the only occupation in which May takes any interest. She can not string according to number unaided. Knows color only. Comprehends three but no more. Can not march. It is more of a limping gait. May is interested in those thing which usually attract the attention of children of five.

Jan. Mary continues to give more thought and attention to her ear. When called upon for any exercise whatever, she will at once put her hand to her ear as though in great pain. Does not improve any in either reading or writing. Can copy script letters, but does not form them in a word, although she has been shown how repeatedly.

Counts and comprehends objects to four. Mary is a very indolent girl. Does not keep step with the music in marching. Waddles rather than walks.

Feb. Mary has been absent nearly the entire month on account of ear trouble.

Mar. No special progress. Nothing to report.

April The same report as last month.
May Transferred to a lower grade of girls.

1887
Sept. Tressa Beers
Continued from page 18

Tressa continues to be a very interesting and active little girl. She has

remembered well her lessons of last year. Has taken up the First Reader. The lessons seem a little difficult for her now, but I feel sure she will be able to keep up with the class.

Tressa is in school but two hours, with one half hours in school for singing. The remainder of time is equally divided between sewing and ironing. Tressa has a very happy disposition and seems to enjoy all her work. She would rather be busy all the time.

Oct. Tressa finds all the work of the First Reader C. including phonics, very difficult to do well, and so she needs much individual help. But being so anxious to do her best, will allow her to remain in the class.

1896

Sept. and Oct.

Ella Floyd

The indications are now as for several years, that is, there will no substantial improvement. I think that Ella has reached the limit of her book capacity, simply because she does not care for books and makes no effort. She has never taken part in the memory exercises and when asked why she did not, would promptly reply "I don't want to." These memory tests or selections are all written on black-board, where they remain until the entire school (who are capable of such work) have committed them perfectly, having them for all time. Ella is still in third reader. Does not improve any in articulation since she is too deaf to discriminate between different sounds. To one not accustomed to her it becomes almost an impossibility of understanding her. Ella is so thoroughly indolent in everything that pertains to school-work.

When given a picture from which to write a language story, will invariably copy what is next from the slates of the more industrious children rather than make any effort in giving some thought to what she is.

If it the same in numbers she will manage to copy everything that can be copied. I think perhaps there will be some improvement in letter writing, since she is anxious to write to her brother ever since he came to see her.

1896

Nov. Ella is in school but one hour each day. The remainder of the time she helps in the kindergarten dept. with the exception of one hour which is given to lace-making in sewing room. She has proven herself quite efficient in the care of little children. This work tends to make her more contented than being in school where she would have to apply herself to study.

Dec. Nothing especial to report with the exception that Ella enjoys her new work of assisting with the little childen in kindergarten dept. where she helps almost the entire day.

Jan. Transferred to a large grade of girls.

Continued from page 104.

1897

Sept. Annie Roberts.

Annie began in First Reader this fall. Learns the new words of lesson very readily. During the vacation she has lost in distinct articulation, which is probably owing to carelessness while at home.

Annie is in School but two ½ hours each day the remainder of the time being divided between the sewing and ironing.

Annie continues to be a lovely child in school and if she would only be more faithful in making

use of her knowlege gained in articulation, I would have absolutely no fault to find with her.

Oct. Annie has been doing about the same as last month. No special improvement. Attends school regularly and is very happy to be in school.

Alway obedient and industrious.

1896

Sept. and Oct

Ella Froeming

Ella is reviewing the simple chart lessons. Can read such stories as would combine with the word "have" and "see" using the words cat, dog, cow, horse, house, eyes, hat, cap. This completes the list of words which she recognizes, that is she will seem to recognize these words for several days in succession at another time does not seem to know any of them. In this respect Ella is the most peculiar child that has ever come under my observation. Now, after two years training I am compelled to report that I have no hopes of her ever doing anything worth speaking of. She answers pretty well in a concert reading or but when asked a question individually will only stare at you and looking all about as though she did not comprehend the least word. When several children are exclaiming and talking about a new language pictures. I notice that Ella seems to grasp the idea, but the moment she is individualized, she grows "addled" at once. It is so with colors, being just as apt to say that "red" is "green" when called upon alone, but in concert will usually name the right color.

Recognizes numbers to four. Can build simple sentences from the word builder.

Nov. Ella is making progress, slow but sure. So slow that it is almost imperceptible, but there is progress.

1897

Dec. I can see there is a little progress in writing and in remembering words. One peculiarity about Ella continues. It is this- when called upon individually she can not read recite nor tell you anything but when reading in concert with the others will often lead the class and many times makes corrections in the case of another child making a mistake. But if I should call upon her directly after, to tell me the same word she would almost invariably fail. Ella is more industrious now.

Jan. Ella still continues to improve. Can write independently several words from dictation and will copy anything from script. Reads simple sentences. There is one notable improvement this month, now- when I call upon Ella to read or pronounce certain words, she can do so, and does not have those nervous motions which seemed to unfit her for giving an independent answer. She is waking up generally.

Feb. Making daily progress. Reads many easy sentences now and does not get confused. Writes about twenty words from dictation.

Mar. A good record for this month. Not as nervous when called upon for an individual recitation. Has read to page 20 of the new primer.

April There is one peculiarity which continues and of which I have made mention several times. It is this, when I call upon Ella individually to tell me a word etc. she is full at see, when at the same time she is perfectly familiar with the word and would make corrections if another child mispronounced any portion of her lesson.

When I have reading in concert, Ella is very apt to be the leader, but call upon her alone, becomes rattled. It is the same if I am giving a written spelling exercise. The entire class being at the board, and given a word for all to write, Ella may be the first to finish, but given the same word individually, she would just stand and stare at you or perhaps make an attempt, usually ending in failure. This peculiarity has characterized her entire school career. Do not think she will ever out-grow it. Aside from this I do not observe anything strange about her, unless it be that she laughs heartily at any simple thing which would scarcely provoked a smile from any of her classmates.

May There is nothing of especial interest to report this month.

Continues to be happy in school. Always obedient, never giving any trouble.

1897
June

Ella is not by any means a promising school case. It is my conviction that it would be better to place her permanently in an industrial class, as the result thus far in a literary line have been too meagre to warrant any further trial. Her attainments and temperament have been given from time to time and as there is no change, I have nothing more to add. I have mentioned in former reports that Ella had learned to copy script nicely, but it is all mechanical, there is not enough intelligence about her to do anything with the writing, as for instance writing a letter home. She could never compose the simplest sentence.

1897
Sept.

Ella has lost nothing during the summer. She does about the same in school as last year. I think perhaps there is improvement in writing. If Ella ever overcomes her great nervousness, there may be a possibility that she will do something in the way of reproducing stories and other language work. In school two and one half hours. The last half hour of this time is given to singing class. In reading, Ella is on first lessons of Normal Chart. Can read easily the first six lessons.

1896
Sept. and Oct.

Barbara Gatzka.

Barbara seemed very happy to return to school. She has read to page 24 in the National Third Reader. These lessons are rather hard for her but she does manage to keep on with the class. The spelling exercises are particularly hard for her. She does not seem to grasp the idea of phonics at all. Has begun the "First Steps in Geog." This book is in simple story form about directions of different places in your own neighborhood, drawing a plan of house. There are many words in this book which are not familiar to Barbara while these simple plans seem difficult for her to understand although she has a copy before her and I have given abundant explanation. The next work in hand will be to draw a plan of our school room and others adjoining as soon as the children are ready for each step. Barbara has made great improvement in the memory exercises. Since Sept. she has committed two selections, one of three and the other five verses. She has only five minutes each day for this work. Still very slow in composing a letter and still slower in copying it in ink, but when the work is done it is a model of neatness, while the penmanship is above the ordinary.

Barbara is a good, orderly and industrious girl at all times.

1896
Nov. I wish that I could report some progress in writing. She is so slow still that to copy one page of a letter, consumes more than two hours sometimes. In her other studies she is doing about as usual.

Jan. Transferred to an advanced grade of girls.

Walter Johnson.

1897 continued from page 42.

Sept Remembers well all his lessons of last year. It will take several months to review the Primer when he will be ready for First Reader.

Walter is in school but two hours each day the rest of the time being given to industrial training. At present is making brushes. In general conduct there is no improvement. He is still a quarrelsome and meddlesome boy. Stoutly denies anything of which he is accused and is sly and cunning to a surprising degree. He is such an irrepressible[d] two talks, and talks and talks.

With all this natural unrest about him, he does have real quiet seasons of study when he will become so absorbed that he is almost oblivious to anything about him. I look for great advancement this coming year.

I am sure he will make substantial progress. Numbers-work begins to have a real meaning to him now.

Oct. Walter has improved very much during the past month, especially

in reading. There is also a marked change in his conduct for the better. Walter is most assuredly developing into a most studious and orderly boy. It has been over a week since it was necessary to reprove him. Such is an unexpected record. More could not have been expected in several month's training instead of weeks. He is not so meddlesome, does not talk so incessantly and has not pinched a boy in some time.

Has reviewed the primer to page 48 since the beginning of the term.

Oct, Walter has an excellent report for this month in every respect. One would scracely recognize the restless mischievous boy of a few months since. At all time he can be seen pursuing his lessons with an earnestness that would do credit to a normal child.

He has gained so much in writing that he can copy an entire page in the same length of time which it formerly required to write one line.

1896
Sept.
and
Oct.

Esther Galentyne.

Esther has made daily progress until a week ago when she was sent to the hospital on account of sore throat. She was there one week and has been in school again the last few days of Oct. but is far from feeling well yet. Esther is the most capable girl that I have now, and if I had the time to devote to her, she would soon be able to do all the work which is required in a public school from a girl of her age, but there are so many demands on my time from thirty-three children that much must be left undone.

Esther has no difficulty with the language lessons has required in the National Third R. in which books she has read to page 94, always having a perfect written spelling lesson. She excells in memory exercises. Writes a good story of several pages from the large pictures introduced by Miss Tessien. Has worked to lesson 22 of number two, Nos Tablet. Has no difficulty with these problems. Has also the "First Steps in Geog." and of course does much better work than Barbara Gatyka to whose report I would refer you as to the nature of the Geog. ex.

Can usually write the definition of spelling lesson from dictation.

Esther is a good and obedient child at all times. The improvement in that child since her admission about two years ago is truly marvelous. I have great hopes for Esther.

Nov. Since the last report, Esther has taken up U. S. History and seems very much interested in the simple stories about the early settlements.

Her geography work is easy for her, and in numbers she could make greater improvement if she were more industrious in that line. She does not enjoy numbers work.

Jan. Transferred to a grade of advanced girls.

1896
Sept 2nd
Oct.

Annie Gorres

Annie was admitted to the institution about the first part of October. She is a sturdy looking child of eleven years. Bright blue eyes and the most ruddy cheeks. An exceedingly sweet and interesting face. No bodily nor sense defects. Carries herself in an easy graceful manner. Was rather noisy in school the first few days, but it was not intentional, but the direct result of a lack of training. She is now one of the most orderly children in school. Energetic, generous and of a yielding disposition. Accurate in regard to color and form. Counts to ten. Memory fairly good. Has great affection for pets and pets. She often speaks of her pets at home, which consist of cows, horses and dogs. Her face lights up wonderfully when speaking of these.

Language very meager. Emotion, imagination and activity seem to be fairly well balanced. Tidy, polite and truthful. Careful of school material.

Can neither read nor write. Recognizes a few words such as "I see" "cat" "dog" "horse and pony". By means of story-pictures I have hopes of increasing her vocabulary rapidly, if I may judge from present indications. Does not know how to use the printed letters in forming words. Think she will soon learn.

Puts together the "sliced animals" and names the different parts. Could do this after once showing.

Nov. In many ways Annie has a very weak memory. I have shown her repeatedly how to trace the letter "a". After seeming to know how one day she has completely forgotten the next. Such a bright looking and active child should do better work. Can not build the simplest word from the printed letters.

Dec. Is trying to trace "a". This work seems very difficult for her. I think in the course of a few days she will be able to trace a few simple words. Has learned the names of several objects in reading and these combined with "have" and see, which she also knows is enabled to read about a dozen sentences. Reads the script from B.B. and builds new words from the printed word forms. Can not form the printed word from a script copy, so I make the printed form as a copy.

Jan. Can trace several simple words. Does not make a successful attempt at writing from copy. She represents the word "cat" with marks like this-"xv". Annie has had much individual instruction.

Feb. Can write two words from copy. Has the same busy work as last month. Knows about twenty words with which she forms simple sentences. "I have a white kitty" is the story that pleases her most.

Mar. Reads the following sentences which is absolutely all Annie can do in the way of reading.
"I have a doll." "My mamma can see me." "Baby can see kitty." "Kitty can see baby." Can build any word from the printed forms having the copy before her. Memory is improved. Has committed three little selections as follows- "Twinkle little Star." "Mary's little lamb." and "The curly headed boy who never told a lie" She recites in a clear and pleasant manner.
Writing is still confined to tracing simple words.

April Annie can build the twelve words following which is absolutely all the words she knows viz mamma, papa, doll, ball, see, house, cow, dog, cat, top, hat and kitty. Annie recognizes these words in script, and can build the printed ~~the printed~~ form from the script even though she does not know the names of the letters neither in print nor script. Writes the word "cat" from dictation. This is the only word she can write unaided. Since last month has committed another short selection.

May Writes dog and cow, two words learned since last month. Reads about the same sentences as last month. Very weak memory.

1897
June

Can write about four words unaided. I think Annie could make more progress if one had the time to devote to her, but with thirty-six children many of whom can do nothing unaided it is impossible to give each the attention they so much need. The few sentences Annie can read are read with intelligence and once having learned to recognize a word it will be remembered for all time.

For busy work she traces words on slate or B. board.

Builds words from printed word builder. Can not always arrange the letters properly having the word before her. Has learned to build the following words in print from the script form. cat, dog. boy. girl. mama, house, see, hand, kitty, top, cow, milk, doll, ball, baby. In building words she always confuses the letters p, d, g, and b. I have not succeeded in having her see the difference in these words. She might be led to distinguish them by having more attention each day.

Is obedient and industrious. Tries to do whatever is given her. Can give a lively description of a picture and perhaps some day she may be able to write about it.

1896
Sept. 2nd
Oct.

Joseph Hatch.

Joseph was very glad to be in school again and said that he was going to study hard this year so as to go home to his mother next year. Poor little fellow. I am afraid the outlook for him is pretty dark, since the spasms are much more frequent than last year.

During the past week he has had one each day and they are very severe. He grows purple in the face, accompanied with rigidity, loosing consciousness entirely. The other day when he returned to the school-room, about an hour after having a spasm (during which time he had been lying down) he could scarcely locate his seat, he seemed so dazed.

Joseph reads well in Third R. and has read to page 74. The spelling exercises are particularly difficult for him. He has never had a perfect spelling lesson. Last week he received a letter from his mother, and being the first one he had for more than a year, he was truly delighted. He could speak of nothing else, and showed the letter to all the boys, and wanted to answer it at once. Can compose a letter, but needs to have nearly every word spelled for him. In numbers he can grasp an idea much quicker than any other member of the class. Is working on problems in simple subtraction. Joeseph is not always an obedient boy. He is extremely stubborn when asked to do any work over again in which he has failed.

Nov. Joseph has not had such frequent spasms of late. He is improving in reading and phonics.

Jan. Transferred to an advanced grade.

1896
Sept.
and
Oct.

Walter Johnson.

Walter was glad to be in school again. His conduct has improved so much that one would hardly recognize him as the same child. He is quite industrious and makes an effort to do his best. There are occasional days when is mischievous, when a punishment of standing up for a few minutes will usually subdue him, when he is glad to take his seat and resume his work with an earnestness which is truly gratifying.

Since Sept. 1st he has learned about twenty (name) words and these in connection with "have" and "see" enables him to form as many sentences. From the script-sentence builder he made the sentences using the words learned, they are, horse, dog, cow, sheep, house, boy, girl, doll, bird red, black, white, pony, little, mama, large and small, with have and see. This is absolutely all he can do in the way of using words in written work. His vocabulary in oral ex. as when describing a picture is more extensive, and indeed he usually wants to do the talking for the whole class. He is quite an interesting child to work with. Shows a great interest in everything about him. He is ever on the alert to see anything new. I would call him a thoroughly wide-awake boy. There is continuity in his speech indicating a vast amount of general information. Counts intelligently to twelve.

Nov. Memory very poor. Will forget a word in a few minutes. He is not yet certain of the words "see" and "have" when using them to build simple sentences. He has been laboring on one letter, nearly a whole month, and can not make it now without assistance.

He is a mischievous boy and inclined to be indolent. Very unreliable. One can not depend upon a single word as he does not seem to realize what it is to speak the truth. Sometimes he will bring a slate, having some neatly written words, these he will declare emphatically were written by himself.

Nov. Walter has at last managed to write "cat" but very poorly. He has a very weak memory when he comes to apply it to any book learning. I never can reply upon him to answer correctly for the simplest word. He does seem to remember "cat" pretty well, but all the other words are liable to be confused.

Dec. At the last writing I was rather discouraged about Walter. He could not seem to remember any words in his lesson from day to day. But now the appearances are that he has made a start at last. Can remember much better than ever before and has learned to write two words more, so at this writing he is able to write, cat, dog, and top. I think when he once get the idea of writing, he will make fair progress.

Jan. Walter has made fair progress in both reading and writing. He can read to page ten of the new Primer. In a script review he does well also. Can now write the following words from copy. "cat" dog, house, school, book, sled, snow. Ido, fun. Writes cat and dog without copy. Walter is coming to be a very interesting child to work with. He still continues to be very meddlesome. There is nothing taking place in school that he does not observe and quickly report to me. Although I discourage him about telling so much it seems to make no difference. Is beginning to work with numbers. Can make them to ten. Builds stories from the script sentence builder.

Feb. Walter continues to improve in both reading and writing although it is very laborious work for him. He dreads a new word but enjoys reading what he is familiar with.

Mar. Does not seem to notice the difficulties of a new lesson in as much as now he takes it for granted that he can learn one just as well as the other members of his class and this is true in a measure, especially when he sets himself to work, he can accomplish a great deal. Has read all the lessons to page forty. Reads in an easy, clear and expressive manner. The progress in both reading and writing this month has been remarkable. Walter has

developed from an idle mischievous boy to one of the most promising children in school. Writes any word from copy but can not keep on the line very well. His hand has a tendency of traveling up hill.

Builds the tables of ones with the numbers, builders. Does this ex. intelligently with objects.

April — Continues the same work in numbers. Has read to page 50 in the new primer. He can not read these lessons as well as the others of his class, and it is only by the closest application and repeated efforts that he accomplishes what he does. Any new words must be presented to him many times and in many different ways before they are remembered well enough to read them in different places.

Walter is not always inclined to apply himself, so I tell him he will be placed in a lower class, when he will burst into tears, saying in the most emphatic and alarming manner that he will try to keep up with his class. Thus he would continue to cry and exclaim "No I don't want to be in a lower class." until I tell him that he can try once more when he will go to work with a will. Walter continues to improve in writing.

Can copy five or six lines in half an hour. The writing will be fairly legible.

Continued on page 27

Bessie Lyons.

1896
Sept. and Oct. — Bessie has grown very nervous during. She has acquired a habit of doing everything in such a hurry, and when talking one would imagine that she had been running and was all breathless. She complains almost everyday of headache. Is anxious about her. Her talking so rapidly is caused by nervousness. Bessie is a very good girl and so anxious to work she does most of her time.

She has read to page 94 of the National Third R. Is capable of taking a new lesson every day. She is very apt to read too fast when she will not of course speak as distinctly. I am obliged to call her attention to this every day. When I begin to think that she is overcoming this habit there will be even more rapid reading the next day. She tries to give the proper emphasis, and in so doing, inflects the wrong words.

Bessie has improved so much in writing on B.B. that one would scarcely recognize from that of a year ago. Is doing good work in the memory exercises. Has committed two recitations since Sept. and remembers those that were learned last year. Does not know "The Water Mill" perfectly as yet. In geog. we are studying simple measurements of school room preparatory to making a plan of same. In numbers is working in simple add. and sub.

Nov. Bessie is a very good and industrious girl at all times.

Her progress in every direction is very satisfactory. She is a thoroughly reliable girl. It is a pleasure to work with Bessie.

Dec. Since the middle of November Bessie has learned the names location, climate and principal productions of twenty-nine states. Memorized a recitation for Thanksgiving. In numbers is beginning the multiplication tables.

Jan. Transfered to a grade of advanced girls.

1896
Sept.
and
Oct.

Orley Murphy.

Orley is the same good reliable boy of last year. He is making daily progress in all his work, but more particularly in writing on black-board or slate. There has not been much progress in writing on paper with pencil as he does not seem to follow the line besides the letters are much too large, and then he will forget and try to erase as he does on slate with his finger which which of course gives a soiled appearance to the letter. Orley is very persevering. In one or two instances I have known him to try steadily for a whole hour to make certain words like a copy.

For our reading we have stories on blackboard about different objects in rooms. Just now we are talking about a toy or model of a house which we have. One sentence Orley made was— "There are so many shingles on the house that we can not count them." For supplementary reading I give them a primer which they read at sight.

Orley always has a good written spelling lesson. In memory exercise he is coming fast to the front. Has memorized two recitations since Sept. and has not forgotten the ones learned last year. Can combine simple numbers to ten by using counters to aid him.

Nov. Orley is another good child of whom I am justly proud. He has finished the New Primer since Oct. and will be ready for a new reader in a few days. He always has a good spelling lesson, both written and oral. Uses the plus and minus signs in combining numbers. Can combine to ten, but counts to one hundred.

Dec. Orley continues to improve every day. In reading he is gradually acquiring an easy natural tone, and this together with a clear voice and distinct enunciation gives the promise of a good reader in the future.

Jan. Transferred to an advanced grade of boys.

Albert Jason.

1896
Sept. and Oct. Albert has not been in school regularly since Sept. Has been in Hospital about half the time where he is at this writing. He is looking very pale and lemaciated.

I regret to have him absent as he was just beginning to make rapid strides in all lines of his school work. His disposition, which is not the least consideration, was also on the gain. He can read the lessons of the new primer at sight. In numbers can combine to ten with the aid of counters.

Nov. Albert has been in hospital more than half of the time. He averages about one day in a week in school. He memorized the recitation for Thanksgiving, finished the New Primer, and will be ready for a new reader in a few days.

Dec. Has been more regular in attendance this month. Making substantial progress from day to day. He does his work intelligently by where he combines numbers. Albert has not much confidence in himself when it comes to letter writing. He does not try to work independently in this line although I am confident he can do much better than he thinks he can.

Jan. Transferred to a large grade of boys.

Oct.

Albert Nason.

A change was made in the school to which Albert had been transferred whereby they would have shorter sessions of literary work and more industrial. It being better suited to that grade of boys. With a few exceptions. So Albert was returned to my school for the longer session. He is doing nicely in First Reader and will be able to take the second book after the Christmas vacation. In numbers there has been some progress. Recognizes at sight groups of objects below ten. Works with objects to ten in addition and sub. Has begun to study the table of twos. Writes a good hand. Is fond of copying but does not like to study out sentences where he must fill in words. He is especially interest in the action-story exercises.

1896
Sept.
and
Oct.

Grace Neal.

Admitted to the Inst. last month. She is about ten years of age. Has a bright looking and very sweet face.

A mass of soft brown curls falls over a fair and shapely forhead and then she has such laughing blue eyes which are so expressive. It seems very sad that she should be afflicted with that dreaded desease epilepsy. The spasms are so violent that it is necessary for her to go to hospital, where she usually remains from two to three days. Thus far she has had about one spasm in a week. Has a great interest in things about her and can talk at length about such ~~such~~ things as usually interest any little girl. Fond of dress and anxious that her hair should remain in curl. Has no sense nor bodily defects. Marches well. No automatic acts. Rather excitable and very talkative. Is energetic when she can have some occupation which she likes best.

Is fond of outlining words which have been written on her desk. Covers the outline with com and usually has the work done before any of the Nothes children. Can write her name and a few simple words besides. She is trying to learn the words "see" and "have" so as to form sentences with the words learned. She recognizes "cat, dog, horse, pony, large, small and baby. Memory poor. Very affectionate. Careful of school material.

Persistent in her efforts at sewing which she enjoys very much. Can count to ten intelligently. Can sing well.

1897

Nov. Grace has attended school very irregularly during this month. Spasms are more frequent as well as more severe. The spasms effect her memory, so that she can not remember her simple lessons. Can copy anything in script but does not learn to read.

Dec. Continues to have spasms more frequently. Has learned a few easy words. Memory very weak.

Jan. Grace would do good work were it not that she has such severe spasms. She copies a lesson nicely but can not remember the new words the next day. Has read to lesson five of the new primer.

Mar. In spite of spasms her memory has grown stronger to such an extent that it enables her to remember her reading lessons from day to day so that she can keep up with the primer class. Her greatest ambition is to be able to write a letter to her mother.

I think she can be expected to do that another year. At present she can copy only and sometimes omits words and whole lines. Has read to page 20 in the primer, so that she knows all the words both in the script and printed form. Has memorized several simple selections, each having from two to three verses.

Apr. Poor Grace is having so many and such severe spasms. Every day she has at least two in school, often she

usually feels badly during remainder of the session. This month Grace has not been able to keep up with her class.

May Grace continues to fall behind in her class simply because she can not remember her reading lesson from day to day. From her appearance and manner one would suppose Grace to be a bright and capable child. At one time it did seem as though she would grow stronger as to memory, but the spasms became more severe and frequent that now the outlook seems quite discouraging.

June. Grace has not kept up with the Primer Class. She will need to review the first lessons next year.

1897

Sept. This year Grace has been put into the chart-class, where the work is mostly oral. She memorizes little selections very readily, but reading lessons are forgotten from day to day. Copies script neatly. Writes but three or four words from dictation. Knows the value of numbers to ten.

Oct. There are days when Grace can read very well, that is she can remember from day to day, then again she will seem to have forgotten the most familiar and oft repeated words. Has had no spasms since the first of September.

1896
Sept.
and
Oct.

Benjamin Ostrander

Transfered from the kindergarten dept. the first of Sept. Bennie would be quite a promising boy if he only knew how to apply himself and learn to control his incessant talking. Has a yielding disposition. When requested to stop talking, will comply instantly, but soon forgets, and in a moment he must be reminded again. During the past mo. he has made a fair attempt at writing. Can read the first four lessons from the chart in a slow hesitating manner. Counts to ten and knows the value of the figures. Builds simple stories from the printed word builder. Is not as familiar with the script form, but think he will soon improve in that line. I can see a little house on the table, was the longest sentence he has made from the word builder. Imagination feeble, as shown when trying to tell a story about a picture, and memory seems to fail him when trying to reproduce one which has been told him. Powers of observation fairly accurate. Expression fragmentary. He is very emotional and will exclaim over the least thing out of the ordinary. When a new child enters school he thinks it is necessary to remind me of it a dozen times, as though a very strange thing had happened.

I think that when I come to know Bennie better I will find him more interesting. I have had so little opportunity for studying him fully as there have been new children almost daily.

1897

Nov. Bennie is not an industrious boy by any means. He has done very little since being transferred to my room.

Dec. Bennie is growing to be a little more industrious. Has learned several new words and is making a fair attempt in copying script. For busy work he builds words from the printed letters and follows a certain line given him from the chart.

Jan. I find that Bennie is naturally an extremely lazy and indifferent child. Does not seem to know how to apply himself. Reads poorly to page ten in primer. Speaks his words in a drawling tone. One would not judge from his manner of reading that he was getting any thought, but on the contrary he gives a good oral outline of the little lesson, and using good language.

Feb. From present indications I think that Bennie will learn how to write. He can copy, cat, dog, cow, see, and a few other words unaided. With the exception of the writing ex he is capable of doing the work of the primer class.

Mar. Has made a little progress in writing. Does not like this work very well. He is too indolent for any work which requires so much effort on his part. In spelling Bennie does not do as good work as the other members of his class.

Reads in a drawling tone.

April Bennie continues to be very much afflicted from with laziness. He is gradually learning one lesson and that is, it is better to study in his seat than to remain standing after the others pass to their desks. He begins to see that if he does not know his lessons when he comes to class he must know it before he can take his seat again.

Bennie is capable of doing better work and when he applies himself can keep up with the class.

Think he will finish the primer this. Bennie is a good natured boy and does not resent decipline as Walter Johnson does.

May Does not go to work with a will as the other members of his class. Nearly every day finds him standing on the floor making up for time wasted at his seat. He does not bear in mind the fact that if he does not know his lessons before coming to class he must have it before leaving it. By holding him to his work in this way I have managed to keep him up with the first primer class although the work done is far from being satisfactory.

He has no difficulty in doing the work of the numbers class which consists in making combinations of numbers to ten using both plus and minus.

1897

June

Benny, through extreme indolence has made a very poor record this year. He is one of the three in the primer class who will not be able to begin in the first reader.

Possibly he may be ready for that book by Christmas but not before.

He has done better in oral work like giving picture stories and memory ex. Has memorized eight short slections this year.

Has a difinite idea of numbers with objects to ten which calls for intelligent expression of thought.

Can count to one-hundred and be relied upon to bring that number articles.

1897

Sept.

This month there has been an indication that Bennie would be more industrious. He is certainly improving in reading and will I think complete the Primer by the Christmas holidays. He is slow in spelling and whether oral or written he misses his spelling. I believe that he could manage to write if he would but apply himself. He takes greater interest in numbers work than reading or language work. In numbers he reasons fairly well.

Oct.

Bennie is making a fair attempt at writing. Yesterday he copied his lesson neatly with pencil.

1896
Sept. and Oct.

Martin Peterson

Martin is a sunny-faced little boy who was transfered from Miss Johnston's room. He was thought to be too bright for that grade, since there is not much in the way of literary work done there. The greatest fault I have to find thus far is, that he seems thoroughly indolent but active when there is any fun to be had. He is unusually affectionate and I think that I will be able to control him through his fear of offending me, when once he grows sufficiently fond of me.

Thus far I have not been enable to determine upon very much as he has spent the greater part of the time in hospital since Sept. A cold seems to be the trouble.

Martin can read a few words from the primer. Counts to ten intelligently. Knows color and form.

Nov.

I believe if I ever saw a most thoroughly lazy boy Martin is that boy. He would rather be idle than any thing I know of.

No doubt his backwardness is owing largely to total indifference concerning his lessons. The other day when the principal said that all boys who did not learn should be transferred to Sunnyside, he piped up and said "I am a lazy boy." I don't want to learn any thing. Send me to Sunnyside." I think that he might be happy at Sunnyside if he did not need to go to school and study.

1896

Dec. Martin is improving in writing, that is, he can copy simple words so that they are fairly legible. He is not fond of school work and unless constantly urged, he will be idle.

He asks frequently to be put back in chart class. That is I think so he need not apply himself to keep up with the class. He can read a few of the first easy lessons in primer only.

Jan. Martin is a strange child in one respect at least. He has an idea that no child but himself has any right to do any errands for me, or assist in any way, as for instance if I ask another one to put away the school material, Martin will at once begin to sulk, put away his work and annoy in many little ways. He will continue in this sullen manner until I say "Martin if you go right to work I will let you do the next errand." This usually has the desired effect. Does not improve much in articulation since he has not the ambition to make use of the sounds which he can make clearly. Always says "dat" for that unless I call his attention, then he can correct himself.

Feb. Martin continues to be a very mischievous and meddlesome boy. Can not apply himself to any thing, because of his constant watchfulness of other children. Still continues in primer class.

1897

Mar. After an earnest promise to do better, I permitted Martin to again join the first reader division. He has been doing better work and at present is able to read well all the lessons to page 48 in the primer together with much supplementary B. B. work of the first reader grade.

In a description of pictures, Martin excels. Can build about ten short stories in half an hour, from the script sentence-builder. For instance one story would be "The books are on the table. The white cow is in the barn."

There is great improvement in general conduct this month. More industrious and painstaking especially in writing exercises.

April Martin is naturally a mischievous and fun-loving boy, and it requires constant effort on his part to keep within bounds. He is doing well when one considers the effort he makes. The indications are that he will finish the new primer by the close of school. In numbers he is combining objects to ten with a little assistance. Counts to

Martin is gaining a little in articulation. Does not give clearly the following sounds, i s th g.

May Will complete the New Primer this term so that he can read any lesson therein at sight, giving also a good oral outline of the same.

1897

June Martin has completed the primer, but not so satisfactorily as some of the other members of his class. He would be very much disappointed if he were not permitted to join a first reader class when school opens again, and such a course might tend to make him lose what little ambition he has.

He may acquire more perseverence another year and if he does will make better progress since he has the ability to do some better.

At times Martin seems to be entirely indifferent, and will say that he would like to go to Bunnyside as the boys do not have to study much there.

Can read and write numbers to ten also working with that number intelligently. Counts to one hundred.

Builds short sentences unaided from the script-sentence builder.

Is familiar with every word in the collection of the "Bradley Sentence builder" which contains about two hundred different words.

Has made an attempt at letter writing, but needs much help both in composition and spelling.

1897
Sept. Martin has forgotten much during the summer vacation. Does not begin to speak as distinctly and has not remembered the stories I have told him for reproduction.

continued on next page.

1896
Sept. Cordelia Prescott.

Was transferred to Skinner Hall where are the epileptic girls. Spasms had grown so much worse that she was not responsible at times for her violent conduct.

Martin Peterson—

1897 continued from preceding page.
Oct. Can write his lesson neatly from copy, also writes his spelling from dictation. Is capable of learning four or five new words each day. Does not read with as much expression as most of the boys in his class. Has read to page 57 of the primer together with several supplementary lessons in black-board work.

1896
Sept
and
Oct.

Agnes Rohatch.

One of the most promising girls now in school. She is in school but half a day the other time is spent in the kitchen. There has been great improvement in all her work, but more particularly in writing. In making a fair attempt at writing a letter to the sister in whose school she was before coming here. Of course she needs much assistance both in composition and spelling, but I think she will be able to write independently by the close of this year.

In numbers she is combining to ten by the use of objects or counters.

In reaching a point where she can lead the class in memory exercises, for the reason that she not only commits the words, but gives good expression together with a clear and distinct voice.

Agnes had never committed the simplest selection before coming here a year ago, and for that matter only just began this year to see that she was capable of this kind of memory drill. She seems very much pleased over what she has accomplished and will often ask to recite alone to the entire school. She has retained all the lessons learned last year. Takes much more interest in everything about her. There is also confidence in her speech when telling a lesson story. Can learn about six new words each day. Yesterday her new words were, chimney, brick, plaster, roof, porch, and rain.

Nov. Agnes has developed into one of the most promising girls of my school. While she is still inclined to play, yet her progress has been most marked.

Dec. Still continues to improve. She is rapidly acquiring an easy natural tone in reading and this with a clear and loud enunciation, gives the promise of a future good reader.

The expression and intonation show a decided improvement. Agnes is in school but half a day.

Assists in kitchen during the afternoon, where she has proven herself very useful. Agnes seems to enjoy both literary and industrial occupation.

Jan. Transferred to an advanced grade of girls.

1896
Sept.
and
Oct.

Nathan Rice.

The same mischievous, troublesome boy of other years. It is impossible for him to resist talking and playing in school. Always ready for a good laugh and will often do so for the slightest pretext. Nathan would be a good reader if he did not stutter so but it does seem as though there was no help for him. He will always stutter. Often when once started he will read a whole sentence quite smoothly. The memory exercises have done much for Nathan. He does not stutter so much when reciting these as when trying to read even though the reading ex. may be very simple for him.

At present the second reader class are making stories about a toy-house which is in the school room. These stories are written on B.B. for a reading lesson. Nathan gives his attention to this work and gives some of the best sentences showing thought and observation. One in particular I remember when he said that it would do well enough to have the chimney of a toy-house made of wood, as this one is, but a real house would catch fire from such a one. Nathan has improved some in writing. For busy work he copies the stories from B.B. and writes the names of objects etc. which he sees in a language picture. In doing about the same number work as last year. I am fond of the boy in spite of his mischievousness.

Nov. Nathan continues and will always be a mischievous boy. He makes a little progress. He does the best work in the memory exercises.

Dec. The principal told Nathan that he should be sent to bed on Christmas Eve. so he at once lost interest in the recitation to be given on that occasion, the result being that he failed to memorize what would otherwise have been, but play for him.

He is so very naughty everywhere, giving his attendant so much trouble that this punishment is about to be given him.

Jan. Transferred to an advanced grade of boys.

Oct. Returned to my school because of a change in the room to which he had been transferred last year. He will now have a little more time in school, besides being able to join a first reader class who are doing the same work that he has been having.

Nathan has made substantial improvement in reading during the past year while spelling is much easier for him. He is not up with the work in phonics however and it takes him some time to do the work of the class.

He can not seem to remember the four sounds of a. Can read well all the lessons to page 44 in First Reader.

Annie Roberts.

1896
Sept.
and
Oct.

Annie is making daily progress in reading, writing, and articulation. She is quite an industrious little girl. Has learned to count from five to ten this year and can use the number cards to good advantage. I believe that Annie's memory is growing stronger every day. She is very happy to be in school. Is in hospital – sore throat, has been there a week. Reads the lessons in new primes at sight.

Can write simple sentences from dictation unaided. Yesterday she wrote the following from her reading lesson. "I can feed my pretty white dove." "Does the baby like to see me feed the pretty white dove." "I like to ride on my black pony." The above stories were written neatly and accurately and as promptly as any child in school could. Can write the names of objects in lang. picture. but can not compose even a simple story in a complete sentence. the thought is there but she has not the command of lang.

In this respect I am confident there will be advancement during the year. In articulation we are working on the combination "bl" as in "black, blue, etc. Annie says "back" "bw". Can sound "l" alone but in combination with "b".

Nov. No improvement in numbers. She has not the capacity at the present time to comprehend more than two. Counts to five.

1896

Nov. Annie Roberts is making fair progress in articulation. She is not always careful to make use of the sounds which she has learned to make; if so her progress would be much greater, since she has a good memory, and is doing good work in reading, spelling and writing.

Dec. Annie is not an intelligent child when it comes to comprehending numbers. This is her very weak point. If there are five picture-cards on the table and I ask how many she is apt to say two or even ninet.

After repeated efforts she can count to five when the next day it is the same story again. Sometimes if there are only two objects under consideration she becomes confused. I feel at times that she does not know the meaning of one.

Jan. Annie is improving in articulation, and could improve still more but like many other feeble-minded children she does not make use of the correct sounds as it requires too much effort I suppose. We are now drilling on "l" and "s". She makes the hard sound "c" very readily now in all combinations.

During the past month has learned to count to ten.

Feb. Has learned two new sounds viz "e" and "g" hard. Can say the word "get" distinctly but in "give" the v puzzles her. She will soon take up that sound.

1897

Mar. At last Annie can give distinctly the following sounds also using them in all ordinary words. p. d. k. g. j. s. t. l. f. h and w. can sound it in the word arm.

Annie can catch a new sound much more quickly than at first but she is not at all faithful in trying to speak distinctly when not in the school-room. She reverts to her old habit jumbling up sounds rapidly when I am not there to correct.

April Annie deserves much credit in this month's report from the fact that she is making an effort to speak distinctly everywhere and not only in the school-room as formerly. "s" and "f" are still difficult sounds for her. She can give it in "arm" but "run" is pronounced "unn".

Annie is at all times a very good girl in school. She is beginning to see into numbers a little more, and this month was the first time she could make combinations to ten with objects unaided.

May. Annies was much pleased to be able to write a letter home this month. Her pleasure knew no bounds when she received an answer to the same in a few days. She could read nearly every word herself and this made her feel that she was really doing something which her "big" sisters had never

1897
May

accomplished. It is very gratifying to see how distinctly she can read and to note what a substantial improvement there is over a year ago.

June

Annie has completed in a satisfactory manner all the lessons in the Children's Primer and so is ready for a first reader. Has gained very perceptibly in articulation.

Can understand distinctly every word she reads. In new words she will associate readily the sounds belonging to the letters in that word as distinct sounds — but she does not possess the intelligence to join the sounds unaided and thus form the word.

A word once learned she remembers. At last Annie can work intelligently with numbers to ten, reading and writing the same.

Performs simple operations using + and 3rd — never mistaking one for the other.

She has had ten to fifteen minutes daily practice in numbers work and the above represents the years work. But this is a beginning towards another year since Annie will not forget what she has learned.

Even though she lacks intelligence she is an interesting child, since she is so industrious at all times. I can not remember of her ever sitting idly in school. She will set herself to work if I have not the time for her.

continued on page 40

1896
Sept.
and
Oct.

Aurora St. Marie

One of the most discouraging children in the school department. There is scarcely any improvement in any way. To begin with she has no memory, neither imagination. The simplest child-story is too difficult for her to comprehend. Does not speak distinctly the few words at her command. Can not even repeat a simple sentence. When told to say "The book is on the table". will repeat only these two words "book table" and this after repeated trials. In numbers does not comprehend beyond two, but can count to twelve.

Writes a few words but it is scarcely legible. Aurora is naturally of an indolent disposition. She will not set herself to work altho she knows full well what should be done. Aurora has every appearance of a feeble minded child.

Nov.

Aurora is a child who has not the capacity to make much progress in any direction. She will not be able to take up the next book when the others of her class pass from the New Primer to the first reader, but she will need to review the book together with some children who are just about to take up this primer for the first time. I am in hopes that she will be able to keep up with the next class.

Dec. Has been in hospital the greater part of month.

Jan. Aurora is improving slowly in reading and writing. Has read to lesson six in the new primer.

Feb. Aurora has been absent much this month on account of illness. She continues to do about the same in school. Perhaps there is some improvement in reading. She is acquiring a more natural tone.

Mar. Went home the first of this month.

Helen Johnson.

1897
Oct. Has read to page 67 of primer. Reads intelligently and with expression giving such good inflection.

Helen is a very good child at all times. She busies herself with work of any kind that is given her. Builds quite lengthy sentences from the script sentence-builder. Writes from dictation the new words found in the reading lesson from day to day. Is capable of learning four words at least every-day. Is very quick in recognizing groups of objects or pictured groups, and can give any number under ten at sight. Combines in addition and sub. without use of objects.

Helen reproduces a story better than any one in the primer-class.

1896

Herman Shultz.

Sept. and Oct. Has transferred from the custodial grade of boys in Sept. He seems like a very feeble-minded boy. Does not respond to anything. Can not march but moves in a slow swaggering manner. A most stubborn child neither be guided by kindness nor compulsion. Mrs. Regnier his former teacher, thought him the most hopeless of any which had come under her instruction.

He can talk, but will not try in the school-room. Would rather sit idle the whole day with his head down on the desk. Thus far I have not been able to reach him in any way.

Nov. There is no improvement in Herman. He is stubborn to that extent which indicates a strong leaning towards insanity. His attendant tells me that when he is angry he will run and bunt his head violently against the wall, chew his hands, (which are usually covered with sores from his biting them.) Let it be said however that Herman has never been known to injure or abuse any other child. At first I thought the child extremely bashful when he would not try to talk in the presence of other children, but it was just the same when alone with me.

Dec. To-day when asked what he wished for Christmas, he would give no

reply whatever, but simply hide his face in his hands. I suggested such thing as a boy is usually fond of but all in vain, he would not respond to anything. Herman is an exceedingly strange child to say the least.

The principal trouble with him is his destructiveness of school material, together with an ungovernable temper.

Dec. Transferred to Sunnyside.

1896

Mary Geigler.

Sept. and Oct. Mary was transferred from the kindergarten to my school the first of September. I find that she will be able to go on with the work of the chart class. Can read a few of the first lessons. Is learning to build stories from the script sentence builder. The story is first written on black b. then she can select the right words and place them in their proper order. Yesterday her sentence was "I see a pretty little house on the table." Could spell "table" and house." Combines numbers by 5's to 10. Is quiet and obedient always. She seemed very happy to come to my school room. Mary seems like quite a promising little girl. She is in school only part of day as there is one hour spent in sewing room and half an hour in singing class, so she does not have much time for busy & work.

Nov. I have been laboring with Mary this month to have her use her right hand in writing. She can not copy the simplest words as yet. Reads a few simple sentences from black-board. Continues to be a very maddesome little girl.

Dec. Is learning to copy simple words. Can use her right hand a little better. Does not apply herself very readily unless it is work which she likes.

1897
Jan. Mary is more fond of play than anything else. It is very hard for her to write. She does not seem to improve in writing. There is some progress in reading.

Feb. 9 No progress in writing. Mary makes no effort it seems, tho I have given her much individual help.

Mar. The same report as last month.

April Mary is one of the most discouraging children I have to work with. She is not faithful in anything. After much individual attention she is unable to copy simple words in script.

She reads in a hesitating manner. Lacks expression almost entirely.

May Copied some simple words which were fairly good. I hope the good work will go on now that she begins to see that she can do something in writing. Has nearly completed the new primer.

June Mary has finished the oral work connected with the primer but she can not do the written work. There are days when she seems to overcome the hesitation in her speech at other times it seems worse. Has made some improvement in writing. Does intelligent numbers work to ten.

1897
Sept. Has lost nothing excepting in writing during the vacation. In this it will be necessary to take the same steps over again. Since Mary is in school but two hours each day, she will not of course have as much time to practice her individual lessons in writing as she needs in order to do the work of the first reader class. Her reading and spelling with oral reproduction of stories are very good. I believe that Mary is acquiring the habit of being more industrious as she grows older.

Oct. Still reads in the same hesitating manner. Has a good oral spelling lesson.

She now writes with her right hand but she is too slow to do the work of her class. In phonics Mary is doing fairly well. Mary still continues to be quite an industrious girl

1896

Oct. Frank Sibley.

A little boy of about eleven years who was admitted to the Inst. during the latter part of October. He has no bodily nor sense defects. Articulation very imperfect. Good control of body. Marches well. No automatic acts. Rather of a calm disposition. Seems rather timid just now, as everything is so new and novel to him. Knows nothing whatever of books.

Nov. This month Frank has learned to take an interest in the language lessons of the chart class, which consists in talking about the pictures. Has learned the words "at" "large" and "ball". Can now make "a" from copy. Had several lessons before he was able to make it.

Knows color and form. Is obedient and orderly in school at all times. I think improvement in speech will be very slow work.

We are now drilling on "g" hard.

Dec. Frank is improving a little in articulation. His voice is so weak and husky that it is scarcely audible.

Has learned to copy a few simple words. Can build a short sentence from the script sentence builder, leaving the copy before him on the B. B.

Jan. Reads a little more clearly than he did before the holidays. I think his voice must be growing stronger.
Improves some in articulation. He is in need of drill work on every sound. Has been sicks in hospitkal during the past week from the effects of a cold.

Feb. Voice is stronger than heretofore. Improves a little in reading. Can write a few words from copy unaided. Obedient and quiet in school.

Mar. Since the last writing Frank has been promoted to the primer class. He is learning to write from copy such simple stories as I write for his reading lesson.
Knows nearly all the letters both in print and script. Counts to ten. Can form simple sentences independently from the script sentence-builder.

April There is not much improvement in his voice. Still speaks in so low a tone that one can hardly hear him. I think the cause must be weak ~~lungs~~ lungs. Frank is an exceedingly dull child. A very poor memory. I am afraid he can not do all the work of primer class.
Does the copying exercises very well but does not remember new words from day to day.

May Does not do good work in the primer class.

1897
June Had better be placed in a simple chart class another year.
Can keep up with Primer class in numbers since he works intelligently with numbers to ten. Can read and write the same.
Not much improvement in speech. Believe his low voice is due in part to very weak lungs.

1897
Sept. Frank was very happy to return to school again. He says that he had a very nice time during vacation but that he would much rather be in school.
Frank is improving in writing and also in reading so far as recognizing the new words, but his voice is no stronger.
He is now in the chart class where he should have been last year. but not having any chart in my room he was given the primer which was too difficult for him since all the others in the class were so much in advance of him. Conduct in school is good.

Oct. Frank Sibley was in hospital one week - broken arm - There is some progress in reading - Can read all lessons to number five on Normal Reading Chart.
No improvement in speech. Frank is a good boy at all times. He is always willing to do the work in hand making an effort to do his best. Writes very neatly on paper with pencil, has never used ink.

1896

Agnes Christiansen.

Oct. During the past year Agnes has been in the kindergarten school. In that whole year, I has learned the following words only, red, blue, yellow birds, hand blocks. Can string beads by form and color but could do that when transferred from my room a year ago. I do not think that Agnes will ever do any school-work to amount to anything. I can not give her much individual attention, since my own school-room is so over crowded, that I have not even seating capacity for them all so that they can be comfortable.

Agnes is very anxious to improve, but she has not the capacity. One more thing has been accomplished. Can now count to eight and believe knows the values of these figures, but can not combine even by the aid of objects. One can judge from Agnes appearance that she is a very feeble-minded child. She has the intellect of a child about four years old although she is nearly sixteen. Articulation somewhat imperfect. Speaks in a peculiar high pitched tone, which is at once an indication of a very weak mind. Perhaps Agnes could be more useful in some simple industrial work.

Nov. I believe that Agnes has reached her limit. I see no change from day to day. She simply takes up space in school room.

Dec. Agnes will never be able to do any thing with books. There is no improvement in anything. Perhaps she could be taught industrial work of a lower order.

Jan. Transferred to a grade of girls where she can have some instruction in the way of industrial work.

Bertie Smith.

Continued from page 128
but it is usually very fragmentary. Speech continues to be more like baby-talk.

Continues to improve in writing although the progress is not as great as when he had the entire day in school. however in other respects it is an advantage to him to have the industrial work as well as to other boys. Bertie needs no urging in school now, but when he had no change last year, he used to grow weary of work, even of his slate, to which he was so devoted.

There are no indications that Bertie will ever reach a high standard in anything. He has the mind of a very baby only. The thing that would please an infant would interest him.

1896
Oct.

Bertie Smith.

Bertie was transferred from the kindergarten to my school ~~to my school~~ about the middle of Oct. So far I have found him a very restless and meddlesome boy.

He would, the first day or two, leave his seat whenever he pleased, go to Miss Baker's office with some marks on his slate which he called writing seeming proud of what he had done. When I told him that he must not leave the room without permission, he promptly replied, that he would do so no more but only wanted to show Miss Baker his beautiful writing. This "beautiful writing" was nothing more than what resembled the letter "m" repeated in a narrow and cramped hand reaching down the entire length of the slate. This procession of "ms" was headed by a big "B" and this he informed me was his name also telling me at the same time that if I would give him a bigger slate (the one he had was good size) he could make his name go clear across that too. Knows the value of the first five figures only. Bertie is not willing to go in the chart class but thinks he should have a book the same as those children who have finished the chart. Will say repeatedly in a sullen manner "want a book".

When the box of printed word builders are passed him he refuses to take them.

Evidently this kind of work requires too close application to suit him. Can not use the word builder unaided.

1886

Nov. Is beginning to use the word-builder mode successfully. Is learning to copy script neatly on his slate, but seems very slow in learning to read. Memory poor, very poor. He is good natured when allowed to have his own way, which means that wants to have nothing but his slate the whole day long. He will write and rewrite "I have a dog." Then he wants to make pictures the remainder of the day. He has not made his big "B" with a procession of ms in several days. I have kept him occupied with more useful work.

Dec. Bertie is still very much attached to his slate. He cares for nothing so much as to copy words. Is making a fair attempt at writing the exercises for the chart class. Bertie is quite a good natured boy and with a little praise and sometimes coaxing, one can do much with him.

Jan. Bertie has rapidly developed a good handwriting, so he can copy anything in a clear distinct hand. He can not read any better however, simply because he does not give voluntary attention to the reading lesson.

Feb. Has made some progress in reading. Reads with the primer class and can spell a few words in the first and second lessons. Has made good advancement in writing.

1887

Mar. It is very gratifying to be able to write such a good report this month. When Bertie first came to my school he could do nothing in the way of literary work.

Even in oral work, as in giving a description of a picture, he showed no ability. Now when a picture is placed near enough, (he is very near sighted) he can give quite a lengthy story about it, giving his sentences in a connected manner after a little drill in that line. His writing is very good. Can copy any script placed before him and reads the same with perfect ease many times. Is just as familiar with the printed form as far as he has gone, which is page 20. Numbers are at a stand still. He is only certain up to the number six.

April Doing excellent work in reading and writing but has made no progress in numbers. He can read numbers to six only and can bring me that number of objects.

Bertie is very proud of his writing—a sample of which is given below and is taken from copy.

May

I can see a ball
The boat is in the west
My papa has a big boat

Bertie can write much better on his slate. A little nervous when writing the above.

1897

June — Reads easily all the lessons to page 44 of the Children's Primer. Writes a good hand and remembers many words to write from dictation. Can count to ten at last, and I believe with a fair degree of intelligence. This seems a great deal for Bertie to do since he is a very weak-minded boy and is not capable of reasoning much.

1897
Sept. — Bertie returned to school and was ready to take up his work after his vacation at home, where he says the other boys teased him until he could hardly stand. He said that all the boys called him a big baby.

These boys are not far from the mark as Bertie is certainly a great big overgrown baby. Although a lad of fifteen he has the mind of a an infant and talks baby talk. He will say "tow" instead of "cow" although he can give the sound perfectly well, and it is only a matter of indifference that he does not speak more distinctly. Bertie is as fond as ever of his slate and does not seem thoroughly happy unless he is allowed to write. He is in school two hours, with one half hour in singing-class and the remainder of the school day is given to making brushes and industrial work in the domestic department.

Oct. — Is still interested in his primer, in which book he has read to page 67 poorly. He tries to tell the story of the lesson

continued on page 122

1896
Oct. — Irene Parquette

Admitted to the institution during the month. Has had some school training but could do nothing in public school. Recognizes a few words on the chart such as dog, large, and pony. Can copy anything almost in script with left hand but has no memory to help her in learning to read. Does not know names of letters. Irene is fond of being idle and does little or nothing in school thus far.

Nov. — Irene can recognize numbers to six but knows value of two only. Counts to eight. Had learned a few more words. This month she has been in hospital much of the time so there has not been much chance for progress. I think Irene slacks ambition. She does not become interested in anything.

Dec. — Irene continues to be a very listless and indifferent child. She lacks ambition to an extent which is disgusting in even a feeble-minded child. She can keep step nicely in marching when compelled to do so, but otherwise will drop into a gait that bespeaks a very feeble mind.

Jan. — Irene is beginning to take more interest in everything about her. Responds more promptly to a question. She often tells me that she enjoys coming to school. Can read a few lessons in the primer.

Feb. Irene is brightening up considerably. Takes more interest in every thing about her. Can read in Primer to page six. Still writes backhanded when left to herself to copy a simple sentence.

Mar. Continues to be interested in all her school work and shows more ambition than ever before.

In the early part of this month Irene made an effort to write forward and at the same time to use her right hand - rather too many difficulties to overcome at once - but she has persisted - under the incentive that when she succeeded she could visit a friend, and also that her teacher would write of her success to her parents - until at present she not only writes forward but also uses the right hand. Has read to page 20 of the primer.

Tries to read in a clear tone, first giving the substance of her lesson.

April Is showing greater interest in her work each day. Has read to page thirty of the new primer. Does not read with much expression as yet, but in this respect I hope to note some improvement another month.

In numbers. Irene is exceedingly dull so that she surprises me. Can comprehend to four only.

May Continues to improve in writing but not in speech. Has great difficulty in distinguishing sound.

1897

June Her reading amounts to nothing but an unintelligent utterance of words. Can repeat in a parrot fashion words she has read but I can not think that it conveys any thought. Can comprehend numbers to four only and that slowly.

Irene is an extremely weak minded child. Does not distinguish sound well enough to utter words distinctly. Can not keep good time in marching. Had to give up the calisthenic exercises.

Wholly incapable of learning the simplest drill. Irene is not so indolent as formerly but there is yet much room for improvement.

Has read to page 44 of Primer.

1897

Sept. Irene did not go home during vacation. She has lost nothing since the close of school neither has she gained.

She began in the first part of the primer and it will doubtless take the entire year to finish it. When talking or trying to read she scarcely opens her mouth, and the result is a very indistinct utterance. The work for the next month will be more especially in the line of articulation and expression when reading or talking. She writes but a very few words from dictation.

Irene is taking an interest in the ironing department.

1897
Oct. Irene has read to page 67 in Cyr's Primer. She is reading with more expression, but is not as careful in consequence about calling words right and often skips them in her effort to get the best expression.

We can all see that there is progress in many ways, for instance she is more active, not so averse to work, marches and keeps time with music and responds more quickly in every way.

1896
Nov. ## Lottie Jacobs

Was admitted to the school this month. She has had some school training and can read easy words in first reader. Knows nothing of script but think she will soon learn. Is quiet and obedient. Has no bodily nor sense defects. Stoops when walking or sitting. Can count to one hundred but combines to ten only, using both plus and minus signs in the operations. Knows color and form. No impediment in speech. Seems like quite a bright sensible little girl.

Dec. Lottie has been in hospital the entire month being treated for sore eyes. She came down two days before school closed for the holiday vacation. One eye still looks very badly. Her eyes are naturally weak I find. This defect I was not aware of when she first entered school.

Jan. Transfered to an advanced grade of girls to make room for the new children who were coming down from the kindergarten.

1896
Nov.

Sarah Betcher

Admitted to institution during the latter part of month. Has never had any school training.

No bodily nor sense defects. Does not seem to know how to apply herself to the simplest kind of occupation, such as making words from printed letters, having copy before her or even selecting certain letters corresponding with a given letter.

Susie is fond of chattering and gives some trouble in that way, but I think she will soon learn to control herself when once she becomes accustomed to school life. Never having had training nothing better could be expected.

Dec. Sarah has learned to match letters in the printed form. When I give her a certain letter, for instance "s" she can find them promptly, but confuses the ds his and bs always. Letters only that are entirely different she can select.

Has learned to trace one or two words. This is all she can do in the way of writing. Sarah expresses herself well when giveing a simple description of a story and from this I judge she can be led on to greater progress. No doubt her extreme backwardness is somewhat owing to ~~a~~ neglect on the part of her natural guardians.

1897

Jan. Continues to be very happy in school. Has made a fair attempt in remembering words the names of a few familias objects.

Can trace easy words. Counts to ten intelligently. Builds words from the printed form having a copy before her.

Feb. Can read the following stories. "I have a kitty". "I can see baby" The baby can see kitty. Mamma can see baby. Can trace, but does not copy anything unaided. Always quiet and obedient. Tries to learn but she is too feeble-minded to make much progress.

Sarah thinks this a "beautiful school". Never was in such a lovely place before.

Mar. Susie has learned a few words more this month. I believe she would be capable of doing much more had I the time to devote to her individually. But with thirty-six children in school, withe the exception of three or four girls who go to sewing-room-the entire school is in all day and one can not find much time for individual teaching.

Sasoh tries to learn and is as good as a child can be. It grieved her very much the other day when one of the little boys said he was glad she had a headache. The boy had entered school that day and was rather hard-hearted.

1897

April Sarah makes very little progress. She has learned to write one word more during the month. If I had time to give her more individual attention, I feel sure that she could do much more in the way of reading and writing. Where there are thirty-seven children and only about one half can do any work independently, there is not much time to give to each one an individual worke.

Sarah has memorized some little selections which she recites very nicely.

May Sarah has been in hospital the greater part of the month. She complains much of headache. Was glad to come back to school the latter part of the month.

June Sarah continues to complain of headache therefore I do not urge her as much as I otherwise could.

Can sort all the letters with the exception of b. d. g. and p. These letters are constantly used wrong. In making the word doll she will have goll or boll or poll. After repeated attempts of individual attention I have succeeded in teaching her to see the difference in formation of there letters as well as their correct sound. It is only since the last few days that she has learned to use the above letters correctly. A very weak-minded girl as concerns all school work.

1897
Sept. Sarah returned to school after spending her vacation here at the Inst. She still complains so much of headache. In the chart class she is doing fairly good work for her. Writes no words independently but is making a little progress in tracing. I believe that Sarah is very happy in school. She claps her hands and says "I am so glad that I can come to school here." Sarah is a very loving and affectionate child. She is anxious to have every one love her, and one can do a great deal with this child by simply praising her. Sarah enjoys the sewing and ironing also. She is in school two hours each day with one half hour in singing class. This child has one advantage over many of the children in that she is able to speak easily and very distinctly. She does good work in reproduction of stories when free from headaches otherwise her memory almost fails her.

1897
Oct. Has made a fair attempt at writing this month. Writes a simple sentence from copy.

Sarah complains much of headache. Went to hospital on the 28 and is still there. Can read the first ten lessons on chart.

Ralph Allen

1897
Jan Transferred from the kindergarten dept. during the early part of the present month.

Ralph seems like a very good child. He can read a little in the primer and can copy easy words in script. His voice is too weak to be audible but he tries very hard to talk and at the same time control the violent shaking of his head.

Feb. Poor Ralph can never be able to read above a whisper. He makes the greatest effort to produce sound like the other children about him. I think he would be delighted to talk aloud.

Ralph is a good boy at all times. He is truthful.

Mar. Ralph does all the written work in his class, but will never be able to do much orally, for reasons already given. He continues to be a good boy in every way.

April Besides lack of speech, Ralph is very deaf. He can not hear unless one speaks very loud and close to his ear. He continues a very good boy in every way. Although he can not express himself orally I am convinced that he does his written work intelligently. For instance in the building of stories from the script sentence builder he always arranges the words to express a clear idea of something.

1897
May

Ralph continues about the same. He is one of the most lovable children in school. Always industrious and painstaking in all his work it seems such a pity that he can not talk. He had a good mind, and would I am sure do excellent oral work if had speech and hearing.

June

Ralph is ready for first reader. In the action words and stories he has done equally well, with Joe Sullivan, Lonie Barber and Annie Roberts also Tressa.

When action stories are written on the board he will read almost instantly performing the same after the silent reading of it the first time. When two or more actions are included in the same story it makes no difference, he will work it out with the same ease while some of the others study over it for several minutes before the sentence becomes clear to them.

Ralph has a good mind and it seems such a pitty that he can not have speech and hearing. He is such a good boy too. Never needs to be corrected for the slightest wrong.

1897
Sept.

Ralph is the same good boy of last year. He is doing about the same work as last year.

Oct.

Ralp does the witten work of the First Reader class in a satisfactory manner. It seems very sad that he

can not talk.

Gladys Harding.

1897

Jan. Gladys, was returned again to my school after having spent two years in the kindergarten.

I can not see that she has made any progress worth mentioning. I can not even string beads by 2's. She seemed anxious to go to the B. board to write, which I found she could write nothing independently and could only trace a word with the greatest difficulty.

At this writing, having been in my dept. three weeks she has learned the words, cat, see, mamma, papa and I.

She has gained any in speech. Can not say one word distinctly. Gladys is an exceedingly dull child. I think she knows two words, see, and mamma. It has taken her two weeks to learn these.

Feb. Can do nothing unaided. Even tracing simple words is apt to be done wrong without personal supervision. Has made no progress in articulation. She expresses everything with sylable dä which is the nearest approach to a word of that I have heard. In the articulation class we have been drilling on words in which she would use the dä sound. as also ē. This latter sound she has not been able to give and the indications are very discouraging.

Mar. I am forced to conclude that Gladys is a very feeble-minded child. If she has learned a word one day it is forgotten the next. She has not the appearance of being so deficient, therefore it would seem as though she could improve some. With the exception of building a few words from the printed letters nothing has been accomplished this month. There is no indication as yet that her speech will improve. She is one of the children who need constant individual teaching, if any progress is ever to come.

April Gladys can write one word unaided. Now there is hopes of more to follow.

To-day she read about twelve sentences, using the verb "I see" with the following objects. cat, dog, cow, house, mamma, top, doll, ball and kitty.

In articulation there is no progress. She does not seem to grasp an idea. It seems to me that she has the mind of a child of not more than two years.

May Has learned to say "yes" distinctly. It was very hard for her to give "s" with "y" sound in the word "yes". Can say "Mrs. Tanner" all but sounding the final "r". We are still working on "k". Thus far she has not succeded in making this sound

1897
June Writes three words unaided. Gladys has a poor memory. When she has learned to build a word perfectly one day—after making same many times.—she will have forgotten it the next day.

There is not much improvement in speech. As with some of the other more dependent ones. I think Gladys could improve more had one the time to give her in the way of individual attention.

Her memory comprehends to three only.

She is always obedient in school and mingles with her playmates so far as I am able to judge.

1897
Sept. I have placed Gladys in the Oral class where she can have more attention in articulation. The work will be entirely with objects. Gladys is showing more interest in work this year. There is also an indication that there will be improvement in speech. She always thinks now to speak the word "yes" very distinctly. I will drill her further in words of final "s".

Gladys is in school two hours each day. The rest of the time is divided between the Dr sewing and ironing.

For busy work, Gladys can build words from the printed word forms. She is comming to remember her lessons better than heretofore. She also traces words but can write only two unaided.

Oct. Gladys knows all the colors. Has learned to build any word from the printed letter forms. Is gaining a very little in speech. We are working for words with initial f. In the sentence, "I have two feet." all was distinct excepting "feet" which was pronounced like "feet". After about five minutes she gave the "f," but the next day it was "feet" again. Gladys has not mind enough to make use of the power she has in uttering clear sounds, That is, giving every sound in the entire word. Will invariably say "yä" for yes, unless her attention is called when she will speak it very well and often will follow a few minute drill in using "yes", but am certain to be disappointed in her next time, as she will again say "yä", and so with all words having final "s".

1897

Jan. # Elmer Johnson

Transferred from the kindergarten during the early part of the month. He is a very nervous and meddlesome child.

Talks a great deal and is troublesome generally. Carries school material to the play-room at every opportunity.

Of his attainments in a literary way, I can say that he has made a fair attempt at writing and would improve rapidly if he could apply himself.

But he is constantly attracted by what the others are doing, leaving his seat and being generally disorderly. He can read a few easy words.

Feb. Elmer continues about the same. There is no marked advancement in any direction. He is capable of learning at least one new word each day. Can spell three words. Has read to page six in primer.

Mar. A noisy and restless little boy who is ever on the alert for mischief. He does not keep up with the primer class, altho he comes to recite with them. Can read pooorly all the lessons to page 20.

Has a very bad habit of taking anything that comes in his way, and though this he is constantly in hot-water with his play-mates. Not truthful.

1897

April — Elmer has not made much advancement this month. He can read (but very poorly) all the lessons to page thirty of the new primer. Can write this lesson from copy but not by dictation. Combines numbers to ten with objects.

May — Has been absent part of the month. Still continues to be a restless and mischief loving boy at all times. Naturally of a very meddlesome disposition he is ever on the alert to see what he can tell on some one, although he does not meet with any encouragement for his faithfulness in this line of work. He quickly forgets any slight punishment.

In writing there is some little advancement over last month.

Has read to page 36 in New Primer.

June — Elmer is one of the most indifferent boys I know. He seems to think that he comes to school to watch the other children. He is frequently involved in little troubles by telling on the others, a habit which I discourage as much as possible.

In books he has a poor record also and he will not be able to be promoted next fall as he will need to have a thorough review of all the first lessons in Primer.

Makes combinations in numbers to ten accurately with objects.

1897

Sept. — Elmer is not a very promising boy. When asked a question he simply hangs his head but is very ready to talk if there is a chance to meddle with some child, as he is always on the alert to see what the others are doing. He takes no active interest in anything that usually attract the other members of his class. I have placed him in Oral class until he is more ready and willing to respond when spoken to. His utterance is quite defective and he needs much drill in articulation.

Oct. — Elmer is such an indifferent boy. Seldom manifests any interest in anything about him. Requires so much urging for all work done. When called upon to recite, is apt to hang his head, refusing to give attention. For discipline he stands in a corner, when he is usually ready to go to work in a short time. Can read all lessons to number ten of the Normal Chart.

Recognizes the words readily but lacks expression. In a reproduction story, his description is very fragmentary. Counts to twenty. Writes figures to ten from dictation. Makes combinations to ten in addition and sub. intellegently. Recognizes at sight groups of objects under ten. Uses objects in adding values as high as ten.

1897

Chas. Nelson.

Jan. Transferred to my school from the kindergarten dept. Charlie can read and write a very little and I think he is going to do good school work. He does not speak distinctly, but will improve in this respect as he has the application to work out anything with assistance. He seems very anxious to assist about distributing work, and helping in any little way.

I think that his hearing is somewhat defective.

He is quite an intelligent boy and I hope for much improvement before the close of school.

Feb. During this month there has not been as much improvement as I had hoped for. I find that his defective speech can be improved only in a measure. He has not as yet taken part in the regular exercises. These may develop something definite. Charlie is capable of writing nicely but he does not try. He usually hurries through with an exercise so that the word written last does not look as well as the first. Charlie has a quick and violent temper and resents a slight punishment like standing on the chair, or going into a corner. I have found that Charlie could not read with Martin, Bennie, Joe, and Tressa, so I have put him on the first lesson in the primer.

Mar. Does better work since he was put in the primer class. Has read to page 20 and speaks more distinctly since coming to the articulation class.

April Has made some progress in reading, writing and artikulation. Hast read to page thirty of the new primer and does not tire of his book since he will review and review his book without being reminded. He is becoming a more industrious and peackable child. Has not indulged in a stubborn streak for sohne time. Is quite happy in school and would think it a severe punishment to be kept away.

May Charlies written exercises are coming to be a model of neatness and accuracy. He articulates more distinctly and can give certain whole sentences involving the use of the following sounds, viz. g k. th. f. v. These being the sounds on which he has had practice since Christmas before which time he was not in any reg. art. class.

Numbers are yett very difficult for him. He can noth remember the names of all the figures to 10 but can always bring a certain number of objects within that number.

1897

June Charlie had better continue in the primer. Can read poorly all the lessons to page 44 of the Childrens Primer. He throws no expression into his sentences even though he is familiar with all the words, but if I show him how to read each individual sentence he can imitate my tone of voice fairly well.

The vocabulary in this primer is so very small or limited that I try to have the children read with expression from the first and when the habit becomes fixed it will be as easy as any other way of reading and will become natural to him.

1897

Sept. Charlie has been sick in hospital nearly the entire month. He has a broken arm. Returned to school the 28th of this month.

Oct. 10 Is able to use his arm again. Charles is using his voice more and there is progress in his utterance in general. Has read well the first ten lessons of Normal Chart. In the comprehension of numbers Charlie is particularly dull. Knows value of five only. Reads and writes to that number.

Joe Hart is far in advance of Charlie in numbers, and in fact all school work. Joe may be considered his superior. Charlie is improving in general conduct and is more industrious

Joseph Sullivan.

1897

Jan. Transferred from the kindergarten during the early part of the month.

I consider Joseph one of the brightest if not the brightest child in the Dept. He is more like a normal child than any other which has ever come under my observation. Not only his capacity for learning and retaining what has been taught him, but his manner in general would impress one that there was very little deficiency here. One must take into consideration the fact that Joseph has been sick during the greates part of his little life.

He can copy any script nicely on paper with pencil. Reads well in the first part of the new primer. A word once learned he remembers for all time. It is a pleasure to hear him read since he has such an easy natural tone, and can tell one so readily what he has read. I am delighted to have Joseph in school.

Feb. Joseph has made satisfactory progress during the month. Has read to page 24 of the primer.

Usually has a good written spelling lession. Joseph is capable of learning an entire new lesson each day. He reads in an easy natural tone, and a lesson once learned he remembers for all time. Joseph is a very bright little boy.

Mar. Joseph is the nearest approach to a normal child of any that has ever come under my observation in a feeble-minded school.

Has learned perfectly all the lessons in the primer to page 43.

A word once learned is his own always. In numbers Joseph does not do as well as in reading.

When I ask him to count the children in the school room he would make no mistake until he came to 29 when he would say 20 ten instead of thirty. He did this several days in succession after being corrected. Since two weeks ago he has learned to count fifty and can bring that number of objects correctly each time.

April Has taken up small change and learned one, two, five and ten cent pieces in one day and learned their values.

Still finish thoroughly the primer besides having much supplementary blackboard work.

When I place a new reading lesson on the board Joseph can always read the lesson at sight with the exception of the new words. These two will become his own that day so he will have them for all time. It is seldom that one must tell him a word a second time. Memorized another selection this month.

May Joe has but two lessons more in the New Primer when he will be entirely prepared to go on with the New First reader. Writes from dictation any sentence selected from the primer. He wrote a very neat little letter to Dr. Wilson this month. Below is given the letter in full and in his own handwriting. Only those words which are underscored were spelled for him. It is his own composition.

Faribault Minnesota
May 11 1894

My dear friend—
I will write you a little letter to let you know that I am well and happy
I hope this will find you well too.
This is my first letter and I hope you will answer it soon
Your loving friend
Joe Sullivan.

June Joe has been sick in hospital nearly the entire month. His leg pains him very much. He is anxious to have school begin so he can come.

Has finished the primer and is ready for a first reader.

In numbers has worked out all the problems to page fifteen of the first book in numbers.

1897

Sept. Has been in hospital the entire summer and will t not be able to come to school for some time yet.

Oct. Still in hospital.

1897

Clara Kroger.

Jan. Clara, after spending two years in the kindergarten was again returned to my school. She is – as the principal expressed it to-day – "a regular rattle brain." I do not think her capable of receiving school training. She possesses none of the finer sensibilities, and I believe she would be just as contented in one place as another, providing she had the privilege of abusing her playmates, tearing clothing etc. She is very noisy and troublesome in school.

Since being returned to my room I have tried to find if there was anything that she had learned, but I can not see a bit of advancement. She can not string the simplest arrangement of beads, without individual instruction.

I believe she does know the names of one or two colors.

Feb. Can string beads using two colors alternating with one of each. Comprehends only one at a time. I have been trying to give her instruction in tracing o or a but unless I take her hand in mine she can do nothing. I might be able to do something for Clara had I ample time to give her but with thirty-three little children all demanding a share of my attention very little can be accomplished in the way of individual work.

Mar. No improvement.

April I do not think Clara capable of any literary work that will ever amount to anything. She is simply taking up valuable space in the school and annoying the children gengrally.

She roams about the school-room, snatching slates from certain children when she will scratch it up. This being all the use she will ever be able to make of a slate. Clara is destructive and is never so contented as when tearing up rags.

May Transfered to a low grade of girls.

1897
April

Charles Kline

After a few weeks in lit. dept. he was found incapable of receiving training as a school child so was transferred to Sunnyside.

1897

John Jones

Jan. Transferred from the kindergarten on account of the crowded condition of that department. Can do no school work of any description. Does not talk. To every question he smiles and says "dä."

Had been in the kindergarten dept. two years. Know of nothing he can do independently. Does not even sort colors when left to himself. His chief aim and delight seems to be playing with blocks. He tumbles the blocks about in an aimless way never making the simplest design as of a steps fence etc. I have not determined at this writing whether he is capable of any improvement or not. His habits are said to be better having been a very filthy child when he first came.

Feb. Does absolutely no school work. He will content himself for some time with blocks beads, peg-board, perforating straight lines marked on a paper and tracing squares with corn. Does not speak at all.

Mar. John simply amuses himself with beads, blocks, balls and peg-board.

April Report same as last month. Does nothing but amuse himself.

May

June Same as May report.
1897

Sept. Can amuse himself only. Nothing to report.

1897

Oct. Amuses himself with sticks and blocks in building houses. Has not learned to utter a single word. Lacks form entirely. Has no idea how to use the simple form-board unaided. John is certainly at a standstill. I see no hope for improvement in a literary way. After much individual attention he is not able to match a single letter.

1897

Joseph Ibert

Jan. Transfered to my room from the kindergarten during the present month. A very restless little boy. He can read a few words from primer and makes a fair attempt at copying script. Counts to ten.

Feb. Does not make much progress in anything. Has no power of application.

Mar. Some little improvement in reading.

June There is great improvement in writing since January. Joe is very painstaking when he takes a notion and will write and rewrite a lesson many times until it pleases me. I find he can copy accurately - never omiting letters or skipping lines as many do.

He has read to page 44 in Childrens' Primer. He throws more expression into his reading than does Charlie Nelson, but he does not learn a new lesson as readily.

Joe combines numbers intelligently to ten. He would make more progress in numbers if he could have daily practice. At the time of the general work in numbers he is always in the kindergarten dept. taking part in the marching and circle exercises.

Joe has quite a good mind and I find him an interesting and lovable child.

1897
Sept. Joseph has been in hospital almost the entire month. He has not returned to school up to the present writing.

Oct. Joe returned to school the first of the month. He is much more quiet and applies himself to the work in hand better than ever before. Reads well all the lessons to number ten on Normal Reading Chart. Reproduces a story clearly and intelligently after a reasonable amount of drill. Reads with very good expression. Writes spelling from dictation. Capable of learning four words each day. Does good language work, which at present is filling in words to skeleton sentences. Does such work thoughtfully and shows intelligence ~~is~~ in this choice of words.

Willie Mitchell.

1897
Jan. Transferred from the kindergarten dept. where he had been since last Sept. He is a little colored boy of about eleven years, and having a most nervous and excitable disposition. It is almost impossible for him to keep his seat for more than two or three minutes at a time. He can do not school work, that is he does neither recognize words nor can he trace any script.

Does nothing with colors, not knowing but few of the names. Can sort colors, but that is absolutely all he can do. Talks plain.

Feb. The fighting element is very prominent in Willie. Several shakings are sometimes necessary before he is willing to let the other children pursue their work in piece.

During the months he has learned to trace "a" and "cat". When I give him busy work to trace his word, giving him corn for instance to outline the word, he will eat the corn as though it tasted very good. I have not found this difficulty with any other child. They would not think of eating the corn. It is not because he is hungry as he will eat just directly on coming from a meal. Has learned about ten words this month.

Mar. Transferred to Sunnyside.

1897
May

Has returned to my school after an absence of nearly three months. During that time he was in hospital part of the time when he forgot the few words he had learned to read and write.

Stillie is a very nervous child and inclined to be mischievous. He has very little power of application. For busy work he builds words from printed form having the word before him. Can trace words only. Has made no attempt at independent writing.

June

There is great improvement in Stillie since he returned to school. He is acquiring the habit of being industrious. While fighting has lost much of its charm for him. There are indications that he will learn to write another year.

1897
Sept.

Willie is a very delicate boy who seems to be ailing most of the time. He can read fairly the first five lessons on Normal C Chart. Counts to five. In using tracing exercises in writing. Can write but one word "see" independently. Not an ambitious boy by any means, although there are days when he manifests more interest in the work in hand.

Was in hospital several day this month.

Oct.

Willie is not making any advancement to speak of. He is so mischievous that he is exasperating at times. The only time when he is quiet and acts serious or thoughtful is when he is ailing one may be certain. Reads the words on lesson ten of the chart. Counts to five. Reads and writes that number.

Builds short stories from script sentence builder when copy is before him. No advancement in writing.

Irwin Shull.

1897

Mar 2 Irwin was transferred from the kindergarten dept. in January. He has been sick nearly all of two months and now he comes to school for one and half hours only. He can not speak one word distinctly. Says dä for dog. tät for cat. Has very little ambition to learn perhaps it is because he does not feel real well. Can do no school work. I am trying to give him simple tracing exercises. If left to himself this work will be carelessly done. Has learned to trace three words. Knows about six words and can make a sound something like the word.

Mar. 30 Had learned to write three words unaided. Can sound g in get, go, and dog. Counts to four. Builds words from the letters having a copy before him.

April Has learned to give "g" sound and can say distinctly the sentence "I like to go home." Irwin is not very ambitious and whatever is accomplished represents the greatest struggle sometimes. this of articulation in particulation.

Irwin will learn to write many words in the near future. Can read a few very simple sentences like the following- I see a dog. I see a house. etc. Counts to four.

May

Irwin is much happier in school. He is ready to obey a simple command. I had reasons to think him stubborn at one time, but since he has learned that he must adapt himself to Institution life he is quite a different boy and greets me with a pleasant smile every morning instead of a constant sullen look.

No doubt Irwin's illness tended somewhat to make him peevish and willful. At all times a frail child

June

Sent away for his vacation in the early part of this month. He was feeling badly so it was thought best to take him away to see what the change might do for him.

Since he was transferred from the kindergarten in January he has not been regular in attendance. Is not industrious and never puts any effort into his work.

Believe he would talk more distinctly if he tried. He is a very willful child giving his mother no end of trouble by running away from playground whenever he chose.

During the last weeks of school he was beginning to write simple stories from copy and could read several little sentences.

Could count to four.

1897

Sept.

Attends school very irregularly. He has been absent the greater part of the month.

At present he is suffering from a troublesome cough. Irwin seemed quite happy to be in this year and has applied himself better than ever before. He is in the oral class where he can have more attention in articulation. This work is entirely with familiar objects. After naming the object he will tell me its use etc, but this or any other exercise means a great struggle for him to express himself as he is so deficient in speech. There are no words with the exception of "papa" and "mamma" that he can give distinctly.

Comprehends the value of numbers to four only. Makes a fair attempt at copying script.

Oct.

Irwin has attended school more regularly this month. He is coming to be quite contented and shows more interest in everything about him. Is making an effort to speak that is unusual for him. During the month, with five minutes daily individual drill he has learned to utter distinctly the following names from objects presented to him. "I have a cup of milk" "boat" "pig" "ball" "top" "wagon" "book" "cookie". Copies script well on slate. Recognizes the following sounds. g. c. h. t. s. and d. so he can use them in building or rather pronouncing words.

1897
Mar.

Oscar Poulson.

Admitted to the Institution during the month. He is a robust well formed boy of about twelve years. Dark hair and eyes with very rosy cheeks. No sense defects.

Speaks distinctly, but one can readily detect the German

Memory good. Very energetic, but this energy is bent in the wrong direction, since he is ever on the alert to pinch or otherwise tease the other children. When accused of a misdemeanor he will most emphatically deny it. If there seems to be a punishment pending, he will beg to be forgiven, assuring one that he will be good all day, but at the same time I know that he has not the moral strength to carry out his good intentions and he will yield to the first temptation which comes in his way. He is a boy with a vast amount of information about those things which generally interest boys of his own age. Has attended school. Can read a few easy sentences in primer, writes from copy and counts intelligently to one-hundred.

April Oscar is very much inclined to be meddlesome, mischievous and silly. He improves every sly chance to put his arms around every girl near him and quickly kiss her several times before either she or I are aware of what has happened.

1897 After several shakings from the principal. he is beginning to see that he must conduct himself differently and has acted accordingly. For an entire week he has been quite a studious boy in school, so I have great hopes for Oscar's future. He is quite a bright boy and when he settles down to steady work will accomplish much.

May A very shy and extremely mischevous child. He has no idea what it means to keep a promise. Will say repeatedly that he will do certain thing no more, and in a few minuts or whenever the first opportunity presents itself he will do just the same. While a slight punishment is soon forgotton he pleads for the time being so though he would never forget.

If I tell him that I am going to take him to Miss Baker he begins to tremble and saying that he is going to have a spasm. I do not believe that he is an epileptic nor that he ever had a genuine spasm. There is every evidence that he is a moral imbecile. A more abusive child towards helpless ones of his playmates I have never known. He seems to be familiar with anything and everything that is vile. Have known him to say those things which one can only associate with the roughest sheet ruffians, such perhaps he have been his companions.

1897 June So far there has been no evidence that Oscar is an epileptic. I speak only what I kyow so far as my obsevation in school has indicated.

He has the weak memory which accompanies children who abuse themselves as he is said to do.

He has read poorly to page 44 in Childrens' primer. He will need to review thoroughly the work gone over. If he could read well enough he could use numbers book since he is far in advance with numbers as compared with reading.

Does not know names of all his letters.

1897 Sept. Is taking more interest in his school work. Applies himself at his seat and is capable of preparing a short lesson each day having but little assistance. Writes a good hand. He is however on the alert to tease any helpless child, even though apparently absorbed in writing his lesson.

This year I have had him review all the lessons in primer which he had gone over last year. Think he will finish this book by the Christmas Holidays.

Oct. A mild spasm is reported for this month. The first one in school-time.

This boy has also made a decided improvement in every respect.

Reading, writing, spelling and numbers work all show advancement but most of all encouraging is his general conduct.

1897
Mar.

James Gross.

Admitted to the institution this month. He is a delicate looking child of about seven or eight years.

Large blue eyes, that are rather expressionless. Talks like a child of about two years. Has never had any school-training, can do nothing but string beads, using one color at a time.

He has been in school one week, and does not know his own seat nor his place in line for marching. Sleeps a great deal. Is very innocent and childlike. No automatic motions or other marked peculiarities. Does not know either color or form by name but can match them. Does not thus far manifest any interest in anything about him. I think however that he is an improvable case and will brighten up in a short time. Always obedient and gives no trouble aside from his sleepy habit.

April

Continues to be a sleepy boy. Given a simple string of beads alternating red and green, he can not follow the model unaided. Does not seem to know how to do anything no matter how simple.

He is a very weak little boy both mentally and physically. He seems almost too delicate to be in school.

If Jimmie can overcome his intense sleepiness he may improve. There

are days when he is quite wide awake, then he is playful too. I took advantage of one of these wide-awake dakys to find if he had any capacity of form and gave him the printed form of from a box in which there were others plainly visible. I told him to find one like the letter given him and he could not see the resemblance neither could he after thirty minutes or more of individual attention on the same letter. This looks very discouraging and yet I have known children who seemed as deficient in form at first and after a long time they would suddenly "brighten up".

Ella Froeming and Gladys Harding are instances of this kind.

May. Spends the greater part of his time in sleep when I am not giving him my personal or individual attention. Has made absolutely no improvement. With thirty-eight little children, many of whom must have individual instruction, one finds it almost impossible to do justice to every child

June Has done nothing in school but amuse himself with pictures, blocks, beads and color balls.

An exceedingly feeble-minded child, who if I tell him to bring me one piece of crayon will get all he can hold in his hands.

1897

Sept. This month Jimmie has done little or nothing but match and sort colors. He does not yet distinguish green from blue. Knows no color by the name.

Jimmie has improved physically. He walks more erect and never complains of feeling badly as he used to.

Oct A very feeble-minded child who can do absolutely no little work, even simple matching of the printed letters is beyond him.

Distinguishes green from blue after much individual showing.

He has no power of form as is indicated in his trying to use the simple form boards.

1897

Carl Friebach

March 26 Admitted to the institution to-day. He is the brightest child in the entire school dept. of this Inst. He will be eight years old next first of May. Is of rather slight form, with dark hair and light blue eyes, which have so much expression and such an appealing look about them that one can not help being drawn to him at once. Has no sense nor bodily defects. Shows good home training.

As subjects which generally interest boys of his age, he seems as intelligent as any normal boy. Naturally active, he wants to be busy all the time, and will be ambitious to know what he is going to do in school from day to day. Reads in printer, the first lessons only, writes a good hand, can copy script, but does not writes only the very simplest words from dictation. Counts writes numbers to one-hundred. Has a good memory and possesses the power of concentration to a marked degree.

April Carl is making substantial progress every day. Reads understandingly. Has taken up toy money as a part of his occupation in numbers work.

Carl is much quicker in comprehending numbers than Joe Sullivan. Carl is two year older than Joe, but the latter does better

in reading and all language exercises.

I have been disappointed in Carl in one respect, since last report. in as much that he has proven to be such an incessant talker that it amounts to a positive annoyance.

What he says is sensible enough, but he repeats and repeats on all occasions and at every time when silence from all would be the best. When spoken to he is obedient at once, but soon forgets and begins again. At such times I place a pillow-case over his head, and this mode of discipline is effectual, as he will remain quiet for the remainder of the day having had the pillow-case on about five minn.

May — Has finished the New Primer in a satisfactory manner. Wrote a letter to his Uncle which is given in full below as a specimen of what Carl can do in writing.

The letter was written from dictation, the words underscored be spelled for him.

June — Has completed the Childrens Primer so that he may begin in a first reader at the beginning of next year. Can write a short letter with very little help.

Has work to page fifteen in his numbers book.

Is particularly fond of the action stories in which he displays a capacity for comprehensive reading that is satisfactory.

1897

Sept. — Since the opening of school this fall Carl has been complaining of not feeling well, and was in hospital nearly two weeks. He has a cough and looks so thin and wan.

He was anxious to be in the First Reader class with the other boys who were in the primer with him last year. So far he has had pretty hard work to keep up with the class but he is sure each day that he will have a better lesson the next and so I will try him a while longer on the first reader. Carl is quite an intelligent boy and does good work in the first number book where he is doing the problems on page twenty needing but little assistance.

Carl does very well in giving the lesson story, telling the substance of same in a clear connected manner.

Oct. — Carl has poor sight, a reason for his not doing better work in reading. He lacks application in preparing a lesson, but has the power if he would but give himself to the task. When given an exercise to copy will apply himself diligently until finished.

Carl is much abler in numbers and can solve problems in 1st book on page 26 of Pinnes Arithmetics.

Phonics is still hard for Carl. There is much that is encouraging about Carl. He is a very nice boy always obedient even though he is not so industrious.

1897
April

Bertie Boyer

Addmitted to the Institution the last of March. She proved himself in every way an unfit subject for the School dept proper and was transfered to the epileptic department having an epileptic record from home.

1897
April

Liby Smith.

Admitted to the Institution the latter past of March. She is a dainty little girl who has been surrounded by all the refining influences of a good home.

Liby is of very slight physique with light hair and blue eyes which are very weak, and have the appearance of being slightly crosseyed. Complexion very sallow for a small child. No bodily nor sense defects with the exception of poor eyesight.

Walks in a quiet and graceful manner. No automatic acts accompanying study or recreation.

A very quiet and retiring disposition. Will readily respond to affection but is not demonstrative in taking the initiative. Power of attention good.

In the sense defects I forgot to mention that speech is so defective, not even amounting to baby-talk. The mouth is almost always open a little.

The exercises in articulation will be beneficial to her, but it will be slow work. She can do nothing of school work with the exception of sorting letters and tracing simple words. She is in my room but 1½ hours, being a regular kindergarten child. Memory very poor.

Having learned to build a word one day it is forgotten the next.

I am often led to think that Liby could talk more if she had the disposition. She is so still.

1897

May — Lily is beginning to talk more. Can say several sentences distinctly and connectedly. In the sentence "I have a ball" it required considerable drill to sound "v" in "have" and "b" in "ball." Now she speaks all these words distinctly. Has learned several words, but can not be sure of them from day to day.

June — Continues to build words during the 1½ hours she is with me. Has learned to read the following sentences in script.

I can see mamma.
I can see baby.
I have a dog.
I have a cow.

The above with two or three more words is absolutely all Lily can do in the way of lit. work.

1897

Sept. — Has learned several new words this month. Talks more and in many ways she seems brighter, but with the exception of her work in word building I think she has lost some. She needs help in choosing the right letters to build the words.

Has made a fair attempt at tracing.

In school two hours, the remainder of the time is divided between sewing and the kindergarten.

Knows value of numbers to three.

Is very happy to be in school.

Oct. — This month Lily has learned to speak distinctly the names of the following objects: cow, boy, ball, boy, milk, book, boat, girl and dog. Of these words the "l" in milk was the most difficult to pronounce.

Still needs assistance in word-building from the printed forms. Is learning the idea of tracing. Can make no letter unaided.

Is taking a more active part in talking about familiar objects.

Lily is a quiet and orderly child at all times. Lily does not remember well from day to day.

1897
April

Louis Barker.

Admitted to the Institution during the latter part of April.

A boy of about fourteen years who has had good home influences and attended district school several years with the result that he is able to read understandingly in a second reader. Can read any lesson at sight in the New Primer as used in our room. Counts indifinitely, that is can count beyond hundreds, and performs simple operations in the four fundamental operations. Knows the value of the different pieces of money. On the whole, he seems like a very intelligent boy. Writes a good hand.

This boy is of medium physique, dark or sallow complexion, dark hair and eyes with a rather large head in proportion to the body. With the exception of a nervous twitching I find no bodily nor sense defects.

Good control of body. Power of concentration excellent. Obedient and of a peacable and affectionate disposition. Power of imagination good as shown in story telling about a picture. Industrious and I believe truthful. Fond of flowers. Delights in beautiful ~~flowers~~ scenery as he finds about here.

Moral sense is very decided. Is as careful of a little flower as the most refined little girl would be.

1897

May — Louie is happy to be here in school for so he has expressed himself repeatedly in the letters written to his uncle. He has written two this month one to his grandmother from whom he received an immediate answer and this pleased him very much.

Had the letter been plainly written he could have read nearly every word unaided.

Has worked to page twelve in the new numbers book in one month, having half hour for this ex. four days in the week.

June — Is ready for the first reader having completed the Primer in a highly satisfactory manner. I believe he can write from dictation every word in the book.

Has worked to page fifteen in the numbers book. Louie is quite an intelligent boy, far above the average in numbers.

1897

Sept — Louie was very happy to return to school. He was so anxious to have the First Reader for which he had been working so hard last year. Has read to lesson nine this month and can do all the work as required in this book. Louie enjoys all his school-work. He is a very good boy at all times and has withal so many good qualities.

Oct. — Louie has been in hospital almost the entire month. He could not afford to lose this time as it taxes his ability to the utmost to keep up with the first reader class several lessons in which book, he is not familiar with on account of his absence.

Oct 28. — Returned to school. Louie seemed very happy to be in school again. Louie is such a good boy. Always tries to do what he thinks will please those in charge.

1897
April

G John Shelsu.

Admitted to the Institution the middle of the month. He is twelve years old and has only home training with very poor results as the following report will show. His sister who seems like an intelligent lady has devoted much time to him probably more than a teacher would have. I find that he knows color and form and counts intelligently to thirty or more. Can sort letters but does not know the names neither can he form in script a single letter unaided. Knows no words.

As to physical characteristics. He is of medium weight and height with an abnormally large head. Eyes gray with light hair. At times there is a look of insanity about the eyes and at such times his language bespeaks the deceased mind. His whole theme the first two or three days of school was how to kill himself in the quickest and best possible manner. Such conversation did not assume anything of the emphatic but rather as though to be killed would be a pleasure. When he found that everyone told him it would be a good thing to be "killed" he quietly changed the subject and has not been heard, to repeat anything of the kind.

It has been, and is very hard for him to adapt himself to Inst. life and has frequent outbursts of trouble with everyone who attempts to use any authority with him, excepting his teacher whom

1897 he considers the only one as having any authority over him.

From this having such a large head and rather weak limbs, he carries his body in rather an awkward manner and he always feels to rebel when the marching exercises begin. Thus far I find he has little power of application. I am not prepared to say at this writing what the outlook is for this boy. His moral nature is very undecided. Not a reliable boy by any means. He is very shrewd, as the many sayings - had I space to write them - would indicate. In my attitude toward him, have tried to be very calm, since he is extremely excitable.

May John is not nearly so excitable as when he first came a month ago. He is very troublesome in the playroom and swears at his attendant. In school he is quite industrious at times. Can sort letters, build words, trace simple words and memorizes quickly the simple recitations as given by the whole school. Can not write nor recognize a single figure yet but can count to one hundred intelligently.

Does not object to the marching exercises and keeps in line and step.

June While John is not quite as excitable as formerly, he still

delights in teasing the children.

In his school work he has learned to recognize three new words during the month. He has six words now all his own but I am not certain that he will know them by September. Traces only does not make any attempt at copying.

Can count to one-hundred, but can not make one figure.

1897
Sept. John is not as bright as he was last year. He needs assistance in building words which he could do independently.

In the play-room he gets into frequent trouble with the boys and flies into such a passion saying 'I will kill myself' etc. Such remarks he will often make if merely reprimanded. He is not very sincere however, as when you suggest that it would be a good thing for him, he at once withdraws his threat and prefers to live longer.

Laughs immoderately and without provocation at times, while at other seasons he is sullen and morose. One can find him in several different moods during one session.

John is also a very indolent boy and seldom does any work without being urged.

Oct. More industrious and persevering in his word-building ex. Certainly there has been need to urge him somewhat, but the work in hand would be finished in time at least.

During the past month I have been able to give him more individual,

attention. It is still very awkward work for him trying to use his right hand in the tracing exercises. When he has repeated tracing a word four or five times, he seems to be exhausted it has been so laborious for him. He creeps slowly over the word, pressing on the crayon as tho with his whole weight.

Oct. John can not write a word unaided. Can trace only. He does very little in school. Stringing beads at random is the only work he enjoys. Does not care to give enough thought to follow a certain string.

George O. Conner

(Feb. 26th) Entered the school this month. Had been tried in public school but with no results. He is a boy of about eleven years, medium physique. Dark hair and eyes, very sallow complexion. No bodily nor sense defects. Motor ability rather slow. (2) (1) No unconscious acts accompanying study or recreation. Very sluggish and of an extremely reticent disposition inclining to the timid. Has some power of observation as is shown when giving the principal parts of a picture, and when sorting letters. Vocabulary small. Scarcely ever utters a word unless spoken but will often talk to himself in school when he will have the queerest imagination.

Rather destructive the first two weeks of school. Very fragmentary in expressing a thought.

Memory good when giving events but not in remembering simple words. Counts to three. Knows nothing of books. Can not form a single letter unaided. Traces simple words very slowly.

June Has learned to sort the letters and build one word with them. Traces simple words.

George is a very destructive child. Will destroy anything that can be destroyed. Can not be trusted with any school material.

aug. 47 Gives this case #610 five test forms and their use in voice with the exception of [illegible] AGP

1897

Sept. There is one great improvement to note this month. It is that he is not so destructive. Has not destroyed anything the entire ~~year~~ month.

Oct. Learning to sort letters. Can build a few words. Continues to improve in general conduct. Does not talk so much to himself.

Emma Hadler.

1897

Jan. A little girl who was transferred from the kindergarten on account of the overcrowded condition of the school at that time. This child can not utter a word besides being very feeble-minded. Poor control of body - rather totters than walks. Can do absolutely no school work. Amuses herself with blocks, beads, pegs etc.

Feb. No improvement

Mar. Do not think this child capable of learning anything in the way of literary work.

Apr. No improvement. Is very destructive.

May Emma has done nothing but amuse herself.

June. A case for Skinner Hall or possibly the kindergarten.

1897

Sept In hospital the greater part of the month. When in school does nothing but amuse herself.

Oct. Transferred to Skinner Hall on the 12th. of this month. Has incapable of improvement in the literay dept.

1897

Guy Gardner

May. Entered the Institution this month. A sturdy looking fair haired boy of about fifteen. He had been in public school four months and learned two letters, which is absolutely all he did in that time.

Has no sense nor bodily defects. Good control of body. No automatic motions. A calm and yielding disposition. Industrious. Inaccurate power of observation, as shown when arranging letters to build a certain word, will be just as apt to place the letter upside down as the right way. His thoughts are expressed in a fragmentary way. Thus far he seems kindly disposed towards his playmates.

June Guy has learned to sort the letters. Can match all but p. d. g. and b. These are the same which puzzle many of the children. Has learned two words namely, have and see. Counts to four but can make no numbers, nor does he read any higher than two. This boy has been in public school four months and in that time learned the names of two letters. He must have forgotten them, as he can tell me none. I can not tell as yet what to expect from this boy since I have had so little time to devote to him.

Sept. Guy is one of the most backward boys in school. Recites with Polly Kalyka 2nd Roy Ellis two very small children just from the kindergarten, and who are far ahead of him. Guy has such a weak memory besides lacking the power of application. He is inclined to be mischievous and is very fond of teasing certain boys. Is fond of sitting in a listless way, staring at all about him, never absorbing much that will be helpful.

Oct. Has learned a few words this month. Making an attempt at tracing. Builds words from the printed wordforms. Deportment just the same as last month.

1897

Sept

Emma Rasmussen.

Transfered from another school-room. Can read poorly in Piner. Knows color and form. Counts to ten. Does not write at all. Can trace simple words. Rather noisy in school.

Oct.

Emma is more quiet and orderly than last month.

She is gaining in words but lacks epression in reading. It is such an effort for her to talk. Her voice is so metalic it is unpleasant in the extreme.

In phonics she knows when she is giving the correct sound as there is repeated effort until finally after many failures a fair result is obtained. Here is one instance of her perseverance. viz. In the word "gold" it would be "glod" over and over again, but without requiring it of her she tried for at least five minutes and was so delighted when the words was given correctly. The next day I was rejoiced to see that she still remembered and so it is with all lessons learned.

As yet can write no words unaided. Is left handed.

1897

Sept. and Oct.

Emma Buer.

Admitted to school Sept. 16th. Age 12 years. Reported as not seeing well. Hearing good.

Has no bodily deformity nor peculiarity of feature. A rather pleasant face. Indolent and fond of being left alone.

Has had two years training in public schools and is reported as incapable of further improvement.

Writes her name but not well. Knows the words on first page of Primer but no more. Knows all colors but purple. Matches colors. Counts objects to five. Makes none of the figures. Can not tell time.

During the last week of Oct. there were indications of progress in school work. She is going to gain right along in writing and reading.

Alfred Einertson.

Oct. Making some progress in reading. Reads all lessons to number ten on Normal Reading Chart.

Comprehends and combines numbers to ten. In the workshop he is doing well making brushes.

Alfred is obedient and quiet in school.

Copies his lesson neatly, but writes only three or four words from dictation.

Alfred has been in school five months. He could make a few letters when admitted.

Counts to twenty and makes combinations to that value. Knew but two or three words when he entered school. Can not tell time.

Dedrich Fisk.

1897
Sept. Admitted to school Sept. 2'97. About 12 years old.

He has bluish-gray eyes and brown hair. Sees and hears well. Is right-handed.

Dresses and undresses himself. Has no bodily deformity nor peculiarity of feature.

Articulates distinctly. Has had three or four years of school training.

Reads in first reader (poorly). Writes his name and copies from print. Knows primary and secondary colors. Tells the hours on clock dial. Does not know Roman numerals, except as associated with location on dial.

Oct. Dedrich is ahead of all the others in the comprehension of numbers. He can work unaided on page 26 of Prince's first book in numbers. He is an industrious boy. He takes an active interest in all school work.

Only two days of the entire month were given to sullenness and pouting, at which time he showed a decided stubborn nature. One instance was when he refused to spell a word, saying that he could do so if he would. I shook him. This had the desired effect. He told me the next day that the "shaking" had done him good. Dedrich, on the whole is a good boy.



Partially Scanned Material

Blank pages from this item have been omitted from the digital version. The original can be viewed at the Minnesota Historical Society's Gale Family Library in Saint Paul, Minnesota. For more information, visit www.mnhs.org/library/.

Version 1
March 18, 2019