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Version 3
August 20, 2018

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897
1899.

Primary Class.

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Mrs. Tanner,

Teacher.

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1897 Sept. Esther Anderson is receiving the first lessons on chart. She will never be able to do much in the literary department, her sight being so defective and withal is extremely nervous. Her number capacity is four, that is she can grasp but four objects at sight, can make combinations to ten in adding and sub. with using objects. Copies script neatly. Builds simple sentences from Bradley's Script Sentence Builder.

Eddie Barret is in my department one and one half hours for literary work when he returns to the kindergarten for the remainder of the day. He has read the first four lessons on chart, but reads very poorly.

James Cross is a very weak-minded child who can do absolutely no school work beyond making a simple string of beads by one's alternating with red and green. He amuses himself with blocks etc. the two hours that he is in school. Does not know the name of a single color. Has had much individual instruction in color. He distinguishes readily by matching but applies the names red and black regardless of color. One day he informed me that the bead was black just like his stocking. In this case the bead was a bright red while the stocking was black. Number capacity is one only. No idea of form, as indicated when trying to use the simplest form-boards.

His physical condition is somewhat improved. Does not seem to be so weak as when he first came.

Sept 1897

Alfred Einertson is reviewing the first lessons of the Normal Reading Chart. He has been over this work to lesson eight and remembered well all the work gone over last year. Copies script well. Writes from dictation such new words as may be given in the daily reading lesson. Is capable of learning from three to four words every day. Has a number capacity of six. Counts to thirty intelligently. Is always obedient and industrious. Can not tell time. Has had only a few lessons on clock. Think that he will learn to tell time this year. Does not memorize selections readily.

Ella Froeming is reviewing the first lessons of the chart. On account of her extreme nervousness she will never make much progress in literary work. One can never rely upon her to read what ought to be the most familiar lesson.

Builds simple stories from Bradleys script sentence builder. Her numbers work consists in arranging groups of objects to four. Does this accurately.

Ella is always obedient and quiet in school.

Guy Gardner is one of the most backward boys in school. Recites with Polly Gatzka and Roy Ellis - two very small children who have just come from the kindergarten and who are far ahead of him. A weak memory coupled with an extremely indolent disposition is the chief trouble with Guy.

1897 Sept.

Gladys Harding has been placed in the oral class where she can have more attention in articulation. Gladys is showing more interest in school. There are indications that she will improve in speech this year. She seems anxious to learn to read so has begun the first lessons on chart. Gladys needs a great deal of individual instruction to make any impression. One way she has her repeatedly how to pronounce a word, and having succeeded for that day it is forgotten the next. Her speech amounts now to nothing more than unintelligeble baby talk. Neither is her mind any more developed than that of a mere baby.

Only the most simple story will interest her.

Elmer Johnson is reviewing the first lessons of the chart. Does not utter distinctly. In numbers he is making combinations to ten with objects. Can do this work readily and with considerable thought. Reproduces simple stories.

Has been much interested in the oral lessons on the equine and other animals this fall.

Usually he has not been interested in the general exercises nor taken an active part in what is mostly interesting to other members of his class.

Elmer is not a promising boy by any means.

John Jones is a hopeless case so far as any school work is concerned. Amuses himself

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Sept

with blocks sticks beads and peg-board. Does not know how to use the simple form-boards.

Willie Mitchell is a very delicate boy who seems to be complaining of some ache or pain most of the time.

He can read poorly the first five lessons on Normal R. C hart.

His ability to comprehend numbers is almost entirely lacking. Knows value of two only.

Not an ambitious boy by any means. altho there are days when he manifests considerable interest in his work. Has in hospital several days this month.

Grace Neal has been put back in the chart-class. She memorizes short selections readily but a reading lesson is forgotten from day to day. She was entirely incapable of keeping up with the primer class. Copies script neatly with pencil. Writes but four or five words from dictation. Can read, write and knows the value of numbers to ten.

Charles Nelson was in hospital nearly the entire month - A broken arm. He returned to school the 28 of this month, but is not yet able to use his arm.

Charlie was very happy to be in school again.

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Sept.

George O'Connor has not been so destructive since the last two weeks of this month. Has made a beginning at sorting letters. George has a habit of talking to himself almost incessantly, when he will repeat such words as he may have heard in class but more often when some command has been given him to speak louder, for it is almost impossible to get him to talk so that one can understand him. that is loud enough so that one can hear him, altho when he is talking to himself you can hear him all over the room. George knows nothing of school-work whatever.

He is very indolent and can not apply himself to any one kind of work or even amusement more than a few moments at a time.

Lily Smith has learned several new words this month. Talks more and in many ways seems brighter. Has learned to sort many of the letters so that she will soon be able to build words for busy work. So far there has been no successful attempt at writing but has traced some.

Knows value of numbers to three. Does string beads by threes and can group that number ~~that~~ ~~her~~ objects in any articles given her. Lily has a very even and quiet disposition.

It is a pity that her sight is so poor. Even glasses do not help much.

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Sept.

Irwin Schull attends school very irregularly. Has been absent the greater part of this months. At present he is suffering from a trouble some cold. Irwin seemed quite happy to be in school again and has applied himself better than ever before. He needs so much drill in articulation. It is not until after he has had certain sounds hundreds of times that he seems to be able to use them. There are no words with the exception of mamma and papa that he can give distinctly. Knows the value of three only. Can read and write that number.
During the latter part of this month Irwin has not be so contented owing to his irregular attendance, and wishing to be with his mother, as he has been much of the time.

Frank Sibley has been receiving the first lessons of chart. He is gaining in words but can not read with expression for the reason that his voice is so weak besides he has a very indistinct utterance. Reads, writes and combines numbers to ten intelligently. Writes his spelling neatly from dictation. Is capable of learning three or four new words each day. Frank is always quiet and industrious in school.

John Shelru seems almost unfit to be in school. He uses such violent language if he is simply spoken to

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Sept.

about sitting idle. He is just so excitable at all times and from every direction one hears of John's evil doings in the way of bad language and other bad habits. He has made no progress in school since he is too indifferent to care about anything that is useful. Given any work, no matter how simple, unless it is stringing beads he will drop down in his seat with the most woe-be-gone look, saying he wished he was dead so that he would not have any more work to do. John knows something of the value of number and can count to thirty intelligently. Can not read nor write.

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

Ralph Allen can neither hear nor talk. He does the written work of the First R. Class. Ralph is a good boy at all times and it seems very sad that he is so afflicted. He is very happy to be in school.

Tressa Beiris continues to be a very interesting and active little girl. She has retained well all her lessons of last year. Has just taken up the first reader. These lessons seem a little difficult for her now. I have no doubt that she will be able to keep up with this work. She is capable of applying herself.

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Louie Barker has taken up the First Reader. Has read to lesson nine, spelling and defining all the new words as given at the head of each lesson. Louie has worked the examples in Princes Arithmetic Book one, to page 26. having but little help in this work. Had made a good attempt at letter-writing. Wrote one letter this month. Louie is a good industrious boy but has a habit of talking a great deal. He is however obedient and only talks when he forgets himself. Louie is a very intelligent boy.

Emma Buer admitted to school Sept 16. Age twelve years. Reported as not seeing good but hears well. 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 school 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. Counts objects to five. Makes none of the figures. Can not tell time. Walks well and talks plain.

Carl Fribach has been in hospital two weeks of this month. He has a cough and looks so thinn and wan. He was anxious to be in Primer class last year so as to be able to have a First Reader this year, but so far he has

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Sept.

found it pretty hard work to keep up with them. Carl is quite an intelligent boy and is better in numbers than he is in reading. He has worked all the examples to page 26 unaided. He uses the first book of Princes arithmetic. Carl finds the work in phonics very difficult.

Oedrich Fisk admitted to school Sept 2nd. About 12 years old. He has blueish gray eyes and brown hair. Sees and hears well. Is right-handed. 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. Counts indefinitely. Can read and write numbers to hundreds. Is capable of using book first of Princes Arithmetic.

Walter Johnson has lost nothing during the vacation. He is reviewing the Primer and will probably finish before the Christmas holidays.

Walter is still a quarrelsome and meddlesome boy in the extreme. With all this natural unrest he does have quiet seasons of study when he will be so intent that he is quite oblivious to everything about him.

1897
Sept. I look for great advancepment the coming yeqr. I know there will be substantial progress to report before long. Numbers are beginning to have a real meaning to him.

Helen Johnson has read to page 24 of the Primer. She is by far the best reader in the class. By this I mean that she reads with very good expression and such perfect ease. Is capable of preparing her lesson at her seat. Can write her spelling work from copy. Is able to learn at least four new words each day. Knows all the letters. Is very good in the reproduction story- work. Counts to one hundred. Combines to ten intelligently. Always quiet and gentle.

Benjamin Ostrander is receiving the first lessons of the Primer and no doubt will finish this book by the Christmas holidays. He is gaining a little each day. Can write a little better. Is more industrious and painstaking. Counts and writes numbers to hundreds. Is capable of preparing his lesson at his seat unaided.
Writes his spelling from dictation. Can learn three or four new words each day. Builds lengthy stories from the script sentence builder. Can reproduce stories orally and memorizes selections readily.

1897
Sept. Martin Peterson has forgotten much during the summer. Does not begin to speak as distinctly. Reads poorly in the Primer. He is not nearly so intelligent as Benj. Ostrander. His simple numbers work is largely mechanical. Copies script neatly. No improvement in articulation.

Irene Parquette did not go home during the summer. She has lost nothing during the vacation neither has she gained. She began to read in 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 articulation. She requires much individual instruction in speech exercises and even then the results are very unsatisfactory. The work with Irene for the next month will be more in the line of articulation and expression. Copies script imperfectly. Sometimes omitting words, whole lines and misspelling words. Can not be relied upon to copy and get it exact. Irene is particularly dull in numbers. She can not seem to comprehend more than three and sometimes there is doubt about her knowing the value of that even.

Oscar Paulson is taking more interest in his work and is capable of preparing a short lesson at his seat with but little assistance. I look

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Sept.

for great improvement from this boy during the year. He is taking lessons on the violin. At first he did not take kindly to this new imposed task but now he looks forward to the practice hour.

Annie Roberts can read very easily the lessons of the First Reader which she has just taken up. Her speech is far from being perfect so that to one unaccustomed to her it would be difficult to understand her. Annie is not as painstaking about speaking distinctly the sounds which she knows well how to produce. She never forgets to associate the sound with the written character when her attention is called to it.

Knows value of numbers to ten.

While Annie may be very proficient in pronouncing new words her weak point is language to the extent that she can not repeat even a simple sentence until after it has been given over and over again. When studying about the domestic animals I requested her to say "We get wool from the sheep". Annie would say only "wool sheep". I finally wrote the sentence on B.B. when she read it several times and then repeated it in a sort of a mechanical way.

In many ways Annie is bright but she is very feeble-minded after all.

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Sept.

Emma Rasmussen was the brightest of a class of low-grade girls so she was transferred to my room in order that she might have more training in literary work. Her voice is perhaps ~~is~~ the one peculiarity about her, in that it is so metalic, together with a very strange accent. The moment she begins to talk or read she attracts the attention of the entire school.

In phonics she knows when she is giving the correct sound as there is repeated effort until finally after many efforts and failures a fair result is obtained.

Here is one instance of perseverance. Having a lesson on Gold-fish. It would be "glod" over and over again, but without requiring it of her, tried for at least five minutes then was so delighted, when able to give the word correctly.

The next day I was rejoiced to see that she still remembered and thus it has proven in nearly every instance.

As yet can write no words unaided. Is left handed. When entering my school could read the first five lessons in Primer. Can not tell time. Counts to ten and writes the figures.

Emma has been rather noisy in school this month. Talks and laughs because it makes the others notice her. Is quite stubborn at times.

Bertie Smith, is revieving the first lessons in Cyr's Primer. He can not read to sense it or get the thought

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Sept.

can not speak a connected sentence when trying to tell about something he has read. Bertie returned to school and was glad to take up his work after his summer vacation at home where he says that the boys teased him until he could hardly stand. Said that all the boys called him a big baby. In this they were not far from the mark as Bertie is certainly a big overgrown baby. Although a lad of fifteen he has the mind of an infant and talks baby talk.

Will say "tow" instead of "cow" altho he can give the sound perfectly well, it becomes only a matter of indifference that he does not talk plainer. Bertie is as fond as ever of his slate and does not seem quite happy unless he has it.

Joseph Sullivan has not yet been able to attend school this year.

Mary Geigler began reading in the First Reader at the beginning of the term. She can prepare a lesson with but little assistance. Is capable of learning four or five new words each day. Has made some improvement in writing. Writes her spelling from dictation. She can tell time by hours but no more.

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Esther Anderson has read ten lessons of the Primer this month. Pages 24 - 37. She did the work so poorly that it was thought best to again put her on chart-work. On the Normal reading chart she can read fairly well all the lessons to number ten. Writes her spelling from dictation. Is improving a little in writing. Memorizes little selections quite readily. Esther is always quiet and obedient and tries to do the best she can. She is however too nervous to do much in books.

Eddie Barret was transferred from the kindergarten department 18th of this month. He can read in print and script the first four lessons of the Normal Reading Chart. Does not write at all. Knows color and form. Counts to ten. Makes the figures and knows their value. Can reproduce short stories of not more than two or three sentences in a good clear connected manner. Builds words from the script script and printed word forms.

Nicholas Blassius was transferred from the kindergarten department on the 18th. of this month. He can read in print and script the first four lessons of the Normal Reading Chart. Does not write at all. Knows color and form. Makes the figures to ten and knows value of same. Eddie and Nicholas are in my dept. for one ½ hours when they return to the kindgtn for the remainder of the day.

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James Cross is a very feeble minded child who can do absolutely no literary work and the outlook is very discouraging. Can not sort the wooden beads by form. Can not even follow a simple string of beads, alternating by ones in red and green. Spends most of his time by amusing himself with blocks, sticks, beads. Can not join any of the familiar "sliced animals". Has no idea of direction as shown when given a certain number of splints, and placing them in a vertical line, he can not see how to place his. after much instruction. knows the names of none of the colors.

Alfred Einertsen is making fair progress in reading. Can read well all lessons to number ten of Normal Reading Chart. Writes a good hand and can write his spelling from dictation. Is capable of learning four or five new words every day. Reads intelligently. Gives oral reproduction stories well. Knows names of nearly all the letters both in print and script. Counts to thirty. Writes numbers to twenty and knows value of same. Alfred has accomplished all the above in about six months, when he entered the school could read nothing but two or three words, such as cat dog, and a few others. Alfred is a good boy at all times. He is one of the most promising children in the morning session.

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Oct.

Roy Ellis was transferred to my school on the 18th of this month. He can read the first four lessons on the Normal Reading Chart, both in print and script. Remembers well from day to day giving great hopes of rapid progress in reading but writing is very hard, altho he is making a fair attempt which shows that he has an idea of what he wishes to do. Counts to ten and makes the figures knowing their value. Roy is somewhat restless now, but I think he will soon settle down into being a quiet and industrious little boy.

He is by far the most promising of any of the eight children who have come to my room for literary work from the kindergarten. Has a very affectionate disposition and is altogether a most lovable little boy so far as I have been able to observe in this short time.

Ella Froerning has read all the lessons to page ten of the Normal R. Chart. Can read fairly well with the class in concert but when called upon individually seems to be seized with a sort of nervousness or something which completely "rattles" her so that she will simply stare at the word in a wild sort of way. In another instance, when any one of the class tell any of the words according who will see first. Ella is often the first one to jump and point out word after word and yet if she were called upon individually, could not it.

1897 Oct. Emma Fretten was transferred to my room for literary work during the morning session of one and one half hours.

She knows the words nearly all of the first four lessons on Normal R. Chart.

She does not seem to get the thought of what she is reading as do the other little folks who come to recite with her. Knows a few of the letters. Can not build a printed sentence from a script copy. Reads the script almost as readily as she does the print in the chart lessons. Can reproduce only the principal words in a sentence. Usually one or two words not more. Emma seems like a very willing child, so far as I have had opportunity to observe.

Reads, writes and counts to ten. Knows color and form. Can sort letters but does not arrange them to form words.

Guy Gardner has learned a few words this month. Is making a feeble attempt in writing. Has been tracing only thus far. Guy is not an industrious boy and this coupled with a very poor memory makes him at once a most discouraging case. He is ever on the alert for play and mischief. It is hard to interest him.

Polly Gatzka comes to my room for literary work during the morning session of one and one half hours. Shee can read the first four lessons of the Normal R. Chart both in print and script.

Writes a very little but not legibly.

1897 Oct. Too nervous to control her hands.

Altho bright in many ways she does not do as well in reading as some of the others who come to recite with her. Writes, reads and makes figures to ten.

Gladys Harding tries to talk a little more and while there is not much improvement still the indications are good. Can read the first three lessons on chart or rather tries to. Is gaining in building words from the printed word forms. It is only lately that she arranges the letters all right side up. Writes three words unaided. These are "top" "cow" and "cat". Makes the figures to four and can arrange in groups objects to that number with accuracy. Always quiet and obedient in school. A very lovable child.

Elmer Johnson is such an indifferent boy. Seldom manifests any interest in anything about him. Requires so much urging for all work to be done.

When called upon to recite is apt to hang his head, not stubbornly, but rather as though he were abashed. Sometimes he is stubborn however refusing to give attention. A few moments of standing in the corner has the desired effect and he is ready to obey. Since Sept. has read all the lessons to number ten of the chart. Recognizes the words readily but lacks expression. Counts to twenty. Writes the figures to ten from dictation. Knows value of same. Combines numbers to ten in adding and subtracting.

John Jones amuses himself with block sticks, and peg-board. He is not capable of literary work of any kind. He seems to be happy in school in his own way. Do not think he can learn to talk. Can not say a single word. He is a quiet boy and never destroys anything. Of his own accord he took the little rails and made something like a log house.

Enoch Kolher comes to my room for literary work during the morning session of one and one half hours when he returns to the kindgtin dept. for the remainder of the day. His speech is very imperfect but think he will improve since he makes more of an effort than children usually do who have trouble in talking. He has read the first four lessons from Normal R. Chart. Can not write at all. Knows color and form. Reads, writes and makes figures to ten. Is quiet and obedient in school usually altho inclined to be mischievous.

Willie Mitchell is not making any advancement to speak of. He is so mischievous that he can think of nothing like work. Besides he is very feeble-minded. Can not remember from day to day. He can not begin to keep up with such little children as Roy Ellis or Polly Gatzke. Counts to five, reads and writes that number. Can group that number of objects.

Grace Neal. There are days when Grace can read very well remembering for several days in succession. Then she will seem to have forgotten at another time the most familias and oft repeated words. Has had no spasms since the first of Sept. whereas she used to have them every day and often several times a day.
Grace is very anxious to write a letter to her mother. She can of course only copy what I write for her from her dictation, which is very good for a little girl. She does not copy well however, often omits words skips whole lines and can write the simplest words unaided.

Charles Nelson is able to use his arm again. Charles is using his voice more, and seems more willing to try to talk. Can read well the first ten lessons of Normal R. Chart. Is particularly dull in comprehending number. Knows value of five only. Reads and writes to that number. Joe Hert is far in advance of him in number, but not in reading. Charlie has improved very much in general conduct, that is he is more industrious and painstaking with all his work. Charlie is capable of learning at least three words each day.

George O'Connor is doing scarcely nothing but amuse himself. He has made a beginning at sorting letters and arranging them to form words. He has not destroyed anything since September. George has a habit of talking to himself at his seat, but in class is perfectly stubborn and will not speak above a whisper if he can help it, while at his seat he will talk so that he can be heard all over the room.

I find that his talking to himself discloses the fact that he has a fund of general information as usually interests small boys, and the same questions which he will not pretend to answer in class will be shouted out and repeated at his desk. He is quiet at once when called to order but soon forgets and is talking again. Have not tried any systematic method of breaking up this habit, but think in the future I will see what virtue there is in standing in a corner, or perhaps on a chair. George can not seem to remember the names of colors. Strings beads by ones from a model or by dictation.

Albert Riley is one of the eight kindergarten children who comes to me for literary work during the morning session of one and one half hours. Albert is a particularly

winsome child who endears himself to everyone that has anything to do with him. He is very tender of all people and animals as well. He pitied his teacher because she said that she had no home, and told her he would take her to his home next vacation time. On talking of rabbits this morning during our general exercise time, Albert thought it so much nicer to bring the "poor little rabbits" into the house and keep them warm instead of having them in their burrows in the ground this cold weather. He is just as considerate of his playmates no matter how overbearing they may be to him. He is making rapid progress in reading, but writing is his weak point and most decidedly weak it is as the following will show. In trying to form the letter ä it required much individual help from the teacher for over a week, besides his best effort, he could have about five minutes help from the teacher. I could not let him take the pencil to his seat as he would make the letter wrong and this would only need to be unlearned again. Reads all the lessons to number ten on the Normal R. Chart. Reads in a clear sweet voice and with concentration of thought. It seems a pity that Albert should be an epileptic, there is so much to him.

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Lily Smith has not made as much progress as I had hoped for. There is nothing that she can do in a literary line unaided. Sorts letters knows a few words in first lessons on chart and can name the different things she sees in a picture. Talks a little more, but there is much need for more effort on her part. Reads and writes numbers to three. Can arrange that number of objects accurately each time. Does not know names of all the colors. Can string by twos from dictation. Knows only green and red.

Irwin Schull is particularly slow in learning to talk. He does not seem to get the idea until he has much drill on one single sound and having gotten that one day it is forgotten the next. In spite of every thing he will say "pop" for "top" he can not remember to associate the character with the sound as I have repeatedly shown him. And so it is in all other words. Knows a very few words on the Normal Reading Chart. I know of no words but "papa" and "mamma" that he can be relied upon to give every time. He is so easily embarrassed that he forgets what he has learned or at least can not think of it then.

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Frank Sibley has read six lessons on the normal reading chart this month, making about thirty new words in all. He recognizes the old words in a review and could read well if his voice were not so weak, but he can not read loud enough to be audible only to those right near him. He tries to speak louder, but it is such an effort that it is painful to watch him. Combines numbers to ten intelligently. Uses the number builders to good advantage. Writes his spelling lesson neatly from dictation. Knows names of nearly all the letters both in print and script. Frank is always a good industrious and willing boy. Frank was in hospital one week this month - broken arm.

John Shelrw has been more industrious and painstaking and in his word building. Can build three from memory. 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 some individual attention which it was impossible to do before with the overcrowded condition of the school-room. It is still very awkward work for him to use his right hand in the tracing exercises. As yet John can not write a word unaided. Traces only-

1897 Oct.

Alfred Schmidt comes to me for literary work during the morning session of one and one half hours. When he returns to the kindergarten for the remainder of the day. He can read the first four lessons on the Normal R. C. chart. Knows the value of numbers to ten. Knows colors and forms. Cannot write at all.

Joseph Ebert 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 chart. Has learned six new lessons this month which means about twenty-four new words. These he has learned to write from dictation and use them in sentences of his own construction. Fills in skeleton stories and shows great intelligence in his choice of words. Can recognize groups of objects to six. Counts to thirty and can bring that number of objects.

Joe is very much interested in all school work. He is a lovely little boy altogether. In reproduction stories he excels any one in his class. Talks in a clear well modulated voice. Is capable of learning recitations in a very short time. Always knows the Golden Text in Sunday S.

1897 Oct.

Ralph Allen does all the written work of the First R. Class in a satisfactory manner. Ralph can not talk nor hear. He is a very good boy at all times.

Peter Bloomquist was returned to my room in order that he might have more time for literary work. Peter has improved in reading. Is capable of taking an entirely new lesson each day. Learning all the words, writing them from dictation and using them in sentences.

Tressa Beiers finds all the work in the First Reader including phonics very difficult to do well, but she tries hard, and is just as faithful as a little girl can be and will make good progress after all so that she can pass to the second reader after the holidays. Tressa has made great improvement in writing, always anxious to do her best and livin my approval. Can read, write and work with numbers to ten, having objects to use as counters. Made a fair attempt at letter-writing this month. Wrote two pages, needing some help in spelling. The matter expressed showed a good mind for so small a child. Do not think that Tressa is more than eight years old. Memorizes selections readily. Is always quiet and amiable with her playmates. Loves to sing and has a sweet voice.

1897 Oct.

Louie Barker returned to school and seemed very glad to be in a place where he could improve, he says. Louie is very good, never giving any trouble intentionally. He has a habit of talking which is annoying sometimes. Louie has not gotten along as nicely in the first reader since he was in hospital almost all of last month.

Has worked all the examples to page 26 in first book of Princes Arithmetic. Needs very little assistance in this. Wrote one letter this month which showed original thought, while the matter expressed would do credit to the average boy of his age.

Emma Bauer was reported as not being capable of further progress, but if I may judge from present indications she will make great progress. Is coming to take an active interest in all work in hand and has proven that she can keep up with the Primer class, giving an oral outline of lesson, learning definition of new words and writing them from dictation. Is capable of learning about four new words each day. In numbers, have found her exceedingly deficient. Counts to five only and writes the numbers. Emma is a good girl at all times.

1897 Oct.

Carl Fiebach has rather poor sight, which is one reason for his not doing better work in reading. He also lacks application in preparing a lesson although he can apply himself when he tries. There is one exercise to which he will always apply himself, it is if has any copying to do. Carl is hardly able to be in school, he is so frail and complains a great deal.

Carl does much better work in numbers than in reading. Works readily all the problems to lesson 24 of Prince's first arithmetic.

Dedrich Fisk was reported as being of a very ugly and ungovernable temperament but I have found him a most uniformly quiet and industrious boy. Only twice during the month did he show a disposition to be sullen, but it was about something which didnt please him in the work-shop, and once he grew dissatisfied w the school also. On this occasion he refused to spell a word, saying "I can if I want to." I shook him! This had the desired effect. The next day he was himself again. He told me that the shaking had done him good. Dedrich is far ahead of all the others in the comprehension of numbers. Can work readily all the problems to lesson thirty of Prince's arith. book one. Doing excellent work in phonics.

1897 Oct.

Walter Johnson has improved very much during the month, especially in reading. There is also a marked change in his conduct. Walter is surely developing into a most studious and orderly boy. Sometimes a whole week passes when it is not necessary to speak to him. He is not so meddlesome, does not talk incessantly and has not pinched a boy in some time. At all times he can be seen pursuing his lesson with an earnestness that would do credit to almost any boy not in this institution. Can read all the lessons well to page 49 in Primer. Is capable of learning four new words each day and will remember them in a review. Is beginning to write the daily spelling ex. from dictation. Knows names of nearly all the letters both in print and script.

Helen Johnson has read all the lessons to page 49 in a satisfactory manner. She reads in a clear sweet well modulated voice.

Can reproduce the lesson story with a completeness which shows that she has a larger vocabulary than most little children among the brighter ones. Memorizes selections with ease. Counts to hundred & thirty and comprehends that way.

Is not always as industrious as she might be. Helen is a sweet child.

1897 Oct.

Albert Nason was very happy to be returned to my school-room. This change was made in order to give him more time for literary work. Has read to page 67 in Eyr's First Reader in a satisfactory manner, using all the new words in sentences, writing them from dictation and remembering all in a general review.

Albert's disposition has improved wonderfully. It is seldom now that one can find him pouting or acting sullen in any way. He certainly improves in every way as he grows older. Albert is still very slow in the comprehension of numbers. Counts to thirty, but works to twelve only and then he needs objects to perform the little operations in addition and subtraction.

Benjamin Ostrander has read to page 49 of Eyr's Primer since September first. He reads all these lessons fairly well, can copy script from printed lesson. Counts to one-hundred. Combines to twelve in adding and sub. Bennie has improved enough in writing so that it is becoming quite legible.

Bennie is not as industrious as some of the children and needs considerable urging in the writing of his lessons. Bennie has the power of memorizing quite lengthy selections in a comparatively short time. Recites well.

1897 Oct. Martin Peterson has read to page 49 in the Primer since September. Learning all the new words and writing them from dictation. Is capable of learning four words each day, but does not remember well in a review. Can use the number builders to good advantage. Combines to twelve with objects. Counts and writes to thirty.

Is inclined to be lazy and fond of mischief. Does not always work willingly. No improvement in speech. Martin is not intelligent enough to care whether he speaks distinctly or not.

Irene Parquette can read all the lessons to page 49 in the Primer. She does not improve much in speech. This child has also not enough intelligence to know or to care whether she speaks as others do or not. Counts to five only.

Oscar Paulson has improved decidedly in general deportment. Applies himself to his work and can prepare a lesson with but little assistance. Has read in a satisfactory manner all the lessons to page 49 of Eyre's Primer. Writes the spelling lessons from dictation. Is the brightest one in his class in the comprehension of numbers. Counts to one hundred.

1897 Oct. Nathan Rice is another one of the little boys who was returned to my room for more literary work. He still stammers, but not quite so much. Reads nicely in the First Reader, in wich book he has read to page 67. Nathan has acquired a habit of applying himself when copying his lesson or other work. It used to be necessary to remind him so often and urge him. Nathan has such poor use of his hand that writing is at best laborious.

Nathan is usually very happy and one can imagine his bright black eyes brimming over with mischief. Nathan is also a very affectionate child.

Annie Roberts has read to page 67 in the First Reader since Sept. This child is not intelligent enough to reproduce orally a single sentence unaided not to speak of giving the entire story in substance as so many of the children do.

Annie has always a perfect written spelling lesson and writes with perfect clearness and ease. In the comprehension of number it seems almost impossible to get beyond ten. Annie has the appearance of being a bright child but she is really lacking in those essentials whereby she can sense or assimilate what she reads, that is to get any thought from it.

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Emma Rasmussen has read very poorly to page 49 in Primer. Has not written a single word unaided. Traces only. Gained nothing in speech. Is more quiet and does not ask to leave the room so often. Knows number to two only. Can count to ten but does not know their names.

Bertie Smith has read to page 49 in Primer. Writes from dictation all the new words but can not always use them in sentences. He tries to tell the story of the lesson but it is usually very fragmentary. Speech is just the same. Continues to improve in writing although his progress is not as rapid as when he had more time for practice. There are no indications that Bertie will ever reach a high standard in anything.

Joe Sullivan still in hospital.

Mary Zeigler is keeping up pretty well with the First R. Class in everything but the written work which is very unsatisfactory. It seems very hard for her to learn to write at all so that it is legible.

Mary is usually a quiet and obedient girl in school.

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Esther Anderson has not made any progress this month. She continues to come up with the chart-class to recite but she does not read as she would if there was good sight and not so much nervousness. Does not know all of her letters yet.

Eddie Barret has read from lesson ten to eighteen this month, but can not spell nearly all the words. In tracing he has had three words which he can not write as yet. Builds words from the word builder for busy-work since he can not be trusted to practice with a pencil I can not let him practice at his seat, since he would need to unlearn all the errors he'd make if left to himself.

Nicholas Blassius has read from lesson four to number ten this month. The reading together with tracing exercises takes up the time he has in my room for literary work.

His voice is too weak to read with expression and then too he has scarcely no control of his hands as well as his head both of which are in perpetual motion.

James Gross has done nothing the whole month but amuse himself as I have before stated. He might perhaps with much individual attention come to make a little advancement, but with all my children, it is not possible to give him much time.

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Alfred Einertson has read from lesson ten to lesson eighteen this month. He can spell many of the words from dictation. These lessons cover about thirty-two new words. Alfred can read both the print and script of all these ex.
Knows most of the letters. Is doing the same in numbers as he was last month.

Roy Ellis has read from page ten to lesson eighteen on the chart. He can spell a few words. Does not know all his letters yet. Is making a little progress in writing.
Makes combinations in numbers to ten.

Ella Froemsing has not read all the lessons with her class and will not be able to recite with them much longer, but go into a class of younger children who are not so far advanced in chart work. Can write the spelling from dictation. Has learned the names of three more letters this month. Builds stories from script sentence builder.

Emma Fretter has read from lesson four to lesson ten this month. She can not read the lessons well and will need to review them.

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Guy Gardner has done absolutely nothing but learn two or three words the whole month. He was sick one week. Has not learned anything more of writing. Talks somewhat plaines perhaps.

Polly Gatyke has read intelligently six lessons from the chart this month. Does not know all her letters yet so can not have regular work in spelling. Polly is not as nervous. She is full of her sweet songs and at almost any moment she will break into the sweetest song, when it is hard to restrain her, she does it all so innocently. Polly has an exceedingly sweet voice. Writing is still slow work for her. Traces only.

Edward Hanson age 12 years next January. Admitted - November 18. He sees and hears well. Hazel eyes. Dark hair and is right-handed. Not of average size for his age. Mouth open most of the time. Is sensitive to pain, excitable and restless, obstinate and passionate, shy. Not destructive and neat about his dress. Is affectionate fond of children and animals. Can look steadily and has good power of attention and observation. Memory "pretty good" as illustrated by his ability to tell what has happened in the past. Has been in sch. about a month. Has learned the a b c's. Could not name any of the colors, but distinguishes all the primary and secondary. Cannot count. Does not know the value of two. Does not read nor write.

1897 Nov. Gladys Harding can read but a few lessons from chart. She is too slow to be in any regular class work. No improvement in writing. Works with objects to fine grouping them. Builds words but can not remember to make them without copy no matter how many times she has made the word. Does not yet know the names of all the colors. Can string beads by ~~finesse~~ fives.

Elmer Johnson is brightening up quite a little this month. He has read from lesson ten to lesson eighteen on chart this month. Is doing the same work of last month in numbers.

John Jones does nothing in school but amuse himself as reported last month.

Enoch Kobber has read six lessons from the chart this month. Has not done anything beyond simple tracing of the letters. Knows only a few of the names. He has improved a little in speech.

Willie Mitchell has read three lessons from the chart this month. He can not spell any of the words. Learning to write a little unaided. Counts to five.

1897 Nov. Grace Neal has read to lesson eighteen this month. She does well in reading some days and then again seems to have forgotten much that I felt sure of her knowing. Does the same work in writing as reported last month. Doing very much better in numbers than reading.

Charles Nelson has read to lesson eighteen from number ten this month. This makes about thirty-two new words, all of which he has written from dictation and used orally in sentences. Doing the same numbers work as reported last month.

George O'Bonner does nothing to speak of. He builds words, arranges objects in groups, strings beads at random and talks to himself, although not quite as much as he did last month. Traces a few words. Have had very little time to devote to George individually, and this is what he should have. Does not keep at work more than a few minutes before he will drop into an attitude of utter indifference.

Albert Riley has read all the lessons to number eighteen this month, beginning with number ten. He reads in a good clear style. Has learned to make four letters ä ë ö ü during the month. This has been very laborious work for him.

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Lily Smith has talked quite a little more this month. She is doing about the same as last month no special improvement.

Never manifests any interest in the general talks about familiar animals. Would notice perhaps were we to talk about dolls.

Irwin Shull has learned a few more words from the chart as also names of objects in school room. The simplest words are hard for him to say. Take for instance the word "top" it will be necessary for me to say it with him each time and day after day, otherwise he fails to give it. I am at present drilling him on words with initial "t", they are "top" "table" "take" "touch", Irwin can give the final sounds of all these words.

Frank Sibley has read from lesson ten to number eighteen on the chart. He has done this work as well as could be expected that is the oral part, when one considers how weak his voice is.

Writes neatly all the new words from dictation, making about thirty-two in all, can make only a few of the capital letters. Knows names of nearly all the small letters. Is always quiet and studious.

John Shelew has not accomplished anything to speak of this month because I have not had the time to give him in individual attention as I had last month before the little children from the kinder-garten came down to recite during the first morning session. John will not work unless you are near him to direct at every step. He is very lazy.

Alfred Schmidt is a bright little smiling boy who has read from lesson I four to number ten on the chart. He reads quite readily and remembers well in a general review.

Alfred can not spell any as he knows only such a few letters. He has succeeded in making one or two letters this month. Builds his lesson from the chart with the printed word builders. He does this work very slowly however.

Joseph Kest has read all the lessons from number ten to eighteen on the chart, besides suplementary blackboard reading using such words as seemed difficult to retain. The word "get" was always being missed so I wrote in columns on the black-b. perhaps twenty times over, when Joe said "Oh Mrs. Tanner is just going to stuff us now with "get" so she will remember it." Suffice it to say they did remember it for all time.

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Ralph Allen does the same work as reported last month. Continues to be happy in schod.

Peter Bloomquist has read through page 68 in First Reader since September, having written from dictation all the new words and used them in sentences of his own construction. Knows something of phonics and utalizes this knowledge in determining new words. While Peter still reads with a trifle of hesitation it is not so noticable since he gives very go intonations. Peter memorized a short recitation for Thanksgiving. There is no special progress in numbers. Combines in addition and sub. to twenty. Counts and reads numbers to hundreds.

Tressa Beireis has been in school only twenty days of this month. She is in hospital since the last four days and before that time she was out for the Thanksgiving vacation. Has read to page 63 of the First Reader but not including that page.

She finds it hard work to keep up with the First Reader. Tressa can give story of lesson however very well, the chief trouble is in reading fast enough.

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Louie Barker has read to page 68 in First Reader since Sept. He has of course missed some of the lessons when he was in hospital. Those that he has read I believe will be remembered in a review. Louie can prepare a spelling lesson of eight or nine words in about twenty minutes so that he will have every word writing them promptly from dictation. Can give the substance of the lesson in a clear connected manner. Reads at sight any lesson on B.B. in which are used review words even though it has been some time since he had had them. Louie can do good work in first book of Princes Arithmetic in which book he has worked the examples to page 26. This month Louie has finished the clock lessons and now can be relied upon to give time correctly. He had about twenty ten-minute lessons in clock work with the class all of whom with the exception of Albert Mason will need many more lessons.

Emma Buer has attended school very irregularly this month which has caused her to lose some of the interest which she was beginning to show in all her work both literary and industrial. She has read to page in Primer and has written all the spelling given with each lesson also using these words orally in sentences.

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Carl Fribach can prepare a good lesson when he is sufficiently urged. He had kept up with the work of the First Reader class better than I feared he would. He has read all the lessons to page 68 in a stumbling manner but has gained in phonics, and can see somewhat better how to apply this knowledge in determining of new words. Carl has learned the little Thankgiving recitation which was assigned him. Was rather too timid in the presence of the children to do himself justice.

Dedrich Fisk finds the work of the first reader class rather too easy. He could do second R. work just as well as not. This month there has been a disposition to do his best and he worked faithfully on a six-page Thanksgiving story which introduced thirty-three new words. He read the selection on the stage and although it was his first effort he did not seem in the least afraid.

From present indications I think Dedrich will be able to finish Prince's arithmetic this year so as to take up book two another term.

Walter Johnson still keeps up the good record of last month and

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has even improved on that. He has read to page 69 of the Primer in a satisfactory manner. The written work has not been as well done as the oral, but then writing has been his weak point always.

By the next writing I hope to report that Walter knows the names of all the letters both in print and script. Is coming to use Bradleys number builder to good advantage, and that he is memorizing the combinations.

Helen Johnson can read all the lessons to page 69 of the Primer in a satisfactory manner. She reads in an easy natural tone and with excellent expression. Has learned about 82 new words this month which have been written from dictation and used in oral work.

Uses Bradleys number builder intelligently. Uses plus and minus.

Albert Mason is coming right to the front in reading. I well remember what obstacles every new lesson used to present to him, and how he dreaded them. Now he does the work almost as easily and naturally as Dedrich Fisk, although he does need to apply himself more. Has read all the lessons to page 63 of the first reader in a satisfactory manner, writing the spellings from dictation and using same in reproduction stories.

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Benjamin Ostrander has read all the lessons to page 69 ~~in~~ a fairly well. Bennie reads slowly, but then he is naturally slow in all his movements so we must expect him to be deliberate in all reading.

There is slight improvement in writing. Knows names of nearly all the letters both in print and script. Doing the same work in numbers as last month. Memorized a short Thanksgiving recitation which he recited in concert with the entire school. Benny always learns the Golden Text every Sunday during the half hour that he is in Sunday school.

Always quiet and obedient in school.

Martin Peterson has been in hospital several days this month. He has missed some of the Primer lessons and will not be able to pass into the First R. with the other children.

Martin will never improve much in speech as he is too feeble-minded to know or even care whether he talks well or not. Martin has had good spelling lessons this month and there is improvement in writing.

Is doing the same numbers work as last months

Irene Pasquette can read a little

more intelligently but still there is great room for improvement. She has been in hospital several days - chicken-pox I think. No progress in the comprehension of numbers.

Oscar Paulson has been in hospital several day this month and this together with the Thanksgiving ~~recita~~ tion vacation has left him but twenty days of school in the whole month. Oscar has had the prevailing ailment - chicken-pox. He returned to school to-day the last of November. Will be able to finish the Primer by the holidays. Writes his spelling from dictation in a satisfactory manner. Doing the same number-work as last month.

Nathan Rice has read to page 60 of the First Reader. He has learned all the spelling lessons as required in this book and has written them from dictation, also using them in sentences of his own construction.

Emma Rasmusen has read a few of the lessons in Primer in a satisfactory manner but the rest of the lessons have just been skimmed over. Emma requries so much individual instruction about her pronounciation.

Annie Roberts.

1897 Nov. No special improvement. Doing the same as last month.

Bertie Smith has read to page 69 in Primer. He reads about the same as last month. Has learned about 82 words this month.

No progres in the comprehension of numbers.

Joe Sullivan still in hospital.

Mary Geigler can read all the lessons to page 63 of the First Reader. She reads in the same hesitating manner. A little improvement in writing.

Dec. 1897. This month there were but eighteen days of regular school. The rest of the time being taken up with preparations for Christmas.

The children in the morning session have not made as rapid progress. Since the last month some additions have been made to the school until now there are thirty children in at this session many of whom are unable to do any work unaided and some of them are wholly incapable of training in any work of a literay character.

1897 Dec. Esther Anderson has read to the general review work in phonics of lesson eighteen on chart. In this class the regular work in phonics was only begun this month by devoting the first ten minutes of the morning session as a general exercise for the whole school. Esther has learned the first two sounds of ä. ă ā

Eddie Barret is doing about the same work as last month. No special improvement.

Nicholas Blassiuss is making a little progress in reading. His head is in perpetual motion and it is painful to see him try to read. During the month we have been reviewing the fiist ten lessons on the chart. He does not remember the names of all the letters given with each lesson, but he has the story by heart. Recognizes groups of objects to six. Can combine to ten. Does this work intelligently.

James Cross has not accomplished anything this month. Simply amuses himself with beads, blocks, and pictures. When he has a picture book, he only turns the leaves, never seeming to notice in particular any one object no matter how familiar or what actions upresented. there is never a responsive look. He wanted to string some popcorn as he had seen the children doing for the tree. He

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succeeded in getting three kernels string in about half an hour. Could not thread his needle nor keep the thread on after it was threaded.

Alfred Einertson has been in school but seven days during the month. Has had chicken-pox and still seems very weak. He will be able to keep up with his class however as he was somewhat in advance of the others when he was taken sick.

Ella Froeming is doing about the same as last month. One can never look for much improvement from this case as she is too nervous and flighty when any mental work is to be done.

Emma Fretten can not keep up with the chart class. It is hard for her to associate ideas with words since she can not associate the English language very well. Emma is a very sweet child. She is timid and seldom talks or takes any interest either in the regular or genral exercises. Is very willing at all times to do her best and will apply herself to the best of her ability.

Guy Gardner is very fond of doing nothing. He has learned a very few words this month while in writing there is no improvement. He can

copy slowly a very few simple words. There is some improvement in speech.

Polly Gatyke has read but three new lessons this month. Much time has been given to phonics and review work. In these exercises she shows that she has a very poor memory even though ever so clearly associated with the idea but she can memorize selections in a remarkably short time and can be relied upon to recite them well giving the right intonations after a reasonable amount of drilling, or about what one would give a normal child.

Gladys Harding is still struggling on trying to learn how to talk, but I have so little time to give her and she needs individual instruction almost constantly that we can not hope for much progress in any thing for some time to come. Gladys is delighted to be allowed to come to the chart-class, and for this reason she comes not because she is fitted for it.

This month has learned to string beads by fours from dictation both as to color and form.

Elmer Johnson is manifesting more interest in his reading and numbers work than ever before also there is progress in writing; that is he can write

1897 Dec. or copy faster, also forming his letters more accurately. Has learned to draw straight lines and spaces well.

John Jones continues the same last month.

Enoch Kohler has read but three lessons from chart this month. Not doing anything in phonics because of his deafness. Can write nothing unaided as yet.

Willie Mitchell is the same idle mischievous boy who will never amount to much because he lacks so many of the essentials that are needful for improvement. Seems to have very little power of form, memory very poor, no imagination, nor imitation. He is ever ready for some fun, or a fight. Willie is also very nervous and excitable.

Grace Neal has reviewed all lessons on chart to number eighteen. No new lessons have been taken up since the work on number eighteen in phonics and word-building occupied the time usually given to reading and writing. Grace could do much better if she would apply herself but she is inclined to be indolent.

Like Polly Batyke, she can memorize recitations but does not retain her reading and spelling lessons from day to day.

1897 Dec. Charles Nelson is not doing as good work in phonics because of his deafness, and as to number capacity, there is none to speak of. Does not associate the number with the value and can not seem to remember the names of figures beyond four.

George Osborn is one of the little boys who does nothing much beyond amusing himself. He talkes to himself much of the time. I think George could learn to read and write if he had more individual teaching. He can trace, build words from copy. Outline sept by perforating and recognizes groups of objects to three.

Polly once during the month has he attempted to destroy any school material. Does not seem any more inclined to talk and will not answer a question above a whisper unless forced to do so.

Albert Riley although so bright in many ways can not seem to get the idea of form in writing. He has made no progress in this during the month. Can trace only. Has a good idea of building new words from sound.

During the month he has been reviewing all lessons to number eighteen low chart. In a review he shows that he has a retentive memory. Learned a Christmas carol of four verses in one week having about ten minutes each day.

1897 Dec. Lily Smith continues to brighten up slowly, that is she talks more and takes a greater interest in what is going on about her. Lily is very near-sighted and somewhat deaf.

Irwin Shull learned to speak but two words this month. There are a number of others he can say if shown how every time, but he does not remember nor get a fixed idea of how to use his tongue, teeth etc. For instance still says "pop" for "top" unless I show him different when he will readily say it, and knows how, but in five minutes he has forgotten again.

No matter how oft a sound may be repeated for him and how often he may be able to give it that day it is certain to be forgotten the next.

Irwin has been in regular attendance this month and seems much more happy and contented in school. He has no more of those stubborn spells which were spoken of in the early part of the year.

Frank Sibley is moving right along in reading writing and numbers, but he does not improve in speech.

The trouble is not so much with defective speech or articulation as his having a weak voice. Frank is always quiet and obedient.

1897 Dec. John Shelew has finally managed to write unaided. To accomplish this, it has been necessary to give him much individual help. He is still very nervous and excitable when surrounded by other children, breaking out into the most violent oaths and wishing he could kill himself. He is quite another boy when alone with his teacher or where there are no others to disturb him. Then he will settle down to work with the most serene smile and peaceful manner generally. During school hours it does not take much to excite him, for only a look from a boy (whom he does not chance to like (and he does not like very many) will start him into a volley of words which is certainly harmful to the others to listen to. Sometimes when his teacher looks at him sternly, he will say "now what are you looking at me for." "I believe she is crazy." "She has always been crazy." etc. At such times the discipline usually is to stand on a chair or take him to the principal who will sometimes let him taste red pepper which tends to decrease the amount of bad language for several days. He will occasionally persevere in this work in order to get a chance to string beads. But he wants to do it at random never following a certain number color or form. That would require too much effort although it is easily within his capacity to do. He delights in making a "long" "long" string over and over again.

Alfred Schmidt is a noisy, mischievous little

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boy at times. He is attentive in class but if given seat work, he soon grows weary. Alfred has been reviewing the first ten lessons on chart, doing fairly well in such a review. Has not succeeded in making any of the letters unaided. If given a pencil and slate and left to himself he will make marks which have no significance. Under personal supervision can trace well.

Joseph Hert could reason on the first problems in Prince's Arith. if he were able to read better. Reading is hard for Joe and so it may be some time before he will be able to use the above book to advantage. He can read nothing more difficult than the first eighteen lessons of the Normal Reading Chart. He has just begun in phonics and from present indications think he will do well.

Ralph Allen continues happy and industrious as usual. Nothing new to report but that he will go with the first reader class when they are ready for the second R.

Peter Bloomquist would have completed the first reader this month had it not been for the regular Christmas interruptions which gave less than eighteen days in the whole month. It will take at least two weeks to finish now in order to be ready for the Second R. In Princes Arith he is working the problems on page five, having begun in this book in the early part of the month.

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Peter is rather fond of playing tricks but only innocent ones. Peter is rather a good boy on the whole.

Tressa Beiers has been absent about a week so she has been in school but a few days this month. She will need to review the entire First R. before taking up the second book. Besides the work in phonics which the others are able to take is much beyond her, it becomes a question whether she had not better remain in the first book for a time after the others pass into the second. Of course this will make her feel very sad as she has so much pride and is so anxious to go on with this class.

Lonie Barker lacks that self control and earnestness which I had hoped he possessed when he first entered our school. He is easily led from his work. He has nearly finished the ~~Second~~ First Reader and will soon be able to to pass with the others. Lonie finds the work in phonics especially difficult. He can not seem to discriminate between sounds so he will never do much in word-building from this method. Lonie is a very good boy on the whole however.

Emma Buer has been absent more than a week this month so it has given her but a few days of schooling

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She can not finish the Primer for some time yet and so will not be able to pass with the class.

Emma has not been as interested in her work as last month. Counts and works with objects to six,

Carl Fiebach will not be able to finish the First Reader for some time. It will be best to have him go over the entire book beginning with the new class of beginners.

Carl has worked from page 26 to 30 in Prince's Arith this month. He is much better in numbers than reading.

Dedrick Fisk has shown a disposition to be sullen very frequently this month and it is only with the greatest tact on our part that we succeed in getting him to do any reasonable amount of work. Some days he is dissatisfied with everything. It is the same when he comes in from the Lloyd class. often saying "I will never go in there anymore." He is developing a fondness for teasing and quabreling with the boys. Is so irritable, that if a child simply crowds him a little in class he will push them away violently and look at them in the most threatening manner. He served little Tressa Berris in this way the other day when she happened to be sitting near him.

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Walter Johnson will soon be able to recognize all the letters of the alphabet. Knows all but w. v. q. x and z. It has been a great struggle for him to get these forms fixed in his mind but I am happy to say that when he once learns a lesson no matter what, he knows it for all time. and the greater the difficulty in getting the same the more lasting is the impression. He will be ready in a few weeks to pass with the others to the First Reader. In conclusion I am sorry to say that Walters conduct is not improving this month, but on the contrary seems to be dropping into some of his old annoying habits. During the month he has made several attempts at letter writing from copy, but he would omit words, skip whole lines, until finally the days passed and no letter was written. He is very anxious to write to his father and mother so think he will repeat the effort until he succeeds.

Helen Johnson can finish the Primer and can pass into the First Reader with the others of her class. Continues with the same numbers work as last month. Helen is always as happy and contented as a little girl can be and loves to come to school. Her numbers work is always intelligently done. She combines to ten without objects.

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Albert Nason will finish the First Reader in a couple of weeks. He would have completed the lessons before the Christmas vacation, had it not been for the interruption incidental to getting ready for Christmas.

Albert has not as good an idea of building words from phonics as I could wish. This work is comparatively new to him. He does not try to exercise the knowledge which he posseses, because he don't want to make the effort.

It is so in numbers or any work in fact which compels him to think. Only when it comes to learn a recitation which he can recite on the "stage", he will apply himself with an earnestness which is commendable in even a normal child. He can memorize a recitation of considerable length in a short time and can be relied upon to recite the same in days after he has learned it.

Benjamin Ostrander has not done as good work as last month. He is such an indolent boy, needing to be urged and urged the whole time. It will require some time for him to finish the Primer and gain enough in writing to have it legible. Bennie does much better in numbers than reading: combines numbes to ten intelligently.

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Martin Peterson is coming to be quite an expert in combining numbers, with the "busy builders" that is an expert for him; since it is only a short time that he could not make combinations to ten without assistance. He is fond of waiking with the number tablets and shows more interest in this than any other work which he does in school.

Martin continues to read in that monotone which has always been characteristic of his reading. He does not get much thought from his lessons and can not give a single connected sentence about the lesson story.

Irene Parquette has a few more lessons to read before completing the Primer: There is need of great improvement in the lessons which she has gone over in this book so that it will be necessary to give her the same lessons over again. She is quite familiar with the words, and gets the meaning pretty well, but she must have better expression before she begins anything more difficult. She does not connect her sentences clearly.

No progess in the comprehension of numbers. She can not recognize groups beyond three. When you ask how mdny fingers on my hand, she is just as apt to say four or five.

1897 Dec. Oscar Paulson can complete the Primer in a few weeks. He would have been ready for the First R. right after the holidays, had it not been for the interruption incidental to Christmas. No regular school work could be carried out for at least one week before vacation.

Oscar has been having good spelling lessons and is capable of writing them from dictation very promptly. The work in phonics is still difficult for him. He has had very little instruction in this and I am sure from present indications that he will progress in the work of phonics. If there were only more time to give each child how much more could be done.

Nathan Rice has been unusually nervous and restless this month. Almost impossible for him to settle down to any kind of work. He wanted to write a letter home and started on several sheets, always making mistakes, and he would give it up at last as he would be completely exhausted after writing about three or four lines with pencil, which would consume the entire session of two hours. If Nathan would write steadily he could do a little better, but his mind wanders so often that finally he has accomplished nothing. His stammering can never be overcome. Reads intelligently.

1897 Dec. Nothing will hold Nathan to his work like copying a lesson from the B. Board where he need not exercise any or much thought beyond what is required for copying. He does not like keeping quiet anywhere. Nathan is capable of doing good work in Prince's Arith. He has worked to page eight since November last. Some of the work or in fact all he had had orally before beginning in this book. When I illustrate the meaning of the algebraic signs he knows how to use them and will go on with the work, but he soon tires of it and must have a change.

Annie Roberts can read well all the lessons in First Reader to within the few last lessons of book. She does not read intelligently nor can she ever get a clear idea of what she is reading, at least not enough so that one can get a clear statement. Just gives a few words and leaves out all the little words. Sometimes she gets the thought if the story is simple enough when she will laugh and try to tell in her imperfect way what she has read.

Emma Rasmusson has finally succeeded in making one letter. She can now write "A" unaided and since she has made a beginning there is hopes for the future. To accomplish the above has required three weeks of constant work.

1897 Dec. Emma Rassussen continued.

When I speak of constant work I mean ten minutes each day of individual instruction. She has learned to say "that" "this" and "those" in place of "gat" "gis" and "gose". Emma remembers her reading lessons pretty well and is always ready for a new lesson.

Bertie Smith will not be able to pass with his class into the First Reader for the reason that he will need more practice in expression which he must have before taking up anything more difficult. Bertie can only tell in the most fragmentary way of what he has been reading. There is nothing satisfactory in what he says.

Bertie lacks number capacity to a woeful extent. He can not see the value of more than three.

Mary Geigles has at last made a successful attempt at writing. It is legible but that is all one can say of it. Mary can not keep up with the class in phonics but she will read well enough to pass into the Second Readers with the others.

I am not certain

Joe Sullivan is still ill in hospital.

1898 Jan. Anderson Esther has learned all the sounds of ä as a single letter but can not use them in words as many of the others can. It is impossible for Esther to keep up with the chart-class. Her number capacity is but three, that is she can recognize only three objects as a group. No progress in writing. She loses so much in general exercises through such defective sight.

Eddie Barret has been put on tracing exercises this month as he was found incapable of witing anything unaided. Has had four letters note this month. Can now trace the first eight letters of the alphabet. Eddie is capable of making better progress could he have more individual instruction. Reads fairly well the first fourteen lessons on chart.

Nicholas Blasius is so nervous and has no control over his body that he is in perpetual motion so he has learned to write nothing beyond tracing ä ö ë either by outlining with pegs or crayon on slate. It was found impracticable to give him pencil as he would beak on so hard as to scratch his slate.

When trying to read it is painful to see him endeavor to hold his head still while in his weak voice one can scarcely distinguish a

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sound. Eddie is one of the discouraging cases in the school.

James Cross simply amuses himself with beads, peg-board and the simple form boards. Given a square block he will endeavor to put it in the round space. Although he has been shown this repeatedly. He fails to see day by day. Of course five minutes is not much time to give as individual work, but it is all I can possibly give where there thirty children and so much to be done in the short space of one and one-half hours.

Alfred Einertson is one of the most promising children of this grade. He makes substantial progress day by day. I think him fully capable of beginning in the primer even though he has not finished the chart. These lessons he could easily take as supplementary reading and finish both chart and the greater part of primer this year.

When copying a lesson he writes carefully and neatly, seldom omitting a word or ~~mis~~ spelling ~~pronouncing~~

Alfred does all his work intelligently. He is more accurate in his number-work than last month. Recognizes a group of seven at sight. Adds and subtracts to ten

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Roy Ellis is a bright little fellow who is capable of making much improvement had one the time to give him. He recites with a class many of whom can not advance as rapidly so he is kept back. Roy is an active little fellow and often is so restless that he does not sit still more than a minute at a time. Roy learned to write his name nicely this week.

Counts, reads and writes figures to twelve. Recognizes groups to five. Roy can read intelligently all lessons to number seventeen of chart. Knows the letters in script and print.

Ella Froeming reads to lesson 24 on chart with class, but when called upon individually can not be relied upon to read even the simplest lesson.

After several attempts could bring three objects only, the next day it was forgotten and so after several months she at last knows value of three for all time. Ella is a child whom I believe to have reached the limit of her capacity.

Guy Gardner has been in class daily with children who read to lesson 18 of the chart and now he can recognize only the simplest words in these lessons and writes only a few of the letters.

This class all began as beginners on chart-work and Guy has been left away behind only to go over the same

1898 Jan. ground again. Can read, write and knows value of figures to six. His speech is and always will be mere "baby talk". This is one of the most discouraging children in school. Guy is so fond of doing nothing.

Polly Gatzka a very nervous child whose memory for recalling words of a reading lesson is so weak that advancement must be slow. However she can memorize selections in a remarkably short time and can be relied upon to recite the same at any time.

Counts accurately to twelve, makes and reads these figures so that she works with them intelligently.

Recognizes groups to five.

Edward Hanson can do no school-work whatever. I have not had time to give him much attention so am not prepared at this writing to state what the outlook is for the future. But, judging from his general appearance he impresses one as a very weak-minded boy. He has intelligence to the extent that he can name familiar animals and objects in pictures. Counting same to five.

Gladys Harding will read in time but progress is so slow that it is hardly perceptible from week to week. It is only after months that one can see a little advancement.

To-day the 28th of Jan. she can read

1898 Jan. all lessons on chart to number nine. Can trace only. Writes one or two words from copy. Makes some improvement in in speech. Gladys has not mind enough to care whether she speaks correctly or not. Recognizes two objects at a glance at a glance. Makes figures to three from dictation and copies to eight. Knows value of three only.

Names familiar objects in a picture but can not give a connected sentence about same.

Elmer Johnson knows almost all the words to lesson twenty-four on chart, with the exception of the phonic drill of lesson eighteen. He does not grasp the idea of building words from sounds. Knows all letters of the alphabet with the exception of i, g, l, when saying them in rotation but not always if given separately. Writes slowly from copy looking at each letter of the word separately, such writing having a coarse and uneven appearance. Is not fond of work now does he respond more promptly or willingly than before. Counts accurately to twelve. Makes figures to eleven. Recognizes groups of five at sight. Not improvement in speech. There is the same repitition of baby-talk which he will never outgrow.

John Jones amuses himself as reported last month.

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Enoch Kohler
Makes a little progress in articulation and reading. but not without great effort. Can read all lessons to fifteen on chart. Counts to six only. Has made a feeble attempt at copying script.

Willie Mitchell will learn to read in time if he comes to school regularly. He knows a great many of the words in the first seven lessons on chart. Has making considerable improvement before going to hospital where he has been for days. There is no progress in writing or gaining in number capicity.

Grace Neal there is no progress in reading in as much that she remembers no better in a review lesson. She had the idea clearly but is apt to read from picture only. When supplementay reading is placed on board, she fails to recognize even the simplest and most oft repeated words. Has learned from number five to seven this month. that is in calling them by name and associating them with their values. Has had spasms more frequently this month. Her memory is no doubt affected by this. Absent one day in hospital. Grace is very anxious to write a letter to her mother. When given a copy will omit words and sometimes skip whole lines, so after repeated effort it usually

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ends in failure.

Charles Nelson can read to lesson 24 on chart. There is progress in everything excepting numbers and in this he is very deficient when one considers the length of time he has been under training. Counts to six. Knows and writes figures to three only. Makes a good copy of a written lesson. Writes from dictation a spelling lesson of four words which he can learn in a short time. He is capable of learning at least two new words each day.

George O'Connor does absolutely no school work without individual supervision. He can build words from printed letters. Alternates in stringing beads, traces a simple copy in writing, but any such work if left to himself is undone. He still talks to himself a great deal

Robert Rebstock admitted Nov. 22. '97 Thirteen years old this month. He has blue eyes, dark hair, and is right-handed. Average size for his age. No bodily deformity, and no peculiarity of feature. Mouth well shut. Speaks English and German. English not at all fluently. From application papers I learn that he is obstinate, shy and untruthful, affectionate and fond of children also animals. Is very fond of play. Has been

1898 Jan. in school two months before coming here. Learned to read a few words in German. Counts to 20. Recognizes but can not name the colors red, blue, green, white, black, yellow, purple and orange. Can not give names to the forms cubes, square etc. He is nervous and restless and seeks amusement. He does not read any words but reads the letters a, o, l, h, w, p, r, s, t, w. He knows all the letters of the alphabet in German. Is reported as having a good voice.

The above report is taken from a report as found by the principal.

Albert Riley is making rapid and substantial improvement. He reads all lessons to number 24 on chart, having learned all these from number four since coming to me the past few months.

Ofcourse Albert is an exceptionally bright boy and he surprises me daily almost with his wonderful capacity in numbers. He adds, subtracts, multiplies and divides with values to thirty mentally. It is a great satisfaction to hear him read. There is so much of ease and expression, while his enunciation is clear and sweet. Studies slowly a few of the letters of the alphabet. He takes good hold of the drill in phonics and can

1898 Jan. already build many words from sound.

Lily Smith does so little. She needs constant individual attention. A very weak-minded child. The only work which she can do unaided is sorting letters, stringing beads by ones, beside tracing very simple copies. She keeps her mouth open constantly and of course has a most expressionless countenance. She scarcely ever talks, even during a general exercise when most of the children are animated there is no response from this child. When Lily is in school there are thirty others present many of whom can do nothing without individual attention.

Irwin Shull is another one of the small boys in my room, who is very slow, but having indications that he will learn to read in time, altho that time is yet far distant. The most notable items to report this month and one which we have struggled for daily is that he is gaining confidence in himself, therefore does not hesitate so long in uttering a word also he is getting the idea of the use of his tongue and teeth in making sounds. Now he can call promptly many of the easy words in the first lessons of chart, not distinctly ofcourse, but one can understand. Doing nothing in phonics

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Recognizes three objects and counts to five. Makes the figures to five. Knows the first four letters of letters in script besides g and k. Is learning to copy fairly well and will a slate full of neat legible work.

Frank Sibley is making substantial progress in all his work with the exception that his voice does not improve. One can scarcely hear him. He will finish the chart and get through with part of the primer. Can read all lessons to number 24, on chart, and spells from dictation many of the words. Recognizes groups to fives counts to thirty and makes figures to twelve. Frank is a quiet industrious boy at all times.

John Shehan is as excitable a lever when any work which he does not like is given him. He is allowed to amuse himself much of the time with beads etc. He is very fond of stringing beads, and will amuse himself in this way. We have not the time to give him the necessary individual instruction, without which he is very apt to let work alone. Has learned to write saved letters, traces any copy, and builds words from printed word form.

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Alfred Schmidt has read to lesson eighteen on chart but does not read well. He is not a very intelligent child, so words in general do not convey much meaning to him. Can trace A which is absolutely all he can do in the way of writing. When building words he is apt to get the letters upside down. Can not distinguish the letters b, p, d, and g. However he has not had much drill in comparing these letters. He could do much better had one the time to devote to his individual needs.

Joe Hart is a bright little fellow who is making perceptibe progress. He can easily finish the chart this year. Has worked all problems to lesson four in Primes arith. beginning same the first of the month. Joe is taking an active interest in the phonic work. He can build many simple words from sound. Knowes the different sounds of a, e, i, o, and u.

Writes a good outline of lesson story from copy. Writes his spelling from dictation.

Gives a connected story of lesson picture and is usually interested in the work at hand but he has mischievous days. Joe is a very good child taking everything into consideration.

1898 Jan. Ralph Alfen began the written in the Second Reader. He comes to school regularly and is very happy to be there. I can not report anything special. Ralph is quite deaf and can not talk. As other reports she, he can do only the written work and even this is done with difficulty since he has so little control of his head and hands.

Peter Bloomquist began in the Second Reader about the middle of the month with eight others altho he was not as well prepared as he should have been. He could not do the required work in phonics, which means to give the sounds of all the alphabet, building words from sand and analyzing words into their elementary sounds. Peter has had instruction in phonic only since Oct. and has done fairly well. He always has a good written spelling lesson. Wrote a very good letter to his mother this month.

The matter expressed was very much the same as any child of his age would write. He was overjoyed to receive a letter from his mother, and read every word readily although it was written in a miserable scrawl with several mistakes in spelling.

1898 Jan. Tressa Beireis did not pass to the Second Reader with the others, as it was thought best to go over a thorough review of the First R. besides having more drill in phonics. Tressa is yet a very little girl and she has done remarkably good work since coming to the Inst. She has been here a little more than a year and in that time has learned to read fairly well in First R. besides learning to write a fairly good letter unaided. Reads and writes numbers to one hundred. Works with numbers to twenty and knows how to combine using plus and minus. Has been in hospital five days.

Sonie Barker began to read in Second R. about the middle of the month. He was well prepared in phonics. Writes a good letter unaided. Has worked several more pages in Prince's Arith. so can now go on as far as page 86 with but very little assistance. Sonie is a good boy at all times and tries hard to control himself, altho it is very hard work to keep from talking when he should not.

Emma Bues is improving in reading and writing but there is no change in her ability to comprehend numbers. She is too fond of being idle ever to accomplish much in anything.

1898 Jan. Carl Fiebach began reading in the Second Reader about the middle of the month. He was not very well prepared to go on with this book There was no intermediate class. so he was permitted to pass with the others as he seemed so anxious, promising to do his best. Carl has the capacity to do good work, but he does not make much effort. He can work problems to page 40 of Pinnes Arith. No. One.

Willie Cohrs Born Jan. 1, 1886. Ad. to Dnst. Nov. 23, 1897.
Blue eyes, light hair, sees and hears well. Right-handed. Average size for age. No bodily deformity, nor any peculiarity of feature. Keeps mouth partially open. Has chorea. Walks awkwardly. Speaks very little English. From application papers we learn that he is obstinate, passionate and sly as well untruthful. Powers of observation, attention and memory good. He is indolent and fond of playing with other children. Has been in school in Germany for five years. He seems to understand some things that are said to him, but he is so shy that it is difficult to find just what he knows. He can match the colors but does not know the names. Counts to 20, but does not know the value above two. The request in German readily brought two obj. but no more

1898 Jan. Diedrich Fisk passed a very satisfactory examination in phonics so he was able to pass to the Second R. this month. He finds no difficulty in keeping up with this book. Diedrich is the most capable boy I have in phonics. Can analyze almost any word into its separate sounds, build from same. Does problems up to page 87 of Pinnes Arith. No. 1. Needs a little help with these. He soon grasps an idea which he can make use of in future. Wrote a very good letter as far as the matter expressed was concerned, but he needs considerable help in spelling.

Walter Johnson passed a fair examination in Primer so took up the First R. this month. He was not fully prepared in phonics but think he will make up for this later on. Walter reads more intelligently than last month and can give a good oral outline of lesson story. He wrote a letter from copy. After the third attempt he succeeded in making a fair copy so that it was legible as well as every word written in order. When asked to tell what he wished to say to his father and mother, would almost always say "I hope they are well," or something to that effect. Number capacity same as last month. Deportment about the same.

Helen Johnson could not pass to the First R. for the reason that she must

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give nearly all of her time learning to write. So far she can write but a single letter Ä and this is laborious work. Up to within the last few weeks it has not been possible to give her much attention for writing exercises. Now that she is getting the idea of writing somewhat clearer I hope to have something better to report next month. She was anxious to take up First R. but was told that she must learn to write first. I believe this will be an incentive to greater effort on her part.

Albert Nason began reading in Second R. this month. He passed a fair examination in First R. and Phonics. Can separate a word into its elementary sounds, and is quick in building words from same. Albert reads in a clear expressive voice. Writes sentences, using the new words. Does this with very little assistance.
Albert has improved very much in his general conduct altho he does have occasional outbursts of temper.

Benj Ostrander was promoted to the first R. this month. He is very deliberate about everything he does.
Bennie copies very slowly, but writing is legible when done. He reads intelligently and will otherwise

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do good work Bennie has not much ambition and must be often urged to do her best.

Martin Peterson began reading in First R. this month. Martin has not very much intelligence to work upon and he will never at amount to much in literary training. In numbers work he does not show much mind. Can not make simple combinations to ten.

Irene Parquette did not pass a good examination in Primer so will need to review this book. Does not copy script so that it is legible, that is when having a whole letter to copy. Her number capacity is only five.
No improvement in articulation.

Oscar Paulson began reading in First R. this month. He reads intelligently and has some idea of building words by sound. He reads in a much more well modulated voice than before. Is above the average feeble-minded child in the comprehension of numbers. Oscar has had spasms more frequently of late. They are very light. Never falls but drools badly when having a spasm, then he will wander aimlessly about never hearing one when called. Is gaining a little in writing.

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Nathan Rice began reading in Second R. this month, having passed very satisfactorily in phonics as well as being able to use all the words in sentences, these showing a goodd deal of thought and originality

Nathan will always read in that hesituting way, as it as something beyond his control. This stuttering is due as far as I can tell from spasms of the diaphragm. Nathan wrote a short letter this month. Writing is extremely laborious work for him. He is working on first pages of Prince Arith. no. 1.

Annie Roberts began reading in Second R. this month. She can build words from sound and seldom misses a word in spelling. Wrote a letter home this week. It was written from dictation. She needed help in spelling the unfamiliar words only. When copying, Annie is very liable to omit words and sometimes skips entire lines. No improvement in numbers work.

Emma Rasmussen will need to review the primer. She reads in the same queer fashion. Each word seems to require especial effort to make it distinct.

There is only this progress in writing that she has learned to make two letters this month. viz; c and e.

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Bertie Smith could not pass to the First R. until he can put more expression into his reading. This he did not like and so he pouted a good deal in his baby fashion. Bertie will always be what he now is, a big overgrown baby. This month Bertie was able to send his first letter home. It was written from copy and was correctly copied the first time.

When requested to dictate a letter would only say "mamma well" and "come home". No progress in the comprehension of numbers.

Joseph Sullivan returned to school after an absence of six months during which time time his class finished the first Reader and were promoted to the second book. Joe needs to begin in the First R. with a class of beginners.

May Zeigler was one of the two children who was not able to pass from the Primer to Second R.

May has improved in writing a little so that now she can take dictation exercises with the class.

May will always read in that hesitating way. Has a good idea of phonics and builds new words from her bone gained.

Has little power of application.

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Esther Anderson attends school regularly every day but any progress is necessarily very slow owing to such defective sight. Can copy well a lesson in script if the letters are made large. Writes simple sentences from dictation. Esther is apt to read carelessly, until her attention is called when she will give care through the remainder of that recitation. Can reproduce orally a story very well, but grows quite excited and nervous sometimes so can not carry the story through. In a general review of the chart class I find that she can not read beyond lesson eleven. That is so as to be able to read all the words readily. Makes no progress in numbers. She has not the ordinary intelligence of feeble-minded children.

Eddie Barret reads nicely all lessons on chart to number eighteen not including the phonic drill. He does not seem inclined to take part in the general phonic drill and when called upon individually will often hang his head and pretend to know nothing about the work in hand. At other times he will smile and take part willingly spelling a number of easy words by sound. Is making a fair attempt at writing.

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Nicholas Blassius does so little that one can not see as there is anything to report. He is in school one and one half hours and during that time I have about two or three minutes which I can give him individually. He is a boy who needs constant individual work and attention. Has Korea so badly that he can not control either head or hands sufficiently to read or write, although he has made a feeble attempt at reading, but it is painful to see the contortions of his funny face while at the same time it is next to impossible to understand him.

He is possessed of a fair degree of intelligence and under more favorable conditions might accomplish something. Knows words of the first few lessons on chart only. Does nothing in phonics, while in numbers he comprehends to four only.

James Cross does nothing but amuse himself from day to day. He is not a school case by any means and should be where he can have nursery care. There is not any indication at present that Jimmie will ever be any different. He has no ambition even to amuse himself and plays in an aimless way, with mouth wide open having the most lifeless expression imaginable.

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Alfred Einertson was promoted to the afternoon or second session children. On this class he began in Primer and is doing fairly good work. He does better work now by far than some of the old members of this class taking for instance Bertie Smith or Martin Peterson. The latter being boys who do nothing intelligently. On an exercise of finding halves of different objects Alfred showed quite a capability.

He began in Princes Grith about the middle of this month. Alfred is a very good writer and can copy script accurately and promptly.

Roy Ellis upon an individual review we find that he can read all lessons on chart to no. sixteen. Does not get the idea of building words from sound, this is owing in part to a lack of attention during the general exercises and partly because he can not see well enough to recognize B.B. work at the distance he must sit. Reads and writes figures to Ten, Counts to 20. Knows the letters, b, e, o, k, x, m, w, j w, t, s, and r.

Utterance quite indistinct. Roy is a very restless child. He must be constantly reminded to keep his seat. He has learned to write four letters this month and can now write nearly all of them from dictation.

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Ella Fewning makes no progress in anything. This month I have had her assist the more helpless children with the word-building and exercise which she does well, that is making simple words from the printed letters having copy before her. Ella has learned to copy script, but this will avail her little as she has not the intelligence to use this power in a practical way.

She will never be able to write a letter unaided, since she can not repeat a single sentence much less think out one herself.

Emma Fretten knows words on chart to lesson seven. Does not read intelligently. It is simply a pronunciation of words. Emma is a child who will improve however in time as she becomes more familiar with the English. Knows value of figures

Willie Gohn has given to all concerned, the impression that he can not learn literary work. Have not heard him speak a word of English.

When a copy is given him to write, for instance a, he will make some German letters resembling a repetition of "gi" over and over again, day after day.

If allowed would go to B.B. and spend hours making this scribble.

No doubt these two letters are the result of his five years school training in Germany. No progress. Absent 6 six days in hospital.

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Guy Gardner has made no progress worth reporting this month. Memory so weak that he remembers nothing from day to day. Does not even remember the words of the first two lessons on chart. In taking up the letter d, as a writing lesson, it was some minutes before he could see that the stem was made upward and not downward. After few minutes vigorous individual work he succeeded in making this letter fairly well.
On the following day the name of the letter was forgotten as well as how it should be written. Counts to five. Reads and makes figures to four. Writes unaided and copy the following, a, b, c, d, e, g, h, i, j, l, m, n, o, t, u, w, y. Knows names of but two letters, a, m. Reads and writes to four only and knows value. Is more quiet and orderly-not so fond of simple play.

Polly Gatzka in an individual review we find that she can remember all the lessons to number ~~nearly all~~ the seventeen on chart.
Has a good idea of phonics. Spells the following phonetically. All the consonants combined with at, and an, excepting v. and w. Reads and writes figures to five. Counts to fifty. Readily counted the children in the school-room then thirty-two, having no mistake in the first count.
Does well in oral reproduction of

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stories. Makes some improvement in in writing. If her hands did not tremble so could do much better since she has the idea of form. Repeats the alphabet by rote and knows names of following letters viz; s. t. o, a, m, n, k, i and e.

Edward Hanson has been in hospital six days. Thus far he has amused himself only. Can do nothing unaided.

Gladys Harding in an individual review I find that she remembers all words to lesson twelve of chart, which is very slow progress indeed. She reads these lessons both in print and script. There is no perceptible improvement in speech. In writing she can trace only. Reads and writes figures to five and knows value of same. Gladys is very fond of play and does not give close attention to anything. Stories which interest other little girls of her age have no charm for her. During the story hour she would rather play with her curls or play hide and seek. Gladys is nothing but a mere baby in mind.

Elmer Johnson is a boy who does not make much advancement. He is too fond of play. He has however finished the first half of the chart. Improves some in writing.

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John Jones same as last month.

Enoch Kohler is as mischievous as ever. He is trying to talk and it is quite painful to hear him try to pronounce words in the chart class. One can not understand him. Writes a, and o. Traces.

Billie Mitchell has been in hospital the entire month. Spinal trouble.

Grace Neal does at last recognize for all time the words on chart up to lesson seven. No progress in numbers or writing. Does good work in reproduction of stories. If Grace had some memory how much she might do. She knows the names of numbers to eight, but not eight inclusive. It seems as though she had had enough drill in this but she does not know the name as yet.

Sarah Betcher has been overlooked. At present she can read the first eight lessons on chart. This represents about two-years work. She knows a few of the letters and can copy a simple exercise. Reads and writes figures to five counts to 28.

Sarah has a very poor memory. She complains so much of headache that one half the time nearly is spent with her head on the desk.

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Henry Sutjens - Born June 25 - 1885. Entered school in Centre Building from South-King for one-half day session. Jan. 31. '98. Sees and hears well. Blue eyes - light hair. Right handed. No peculiarity in size or shape of head. No bodily deformity. Mouth slightly open. Slight discharge of Saliva almost constantly. Is awkward in his movements. Goes up and down stairs quickly. Noisy and restless. Speaks distinctly and understands what is said to him. Obeys a command. Throws a ball, cannot catch it. Tied a shoe-string with some difficulty. Matched colors without confusion, except in the case of blue, green or purple. He matches the forms cubes, square, cylinder and sphere. Does not know names of these forms. Names the colors green, red, blue, yellow, white and black. Does not know orange and purple. Counts from one to twelve correctly. Can not read, write or make any figures. Can not tell time. Is bright, awake and alert. Ready for fun and mischief.

Charles Nelson has to completed the first half of chart making twenty-four lessons in all. Is doing a little in phonics, could do much better if he were not so deaf, and could speak distinctly. He has at last memorized names of figures to five so he can write them from dictation. Counts to fifteen. Can say alphabet by rote

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knows names of following. a, c, l, f, g, s, t, h, l, o, r, m, n, p, q. t, v. b. Does not give a good oral outline of lesson. Writes a good spelling lesson from copy.
Charlie is a very good and industrious child at all times.

George O'Connor does nothing but sort letters, build words, trace single letters. He never speaks a word only when compelled. At his desk he will carry on an animated conversation with himself, repeating almost verbatim what he has heard in class.

Robert Rebstock has made rapid progress in reading. Can read several of the first lessons on chart. Has learned to write two letters a, o, unaided. Can not say alphabet by rote nor does he know names of letters with exception of a and o,
Counts to five. Makes the figures 1, 2. Builds words from printed word form. Robert is not nearly so troublesome as at first when he was almost constantly hunting some child or meddling with that which did not concern him in the least, snapping on desks, scuffing his feet and many such annoying ways seemed to be his especial delight.

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Albert Riley at the present rate of improvement will soon outgrow, so to speak, this little grade and be promoted to the second session children. When he surmounts his only difficulty that of writing he will be in a fair way of doing the best work of any one in the school. It is at once such a pleasure and satisfaction to hear him read. Reads loud and clear, every word spoken distinctly, with good emphasis, while the whole is an intelligent proceeding. On phonics the leads the entire school, because he is accurate, and is always ready to take an active part, knowing what he is doing. I should like to try him in the advanced classed in phonics.
At present the indication are the he will soon write some. Has made several more letters this month and learned to join them.

Lily Smith does so little in school. There is not much attempt to talk. So timid and shy, never taking an active part in anything. Reads three or four of the first lessons on chart. but does not speak either loud or distinct enough to be understood by one not accustomed to her. Lily could do much better if there were time to give her individual attention, which is now impossible with 68 helpless children all clamoring for a share of my time.

1898 Feb. Irwin Schull counted aloud and very quite distinctly to four in rapid succession. I make note of the above as it is the first time we have heard this boy utter anything loud enough to be heard across the school-room. Is beginning to write figures. It has been hard work for him to write the figure three. After repeatedly making the number with my hand guiding his, as soon as left to himself he would make it backward again. Three days after the above was written he made the 3 quickly at least 20 times and then in the same exercise made it backward again. At the present writing Irwin mek the figures 1, 2, 3, 4, 5, carrectly each time from dictation.
To accomplish the above has been a hard struggle, representing months of time.

John Shelew does nothing in school but amuse himself. He dreads the very thought of doing any work. Poor John is not far from being and insane boy.

Alfred Schindt in an individual review I find that he can read to lesson 16, on chart. Does not read intelligently. Makes the figures 1, 2, from dictation and reads to five also knows value of that number.
Albert is a kind of a silly boy. There is not much sense to what he says. Does not say alphabet by rote. Knows the letters a, k, j, t, m, n, o, s, y.

1898 Feb. Does not speak distinctly. Does nothing in phonics. Can trace only a few of the letters and this most awkwardly.

Joe Hert has finished the first half of the chart so that he can read intelligently all these lessons remembering 24. There are as many more which he will finish this year. In phonics Joe is doing fairly well having a good idea of building words from sound. Combines nearly all the consonants with ăt and ăn building in all about forty simple words. Does it easily.
Joe has come to almost a standstill in numbers. He can divide anything in halves but when it comes to expressing anything in numbers where division is involved he can not seem to see the relation between the doing and expressing the action in numbers.

Ralph Allen comes to school regularly and does about the same as last month. Writes a good outline of lesson when topical questions are written for him. Always has a good written spelling lesson but he can not begin to keep up with the class since it requires most of his energy to control his head and hands in trying to keep still long enough to write. This he does by holding his head in one hand while writing with the other, requiring a great effort.

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Peter Bloomquist finds the New Second R. more difficult than do the other members of his class because of his inability to build words from sound readily, and besides he does not get the thhought as quickly as most of the children in his class. He is still on page 2 of Princes Arith. Making a fair attempt at letter-writing. Writes a perfect spelling lesson from dictation. He always knows his spelling lesson. Does not give a satisfactory outline of reading lesson either oral or written. He impresses one as having a very limited vocabulary as well as being very timid.

Always obedient the instant he is spoken to but liable to spend much time in dreaming unless he is watched pretty closely.

Tressa Reiseis is reviewing the first-reader. This review work is comparatively easy for her so that she can now give more time to her Arith. Tressa writes a very neat letter composing it almost unaided. Always has a good spelling lesson. Is quiet and industrious at all times. Gives a good oral outline of lesson. Improving in phonics and word-building.

Louie Barker has read to page 38 Second R. He began this book about the middle of the month 5 Jan. Has been much interested in the studies of Mo. Longfellow. He has improved so

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much in phonics that he can determine nearly all the new words which occur in the lessons from day to day. At seemed at one time as though Louie would never be able to give anything satisfactory in phonics. Now he is gaining a little every day. Wrote a good letter home last week. Needed no help in the composition and only an occasional word to be spelled for him. In Princes Arith he has worked all prob. to page 89. He works almost independently in the numbers book.

Took a part in the recitation on Washington's Birthday. Louie is a very good boy at all times, but talks a little too much to be real orderly.

Emma Buer is keeping up with the Primer class. She reads easily and with expression. Writes neatly from copy if one watches her, otherwise does it in a most slovenly and careless way. In phonics she has done nothing. Could no doubt if she had more individual attention. But as there is only ten minutes for the ex. in general her progress will be necessarily slow. Reads and writes figures to five only. Counted the children, (numbering 80) correctly on the third trial. Writes her name from dictation. Is more responsive when giving an oral outline of lesson story.

Is not found idle so much as formerly and repressed work once of her own accord.

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Carl Fisbach has not been giving satisfaction in the Second R. He reads in a hesitating stumbling way. However he can get the thought pretty well and reproduce it orally better than he can read. Carl seldom has a perfect spelling lesson and this is one reason why he needs so much aid when writing a letter. In doing good wok in Phonics, making use of same in determining new words. If Carl would apply himself a little more earnestly, he could surely do far better as he has the ability. Worked all prob. to page 44 in Prince's Arith. Wrote a letter of two pages neatly with pen and ink. It required about two hours to do that and using the third sheet of paper. His letters, so far as matter expressed, show a good mind. He is particularly fond of telling about the Saturday eve. Entertainments. He took one of the lesser parts in Washington's Birthday. Needed considerable drill. Carl's sight is not good which is one cause of his poor reading.

Dedrich Fisk finds the Second Reader easy and interesting. Especially is he interested in the stories about Mr. Longfellow. Has worked to page in Prince's Arith. Needed only occasional help. He has but three days each week for numbers. Dedrich took an active part in the Washington B. exercises rendering his part well. Can be relied upon in a recitation of any

kind several weeks after it has been given. For a whole month and over Dedrich has been a sweet and good natured boy. Think he is outgrowing the habit of being sullen at times. He is coming to be a happy boy in school. Wrote a letter home.

There were two neatly written pages in pen and ink, all composed by himself, with an occasional word being spelled for him. The thought expressed showing a very good mind. This was his first attempt with ink.

Walter Johnson. A few months ago I wrote that this boy could with difficulty trace ä. Now he can copy anything in script, even using pen and ink, could any little boy do better? Since the middle of last month he has read to page ten in First Reader and will remember these lessons for all time. Writes his spelling from dictation. Can learn about two or three new words each day in a spelling ex. Walter is developing into one of the most useful and interesting boys. He can be seen busily employed at almost any time and withal is so much in earnest. What a wonderful change from the little mischievous boy of a few months since. One would hardly know ~~the him~~. Has been getting a better insight into his numbers work which I will report at length for the next writing. Reads with ease and good expression.

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Helen Johnson can read readily and intelligently any lesson in the Primer but she has no idea of writing. Has attempted several of the alphabet, can not make but two unaided. She usually has a good oral spelling lesson and can give an oral outline of what she has read. Helen is quite an intelligent girl. Adds, sb. and multiplies to ten. Divides any number in halves. Counts indefinitely. Learning to tell time. Gives correct time by hours. Has not had many lessons on time telling. Perhaps not more than six or seven as we have only just gotten our new clock-dial. We have had none to use the entire year.

Albert Nason can get the lessons of the Second R. when he applies himself. But he does not always feel inclined. He is notorious as many of the children are, but a little praise oils up the machinery wonderfully sometimes, and this is especially so in the case of Albert. Numbers are his weak point, having made no progress this month. He is not fond of working with figures as so many boys are but would rather practice writing. He writes very neatly with pen and composes a fairly good letter. The greatest progress to note this month is the improvement in his disposition. He never indulges in any more sullen moods. Took the most prominent part in Washington's B. ex.

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Benj. Ostrander is too fond of taking life easy ever to do anything well.

Since the middle of last month he has read to page 10 of First Reader, having some supplementay reading on B. B. in which we bring in words which have been the most difficult to learn from book. These B. B. exercises being given first usually. Bennie does not read easily but he gets the thought and can express himself even though he does it slowly. He can not learn to spell from dictation more than two or three new words each day. Does intelligent work in addition, sub. and multiplying. Counts indifinitely. Is improving slowly in writing. Always quiet and orderly if only more industrious I would be glad.

Martin Peterson. There is nothing of importance to report this month. Has so little real intelligence that he can not make much of what would be called progress. He is not as bright as he should be after all these years of training in the various school-rooms.

Martin has not much idea of the value of even simple numbers under ten. He will make his slate full of what looks like combining simple numbers, as he has seen the others do, but upon examination, we do not find a single correct answer nor does he know the way to get them or even has he the capacity to receive instruction to amount to any thing substantial.

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Irene Parquette reads a little better perhaps, but not any progress in articulation. As in the last report we must repeat that Irene has not intelligence enough to know or care whether she speaks distinctly or not. Can make a fair copy in script when she gives her care and attention to it.

Can not repeat the alphabet by note. Knows the following letters a, c, t, r, Counts to eleven. Makes and reads figures to four or five. Does nothing in phonics. This exercise is far too much of a reasoning process to suit Irene.

Oscar Paulson reads fairly well all the lessons he has gone over in First R. to page ten. It is difficult for him to get a new lesson, but once having gotten it he is apt to know it for all time.

Oscar has begun working in Prince's Arith. Had some difficulty in understanding the process of division as expressed in numbers using the reg. sign. Had not trouble in dividing obj. by halves. Oscar is quite a mischievous boy and sometimes will feign spasms when I tell him he must go to the principal for punishment. Has taken a little more interest in the phonic ex. and knows some of the sounds.

Does not know enough however to build any words.

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Nathan has been very much interested in the Second R. lessons and has done fairly good work this month both in reading and writing. Is working on page three of Prince's Arith. Nathan has proven that he can write when he takes a notion, that is he can do so much better than when he is not interested. He wrote in one hour an entire page more than he had accomplished sometimes in twice that length of time. He has scarcely any control of his hands in writing unless he makes the greatest effort. There are days and days when his mind is just bent on mischief, when he can not seem to settle down to any work. At other times he is more serious. Nathan is one of the best in phonics. He can determine almost any new word that comes up in the lesson. He will always read in that slow stammering way. Do not think there is any help for that.

Annie Roberts reads in the Second R. just as she did in the First. A sheer pronunciation of words. They do not convey much thought to her. She can not frame a single original sentence when writing a letter. Whatever she writes is some form which she has learned by heart. For instance she will say I have received your letter, No matter whether she had one or not, or

again she may say "please write to me," even thought she may have had a letter that day. This is an example of what may ever be expected of this child as she has not the intelligence to do any thing that requires thought or reason.

She has however accomplished a great deal when one considers the grade of child she was when coming here some three years ago then she could not say one word distinctly nor did she know one letter from another. It was some months before she could learn to trace a single letter and a still longer time before she could write a whole word. Now she can write her spelling from dictation having it correct each time. Writes in an easy running hand. Builds words from sound because she happens to have a good ear for distinguishing sounds. I think that Annie gets some thought of course from the lesson but she can not express herself either in a written nature or orally.

Emma Rasmussen has improved a little in pronunciation. Words beginning with "th" are given distinctly. She now says "that" and not "dat." Emma is an extremely indolent little girl. Would never of her own accord do anything but sit still with her head lying on the desk. Has done nothing further in writing.

1898 Feb. Is reveiving the Primer and remembers quite well the lessons gone over.

Joe Sullivan has been sick in hospital the entire month.

Bertie Smith is doing about the same as usual. He can not be said to be improving as he does not gain in anything that requires reason. He has I believed reached his capacity for numbers. He does no intelligent numbers work beyond counting to five. He might be able to see that two and three are five after considerable drill. Bertie can not dictate a single sentence when I am writing a letter for him to copy. He can give one or two principal words leaving all the "little" words to be supplied by the teacher. "Go home see mamma" was the nearest approach to a connected sentence he has ever given, either from a reading lesson or when I have asked him what he wished to say to his mamma.

May Deigles is reviewing the First readers. Now these lessons seem much easier for her so she can have more time to devote to writing in which exercise she is particularly dull. There has been some improvement in writing and I hope to report these steps at length in the next writing. May on the whole will not improve much more.

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Mar.

Esther Anderson

No especial improvement in Esther nor is there likely ever to be much more that is encouraging in the way of literary attainments. Too near-sighted and nervous. She will not finish the chart-lessons this year again.

Eddie Barret is doing about the same as last month.

Nicholas Blassius is the same nervous little boy as ever. Has not learned to hold a pencil nor sort the alphabet cards without breaking them.

James Cross does nothing but amuse himself with beads, pegs, picture-books etc.

Einertson Alfred is doing fairly good work in Primer and would do much better if one had time to give him more attention as he has the capacity to receive instruction and will make substantial improvement in the course of a few months.

Roy Ellis is a restless little fellow who meddles constantly with his next door-neighbor so that he can not give his fixed attention very long at a time. Must be constantly reminded to keep at his work.

Ella Froeming can assist a little with the more dependent children but she herself has reached the limit of her capacity.

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Emma Fretten can read to lesson eight on chart fairly well. She is capable of making much improvement if more time could be given her.

Willie Gohn has learned to trace his name and copy a few simple words. If left to himself to write a copy, will revert to his old habit of making those two German letters, "ei" repeating them indefinitely on his slate or B.B. until there is no more space. Of the five years training in the German schools of Germany I find no evidence of his having learned anything in writing beyond making the two letters just spoken of.

No further progress in the comprehension of numbers.

Guy Gardner absolutely lacks memory in all the reading exercises. He can not be relied upon to remember from day to day. Possibly Guy could read the first four lessons of chart. That is some days he can do this at other times he knows no words scarcely.

Gatyka Polly has attended school quite regularly this month being absent one day only. There are indications that her mind is growing stronger although she is just as nervous as ever. She can make quite a fair copy in writing. Could learn to write a "new" letter each day.

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Edward Hanson has no ambition to do any school-work. Whatever is put before him, no matter how simple the work will be promptly pushed aside, when he will lay his head down a whole session complaining of being ill. He certainly looks far from being well, being one of the most delicate looking children we have in school. I have not urged him for fear he does not feel well.

Harding Gladys does remember some better than she did, in so far as her chart lessons are concerned. I believe she can recognize at sight all words at sight to lesson eleven. No improvement in speech.

Elmer Johnson is not keeping up with chart class principally through his utter lack of application and general stubborness.

John Jones does nothing but amuse himself.

Enock Kohler is improving in speech somewhat. No progress in writing.

Lutgens Henry has learned six words this month and can trace them. Knew nothing of tracing when he entered school. Henry is not quite as restless as when he first entered this department.

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Willie Mitchell has been in hospital the entire month.

Grace Neal is one of the discouraging children since her memory is so weak from spasms. She does not remember anything scarcely from day to day. No progress to report this month.

Charles Nelson will be able to finish chart lessons this year, can read all lessons to number thirty and remembers them for all time. Names figures to ten. Works with objects to that number.

O'Bonner George does nothing without individual help - if left to himself he will talk and talk at random. He can build words from printed word-form but will not keep to this work unless urged all the time. Can do simple tracing.

Robert Rebstock could improve if he had any ambition. He has done something in gaining new words in chart lessons, but any copy, no matter how simple, he makes no effort to do anything with.

Robert is usually noisy and meddlesome. He will try to kick the smaller children but never one his own size.

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Albert Riley is a very bright little fellow who I makes substantial improvement every day. It is a pleasure to hear him recite in phonics. Never forgets a sound. Will soon be able to build new words unaided. Has read to lesson 28 on chart. Could have done even better than this but he is kept back by a lot of backward children who can not begin to keep up with Albert.

Alfred Schmidt reads to lesson eighteen on chart. He reads about the same as given in last report. No change in number work. Has made no attempt in writing as yet. Can not even trace.

Irwin Schnell. The chief difficulty with this little fellow is weak memory and an almost utter lack of confidence in himself. He always hesitates when you ask him a question.

Reads or rather tries to pronounce words to lesson ten on chart. He does not always sense what he is trying to read, and can never give one sentence about the story. Does not improve in speech so that it is perceptible. This child, in order to make any improvement should have about an hour of individual instruction every day instead of a few minutes.

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March

Frank Sibley is reading on page 20 in primer. His voice continues to be so weak that one can not hear him. He understands however what he is doing. He copied a letter which I had written for him. It presented a neat appearance when finished. This was his first attempt in using pen and ink. I believe Frank can complete the primer this year.

John Shelew does absolutely no work. He could learn, but it would require one person all the time to keep him at work. He is in school only one and one half hours each day.

Lily Smith reads to lesson five on chart. Can not see that she has improved in anything since last month. Report about the same.

Joe Wert reads to lesson 28 on chart. Think he will complete the entire forty-eight lessons this year and thus be well prepared for the primer next term. In numbers he can do most of the little problems up to page 12 in Prince Arith. No 1. Joe writes neatly from copy, and writes a few easy words from dictation. Knows names of all the letters.

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Ralph Allen continues in the same way. He has read to page 80 in Second Reader.

Peter Bloomquist has not been keeping up with the Second Reader class for some time. He had to be put back in the First Reader.

The report comes from the attendant that he has been having spasms and to-day he had his first one in school. It seems very sad to think that poor Peter must now be an epileptic.

Sarah Betcher has read to lesson thirteen on chart. She has been in school two years. Did not know a letter or in fact anything when she entered. Can make a simple copy in script. Knows figures and value of same under ten. Counts to thirty intelligently Sarah has a very weak memory but she is quite bright. Can reproduce a story fairly well. Speaks distinctly and with expression.

John Hembockle Epileptic. Born March 8d. 1886. Entered Centre Sch. from South Viking Jan. 8d. 1898. Sees well. Slightly deaf. Blue eyes.

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dark hair. Right handed. Head quite large. He is of average size. No peculiarity of feature. No bodily deformity. Walks all right. except that he is awkward. Goes up and down stairs slowly. Hangs his head- will not look one in the eye. Sometimes covers his head with arms if any one is looking at him. Is restless and excitable. Neat in his dress. Not destructive to clothing or toys. Attention, observation, and memory very poor. He imitates actions and movements quite readily. Matches colors and forms (sphere, cube and cylinder) but does not know names of forms nor color. He is careless and heedless of danger. Has been in the public schools two years with very unsatisfactory results. He can not read or write or spell. When given some blocks to count, he sometimes counted to ten, and at another time would say 1-2-4, 5-6-7-9 or 1-2-8-4-5-7-8-9. Could not count above ten.

When asked to give me three blocks he gave them to me but for a request of four gave six. When asked to make two marks he did so, but for four he made three. For five he made same. Does not know the value of any number

three. His hand is steady and his eye fairly accurate. He made a square pille of some kinder garten sticks laying the corners quite evenly. Movements very slow. Gave him a box of beads and asked him how many he could put on a string in a min. Gave him an orangle cube first, in one min. he selected eight. In the same length of time he selected three green ones.
He can drive a nail into a block but hit his finger while doing so. Tried to see how many times he could open and shut his hand in one minute. He did it once then would wait until he was told again. Has great difficulty in opening and closing fingers. Can show me the following parts of his body. ears, eyes, nose, mouth, teeth, tongue, hands, feet, knees, legs, arms, could not point to chin, cheeks, forhead, elbows shoulders, back, or nails.

Since entering the school room at the above date I have found John a comparatively obedient boy.

He still likes to hang his head when not occupied, but he is steadily growing more industrious and I look for much that is encouraging during the remaining months of school.

1898 March. Milford Mc Carney Born Jan. 28. 88. Admitted to institution March 7. 1898. Has blue eyes, light hair. Sees well but is very deaf. No peculiarity of features. Is small for his age. Is quick and active in his movements. walks well. Keeps time in marching, goes up and down stairs properly. Has no odd movements of face or limbs. Good table manners. Uses knife, spoon and fork properly. Sense of taste well developed. When given a pinch of each, salt, pepper, sugar was placed on his tongue he named each. He could sense heat and cold. The rubber ball was soft and wood hard. The sand-paper found expression in the word 'sand' instead of rough. He made up up a wry face when he touched it, showing that the sensation was not a pleasant one. He likes to touch silk, velvet, smooth paper etc. Can throw and catch a ball. Can lose and tie his shoes. Is neat and clean about his person and dress. He can fasten his clothes all except to pull the string on his blouse waist. He is quick to see things to do in playroom. Should a pillow fall from the couch he will quickly arrange it in its proper place. Straightens the table covers,

standing back to see that the corners are even. Can make a bed and is useful in many ways. Is kind and gentle with his playmates. Memory and observation good. I selected eight different articles from the room, placed them on the corner of the table and allowed him to look at them five seconds. He could recall seven of them and brought them to me without any hesitation. I then place the 8 articles on another table when he arranged four in their first position. Four boys were called into line. He remembered three of them. He uses his hands well. Cuts with a scissors following a line well. Amuses himself by folding papers showing he has had some kindergarten training. Drives a nail into a block quickly. Not bending it or striking himself. Matches colors and all their shades. He hesitated a little between the colors red and purple. He reads the first lessons in the primer, but his articulation is very defective. He writes quite well. Such words as cat, rat, cow, good, bad, book, pen, baby, mamma, ball, etc. He can count to twenty. Knows value to ten. Above ten he makes mistakes. Knows names of parts of body.

1898 March

Tressa Beiers has improved so much in reading and phonics that she was placed in the 2nd. Reader the latter part of this mo. She took the place vacated by Peter Bloomquist. Tressa is gaining in letter-writing every week. Holds learned in her reading lessons she knows how to use in letter-writing. Is original and "thinks out" her own letter, the matter expressed showing a good mind.

Lonie Barker has read to page 76 in Second Reader since the middle of January together with much supplementary B. B. reading. He can work in Prince's Arith. to page 48. Requires but little help in this work. Writes a letter nearly independently.

Emma Buer has read to page 58 in Primer. She reads with expression but in too low a tone to be heard a few feet away. She could read louder but does not seem to care or perhaps she is too timid. Does a little better in writing and makes a fair copy. Has done nothing more in numbers. Comprehends four only. Does not know the alphabet nor can not even say it by note.

Emma is very fond of doing nothing.

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Carl Fiebach has read to page 70 in Second Reader since the middle of January. Reads very slowly but with intelligence. He can spell all the new words in these lessons and write promptly from dictation. He is guided largely by sound rather than memorizing when spelling a word. Makes practical use of the phonic exercises. Some days Carl lacks ambition and then he does so little. Fortunately these days do not occur very often. Carl is a very sweet conscientious little boy who would like always to do what is right. This month Carl has done very much better in reading. Has learned to tell time accurately.

Dedrick Fiske has read well to page 75 in Second Reader. He writes these lessons from dictation and defines the meaning of all the new words. In Pinneo Arith. No 1. he has worked to page 40. and can do this work with very little help. Can write a letter almost independently. He writes a letter independently as to the composition but needs much help in spelling. Dedrick is a very good almost all the time. Has indulged in but one or two sullen spells during the month. A little praise usually has the desired effect.

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March

Walter Johnson has read to page 17 in First Reader. He reads slowly and in a clear voice, but lacks expression sometimes. Walter is one of the most promising children in the school. While it is hard for him to get new words he however remembers so well when a lesson is once learned. Is gaing a little every day. Is coming to be quite an expert in the use of pen and ink. He is as fond now of writing as he was averse to it at first when it seemed like such an impossible undertaking for months almost he could not form a single. Now he can copy whole lines and write his spelling from dictation. Can learn about two new words each day so he can write them from dictation.

Helen Johnson has had especial drill in writing this month. She can make four letters unaided. Reading and numbers are not hard for Helen. She is fully capable of beginning the First Reader if it were not for the fact that she can not write a word. It seems hardly possible that one so bright in reading and the comprehension of numbers should lack the power of imitation to such an extent.

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Albert Mason does not do good work in Second Reader because he does not apply himself only spasmodically. He dislikes to dig into a new lesson. He is fond of reading over an old lesson or one that does not require much thought or preparation. He is thoroughly prepared to determine new words from his knowledge of phonics, but in this work he does not want to apply himself. Albert is much more manly now and will listen to reason. Whereas formerly he would throw his pencil or book on the floor the moment he was reprimanded, remaining sullen through an entire session.

Ostrander Beny. is doing fairly good work in First Reader where he has read to page seventeen. He will never get a spelling lesson unless he be made to stand on floor until he has it. He is beginning to see that if he does not apply himself and have his lesson before he comes to class that he will have to get it afterward or before he can take his seat again. It is a severe punishment to him, this standing up so think he will make more of an effort in the future.

Has made some progress in writing so it is legible now.

1898 Mar.

Martin Peterson has read to page 17 in First Reader. Martin speaks so indistinctly that he never will be much of a reader, besides he lacks so in ordinary intelligence, so that he can hardly sense what he is reading even though it be ever so simple a story. He never shows any pleasure or sorrow no matter how funny or pathetic a story may. If he sees another boy laugh he will also laugh, but not because he has first caught the meaning. There is nothing to report this month in number.

Last week he copied a letter which I had written on black-board for him. It was copied neatly, no words omitted or misspelled and he could read nearly every word.

Has never made an attempt at any composition of his own beyond saying "My dear Uncle I am well and hope you same."

Irene Parquette is another type very much like the above case. She has read to page 77 in Primer. Articulation so imperfect that she will never make a good reader. Irene can sense what she reads but does not express herself in a connected way. When making a copy she is very careless in her writing - omits words, and in fact makes all kinds of mistakes. No progress in numbers.

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Last week Irene made several unsuccessful attempts at writing a letter to her mamma which I had written for her to copy. After the fourth sheet of paper had been spoiled, she got discouraged and gave up trying to do anything with it.

Oscar Paulson has been ill in hospital the past week so he has not been able to keep up with the 2nd First Reader having missed the last two lessons, so he has read to page twelve only. Copied a letter to his mother very neatly. It was written for him and he wrote it well the first time.

Oscar has considerable difficulty with his spelling lessons. It is usually necessary to keep him standing up before he will apply himself well enough to learn them. He can commit three words in half an hour when he sets himself to work in earnest.

Oscar is working on page 12 of Prince's Arith. No. 1. He can count and combine numbers very promptly. We have no brighter boy than Oscar is in number unless it be little Albert Riley who needs no slate or pencil to work with.

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Nathan Rice is far too mischievous to make much improvement. Has read to page 75 in second reader but continues to read in that hesitating manner, which difficulty he will probably always have.

Annie Roberts is doing about as usual. No especial progress in anything. She keeps up with the chart class after a fashion but this is far from satisfactory.

Emma Rasmussen improves in reading. She will be ready for First R. as soon as she can read script more readily and when she learns to write. Knows how to make but four letters a, c, o, e. Emma will never set herself to work. She always waits to be told what to do and then does not stick to her work.

Bertie Smith will finish Primer this year. He does not nor never will read intelligently. Copies writing as stated in other reports. Does nothing in numbers beyond five. This seems to be the limit of his capacity. Bertie is a mere baby in mind.

Sullivan Joseph continues to be in the hospital.

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March

Mary Deigler has read to page 17 in First Reader since she began the review about the middle of January. I can see great improvement in her writing. Forms her letters more accurately and does not hold her pencil so stiff. Is always a good girl in school.

April

Esther Anderson's defective sight makes another discouraging month's report.

It seems like an injury to this child when we try to have her do any literary work. It is painful to see how she must strain her eyes and hold her work so closely. Lack of power to reason much makes it impossible to look for any progress in numbers even when using the very large number cards which one can see readily across the room. Can read and write figures to five only from dictation and knows value of same. This result is very unsatisfactory when one considers the long time spent in kindergarten together with two years in primary department. With all the other drawbacks Esther is so extremely nervous that she flies all to pieces when called upon to read alone. She cries at nothing and laughs as easily.

Esther is an affectionate little child and tries to do her best. Has read to lesson 18 on Normal Reading Chart.

1898

Sarah Betcher is sick in hospital - Measles - Has been there one week. Sarah has not been well the entire month although she attended school up to within one weeks ago.

She can read all the lessons on Normal R. Chart to number 18. Copies a lesson fairly well. Combines figures to twelve (with objects quite accurately. Sarah is more intelligent than Esther Anderson. Can learn two new words each day.

Eddie Barret has one peculiarity which none of the other children have, this is, that no matter what one may ask him to do he will refuse by shaking his head no but you must gently lead him to the B. board or wherever you wish him to go and there is no further resistance. I am convinced that this is mere habit since he does not do anything willingly, even though it is something he rather likes to do. In the reproduction stories he shows an interest, but has as yet made no successful attempt in giving even one part of a story. He can read all lessons on Chart to number eighteen, but not well.

He can copy fairly well. Makes about four lines across his slate in half an hour. Eddie can count and write numbers to ten knows value of same.

April 1898

Nicholas Blassius is a helpless little fellow whose head and body is in perpetual motion. He knows a few of the easy chart-lessons, perhaps its number ten. When he tries to read one can not understand him, since his head shakes so badly, besides his speech is very defective. Poor Nicholas can never make much Progress. He is quite an obedient child.

Nicholas is sick in hospital.— Measles — Has been there about one week.

James Cross. There is no improvement in this child. He is not capable of making progress. Does nothing beyond amusing himself with blocks, pegs etc. Does not even look at a picture-book intelligently.

Alfred Einertson has read to page 40 in Primer. He can read well in a review and is capable of learning three or four new words each day. Alfred is an intelligent boy. He shows his intelligence in his ability to take up numbers more readily than the average feeble-minded child. Combines and subtracts values to twenty, using objects. Writes the figures from dictation.

This month Alfred copied two letters home, which were written neatly with pen and ink. He is a careful and painstaking child.

April 1898

Roy Ellis has read well all lessons on Normal R. Chart to number 18. He can spell many of the words and knows all the letters but two.

He is still very slow in learning to write. He does not seem to have confidence in himself. Although he can write a word he does want help and often asks his teacher to hold his hand and show him how. He is easily discouraged.

Roy's sight is not good enough to take a copy from black-board. It must be written on his slate in bold type. Has made no progress in phonics. Can do nothing in this line. He is doing better in the reproduction stories, giving the substance in a well connected manner. Roy is at best a very restless little fellow.

He was taken sick with measles on the 21st of this month and so of course is still in hospital. Had not been feeling well for more than a week before his illness.

Ella Froeming has read to lesson 18 of Normal R. Chart. She can not be relied upon to read individually, but if the class are having an exercise in concert one can hear Ella's voice above all the others, she being also among the first to correct a mistake.

The same peculiarity holds true in numbers work. Ella copies script neatly and correctly.

April 1898

Emma Fretten is a very quiet little girl who will do better when she becomes more familiar with our language. Emma has not kept up with the chart lessons by any means. Altho She has recited with the class to lesson 18. she is not able to recognize nearly all the words. Emma really needs more kindergarten training before taking up much in the way of books. Knows value to five only and can write same from dictation. This child seldom talks any. She takes no part in phonics nor reproduction stories. No matter how simple they do not seem to reach her.

Willie Golm is a very indolent child in the literary dept. but quite ambitious to take up industrial work. No matter what is given him in school, he refuses to apply himself or even give his attention for a few minutes. Would rather roam about the room, tantalying the others and getting into trouble generally. Willie has accomplished absolutely nothing this month beyond tracing a few words,-names of familiar objects which he would have forgotten the next day.

During the five years spent in German schools he learned to make the letters and these he repeats over and over again when sent to B. board to do some other work, as for instance tracing.

April 1898

Guy Gardner is one of the most backward children in school. Although a large and intelligent looking boy of fifteen he can read only a few such simple sentences as. "The white kitten can run." "I have a red apple." "A bird can fly." These stories he can read, writes from copy and build from the script sentence builder. Guys number capacity is but three. Can with difficulty count to six. Sick-Measles- Been sick one week.

Polly Gatzka has read to lesson thirty one on Normal P. Chart. She does not read well, too nervous. Polly knows all the letters. She would improve in writing if her little hands did not tremble so. As it is she can make only feeble wavy lines and this with the greatest effort so that her writing is scarcely legible. She writes all the alphabet from dictation, can spell a few words. When Polly has thoroughly learned the words of a lesson she can read with considerable expression, but she grows very nervous in a short time. Perhaps after she has read but three or four lines.

Polly was taken sick about a week ago with measles. Is still in hospital.

John Holmbeckle absent the entire month, as we have measles here.

April 1898

Edivard Hanson is a very feeble little boy both mentally and physically. He has not seemld able to do any work. Complains constantly of headache and general bad feelting. He has done nothing but sort letters string beads by ones, and trace ä. Eddie was taken sick about a week ago-Measles.

Gladys Harding is sick in hospital. Measles. There is no progress in articulation. This child has not mind enough to know or to care whether she speaks distinctly or not. Her speech is merely baby talk. I believe it will never be anything more. She knows most all the words to lesson thirteen of Normal R. Chart. Can trace only. Does not write but two or three words unaided. Knows value of numbers to five.

Elmer Johnson has read to lesson 81 on Normal R. Chart together with the written work covering these lessons. He can read well both the print and script and copies a lesson neatly and accurately. Can work all the little problems to page seven of Prince's Arith. No. 1. He tried to copy a letter home which I had written for him. But after spoiling the third sheet, he gave up and began to cry. He was taken sick on the 23 inst and is still in hospital. — Measles.

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John Jones was taken sick with the measles on the 21st of the month. He is still in hospital. There was no improvement to report.

Enoch Kohler was taken sick with measles on the 18 inst. Still in hospital. Before he left had read to lesson fifteen on Normal R. Chart. He makes a great effort to try and talk plain and I think we can see a little improvement not in any one particular sound but in his speech in general. To one not accustomed to him he could not be understood.

Henry Lutzens has been absent the entire month. It was thought best not to have him come to this dept. as they have no measles as yet in the S. Wing where he lives.

Milford Mc Garney has been in school but nine days since his admission. He has been sick with measles and just returned to school at the close of the month.

Willie Mitchell began school again after his long illness. He can read to lesson twelve on Normal R. Chart. Willie remembers pretty well what he learned, and is ready to take up his work again. He reads and writes numbers to five and knows value of same. Counts to twenty.

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Grace Neal has read to lesson 81. Her report is a little more encouraging in that, that she is beginning to see through phonics and to such an extent that it helps her in determining words which she would have otherwise forgotten. Her memory is very weak. At last Grace has been able to successfully copy a letter home. She has copied two this month. The first one meant laborious work for nearly two hours in copying one page, the next one written about two weeks later required but one hour to write the same amount.

Grace has had a hard struggle to remember the figures from 1 to 10. When she took up the number 8 it seemed as though she would never remember it, but after two months daily drill, she can write all figures from 1 to ten and know their value so that she can work out all the problems on Page 1 of Prince arith. without assistance.

She reads from Normal R. Chart.

Chas. Nelson has read to page 81 of Normal R. Chart. Has had these lessons in script also, being equally familiar with printed as written form. Copies his lessons neatly but is apt to omit words and occasionally whole lines. Doing about the same in numbers as last month.

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George O'Connor. No improvement. He still refuses to speak aloud but when at his seat he talks to himself, and loud enough to be heard distinctly across the room.

When talking to himself he repeats what has been said almost verbatim, although when in class one would not think he was impressed with what was being said. To lead him to talk, coaxing has no effect neither does ordinary decipline bring about the desired result. One day a sprinkling of cold water brought an answer but the next day this was no punishment. George is a very peculiar child. It is very hard to know just what to with him at all times. He will do no kind of busy work for more than a minute. His work consists of building words from printed form, having a picture of object before him. Tracing same by perforating an outline, putting a certain number of sticks in a pile and connecting lines by means of the dots, making squares, triangles etc, but does not know names of these.

Knows value of numbers to five.

George was taken sick with measles on the 20th. inst. He is still in hospital.

Robert Rebstock has just returned to sch. was in hospital the greater part of month.

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Albert Riley continues to make daily progress in everything. I fail to see where or in what way he is defective. Has had but one spasm the entire month and that one was so mild it could hardly be called a spasm. Albert has nearly gone over the entire ground in phonics. I never saw even a normal child who took up phonics as readily.

Albert can easily complete the Normal R. Chart this year and with his well grounded knowlege of phonics, I doubt not he will complete the school readers to the 2nd. or 3d. book by the close of another year. Can copy about one page in an hour, but his writing is scarcely legible. I can see however that with more time for practice he would soon make rapid strides in the line of writing also. In a review on reproductive stories, Albert was able to give the substance of 38 stories which had been given him since entering this dept. for literary work. He reads script as readily as the print. Is learning to tell time. Has had but two or three lessons and can tell whole and half hours.

Lily Smith has made no improvement. She is doing about the same as last month. A very feeble-minded child. No memory.

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Ignatius Steyercowski. The date of his birth is not known, but Mother B. who brought him thinks him to be about eight years old.

Admitted to the hist. April 14-1898. He has grayish-blue eyes, light hair. Sees and hears well. Right handed. No peculiarity in size or shape of head. No peculiarity of feature, except a rather sleepy look. No bodily deformity. Lips are not firmly closed, but he does not drool.

Dresses and undresses himself unaided. Washes hands and face, bathes himself. Has no untidy habits. Uses knife, fork and spoon well. Table manners rather good. Shows no disposition to be quarrelsome. He had some candy in the play-room and dropped some of it on the floor. One of the little boys picked it up and gave it to the attendant. Ignatius went quietly and said it was his. He came into the office with a small box tucked under his arm to which he was devotedly attached. I asked him what was in it, and he said "candy, nuts, apples and Easter-Eggs. He told me the number of each he had. Counts to 40. Can readily give me any number of objects called for below 10. He can form all the figures and write from dictation to 20. Can not write any of the letters. Prints a capital B. Knows no words or any letters at sight. Matches all colors

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and shades. Knows red and green by name. Recognizes the differences in sphere, cube and cylinder, but does not know these forms by name. His hands are rather clumsy. Drove a nail with a block, but missed it more times than he hit it. Strings beads rapidly. Uses scissors awkwardly can not cut on a line. Throws and catches a ball. Rather awkward in going up and down stairs. Is quick to observe what is going on about him. Ignatious knew the colored egg was good on the inside. Knows the taste of pepper and salt, sweet and sour. Knew the term smooth, but rough boards he named sand. Knows nothing of weights or measurements. Keeps good time in marching. Can answer questions intelligently. Admitted to class C. April 10. 1898.

Irwin Shull lacks memory to a deplorable degree. No matter how many times he has been drilled in a word, he always hesitates just so long before answering, giving one the impression that he has not the remotest idea of what you are speaking. If he learns to know and to speak one new word a day he has forgotten it the next, and it is only after the same has been presented many times over and over again that it makes any impression. No progress in reading or numbers. Copies script fairly well.

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Frank Sibley was taken sick with measles on the 26th inst. He is still in hospital. Frank was beginning to do so well in all his work, but more especially in numbers work. He can perform simple operations in addition, mult. and sub. and works to page ten of Prince's Arith. No. 1. Has read to page 20. in primer. His voice is still so weak that one can scarcely hear him. Wrote a letter home this month. It was taken from copy. He can not spell well enough to attempt writing a letter in any more independent way.

Frank applies himself more dilligently than any child in school.

John Shelby is quite a different case from the above, since he never wants to apply himself. I have never known of a child who was more averse to work of all kinds than he is. He will not apply himself if he can help it. He is in school but one hour and during that time he is having an exercise in word-building from in printed form and a drill in numbers. Writes figures to twelve and knows value of same. Writes three words unaided. John was taken sick with measles on the 25th inst. Is still in hospital. No spasms this month in school.

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Alfred Schmidt can read to lesson 18 on Normal R. Chart. He does not read intelligently. His reading amounts to nothing more than a mere pronounciation of words. He does nothing with reason. His number capacity is really no more than one. Can not write at all. Does not even trace.

Joe Ebert has read well all lessons on chart to number 81. He reads and writes the script equally well. Has had much black-board work involving all the new words up to the present lesson on the Normal R. Chart. Joe is quite good in phonics and is guided in making new words from the sound.

This month Joe wrote a letter home. There was one page which he copied neatly and accurately in one hour. He could read the letter which he had dictated himself. In this letter he told how he picked the pretty wild flowers, and that he goes to school every day. He did not begin by begging for something as so many of our children do.

Joe was taken sick with measles on the 29th. inst. Measles-

Ralph Allen has been in hospital since the 28d. inst. He has measles also.

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Peter Bloomquist. Poor Peter has about two spasms each day. He has them very mild, but even so his intellect is apparently affected as badly as though he had them more severely. When he was put back to the First Reader from the Second, we thought he would find this book too simple, but on the contrary he can scarcely read any better in this than he did in the second book.

Tressa Beireis has again been promoted to the Second Reader as the First book seemed to be too easy for her. She is doing better now and will finish the book before the close of school. Tressa reads with expression. She always has a good spelling lesson, which she writes from dictation. Has read to page 119 of Second Reader. Writes a letter independently. Needs help only occasionally in the spelling. The matter expressed would do fairly well for a normal child of her age. Tressa will learn to tell time readily. Has had but a few lessons and has learned the whole and half hours also the number of minutes. Tressa is an industrious child at all times. This is only her second year, having accomplished all she knows in that time. Could not read nor write a word when she came.

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Lonie Barker has read to page 119 in Second Reader. (Eyes) He can prepare a new lesson in half an hour so that he can read the story easily besides learning at the same time the spelling lesson from eight to twelve words, which he can spell phonetically and write from dictation. Writes a fair letter unaided with the exception of spelling an occasional word for him. Has worked problems to page 48 of Prince's Arith. No. 1. Lonie is pretty nervous to write very well, so in this he has not improved proportionately well as in his other studies. The same nervousness rather takes from the expression of his reading lesson. Sometimes he reads as though "all out of breath." Lonie is a very good boy at all times. He can be called intelligent above the average.

Emma Burr lacks ambition to a deplorable degree. She would be content if one would allow her to sit perfectly quiet the whole day. When a lesson is given her she will do it in a very careless manner. Has read to page 40 in Eyes Primer. Counts to five only. Copies script poorly. There is not much expression in her reading. She has no ambition to do anything well.

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Carl Fiebach has read well to page 119 Eye's Second Reader. He can prepare a lesson in one hour so that he reads easily and besides having all the new words in the spelling lesson so he can define and write them also using them in sentences of his own construction. He wrote two letters home this month which were neatly written and the matter expressed fairly good. Carl needs much help in the spelling. He will get his lessons from day to day, but in a review he almost always fails. Has worked all the problems to page 42 of Princes Arith. No. 1. Carl is above the average in the comprehension of numbers. He requires but little assistance in these problems. Knows value of all the different denominations in money and can readily make change for any amount under a dollar. Can till time.

Dedrich Fisk has read very well to page 119 of Eye's Second R. He finds this book almost too easy. Writes his spelling neatly. Wrote two very good letters this month. In four pages I spelled but three words for him. Has worked to page 48 in Prince's Arith. No. 1. Does this work readily. Dedrich has been sullen several times this month besides teasing the boys, however he does pretty well most of the time.

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Walter Johnson has read to page 30 in Eyes First Reader. He reads rather slowly but distinctly and with understanding. It is very hard for him to memorize a spelling lesson but once having learned, can be relied upon to go to black board and write the same several weeks afterwards. Has learned to use pen and ink well enough to write a letter home from copy. He can dictate a pretty fair letter but need so much help in spelling that to save time I write the entire letter for him when he copies it. It requires about an hour to copy one page.

At last Walter can write all the alphabet from dictation. It has seemed as though he would never learn the names of all.

Helen Johnson is learning to write at last. It has been a slow process but now that she is getting an idea how to go about it. there will soon be substantial progress. Helen can begin in First Reader another term.

Albert Nason has read to page 119 of Eyes Second Reader. He reads slowly and with a great deal of hesitation. Albert can do good work in Second Reader when he takes a notion to apply himself, but he does not like to study nor never did.

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Benjamin Astrander has read to page 30 in Eyes First Reader. Reads very slowly and lacks much of expression. It takes him such a long time to learn a spelling lesson. He often keeps the class behind. Can write fairly well. Has made improvement within a few days.

Martin Peterson was taken sick on the 21st. inst. Measles. He has not been in school much of the time during the month. Has been out on detail work.

Irene Parquet has read to page 40 in Eyes Primer. She does not yet known all her letters so can not write a spelling lesson. Has tried several times to copy a letter home but has not yet succeeded since she skips words runs words together, does not form her letters well, giving the whole an appearance of being generally illegible. She can not discover mistakes herself. Her number capacity is six. The work in this line consists of piling a certain number of sticks in to piles, the greatest number being six. Does not always arrange these correctly. She is a very dull girl who will never make much progress. Has been absent two days this month.

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Oscar Paulson has been sick in hospital the entire month. He returned to school on the last day of this month and seemed very glad to be in school once more. Oscar had the measles.

Nathan Rice has read to page 119 in Eyr's Second Reader. He will never overcome the stammering as we believe this is caused by his having spasms of the diaphragm. Sometimes he can speak or read much easier than at other times. then again it seems as though he could never pronounce the first word or make a sound. It is really painful to see him make an effort to speak. One strange thing about it is than when he is once fairly started in talking or reading he goes on quite uninterrupted, but each time when he begins anew he usually has the same trouble.

Nathan writes his spelling nicely and is capable of learning and preparing a new lesson each day.

Annie Roberts has read well to page 119 in Eyrs Second Reader. She always has a good spelling lesson. The words learned she remembers when writing her letter home. Annie was taken sick with measles on the 28 inst.

Emma Rasmussen is doing nicely in Primer. She has read to page 40 in a review all of which she remembered remarkably well. She can spell most of the words in her lesson knowing all the alphat. Writes a, m, c, w, n, from dictation these four letters are absolutely all Emma has learned to write. Her number capacity is really not over three. Can bring that number of objects right each time but is not certain of any more than that. Emma is not an industrious child by any means and whatever is accomplished must be almost entirely under individual attention. She can never entirely overcome her peculiarity of speech although she reads more easily than she did, and remembers to say "that" and not "jat" This and not "jis" etc.

Bertie Smith has read to page 40 in Eyr's Primer in a review. He remembers all lessons gone over so can read the words in any lesson of this book. Bertie has not the intelligence to read with expression. He is very deficient in all powers to reason. It seems almost a waste of time trying to teach him anything of numbers. He has reached five so he can bring and count accurately that number of objects. This is very discouraging when one considers the long time understanding in kindergarten as well as here.

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April
28th. Joe Sullivan is still absent and has been the entire year with the exception of one month.

28th Mary Deigler has read to page 80 in Eyes's First Reader, learning all the new words in spelling giving the definition, writing them from dictation and is improving in her writing very much. She can form every letter well enough so that the whole is easily legible. Learning to write has always been Mary's weak point and now that she has an idea of how writing should look her progress will be certain.

29th. May was taken sick with measles on the 29th. inst. She did not like the idea of being in hospital, so one of the first things she did was to jump from a window thee stories high, striking the ground with her leg broken in two places, so that now it will be some time before she can be in school again.

May and June Esther Anderson began reading last Sept. on lesson four and now can read fairly well to number eighteen of the Normal Reading Chart.

She can copy script if the writing is on her desk and coarsely written can not see well enough to copy from black-board even though her desk is but three from it.

As stated before, Esthers sight is so poor that it hardly seems worth the while to try her further in a literary capacity. She reads very poorly only a few lessons on chart although she has read with class to number eighteen.

Counts to nineteen. Combines values to ten with objects. Knows the + and - only well enough to work unaided.

When it comes to practical work do not think that she could be relied upon even for a smaller number than ten. She becomes nervous at once when called upon individually and seems to go all to pieces. If she fails, she begins to cry in a most hysterical manner.

Esther has not been absent a day since Sept. Is in school 2¼ hrs. each day. Is always kind to her playmates. Obedient in school.

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Sarah Betsher began the year on lesson four of Normal Reading Chart. Now reads well to number 22. Reads equally well both the print and script. Makes all the letter from dictation. Copies script but writes no words from dictation.

Sarah has done a very little in phonics but not enough to be of much use to her. She can bring any number under ten. Combines to ten. Matches colors, knows names of all. Tells time by hours.

Sarah has attended school very irregularly this year. Was been absent on account of headaches besides two weeks when she had measles. Sarah has a good memory. In the reproduction stories she excels. both in point of language used in in her description.

Eddie Barret came to my school last Oct. he began on chart lesson No. 4 now he reads to number eighteen with perfect ease as to pronounciation of words but there is not much expression. Knows all his letters and can spell many of the easy words to be found in chart lessons.

Eddie comes for litteray work for 1½ hours each day from the kindergarten. When Eddie is present there are 34 other little children many of whom can do scarcely anything unaided, so we have

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not been able to give Eddie the individual instruction which he so much needs. He is capable of making more progress. On the reproduction and picture stories he is taking an interest in so far as giving attention, but his attempt at real active work has been very unsuccessful. He seems so diffident at all times that it is a real struggle to have him say anything. He acts as though he wanted to be left alone entirely. Counts and works intelligently with figures to 12. Copies script very neatly. Reads script as readily as the print. Has been absent but one day since Oct.

Nicholas Blassius comes from the kindergarten to my room for literary work during the morning session of 1½ hours. During this time we try to give him instruction in reproduction stories, phonics reading from Normal Reading Chart, and tracing with two mornings for numbered work. Nicholas can do nothing unaided. With difficulty he can trace a straight line because his little body from his head to his feet is in perpetual motion, and when trying to read he goes through the greatest contortion and grimaces making it a really painful sight to see him try to do anything.

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He began reading in Oct. on lesson four of Normal Reading chart, now he reads to number eighteen that is he can pronounce words but can not be understood. Articulation so imperfect, besides not being able to hold his head still. He reads intelligently as is shown by his answers.

He counts and makes figures to twelve knowing value of same. Combines with objects values to that amount. Knows the meaning of adding and subtraction. I do not see much in the future for this child.

James Cross. We can see very little improvement in this child. He is stronger physically and seems more wide awake and is beginning to take more interest in things about him. Knows now when he has a picture book right side up.

Sometimes he makes an attempt to take part in the general work in reproduction stories. One morning when showing a bright red rose to the children Jimmie looked up very brightly and said coming forward "Oh let me smell of that sweet red rosy." After smelling of it said "Oh that was sweet." I offered to give it to him, when he said "No Mrs. Tanner keep it. Good Mrs. Tanner" "You are a good lady" "you are a good lady." He had

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had leaves and flowers occasionally but no flower before attracted his attention like this. Perhaps because this one did ~~because~~ it was a very bright red in a delicate little glass vase of water. Most all the stories are beyond Jimmie. It is impossible to adapt general exercises to such a mixed school - of 84 children present there are no less than 8 distinct grades of pupils. Jimmie can repeat a sentence like "I have a top" on the first trial. When I show him a picture he can tell the names of many animals and familiar things and gives the principal action represented in the picture. Can tell the use of all the school furniture and material. Follows out quickly a command like "open a close the window" or door." James has never been able to learn to sort letters. Not even one. Does not seem to see the resemblance between any of them. He can not join any of the "sliped animals." One day he put the dog together several times correctly and the next time the feet were over the head when he exclaimed, "There that is just right." He could point to the head, ears, eyes, nose and feet and tail.

Knows value of one only.

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Alfred Einertson comes to school 1 3/4 hours each day, the remainder of the time being given to industrial work sloyd and brush-work. Has been absent 12 days during the year. Last Sept. he began reading low lesson fours of Normal Reading Chart. Since then he has finished the first 24 lessons, together with 69 pages of Eyr's Primer. We will have him complete the remaining 24 or last half of chart as supplementary reading.

He reads well but not loud enough to be heard across the room. His voice is very weak and he does seem to get stronger. He copies script neatly and has copied several letters home with pen and ink, the same presenting a very neat appearance. Copying is very slow work as yet since he must look at a word several times before he has it all written. In this respect he would soon improve if he had more time for practice. This boy should be in school for a longer period.

Alfred is a very careful good boy at all times and likes to be doing some useful work to which he will give close attention. He must have his work varied hourly from day to day. A new way of doing the same thing will often keep his interest longer. In numbers he can do intelligently such problems as 6+4 8-2, 3×1 & 8÷2. Counts and writes numbers to 100. Can tell time by

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whole and half hours. Learned this readily. Alfred does nothing worth speaking of in phonics. He will make more progress in this another year.

Roy Ellis is one of the eight little kindergarten children who comes to my dept. for literary work during the morning session of 1½ hours. He has been absent 18 days since Oct. when he had measles in May. Last Oct. Roy began reading on lesson four of Normal R. Chart. Now he can read to number 18 in a good expressive manner telling the substance as well as any little boy in a public school. Writing is Roy's weak point. Partly because he has no confidence in himself and thinks he can not form certain words. If he has a copy on his slate he can reproduce it fairly well but his sight is not good enough to see a copy on black-board, even though he is but two feet from same. Writes his name and several easy words neatly from dictation.

Roy is not very attentive to his work. He is usually very restless. He is capable of making much progress when one has the time to hold him to his work under immediate supervision. Gives a good oral outline of lesson story.

Reads script as readily as print. Can work from the signs + and − to 12.

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Has very little time given him as there are so many individual cases in this room. Roy has gotten very little in the Phonic exercises. Can do nothing to speak of. Never seemed to be the least interested in this method of spelling. Altho he is a bright little fellow he does not seem to get the idea of this work. He can however tell any word which I spell by sound, but the symbols representing same which are on Black b. can not be readily seen by him, his sight being somewhat defective. Roy had better review all the chart lessons another year and take up the phonics as they are given in these lessons in their succession order.

Ella Froeming has read from lesson 4 to number 18 on Normal R. chart since Sept. In concert reading she can read as well as any child, but if called upon individually she grows nervous at once and does not respond at all. This peculiarity has been given repeatedly from time to time so will not dwell upon it further. Think Ella gets the thought in reading as she can tell the principle part of what she has been reading.

The written part of her work is very neatly done. She writes only

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from copy. Ten the limit of her number capacity. Can combine to that value but knows nothing of multiplying or dividing. Ella knows all her letters, builds independent short sentences from the script sentence builder. Here are a few for instance - "I have a large bird." "The white kitten can run." "The big red apple is in the box." Ella can put together about six stories like the above within half an hour. Ella reads all the chart lessons as readily in script as in print.

Emma Fretten is one of the eight little children who come from the kindergarten to my dept. for literary work during the morning session of 1½ hours. She began in Oct. and since that time has been in school regularly, not missing one day.

Emma has not kept up with the chart class by any means. It will be necessary for her to review the few chart lesson which she can read poorly. Does not know all her letters. Writes words from copy. Writes her name without copy.

Knows names of colors and forms. Emma is a very sweet little child who could have made more progress if it were possible to give her more individual work. But this is impracticable in the present crowded state of the

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school-room. Emma can build words from Script sentence builder.

Willie Gohn has been attending school since last Sept. I be cdn not see that anything has been accomplished beyond learning a few words in English. The names of objects in the school-room etc. he can tell. Has learned to trace several words and write his name "Willie". Makes his figures to five, counts to 5, but knows value of two only. Can now sort all the letters and arrange them into words having a copy before him.

The last named work was indeed a a slow process. This boy has attended the schools in Germany five years and all I can find that he knows is to make the following in German script. "gugugu" This repetition of letters he will string along the entire length of black-board.

No matter what may be put before him to write, he will perhaps attempt to do your instruction, but before many minutes he will revert to these two letters again.

He does not like to keep to any book work. Does like to help about the school-room, such as erasing b. b. washing slates, passing school material and a few such things. In disposition he is very shy and quarrelsome also very rough with the little ones.

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Guy Gardner has improved much in his general conduct since the beginning of this year. He is more industrious and not as fond of teasing the children. He is in school 2½ hours each day. Has been sick in hospital two weeks — measles.

Can now writes a good copy and will apply himself until the work in hand is done. It is almost impossible for him to remember the names of letters. Knows only a few. Can read to lesson five of Normal R. Chart. Has been on these few lessons the entire year and by next term am afraid that he will have forgotten them all. Can count to ten. Works problems to 6 only. It is only recently that he could comprehend six. Began the year with number two.

Does not talk any plainer than he ever did. Has not mind enough to know or to care whether he talks well or not. His speech amounts to nothing more than the merest baby talk.

Guy can remember the main part of a reproduction story and can make quite a little tale from certain story and language pictures. Guy is a neat and good appearing boy. One would never take him to be so deficient as he is. The outlook for him is very discouraging so far as literary work is concerned.

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John Hembockele has attended school in this dept. but 28 days in all since he was transfered to this side for school work. He has been absent since the 8th of April on account of measles epidemics. During the few days he was under my instruction he learned to write three words, viz: dog, cat and can. wrote them from copy. When he first entered my dept. he would seldom look up or seem to notice anything about him. but he soon improved in this direction when he came to associate with many little children of his own age. It has been a great benefit to him. Several times we noticed that he was interested in the reproduction and picture-stories.

One could see he was learning to think although he had never expressed himself. He was in school but two hours and with the crowded condition of school room did not have much time to spend with him individually.

One could readily see however that it would require great skill to manage this child, in order to bring out the best there is in him.

For fuller report would refer you to page 122 of this book.

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Elmer Johnson began reading last September by reviewing the first lessons on Normal R. Chart. Can now read fairly well all lessons to no. 86. both in print and script. Can write his spelling from dictation and is capable of learning from 3 to 4 new words each day.

When he is in one of his good moods he reads in a clear expressive tone. Many times however he does not seem interested in anything besides being rather stubborn at such times.

One of the most notable improvements is that he is giving close attention to the stories or morning talks about familiar thing and we find that Elmer possesses quite a fund of general information, but unfortunately he is not often inclined to volunteer such informations.

In phonics he often finds something to interest him, when I spell a word by sound he will tell what the word is but he does not try to use the phonic sounds in his own building of words.

In his numbers work he is doing the simple problems more intelligently. Building from the number Builders is something more than a mere mechanical process. Makes combinations to 15. Is familiar with + and - only. Can tell at sight 3+4, 2+3, 2+2. Copies script readily and builds short stories from script sentence builder.

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Polly Gatzka is one of the eight little children from the kindergarten dept. who comes to my room during the morning session for literary work. Polly is capable in some directions in others she is very dull. To begin with, she is a very attractive looking child with the most winning manner.

She has the power of memorizing short selections quickly and can render them remarkably well.

She has a very sweet voice for singing, the number of songs she can sing would fill a volume. She adapts these songs to any lesson or story which may come up. In the reproduction stories she also excels. Can tell you nearly all she has heard since Oct. When Polly came to me last fall could read to lesson four. She has read to number eighteen with class. Can not read these well. Can write a fairly good copy now. Sometimes when her hands do not tremble so she can write so much better. Writes all her letters from dictation.

Understands addition and sub. and can work with objects to 12. Counts to 30. Polly can read script as readily as the printed form.

Polly had better go over all the chart lessons as she will forget much of during the vacation. Polly has been absent 20 days since Oct. She had measles 2 weeks. Is ill quite often from nervous attacks. Much better than last year.

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Edward Hanson was admitted to this Dist. last November. At that time his health was poor and he has been ailing almost ever since. Recently he was given a months treatment and care in hospital, when he returned to school much improved and stronger than he had ever been since his coming here, and probably during his whole little life. As he has the appearance of being an extremely frail child. For his standing when he entered school would refer you to page 47 of this book. His progress since then is hardly perceptible. All he has accomplished is to sort the printed alphabet, (difficult at first) distinguish one from two objects. Names the alphabet in rotation but can not do it individually. Does not write at all. Can trace a, c, g, with perforating or crayon. Likes to use perforating pad best and will be more careful than when he must go to B.B. to write. It required much showing before he could remember where to begin to trace the a.

Names red, green and blue.

Eddie has proven himself a very inactive child. This may be owing to poor health. He is obedient and will set himself to work as soon as reminded, but soon relapses into a dreamy state again.

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Gladys Harding since Sept. has learned to articulate distinctly the following sentences.

I have a new hat.
" " " dress.
" " " pair of shoes.
" " " big doll.
" " " blue ball.
Yes, I like to go to school.
I like milk and apples.
I love Mrs. Tazmes.
I like to go home.

The above is about all that Gladys can say well enough to be understood by anyone. It was not possible to give her more than two or three minutes each day as individual instruction. Last Sept. she began reading on page 2 or rather number 2 of Normal R. Chart. Now can read to number 18 with class, so she does not hesitate but when reading alone will get nervous, when she begin to twitch at her curls or apron. She is overcoming this habit in a great measure however. Gladys can not read these lessons so as to be understood. She senses what she is reading. This is clearly shown by her countenance.

In the matter of writing Gladys is almost wholly deficient. writes but 8 or 9 words. Tracks any copy. Gladys will learn to talk and write but it will be a slow process, especially if the room continues in this overcrowded condition. Gladys has a very weak memory. Had the measles in April. Absent 15 days. Reads, writes and count to five.

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John Jones has done nothing in school but to amuse himself with beads, blocks, peg-board, picture-books and trying to cut pictures from papers. After showing him many times has not yet learned how to hold the scissors or in fact to use them at all. Is so awkward that he would tear a paper all to pieces while trying to get it into position for cutting.

He can sense a funny picture and tries to name a "cat" or dog" if he sees one, but the only sound he has succeeded in making is something resembling long "a" or "e". He will never be able to talk.

John can sort colors but does not follow a certain string unaided. Not even so simple a one as red and green, alternating. Even when he has one to look at.

He can not sort any of the printed alphabet. Not even the "O's" which usually the most stupid children can. I do not say that he could not learn to do this in time providing he had much individual help. John has been attending school regularly with the exception of two weeks this spring when he had the measles. He is much neater in his habits than when he first came.

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Enoch Kohli is one of the eight little kindergarten children who come to my dept. for literary work during the morning session of 1½ hrs. At this time there are 34 children here many of whom can do nothing unaided. Enoch has attended school very irregularly and this besides being deaf together with very defective articulation, has unfitted and prevented him from keeping up with the chast class who have read to number 18 this year from lesson four where he began. I think he knows all the words to lesson ten but can not say them so as to be understood.

This child is unusuall quick to see how to help one. Seems to know just what I am looking for, be it a slate-pencil, crayon, pin, or in fact almost anything I may happen to want. He will jump up quickly and try to get it before any other child. He is very lame but manages his crutch well. Enoch can write his name from copy only. Can trace simple words. Adds and subtracts simple numbers. Counts to 12. Reads and writes to eight. Knows all the colors by name and can follow any string keeping within the number 12 of any certain color. Cuts and pastes pictures. Can build short stories from script sentence builder. Enoch should have much individual instruction in articulation.

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Henry Lutjens has been in school 29 days since his admission to this dept. March first.
He has been absent all of May and June on account of the measles epidemic which had not yet visited the S. Wing, so he was kept away. He learned to know and trace 12 words as follows viz, Cart, wheel, horse, cow, bird, barrel, mouse, windmill, basket, book, slate and hand. First he outlined a picture of these words by perforating them on pads then traced same on blackboard. He could take one new word each day together with a review of the work gone over the preceding day. He did not like writing on boards at first and it was only with much tact I have succeeded. One way was to make him think he was showing me by holding my hand while I was tracing a word. He seemed at first a difficult case to govern. Restless, would lie down on floor when asked to work which he did not like. He soon outgrew this notion when he found that we did not pay any attention to his whinings. In less than two weeks this child wanted to please me in every way by asking for work and sticking to it. Was sorry when he had to leave school. Learned to write the figures to 8 and knew value. For further report would refer you to page 101 of this book.

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Willie Mitchell is in school two hrs. each day. He has some spinal trouble which caused him to be absent many days. He was in hospital two months returning to school Mar. 28. Since this time he has been in school but one hr. each day as he had to do others work in Assembly Hall. - Waning flow. He has a very weak memory and little power of reasoning. Knows some of the words on first ten lessons of Normal R. Chart. Spells about six ands in all. Does not know all his letters. Reads, writes and knows values to five only. Writes a few easy words from copy. Can write his name from copy only. He can describe a picture, reproduce a short story fairly well, names familiar objects and gives use of same. Builds stories from script sentence builder when copy of same is before him.

Sorts letters and builds words. Knows names of all colors and can follow a certain order in stringing when the required number is not more than five. Willie would make some progress had one the time to stand right over him and so hold him to his work. He is so restless and mischievous that he soon lets his work alone, looking about him for some small boy whom he can tease without being seen by his teacher. Willie began in Sept. by reading on lesson 4. His reading amounts to nothing more than a mere pronouncing of words. He can not tell you connectedly what he has read.

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Milford McCaney is a bright little deaf boy who was admitted here about the first of April from the school for Deaf, where he had been some months. He comes to my dept. during the morning session of 1½ hrs. He was absent 12 days in April returning to school the latter part of that month, since which time he has been present every day.

As he is deaf he must get most of his instruction through objects and action stories. He can write out in his own words a simple action, as for instance "Close the window or door." "Bring me a book." "I have a book, top, apple, pencil, ball, or whatever the object may be. He knew all these before coming here and we have simply had him review in order to find what his attainments really are. It would almost seem as though this were very nearly a normal child in his capacity to receive instruction as any deaf child would. In the crowded condition of my school-room we have not had much opportunity to do much individual work with Milford. For further report would refer you to page 125 of this book.

Milford has a very sweet winning manner and no doubt will make progress another year as he seems to want to be busy all the time. He is fond of playtoys.

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Grace Neal is in school 2½ hrs. each day. She averages about one spasm each day. Sometimes they are quite severe when she will fall to the floor - grow rigid. The effect is usually a headache for the remainder of that day. She has attended school very irregularly lately. Was absent 12 days during the early part of the year and since then there have been many days when she would be absent part of the day following a spasm. Last Sept. Grace began reading by reviewing the first four lessons in Normal R. Chart. She has read to lesson 18 with class but does not remember well from day to day.

Has had both print and script. The latter she can copy well, but will often slight her work so that is is scarcely legible, then when she is made to do the work over again she will pout and think it a great injustice. Grace has copied several little letters to her mother and sisters. To copy one page would require about two hours, about a month ago now after more than the usual amt. of practice she can do same in half the time while the writing will be easily read. Grace does not know the names of all the letters.

Grace has gained perceptibly in numbers. She reasons well and works intelligently with values to 20. Can work with plus and minus unaided but needs some help with × and ÷. Has worked to page 6 of Prince Arith no. 1. Grace had better review the chart lessons next year. Can do some work in phonics.

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Charles Nelson is in school 2½ hrs. each day. Was absent 2 weeks at one time from broken arm and after he returned to school could not use his hands for two weeks longer. Charlie has made substantial progress in everything excepting phonics. Being deaf he has lost much of the general B. B. instruction. He can give the vowel sounds and can use them with consonants in the building of words. Hearing a word spelled phonetically he can usually tell what it is. Last Sept. Charlie began reading on lesson six of Normal R. Chart. Now he can read well all lessons to number 86 both in print and script. Writes his spelling from dictation. Can writes 3 or 4 words for each new lesson from day to day. Remembers well from day to day. Can reproduce a story fairly well. Has much imagination as shown in his picture story work. Charlie's weak point is in numbers. It seems as though he could not get beyond ten. Adds at sight the following 3+4, 2+3, 2+2, 4+1, 4+4, can use − sign, but does need help with × and ÷. Charlie is coming to be an industrious and progressive boy. I have no doubt that he will be able to finish the Primer another, beside completing the remaining 12 last Normal R. lessons as supplementary reading. Copied three letters home. It requires about one hour to copy a page

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June.

Carl Fiebach comes to school 1½ hrs. each day. Has been absent 26 days during the year. Had a bad cough last fall. Since Sept. has read through the first and second readers (Cyrs's) beside finishing the primes. He does not read easily but he reads intelligently and can give a good oral outline of a lesson which he has not had for several weeks. This is shown for instance if I go to black board and begin to write a review lesson, he can tell almost the entire verse word for word before it is written. He ought to review the second R. next year. Writes his spelling from day to day and is capable of learning all the new words is given in the lesson of the second reader. Carl practices his phonics in determining new words. Can spell any word by sound.

Carl has written home regularly at least every month. He can think out his own letters in a way, but they are not clear and to the point. He requires about two hours to write a little more than a page. Since Sept. he has worked all prob. in Prince's Arith. No 1. from page 1 to 50. He is quite bright in numbers work Does not need much more assistance in this than would a normal child.

Carl has many moods in the course of the week. Some days he will apply himself well then again he does not care to look into a book. A little quiet talk is all that is necessary to make him begin work again. He is on the whole a very good boy.

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June.

George O'Connor is in school 2¼ hrs. each day. Has been absent 12 days during the year, when he had the measles in April. His work consists of building words from printed letters, whose copy is given. Can build but three unaided. Has very weak memory. Outlines the same in script but only in perforating one had. Traces a few of the letters separately. Can not combine to form a word. George is one of the children who should have much individual instruction. When one can stand by him and hold him to his work he might accomplish something. He will let everything drop unless watched. This is not practicable when there are 34 children in the room most of whom need the same individual supervision. So George is often idle in school. He still talks much to himself in a tone loud enough to be heard across the room, repeating such things as have taken place in class although at the time it would seem that he was wholly inattentive. George will not speak above a whisper unless compelled each time. I have tried to break up this habit, but could not follow it up systematically in the crowded condition of room with so many children to demand a share of my time. He is not destructive excepting once in a while he breaks some of the letters. Counts to three and makes the figures. Knows value of 2 only. In looking over the year's work it appears that George has done nothing but amuse himself. The outlook is discouraging.

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June.

Robert Rebstock came to the institution in January. He has learned to read 16 lessons on Normal R. Chart. Can read these both in print and script. Can trace script only. Writes no words unaided. Robert is one of the most careless haphazard boys that we have ever known. For instance if a simple letter is given him to copy he will scribble any and all kinds of marks all over the blackboard. After standing him in a corner for a few minutes he can return to the board and make the copy nicely. In this instance his letter was A which he can make well together with b, l, d, t, s and o. If sent to the board to wipe it, he slaps the cloth in a most reckless manner as if he had no idea what he were doing. Talks aloud in school repeatedly, telling on other children, stops the moment he is spoken to, but soon forgets. Such an indolent boy. He would like to sleep all day. I have found no work to which he will apply himself. Anything that is given him he will almost immediately put away, dropping his head down on the desk, soon being fast asleep. As to his reading we do not think that the words convey much thought. It is sort of a sing song exercise, but he knows every word at once and remembers them from day to day. Counts to 20 but does not know how to combine values. Writes figures to eight from copy. Has been absent 21 days. For further report would refer you to page 81 of this book.

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Albert Riley. It is a real pleasure to make a report of this boy. He is one of the eight kindergarten children who come to me for literary work during the morning session of 1½ hrs. Albert is by far the brightest boy that has ever come under my observation among feeble-minded children. With the exception of writing he learns everything as readily as a normal child of his age. His work in phonics is perfect. He loves to think out new words to spell by sound, having the same at his command for almost any possible combination. He knows every sound and can express it in symbols. It is at once a pleasure and satisfaction to hear him read in a clear well modulated voice as though he were surely master of the situation. There is so much of expression in his bright sweet face. & Even though he is a darky no white child could be more loving attractive and interesting in every way. Since Oct. has read from lesson 4 to 86 of Normal R. Chart. both in print and script. No need of repetiton in order to have him remember. In writing he began by tracing the letters. This was very hard work at first. Now he writes almost anything from copy, but not well. With practice he will improve. In the picture and reproduction stories he excels every one. The stories he remembers, the songs he can sing would fill a volume. Can add, subtract, mult. and divide without use of objects. Knows values to hundreds. Can write to this from dictation. Albert should not be in the kindergarten but should be in my afternoon class in advanced child-

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Lily Smith is in school 2½ hrs. each day. Has attended school regularly since Sept. Lily is an extremely dull little girl. There is scarcely nothing to report for the whole ydar. The few moments of individual work in articulation have resulted in nothing worth mentioning. Lily has catarh badly. She has her mouth open all the time. The upper lip seems to be too short. She tries to talk without the upper lip. Foo blue says "lw" until corrected each time, then with difficulty will speak it. Can not sound b. f. g. p. g. r. v. y. Memory very weak. makes no effort to take an active part in anything. Knows some of the words on Normal R. Chart to no. 10. Began with lesson 1 in Sept. Traces simple words. Counts, reads, and writes figures to five. Names familiar objects in a picture but can not express in words even the shortest sentence unaided. She can show me the simple actions represented in certain of the language pictures.

Cuts pictures following a certain line. Is quiet and obedient. Never meddlesome. Believe that if this child could have much individual instruction in articulation she might in time be able to speak distinctly all the ordinary words of her every day life. First there should be much drill in the use of those lips.

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Ignatius Stecyerowski was admitted to the Institution in April. He is a very restless little fellow who finds it very hard work to remain two minutes in one place. It is difficult to interest him. Asks for certain busy work when given it is soon tired without having accomplished anything. Since coming to school he has learned to write several letters as I could take the time to hold him to his work, more could have been done had one the time to give him, he having the capacity to learn a great deal. Can read the first six lessons on Normal R. Chart. Reads well. Can give a good description of a picture. Shows much originality in his power of making either original or reproduction stories. Will learn phonics.

In numbers he reads writes and counts to twenty. Makes combinations to ten without use of objects, knows these results mentally.

Ignatious is very fond of praise. Often he will work if allowed to go with the same to the principal, because he has several times been rewarded with a lump of sugar or something. I can not let him go as often as he would like, he would become a nuisance in that way. He is so full of fun and delights to set the boys laughing heartily. For further report of this child, would refer you to page 145 of this book.

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Irwin Shull has such a weak memory that one can not rely upon him to answer the simplest question or the most oft repeated lesson. He hesitates and hesitates until that is what I have come to expect. Psychology teaches us that repetition at last makes an impression even on the weakest mind. If Irwin has an impression he perhaps has not the power of giving expression to it, or perhaps he does not care to try. His teaching has been largely oral work, naming familiar objects. We did not get as far as description of objects, since it was hardly possible to get simply the name, no matter how often the same lesson had been presented or in whatsoever manner he was approached, there would always be the same hesitancy until the whole time would be given in simply getting the bare name. The next day there would seem to be no indication that he had ever spoken the word. Think he knows the words to lesson 5 of Nor. R. chart. An illustrative lesson on his capacity to learn numbers will be found on page 104. Does about the same now. Of the following objects in which he has had much drill to speak the name well one can rely upon him to give the initial sound only. The words are toy, table, bell, watch, chart, wall, book, slate, glass, pencil and pen. Can copy script well. Irwin has been absent but six days the entire year.

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Frank Sibley is in school 1¾ hrs. each day. This boy should be in for a longer session that he might catch up in reading and writing which he could do had he more time for practice. As it is he has done well when one considers the short time spent in the school room for literary work.

Frank has been absent 21 days during the year. He had an accident to his arm which kept him in hospital nearly three weeks. Frank began reading last Sept. by receiving the first six lessons on Normal R. Chart. Now reads to number 24 and to page 50 in Eyre's Primer. Next year he will finish the remaining 24 lessons on Chart as supplementary reading with primer. Reads script as readily as print. Copies his spelling neatly and writes some words from dictation.

Frank is gaining in every way with the exception of his voice which is not more than a whisper usually anything more than that must be the result of a painful effort. In numbers he is above the average, combines simple numbers to 20. He is very slow in copying script because he has had so little practice. Sometimes he writes but one letter at a time for each word. On account of his weak voice he has done nothing in phonics. Frank is such a good boy at all times and applies himself with a will.

Then two besides his weak voice his articulation is very defective. Speaks no words distinctly.

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Alfred Schmidt is one of the eight little kindergarten children who come to my dept. for literary work during the first session of 1½ hrs. A very silly and weak minded boy who is not capable of reasoning in the least.

He can read to lesson 24 of Normal R. Chart but he does not read as though he sensed it, still he can tell you in a full sentence the principal part. He began on lesson 4 last Oct. when he first began to recite with my children. Alfred does not know the letters. Can trace but one viz A. Can comprehend one only. If I send him for two objects he will bring a handful or in fact any number.

Alfred does something in the reproduction stories. His answers show that he has a sense of right and wrong. Does not like the selfish children in the story. While he thought a boy who stole something should be put in the griet for a whole year. He of course has no idea what such a length of time is. Alfred has a constant grin on giving his face the semblance of a silly boy. He is easily interested, always obedient, never destructive.

This boy is not bright enough to do do any thing in sponnies.

I have very little hopes of Alfred ever being any different than he now is. There is so little to build on.

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John Shelew has accomplished so little that it is scarcely worth mentioning. The following is absolutely all he can do.

Builds words from the printed words on the pictorial chart. Has built the entire set of sixteen lessons some of them several times, but he remembers but a few of the names. These are cow dog, cat, horse and one or two others. These words he can build from memory. Knows all his letters but can write only three from copy. Counts to 100 and knows value of same.

Writes figures to ten. Strings beads following a certain order. Knows names of all the colors. John is in school but one hour during the morning session. He helps in the Assembly Hall arranging the chairs, waxing floors etc. John is very averse to all kinds of work. I never knew a more indolent boy. Does not even like to amuse himself. One noticeable thing to report is that he has not been swearing so continuously since he had the measles. Before that he was liable to burst out with a volley of oaths without any seeming provocation. He liked to perch himself upon the radiator and to ask him to leave that place would make him excited, when he'd swear and use other obscene language. His spasms have been very light. One a week on the average. This child is very demoralizing to the entire school.

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June.

Joseph Hert is a bright little fellow who has made much progress in reading and writing. He is in school 2¼ hours each day and has attended regularly until lately when he went to hospital to be treated for sore hands where he has been since May 9th.

Last Sept. he began reading on lesson ten of Normal R. Chart. Now reads well to lesson 86. Could have progressed more rapidly but he was kept back on account of the more dull pupils. He will be able to begin with the advanced lessons on Chart and take up the Primer besides as supplementary reading. Joe reads in a clear well modulated voice and without any hesitation. Reproduces well what he has read. Reads script and print equally well.

Writes a good hand. Is capable of learning 8 to 4 new words each day and remember them. Writes his spelling from dictation. Has copied several letters home. Writes a page in half an hour. Has worked to page 10 in Prince's Arith No. 1. Does need much help in mult. and div. Does his work all intelligently.

Has a good idea of phonics and will make much progress another yea. Knows all the sounds and can build many simple words with them. Can reproduce a story. Describe a picture. Give use of and describe familiar objects. Is always industrious.

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Ure Arnberg. Born July 2 - 1886.
Admitted to the Institution May 16 '98.
Gray eyes - light hair. Sees and hears well. There is no peculiarity in size or shape of head. No bodily deformity. Features regular and pleasing. Walks well. Is quick and active. Keeps step in marching. Dresses himself without help but is not neat in putting his clothes on. Can wash and bath himself unaided. Seems accustomed to the use of bathtub etc. Knife, spoon and fork are used properly and has fairly good table manners. Is noisy but not quarrelsome. Nervous restless and excitable. If pleased will jump up and down, clap his hands, and talk as loud and fast as he can. Ties a shoestring. Handles the scissors all right but can not cut a line. Drives nails into wood quickly without bending the nail. Uses hammer with one hand, holding it correctly. Throws and catches a ball. Is seems afraid and suspicious of something go around him. Tried to have him taste different things but he would not. I managed by much coaxing to put a little sugar on his tongue but he spat it out at once and could not tell what it was.

Articulation is very imperfect. Can not give the sound of sh, sk, sp, th, st, br, fl, s, sl, sm, ch, oy. He speaks very little and then only to answer questions.

over.

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Uri Armburg - continued.
as briefly as possible in single words
Forms no sentences. He pointed to
articles of furniture in my office as
chair, table, looking-glass, window
box of blocks, bell, flowers, books,
clock, flag, sofa, pillow etc. Does not
rely upon his sense of touch to dis-
tinguish objects. I asked him to feel
the different objects which I held behind
his back. Could name only a few arti-
cles until he saw them. Cannot match
or name any of the colors. Does not know
the meaning of round, square, cube
etc. Does not read any words. Can
not count. Does not know the
value of two. Cannot write a letter
or make a figure. Cannot tell
time. Does not know an inch
from a foot. Cannot measure.
Is perfectly ignorant of everything
pertaining to school work.
Owing to the crowded condition
of kindergarten 4 of primary room
was placed in Grade B. but
after a few days was reassigned
to Grade of primary children in
room C. Since being in
school he has shown a disposi-
tion to roam about the room,
never remaining in one place
a moment hardly. Will not
amuse himself with anything.
Not even bright-colored
picture-books being a temptation
to him. We have found nothing thus far to
interest him. Never seems to remember which
is his school-room. Will always march past.

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Ralph Allen is a little boy who
can neither hear nor talk. He
does the written work of the
second reader class. He reads in-
telligently. This is shown by
his answers to written questions
when he will go to the "board"
and write very sensible answers. Of course
they are not complete, but there is
enough to see he is working
intelligently. He finds writing
petty slate work as it is so
hard for him to control his
hands. Has coca so badly
that his whole body is in constant
motion, especially his head
which is particularly bad when
trying to control sufficient for
writing. Writes neatly with lead-
pencil. In numbers has worked
to page 6 of Primes Arith. No. 1.
Ralph has a good mind and
could do so much if he were
able to hear and talk. He is a
good boy at all times. Never has
been known to do anything
wrong. Always pleases instructor
so much in earnest. He
tries so hard to hear and know
what to do. Sometimes when he
is reading one can see a look
of happiness come over him
as he is getting the thought
of children having a good time
at play. Ralph is happy to be
in school and this is perhaps
the most good he can derive from it.

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Peter Bloomquist was transferred to the S. King for epileptics about two months ago. This until his health should improve by being in the open air a greater part of the time. He was having very mild spasms about one a day which was affecting his mind to the extent that he lost his place in the second reader div being only fit to keep up with the First Reader. One could hardly call the spells as epileptic they were moe like hysterical laughing spells of but a few moments duration when he would resume his work again. Peter still continues to have a good spelling lesson. If he could only think what to say he might be able to write a letter home, as it is he can copy only or what is better, writte from dictation needing help only occasionally in the spelling of familiar wds.

Peter has lost in numbers also. Can do but the simplest combinations in add. and sub.

Peter was always a good boy in school. Obedient and industrious. We understand that he is improving steadily since he is out more in the open air.

It is possible that Peter may be able to resume his second reader work again by fall.

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Tressa Beireis has made one of the best records of any child in school. It is a record that would compare favorably with that of a normal child. Since her admission to this Institution two years ago her reading has covered all the 48 lessons of Normal R. Chart, Cyr's Primer, First and Second readers, together with much suplementary reading of reproduction stories.

She is very good in phonics and it has proven very helpful to her in determining new words. Tressa is a child who makes use of all her knowledge gained from day to day. She is a thinking child. For instance when studying a spelling lesson, if certain words are found used in writing her letters home she will at once observe, noting them carefully, then when she writes a letter several weeks after she is certain to remember that lesson. Since Sept. has read well from the beginning of first R. through the second also. Has worked to page 8, Princes Arith. No. 1. Does these ex. intelligently. Sometimes she is a little confused in the signs x and ÷. Has learned to write neatly with pen and ink. Writes her letters almost unaided. Writes quickly. Tressa is such a sensible little girl. She reasons well and far beyond a little girl of her years. She is in school 1¾ hrs. each day. Goes to singing C. at 2.30. Has been absent twelve days during the year.

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Sonie Barker is in school 1¾ hrs. each day. In September he began reading in Gyp's First reader which he completed before the holidays also finishing the Second R. this month. Worked from page 10 to 50 in Princes Arith. No. 1. Needed considerable help in the ex. in div. Sonie is an extremely nervous boy but he reads well notwithstanding. Can reproduce either orally or written a good outline of lesson story. Writes from 8 to 10 words each day as a spelling lesson. Usually has a good lesson, but does not stand well in a review. Has learned everything nearly about phonics.

Often Sonie is trying to write a letter home he meets with many trials through his lack of memory. He can think of so little to say but if you suggest something he can express the same fairly well. Does not know how to use his knowledge of phonics in the building of new words. He does something in this line of course but not well enough to be depended upon. Sonie is a very good trusty and industrious boy. Has no bad habits and has an unusually sweet disposition. Sometimes he talks considerably more than he should, and this is about all the trouble he has given the entire year.

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Emma Buer is in school 1¾ hrs. each day. Has been absent ten days during the year. Admitted to Institution last Sept. Had two year in public school. Could read only a few easy words on page 2 and 8 Gyp's Primer. Now reads all lessons to page 50 that is she knows the words but does not give much expression in the reading of them. Seems to be too indolent to make an effort. Scarcely brings her voice above a whisper. Writes her spelling from dictation. Can learn from 2 to 8 words each day, such as are found at the head of her lesdon. Gives definition of same and uses them in sentences with some help of course. Has done nothing at all in phonics. Can tell time by hours only. Has had about ten minutes daily instruction in clock class. Can not count by 5's in telling time. Counts one min. at a time and then can count to ten. Makes and reads figures to ten. Adds values to five only with use of objects. Has made a very little progress in writing. Could ~~write~~ not write anything but her name last Sept. now she writes words from dictation in a fairly legible hand. She is however extremely slow because taking more pains in forming the letters. Emma speaks only in answer to questions, and then in the briefest way. She is not always ready to talk even in this way, but seems to resent being required to take an active part, by looking very sullen, or pouting. I hope she can be aroused to greater activity another year, as I think she should be able to make substantial progress.

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Dedrick Fisk was admitted to the Institution last September. At that time he could read poorly in First R. Had just begun in book one Prince's Arith. Knew time by whole hours only. Knew nothing of phonics. He has made daily progress as the following will show especially when one considers the short time spent in school 1¾ hrs. daily. Dedrick has completed satisfactorily the First and Second Readers (Cyrs). Reads as well and intelligently as any normal child. Can give a good outline of lesson either oral or written, and remembers for all time. Has a good written spelling lesson each day. Can learn from 8 to 10 words in a few minutes, so he can spell them phonetically or write from dictation in a good round hand and without hesitation. Tells time accurately at a glance. Counts to 100 by 5's or 10's. Knows the dif. denominations in U.S. money and can make change readily for small amounts. Writes out simple prob. from given numbers up to hundreds. Writes letters neatly with pen and ink. Does the entire work unaided. Knows everything about phonic can analyze or build words as readily as his Teacher. Reads at sight and with great interest all stories on Children's Page of the "Companion" from the deaf. Memorizes selections and can be relied upon to do credit upon any training he may have. That Dedrick has acquired a fondness for outside reading and that he has learned somewhat to control his temper are the two greatest things accomplished during the year.
Has worked to page 50 Prince's Arith. book one.

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Walter Johnson began last September by receiving Cyrs Primer which he finished besides taking up the First reader and reading well to page 82. He had better review these First R. lessons, because they were pretty hard for him. In September he knew but a few of the letters and could write them only from copy with difficulty after repeated attempts. Now he writes nicely from dictation 3 or 4 words each day. remembers well but learns slowly. It is only when he applies himself steadily for half an hour at least that he can learn to spell 3 or 4 words together with half a page for reading. Speaks distinctly, reads intelligently, often asking quite original questions about his lessons showing that he is a thinking boy. Is beginning to get something of phonics. He knows the ā ă ä ą but can not always apply them. I am certain he will learn all about phonics another year when he can have time for systematic instruction daily. This year that was impossible, something had to be neglected. Walter was so slow in remembering his letters but now he has them, and will know them for all time. Copied several letters home which were neatly written with pen. Can read his letters from home with a little help. Is very fond of writing with pen and ink, would apply himself this way for an entire session. Is willing to do his work over if it is not right. Very fond of approval. In the beginning Walter could not even trace a single letter. Has worked to page 6 Princes Arith. No 1. Does this work intelligently needing some help. Walter is on the whole a very promising boy.

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Helen Johnson is perfectly capable of taking up the first redder [reader] another year so far as the oral work is concerned but she can not do the written part as she has not yet gained enough to write the a b c from dictation. It is only with difficulty that she can write them from copy. Needs copy for anything she attempts in the way of writing. To hear her read in that easy manner as though no effort were required, one would naturally think "why of couse this child can write". She has withal such a bright sweet face and winning manner. Always just as good as she can be never making any trouble until it comes time for the writing ex. then comes the "tug of war" in which both herself and teacher come out somewhat the worse for wear. Everything has been tried that she might gain this power of writing and now I am inclined to think that she will suddenly surprise us some day by writing from dictation the a, b, c's. Combines numbers to twenty intelligently. Reproduces stories well. Finished one reading book this year together with much supplementary black-board work involving a review of the lessons gone over in Primer, besides completing the last half of Normal R. chart. 24 lessons in all. Helen is in school 1 3/4 hrs. each day. Do in singing class from 2.30 to 3. Has a good voice though not strong. Has improved very much physically.

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Albert Mason did not hold out the entire year in the good way he began when he was so glad to be returned to my school. Last Nov. he could read well to page 67 of Byes first reader. He completed this book befor the holidays and has also read through the second R. although theses late lessons were not learned well by any means. During the last few months he seemed to lose interest in his work everywhere both literary and industrial. It was necessary to coax him and handle with greatest care lest he break out into one of his former outburst of temper. No reason can bes assigned for this change unless he was afraid that Dedrick Fisk stood a better chance of being promoted to the higher room. He has always been rather jealous of Dedrick's superior intellect. Albert has gained much in writing this being about all he really enjoys. His writing is beautiful and a model of neatness of which he is justly proud. Albert has worked to page 68 Prince Arith No. 1. He does not do his work in numbers willingly. It requires too much thinking and for this reason, rather than lack of ability to comprehend, he has made so little progress, little when one considers the great length of time he has been under training here. Albert is very good in phonics although he does not like the thinking part of this work either. He is in schol 1 3/4 hrs. daily.

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Benjamin Astrander is in school 1¾ hours daily. He has not been absent a single day during the entire year. Last Sept. he began reading by reviewing the Primer completing this before the holidays and taking up the First reader in which he has read to page 82. He reads intelligently although too slowly and deliberately to be called good reading. He is naturally slow in all his actions. Bennie is quite an intelligent boy and can give good answers if you give him time enough. He has a large fund of information about general things in which boys are interested. He has only learned to write legibly from dictation this year. Last Sept. he could scarcely copy a word well. He was not fond of writing at that time and would need to be urged almost everytime. The trouble was that he had no confidence in himself that he would ever be able to write. Now he finds that he is making some headway so goes to work at once, there being no more trouble on that score.

Bennie is above the average in the comprehension of numbers. Can perform the simple combinations intelligently and without the use of objects. Counts to hundreds, reads and writes figures to 50. Has learned to tell time and count by 5's or 10's to 100. Reproduces a lesson story. Is capable of learning 8 or 4 words each day and write them from dictation. Is not fond of study. Is noisy at times. Fond of play.

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Martin Peterson is in school 1¾ hrs. each day. While the singers went to singing class from 2:30 to 3. Martin was in Clay Modeling at Sloyd. Sept. He has been absent 17 days this month of May when he had the measles.

There is not much to report of this child that is encouraging. To begin with he is very dull and indolent. Seems to care for nothing but "fun" Have not succeeded in breaking up the habit of holding or sucking his fingers almost constantly. Think he would put his whole hand into his mouth if it were large enough. In order to have him give up the habit we would put a ruler in his mouth, which he seemed perfectly willing to have and keep it there until told to remove it. Just as soon his fingers were in his mouth again. As stated before Martin has not the intelligence to care whether he ever speaks distinctly or not. Can not sound q, j, k, l, g, r, s, v, sh, ch, br, bl, sm. Has had training in all of these with the result that he could give most of them if he would. That is at the time of the lesson he did give the sound, but never when in conversation or reading for reasons given above. He has read through the primer this year. Can not reproduce a lesson story but stands better in spelling. Always write his lesson neatly from dictation. Could write a letter home as he remembers the spelling, but can not compose even one sentence. Has copied several letters home. Does not work intelligently beyond values of five. Writes to 100.

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Irene Parquette is in school 1 3/4 hrs. each day. Has not attended very regularly. Been absent 25 days during the year. Last September she belgan receiving the first few pages in Primer, and finished the book so she can take up the first reader another term. Irene can not remember the names of the abc's. Writes only a few from memory. Can copy almost anything in Script.

Has copied several short letters home. Can not compose one single complete sentence. "Tell mamma I want go home," is the nearest approach to a sentence which she has been able to give. Irene does not try to use her lips when talking. Tries to talk with them almost closed. Does not sound final p, sh, k, v nor initial, s, th, r, br. Irene reads in a sing-song way sometimes at others will put considerable expression into it as though she were getting the thought. Irene can not get the spelling lessons, since she does not remember her letters, that is all of them. Can say them by note only. In numbers this child is particularly dull. Can with difficulty handle five objects. Says "fi" for five. When asked how many fingers on one hand, does not always give the correct answer. It was sometime before she could count the tynes on a fork correctly. There were four. She would count 1, 2, 5 or 1, 2, 4 etc. Believe she can count that number now every time. Irene is a very indolent girl naturally.

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Oscar Paulson has been in school 1 3/4 hrs. daily. He two - goes to singing class from 2.30 to 3. Has been absent from school when he had the measles this spring - absent 24 days at this time and 8 days last Nov. on account of spasms. He very seldom has one during school hours, and even then they are so mild one could scarcely term them genuine spasms. He will simply drool and stagger a little but is himself again in a moment.

Oscar is as fond of mischief as ever, besides being sly to an exasperating degree. Likes to tease certain girls, by pulling their hair etc. He always denies emphatically having done the least thing, and quickly pretends to be studying very intently, should his teacher suddenly look in his direction. Oscar has finished the Primer and read to Page 82 of First R. (Cyr's). He reads well when once familiar with the words, but has difficulty in remembering and retaining from day to day. Does nothing in phonics, because he was trained in spelling by the old fashioned way in some country school before coming here. Is learning to write with pen and ink. Has copied several letters home. Very slow in writing. Needs to look at a word several times while writing. Sometimes writes but one letter at a time. Has worked intelligently to page 10 in Prince's Arith. No. 1. Needs very little help in numbers. Is very quick in the comprehension of values. Has learned to tell time.

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Nathan Rice is in school but 1¾ hrs. daily, having to go to the singing class from 2.30 to 3. Nathan has been absent but one day the entire year or since Act. when he was returned to my room on acct. of crowded condition of other dept. and this so he could have a longer time for reading. Nathan still reads in that spasmodic stuttering style which he can neve overcome as we believe the difficulty comes from his having spasms of the diaphragm until these pass away he can not seem to utter a word at times, again there is no such difficulty. We have known him to ty several seconds before being able to produce a single sound, but when once started he would continue until the time to make a fresh start, like a heavy load when it comes to a stand-still is hard to start up again. Nathan has read through the first and second readers. Cyrs. He is capable of learning from 8 to 10 words each day, definin same and using in oral and written sentences of his own construction. Can add, sub. mult. and devide simple numbs and make probleno unaided, giny certain numbes required. Knows dif. denominations U. S. Money. Can tell time. Measures feet and inches.

Nathan is capable of studying local geography if there were time for that study. Has written two or three letter home. It is very slow work on acct. of his useless hand.

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Annie Roberts is in school 2¼ hrs. daily. Was absent 13 days this spring when she had the measles. Annie has taken up and completed two readers since Sept. Cyrs First and Second R. Can read readily, but is not able to give in complete sentences any part of what she has read. Espresses herself in single words only. By means of the very simplest actions we have tried to cultivate language, with very meager results. For instance if one of the children closed the window or door she would express the action by two words – "close do." Can not sound final i. Can give every other sound when she gives some thought to it. In my presence she makes an effort to speak distinctly but is sadly careless in the playroom and elsewhere. Annie is not an intelligent child as compared with the members of Second R. Does not comprehend making the simplest combinations in values above five. Knows values to twelve in as much that she can bring that No. of objects, but can not seem to see the meaning of 3 + 4 etc. Performs these op. but they are largely mechanical. Annie is quick to take up industrial work and only in this respect is she bright. Copies script rapidly but can not compose a letter home. Always must copy what others have written in order to get complete statements. Can spell well. For spekial less on on language see bottom of page 22. No progress.

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Emma Rasmussen was transferred to my dept. last Sept. At that time she could read poorly the first five lessons of Cyr's Primer. Now she reads all but the last two lessons, not real well of course, but she knows the words which has been much for this child to do, when one considers her extreme dullness. There is still that strange accent when talking or reading. At first attracting attention of the others but now that they have grown accustomed to it, we see only an occasional smile from some pupil who is listening. Emma is a decidedly German girl and so speaks broken English together with the peculiar accent. Sounds th now in every combination. When reading she makes a short pause between every word, there is very little of expression, all one monotone. However there is no doubt that she gets the thought which is indicated by her outburst of laughter when reading or hearing of something funny. When once started - laughs unreasonably. Can repeat a short sentence on the first trial. Writes from copy nearly all the a.b.c.'s does not know but few by name in script but nearly all in print. Can not spell. Can not tell time. Counts to 15 but does not combine values above 5. When stringing beads with more than five she is apt to do the work wrong. Emma is persevering under individual instruction, see page 22. but if left to herself she waits to be urged to try. This is especially so in case of a writing exercise. Not so noisy as at first.

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Bertie Smith is in school 1¾ hrs. daily. Has not been absent a single day this year. Bertie does not improve in general intelligence and the outlook is very discouraging. He has grown to be a big boy, taller than his teacher, but his capacity to learn has not improved. He will always be a veritable baby, both in actions and intellect.

Bertie began in his reading last Sept. by reviewing the first half of Primer. Can now read easily anywhere in this book at sight. He can sense what he is reading but does not get language to express himself. Could not repeat an entire sentence of six words until after many attempts on the part of his teacher repeating it to him slowly. For instance in the sentence "The children are in the Assembly Hall," would be - "children Asembly Hall." after the fifth or sixth trial he succeeded in giving it correctly. There is no progress in numbers. 5 is the limit of his capacity in counting and combinations are out of his reach entirely.

The slate is still Bertie's hobby. Wants to do nothing but write, that is copy script, or can't copy print. He can write very well and quickly. Will fill his slate in a few minutes. Bertie has not the necessary intelligence to do anything with phonics. Has copied several letters home. Can not compose a single sentence.

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Joe Sullivan. Poor little Joe has been in school but one month during the entire year. This was through the month of January. His leg grew worse so was returned to hospital. Joe impresses one as being nearly normal. He could do as much in books as any normal child of his age. But having been sick so much he is behind, still no doubt could catch up in a little while. When Joe came to school he was so eager to learn and be in the highest class. Joe could easily have finished the First and second R. this year, as it is he received the Primer during the month he was at school, having remembered well what he had gone over last year. Joe reads in such a clear expressive manner and withal articulates so distinctly that it is at once a pleasure and satisfaction to listen to him. He writes very nicely and can always have a perfectly written spelling lesson from dictation. I think Joe could learn all about phonics in two months. As it is he is guided by sound with the little instruction he has had. Joe is capable of taking up Prince's first book in Arith. He has worked to page 9 almost unaided. He may have forgotten much, so had better begin on first lesson and take up by's First Reader another year.

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Mary Zeigler has been in hospital during the past two months. This year she completed the Primer beginning with a review and would have finished the Second Reader had she been able to attend school. As it is Mary must review the last part of the first reader. It seemed too bad that this child met with an accident which kept her from school just when she was beginning to gain such a power in writing. Had come to write her spelling lesson legibly from dictation. Could write very well when copy was before her. May still talks in the same hesitating or stuttering way it might be termed. May has a very peculiar disposition. And to one unaccustomed to her moods she is at once troublesome in the extreme. She will be stubborn to strangers, and acts without reason.

This year May has worked from page 1 to 9 in Prince's Arith. No. 1. She needed much help on same. It was very hard for her to understand simple division, as 8 ÷ 2. I doubt if she could work these simple problems now or even do anything in multiplying.

Can not write a letter home without much help so have just let her copy one or two. She is very anxious to learn to write. But this has always been May's weak point, could not make one letter when she came from Kindgtn 2 yrs. ago.

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Esther Anderson continues to be the same nervous child as ever. Her sight is too defective to make any progress in literary work, besides she is not intelligent enough to count ten objects accurately each time. She does no sensible work with numbers. She makes no progress in writing. Thus far writes only the simplest words legibly and them from copy only. Being anxious to write a letter home, we have let her try to dictate but she can not even dictate beyond saying "My dear mamma, come to see she." This much is such an effort for her that she is soon all trembling from nervousness or excitement.

Sarah Betcher began the term by reviewing the chart lessons of last year and remembers them fairly well.

This month she has learned to write her name legibly from memory. She copies simple words, but all writing is very difficult for her. Sarah does good work in the reproduction stories. Remembers nearly all of the stories of last year. She understands the process of adding, sub. mult. and dividing numbers to eight. Counts to thirty.

Sarah has been complaining much again this year of headache and a pain in her side. Has been absent several days and while she is in school is often indisposed to study.

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Eddie Barret has reviewed some of the chart lessons to No 18 and taken three beyond this since the middle of Sept. when school began. He is taking a more active interest in everything and we see great hopes for substantial progress this year. Some singing has been added to the program this year and in this he shows some active interest to the extent that he will try to repeat words. Can do about the same work in numbers as of last year. Eddie still clings more or less to the habit of saying "I don't want to." whenever he is asked to do anything, no matter what, although he obeys with the same breath. He is not defiant, it seems more a matter of habit.

Nicholas Blassius has made no improvement since the beginning of school. It is such an effort for him to do anything because his entire body is in perpetual motion. For further report of this child would refer you to page 159 of this book.

Tressa Beireis is on of the brightest children in the Inst. She continues to be interested in whatever is given her to do. Her work in numbers does not compare favorably with her ideas of other work, like reading, phonics letter writing and all general school work. Tressa attends school regularly.

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Emma Buer attends school but 1¾ hrs. each day. During this time she can prepare and recite a short reading lesson in the Primer in which book she is reviewing the lessons gone over last year. Emma has very little ambition. There is no work that she seems to care for. She would much rather sit perfectly quiet and never move a muscle. Does not care for industrial work and is constantly in hot water with every one who is trying to accomplish anything with her.

James Cross. I began with renewed effort this fall to try and teach this child to make at simple string of beads alternating in red and green by ones. Having given him a few moments each day the entire month he is still unable to follow a certain arrangement as above nor can he give the names of either red and green. Have about come to the conclusion that I can do nothing for this child but to amuse him. He will play with sticks and blocks in an aimless way and when he has a picture book it is upside down half of the time. He is in my school dept. but 2 hrs. each day the remainder of the time he goes to Miss Johnson.

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Alfred Einertsen has attended school regularly since the middle of September. He is in 2½ hrs. each day. Remembers well the lessons of last year having reviewed the primer in a few weeks so that now he can take up first reader work. He has been so anxious to take up this book that it has proven quite an incentive to making greater application than ever before. He can prepare a reading lesson and learns from two to four new words each day, so that he can write them from dictation and use them in short sentences of his own construction. Alfred is now working on page 17 Prince's Arithmetic. On these problems he has experienced some difficulty but after the third lesson he could work unaided although he must use object in reaching results. Alfred is always a good boy in school. Alfred shows considerable intelligence in the questions he asks about the reading lessons.

Roy Ellis is a dear little fellow who has attended school regularly since the middle of September when school began. He is in school 3 hrs. each day. Remembers well the lessons of last year and will no doubt make greater progress this as we have more time to devote to him now amounting to half an hour instead of only a few minutes as when the

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room was so over crowded. He can read well to lesson eighteen on chart, spell two words after ten minutes drill, describes a picture well as to color, number and action represented. Roy is much more quiet than when school first began. Since leaving the kindergarten altogether is is coming to apply himself more to solid work rather than constantly seeking amusement. He is particularly fond of writing stories about number cards and understands adding and sub. to twelve when he works at his desk unaided. Writing is still his one drawback. Even though the copy is before him his attempts are very unsuccessful. He can write a little but the same is hardly legible.

Ella Froeming has attended school regularly since the middle of Sept, when school began and spends 2½ hrs. in the room. This child will never make much if any progress in a literary way for reasons already given repeatedly. I would advise more industrial work as in this way only will she become proficient.

Emma Fretter has attended school regularly. She comes to my room 2½ hrs each day. Does not talk any more than she did and never speaks only when asked a question.

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She always seems willing but has no memory to do anything no matter how many times she may have been shown how. Reads or rather pronounces only some of the very simplest words on first seven lessons of chart. Comprehends three only. Writes from copy a few words.

Willie Gohn has attended school regularly until during the last week of Oct. he was in hospital from a bad cold. He has learned nothing of reading but can copy three or four letters of the alphbabet. Does not know the names of colors, only green and red and strings by twos only, can not work with more than two. He has improved some in his general behavior. Does not show so much inclination to fight and kick. Is more willing to apply himself. Has been having the no. 8. sewing card. Completed one in theree sessions of one hour each. It was thought best to give him a little kindergarten work as he had never had any. Willie soon tires of anything and always wants to do what he sees another do. He has always been considered an exceedingly obstinate child by every one to manage. He is however becoming more tractable under regular school decipline. Willie can say a few single words in English but no sentences. Think he will acquire some power in this direction but slowly.

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Polly Gatyka has attended school regularly. She has been transferred from the kindergarten for the entire session so she is in school two and ¼ hrs. Does not remember well the lessons of last year so she has been reviewing the chart work to No. 18. She is coming to read more carefully and withal more expression. Does not make intelligent combinations with numbers beyond six. Is easily confused. Likes the reproduction stories and describes pictures well. Polly applies herself more dilligently than she did last year.

Hanson Eddie does not attend school regularly. He is so poorly most of the time that he accomplishes scarcely nothing beyond sewing the simple no 8. sewing cards and sorting colors. Knows only some of the names. Eddie does not have any literary work this term. It was thought best to give him kindergarten training and sloyd.

Gladys Harding attends school regularly but she makes no perceptible progress in anything. She is not faithful in trying to speak distinctly the sounds she knows how to make or else she has not the intelligence to see for herself when she talks like other children.

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Elmer Johnson attends school regularly and is present 2¼ hrs. every day. He does not remember well the lessons of last year so we have had him review the work of last year. He can read to lesson 23 on Normal Readings chart. He is as inattentive as ever, always inclined to watch the others. Very meddlesome boy. Makes simple combinations in numbers using + − × ÷ intelligently to six. Adds and subtracts to ten. Elmer is very slow. It takes him a long time to get started at any work, but once interested he will go on applying himself steadily for some time. We are giving this boy especial drill in pronunciation as he is very careless in this respect. Always says a word in a way which involves the least effort.
I believe on the whole Elmer is happier than last year, that is he seems very happy to be in school.

Helen Johnson attends school regularly. Present 2¼ hrs. During this time she spends much effort in learning to write but thus far has succeeded only in tracing single letters. She reads well in First Reader to page 12, having begun in this book on the 20th of September. Helen can learn from 3 to 4 words each day to spell and use them orally in short sentences of her own construction. Same numbers work as last year.

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Walter Johnson was absent the First two weeks of this term on account of his arm which was not well. Has been present during the last three weeks of Oct. In school 2¼ hrs. each day. Began reading by receiving the First twelve pages of First Reader and seemed to remember well the work of last year. Walter is a child who is very slow to learn but once having a lesson it is his for all time. He had not written all during a 8 mo's. vacation so of course it was a great effort for him to copy a letter home. He would skip whole lines, misspell words and in fact make nothing but mistakes until he had used the fourth sheet of paper when he had quite a presentable letter of one page which was written from copy. Walter can dictate a letter but does not spell well enough to write unaided. When copying script he is so apt to "lose the place". Is working on page 17 Prince Arith. Has much difficulty in these problems. Has worked four pages of this book this month. Walters spelling lessons are still a great trial to him. Reads intelligently and with much of expression

John Jones still continues in school although this dept. of school is not the place for him. He can do nothing but amuse himself with sticks, blocks, peg-board which he uses at random, looking a picture books. Does not speak a word as yet.

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Enock Kolhi attends school regularly. In school 2¼ hrs. He is a bright and active little fellow who would make much improvement were he not so deaf. He is nervous as is shown when trying to read, his hands and feet working rapidly in proportion as he is making an effort to pronounce. He learns how to make the sound if I show him how by placing his finger on the organ used to produce the sound, and gets the idea quickly although more difficulty follows in the use of these organs. But he will improve. The sounds learned this month were l, m, g, j, b and d. He can not always combine these sounds in words but gives them separately. Same numbers as last year. Reads to lesson ten on chart. Remembers well the lessons of last year. Always a good child in school.

Milford Mc-Carney is another little boy who would make so much progress if he had good hearing. Any communication must be shouted through the air unless one is near him. Think this child is bright enough to be at a deaf school where he could have the particular attention he should have but is impracticable with a room full of all grades. Does not speak distinctly but will improve in time. Reads the simple chart lessons to No. 17. Works intelligently with

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numbers to 12. Knows + − × ÷. Writes a good hand.

Edgar Miller is a little boy who has just been transfered from the kindergarten but still needs the tuning of that dept. as he had been there only such a short time. He can talk but knows nothing of books more than to sort letters in word building. This he learned to do in a few weeks. He wants nothing but amusement usually and can not apply himself even to this. Does not know the colors. Matches only knows values to two only. Can not follow a line in cutting pictures. Edgar needs individual work almost entirely. Think he will improve.

Grace Neal has been having more severe spasms of late which is effecting her mind to the extent that she does not remember the lessons from day to day. This year's work will mean simply a repetition of last year. After a spasm Grace is apt to be stupid for some time. I can not report any progress thus fas. Grace is an intelligent girl but she can remember scarcely nothing unless it is something pertaining to her home life.

She talks at length about things which generally interest little girls of her age. Grace does memory selections for speaking.

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Charles Nelseen attends school regularly. Present 2¼ hrs. everyday. He is reading Primer this year and also reading the advanced chart lessons for supplementary work. He is coming to comprehend the values of numbers more than last year and is making improvement in writing. He is not an industrious boy by any means and must be constantly held to his work.

George O'Connor is a very dull boy who attends school regularly but makes no progress. He does not answer when asked a question and this was the trouble all of last year. He never talks only to himself. This year the principal recommended kindergarten work for him. He has the simple cards Nos 8. . He does these well now and learned to make a knot on the thread both for beginning and fastening the end low the card in two weeks. He sews one hour when he goes across the card three times. George is very moody and many day he does not do well at all. Can string beads by one's only. Can sort letters and build words. Matches colors and knows some of them by name. I have not much hopes of this child ever doing much if anything. This is his third year in Onst.

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Uri Ormburg is a very inferior little boy who has been in school but a few days this year. He can do nothing. Does not even play intelligently. Is nervous and flies from one thing to another. Scratches his face and bites his hands either in joy or sorrow. He is not capable of receiving school training. In hospital at present.

Martin Peterson attends school regularly. Is present 2¼ hrs. every day. He has reviewed the first twelve pages of First Reader and remembers the work gone over last year.

Wrote a fairly good letter this month, his own composition. Most of the words were spelled correctly. Does not do intelligent work with even the simplest numbers.

Oscar Paulson is such a mischievous boy that we have been obliged to give him a seat alone in a remote part of the school-room. Here he does very well. Has attended school regularly and is present 2¼ hrs. daily.

In reading he began by reviewing the first twelve pages in First R. He had not retained well the work of last year. Reading, and more particularly spelling are very difficult for him. Seldom has a perfect lesson. Usually misses 3 out of four words. Composed a good letter this month but

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required much aid in spelling. Of one and a half page he had to have 18 words spelled for him. He does not write a good hand. It is slow and cramped and does not keep to the line. He will improve with practice as he can often discovers a mistake himself. In numbers he is working on page 17. Did this work in 2 hrs. after ten minutes individual instruction. One could not be certain that Oscar would do this work in a week afterwards. He can reason well, but this particular page seemed to puzzle him.

Irene Parquette is a very indolent little girl and below the average in general intelligence or the power to reason. This year she has learned to count to 7 from four. Reads in primer to page 68. Can not spell as it seems almost an impossibility for her to remember the names of the alphabet. In learning to spell the word "bed" one day I had to tell her "b" over and over again. She could not be guided by the sound as I tried to do at first. She can do nothing that involves reason. I am not certain that she comprehends even the value of two but she counts to seven. Knows nothing of telling time. In school 1¾ hrs.

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Annie Roberts has lost much in letter-writing, not that she could ever compose any, but she did copy a letter neatly and accurately now the writing is cramped and heavy with frequent mistakes in leaving out words, misspelling etc. Annie is very careless about speaking distinctly and unless she is constantly reminded she falls into a habit of simply making herself understood with the least possible trouble to herself. She does not give sentences when trying to tell of what she has been reading. Can not tell time. Does not know the whole hours even. She has very little intelligence.

Albert Riley continues in school to be the quickest of the children. He has been transferred to my room from the kindergarten for the entire session of 1¾ hrs. The rest of the school time is given to sloyd and singing classes.

Albert finished the Primer in six weeks from first to last and is now doing better work in First R. than some of the pupils who have had the book a year. I know he will soon leave his present class-mates behind. Albert is learning all the time. He fairly absorbs everything about him. He can now copy script fairly well. Could not make a single letter at the beginning of last year.

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Emma Rasmussen has been absent much of the time. She has now recovered from her illness and hope she can come every day. Present 2¼ hrs. daily. Writing is still her one great drawback. It seems as though she would not learn. Still tries to copy a single letter at a time. Makes four letters viz. a, c, e and f. This is absolutely all that Emma can do in the way of writing. Has read from page 80 to 68 as a review in primer since the middle of Sept. She did not read all these lessons but her class did. Emma can read them however in her slow and broken way. I think that Emma will make some improvement in time. We have some lessons in number which She likes. The naming of a number of objects having two legs. These exercises pleased her particularly. Emma is so full of play that one must reach her by means of games if possible.

Ignatius Stecyercowski is in school daily for 2¼ hrs. He is a very restless little fellow who wants to be amused all the time. Has no application. It was thought best to give him kindergarten training. He began on the No. 8 sewing cards. Do careless and soon tires of anything. It required several days to learn how to make a knot and thread the needle. Knows no words nor can not write. He

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could do intelligent work in numbers if he would apply himself. Counts to 100 and makes combinations to ten. Knows colors and form. Can reproduce in clear sentences the substance of a story. We notice that Ignatius is not quite as restless as in the beginning of the term. Is learning to apply himself. Hope to write a fair report of him next month.

Lily Smith attends school 2½ hrs. daily. She is reviewing the easy chart lessons. Lily is very dull as is shown in her lack of power to discriminate simple sounds. She calls "cap" "cat" even when shown a picture. Not until the real cap was brought out could she give the correct pronounciation or show evidence that she knew "cat" and "cap" sounded differently. Does not build words unaided from the printed word builder. Is apt to have letters upside down backwards or the wrong letter is used. Lily is one of the most discouraging children in the sch. Does not talk in sentences. Answers in single words and these are not pronounced distinctly. Lily is also very near-sighted to add to her general deficiency. One good thing about this case is she tries and that may make some difference in time.

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Irwin Shull attends school 2¼ hrs. daily. He has been given some kindergarten work this term. The Nos. sewing cards in which he is doing very well. Completed one card in six lessons of one hour each. The work looked neat when done. He has done nothing in reading nor his speech is not improved neither can he name a single color although he has had daily practice on red and green. Does not know value of objects beyond three, and counts to that number in a very uncertain manner. I am afraid that very little can be done with this child in any capacity whatever. Never has to my knowlege spoken a sentence. Answers in single words which are so indistinct that he can not be understood.

John Shelby has attended school very irregularly. Is sick in hospitals through having severe spasms. When in school we try to keep him quiet by giving him certain busy work. He will outline words very neatly when allowed to use the cushions, but if requested to write the same in a more expeditious way by using slate, he gets provoked at once and is liable to use some very strong language. This is such an excitable case that we try all in our power to pacify him. He can never about to anything in regular school work at any rate.

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Joe Sullivan has been in school the greater part of this term. He looks so well and strong now that I am in hopes he will be able to come every day. He took up the First Reader in the early part of this month and has read to page 12. Learning all the spellings so that he could write them from dictation also using them in sentences of his own construction. He writes a good hand with lead-pencil only. A few days he made his first attempt in the use of ink and did very well for the first time. Joe is working in Prince Arith. page 17. He also has difficulty with these problems. It will take several lessons to make them clear to him. Can write a sentence from dictation. for instance when he is told what to write in a letter he can remember the sentence but does not know how to spell the words. Joe will make good progress if he can come to school regularly. He came but one month all last year.

Frank Sibley has attended school regularly. Present 2¼ hrs. daily. He has made no progress in articulation neither is his voice any stronger. We believe that his lungs must be weak. Frank is reading in the First R. and has read to page 12 since the middle of Sept. He learns the spellings and can write from

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dictation. In numbers is working on page 17 of Prince's Arith. Did not have much difficulty with these problems. Once showing him is enough. He tried to write a letter home but he needed so much help in spelling and composing too for that matter that I wrote the whole for him, letting him copy the same.

Alfred Schmidt has attended school regularly. Present 2½ hrs. daily. This child is below the average in general intelligence. After several years training in kindergarten he comprehends the value of two only. Has been reviewing the first ten lessons of Normal Reading Chart. Remembers the reading lessons of last year. Spells a few easy words. Writes nothing beyond making a few simple ~~letters~~ figures. Alfred is an exceedingly meddlesome child. He is always leaving his seat roaming about the room and taking whatever he happens to see. He does not remember two minutes after he has been reproved for something.

Bertie Smith has attended school regularly. Present 2¼ hrs each day. Bertie is reviewing the primer and has his spelling lesson always well learned. Writes a good hand but can not compose even a short sentence.

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Sept. and Oct. Mary Deigler has been in hospital the Centrio term with the exception of a few days. No improvement.

Nov. Esther Anderson has attended school regularly but she has made no improvement whatever for reasons already given from time to time.
This child should have more industrial work.
Sarah Betcher has attended school regularly this month. Can read all lessons on Normal R. Chart to lesson 36. Can write a few words from dictation. Can add and subtract to ten. This child still complains much of feeling ill.

Eddie Barret has attended school regularly this month. Has read four new lessons on Normal R. Chart besides spelling and writing all the words from dictation. He is coming to be a very industrious boy in school at all times. Adds and subtracts to twelve. Counts to 16. Knows all his letters.

Blassius Nicholas has attended school regularly this month. He can read all lessons on Normal Chart to No. 18. Knows his letters and can learn an oral spelling lesson. Does not write. Adds and subtracts to 10.

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Nov. Tressa Beireis has attended school regularly this month. She has nearly completed the Second R. but she is not able to do the work of a higher grade in numbers. In the vertical writing she had had' is" this month. Can write this letter fairly well. This new system of writing is hard for her. No improvement in numbers. With assistance she adds, sub. mult. and divides to ten. Counts to one hundred. Is learning to tell time. Needs only a few more lessons in this work. Tressa is always a good and industrious child.

Emma Buer has been regular in attendance this month. There is improvement in reading in that she reads louder and with more expression also seems to be more willing to do her work, this is particularly so of writing. She did not at first like the vertical writing but she takes pains and the first lesson is at last a model of neatness. Emma can learn to spell 2 or 3 new words each day but in numbers there is hardly any progress. Counts to ten but can combine more than four. Recognizes groups of three at sight. Is learning to tell time by whole hours. Knows numerals on clock dial from this position.

1898 Nov. J. Cross has attended school regularly. There is no improvement. Can not name a single color and only matches those that are very different in color. Does not distinguish the dif. forms. viz ball cube, cylinder. Can not follow the simplest string of beads having model before him.

Alfred Einertsen has attended school regularly this month. Alfred is making substantial progress in reading, spelling and numbers. And can not confuse him now with any of these signs, + − × ÷. Works up to values of fifteen. He is coming to be one of the most industrious boys since permitting him to take up the First Reader. He nearly always has a good spelling lesson and can learn 8 or 4 words in a few minutes. He will complete the First Reader work this year.

Ellis Roy. is a bright little fellow who would make much more progress were he not so deaf.
He has attended school regularly this month and can read the Normal Chart work to lesson 86 including the spelling. Roy is not nearly as restless as he was.

1898 Nov. Ella Froeming has attended school regularly but has made no progress whatever. I should think this child would be better in the industrial depts. She will never do any intelligent work in a literary line.

Fretten Emma has attended schol regularly this month. She has kindergarten work only besides one chart reading ex. each day. Sews cards to no. 12 by having them marked. Does this work neatly. Strings beads by fours using color and form correctly.
Does not take an active part in the reproduction stories. Gives only one or two principal words in a sentence. Names all the objects in school-room and all the dif. parts of wearing apparel but does nothing in describing by the way of connected sentences.
She writes a few words from copy. Writes her name from memory.
Emma is always a good child.

Otillie Gohn has attended school regularly this month. He has kindergarten work and word building from the pictorial chart.
He can sew the simple perforated cards to no. 12 by having them marked. Strings beads by threes having a model but not from dictation.

over

1898 Nov. Willie Gohm is rather an unruly boy at all times. He is not fond of any kind of work. Does not like sloyd and often refuses to go when the time comes. He can not build words unaided. It took him sometime to match and sort the single letters but he can not arrange them in position with reference to a certain word.

Guy Gardner returned to school the first of this month. Since then he has been in school every day but he does nothing to speak of. During the vacation he had forgotten the few chart lessons he had learned last year. Guy is now a large boy and strong as a man. He does not in any way grade with this room and I wish he could be transferred to a large class of dull boys as he is only a hindrance to this school.

Polly Gatyka has attended school regularly this month. She is showing the effects of daily drill in reading and spelling. This it was impossible to give her last year on account of the overcrowded condition of school-room. Can read to lesson 36 of Normal R. Chart. Spells some of the words.

1898 Nov. Polly Gatyka has attended school regularly this month. She reads in a clear expressive well modulated voice. Can give the substance of what she reads in connected sentences. Is not nearly as nervous as last year. Memorizes little recitations readily. Can be depended upon to recite perfectly well according to the training given her. She can be understood well in the most remote part of a large room.

Eddie Hanson has been absent twelve days this month. He has been trying to sew the simple cards and has numbers 12 now. All of these he can sew neatly when they are first marked. He can string beads by threes according to form and color. Eddie has no literary work aside from building words from the printed form. This work he does using the pictorial chart. He can make no words without copy.

Gladys Harding has attended school regularly this month. She makes very little progress in anything. There is so little intelligence and such a lack of ambition that very meager results may be all that can be looked for in this child. Reads on Normal chart to No. 18 but not well. Speech very defective.

1898
Nov. Elmer Johnson has been absent ten days this month. Could read to lesson 80 of Normal R. Chart. Does not read well by any means. It is such slow work besides does not take pains to speak distinctly altho he can do so if he tries. He can learn to spell about two words in half an hour. Still remembers them for all time. Does intelligent work in combining numbes to twelve, using + and —. He does not take an active part in reproduction stories. Does not speak in sentences. Elmer seldom shows any interest in things about him and must always be aroused to do the little that he does. He can build short sentences from the script sentence-builder and likes this exercise.

Helen Johnson has attended school regularly this month. It seems as thought it were an impossible thing for her to learn to write. Can trace only and make 3 or 4 letters viz a. e o. She reads and spells well in First Reader and can read well all lessons to No. 28 or rather page 28. Adds and sub. to twelve. Counts to one-hundred. Helen is quite an intelligent child. Can memorize poems and reproduce stories in well connected sentences. Reads with expression. Helen is always very amiable, good-natured and willing worker.

1898
Nov. Walter Johnson has attended school regularly this month. He continues to be a very meddlesome and annoying child. So often he neglects his own work in watching others to see if they do theirs. Seldom does he have a perfect lesson although he can learn 3 or 4 words in half an hour. Every day finds him stand up after the others have taken the seats, since he does not know his lesson before coming to class he must know it before he can again take his seat. He dislikes very much to stand up and rebels at such punishment, saying "I will have my lesson to-morrow." To-morrow it is the same old story again. Last week he took up the vertical writing and has written the first page very neatly. He takes pride in his writing. No progress in number work. Reads poorly in first reader. Has read to page 28. Walter talks well and has quite a fund of general information. He can reason out simple numbers but will copy the work of others, rather than think for himself.

John Jones has attended school regularly this month. He will never make any progress, so does nothing but amuse himself with blocks, sticks, pegs etc. Can not name any of the colors nor make the simplest string of beads.

1898 Nov. Enoch Kolbi has attended school regularly this month. He can read all lessons on first half of Normal R. Chart and spells some of the easy words. Knows all his letters but can not sound g, k, g. Writes a few of the letters in a cramped hand. Counts to ten only. Enoch has quite a good mind, so that one can use methods more like one would employ for a bright or normal deaf child. He can be made to see where different sounds are made and tries to imitate. He was tried in the sloyd dept. but found incapable to do even the simplest things. Showed no interest in anything and was so restless that he prevented others from working.

Milford Mc Carney has been absent three days this month. He is a bright active little fellow but quite deaf. He can read the first half of Normal R. Chart, can not read well enough to be understood, his articulation is so defective. Knows his letters, spells well and writes a good hand. His voice sounds very weak, more like that of a mere baby. He is so glad to be in the "primary department as he was "so tired" of the kindergarten work. Think he will finish Normal R. Chart this year. Works with numbers to Ten in 2nd sub.

1898 Nov. Eddie Miller has attended school regularly this month. We have not had time to give him much individual attention. Think he will improve in time. Thus far has been very mischievous and fun loving only amusing himself in an aimless way.

Grace Neal has been absent three days this month. She has been having spasms much of late and her memory is so much effected that she retains almost nothing of her lessons that she has from day to day. Has read with the class to no. 86. on Normal R. Chart. One can not depend upon her to remember any lesson. Works with numbers to Ten and counts to fifteen. Writes poorly from copy.

Charles Nelson has attended school regularly this month. He is receiving the first lessons in primes (Eyes) Not industrious by any means! He does not know the figures by name. Is always confused in 9s and sixes. 8s and 7s. Does not try to speak distinctly although he has had much individual drill. Talks too fast which is the principal cause of poor articulation. Does not remember the names of all his letters. Always confuses b and d.

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George O. Connor has attended school regularly this month. He is not so destructive in the use of school material. Out of four cards which he has sewn only one is torn and that was purely accidental. He does not talk so much as formerly while his conduct towards his playmates is so much improved that he seldom gets angry or hurts them. One old trouble we still must contend with. He does not try to talk, altho he can. When asked a question he only hangs his head and after much struggling he will answer. This trouble has always been characteristic of George and I believe he will never overcome it. Never takes part in singing nor reproduction stories, nor does he manifest much interest in any thing about him.

Uri Armburg has been absent the entire month. Is sick in hospital.

Martin Peterson has been absent one day this month. He is keeping up with the first reader and and always has a good spelling-lesson but does not do good work in giving the substance of what he reads since it is so hard for him to speak in connected sentences.

He almost always gives one

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or two words of a sentence and only after several repetitions can he give the entire sentence. He can not do the numbers work of the first reader. Does not seem to get beyond simple addition.

Oscar Paulson has attended school regularly this month. Has had but one spasm in school but several elsewhere. These spasms are very mild however and do not affect him but a few moments at a time when he can resume his work again. Sometimes we believe he has only feigned a spasm in order to escape some work or a slight punishment. On the whole Oscar's conduct has very much improved since the last writing. More industrious, not so silly and withal better lessons.

The first reader is very hard for him and it will be some time before he will finish it. It seems to be such an effort for him to read. Has done fairly good work in numbers this month.

Irene Parquette was in the quiet one week this month for disobedience to her attendant. Irene is always willing and obedient in school. Irene has not yet learned the names of all her letters. It seems impossible for her to remember the names. Sometimes during

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she will be thald over and over again the name of a single letter and yet she will not know it. Reads in the same way. Has not the intelligence to know when she reads well. She has written well the first lesson in vertical writing. No improvement in numbers.

Annie Roberts has about reached the limit of her capacity in a literary line. I have about given up hopes of her ever being able to write home even the simplest letter unaided. She can not talk in sentences so of course she would not be able to write well enough to express even the simplest thought in a letter. For instance she has learned a few sterotyped expressions and she uses them regardless of their meaning. She will say "I have received your letter last week" no matter whether she has had one that day or not one in months. Time seems to be one of the things which she can not grasp. Neither can she learn to tell time. She derives no benefit nor enjoyment from reading even though she can read "words" in third reader and knows all lessons "by heart" in Second reader. Can spell well two.

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Albert Riley has been absent two days this month. He has been having mild spasms more frequently of late. He does not fall, but simply walks aimlessly about in a half dazed condition, after a few moments he tries to resume his work again but the results are not good for the remainder of the day. Any sustained effort is accompanied with one of these dizzy spells. Albert can memorize very readily and he may be depended upon to recite in a manner which will be a credit to his teacher. He recited "A boys opinion" perfectly. It is a pleasure to hear him read in a loud, clear and well modulated voice. In numbers he excells all the others. What the others are trying to do with object in reaching results he can do mentally and quickly. He has a good spelling lesson always. Gives well the substance of his reading lesson.

Emma Rasmusen has attended school regularly. She is receiving the first part of Primer and remembers fairly the work of last year. Does not know all the letters yet. Can build stories from script sentence builder when some sentence is dictated to her. Counts to ten. No special improvement.

1898 Nov. Ignatious Steyercowski has attended school regularly this month. During the first session it was thought best to give him kindergarten work. He is on the fourth card having begun in Oct. He can sew these cards neatly, having the pattern marked. He can build words from the pictorial chart. Writes from script copy four words. Adds 2d sub. to ten. Ignatious has more power of application than in the beginning, but there is still room for much improvement as he is very restless some days. Ignatius is quite a bright boy and can learn to reason well in time.

Lily Smith has attended school regularly this month. This child does very little in school. There is so little to work on. She has not yet learned to make words from the printed form having the pictorial chart before her. She is not making the slightest progress in speech. If shown a "cap" she will call it "cat" repeatedly. If shown a cat she will also say cat. Evidently she can not discriminate between sounds. Can only read the first five lessons on Normal R. C hart. Does not know her letters. Traces a few words can write nothing unaided. Talks by single words not in sentences.

1898 Nov. Irwin Shull has attended school regularly this month. He sews the simple perforated cards neatly. Has made fond since Oct. sewing ½ hr. each morning. The pattern must be marked for him each time. Can string beads by 8's according to form and color. Builds words from the printed word form. Counts to three only. He makes no progress in speech. He does not try nor care. Irwin is very dull and the outlook for this child is most discouraging.

John Shelew was transferred to the epileptic grade low the 9th. inst. He was thought unfit to received regular school training.

Joseph Sullivan has attended school regularly this month and is making daily progress in both reading and numbers. He seems to be so well and strong now. He reads well in First R. to page 28 spelling the words and using them in sentences of his own construction. He works on page 21 Princes Arith. with very little help. He does this work intelligently. Joe always has a good spelling lesson and he can write a pretty fair letter for a little boy. He is doing well on his first page of vertical writing.

1898 Nov. Frank Sibley has attended school regularly this month. He continues to be a very good boy at all times and places. He is not apt to speak in sentences unless he is always reminded.

Has read fairly well to page 28 in Cyr's first reader. Can learn 2 or 3 new words in half an hour so that he can write them from dictation. Usually has a good spelling lesson. Can prepare work in his seat with very little aid. He will never be able to speak distinctly. One hindrance to clear enunciation is that his lower teeth are so far apart. Can work all problems on page 21 Prince's Arith. and does this work intelligently.

Alfred Shmidt has attended school regularly this month. He is possessed of very little reasoning powers, so in numbers he has made no progress this month. Counts to five but not with intelligence. Strings beads by threes having model before him but can not do this from dictation. Takes an active part in reproduction stories and does very well in this work. Has read well to lesson 23 of Normal R. Chart. Spells orally. Does not write. Was given a trial in sloyd but found to be incapable of receiving instruction in same.

1898 Nov. Bertie Smith has attended school regularly this month. Has read all through the primer. He can spell and knows all his letters. Writes well from copy, but does no intelligent work of any kind with numbers. He has no reasoning powers whatever.

Mary Yeigler has been absent in hospital the entire month all but three days.

1898 Dec. Esther Anderson has made no progress this month. She seems to be growing more and more near-sighted.

Sarah Betcher has been absent but one day from school, still there have been many days when she did not feel well enough to study. Sarah has read to lesson 86 of Normal Reading chart. She does not read well however as there is a great lack of application. Inclined to be very indolent. Counts to fifteen, Knows value to ten and can combine to that amount using plus and minus.

Sarah does very little in writing. This month has had three letters in vertical writing. viz i. u. and w.

Eddie Barret has attended school regularly this month. He is slowly gaining in reading and has completed the first half (24 lessons) of Normal R. C.

He reads intelligently, but does

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not like to tell of what he has read. It is hard work to get him to tell anything or to speak even. Has a great habit of saying "I don't want to" No matter what one wishes him to do, but if we insist, he will do the work without further trouble. Has made no progress in number. Writes neatly with lead-pencil the first two lessons in vertical writing. Rather likes to write.

Nicholas Blassius has attended school regularly this month. He has read the first half of Nov. R. Chart fairly well for him when one considers what an effort it must be for him to fix his eyes upon anything, since his head and in fact the entire body is in perpetual motion. I think Nicholas reads intelligently. He speaks in sentences of what one has told him and can often name several things in succession of what he has been reading.

Nicholas names and knows values of figures to twelve. Makes combinations to same amount. Does nothing in writing as yet, by reason of his not being able to use his hands properly.

Tressa Beireis has been absent four days this month. She has finished the Second R. in a satisfactory manner and

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think she could have a third R. after first going through another second R. Although Tressa is so bright she has quite difficulty in her number work. She forgets from day to day because the work has never been quite clear to her much of this is due to lack of attention during general class instruction as she dislikes to have anything to do with numbers in any way. When the time comes for number work she is unhappy until it is over with. She has taken up the 21st. Page in Princes Arith. but needs much help in these prob. where more than one operation is indicated in the same example. Is doing nicely in the vertical writing.

Memorized thoroughly her Christmas recitation.

Emma Buer has attended school regularly this month. She is a very peculiar child in her disposition. She seems to want to be alone and perfectly inactive. For two weeks it spurred her on to some effort to be put in First R. when she was interested and doing well. This temporary enthusiasm has all worn off now that she sees it means continual effort to keep up with this class. In writing will make the same mistakes over and over again without attempting to correct them. Has been having

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the first lesson over two weeks writing ½ hr. daily, and still does not form them correctly, that is she does not form the i; yet this being the first lesson! Eyvina is in school such a short time that there has not been time to give her much drill in number work. Has been trying thus far to learn the names of numbers to ten.

James Cross has been in school every day. He has accomplished nothing beyond amusing himself. Will need do any school work, beyond perhaps some simple kindergarten work, such as sorting colors etc. Does not yet give the name of a single color.

Alfred Einertson has been in school every day this month and has made substantial progress both in numbers and in reading. Doing fairly well in vertical writing. He is doing excellent work in reading. Always has a perfect spelling lesson. He remembers well what he has learned. Can work on Page 22 Pinces Arith with very little help.

Roy Ellis has attended school regularly this month. Do not think that he is as restless as formerly, more quiet and orderly. Roy has finished the first half of Normal R. Chart. He remembers his lessons from day to day and will make substantial

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progress this year. Roy is careful in his number work. He can fill his slate in half an hour using simple combinations like the following 7 + 3 or 8 - 3 = when he will have everyone correct. Roy is beginning to sing a little altho he can not speak distinctly on account of his few teeth, and such poor ones at that. He is doing nicely on the vertical writing.

Ella Froeming has attended school regularly this mo. This child will never make more progress in a literary line. I would recommend industrial work only.

Emma Fretten has attended school regularly. This child should have more kindergarten training. Does not talk in sentences. Speaks very seldom. A very quiet child who is always obedient and trying to do her best. This year she has had Sewing and reproduction stories during the first session together with ten minutes for singing in which last named exercise she has done very little. She is very slow in everything. Can sew the simple cards to no. 17. Has sewn all these since October. She knows a few words of the first lessons on Normal C. and counts to five. With more individual attention and a longer period in school this child could do more work.

1888 Dec. Willie Golm has attended sch. regularly. This child should have much more kindergarten work where he could have an active part in circle work or exercises. This month he has gained a little in sewing the cards can make a knot in the thread while the entire card presents a more neat appearance, can now build words unaided from pictorial chart. Names in English nearly all objects in school-room and tells their use, although he can not express himself clearly nor in sentences. Names colors red, green and blue and can string by fives. Counts to five but does not combine numbers. Makes a few letters in script. Is much more quiet and orderly than ever before. Is learning to apply himself to the work in hand.

Polly Gatyka has attended school regularly this month. She is making substantial progress daily in all her school work. Reads all lessons on Normal R. C. in a clear well modulated voice. Spells the new words in each lesson. Can combine numbers unaided to ten. Counts to 20. Writes the first lesson in vertical writing fairly well. Her next lesson will be combining "ii" and "iv".

1888 Dec. Eddie Hanson has attended school regularly this month. He has learned to sew the cards very neatly. Has sewn numbers 3, 4, 11, 16, and 17 since October. Much of this time he has been in hospital. Can build words from the printed form and string beads by fives naming all the colors. Eddie is rather a quarrelsome child at time when he is very annoying. Poor Eddie has such a weak voice. He never takes part in singing nor the reproduction stories. He seldom speaks in sentences.

Gladys Harding has attended sch. regularly. As yet can not see that she is making improvement. She will always be a kindergarten baby. There is no indication that she will ever be able to do advanced school work.

Elmer Johnson has been absent almost the entire month. He came only two days to me before the Christmas vacation.

Helen Johnson has attended school regularly this month. She reads well to page 40 of 2nd. reader and makes simple combinations in numbers. There is no progress in writing beyond making a few simple lines.

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Walter Johnson has been absent one day during the month. It is still hard work for him to do the work of the ~~Secon~~ First Reader class. Both the reading and spelling are almost beyond him while in numbers he has dropped far behind. He could do better, but he is too apt to copy the work of others instead of thinking for himself. He needs help with ex. like the following. 3 X 4 + 1 = 2 − 1 + 3 = 8 ÷ 2 + 1. or wherever more than one operation is represented by the same problem. Sometimes he is confused when only one operation is involved (where using × and ÷. Counts to 20. Has written two pages in copy book. The same is a model of neatness.

John Jones has been absent almost the entire month. He has never done anything but amuse himself.

Enoch Kolhi has attended school regularly this month. He continues to be restless as well as very meddlesome. He wants to assist me all the time and in this way is annoying as he will always do the wrong thing and, without being told. If another child attempts to do something he will snatch the work away and try to do it himself. Has made no progress through being so meddlesome.

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Milford McCamey has attended school regularly. It seems to me that this child is a sub. for the deaf school. He is two bright for my department. He should have the special instruction for the deaf which I have not the time to give with 25 or 30 others demanding a share of my time and then too when one considers the short periods in school it is quite impracticable to do any better.

Eddie Miller has not been well this month and the short time he is in school he only amused himself. This child should have kindergarten work entirely.

Grace Neal has been absent almost half the month — spasms. They are growing more severe each time and to that same degree she loses her memory. She forgets from day to day so one can not say that she is making progress.

Charles Nelson has not been in school regularly. He improves however in reading and will complete the primer this year. We are trying to have him overcome the habit of talking so fast, this being the chief hindrance to his learning to speak distinctly.

1898 Dec. George O'Conner has attended school regularly. He is improving in conduct. He is not nearly as destructive. Has only destroyed one card out of six. The others are served fairly well. He does nothing in school but serving the simple cards and building words from pictorial chart. He can build no words without the copy.

Uri Armburg has been absent almost the entire month. He does nothing but amuse himself. He seems like a low grade child. I believe he should have kindergarten training.

Martin Peterson has been in sch. every day. He does good work in reading and spelling but he has not the capacity to make progress in numbers. He can not reason. He does not give anything of what he redds as he never speaks in complete sentences. Martin is not a bright boy by any means.

Oscar Paulson has been in sch. regularly. He is quite a bright boy but so mischievous that he can think of nothing else at times. Then again he will be industrious for several days when he accomplishes considerable.

He will make substantial progress in numbers this year. He can perform any simple operations represented by the four fundamental principles, and also where more than one operation is involved in the same problem. Reading and spelling is quite hard for him and he has a great task before him to keep up with the First R. Class.

Irene Parquette has attended sch. regularly. She is doing about as well as any little girl could who has so little sense and so prone to lead an idle life. She can not remember the names of the alphabet. She writes fairly well the first lesson in vertical writing. Does not speak distinctly. Can not give the substance of what she has read. Reading with here is a mere lip exercise.

Annie Roberts has attended sch. regularly. This child has about reached her limit. She has not the power to reason in numbers nor will she ever be able to express a thought in a connected manner. She can only give the principal word when asked to tell of what she has been reading.

1898 Albert Riley has been in school
2 Dec. regularly. This boy makes daily
progress in all his work. He
will soon complete the First R.
Reads in a clear expressive voice
and can tell you in a clear, com
prehensive way what he has been
reading. Works unaided the prob-
lems on Page 22 of Prince's Arithmetic.
Writing is still hard work for him.
Has finished the first lesson only
in vertical writing.

Emma Rasmussen has been in
school regularly. She reads poorly
in primer. Can not spell as she
knows only a few of her letters.
She does not know values be-
yond two. Counts to four. Writes
one or two letters. In the writing
lessons has had i and w. She
does not know how to space.
Ella still speaks in that broken tongue.
as though it were very difficult for
her.

Ignatius Steyercowski has been in
school every day since the beginning
of the month. He is learning to sew
neatly and can apply himself at times
for some length of time. He is nat-
urally restless and mischievous, so
when he does apply himself we feel
that much has been accomplished.
Can build words rapidly from pictorial
chart, knows none from memory. I
do believe Ignatius will make progress in time

1898 Lily Smith has been in school
2 Dec. regularly. This child should have
much more kindergarten training.
She seems like such an inactive
child that I believe the circle games
will be beneficial to her, thereby lead-
ing her to talk and see more.
She tries to read a little from
chart, but the whole exercise is one
lacking the least expression. Knows
counts to five, but does not combine
numbers. Writes a little from copy.

Irwin Shull has been in school regu-
larly every day. He is doing nicely in the
kindergarten sewing cards, but he
makes no progress in talking. We can
not see that there is any indication
that he will ever talk. He does not know
names of colors, but distinguishes them.
knows form. Irwin writes a little
from copy. Can write any copy
neatly and legibly. Makes figures
to five and counts to three only.
Does not know how to combine
numbers.

John Shelew was transfered to
South Dining & Epileptic Dept.

Joe Sullivan has been in school
regularly this month. He is making
daily progress in all his work. He will fin-
ish the first R. in a short time. Always
has a perfect spelling less. can work on
page 22 Arith. No. 1 with very little help.
Is doing nicely in the vertical writing.

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Frank Sibley has been in school regularly since the beginning of the term. He improves mostly in numbers work, because he is a boy who thinks. One afternoon he tried to see how many problems he could solve. He took page 22 Princes Arith. and worked out unaided 28 ex. like the following 3+7÷2=? 4×3−2=? and had every one correct. He does not always use objects. Frank is a thoroughly good boy at all times. Has written one page in vertical writing book. Has read to page 40 in First Reader.

Alfred Shmidt has been in school regularly every day. He has been again transfered to Kindergarten dept.

Bertie Smith is in school every day. On account of his size he has been removed to Miss Frayser's room where he will be with boys more of his own size. Bertie has read all through the primer and can spell well, writing the words in a good round hand, writes rapidly also. Bertie does not reason well enough to perform any work intelligently, no matter how simple the combination of numbers may be.

Bertie has never been able to tell anything about his reading lesson. He might tell you one or two words but that is all. Bertie is a quiet industious boy at all times.

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Mary Geigler since her long illness had done nothing in school. She seems to want every one to let her alone and part of the time she does not even answer when spoken to. Before her illness she did quite a little school work. She read in any part of the First R. (Lyrs) could spell orally, but never wrote well enough to make it legible. At that time she could combine simple numbers with objects.

Mary has rather a strange disposition, one would be led to think there was some insanity about her.

Guy Gardner returned to school in December after his summer vacation. He had forgotten the few words which he knew last year. He can do no school work unaided, not even copy a word in script. Yes, he can build words from printed form using the words on pictorial chart. Counts to six only. Can not combine numbers. Does not speak distinctly. Guy was a new boy last year and he has been here only a few days since his return. I believe there will be some improvement in this boy if he can have much individual instruction. Guy is inclined to be lazy and will not set himself to work unless told to do so.

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Sarah Betcher is ill much of the time. Has been absent only two days but when she is in does not feel well enough to work. There is seldom a day that she does not complain. Can not keep up with chart class. Takes no interest in reproduction exercises of lesson story. Does nothing in number. It is with difficulty that she can combine such as 2 + 1. even with the counters to use. This child seems to be very indolent. Can not copy accurately the simplest writing exercise of slanting lines.

Eddie Barret has been present every day. He is doing a little better in reading. Does not read well by any means the lessons of the new primary chart. This month has read to lesson five with class. Can spell some of the words in each lesson. Can work out problems like the following with objects. 3 + 4 = ? 8 − 3 = ? Does this work intelligently. Write well.

Nicholas Blassius has been present every day. He does very well in the new Primary Chart work. Spells many of the words but can not write as he has no control scarcely of his hands. Combines numbers to ten using only + and −. He is quite a bright little fellow who could read well were it not for the constant jerking motion of his entire head and body.

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Tressa Reiers has been absent one day this month. Tressa is reading the poems in the second reader. She finds these rather difficult and can only learn about 2 verses in hour. Is working on page 21 Princes Arith. No. 1. Needs much help in numbers work. Is writing on page 4, in vertical copy book. Does not write easily.

Emma Buer has been in school every day. She is one of the most indolent and sullen girls I have ever known. Would never do anything only under compulsion. Often will not answer when spoken to. Every one with whom she has to deal experience the same difficulties. We have yet to discover any work which she enjoys. Summing up this month. I can not see any progress whatever.

Alfred Einertsen has been in school every day. Reads on page 54 of Eyr's First reader and number book page 24 Princes Arith. No. 1. His copy book is written neatly. Has a good spelling lesson usually and reads with more expression than ever before. Indeed he reads very well now and he finds little trouble in preparing his own lessons.

Roy Ellis has been in school every day. He shows clearly now in his recitations what daily dull work will do since now I have progress

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time to drill each child every day. There are not so many children besids being better classified. He knows all the lessons to no. 5 of the new Primary chart. which we began this month and can spell many of the words. Writes neatly. Making the fifth lesson very neatly. Multiplies to 20 without help and does the work intelligently.

Willie Golm has been in school every day this month. He learns to sew nicely the simple kindergarten cards. Has finished 4 cards and 4 mats this month. Had never sewn any cards until this year nor wovem any mats. Can weave over one and under one alternating first with narrow then with wide strip. He makes a mat in ½ hr. Has no difficulty until he comes to the last strip when his hands are too clumsy to pull through a narrow space and thus every mat has been torn a little at the last. Is building words fairly well from pictorial chart. Can not always get the right letter. Confused in f and j. Writes a copy neatly on paper. Can make i, u, w, and n but does not know their names. His number-work consists in counting to four objects which he puts in piles.

Willie is not nearly as noisy as formerly and is more industrious

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Polly Gatyka has been absent 2 days this month. She is gaining every day and shows clearly what daily drill will do for a child. This month Polly has learned 5 lessons on new Primary chart, which we began this month. Learns from 2 to four new words as a spelling lesson, an ex. which she can prepare in a few minutes. There is also improvement in writing the lines do not look so wabby cause by her nervous trembling hands. Is coming to do numbers in a comprehenshive way. Can combine to ten using + and −. only. Has written vertically the letter i, u, ui, m. and n. Always happy and industrious.

Eddie Hanson has been in school every day this month, although there have been many days of complaining. First headache then tooth ache, or stomach-ache. Some ailment nearly every day. He sews neatly the kindergarten cards and weaves the over and under one mats unaided. Can make a mat in ½ hr. Builds words from pictorial chart. Does not read any. Copies the following letters neatly on paper. i, u, w, ui. Has just taken up writing this month.

Elmer Johnson has been in sch. every day this month. He is making more progress than ever before.

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Elmer Johnson has been in school every day this month. He is making daily progress now that we have more time for individual work. Has read the first five lessons of New Primary Chart this month. Can spell many of the easy words and knows all the letters now. Writes neatly the first three lessons in vertical writing. Makes combinations to ten using + and -. Has reproduced to picture stories this month. Something new accomplished.

Helen Johnson has been in school every day this month. At last she is making a successful attempt in writing. Wrote an entire page of it's quite neatly with pencil. Heretofore she would not even try to make a straight line. Has the usual good lessons in reading and spelling. Has had no number's work this month. All the extra time being given to writing.

Walter Johnson is probably one of the most troublesome childer in school. He is always meddling with other children and attending to their business and therefore never has any time for his own. He has been found incapable for some time in keeping up with the first reader, but each time he would beg so hard to be

in the class, making such good promises to study, but there has been no application after all this ado, that he was simply a hindrance to the class. He is now reviewing the primer. The only progress we can note this month is in writing. His copy book is a model of neatness. Has written through the fifth lesson in vertical writing.

Enock Kolbi has been absent one day this month. He is learning to talk considerable, and he grows very animated in the picture story book, and manages to speak quite distinctly sometimes. No doubt he would learn to talk well if he had no deafness to contend with. Has read in his poor way the fifth lesson of New Primary Chart which was begun this year. Enock needs much individual work in the simple combinations to ten, using counters and having only + and -. Can not seem to remember the minus sign although he has had much drill and individual work. Can not always be depended upon to count to six even. He is very easily confused in numbers work although he is so bright in many ways and quick to see and act.

Milford Mc Carney has been in school every day this month. He is improving in talking. Has read to lesson five of new Primary C.

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Milford McClaney continued. Is learning to write the vertical hand very well. His practice papers will show what he has done in this work. Combines numbers to ten using + and − without being confused.

Grace Neal has been home the entire month.

Charles Nelson has been in schod every day. He is a very lazzy boy. There is no work which he seems to enjoy. Reads poorly in Primer. Takes no pains with writing and never ready to do numbers. Abhost always has such a sullen look. He has rejected from the calisthenics class, does no good work in sloyd and everywhere the cry is from all teachers, "What a lazzy boy."

George O'Connor has been absent two weeks this month. He has done nothing in school but sew one card poorly. I have not much hopes for this child.

Martin Peterson has been in school every day this month. He is doing nicely in reading and writing. Has learned to tell the whole hours on clock dial. He can not comprehend numbers readily and it is with difficulty that he makes simple com. to ten even with the use of objects.

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Oscar Paulson has been in school every day this month. He has had six spasms in school during the months. Oscar has several disgusting habits one of the worst is that he will take two sharp splints, tooth picks for instance and run them almost through his nose until his whole face presents a most inflamed condition, this performance often ends in a spasm. Oscar will manage to get these sticks up his nose unless he is very closely watched I never knew another child to have such a habit. He is failing and this is noticable everywhere. He had to give up sloyd, and the singing class and was put out of calisthenics several times. Part of the day he does not work and makes braid poorly in shop. He can with difficulty read a very little in first reader. Never has a spelling lesson. His copy book is no credit to him.

Irene Parquette has been in school every day this month. Irene does not know the names of all the alphabet. It seems almost impossible for her to remember them. She can not count to ten. Does not try to speak distinctly and seems to have no ambition in any direction. Irene is one of the discouraging cases in school. An inquiry I find that she is not fond of industrial work either.

1899 Jan. Albert Riley has been in school every day this month. He has finished the first reader and is trying very hard to be in Second R. He has done very well so far. Albert is making wonderful progress every day. Is doing good work in Prince Arith. Page 70 and will finish the book this year. I let him skip several pages that were too simple for him. Making daily progress in writing. Can copy anything now so that it is legible. One year ago he could scarcely make a single letter unaided. Albert is certainly a very bright boy in every way. I am so glad to say that he has had no spasms in school this month.

Emma Rasmussen has been in school every day. She can at last distinguish a slanting line from a straight one and makes a good copy of it unaided. Her lesson is joining two ie. This is a little difficult as yet. Emma has been transferred to the morning session where she could have more individual drill besides, having the beginners language work from the chart which she so much needs. Counts to four. Can not combine numbers.

Charlie Swansen was transferred from Class B. to my school the first of the month. Has been in school every day.

1899 Jan. Chas. Stwansen – continued
He reads in primer and with difficulty combines simple numbers to ten. Is quiet and orderly in school.

Ignatuis Steegercowski has been in school only six days this month. He has made 1 card and started no. 20 this morning, the 30th. He has lost nothing of his restlessness during his absence. He has made a little attempt at writing. Can form i very well. For busy work builds numbers from 1 to 10 and makes words from pictorial chart.

Irwin Shull has been in school every day this month. He has sewn 5 cards and made 4 mats, over and under one. Does this work willingly and neatly. Does nothing in reading. Can copy script. His practice paper shows that he will do well in vertical writing after a time. I fear however that he will do nothing in reading at no time. For numbers I let him put objects in piles to fives, but he does not get these right always. Sometimes there are three and sometimes four instead of five.

Joe Sullivan has been in school every day. The first reader lessons are easy and he always has a good spelling lesson, seldom missing a word. Working on page 20 Prince Arith. No 1. Made a fair attempt at writing a letter this month.

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Frank Sibley has been absent one day this month. He does not gain in speech enough to be understood when he is talking or reading. He tries hard enough to do better. Reads on page 54 first reader, always has a good spelling lesson. His copy book is a model of neatness. Writing on the fifth lesson. Frank is always a good and reliable boy.

Dedrick Fisk was again transfered to my room where he could have more time in school. He reads well in Second R. and works intelligently on page 70 of Prince's Arith No. 1. Always has a good spelling lesson. His copy book is a model of neatness. His reading lessons this week have been the poems as found in Second Reader. These were not read with as much expression as they should have been. When the poems are finished he will be ready for a new second R.

Lonie Barker was again transferred to my room. He is reviewing Cyr's Second R. Can read well all these lessons with the exception of the poetry he can not read readily. Does very good work in numbers, and can solve readily the problems on page 70 Prince's Arith No. 1. He likes to come to school and is not nearly as annoying by so much talking. He will complet the 2nd. R. in a short time.

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Carl Fiebach was returned to my room where he could have more time in school. 2 hrs each day is the time he is in. Has been in school regularly every day this month. Carl is trying to read the poems in second reader preparatory for a new second reader. He finds the poems rather hard. Does not grasp their full meaning without much explaining. On numbers he is superior. Can solve problems on page 70 Prince's Arith. Writes the vertical hand very well. Can not write a letter unless he has much help both in spelling and composition.

Nathan Rice was returned to my school room. He has attended this month and been present every day. Can read no better than he did on account of the same trouble which has so often been reported. Nathan does no good work in anything. He is simply a mischievous boy who would rather have fun than anything else. He can work on only the simplest combinations.

Ralph Allen is in my school again. He can write very well and does the written work only of second R.

Bennie Olsen was transferred to my room this month. He can copy script but knows only a few simple words and counts to ten with difficulty. He is quite deaf and not very bright.

1899 Feb. Sarah Betcher has been absent two days this month besides giving much time to the operatta and fothes drills. She complains so much of headache that one despairs of her ever doing anything. She has read with class to No 11 of new Primary chart. Spells many of the words but can not write. Still no progress in numbers. With difficulty and use of objects she can combine numbers to ten.

Eddie Barret has been in school every day. This month he has read from lesson 6 to no. 11 of New Primary Chart. Spelling is very hard for him. He seldom has a lesson. Can combine numbers to 12 with objects.

Nicholas Blassius has been in school every day this month. He is learning to read and spell nicely while he makes quite a good attempt at writing for such a child. Same numbers as last month.

Tressa Reireis has been absent three days this month. She has also been out of school much of the time in practicing for the operatta. so that many days but 12 and hr. would be all she had for literary work. Has written two letters home. She does not read well enough to get the meaning of the poems in second reader. although she does well in the prose of same book.

1899 Feb. Emma Buer has been in school every day this month. She is a indolent as ever and has been punished by being put in the morning class with the very small children to see if she would not apply herself and so return again to her own division. So far this mode of punishment has not had the desired result and she goes on in the same way. Can report no progress whatever. She is capable but will not try.

Alfred Einertsen has been in school every day this month. He is improving very fast in reading and spelling. He will easily finish the first reader this year when he can have a new first before taking up the second. Can add, sub. mult. and divide to 80. Does not reason very well in the application of these problems. His copy book is a model of neatness besides being more accurate than many of the others in his class.

Roy Ellis has been in school every day this month. He is making very rapid progress in both reading and numbers. He can add sub. mult. and devide to 20 with use of objects and he never makes a mistake. Does his numbers work quickly, but is very slow in writing. Perhaps because he does not like to write.

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Willie Gohn has been in school every day this month. He is improving very much in sewing as his cards will show. Has sewn the following numbers, 26, 27, 28 and 29. this month. No. 26 had to be ripped 2 times and since then he has not ripped any when he found what would follow through carelessness. His hands are too clumsy to weave mats and every one has been torn a little and very much mussed. Understands over one and under one. Can build words from printed word form, but is not fond of this work. Is making so much progress in writing. For instance when I gave him a copy a few months ago he would only repeat "gugu" over his entire slate, this is something he learned in the German school where he was for five years, now after this years drill in forming single letters he can combine three quite accurately. Has learned to count to ten and can bring that number of objects. He has also learned a good many English words.

Polly Gatyka has been absent seven days during the month, besides being called out many times to practice for operatta and other drills. Very little time has thus been devoted to her regular school work this month.

She has read to lesson eleven of

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new Primary chart. Reads and spells well. Can work intelligently such problems as these viz. 3+2, 9-3, 4×3, 20÷3. Does this work quickly and accurately.

Eddie Hanson has been in school every day although many days he has not been able to work. Has toothache so much. He is doing very nicely in sewing and does the work neatly and rapidly. This month he has sew six cards including the numbers 27, 28, 31, 32, 34, and 35 all of which he can sew unmarked. Mat weaving seems the most difficult. Can make over and under one only. Made 2 mats this month. Her can count to three only. Builds words from printed form. Eddie has written two new lessons this month. Can make five letters now. They are i u w, n, no. v. He does not like writing very well.

Elmer Johnson has been in school every day. He is making improvement and brightening up generally. Has read well all the lessons from No. 5 to 11 of Primary chart this mo. Can work with numbers to 20. Has worked 12 examples like the following in half an hr. 6+2, 9-3, 12÷3, 8×2. Uses counters in his work. The best of all the report is that he is becoming so industrious. One can seldom find him idle now.

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Helen Johnson has been in school every day this month. Has written a little this time trying to fill one page with is. They are not well made however. Helen will finish the Second Reader this year. It seems strange that she does not learn how to write. One great drawback is that she does not try to learn and too she has not good use of her hands. Can combine numbers to 20. Always having a good spelling lesson.

Walter Johnson has been in school every day this month. He can read in Primer only and this is a great source of trouble to him but not enough to make him study in order that he may again enter the First Reader. Walter is a very annoying boy, always meddling with the affairs of others. Does not like to apply himself. Has done nothing in numbers and is only on the fourth page in copy-book.

Enock Kolhi has been in school every day this month. Has read from lesson five to 11 this month. He is improving in talking. Has learned several new sentences and can now count quite distinctly up to 20. He does not combine numbers very well when he is given both + and − in the same set of exercises. He is very happy to be in sch.

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Milford Mc Carney has been in school every day this month. He speaks more distinctly than formerly. In reading has a good memory but the same can not be said about numbers work. Has read from lesson 5 to no. 11 on Primary chart. Spells well and writes well.

Grace Neal has been absent the entire month. She is at home.

Charles Nelsen has been in school every day. He is nearly through the Primer. Charlie talks plainer than he did. He takes more interest in his reading since he begins to see his way through the Primer. He does not reason well enough however to supply the missing words on page 98 of Primer. Has had several drills on this lesson but each day he would have forgotten it. The difficult lesson in question is like the following. "Three roses and — roses are 7 roses. He can not supply the blank. He writes nicely and is on the seventh lesson.

George O'Conner has been in school but three days this month. He is in hospital.

Martin Peterson has been in school every day. He likes to read but it is so hard to understand him since he articulates so poorly. I do not think that he will ever improve

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in speech. He is too careless besides does not have intelligence to ever make much progress in anything. Can not reason out the simplest numbers work. He is much given to play and mischief. Not cruel towards his playmates.

Oscar Paulson has been in school every day this month. Has had five spasms in school. Mild. Occasionally he will try to do the same disgusting things which he did last mo. If he finds a toothpick he wants to put it in his nose at once, almost piercing the nose. After such an attempt he usually has a spasm. Oscar has read poorly in First Reader to page 68 Never has a spelling lesson. Usually misspells 8 words out of four.

Has much difficulty with the numbers on page 24. It seems as though he would never get beyond this place. There is not much time for any exercise. He has given much time to operatta this month.

Irene Parquette has been absent two days this month. Has read to page 11 of First Reader. She is more ambitious than ever and I see general improvement. Writes neatly. Writing lesson six in copy-book. Counts to ten and can combine with objects. This is something that was at one time far beyond her.

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Albert Riley has been in school every day. We regret to report some unfavorable symptoms, which are no doubt due to spasms. First, he nods his head and makes curious hitches when trying to read. Has had spasms more frequently. He reads well in second reader and can give substance of what he has been reading. Works intelligently such problems as the following. Two pencils at three cents a piece will cost — cents." Has a general fund of information as to where the common every day articles come from, such as articles of food, clothing, fuel, building material etc. He is very much interested in all object work.

Emma Rassmussen has been in sch. every day. She has improved in conduct more especially. She can not be found idle now. There is always interest for her in everything about her, from the reproductive stories up to the laborious spelling lessons. Emma is still very slow in writing. It takes nearly half an hour to cover one line, having but a simple letter as a copy. Now writes i, ii, and m. Has read fairly well the lessons on Primary chart from lesson 5 to 11. Can spell many of the words. Counts to fifteen but can not combine above ten and then only in addition. I am sure Emma will make good progress another year.

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Charlie Swansen has been in school every day. He is reading well on page 82 of Primer and I can tell you what he has been reading about. In numbers he is very slow. Can scarcely combine to teh even with use of objects. Spelling is hard too. Does not know all his letters. Tried to write a letter from copy, but it did not look well enough to send. Too many blots.

Ignatius Steyercowski has been in school every day. He is such an indolent child and does not apply himself to anything more than a moment of time. He has sewn but two cards, nos 18½ and 19. and two mats. Over and under one. Has just taken up over 2 and under 2. He is on the simplest writing lesson and does not try to write that well.

Irwin Shull has been in school every day. He is doing very well in sewing but can not make mates, that is weave mats where he uses more than over one and under one. He has done nothing in reading nor numbers. Does not make any further attempt at talking more than he did a year ago.

Joe Sullivan is reading on page 69. He reads well and with perfect intelligence. I wish he could have more time for numbers work. He

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has only one hr. a week and is now on Page 24 Princes Arith No. 1.

Frank Sibley has been in school every day but one when he went to have some teeth fixed. He does not gain in language. That is he does not articulate any more distinctly and there is not time enough to give him the individual drill which he so much needs. He has read with class to page 68 in first reader. He does not always get the thought quickly but if given time enough I can usually give a satisfactory answer. He has trouble with problems on page 24 Princes Arith because he can not read well enough to get the thought quickly.

Dedrick Fisk has been in school every day. He is not an industrious boy. The only thing he likes to do and so will take pains with is his writing. His copy book does look well.

Has been reading the poems of Longfellow and Whittier in Second reader. He will be ready for a new book in a few days. Dedrick is about through with the Princes Arithmetic.

Carl Fiebach has been in hospital the whole month all but seven days. Carl reads well in Second reader and can work intelligently any where in Princes Arith. No. 1.

He writes well and spells fairly well.

Feb. 1899. Louie Barker has been in school every day. Has been reviewing the poems of Second Reader. The one about "Red Riding Hood" he found much difficulty in giving the right expression. Louie has a good mind to reason out problems and can wok intelligently anywhere in Primes Arith. No 1. He has a good fund of general information about articles of food, clothing, etc, and the common every day things about us. Louie is far too nervous to ever make a good writer.

Nathan Rice has been in school every day. He does nothing in school worth speaking of. He takes up so much time in trying to answer or read that there is not time left for the entire class, as we wish to do good to the greatest number. Nathan often is not called upon to recite at all. He can not begin to reason in numbers as well as Louie or Carl. Think he would have trouble with examples such as may be found on page 24 of Primer's Arith No. 1. Nathan does not read well on account of his severe stuttering but he is rather a good speller.

Ralph Allen has been in school every day. It is hard to know if Ralph improves in anything but the writing as he can not speak. He is happy to be in school.

Feb. 1899 Bennie Olson has been in school every day. Bennie is coming to be a beautiful writer. He can copy anything neatly and accurately. He is also improving in reading. Has read with chart class to lesson eleven from number five. Making six lessons which he has read during the month also spelling the words Bennie can count to ten but can not combine numbers.

Julius Turner has been in school every day. He writes a little and reads a few lessons. His work with number have been to count sticks to five and put them in piles and then for a change he tries to see what figures he can make with five sticks or splints. He finds that he can make a chair, table, bench etc. Sometimes for busy work he builds words from printed form and he does this readily.

Speaks in sentences when trying to answer a question or reproduces a short story.

Mar. Ralph Allen has been in school every day. Doing the same as last month. There are no indications that Ralph will ever talk. Can copy a letter but does not compose well enough to make up a sensible letter. Can make simple combinations in numbers by use of objects. We find it difficult to determine just how much Ralph improves.

1899 Mar. Sarah Betcher has been in school every day but one. Has not had the headache so much of late. She is improving in all her school work but more particularly in writing, so that now she combines three or four letters, keeping well to the copy. Since last month has read with the class from lesson ten to no. 17 on New Primary Chart. It will be necessary to review these lessons several times since she does not remember well. Spelling is very hard. It takes about twenty minutes to learn 2 words. Combines numbers to 15 by use of objects. She is slow in this work. Lacks ambition. Does well in reproduction stories. Speaks distinctly and uses good language.

Eddie Barret has been in school every day. Eddie is coming to be a very nice writer. His lessons are all models of neatness and accuracy. On the tenth lesson in vertical writing. He does not like to apply himself in any other work. It is always a struggle to have him read. He has read very poorly to lesson 17 from lesson ten this month. Can spell many of the words and understands of what he has been reading. Does not talk very much and expresses himself mostly in single words. Eddie has very little ambition. He would rather sit still and gape about the roome, watching the others.

1899 Mar. Nicholas Blassius has been in sch. every day. He has read to lesson 17 of New Primary Chart from lesson ten this month. He can spell many of the words in these lessons and knows the names of all the letters. Does not make much progress in writing. Has such poor control of his hands.

Tressa Beireis has been in school every day. She has taken up the Third Reader although she was not well prepared for it as were the others of her class. She can prepare a lesson at her seat applying herself to her work with the exception of her arithmetic which she dislikes very much. Has written two letters this month. Composed it herself, needing help in spelling only a few of the words. The matter expressed would do credit to any girl of her age. Same numbers work as last month.

Emma Buer has been in school every day. There is no change in this child being as lazy as ever. About all she does is to read a little every day. There is no mild decipline which will have the desired effect. For a few days she did do a little better in order to get back into the advanced class which come in the afternoon. Emma is the most indolent girl that I ever saw.

1899 Mar. Louie Barker has been in school every day. He has finished the Second Reader and now has the Third (Eyre). He has a good spelling lesson every day and gives the definition using them in sentences. Writes better than he did, although he is too nervous to ever make a very good writer. Wrote two letters this month. Can compose, but needs help in spelling. Even though he has had the words many times. Louie is very capable in numbers and he is the first one to finish Prince's Arith No. 1. in as much that he can readily solve every ex. as given in this book. Takes great interest in the object lessons.

Alfred Einertsen has been in school every day. He reads easily in First R. only having a few more lessons until he finishes the book. On page 37 of Prince's Arith. No. 1. Needs a little help in these problems. Writes neatly and accurately in his copy books. Worx on the 10th lesson in writing. Has a general knowledge of the vegetable and animal kingdoms. Takes much interest in these object lessons and ask many questions which shows that he is a thinking boy.

Roy Ellis is in the hospital. He has been there the entire month with the exception of five days.

Carl Fiebach has been in hospital 17 days this month. He will also begin in third reader and have book No 2. in numbers.

1899 Mar. Dedrick Fisk has been in school every day. He has not done so well in numbers so that he is not quite ready for book no 2 of Prince's Arith. He wastes so much time every little while when he has on his pouting spells which sometimes last for a whole week. At such times he act more like an insane child, threatening to kill his playmates etc. Then he does not care about his studies nor anything. He has had the third reader about one week and does very well in this book so far. He can write a good letter but has no one in particular to write to.

Willie Cohn has been in school every day. Has grown more nervous, so that now he is almost continually going through some jerking motions. He has finished the series of kindergarten sewing cards to No. 57. Having seen twelve cards this month. All but one being done neatly. He likes to sew but dislikes mat-weaving and wordbuilding. Can weave over and under one over one and under two. Can build words from Pictorial Chart when he has word to look at. In writing it was several days before he could follow the copy "mihi" always confusing the h, n and m or leaving out the i. He had to have this lesson many times before he could finally see through it. His last exercises was "moon" and "noon" which he copied very well. Does not read a word.

1899 Mar. Polly Gatyka has been in hospital eight days this month— bad cold. She can read well all lessons on New Primary Chart to number 17. Reads distinctly intelligently and in a well modulated voice. Always having a good spelling lesson. She wrote a letter to her sister, which was very good. Writes with pencil as her hands are too "shaky" to use ink. Combines numbers to 20 using all the four fundamental operations. Polly is fond of all of her school work.

Eddie Hanson has been in school every day this month. He has seven 7 cards this month, having 3/4 hrs. for this work. This completes the series of cards to no. 57. Has had no mat-weaving this mo. He note improvement in writing. He can follow in for a copy after many failures. His trouble was that he did not know when the "m" was finished sometimes he would stretch it half way across the page. His next lesson will be to combine "mi". His constant failure to make the letter m, being that he can scarcely count to three. Does not read but builds words for busy work. There are many days that Eddie is not able to work.

Elmer Johnson has been in school every day this month. He improves in reading, writing and numbers. He has ~~the~~ ~~read~~ to lesson 17 from No. 10 this month. On the eighth lesson in vertical writing. Works with numbers to 20

1899 Mar. Helen Johnson has read to page 80 in First Reader. She reads very well but has done nothing in writing. Still trying to write "i". Very slow and spends a whole hour on just going across page once. Learns to spell from five to six words and usually has a good lesson.

Walter Johnson is trying once more to read in Second R. He does very poor work. Has improved in writing. Forms his letters more perfectly. Wrote a letter home. It was copied of course. Never has a spelling lesson. Works with simple numbers only by the use of objects. Can not tell time.

Enock Kolhi has made very great progress in language. He talks more and sometimes so distinctly, to be readily understood. Has read to lesson 17 on Primary Chart from No. Ten. He is anxious to learn and is interested in everything about him. Always a good boy.

Milford McCamey is making good progress in writing. He copies readily all the lessons to number ten as given in the vertical books. Neat and accurate in all work. Talks more and plainer. Works with numbers to 20 using the four fundamental principles. Has had to learn the process of dividing.

1899 Mar.

Grace Neal still at home.

Charles Nelsen has about finished the primer. He is reading on the New Primary Chart. Spelling is difficult. Seldom has a good lesson. Counts to 20 and works with figures to that amount by the use of objects as counters. Not very industrious but always quiet.

Bennie Olsen One of the best writers in the school. Writing lesson ten. Writing a model of neatness and accuracy. Has read to lesson 17 from ten on Primary Chart. Does not read loud enough. Is quite deaf. Makes combinations to ten, but this is difficult work. Can learn four or five words each day. Such as are used on the lessons of Primary Chart. Always an exceptionally good boy in school.

George O'Conner has been absent two weeks at home visiting and before that was in hospital two days. Has made no progress. Sewed one card poorly.

Martin Peterson has read to page 88 in First Reader. Does not talk any more distinctly than he did years ago. Has not the intelligence to know or care when he is improving. All numbers work is merely a mechanical operation with him. There is so little intelligence. Can not form a sentence indeed it is quite difficult enough for him to simply repeat a sentence given him.

1899 Mar.

Oscar Paulson has read poorly to page 88 in First Reader. Having spasms to contend with all his school work is very laborious. It seems almost impossible to get even 2 or three words for a spelling lesson. Written two letters copied them. Writes carelessly but it is legible. Numbers on page 87 Prince's Arith. No. 1. A very troublesome boy at all time and in all places. Does not study and is ever up to some mischief.

Irene Parquette has made a little progress in reading. Reads the first five lessons in First Reader. A careless reader. Does not speak distinctly. Never will as she has so little real intelligence. Does nothing in numbers beyond counting to ten. Can not combine. Does not know the names of all the letters so can not spell.

Albert Riley has taken up the 3d. Reader in which he is doing very nicely. Working on page 37 in numbers. Has made great progress in writing. Can copy anything now and writes a good letter unaided, unless it be to spell an occasional word for him which is unfamiliar to him. Can tell time. Committed a recitation for Easter in one week. Albert is not as industrious as he was last year.

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Emma Rasmussen has made improvement in writing. Makes, m, n. i 2nd in perfectly. Has read from lesson 10 to 17 on Primary Chart this month. Spells from 2 to 8 words daily. Articulation is better. Has done nothing in numbers. Somewhat troublesome as she calls me aloud so much to see her work. This for mischief.
Nathan Rice could not pass to the 2d. Reader so is receiving the 2nd. On page 89 in numbers. Miserable writer, can not control hands.

Ignatius Steczercowski has sewn 5 cards neatly. Improves much in writing and is generally more industrious. Combines numbers to 12. using counters.

Irvin Shull has been in hospital the last two weeks. Improving in writing. Does not talk any more nor read. Counts to three only.

Joe Sullivan has read to page 88 and always has a good spelling lesson. The first Reader is very easy for him. On page 87 in Prince's Arith no. 1.

Frank Sibley has read to page 88 in First R. Good spelling lessons. Page 87 in Arith.

Chas Swansen has read to page 40 in Primer. Reads well.

Julius Turner has read to lesson 17 from no. 10 on Primary Chart. Does not read script as well as print. Does not know all his letters.