

Faribault State School and Hospital. Individual School Records.

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Version 3
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Girls.

January to June 1897.

Pp. 1 to 70.

Mrs. Bailey,

Teacher

1	Julia Andresick	5
2	Belle Burkshire	8
3	Katie Buck	11
4	Agnes Christianson	14
5	Karin Christofferson	
6	Boethilda Cliffey	18
7	Maude Hawkinson,	21
8	Sophia Jenney	24
9	Cecelia Keene	27
10	Carrie King	30
11	Mamie Langan	33
12	Barbara Liebl	36
13	Alma Marsh	38
14	Mary Mc Laughlin	
15	Isabelle Neeliem	40
16	Effie Nisbit	42
17	Emma Rasmussen	44
18	Amy Reeves	47
19	Clara Ristow	49
20	May Roberts	51
21	Rosa Roadestredt	53
22	Belle Rosincrans	55
23	Rosa Silverman	57
24	Tressa Slayton	59
25	Jessie Smith	61
26	Susie Steiner	63
27	Anna Stevenson	65
28	Sophia Wrabek	67
29	Rosa Zeman	
30	Clara Kruger	69
31	Mary Mc Marsh	70

January 6. Julia seemed to have but a slight idea of what school or its requirements meant. She readily took hold of work that was attractive as the stringing of colored beads - but had no pride or interest in other work.

February 26. Julia has learned to sort the colored sticks, red, yellow, orange, green, blue and purple - also to arrange them neatly upon her slate. She will arrange them quite neatly, also, in the form of squares and triangles. She places the pegs in the peg-board - doing it correctly. This has in addition to the above colors, both black and white. When a string of cubes is placed before her - she can make another string having the cubes arranged in the same order as to the colors - Thus far I have used but two cubes of a color upon the string and have had these two placed together. Julia knows the name of black, white and red. However she quite frequently calls "red" "chair" having associated it with the red chairs in the school-room.

Julia will point out "cat," "dog," "Mamma" "girl" and "boy" upon the board. She has printed from the card - with the prepared letters "cat" and "dog." In tracing with pencil crayon or pencil she does very poor work - also in connecting pricked points with a pencil.

March 31. Julia can now print from a card with prepared letters, any word. Occasionally - though seldom - one letter is mistaken for another. This work she does very quickly and enjoys it. Julia - when given the cubes of two colors will string them alternating the colors according to directions. She is at times careless in this work and makes needless mistakes. Julia seems to comprehend 2 - but not 3 as yet.

1897

Julia has improved in tracing writing somewhat.

April 30. Julia has been reading from the board in script this month - The sentences read were composed of words with which she has become familiar ~~with~~ from cards. Julia recognizes a familiar word quite quickly - Julia can copy a long and quite complex string of cubes.

May 31. Julia has begun "the Childrens Primer" and can read readily any sentence on the first four pages. She prints words from her book quickly - and has a number of lines printed a whole sentence without a mistake - Julia's work this month has been encouraging.

June 30. Julia's work during the six months has been progressive - From having practically no idea of school - She can do different kinds of kindergarten work and reads readily through the 9th page of the "Childrens Primer"

1897- Belle Burkshire.

January 6. Belle was reading in "The Childrens Primer" upon Page 19. Her work seemed fairly good- if she chanced to read after several others had read- but poor if not. In other words- her work seemed to be almost entirely memory work-

February 26. Belle has read in her way through Page 28. but having begun back- upon Page 4. has read through Page 7. Thus far she seems to know the words. In reading writing from the board she seems to wait until others have suggested a word or two. She does nicely in printing with the prepared letters from the book- but needs assistance when printing from script.

March 31 Belle has read in the "Children's Primer" from Page 7 through Page 18. Belle is not independent in her reading - either from print or script. She traces writing neatly with the pricking needle. Can not without help build a story given her in print, by means of script words.

April 30. Belle has read from Page 18 in the "Children's Primer" ~~through~~ to Page 36- Belle is not independent- is practically carried in her work by the others in her class. Belle is rather proud- wishes to be considered the best reader in the class- but accomplishes but little. Her work is unsatisfactory.

May 31. Belle has gone over the work in the "Children's Primer" from Page 36- through Page 46- with the class- but her work is decidedly unsatisfactory. Belle seems to lose ground rather than to gain-

June 30. Belle went with her class in the "Children's Primer" through Page 50, then began at the beginning & review and has gone through Page 18. Belle seems decidedly to be going backward- fails to recognize even "She" "can" etc-

January 6. Katie was reading in "The Childrens Primer" upon Page 19 and quite independently.

February 26. Katie read through Page 28. seemingly understanding it all. but finding there were a number of words. as "where" "that" etc. that she failed to recognize. I put her back with the class to Page 4. She has read through Page 7 for a needed review. Katie can with the prepared letters. print the entire alphabet. following the written characters upon the board. Katie reads from the board quite readily.

March 31 Katie has read in the "Childrens Primer" from Page 7 through Page 18. Katie reads quite independently. prints her lessons from the book. but can not do it without help from Script. Katie traces writing with a pricking needle. doing it well.

April 30. Katie has read in the "Childrens Primer" from Page 18 to Page 36. Katie is fairly independent in reading. either from the book or from the script. Her lessons are printed nicely except that she inserts blanks often in the middle of a word. Katie is always willing to work.

May 31. Katie has read in the "Childrens Primer" from Page 36 through Page 46. Katie reads quite well. prints nicely. and understands what she is doing.

June 30. Katie read with her class in the "Childrens Primer" through Page 50 and then from the beginning reviewed through Page 18. Katies work during the six months has been slow but constantly progressive.

1897 -Agnes Christianson-

January 6. Agnes seemed to understand Kindergarten work and to enjoy doing it. She knew the names of the colors and could follow patterns in the stringing of beads, arranging sticks both in regard to color and form.

February 26. Agnes has learned to read in script sentences about "boy", "girl", "Mamma", "Kitty", "dog", and "cat" using the verbs "see" and "run" also a few adjectives. In "The Childrens Primer" she is reading upon Page 4. Agnes does quite satisfactory work in that although slow she seldom if ever confuses the words she has had. She prints with the letters from the cards or from the book - printing a sentence of three words. Agnes traces writing nicely.

March 31 Agnes has read in the "Childrens Primer" from Page 4 to Page 11 upon which she is now at work. Agnes is doing satisfactory work - Knows all the words up to Page 11 in the book or on the board in script. Agnes prints a whole line from her book and often without a mistake.

April 30. Agnes has read in the "Childrens Primer" from Page 11 to Page 23 upon which she is now at work. Agnes shows a steady gain in reading and in printing from her book. A word once learned seems to really learned.

May 31. Agnes seemed to have exhausted her mental power. The new words on Page 23 of the "Childrens Primer" were beyond her grasp. She went back to Page 10 and has read through Page 22. Agnes seems rested and in an attitude for work.

June 30. Agnes read in the "Childrens Primer" through Page 25 and then reviewed from the beginning - Agnes has made considerable improvement during the six months - first not reading at all - She reads now all words through Page 25 - in the "Childrens Primer"

January 6. Bothilda was reading in Harper's Second Reader and was able to pronounce almost every word as she came to it. but at the same time didn't seem to comprehend the stories unless they were explained and talked about in the class.

February 26. Bothilda, after having read the Harper's Second Reader half through, has taken up "The Children's Second Reader" in which she has read through Page 19. Bothilda seems to have quite a good memory as shown by her work in spelling - and in recalling the facts about Longfellow. Bothilda has learned two quite long pieces of poetry, one with but comparatively little help. Bothilda adds correctly quite long columns of figures and will subtract where borrowing is not involved. Bothilda has just begun work in a new arithmetic, Prince - Arithmetic by Grades No. 2. and is much interested. Bothilda's letters are written without help in the composition and writing. The spelling of a few words has been changed.

March 31. Bothilda has read in the "Children's Second Reader" from Page 19 through Page 93. Bothilda reads understandingly and remembers what she reads. In Harper's Second Reader Bothilda has read from Page 96 through Page 138. Bothilda spells readily the words assigned her and when asked to put them into stories - forms correct and original sentences. The Arithmetic by Grades No 2 proved too difficult. so her work in numbers has been from the Board. She uses sticks and in that way is building up a knowledge of the multiplication table.

April 20. Bothilda has read in the "Children's Second Reader" from Page 93 through Page 183. thus finishing the book. In "Harper's Second Reader" Bothilda has read from Page 138

through Page 190 - thus finishing the book. In "Easy Steps for Little Feet" - Supplementary to first Reader Bothilda has read through Page 11. Bothilda is making a steady and satisfactory gain in reading, in spelling and in constructing sentences in which she uses the words of the spelling lessons. Bothilda has learned two long pieces of poetry this month, one being Whittier's "Barefoot Boy." Bothilda's letters show an improvement in composition and neatness. Bothilda is still at work upon the multiplication table.

May 31. Bothilda has read in "Easy Steps for Little Feet" from Page 11 through Page 68. Bothilda seems to fully understand what she reads - with the exception of abstract poetry - In the "Second Natural History Reader" Bothilda has read from the beginning through Page 73. Bothilda understands in this book - what has come under her personal observation - and was greatly interested in going to see the ants - the swallows' nests in the sand bank - in seeing the parrot etc - Bothilda gains in spelling - and in letter writing.

June 30. Bothilda finished this month book "Easy Steps for Little Feet" and the "Second Natural History Reader" - besides working a number of difficult sewing cards. writing letters etc - Bothilda has in the six months read through four readers - and has gained in spelling - use of language etc -

January 6. Maude was reading in Harper's Second Reader - doing so quite readily - and yet did not seem to comprehend what she was reading. When explained she did not grasp the idea quickly - nor as fully as one in the Second Reader ought. She wrote nicely copying her reading lesson upon her slate - She could not spell well - In numbers - she could add quite long columns of figures and subtract where borrowing was not involved -

February 26. Maude read the Harper's Second Reader half through and then began "The Children's Second Reader" in which she has read through Page 19. Maude is doing good work - but is slow to comprehend - and slow to notice the forms of new words. She spells readily the short, familiar words - but can not spell all the new words in the lessons as they come - even though they are short - She has committed to memory one piece of poetry but found it a long and tedious effort. Maude does well in Arithmetic - Thus far she has had examples upon the board in addition and subtraction - but is pleased in the prospect of taking up Book II. of Arithmetic by Grades - Maude writes a letter - independently as far as composition and writing is concerned - but it is faulty in spelling.

March 31 Maude has read in the "Children's Second Reader" from Page 19 through Page 99. Maude has to work for what she learns - but succeeds in making a constant gain. She studies her spelling lessons but isn't always sure. Maude writes nicely. "Book II Arithmetic by Grades" proved too difficult so her work is from the board. She is having work in the multiplication table.

April 30. Maude has read in the "Children's Second Reader" from Page 99 through Page 183. Thus finishing the book. Maude is gaining

1897-

in reading - and in Spelling. She constructs sentences - in which she uses the words of her Spelling lesson. Maude has been working the greater part of the month on the "Barefoot Boy" and has'nt it fully memorized yet. Maude's letters show an improvement in neatness.

May 31. Maude has read in the "Second Natural History Reader" from the beginning through Page 73. Maude doesn't understand what she reads in this book as fully as she did the stories in the "Harper's Second Reader. Maude is gaining in Spelling and in writing letters.

June 30. Maude has finished the "Second Natural History Reader." Maude is slow and yet so faithful that she has made considerable progress. Her memory is not good - however. This shows in her Spelling lessons.

January 6. Sophia Jenney had but a poor idea of what school meant. What words she pronounced in lessons at the board seemed to be repeated after others had given them. rather than independent work.

February 26. After attempts in having Sophia recognize words. it seemed better to train her powers of observation by kindergarten work. It required a great deal of time to teach her to make an equilateral triangle with three of the colored sticks. She now does that. Sorts the sticks according to the colors, quickly arranges the pegs in the peg-board and also strings the cubes having the colors arranged as I chance to have them. She names red, white and black. but becomes confused in the names of the other colors. Within the last few days she has learned five or six words as cat. dog etc. in script and can print them from the cards. with the prepared letters. She traces script fairly well.

March 31. Sophia seems to have gained in confidence. She strings straws nicely. alternating the white and colored ones. She does this without making a mistake. Sophia now prints from cards any word placed before her except that occasionally she confuses d. b. and p. I have attempted giving her more than one word upon a card but she confuses the words in printing.

April 30. Sophia has been reading from the board sentences in script composed of words with which she has become familiar in printing from the cards. Sophia is making a slight gain but is very slow. She has a number of times copied a long and complex string of cubes - involving both

color and number. At other times she seems disinclined to work. sometimes being somewhat tired from her morning work in the kitchen.

May 31. Sophia began work in the "Children's Primer" but the work seemed to be mainly memory work. The printing from her book is practically impossible. In sewing cards and in doing other industrial work. Sophia seems to be capable. but does not have any application - does nothing unless one stays by her constantly.

June 30. Sophia discourages one. The six months show but slight - if any - progress. Kindergarten work that she has seemed to master. when kept from her for two weeks seems as difficult as though she had never seen it.

January 6. Cecelia was reading in "The Children's Primer" upon Page 19. She read well and understandingly; read also from script.

February 26. Cecelia has read in "The Children's Primer" through Page 29. Cecelia is capable of good work but finds it hard to keep at work; some days she works hard and quietly while others she is restless and accomplishes nothing- Cecelia prints with the letters accurately from the book and is learning to do so from script. Cecelia spells readily- In writing she doesn't seem to have the patience to do it well-

March 31 Cecelia read from Page 29 in "Children's Primer" through Page 34 and then was put back to Page 26 from which she has read through Page 28. Her work in reading has been largely from script on the board. Some days Cecelia does well; other days it seems impossible to fix her attention upon work.

April 30. Cecelia has read from Page 28 in the "Children's Primer" through Page 46. She reads this quite readily either from the book or from the board in script. Cecelia does vastly better some days than others. Cecelia spells quite nicely-

May 31. Cecelia has read from Page 46 in the "Children's Primer" through Page 63- Cecelia reads quite readily from the Book or from script- and easily learns a new word.

June 30. Cecelia read in the "Children's Primer" through Page 71 and then began at the beginning to review- She has read through Page 26. Cecelia writes fairly well from a copy- reads and spells readily- Cecelia is quite capable and her work is encouraging-

1897- Carrie King.

January 6. Carrie was reading in "The Childrens Primer" upon Page 19- understandingly but not independently- Her reading from script was but partially independent.

February 26. Carrie has read in "The Childrens Primer" through Page 28 and has- after having been put back to Page 4- read independently through Page 7- Carrie can read lessons in script taken from words up to this point. and is now learning to print from script- with the letters- This is an extra effort that Carrie finds rather difficult- as She seems to dislike hard work.

March 31 Carrie has read in the "Childrens Primer from Page 7 through Page 18. Carrie work seems largely memory work- Words that she speaks quickly when seen upon some pages in her book- will not be recognized upon others- Reading from script is difficult for her if the arrangement of words is unusual in anyway. Printing from the book is always neatly and correctly done. In tracing script with a pricking needle Carrie could do nothing at first- Now she does it quite neatly and well.

April 30. Carrie has read in the "Childrens Primer" from Page 18 to Page 36. Carrie's work has seemed more independent this month than last. Carrie is an exact and neat worker- in printing her lessons.

May 31. Carrie has read in the "Childrens Primer from Page 36 through Page 46. Carrie reads either from print or script. applies herself and does the best She can.

June 30. Carrie read with her class through Page 50 in the "Childrens Primer" and

then from the beginning reviewed through Page 18. Carrie's gain is slow and yet there is a gain in the number of words She knows- and in the readiness with which She recognizes them-

January 6. Mamie seemed to me like a child who had never been to school- and was desirous of learning.

February 26. Mamie has learned to recognize in script. "cat," "dog," "Mamma," "baby," "doll," "kitty" "See"- run and a few adjectives. After working with her for several days she printed "cat" with letters from a card- but has yet mastered the printing of a second word. I placed her in "The Children's Primer"- She did well for a time but when taking up Page 3, she not only found it difficult to learn the new words- but seemed to have confused all the words she had had upon Pages 1 and 2. She is now working with what seemed mastered- the words (mentioned above) in script. In the Kindergarten work- sticks, cubes and peg board Mamie does well.

March 31. Mamie's work is discouraging. She can print from a card words composed of the most easily distinguished letters- such words as "cow," "cat" etc- but sometimes such words as "girl," "York" etc. at other times she can do nothing. This work always requires for her a long time- and repetition day after day does not seem to make it perceptibly less difficult. In stringing straws she seldom, if ever, succeeds in doing it according to directions.

April 30. Mamie shows no perceptible improvement. It seems no easier for her to print from the cards than it did a month ago. Her work in reading from the board seems the repetition- giving it after the others have done so. In Kindergarten work she does no better.

May 31- As in February- so this month I gave Mamie work in the "Children's Primer" for a time but to no purpose- In taking hold of Kindergarten work- sewing cards

1897

etc- Mamie has seemed less capable if anything than two months ago. Her work or lack of it- is discouraging.

June 30. Mamie went home ~~a week or~~ June 19- She has seemed to lose ground. The only kind of kindergarten work I could get Mamie to do well this month was following lines with the pricking needle.

February 26. Barbara has been in school but two days. She doesn't seem to understand a word in English. I gave her the jegboard and the sticks telling her in German to arrange the jegs and the sticks with reference to the colors. She did the work nicely and with but little help.

March 31. Barbara has been in the hospital considerably more than half the month. When given two cubes of colors she strings them alternating the colors according to directions. Barbara quickly learned to select letters like any one given her and she now prints a number of words from cards having not only the word but a picture of the object upon them.

April 30. Barbara has made quite a little improvement during the month. She works quite busily during the session - has become familiar with almost every letter - will print some fifteen or sixteen words from the cards. She copies quite a long and complex string of cubes - involving both color and number.

May 31. Barbara's work has seemed quite encouraging this month. She has taken hold of the work in the "Children's Primer" with considerable interest - reads readily any sentence through Page 4. She prints single words in her book with the prepared letters.

June 30. Barbara is at work upon Page 11 in the "Children's Primer". From not knowing a word of English - Barbara has in the four months learned to understand readily, to talk a little and to read as indicated. Barbara can not sound "S" in reading - pronounces "see" as though it were "lee". Barbara has

worked several sewing cards -

1897. Alma Marsh.

January 6. Alma was reading in "The Children's Primer" upon Page 19- not with entire independence but quite well and understandingly.

February 26. Alma read through Page 28 and then was put back to Page 4. She has read from there through Page 7- independently and yet in a way that shows she may profitably study the words. Alma is learning to print from script but finds it difficult. She reads from script quite readily.

March 31. Alma has read in "The Children's Primer" from Page 7 through Page 18. Alma reads quite well - spells out the words she fails to recognize by sight. Alma reads readily from script- traces script nicely with a pin. and arranges fairly well from separated script words a story given her in print.

April 30 Alma has read from Page 18 in the "Children's Primer" through Page 36. Alma is quite independent in her work - reading readily from the book or from script. Alma spells quite readily. Occasionally Alma has a day when she seems practically unable to do any work.

May 31. Alma has read in the "Children's Primer" from Page 36 through Page 46 - reading this from the board or from the book. Alma's work is quite independent - and encouraging on the whole. Alma spells readily.

June 30. Alma read through Page 50 in the "Children's Primer" and then reviewed from the beginning through Page 18. Alma's work is fairly good. She recognizes more words - and does so more readily than she did six months ago -

January 6. Isabelle Neshiem was reading in the "Harper's Second Reader". but found it very difficult work. She failed to understand what she read as well as finding it difficult.

February 26. I put her back. at the very beginning of Harper's First Reader. in which she has read through Page 58. Her work has pleased me very much. She seems thus far to know and to understand every word. and yet each lesson requires study. Isabelle has quite a fine traced writing. She is now writing from a copy and quite nicely. though she cannot write a word without a copy. She now prints from script.

March 31 Isabelle's work is encouraging. She has read in Harper's First Reader from Page 58 through Page 99. Hardly a word. if any. could be found. in that space. which she would not recognize. Isabelle spells many of the words. Isabelle can write a very little without a copy. and nicely write one. She has this month learned first to arrange the numbers up to 10 when given them on cards. then to make them. and now write the aid of sticks for counting works such problems as 3+4=. 5+3=. &c.

April 30 Isabelle has read in "Harper's First Reader" from Page 99 through Page 134. Isabelle shows a constant gain in reading and in spelling. Isabelle is slow in her work but exact. She seems to lack confidence. in writing especially. Her work in writing is done almost entirely from copies. Her work in arithmetic is still adding the numbers up to ten.

May 31. Isabelle read from Page 134 in Harper's "First Reader" through Page 140. thus finishing the book and then began Harper's "Second Reader" in which she has read through Page 21. Isabelle gains in reading and in spelling. is slowly learning to write. Isabelle is exact in her work. but is slow from lack of confidence. in part.

June 30. Isabelle has read in the "Harper's Second Reader" from Page 21 through Page 35. Isabelle is slow in talking and slow in reading. knowing really more than she would seem to know. Isabelle is gaining in writing. and in spelling.

February 26. Effie has been in school but little - having been in the hospital for quite a time - Effie matches the colors perfectly in working with sticks - cubes or the jegboard. She soon tires of one kind of work and works, too, so slowly that she accomplishes but little. She seems very timid and does it for that reason - work well in a class. Working with Effie - individually - she does decidedly better. has in that way seemed interested - and with but little help - printed "cat" and "dog" from cards.

March 31 Effie has been in the hospital a goodly part of the time. She is becoming better acquainted and realizes more than she did the nature of school. She can now print independently words upon cards - and is not discouraged when two and three cards are given her at a time. She strings straws alternating the white and colored ones without a mistake. Effie is slow but her work is encouraging.

April 30 Effie can copy a long and complex string of cubes doing it without a mistake - She is accurate in her work. She is doing more printing from cards right along. In reading from the board Effie does practically nothing - seems to be shy and to insist in keeping her head down.

May 31. Effie has this month taken hold of work nicely. She began work in the "Children's Primer" and now reads readily any sentence on the first four pages. Effie prints nicely from her book but often unless one stands over her she will idle away the time.

June 30. Effie is now at work upon Page 11 of the "Children's Primer." Effie's work is

quite encouraging. All of her work in reading has been done during the last two months. Effie has worked a number of sewing cards. Effie is slow - often idle - but is intelligent and neat in her work.

February 26. When Emma entered school she seemed to have never known restraint- nor did she take kindly to it. After having learned that lesson - she took hold of work in earnest and has done very well indeed. Emma didn't know how to read a word ~~when~~ she came but can now read independently through Page 4 of the "Childrens Primer" - also sentences in script from the words up to that point in her book. Emma can print any word from a card and is now printing words from her book - Emma is very quick in matching colors in the work with the sticks, ~~pkg~~-board and cubes.

March 31 Emma has read in the "Childrens Primer" from Page 4 to Page 11. Emma knows the words up to this point in the book or in script upon the board. She prints from the book a whole line when so inclined but is oft unless one stands near her to play with the letters instead of working. Emma's work is decidedly satisfactory. Emma strings straws after matching colors - without a mistake

April 30. Emma has read in the "Childrens Primer" from Page 11 through Page 24. Emma's work is very satisfactory. She seems to understand everything she reads, to enjoy it and to remember each new word. Her printing from the book is always accurate. Without any attention's being given her. She will print an entire line.

May 31. Emma has read in the "Childrens Primer" from Page 24 through Page 41. Emma seems fully to understand each new word. and to remember it when once it is given her. Emma prints nicely. from her lessons.

June 30. Emma has read in the "Childrens Primer" from Page 41 through Page 53. Emma's work has from the first been encouraging. This month she has been less inclined to work than before. Seeming somewhat tired - She prints readily. Once printed without the book. a line she had printed the day before - and had no mistake in the work - She traces writing - does no independent writing -

January 6. Amy seemed familiar with kindergarten work and yet did not know the names of the colors.

February 26. Amy has learned "red" but thus far has failed to learn the names of the other colors in spite of daily work in that line. Amy can now without help arrange cubes upon a string in the same order of colors as they are upon a string placed before her for a model. She is now taking up school work. Recognizes about six words in script. "cat" "dog" "Mamma" etc. and can print "cat" and "dog" without help from the cards.

March 31. Amy prints quickly any word given her upon a card. and with but few mistakes. Occasionally "n" is used for "h" or a letter is upside down. Amy strings straws alternating the white and colored ones without making a mistake. Amy comprehends two but does not know three. Amy traces script quite nicely with a pin.

April 30. Amy can copy a long and complex string of cubes - doing it accurately as a rule - Her work in printing is rapidly and correctly done - In reading from script sentences composed of the limited number of words with which she has become familiar Amy is slow - seems rather to wait for the others - to suggest the words.

May 31. I gave Amy a trial in the "Children's Primer." but without any success - either in reading or printing. Amy prints rapidly and correctly from ~~the~~ cards. In sewing cards and other industrial work in which Amy is interested - she does good and satisfactory work.

June 30. Amy's work in a literary line is practically nothing. She sews cards nicely. Industrial work seems to be all she can do -

January 6. Clara was reading in the "Childrens Primer" upon Page 19- independently and understandingly. She could also read readily from script.

January 26. Clara read in the "Childrens Primer" through Page 28 and there finding that there were a number of unmastered words I put her back- reluctantly- to Page 4. She has read through Page 7. The review was needed by the majority of the class and will not be a hindrance to Clara. Clara enjoys work- she prints quickly with the letters from her book and as a rule accurately. She is now learning to print ~~from~~ script which she finds quite difficult although she reads it easily.

March 31 Clara has read in the "Childrens Primer" from Page 7 through Page 18. Clara reads nicely either from the book or from script. Clara builds up stories from the printed sentences- with words in script. Her work in tracing script with a pricking needle is not so well done.

April 30 Clara has read in the "Childrens Primer" from Page 18 to Page 36. Clara's work is quite satisfactory- more so than that of any other one in her class. She reads quite readily from either the book or from the board in script. Clara prints her lessons accurately and quite rapidly.

May 31. Clara has read in the "Childrens Primer" from Page 36 through Page 46. Clara's work is independent and satisfactory. She reads from script readily- prints accurately.

June 30. Clara read in the "Childrens Primer" through Page 50 and then from the beginning reviewed through Page 18. Clara's work is progressive. She is active- enjoys work- and does well all that she does.

January 6. May was reading in "The Children's Primer" upon Page 19. quite independently and seemingly understanding what she read. She could not enunciate clearly.

February 26. May has read in "The Children's Primer" through Page 29. May is slow but seems sure. She is industrious and works very quietly; has done well in learning to print from script. She reads readily from script and is learning to write. Her home letters are in her hand-writing though every word is necessarily a copied word.

March 31 May has read in the "Children's Primer" from Page 29 through Page 34 and has begun a review from Page 26. May's work has been reading from script upon the board. Although a hard worker her progress is extremely slow. Her work in tracing script with a pricking needle is beautifully done. On printing her lessons either from script or print the work is always well done.

April 30. May has read in the "Children's Primer" from Page 28 through Page 46. reading it both from the book and from the board in script. May works hard for each new step. and does well whatever she can do. as the printing from script and from the book.

May 31. May has read in the "Children's Primer" from Page 46 through Page 63. May is always busy with her printing and other work. The printing is always well done. The reading is hard uphill work.

June 30. May read through Page 71 in the "Children's Primer" and then from the beginning reviewed through Page 26. May recognizes more words and does so more readily than she did six months ago.

January 6. Rosa had been in school but a short time and understood but a few words in English. She had become familiar with the sight of words but could not read at all.

February 26. Rosa is reading upon Page 4 in "The Children's Primer." She can read sentences in script containing these same words. She prints with the letters without help such a sentence as "Mamma can see the kitty." She is doing good work.

March 31 Rosa's progress has been slow - but not discouragingly so. She is working upon Page 6 of the "Children's Primer." and is gradually mastering all of the words. For a time she seemed unable to distinguish between "baby" & "book" - "slate" and "doll" etc. She prints nicely with letters from her book or from cards. Rosa more markedly than the majority of the girls has days when everything seems a blank and others when the mind is alert.

April 30 Rosa has read in the "Children's Primer" from Page 6 through Page 13. During the last week Rosa has seemed to take hold of the work with much more power of grasping and retaining the words than she has seemed to have before. Her work in printing from the book is very good - being exact and quite quickly done.

May 31. Rosa has read in the "Children's Primer" from Page 13 to Page 22. Rosa's work though slow is not by any means discouraging. She prints a line of her lesson each day doing it independently and accurately.

June 30 Rosa read through Page 25 in the "Children's Primer" and then reviewed from the beginning through Page 12. Remembering that Rosa could not understand

the English at all six months ago. her work seems quite encouraging. Rosa prints nicely. does good work on sewing cards etc.

January 6. Belle was reading in the "Children's Primer" upon Page 19. Her work seemed almost entirely "parrot" work. She could write nicely any copy placed before her but could read only the simplest words.

Febuary 26. Belle began at the beginning of the "Children's Primer" and has read through Page 15. She learns a word in the place where it is first found but requires a great deal of time before the word is her own. She is learning to read her lessons in script.

March 31 Belle has read in the "Children's Primer" through Page 22. but it is largely memory work. In industrial work sewing mats etc. she does good work. Belle traces script nicely with the pricking needle.

April 30. Belle has read in the "Children's Primer" from Page 22 through Page 28. going over the ground twice. Belle's work in reading is very unsatisfactory. She seems to retain but few words. In writing she does nicely. but can not read but a few words & those she has written. This last week she sent a letter to her mother. copying it carefully from one which I had written at her partial dictation. Belle has never but once of her own accord said a complete sentence to me.

May 31. Belle's work in reading amounts to nothing practically. She has gone over in her way. in the "Children's Primer" from Page 28 through Page 34. Belle's industrial work making mats. sewing cards etc. is well done. Such work she enjoys. feels that she can do it.

June 30. Belle has in the six months done practically

nothing in a literary line. Her gain has been in industrial ~~cards~~ lines. She has been busy with cards with month, has sewed a number of quite difficult ones.

January 6. Rosa seemed to have ~~but little idea~~ that of school means. Her attention seemed to be upon everything - never centered upon any one thing.

February 26. Rosa has gained somewhat in the power of attention. She has quietly printed with the letters from cards. six or seven different words at a time. As yet her attention is not equal to printing from a book. She reads from script and in the "Children's Primer" sentences as far and including Page 4. Rosa is variable, doing vastly better one day than another.

March 31. Rosa is having work upon Page 6 of the Children's Primer. She is slow in really learning a word. Rosa's knowledge of things outside of books is more than that of the other girls of her class - but it seems often impossible for her to fix her attention upon her lesson.

She has printed two or three lines from her book - but more often can print only from a card when a single word is before her. Rosa does good work in stringing ~~straws~~ beads - alternating the colors.

April 30. Rosa has read in the "Children's Primer" from Page 6 through Page 13. Rosa's work is largely from memory I fear. She has a good ~~knowledge~~ knowledge of things in general and a good memory. So that it sometimes seems as though her work were "parrot work". However quite a part of it is from actually recognizing the words. About every other day Rosa can print a long line in her book accurately and the next day it will be but a line of letters having but slight connection with the line she claims to have printed.

May 31. Rosa has read in the "Children's Primer" from Page 13 through Page 22. or rather said the words from memory. Rosa knows to actually know them - but few words. Some days Rosa prints a line from her book accurately, while upon other days it is an impossibility for her to do so.

June 30. Rosa has ~~to~~ been over Page 25 in the "Children's Primer" and then reviewed through Page 12. It is difficult to tell just how much advancement Rosa has made as a part of her work is purely memory work.

January 6. Tressa was working with the chart. Knew a good many words - and could print with letters - knowing each letter by name -

February 26. Tressa has been in the hospital the greater part of the time. She is reading upon Page 4 in the "Children's Primer." Tressa is always busy - and yet accomplishes but little. Her power of attention is so weak that she can hardly print a word - even when it is placed alone on a card. Her slate nevertheless will be covered with rows of letters neatly arranged and all right side up.

March 31. Tressa has read from Page 4 to Page 11 in the "Children's Primer." She knows these words in script or in print. Tressa can not hold her attention to work sufficiently well to print a single word or to string cubes or straws according to direction.

April 30. Tressa has read in the "Children's Primer" from Page 11 to Page 23 upon which she is now at work. Tressa has no power of attention - In printing with the letters she works busily but accomplishes practically nothing. She reads only as words are pointed out to her one after another.

May 31. Tressa seems at a standstill - She has read from Page 23 through Page 34 in the "Children's Primer." She fully knows any and every old word - but with difficulty grasps a new one - Her printing is a row of letters - neatly arranged - but without any connection

June 30. Tressa has this month been reviewing her work in the "Children's Primer". Tressa seems to me to be practically at a standstill. She reads readily what she has learned but seems unequal to the effort of grasping new words -

January 6. Jessie was reading in "Harper's Second Reader." She knew almost all the words - and when a lesson was explained seemed to understand it.

February 26. Jessie read the "Harper's Second Reader" half through and then began "The Children's Second Reader" in which she has read through Page 19. Jessie seems to remember what she reads - and memorizes easily - Jessie reads script but can not write.

March 31 Jessie has read in the "Children's Second Reader" from Page 19 through Page 99. Jessie reads understandingly and remembers what she reads. She spells readily.

April 30. Jessie has read in the "Children's Second Reader" from Page 99 through Page 183 - thus finishing the book. Jessie finds no trouble in learning to spell the hardest words in the lesson - as "beautiful" "cottage" "pleasant" etc. Jessie does nicely in constructing sentences in which she uses the words in the spelling lesson.

May 31. Jessie has read in the "Second Natural History Reader" from the beginning through Page 73. Jessie finds this somewhat more difficult to understand than Harper's or the Children's Second Reader. Jessie was much interested in going to see the swallows' nests in the said rock. Jessie is gaining in spelling.

June 30. Jessie finished the "Second Natural History Reader". Jessie has read two readers and a half of another through during the six months - She reads better and spells better than she did six months ago. Jessie forms quite good sentences using words given her.

January 6. Susie had been in school but a short time and had made little if any advancement.

February 26. Susie has been very slow in taking up even kindergarten work. Day after day time was given her individually before she could arrange the pegs in the board according to colors. She can now do that and also arrange the colored sticks. Green and blue have been particularly hard for her. Susie can trace writing moderately well.

March 31. Susie has made quite a little gain this month. She now strings cubes or straws alternating the colors according to directions without a mistake. She prints from cards the words composed of the more easily distinguished letters as cow. boy. etc. She is very slow in doing this but knows when she has it right and doesn't place upon the card a letter that is not the right one. She traces writing with a pin fairly well.

April 30. Susie has made quite a little improvement this month. She now prints quite difficult words from cards and does it much more rapidly than last month. In stringing cubes she has several times copied a long and complex string involving color and number.

May 31. I attempted to have Susie print words from the "Children's Primer" this month but she found it too difficult. She printed "Mamma" a few times but that was all. Sorting sticks, stringing cubes and printing from cards is all that she seems to do well. In sewing cards Susie could do nothing.

June 30. Susie has made very slight improvement during the six months. She strings cubes or straws alternating the colors. This is the best she can do.

January 6. Anna had made little or no advancement.

February 26. But slight advancement. Anna can arrange sticks according to colors - and string the cubes following directions - given her individually. All of her work requires supervision - constant and personal. Until within a few days when a red block was held before - she would if they were nearer pick up blocks of all the other colors - one after another - and look up questioningly - As yet I can't feel sure that she recognizes a single word - in script or print.

March 31. Anna was removed to Skinner Hall early in the month. Up to that time no improvement had been made.

January 6. Sofia knew the names of the colors. She was in a short class but didn't seem really to know a word.

February 26. Sofia has learned to put the pegs into the peg board independently. She also independently arranges sticks and to string cubes according to directions when attention is being given her. She seems also to recognize a few words as "cat" "dog" "mamma", but she can not as yet print a word even from a card. Sofia finds tracing a line whether with pencil, crayon or pen difficult.

March 31 Sofia prints from a card now the words composed of the letters most easily distinguished. To print one word for a time was work sufficient for three quarters of an hour. Now she recognizes the letters more quickly and can print a number of words in that time. Sofia strings cubes alternating the colors correctly according to directions. She traces writing quite nicely with a pen.

April 30. Sofia has gained considerable this month. printing quite difficult words and doing it quickly. Her work in copying long and complex strings of cubes is also good. In reading from from the board script Sofia is so shy that it is almost impossible to tell just what her capabilities are.

May 31. Sofia has shown no improvement this month. Found it impossible to do work on the simplest sewing cards. or to print words from the book. She can print from the cards. String beads. etc.

June 30. Sofia has made very slight if any improvement during the six months. She has seemed listless the last two months. Often unable to string cubes. alternating two colors.

May 31. Clara was enrolled in the room May 18. She can arrange the pegs in the pegboard according to color. Sort sticks. Print a few words from the cards. Clara is careless and destructive -

June 30. Clara has been doing kindergarten work. When inclined to work, she can quickly and accurately copy quite a complex string of cubes. She destroyed so many cards in printing from them that it didn't seem to pay to give them to her.

Mary De Marsh — 1897.

May 21. Mary was enrolled May 18. Mary can print words from cards — doing it rapidly and correctly. She can also copy a long string of cubes — involving color and number. and do other Kindergarten work.

June 30. Mary is reading in the "Childrens Primer" upon Page 6. Mary quickly prints any word or line assigned her for printing —



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Version 1
March 18, 2019

77
Vtz
85