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Version 3
August 20, 2018

Articulation.

	1902			1903						
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Anderson, Oscar				15	36	48	57	65	–	75
Bailly, Beatrice				15	36	48	57	65	–	76
Becker, August				17	36	48	57	65		77
Bertrand, Guij				18	37	49	58	65		77
Blazius, Nicholas				18	37	49	58	66		78
Boeck, Ingeborg				19	out					
Crichton, Wm				19	out					
Dougherty, Annie				20	Home					
Ellis, Roy				21	37	49	58	66		78
Flood, Margaret				22	38	49	58	66		79
Haack, Gustave				24	38	50	59	67		81
Hanson, Andrew				25	out					
Hopps, Don				25	out					
Hirsom, Ginhild				26	38	50	59	67	out	
Jewett, Raymond				27	39	50	59	67		81
Johnson, Elmer				27	39	51	59	68		82
Johnson, Hatter				27	39	51	60	68		84
Lueneman, Eddie				28	out					
Lins, August				28	40	52	60	out		
Lins, Henry				29	40	52	60	68		84
Miller, Edgar				29	41	53	61	69		85
Nagle, Ralph				30	41	53	61	70		86
Nelson, Charlie				30	41	53	62	70		86
Norgaard, Isabel				30	42	53	62	70		86
Peterson, Alfred				31	Home					
Peterson, Henry				32	out					
Poole, Edith				32	43	54	62	71		88
Powers, Mary				33	43	54	62	71		88
Proctor, Bertie				33	43	54	63	71		89
Skog, Oscar				33	44	54	63	out		
Smith, Lillie				34	44	55	63	72		90
Spure, Harry				34	45	55	63	72		91
Strub, Laura				34	45	55	64	72		91
Von Kuster, Fred				35	46	55	64	73		92
La Vesque, Mable					40	51	60	68		84
Lovaine, Harold					40	52	61	69		85

over

	1902			1903					
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Gleisner, Louis					46	56	64	67	–	80
Olson, Stillie					42	53	62	71		87
Muench, Marie					47	56	61	69		85
Johnson, Oscar							59	73		82
Roemer, Lena								73		90

Anderson Oscar

Gives close attention, has a good mouth and hears well. Can repeat words clearly but appears to lack the mental power to repeat or form sentences. Voice was very weak from non-use but has grown very noticeably stronger. He has developed the consonants k and g which he could not make at first. He can repeat easily all of the combinations given thus far but makes no effort to talk, of himself.

Bailly Beatrice

Is a very unusual child and the work with her is intensely interesting. Her mouth is good with sufficient length of tip of tongue to enable her to speak clearly, but from non-use it has become thick and to a great extent useless. All speech has been forced through the nose instead of being directed toward the front of the mouth. s, f, and th sounds have been made by blowing the breath through the nose with great distortion of the face. For the consonants t and d she has made k and g. The fact

that she can make the consonants g & k at all & ng & m with clear nasal resonance and can send everything through the nose would seem to prove positively that there is no obstruction in the throat or to the nasal chamber. Since coming into the class she has learned to send the breath forward in the mouth and make the consonants s, sh & th with no contortions of the face. She has also made clear t & d sounds in some combinations, (do door, I am going 'to do') but cannot yet make them alone, showing that she is gaining some control of the tip of the tongue. She is anxious to speak plainly & tries hard but the old habit is so firmly fixed & the front of the tongue so weak that it will require long & persistent practice to establish clear speech. The correct pronunciation of every word she speaks, or may speak must be carefully taught her as though it were an entirely new word, which in a sense will be true since her constructions now are so radically wrong.

Becker August. This child is generally restless & inattentive. At times he can repeat words & sentences well and tries hard, although he forgets them from day to day.

Again he will appear to give close attention and sound correctly all the elements of a word & then give the pronunciation of the entire word as differently as it can be made to sound. Then he does such a thing he insists it is correct & no matter how often I come back to the word, or how long I wait between the times of coming back he will remember and insist upon the wrong pronunciation. The mouth is good & he hears well. All the elements of speech are well established, but poor pronunciation has become a firmly rooted habit.

I have made many tests in the elements & find that he distinguishes sounds well and so I am inclined to think that he knows when he is wrong & is simply wilfully naughty. It may be that persistent repetition the old habit of wrong pronunciation will be overcome.

Bertrand Guy

I has firmly fixed the habit of wrong pronunciation. Says nothing plainly. Cannot make the consonant L at all. Has great difficulty with S. makes for it a combination of ts. Can repeat nothing correctly where L is in combination. Says tseep for sleep, ye for yes etc. The front and back consonants are very good in repetition but weak in independent speech. Can repeat clearly and well many of the words most commonly used, but has poor memory & cannot retain impressions for any length of time.

He is very earnest in his desire to speak well, tries hard and will probably succeed in time.

Blasius Nicholas

This is an extremely nervous child. He can repeat words & short sentences clearly & can read word by word so that he can be understood. Has all the elements of speech, but when he attempts to speak independently there ensues a writhing of the entire body & it is only with the greatest effort that he can talk at all and it is very

difficult to understand what he is trying to say. He may improve with persistent work, but at the present time he appears to be physically as well as mentally incapable of producing clear speech.

Breck Ingeborg

This child appears to hear well, has voice & can - with great effort & much time - repeat all the combinations I have given her, but does not talk independently & seems to lack the mental power to do so. The only word she has said from the object is "ball" and this only after being shown one and told its name many times.

She tries hard and is to me a very interesting child.

Crichton Wm.

Has the habit of incorrect pronunciation so firmly fixed that it is a question whether at his age much can be done for him. He simply cannot remember. He has repeated the word "yes" many, many times and when asked a question immediately afterward, requiring yes for its answer, will say ye every time; and

it is so with other words. He appears to have no appreciation of sound. When giving the elements of tree - for example - he will say t-r-e-e and it is almost impossible to make him hear the e, while in a general sense he hears well. There is a thickness of speech and lack of nasal resonance that would indicate catarrhal affection or some obstruction of throat or nasal chamber.

He grows angry - Sometimes shedding tears - often corrected and asked to repeat a word saying "it is not his fault, he speaks as well as he can". This makes the work with him more difficult.

Dougherty Annie

Is partially deaf and either does not hear or cannot appreciate fine distinctions of sound. Speaks nothing clearly. The lip consonants - p + b - are strong and words having such sounds or combinations thereof are well spoken. There is no nasal resonance in n, ng or m. Has established - since coming

to me - the back consonants - k + g - but they are weak and there is great difficulty in combining them with the front consonants t + d. For example cat is either cak or tat. Still improving but it will be slow work. Should have more time.

Ellis Roy

Has a peculiar formation of mouth. The upper jaw projects above the lower jaw in such a way as to allow the two sets of teeth to strick square in the back and not meet by about the width of a little finger in front. The tongue is thick at the end and is drawn through the middle as though by a cord. This has the effect of thickening the consonant "s" making more the sound of "th" and it may be that a clear S sound can never be given although the child tries hard for it.

This physical defect does not affect other sounds so far as I can ascertain. His articulation generally is good but the habit of "baby talk" is

deeply rooted and much practice in pronunciation will be necessary. He is a bright and very good boy in class.

Flood Has proven my most
Margaret difficult problem, although I am not yet prepared to say that I cannot solve it.
When she first came to me it was thought that she was totally deaf, but I have proven to my own satisfaction that she can hear fairly well. She is deaf to some degree - just what I cannot say - but the trouble appears to be as much mental as physical. Her attention is hard to catch and hold. If I can compel her to look at me I can speak in an ordinary tone - or very little above it - with covered mouth or but little action thereof, and she will repeat the words or hand me whatever I may ask for. I have tried her on changes of tone holding the lip position of O firmly and changing the pitch decidedly in an easy voice and she will make the change, striking

the pitch fairly well.
In the Gymnasium, while a two-step was played softly with the foot on the Soft pedal to kill as fully as possible all vibration, she danced in perfect time to the end of the long room, the music was then changed - without pause - to waltz time and she stopped instantly and glided into a perfect waltz step in time to the soft music being played at the other end of the room. There could have been no question of vibration and with such soft music there must have been a fair degree of hearing.
She can repeat many words well and make some very difficult combinations but she will not talk. For example she can say water perfectly, but when she wants a drink she will make the sign of drinking with the hand to the mouth and then point to the water. She can say grape, but when I showed her the picture of grapes and asked what they were, she placed the

thumb & first finger together did shade the motion of pressing a grape from its skin into her mouth. She can say my name but will not do it pointing to me instead. My opinion at the present time is that while she may be deaf to some extent there is some mental force lacking to compel speech. This may be cultivated or strengthened in time. I have her but fifteen minutes a day and then in class with several other children so that while I have tested her in every way it has not been possible to accomplish much of what I should like to do.

Haack Gustave

Has a good mouth & hears well. Uses mouth as little as possible. Will not open & talks through teeth. Has great difficulty with initial & final consonants. Gives d or t for th. Example tank you for thank you &c. He has given the th sound clearly in different words - after hard practice - but went back immediately to the d or t. He has all the elements & except for the th his trouble is one of pronunciation, which at his age, makes the case serious & of little hope.

Hanson Andrew

Articulation good. Will not talk. Appears to lack mental power to speak more than one word at a time. Voice is good & strong although ordinarily he speaks so quietly that it is almost impossible to hear what he says. Has learned to say no instead of nos. After days of patient work I got him to say Andrew Hanson all at one time & in a loud tone. He will probably never speak better than at the present time.

Hopps Don

Is very nervous. Can make Elements but cannot apply them. For example, will say k k k - tat, then he will shake his head saying "no

no" & try all over again. with the same result. He has learned to say "flower" - which he found quite difficult at first - & once or twice he did succeed in saying "cat" clearly & well. He likes to come to the class, is good and tries hard. Can tell the names of the colors of the rainbow & of almost all the objects in the room. Talks but little & that little very poorly.

Gunhild Hyson Has little control of the mouth, which hangs wide open all of the time - drools constantly. Seems to have quite a little intelligence - will laugh at a joke & knows when a mistake is made. Can - with very great effort - repeat the simpler words & tell the names of many of the objects in the room, but will probably never be able to talk easily, the trouble being as much physical as mental.

Jewett Raymond Is suffering from paralysis which affects the mouth to some extent, causing him to speak with effort. He is learning to know when he stammers & appears to be gaining control over it. Can repeat well but cannot talk easily independently. He has improved noticeably since coming into the class.

Johnson Elmer Appears to hear well, has good mouth, but is very shy thus making work with him more difficult. Has great trouble with the consonant sounds th, l, x, v, & combinations thereof. I have him but ten minutes a day and then with another boy so that there has not been time to accomplish as much as might be desired.

Johnson Hatter Speaks & reads well except for the th sound which he makes d when vocal & t when non-vocal. Has learned the tongue position of the consonant & can make the sound easily, but finds it difficult to overcome the

habit of wrong pronunciation.

Jnenman. Eddie. At the time of coming to me, this child had never - so far as known - spoken a word. I worked with him for two weeks before he shaded an articulate sound and had about decided that the vocal cords were defective, when he said "pile" clearly. Since then he has said "apple, papa, mamma, baby" and home. Have worked with him on the consonants t and d, but he has not yet succeeded in producing them. The mouth appears to be normal and he hears well.

Lins August. Has good mouth for speech and hears well. Can repeat words and sentences but has great difficulty in making himself understood in independent speech. Since coming to me he has established the consonants k and g but finds difficulty in combining them with the consonants t and d. Example will say either "kake" or "tate" for Katie. Also has trouble with th and initial S combinations. The trouble appears to be entirely mental.

Lins Henry. This child is so entirely a reproduction of his brother August, that a full report of his work would be merely a repetition of the above. Whatever one says the other echoes. The habit of wrong pronunciation is so well fixed that it will require time and patience to overcome it.

Miller Edgar. Can make the elements but is poor generally in pronunciation. Has great difficulty in seeing consonant positions and hearing sounds. Can repeat many of the simpler words easily but when talking independently there is a hesitancy of speech and wrong blend of pronunciation that would indicate the inability to think quickly and a well fixed habit of mispronunciation. Appears to be no physical defect.

Nagle Ralph — The trouble with this child is almost entirely that of wrong pronunciation of "baby talk" - and he is young and bright enough to be a hopeful subject.
Since coming to me he has established the consonants k & g and has learned to say Ralph Nagle instead of Ra' Natte.

Nelson Charlie — Is physically quite deaf and as a result has some difficulty in distinguishing some of the softer sounds thereby rendering his pronunciation poor generally. He gives close attention and is learning consonant positions - or appears to be - but still finds it hard to make combinations of all kinds.

Norgaard Isabel — Lacks the mental power to speak well. We have been working for weeks on the word "flower" and while she can sound all of the elements she still pronounces the word "fowler". She can speak very few words distinctly.

Peterson Alfred — Has given me more satisfaction than any of my other charges although I have not the faintest shadow of a hope that he will ever become an "orator" or even a pleasant "chatterer".
When he first came to me he was very shy, hung his head and would not talk to, or look at me. After a week or two he developed an interest in the work, consented to smile at me and "repeat" a few words and short sentences. Since then he has learned to say plainly from objects and action the words - "cup, box, book, stick, sit, sick, a pipe, pencil, paper, table, chair". These are difficult combinations for him to make and are said independently, not repeated. He speaks with a great deal of nasality which, so far as I can tell at this time, is due more to habit than physical defect. His mouth appears good and he hears well.

Peterson Henry. When a child with good hearing & no defect of mouth, will not talk it is a sure symptom of a severe attack of "mental inertia" likely to prove fatal to all attempts at compelling speech. After weeks of effort I have succeeded in getting absolutely nothing from this child. He cannot say his name except in sections, although he has a clear strong voice & good mouth. Hears well.

Poole Edith Speaks with thickness of tongue & inclination toward nasality. Weak in vowel sounds. Consonants not clear. S, is given almost as Sh while Sh is not full enough to be good. K is given for ng Example; rin for ring etc. Cannot make clear Z, gets rather a hard Zh. There is an inclination to substitute L for n — g for d etc. — Example; gum bells for dumb-bells gimlakium for gymnasium. Poor memory forgets from day to day. —

Powers Mary When this child first came to me she could make no definite consonant or vowel sounds - Could say nothing intelligibly although her mouth appears to be good & she hears well. Since then she has said clearly & well "mamma, home, diaper, papa, baby, apple-pie, ball, pipe". The voice is thin and weak from non-use

Proctor Bessie The trouble here is principally a fixed habit of wrong pronunciation and a substitution of t & d for k & g. Has developed the consonants k & g & repeats well all words and sentences we have had thus far. Seems greatly interested in the work

Skog Oscar Is quite deaf. Appears to have good arch to high mouth. Does not use back of tongue - makes no g or k. Makes non-vocal S & Sh but not vocal Z & Zh. Should have individual work or more time in class.

Smith Lillie — Has good vocal organs. Speaks with no action of the upper lip, holding it lightly drawn over the upper teeth. Has learned to bring the lips together and make the consonant sound m, p & b. Vowel sounds are indefinite. Has said clearly "Mamma, papa, pipe, apple-pie, purple, baby, table, pencil, ball, book, box, potato.

Spure Harry — Chatters a great deal but says nothing correctly. Has learned to say Harry Spure instead of Har Pure. His class is very large with a period of fifteen minutes so there is little time for individual work. Have asked for a division of the class and more time when I hope to do more with this boy.

Strub Laura — Is partially paralyzed which, to some extent affects her speech. Has not the consonants k & g and will not allow me to

touch her mouth to assist her in forming them. She has been able to make - with great effort - all other consonants and combinations that we have had thus far in our work.

Von Kuster Fred — Appears to be mentally incapable of correct speech. Has great difficulty in placing sounds. Says Skuter for Kuster & C. Has learned to say purple and pencil clearly but cannot say flower although we have worked on it for weeks.

Anderson, Oscar. Has improved but little during the past month. Still repeats words but not sentences. - Appears to be mentally unable to do so, although just once, after I had said the sentence over and over for nearly ten minutes he said "Kate has a little kitty." This is the greatest number of words she has ever said for me at one time. He never talks of his own volition.

Bailly, Beatrice. Has improved greatly during the past month. She has not yet mastered the "d" and "t" sounds completely, but she can use them in many combinations and as initials and finals in many words. It is now possible to understand much that she says. She is an earnest and willing worker.

Becker, August. Has been absent from the class a great deal during the month. Has improved in deportment and can "repeat" sounds more plainly, but he does not retain impressions for any

great length of time, so that his speech generally has not improved.

Bertrand, Guy. Has worked well during the month, but his habit of wrong pronunciation is so firmly fixed that there has as yet been but little impression made upon it. Still has great difficulty with the consonant "S" either alone or in combinations, and with r and l.

Blasius, Nicholas. Has been absent during the first part of the month. Has worked well since his return but owing to his physical condition progress if any is to be made must be slow.

Ellis, Roy. Has improved very much in reading but not in independent speech. Knows formation and sound of the elements of speech when he "sees" the word or letter but the habit of correct speech is, of course, not well enough established yet to enable him to speak them independently

Flood Margaret — Has learned a number of new words among them being "water-cup, blue-berries, peach, pear, fish, kitty," and others having same sounds, but while she can say these clearly from objects and pictures she still prefers gesture to speech. Plainly her "Speech Centers" are very poorly developed

Hauck Gustave — Has improved very much. Speech generally is clearer. Makes greater effort to open mouth. Still has trouble with the "th" sound and of course, old words take spoken in the old way until properly pronounced for him. He is interested and works well.

Hudson Gnuhild — Shows no improvement. Her physical condition is such that she will probably never be able to speak more plainly than at the present time.

Jewett. Raymond — Improvement here is slow but there is some. He will wait until sure of what he wants to say and can then say it easily. Many times without the usual great contraction of the throat muscles. He is reading - or repeating - from the "Good Time Primer".

Johnson Elmer — Has improved very much during the past month. In reading the stories from the "Good Time Primer" and does not often make a mistake in the "th" sound which has always caused him so much trouble. When he does make such a mistake it is very easy to set him straight.

Johnson Walter — Is still wrestling with the "th" consonant sound. His attitude is strong and I do not fear defeat for him although he has not yet mastered. This is his only real defect of speech

La Vesque Mable — Has been in the class but a few days. She is a very shy child - hangs her head and will not talk without a great deal of persuasion. Her speech generally is very poor. So far have not heard her say anything distinctly.

Sims August — Does not show much improvement. He has all the elements of speech but appears to lack the mental power to use them.

Sims Henry — Shows more improvement - as well as intelligence - than August. Can repeat well but still has great difficulty in independent speech

Lovaine Harold — Requires great persuasion to speak at all. Some days he will work well - while on other days he will not speak a word. Uses the front and back of tongue equally well - for example can say candy clearly - but speech generally is poor.

Miller Edgar — Has read - or repeated - clearly and well the first four pages of the "Good Time Primer" in addition to conversational work. He can repeat all consonant and vowel sounds but appears mentally unable to speak clearly of his own volition. There is no physical defect.

Nagle Ralph — Appears to like the work and tries hard. In reading, or rather repeating from "The Good Time Primer" and can say easily such sentences as "Kate can rock baby in the cradle" "Kate can jump", "The dog sees the frog". Sometimes without a second trial.

Nelson Charlie — Has given close attention to the work during the month, but finds it hard to make combinations of all kinds. His deafness interferes to some extent and the habit of wrong pronunciation is of such long standing that it will require a long time to make

an impression for the
letter deep Enough to
show.

Norgaard Isabel — Appears to be mentally incapable of hearing or producing sound - will never complete a word although she can speak the Elements perfectly - for example, will say do for dog - than for thank - Ca for cake &c. She is good in class - never refuses to try a word. She cannot yet say "flower" although we are still working on it.

Olson Hillie — Has been in the class but about two weeks. His pronunciation generally is poor. Th he gives as t or d. The other Elements are clearer. The mouth is good and he has a keen appreciation of sound. He is good in class and always tries to pronounce the word given.

Poole Edith — Has learned to make a clearer "s" sound - not quite so nearly like the "sh" sound as at first. Still has trouble with the vowel sounds - Especially the different sounds of a. Has acquired a little more nasal resonance in the ng combination.

Powers Mary — I have worked hard with the "tongue" but can get little action & no definite sounds in consonants. She has acquired control of the lips and can speak words having lip consonants only. The voice is still thin & weak from non-use. She gives close attention and makes great effort but the talking centers appear to be poorly developed.

Proctor Bessie — Has all of the Elements of speech well established and knows where the more difficult ones (for her) are made. She has the most trouble with "th" "g" & "k" but when she makes a mistake I have only to point to the correct position and

She will at once make the sound. Of course it will take a long time to overcome the habit of using t & d for k & g but this is about her only defect of speech.

Skog Oscar — Does not use the back of the tongue at all. Words having the g & k consonant sounds are given the t & d sounds and n is made for ng. I have worked faithfully with him but so far have not succeeded in getting the least action of the back of the tongue. The peculiar formation of his head and mouth may account for this.

Smith Lillie — Has been absent part of the month. Is gaining greater control of the upper lip. Can say with more ease such words as pear peach, potato, tomato, blue-berries, &c.

Spurr Harry — Has not accomplished much during the month. He has not a very keen appreciation of sound and cannot be made to see consonant positions. Makes b for v — t & d for g & k. — Says nothing very distinctly. He is so young and anxious to talk — chattering all of the time — that there is not room for much hope.

Strub Laura — Has done very well. I worked hard and faithfully for the g & k. consonant sounds. At first she would not permit me to manipulate her mouth — but she was finally persuaded to submit and could then make the consonants while I held the tongue in position, but it took several weeks work before she could feel the action of the tongue plainly enough to make the sounds independently. She can now say such words as cake, candy go like, good &c. — Her physical condition will naturally always be a bar to easy, free speech.

Von Kuster Fred — Shows but little, if any improvement. He appears utterly unable to hear or reproduce the consonant sounds in combination. after weeks of work he cannot yet say flower.

Gleisner Louis — Speaks with but little nasal resonance. Will not make final sounds. Example — ro for rose, geo for George, fa for fall, ca for cake, etc. Has all of the elements and endeavors to repeat whatever is said to him. Has gained some in that at first he would not try to repeat anything without great perpuasion.

Muench Marie — Has been in the class but a few days. Her trouble appears to be more a lack of power to think of, or remember, more than a few words at a time. She will seldom finish anything she may start to say - Stops short with a "I don't know", I have her talk as much as possible, simply asking

questions to keep her going. Her articulation generally is good. She can say some words perfectly and get all twisted on other words having exactly the same consonant combinations and sounds, showing that the trouble is altogether mental.

Anderson Oscar — Shows little improvement during the month. It is almost impossible to induce him to speak at all & then it is in single words only. Just once during the month he spoke an entire sentence — "I am well, thank you" & that only after I had said the words over & over for ten minutes. He simply will not "will" to talk!

Bailly Beatrice — Shows steady improvement. Has about mastered the "d" & "t" consonant sounds and seldom makes a mistake when she knows what it is she wants to say. Still has trouble with "l" & "r" consonants. Is thining out the "s" a little, although the old habit of blowing through the nose when speaking old words, - or quickly, is still strong.

Becker August — Repeats well anything said to him. Have tried him with written work - (black-board -) constantly, but he forgets from day to day. Has improved in deportment and repeats words more easily.

Bertrand Guy — Works faithfully & before leaving a word will almost always speak it correctly, but will just as surely forget it by the next lesson time. It appears almost impossible for him to master the S, R & L consonant sounds although there is no physical reason why he should not make them perfectly.

Blasius Nicholas — Has worked well during the month, but improvement will come very slowly if at all, on account of his physical condition.

Ellis Roy — Continues to improve. The defect of mouth will probably always prevent clearness of "S" consonant sounds in any combination, but otherwise he repeats well. He reads from the different Primers & from the black-board.

Flood Margaret — Is steadily improving. She reads from the board (& appeared to know the words at sight) "The kitty

is pretty". "What is this"
"It is a cake" + other words
other word of like combination.
She also appears to make
greater effort to speak with
the mouth instead of the
hands

Haack Gustave — Shows marked improvement in his reading although not so much in conversation, the old way of talking clings closer than a brother in free speech.

Hixson Gunhild — Makes great effort to talk but is physically unable to speak anything clearly. She listens closely and appears to understand what is being said.

Jewett Raymond — Shows some improvement in reading, but there is little - if any - in conversation. He thinks quickly and grows so interested in what he is saying that the physical disability becomes more pronounced.

Johnson Elmer — Continues to improve in reading but he is such a shy child it is almost impossible to make him talk enough to enable me to judge much of his conversation.

Johnson Hatter — Has been present in class ten days only - of this month - Still he keeps up interest in the work and is really improving. "Th" consonant sounds worry him some but not nearly so much as at first.

La Vesque Mabel — Has improved in that she will now look at me and make an effort to say the word I want her to, but she appears to have but little appreciation of sound. Has said "Chair buggy, baby, Wagon, candy, blue, what, is, this, she". clearly enough for me to know that she has the elements of speech fairly well fixed while she appears to lack the mental power to talk distinctly.

Lins August — Talks & talks and likes to talk so much that one could almost imagine him a woman, but that woman usually succeeds in making herself understood, which - alas - I greatly fear August never will. Once only did I understand him perfectly, when the morning after an Entertainment he told me with great Enthusiasm and a strong emphasis on the ch that "Die Woman pflicht die organ und der Mann pflicht a song".

Lins Henry — Shows some improvement & more interest, but he is still very poor in conversation. He repeats with some ease but does not remember from sentence to sentence.

Lovaine Harold — Has improved little if any, during the past month. It is almost impossible to make him talk. He has a strong voice but usually speaks so softly as scarcely to be heard.

Miller Edgar — Is reading - or rather repeating - from the "Good Time Primer" and is growing smoother in his enunciation, but shows little improvement in conversation.

Nagle Ralph — Is progressing very satisfactorily. Is very careful in repetition & remembers well.

Nelson Charlie — Gives close attention & in reading repeats more smoothly, but in conversation does not apply the work as much as he might, or as would be desirable.

Norgaard Isabel — Has worked harder with Isabel, with poorer results, than any other pupil I have. She appears to be simply incapable of clearer speech.

Olson Hillie — Has done very satisfactory work during the past month. He has learned to make the consonant sounds of th but has difficulty as yet in applying them.

Poole Edith — Has worked well during the past month. Still has trouble with vowel sounds and consonant-S but makes them all clearer.

Powers Mary — At last, after long service and great trial my reward has been given me. Mary can make "t" and has made many clear "t" consonant sounds. She has said clearly and well toe, to, tea, tie, + nut.

Proctor Bessie — Works well and is reading much more easily and smoothly. She makes mistakes, many of them, but usually can correct them herself when her attention is called to them.

Skog Oscar — Has not yet gained the least control of the back of the tongue although we have worked hard to that End. He may yet do it but at present it appears to be a physical impossibility.

Smith Lillie — Shows no very marked improvement, but makes greater effort to use the lips and repeats more easily.

Spurs Harry — Gives wonderfully close attention for him and tries to say everything just right, still success visits him but seldom. There is but little improvement.

Strub Laura — Makes her k + g sounds so smoothly that it really seems hard to believe that little more than a month ago we almost despaired of ever establishing them. Of course she makes mistakes, but it is seldom that she does so when she "sees" the word.

Von Kuster Fred — Works hard - Makes great effort to reproduce the sounds given but his success is not great. Progress - if any - will be slow.

February 1903

Gleisner Louis — Repeats more easily. Is working hard on this name, which he finds extremely difficult to pronounce. Speech generally is very poor.

Muench Marie — Talks with me each day for about ten minutes. Sometimes, but not often, she will finish some thought or sentence - usually she will trail off into silence, or end with "I don't know." Her articulation generally is good. She makes but few mistakes and they are easily corrected.

March 1903.

Anderson Oscar — Still read from the board sentences of words that have difficult combinations and read them clearly and well, but he will not talk of himself. His voice has grown very much stronger

Bailly Beatrice — Works well generally - Several times she has insisted that she was too ill and nervous to read, when it appeared there was no cause for the assertion. She shows very marked improvement in reading and speaking. Is gaining more control of the tongue and seldom blows through the nose as of old.

Becker August — Shows but little improvement during the past month. Will repeat words and sentences correctly but will not say them when speaking independently. He does not read and so is harder to reach.

Bertrand Guy — Has worked faithfully during the past month but still finds it hard to make a clear "s" or "z" "l" or "r" consonant sound - His memory is not good and when he does master a word at lesson time he is almost always sure to forget it by the next day.

Blasius Nicholas — Makes great effort, but has so much against him, physically as well as mentally, that but little impression is made. He reads better than he speaks in conversation.

Ellis Roy — Has improved very much in his reading, but not so much in conversation. He appears to like the work and tries hard for improvement.

Flood Margaret — Is doing very well. She reads from the board (repeats) and has learned quite a number of new words, both by sight and sound. She still gestures with her

hands and body generally, but makes greater effort to speak with the mouth when telling something independently.

Haack Gustava — Shows improvement both in reading and conversation. He says he wants to speak plainly and really makes a great effort to do so.

Hanson Gunhild — Shows not the least improvement. Both the physical and mental condition prevent.

Jewett Raymond — "Reads" more slowly and clearly, but has not improved so much in conversation although he tries hard.

Johnson Elmer — Is doing well in reading but he talks so little that I cannot tell if he applies the work to conversation. I have him but ten minutes each day with Latter J.

Johnson Oscar — Has been in the class but a short time. He has the elements of speech

fairly well established, but is very poor in combinations. Says very little clearly and well. He appears to be nervous and weeps if asked to repeat words. Does not reapeat well. Seems unable to hear or make consonant sounds in combination.

Johnson. Has not yet fully
Hallie mastered the "th" sounds. Does not have so much trouble with the initial as final or middle sounds. This is the only consonant sound that troubles him.

La Vesgne Improvement has not been
Mabel very great. Makes effort, and sometimes a word will come clearly and easily, but there appears to be too little intelligence to control speech.

Luns Is mentally incapable of
August clearer speech. Can repeat well but will not apply - does not remember. Has been taken out of class.

Luns Appears more hopeful. Repeats
Henry well although no lasting impression has yet been made.

Lovaine Is improving although
Harold slowly. Sometimes he will repeat easily and again I may repeat a word many times and do all I can think of to induce him to say it and he will not make a sound, but he has surprised me several times recently by saying such a word of his own volition, proving that my effort was not in vain, as I had thought at the time.

Miller Repeats from the board smoothly
Edgar but he does not read, so that work with him is harder and results come more slowly.

Muench Has improved very
Marie much - She will complete a sentence more often than at first and can make difficult combinations more smoothly.

Nagle Is progressing very satis-
Ralph factorily. He repeats easily and smoothly and remembers well.

March 1903

Nelson Charlie — Has not progressed very rapidly although he works faithfully. His reading is smoother and clearer than his conversation.

Norgaard — Is showing some improvement. She has fully completed several words lately - "book, rose, table etc" - although she cannot yet say flower.

Olson Hillie — Is doing very satisfactory work in reading and shows some improvement in conversation. He appears to be very much interested in the work

Poole Edith — Has been absent from class almost the entire month and has had little opportunity for improvement.

Powers Mary — Has been doing good work during past months. She can repeat any of the simpler words having only the lip and front of tongue consonant sounds and has learned the right

March 1903

of many of them. We are now working on the back of the tongue for "g", "k" + "ng" consonant sounds, but as yet there is not the slightest touch of either. So far she has been a very interesting and satisfactory pupil

Proctor Bessie — Has been absent from class during the greater part of the month and has made but little progress

Skog Oscar — Is physically unable to speak more clearly and has been withdrawn from the class.

Smith Lillie — Has acquired greater control of lips - They are decidedly more flexible and she can repeat more easily but she does not remember from day to day and so does not apply the work.

Spure Mary — Makes great effort. Still progress is slow. It seems difficult for

him to see, and hear, Consonant positions and Sounds.

Strub Laura — Has worked very well during the month. So far as her articulation is concerned she now reads very well, but her physical condition is such that she cannot - and probably never will - speak more smoothly. She does not yet apply the work in conversation so well as I would like

Von Kuster Fred — Has improved some in reading but shows little, if any, improvement in conversation. Likes to come to class and tries hard.

Gleisner Louis — Progress here is very slow. Can repeat some of the simpler words well, but can say nothing clearly of himself. Memory is poor & it is very hard to make an impression.

Anderson Oscar — Have given almost the entire time to conversational work, but it is almost impossible to compel independent speech - He repeats much better than at first and the voice is much stronger.

Bailly Beatrice — Has at home on a visit for a week and a half. The improvement here is steady and sure. The tongue tip is thinning some and she has greater control of it. She seldom blows through the nose.

Becker August — Has worked very much better than usual during the past month - Made greater effort to get correct pronunciations and to apply them. There has also been a very decided improvement in deportment. Gives closer attention & is not so restless.

Bertrand Guy — Has succeeded in making a number of clear L and L consonants sounds but they do not

come easily and are not retained for any great length of time. He reads and repeats much better than he speaks independently.

Blasius. Nicholas. Gives close attention and makes great effort, repeating over and over without the least show of impatience, but as yet there has been little improvement in either reading or conversation.

Ellis Roy. Shows steady improvement both in reading and in conversation. At the present time he is absent from class on account of illness

Flood Margaret. Is working well. Has learned a number of new words by sight and sound. Is now doing some number work, adding up to fourteen, by ones - thus one and one are two, one and two are three &c. She makes greater effort to speak with the mouth instead of the hands.

Gleisner Louis. Has improved quite a little - Gives closer attention and makes greater effort to speak clearly the elements and combinations given and applies the work in his regular class room.

Haack Gustava. Is working hard and shows steady improvement. The mouth is more flexible and he makes great effort to produce the sounds given. He is reading from the different printers.

Hixson Gunhild. Has been withdrawn from the class, she being physically as well as mentally unable to speak more clearly than at the present time.

Jewett. Raymond. Is trying hard to speak more slowly and clearly and is gradually gaining control of the organs of speech so that the effort to produce sound is not nearly so labored. He reads more

plainly than he speaks in conversation.

Johnson. Elmer. Is doing well with this reading but he does not apply the work to his conversation so well as could be desired, he very seldom talks with me. It is almost impossible to compel him to answer a question.

Johnson. Walter. Has about mastered the "th" consonant sounds. There are mistakes made, but not nearly so often and more easily corrected.

La Vesque. Mable. There has been but little change during the month. Close attention is given and sometimes a word is spoken clearly but speech generally is unintelligible

Lins. Henry. Has worked through the month as usual. Repeats well but does not apply the work in conversation.

Lovaine. Harold. Continues to improve although slowly. Has succeeded in making clear t and d consonant sounds. Still weak on th, f & v sounds, due to loss of front teeth. As he takes correct positions for these sounds he may be able to make them correctly when the second teeth come. He appears to be interested in the work and applies it in his regular class room.

Miller. Edgar Improves but slowly. Repeats more smoothly but does not apply the work in independent speech so well as could be desired.

Muench. Marie. Talks with me for ten minutes each day. At first she would say "yep" in answer to any question requiring "yes" for reply. She now says "yes ma'am" has not once said "yep" for a month. After weeks of effort she would reply to my "good-morning, marie"

"How are you" with "Thank you, I am well" She will now give the form of reply on entering the room without waiting for the greeting. She often finishes a sentence, or thought. She speaks the words she knows clearly and well.

Nagle Ralph — Is doing very satisfactory work. Hears and sees consonant sounds and positions and makes them with ease. Says all the simpler words and many of more difficult combinations.

Nelson Charlie. Improvement is not very marked although his interest in the work continues. Have given more time to conversation as his reading is much the smoother.

Norgaard Isabel. Has worked interestedly during the month although progress, if any, is very slow.

Olson Hillie — Is working satisfactorily although his enunciation is still very poor. He divides the time between reading and conversation and he is growing much smoother in both.

Poole Edith — Has improved very much both in reading and conversation. Her S sounds are decidedly thinner and the vowel sounds are more definite.

Powers Mary — Has not yet gained the least control of the back of the tongue. Cannot make k, g or ng sounds, but she is doing well with the front of the mouth and can speak many words having only front consonant sounds.

Proctor Bessie. Is doing very well in her reading but is not applying the work so well in conversation. Can repeat well and corrects a mistake easily.

Smith Uses the month with Lillie moral ease. Several times during the month she has volunteered some information, while before it was necessary to ask many questions before getting a reply- Speech is still very indistinct

Spure Is an interesting Harry pupil although progress is very slow. He has made the consonant v. several times in the word very. (instead of bery) a feat which he found impossible before. Enunciation is very poor.

Strub Is doing very well Laura in her reading- In this respect she is doing about as well as her physical condition will permit, but she does not apply the work so well in conversation.

Von Kuster. Has been an Fred. active worker during the month but has accomplished very little if anything. He appears to lack utterly the power to retain sound impressions

Johnson. Repeats more clearly; Oscar although there has been but little impression made on independent Speech. Is not so nervous as at first and gives close attention.

Roemer. Has been in class Nena. but a few days. Speech generally is poor and there is no action of the back of the tongue - no touch of k & g consonant sounds - in independent speech although by holding and pushing the tongue into position I have succeeded in getting good clear touches of these sounds. Other elements appear to be established although

April 1903

combinations of all kinds are weak and indefinite

Anderson Oscar. Has learned to "read" a little better, but the improvement in that direction has been slight - still he can and will read whole sentences at a time after going over them until they become familiar to him, but it is almost impossible to make him speak independently at all At the most he will only "repeat" in monosyllables - seldom an entire sentence except to reply to my morning greeting with "thank you, I am well" and it has taken persistent work of almost the entire year to get this much from him The voice has grown decidedly stronger but the enunciation is thick and indistinct. When asked a question he appears to try to think - there will come a peculiar twitching of the body with a rolling of the eyes and general appearance of making an effort to answer, but that is usually all the reply I get - Even after I have told him the answer to the question he will not give it, oftentimes saying instead what for him

means "I don't know" With patient work he may in time be induced to speak more clearly but he appears to be mentally incapable of it at the present time.

Bailly Beatrice — Has given great satisfaction. At first she had little or no use of front of mouth - could speak nothing at all with tip of tongue - All speech was forced through the nose with great distortion of face. We worked hard for some touch of "t" or "d" consonant sounds, but months passed before there was the least encouragement. "S" was placed in the front of the mouth more easily, it is still thick and inclines toward "sh" but it is made forward in the mouth instead of through the nose. "l" is made with a touch of "y" - ex. "yike" instead of "like." "r" and "r" takes a touch sometimes of "w" and again of "y". - "s" and "d" are always true now if she is sure of the word. All of the other Elements of Speech are well Established. Language is

poor and speech generally is thick but this will improve in time with practice and a greater knowledge of words. She is an earnest, patient worker.

Becker. August — Has improved most wonderfully both in speech and in deportment. He pays close attention to the work and tries to apply it, generally with success. Speech is clearer and he can make some difficult combinations with ease. As he does not read, work is slow, but as he is young and appears to be interested there is room for hope that he will speak well in the near future.

Bertrand. Guy — Is very discouraging - He can make clear "s" and "l" sounds but it is very seldom that by any mistake he makes one. Usually "s" is given in combination with "t" as initials and is left off Entirely as a final.

"L" is given as "Y" - Independent speech throughout is very indistinct although he can "repeat" words clearly. Memory is very poor and mental action weak.

Blazins: Nicholas — Has accomplished very little during the year, although he has given close attention at all times.
His physical, as well as mental, condition will probably always prevent more perfect speech.

Ellis Roy — Has worked well during the year and has improved in reading as well as in speech. He has not yet fully overcome the old habit of "baby talk" - but he has firmly established all of the elementary sounds and can make any combination, however difficult, after having it repeated to him.
The peculiar formation of mouth and tongue will always prevent clearness of "S" in any combination. With practice he will in time speak well. He is a good and willing worker

Flood. Margaret. — She very peculiarly afflicted - or affected, as the case may be - She has demonstrated beyond the shadow of a doubt that she is not totally deaf at this time as was supposed when I first took her in class - To exactly what degree she is suffering from deafness I cannot state, but it cannot nearly approximate total as she repeats easily sounds that she could not make from reading lips alone and answers questions asked by me with covered mouth. She can make all of the elements clearly (except "S" which is thick with touch of "Sh" and "N" which lacks resonance) - Example, "baby," "cake, chair, march, door and "fifteen, girl, home, jump, "George, kick, lily, mamma, "papa, paper nine, queen, "Sing me a song, finger ring "run, she, think, this, thank "you I am well, very, too, "ten, young, excuse me please" &c &c. She has repeated clearly these and all other words given in class and yet she will not speak clearly independently, instead she

points and gestures wildly and make dreadful noises, perfectly inarticulate.
She has improved some during the year, makes greater effort to speak independently and more frequently succeeds in making herself understood.

Gleisner, Louis. Shows some little improvement. Has learned to speak his name more clearly and can "repeat" the simpler words more plainly but he has not gained so much in independent speech. When asked a question his answer is almost always unintelligible. He gives close attention to the work and does not appear to grow tired of saying a word over and over until he can speak it clearly, so there is reason for hope that in time he may learn to speak well enough to make himself understood.

Haack, Gus. Has done well during the year. He has been earnest in his efforts to speak clearly and most of the time now manages to open his mouth wide enough to emit a good tone column. Makes all of the elements more clearly and can make all combinations with greater ease. Speech still lacks perfect clearness and language is poor but improvement is decided and work with him has been very satisfactory.

Jewett, Raymond. Has improved very much in "reading" during the year. Speaks more slowly and clearly. At most times he is able to detect his stammering and will at once stop, take a fresh breath and go on smoothly. He does not do so well however in conversation - here he appears to lack words rather than thought and in consequence the volume of voice decreases and stammering increases. This trouble may be

overcome as he acquires language. The voice is very weak and has strengthened but little if any. This appears to be owing entirely to his physical condition. It may be that as he grows older and the voice deepens it will also strengthen.

Johnson. Has improved very
Elmer, noticeably in reading,
makes fewer mistakes
and they are more easily
corrected. The consonants
"th", "l" & "r" that bothered
him so much at first,
give little, or no, trouble
now in "reading" but
he does not apply the
work in conversation
and as he talks so little
it is very difficult to
get much from him in
this direction.

Johnson. Has not yet mastered
Oscar, all of the consonant
sounds - Can make "g" as
in "go" but almost always
gives "d" instead. "j" as in
jump is also given with
an inclination toward "d"

makes "w" for "r" gives
touch of "s" in making "t"
and has great difficulty with
"th". Has spoken clearly
and will the words "baby,
"bib, chair, peach, door,
"and, four, five, home, he her
"him, beake, kick, lily, long
"alone, mamma, Fanny,
"sing, swing, papa, pie,
"apple, green bad, she shop
"school, buzz little bed,
"his" and many others
of like combination. He
has said correctly the
names of the six primary
colors and has learned to
apply three of them, blue
orange and green. He
knows "yellow" half way -
If I ask "who has on a
yellow tie" he will point
to his tie, or if I ask
him to get me a yellow
stick he will get the
right stick, but if I
show him a yellow
stick and ask the
name of the color he
will call it anything
else. While he can
"repeat" many words
clearly he still speaks
very quickly and indistinctly
He has been with me
but a short time.

Johnson. Has fought hard
Walter, with the consonant
"th" and has about
mastered it in his
reading and where he
is perfectly sure of the
word in conversation.
When he does make a
mistake it is easy
for him to correct it.
This is the only real
defect of speech from
which he suffers.

La Vesgne. Has improved a little
Mable, during the term in
that she makes the effort
to pronounce all words
given and sometimes
succeeds with the more
simple ones after several
trials, but she appears
to have little intelligence
and it is almost impossible
to make impressions
deep enough to last.

Linz. Has shown interest and
Henry, has given close attention -
Talks more than at first
but not much more
clearly. Will repeat clearly
anything that is said to
him word by word, but

appears to be mentally
unable to apply the
work in independent
speech.

Lovaine. Has improved very
Harold, decidedly during the
year although he talks
but little. Has learned to say
a number of words
which he takes pleasure
in using in the
Kindergarten. He is always
glad to come to me and
gives interested attention to
all I say.

Muench. Shows decided im-
Marie, provement. Can speak
whole sentences with
more ease and accuracy and
more frequently follows
out a thought. Articula-
tion is good - Can speak
any word when she
knows the pronunciation.
Has little language and
needs stimulation.

Miller. Shows but little improvement.
Edgar, "Repeats" more smoothly,
but little impression has
been made on independent speech.

Nagle Ralph. Shows very decided improvement since the beginning of the term. He has all of the elements of speech well established and can speak his words clearly when he knows the combinations. Work with him has been very satisfactory and should be continued.

Nelson Charlie. Shows a little improvement in reading but more in conversation. He has given close and interested attention but appears unable - mentally - to speak more clearly

Norgaard Mabel. Has worked with great interest all winter but with little result - She appears to be mentally deaf. Physically she hears perfectly but mentally she is either deaf or lacks power to reproduce just what she hears. She speaks very few words clearly usually mixing the elements

until the word is changed completely (Ex. lowder for flower) She has worked during the entire term on the word flower and cannot say it now. Sometimes a word will come startlingly clear, but this is seldom.

Olson Hillie Has worked very satisfactorily since coming to me although his enunciation is still poor - he can make all of the elements of speech but is weak on combinations - Has great difficulty in speaking words beginning with "y" which - although he can say it perfectly - he always gives as "j" - for ex. "jellow" instead of "yellow" &c. It will take long and patient work to overcome the old habit of wrong pronunciation but he is an interesting pupil and well worth the effort.

Poole. Has absent from class
Edith. frequently during the
months of May and June.
That time she was in
class she worked well
and shows decided improve-
ment since beginning
of term. Makes more
definite vowel sounds
and has thinned out
the "S" sound which
caused her so much
trouble. She needs
much practice in the
work and will benefit by
it.

Powers. Is a very interesting
Mary, pupil. When she first
came to me she did not
speak any intelligible
word - so far as I could
ascertain -. During the
year she has gained control
of the lips and front part
of tongue and has spoken
clearly many words having
only front consonant
sounds, such as "I fell
"down, this is the door,
"that is my hat, She is
"pretty, my mamma is
"home, how do you do, I
"love you" &c. &c. These
words have all been

spoken clearly enough to
have been well under-
stood by any one, proving
that she can talk, but
it is almost impossible
to make her say them
independently - She will
simply repeat and that
only after much urging.
I have used tongue
gymnastics of all kinds
with her but have been
unable to secure a good
action of the back of the
tongue for the clear click
of "g" + "k" consonant
sounds - She makes
instead a guttural
sound - or hard "h"
Further work with
her would be profitable.

Proctor. Has done good work
Bessie, during the year. Has
established all of the
Elements of speech and
knows positions of same.
Speaks well when she
knows the pronunciation
of the words and corrects
a mistake easily.
Improvement has been
decided. Needs now
constant practice.

Roemer Has been with me
Lena too short a time to get
very satisfactory results.
In this time she has
learned to make good
"g" & "k" consonant sounds
but finds it difficult
to combine them with
vowel sounds - changes
them to "t" and "d" sounds.
Has said "good," "cake" "go"
and back" but not easily
and only in repetition

Smith Has gained control of lips
Lillie and made them more flexible.
Can repeat words with
more ease but memory
is so poor that impressions
of this kind have not been
lasting. She appears to
have developed a desire to
talk, At first she would
reply only after repeated
questioning while now
she answers questions
promptly and is always
volunteering information
of some kind. Speech
generally, is not easily
understood

Spure. Progress here has been
Harry, very slow. He has given
close attention, for him, and tried his
hardest to say correctly the
words given but words
appear to sound differently
to him - the mixtures he
makes are something
startling. He has learned to
say his name correctly
and once in a long time he
speaks correctly a word
that he found difficult.
He is so young that
he may improve as he
grows older and work with
him should be continued.

Strub. Has done well during
Laura, the year in reading -
After hard work she
succeeded in establishing
the consonants "k" & "g"
which she did not have
at first - She reads now
about as well as her
physical condition will
permit, but she does
not do so well in
conversation - She has
spoken incorrectly for so
many years that it
will be a maturity - take a
long time with careful
watching, to overcome the habit.

May and June 1903

Von Kuster, Fred. Has been a hard worker during the year but has made very little progress. He appears to be entirely unable to receive or retain sound impressions. After many trials he can sometimes speak a sentence correctly but he cannot say it fivithout help five minutes after, certainly not the next day. He will probably never do better than at the present time.



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