


# Faribault State School and Hospital. Individual School Records.

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Version 3
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RD

Kindergarten.

1894-5 pp. 1 to 133

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Miss Sharpe,

Teacher.

Kindergarten 1894.

Ruby M. Sharpe

Teacher

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Program.

Morning Session.

| | |
|---|---|
| 8.15 – 8.30 | Chapel. |
| 8.30 – 9.00 | Giving out work. |
| 9.00 – 10.00 | Reading and number work. |
| 10.00 – 10.30. | Recess. |
| 10.30 – 11.00 | Group work. |
| 11.00 – 11.30. | Gift. |
| 11.30 – 11.45 | Putting work away. |
| 11.45 – 12.15 | Circle exercises. |

Afternoon Session.

| | |
|---|---|
| 1.30 – 2.00 | Busy work. |
| 2.00 – 2.30 | Story or Talk. |
| 2.30 – 3.00. | Circle exercises. |

Esther Anderson.

Sept.

Esther seems to have retained the few things she learned last year, and talks more intelligently. Her memory too is better. She now commits words to songs quite readily and even sings a tune. She is not nearly so languid and inattentive as formerly. Instead she shows great interest in her work and is never more unhappy than when given no work and obliged to sit with folded hands.

She does not attempt to read at all but is making an attempt at numbers.

Oct.

Esther is doing fairly well with her numbers having learned names and values of 1-4-6-7. and writes them well. She works with the Second, Third and Fourth Gifts. Distinguishes at a glance the, ball, cube and cylinder or the cube and oblong. In the Busy work she is neither accurate or neat but is improving.

Nov.

In the occupations Esther is improving. Her sewing is much better and in her weaving she is doing better

Dec.

As Christmas time neared the children were allowed to make a gift for some one. Esther was very much pleased with the idea and and worked diligently on a card to be used as a calendar for Mr. Massey. It was neatly done and showed great improvement

Jan.

There is not much to say of Esthers progress during the month. She is so unreliable. One day she knows a thing and the next it has entirely left her mind. Esthers genral information is good. and she expresses herself well.

Feb. She makes the figures 1-2-3-4-5-6-7 and and knows the name of each and values of the first five. Esther is now weaving by threes.

March. Nothing to report this month.

April Esther now makes the figures from 1-10. with a copy only. If sent to the board and told to write a certain number, she gets so confused and nervious that she forgets all she ever knew. She is a very difficult child to work with for that reason.

May. Doing just about the same as last month

June. Nothing more to report.

## Ralph Allen.

Sept.

Ralph is just about where he was last year. His nervous trouble is a great affliction and is no better than when he first entered the school. It is a great pity too, for he is so quick to grasp anything. He is without a doubt the brightest child in the Kindergarten. And so ambitious too. It is with the greatest difficulty that he makes the numbers 1-4-6-7-5, but they are made well. His accuracy in folding papers is surprising; he works slowly but is very neat.

Oct.

There has been no improvement in the past month to speak of. He works diligently however, and never gives trouble in any way.

Nov.

There is no improvement and can never be until this nervous trouble is overcome. Probably that can never be, but I firmly believe the school is very harmful to him. The children in the Kindergarten are all nervous and restless and naturally effect him. If he could have perfect quiet together with treatment for this trouble I believe he would be benifited

Dec.

Each month find Ralph just the same

Jan.

Ralph makes the figures from 1 – 8, and understands their value. Ralphs attempt at sewing and weaving is painful. He succeeds fairly well in the former but the weaving is so easily torn and his hand so unsteady that it is quite impossible for him to do it at all.

Feb.

Ralph writes and understands the value of numbers to 10. but does not combine numbers.

March

Ralph combines numbers by sum. His work is all written not being able to talk at all. He has learned several words but is unable to speak them.

April

Ralph combines numbers to ten with objects. and uses the word builder in connection with the first Reader; he spaces the words and uses the punctuations properly.

May

Nothing of special interest to report this month

June

just the same.

Flora Bundrock.

Sept. Flora has not been in school regularly during this first month of school, but find I she has not forgotten as much as I had feared. Flora's spasms are growing worse from day to day. A year ago they were very light only lasting an instant. While now she has light convulsions, lasting ten minutes sometimes, after which she seems stupified. I notice in our talks on general subjects, things she is perfectly familiar with, Flora will say the most absurd things, things that are in no way connected with the subject.

Oct. In connection with her reading Flora now uses the word builder which is a great help to her in learning new words, and the letters. She is doing just about the same in numbers that she did last year. She uses the Second, Third and Fourth Gifts pretty well.

Nov. There is not much to say of Flora except that she has advanced a few lessons in the Word Method. I see some improvement in her voice than anything else, it growing stronger all the while.

Dec. Flora made a desperate effort to make something in the way of Christmas gifts but was not a success. She is neither neat or accurate.

Jan.

Flora's general health is surely better than a year ago and she has her spasms less frequently. during school hours at least I think making think she can throw them off. She works herself into them sometimes. Then is no doubt. She is not making the progress in her school work that she made last winter at least it is not so apparent.
She have almost finished the Second part of the word method.

Feb.

Flora is now reading in Harpurs First Reader and takes up the spelling and Script quite readily.

March.

Flora reads the script almost as readily as the print and it seems strange that she does not take up writing; but it seems very difficult for her.

April

In numbers Flora has done little. She writes and reads them to twenty but combines to ten only. She has advanced a few lessons in reading.

May

Flora continues about the same. Her school work has been rather broken into owing to the frequent rehearsals for the coming entertainment; often being out the better part of two sessions.

June

There has been absolutely no work done in the past month except working for the entertainment.

## Albert Baker.

Sept. September finds this boy just where he was the last of June, neither better nor worse. In fact it would be impossible for him to be worse. He requires constant watching in the school room for he is so thoroughly bad that he seems unable to keep out of mischief. He will not apply himself in any way, taking no interest in anything except in annoying other children that however affords him great pleasure and he will laugh and his eyes dance with real merriment. He makes no attempt at talking but understands everything said to him.

Oct. There is no improvement, consequently no report to write of Albert since all the bad things have been written up so many times before.

Nov. Nothing to write of Albert Baker.

Dec. It is very discouraging to attempt writing reports of a child like Albert when there is nothing to report.

Jan. Perhaps Albert amuses himself a trifle more with the busy work, than a few months ago, otherwise I can see no change.

Feb. Albert distinguishes the colors red, yellow orange and purple, and seperate them quite easily from the other colors.

March. Can see no improvement since last month

April Can see no change in Albert in the last few months. I fear there is little to work on in this case.

May Continues just the same.

June Nothing to report.

## Florence Baker.

Sept.

Flossy Baker is a sister of Albert, and as much alike as it is a possible for two children to be, except that she is not quite so bad. She will busy herself with anything given her, and is quite obedient. Does not speak a word and makes no more effort to than Albert does and probably never will. She seems very fond of Albert, and he of her also.

This is her first year in the school so possibly she may in time improve

Oct.

Flossy has learned to distinguish color and when given the assorted sticks, will seperate the different colors, but does not know their names.

Nov.

When given the beads Flossy will seperate the different forms from the different colors but does not know the names of each.

Dec.

Flossy now knows the ball from the other forms, also the color, red. She makes some attempt at marching and when taken down on the circle for exercises will follow the children in their motions fairly well.

Jan.

Flossy gives less trouble in school, seldom making any disturbance. She was out of school about two weeks this month owing to a severe cold.

Feb.

Flossy now distinguishes the six colors, red blue, yellow, green, orange and purple but knows the name of red only. No matter what she is working with whether sticks beads or peg boards, she always exhausts one color before using another.

She also stringe the straws and papers and whether the papers are in circles or squares she seldom fails to put the needle through the center.

March.

Flossy is quite neat with her work and accurate too. In the sewing she does only the simple designs in the Wrinkled Sewing Cards but her work is very good.

April

Flossy makes no attempt to talk which is very discouraging. She is very quick tempered and works herself into a fury over the most trifling things; She has given little trouble in that way in the school room, but her attendent has difficeultly with her almost daily.

May

Flossy, like many other children in this grade if given more time for individual work, might make considerable improvement, but with thirty two children, each requiring the same amount of time individually, little can be done.

June

Nothing to report.

## Jargen Bertleson.

Sept. This child, it seems impossible to subdue. So obstinate and contrary. There has been an improvement since he came, in his school work. He is more obedient however, and will now march to and from the school room fairly well. There, too, he has found that he cannot abuse the other children as formerly. When he is in good humor he is extremely affectionate and very demonstrative. His fondness for one particular little girl, is very funny. His admiration for her was so great that he refused to march behind any other child but this little girl and when he was refused that pleasure he walked back to his seat in a very wrathful state of mind; he did this several times, but finally decided yield gracefully, and marched in his own place in line. He is an unusually difficult child to manage. He is a Norweigan and understands little of the English language, and does not speak it at all except a few words he has picked up since he came.

Oct. Since school began in September, Jargen has learned the color red and separates it from the other five colors, quite readily. Cannot say the word "red" however.

Nov. It seems strange that Jargen does not pick up the English language more readily than he does. Am sure he

could if he would. but he is so obstinate he is afraid of doing something to please some body. If by speaking English he could displease some one, he would without a doubt, speak it fluently.

Dec.

Jargen is at a standstill. If he could have more time given to him individually he might make more progress.

Jan.

Jargen is more quiet in school and works diligently with blocks, sticks, beads. or peg boards, but does not work in an intelligent way.

Feb.

If reproved for any misconduct Jargen will now take it very meekly. His spirit is not broken to any alarming extent however, and there is little danger of him being imposed upon in any way.

March.

Nothing special to report.

April.

I noticed something very peculiar about Jargen's paralyzed arm one day recently; he called me to him when I found him holding his left hand in his right and it evidently pained him; his left arm is the paralized one and I found it twitching from his shoulder to his fingers ends just as his whole body does when ~~when~~ he has his spasms; this lasted about five minutes after I first noticed It seemed to annoy him very much whether painful or not.



May

Jargen's conduct in the school room is so much better that one would scarcely recognize him as the same child who entered school more than a year ago.

He has also learned to keep his hands busy which keeps him out of mischief; he builds with the blocks, strings beads, and lays sticks.

June

Jargen's work is just the same.

## Clara Kruger.

Sept. Clara Kruger entered the school last Spring and was first put into the Farmer's grade but was unable to do the work there and being the kindergarten age was transfered to this grade Sept. 1st.

She has an ugly disposition and violent temper and usually vents her wrath on herself by pulling her hair out by the handfull. Consequently one side of her head is quite bald.

Evidently the child has been ill treated before coming here; easily intimidated and dodging her head, to guard off a blow as it were. She seems unable to do any literary work, having no memory whatever. She talks, but not intelegently giving the most nonsensical answers to the simplest question.

Oct. Clara amuses herself with whatever is given her but does nothing intelegently Has learned to keep step in marching, and makes an attempt at the motions in the the songs and games, and does fairly well but makes no effort to sing; seems to enjoy hearing the other children, however, and may in time, pick it up herself.

Nov. Clara makes no attempt at reading or numbers in fact does little except amuse herself.

Dec. Do There is nothing to say of Clara this month

Jan.

Clara makes as little improvement as any child in the Kindergarten. She is not a bad child, has not energy enough to be bad; but she has no ambition whatever. Can see not the slightest change in her since she entered the school.

Feb.

When Clara first came to the institution she would work herself into fits of anger occasionally, if the slightest thing happened to displease her and would pull her hair out by the hand full and eat it. By doing thus she kept one side of her head perfectly bald. She has been broken of this however by her attendent and Miss Pinch.

March

Clara now distinguishes the different colors and knows the names of all. She has lately done some of the straw stringing. She has also attempted some of the simplest pricked sewing cards but can do nothing of that kind alone.

April

Clara has made no improvement at all

May

Clara is a trifle more orderly in school otherwise there is little changes in her since entering the school.

June

Nothing to report.

Mary Cameron.

Sept. Mary has learned to rely on herself about the care of her person, and is very much more tidy. Neither does she give so much trouble about carrying things from the school room. Occasionally she will take a piece of chalk but her attendent is always careful about sending her back with it, so in time perhaps we will be able to break her of the habit.

Oct. With the kindergarten occupations Mary has made some improvement. The straw stringing, pasting paper chains and the simple pricked sewing cards she does well; but in the paper folding she does not do so well. Yet she tries. She has the principal all right, but finds it difficult to fold accurately. The weaving she has not yet undertaken. The colored beads she strings both by color and form. Of the colors she is only familiar with red, orange and yellow. She marches well, but makes no attempt at singing. She dances the square dances fairly well too.

Nov. Mary now knows the six colors red, orange yellow, blue, green and purple.

Dec. In the past month Mary has learned to read the names of the six colors, at least she knows them when written on the board, but in smaller print she might find some difficulty in recognizing them. She has improved some in her sewing

Jan.

Mary is doing just about the same work a few months ago she gave some trouble about stealing things from the school room but have not caught her at anything of the kind lately.

Feb.

Mary is improving in more ways than one. She is more accurate in the different occupations, neater also. She gives the strictest attention to anything she undertakes and shows real pleasure in her work. She writes numbers to 10 and understands the values of the first five. She seems to read with more meaning, that is the words seem to convey something to her mind.

March

During the past month Mary has been using the Word builder in connection with her reading and does fairly well.

April.

Mary's work continues about the same making little progress in anything.

May.

Mary uses the word builder well, working independently. In the occupations she is doing better.

June.

Mary's improvement is very little since entering the school: her speech is better and she has been broken of some of her naughty habits.

## Christopher Columbus.

Sept. There is little change in Christopher since he is unable to work unaided; he will not even busy himself for any length of time with anything except a box of beads. These he will string by himself regardless of color, but alperating the forms. He distinguishes color perfectly but will not take the time when working by himself. So long as one works with him he is all right but if left to himself will soon relapse into that dreamy state and sit rocking himself back and forth by the hour. That is from nervousness of course.

Oct. There is nothing more to say of Christopher If more time could be given to him alone there is no doubt but that he would improve rapidly.

Nov. Christopher is doing nothing more than last month

Dec. Nothing new to report.

Jan. Christopher has lately occasionally indulged in the most violent fits of temper, throwing himself on the flor and kicking, going through the most antics imaginable. The first time he did this I thought he was having a spasm.

Feb. Christopher has attempted the very simple sewing cards and weaving but cannot work unaided. He requires constant attention while doing any of the work.

March.

Christopher stringz the straws and papers and will busy himself in that way for a greater length of time than in any other way

April

There is no doubt but that Christopher is able to hear loud sounds. If sitting with his back to me and I clap my hands very loud, he will immediatly turn around and look in the direction from which the sound came. And I believe he hears the piano when being played since he is able to march in fairly good time.

May.

Nothing of special interest to report

June.

Christopher is heart broken over the attention Miss Hedges gives to little Mary. The first time he found Miss Hedges holding Mamie he cried as tho' his heart would break.

## Eddie Capron.

Sept. Eddie started into school the first of Sept. and attends regularly, never being kept out by sickness. He is perfectly well all the time. He makes no effort to talk and probably never will altho' he understands everything said to him.

Oct. There has been little improvement in Eddie in the past year and he will probably never do any more in the literary line of work; he is very imitative, so that in the industrial work he may in time do good work.

Nov. Eddie is now weaving under two, over two a small step in the line of number work.

Dec. Doing the same work he did last month sewing the very simple cards and weaving as busy work.

Jan. Just the same as last month.

Feb. Eddie is doing nothing new in the line of school work.

March. No improvement at all.

April Nothing to report.

May. Eddie has not made the least improvement during the entire year; he has been in the kindergarten several years but does little work

June. Nothing for June.

Eddie Cole.

Sept. This child is strictly a custodial case has been in the school since last April and has not made the last improvement except that he now walks up and down stairs alone. Will not even busy himself with any work given him. The sticks he breaks and the pegs he chews.

Oct. Month after month finds Eddie just the same. He does nothing in School

Nov. There is absolutely nothing say of this child

Dec. There is but one satisfaction in having such a low grade child in school and that is that his parents realize fully the state of his mind and do not expect more of him than he is capable of doing

Jan. Eddie was in the hospital part of the month owing to a severe cold. but is in school again

Feb. The only time that Eddie ever shows any intelegence whatever is when he reaches for other childs work and emits with every resistance; he seems to realize that he is annoying the child, and shows some pleasure in doing it. It is not because he wants that particular work, for if given the same will ignore it and want that belonging to some other child.

March. Eddie has not even reached the point when he can string the wooden beads. If given the blocks he will pile one on top of another but does not show the least intelligence in building

April. Eddie does nothing more than at the beginning of the school, year.

May Nr improvement

June Went home the first of the month



Edith Friedland

Sept. Edith is a very peculiar child, and difficult to work with. She can talk if she will, but it is with the greatest difficulty that she can be made to speak. Even the simplest words. She is very imitative so that in the circle songs and games she does quite well and and enjoys them very much

Oct. Edith does the same work she has done for some months but nothing new.

Nov. Edith has been doing some better in the occupations

Dec. About the same as last month.

Jan. There is nothing new to say of Edith this month She is well and attends school more regularly than last year

Feb. There is little to be expected of Edith since she has been at a standstill for so long and having reached the age that she has If she was younger one might hope for more.

March. Edith has been doing something in numbers, making the figures from 1-10 Her figures are well formed, and she knows the name of each.

April If a columar of numbers, any where from 1-10, are written on the black board Edith will indicate the value of each by making straight marks after them, without a

mistake.

May. Nothing to report

June Nothing more to write of Edith.

## Eddie Filsen

Sept. There is no change in Eddie since last year. Apparently he is unmindful of every thing going on around him. The only thing that has any attraction for him in the past is a string; he will twirl it around and around on his table, leaving his blocks, etc. & look unnoticed.

Oct. Continues the same.

Nov. There will never be any improvement in Eddie Filsen. Cannot see the slightest change in him.

Dec. As usual nothing to report.

Jan. Nothing to report.

Feb. Not the least improvement.

March. During the past month Eddie has been deprived of his seat, owing to another child coming into the school, and has been sitting by me, and occasionally addresses some question and answers questions intelligently something I have never been able to get him to do before. If I urge him to do any thing he will never do it, but if I appear indifferent and pay no attention to him he will often ask questions about his mother and home and the children in the school room. Since I began writing this report he has watched me intently, and when asked what I was doing said "writing"

I said I was writing to his mama and asked what I should tell her; he said "Eddie bad boy". Afterward asked "What are you telling mama, Miss Sharpe"

April

Have never known Eddie to talk so much as during the past two months. Some days he talks constantly and rather intelligently asking all manner of questions about the children or their work. But if a question is addressed to him directly that blank look will come over his face and not one word will he answer; but if I appear indyfferent I sometimes am able to draw him into quite a conversation.

May

Nothing to report

June

Nothing to report



## Rikka Gunness.

Sept.

This child has been in school since last Spring and there has been little change since that time, yet I belibe she will improve in time. She is a mere baby now. She is quite active and always the first to notice anything unusual going on in the school room. If any other child causes any disturbance Rikka seems greatly distressed and will say "Shame Shame" or if she is pleased over any thing will exclaim "oh! oh!" The only words I have ever heard her speak.

Oct.

She does not work intelegently with either sticks, beads or blocks. Does not seem able to distinguish one color from an other; but she guesses hitself with anything given her. She has learned to walk up and down stairs since coming here much to her teachers delight since she has to climb the stairs so many times every day to the school room

Nov.

Rikka is doing nothing new, yet I think she will improve.

Dec.

Makes more attempt at talking.

Jan

Rikka now says several words. Will say "Miss Hana", "Miss Sharpe", say distinctly and tries to speak a number of other names.

Feb.

Nothing to report.

March — Nothing to report.

April — Rikka is not a very promising child and has not made very rapid improvement. As far as school work is concerned she has done nothing except to learn to amuse herself with stringing beads, building with the blocks, or sticking pegs. She has been broken of the habit of putting her work in her mouth and chewing it as she did when she first entered the school. Each month she becomes more quiet giving less trouble in the school room.

May — Owing to the crowded school room this child cannot have the necessary attention, otherwise she would have had a better report for the year.

June — Nothing to report.

Emma Hadler.

Sept. There is really little to say of Emma She is a good little thing never giving any trouble, but she makes no effort to do anything. She understands every thing said to her but cannot speak one word.

Oct. Emma has not been well this fall and has not attended school regularly at all.

Nov. There is little room for much improvement in Emma. She is a very clumsy child and walks up and down stairs with much difficulty and several times has fallen down several steps. Yet she gets around much better than when she first came.

Dec. Emma has been in school regularly during the past month, but does not look well.

Jan. Altho Emma does not work intelegently, yet she is always busy. She is beginning to make some attempt at talking; she can say baby, box, and blocks, quite plainly.

Feb. Little can be done for Emma now. She may develope in time and make some improvement now she is a mere baby.

March. There is really nothing to report of Emma

April. Nothing now to report

May 6 Nothing to report.

June Nothing to report.

## Elmer Johnson.

Sept. Elmer grows more interesting every day. A year ago he made no effort to talk at all, while now he expresses himself quite well; he does not speak in connected sentences at all, but will before very long. In numbers work he makes the figures 1, 4, 6, 7, and knows the name of each, but does not realize their value; he knows the value of 1-2-3, but that is all. He works quite well with the first, second, third & fourth gifts. has learned all the colors, strings beads, from dictation, both by color and form.

Oct. Elmer does the simplest weaving such as under one and over one, and is very neat with his work. Also sews some very simple cards, and has learned each step in the paper folding but does not fold accurately. Elmer is very active; if I drop anything on the floor he is out of his seat and picking it up before I have time to think about it; or if one of the helpless children drop their work, Elmer is the first one out of his seat to pick it up.

Nov. In the weaving Elmer has advanced one step, over two and under; his sewing also is much better.

Dec. Elmer has learned the names of the six colors red, blue, yellow, green, orange and purple; he recognizes them very readily either from the black-board or

from the printed slips.

Jan.

Elmer makes the figures 1-2-3-4-5-6-7 and understands the value of the first five and counts to five. He talks better each day.

Feb.

Elmer is doing about the same amount of work he did last month. He is gaining confidence in himself every day.

March.

In numbers Elmer makes more improvement than in anything else; he makes the numbers from 1—10, with a copy or from dictation. his numbers are well formed and would do credit to a normal child older than Elmer. He counts to ten but does not combine numbers at all. Elmer now attempts following the children in their songs; he cannot get the tunes but repeats the words.

April.

Have been working with Elmer for the past two months trying to teach him the value of numbers from 1-10 and have just succeeded in making him understand them by the use of objects: he seemed slow in comprehending this, but perhaps I expected more of him since he learned to make the numbers and their names so readily.

May.

Elmer has improved so much in his speech now uses sentences, simple ones of course, while at the beginning of the year he used only single words.

June.

There is no report to write for June.

## Hellen Johnson.

Sept. Hellen is doing just about the same work she did last year. She has succeeded in learning all the colors and strings the beads both by color and form.

Oct. Hellen has lately been sorely troubled about her temper. Not long ago, one day when she persisted in talking I took her away from her table and turned her face to the wall, when she pealed forth scream after scream. Miss Baker hearing such unusual disturbance came to the rescue, but finding it nothing more than a fit of temper, remonstrated her at which she grew even more angry and began striking and even biting Miss Baker. Nothing seemed to have any effect so we decided to banish her from the school room for a week, and did so. That seemed to have the desired effect for since that time there has been no display of ill temper. A more penitant child none could not wish for.

Nov. Hellen counts to 12, and recognizes the figures 1-4-7, altho she cannot make them. She does not imitate anything readily.

Dec. Hellen is learning the names of some of the colors. but has not succeeded in getting them all. She knows the names of the days of the week and cannot be fooled on them.

Jan: Hellen knows all the colors and strings her beads both by color and form and by mes. twos or threes. She make less progress in the occupations than anything else. She is not yet able to either sew or weave the simplest designs without constant help. She is always so anxious to, to have work of some kind.

Feb. Hellen is very anxious to learn to sew and has been allowed to go to the sewing room for one session each day. She enjoys the change but doubt if she will be able to do anything with the needle.

March Hellen has grown tired of the sewing room so does not go in there for the one session any longer. She is very changeable and grows tired of any one thing in a short time.

April In our talks on general subjects Hellen always takes an active part and is better informed than one would suppose, since she has had so little opportunity to see things for herself. Altho' she cannot take part in the circle exercises, Hellen enjoys the singing very much and has acquired quite a sweet voice. She learns the words to the songs as readily as any child.

May. Have been rather disappointed in Hellen. Since she appeared so bright, I expected much more of her than she has done. Her fingers are so unsteady that she does not do at all well with many of the occupations.



June. Nothing of importance to report.

## John Jones.

Sept. Johns personal appearance is much improved otherwise there not much to say of him.

Oct. Now John will now pick out the red sticks from the bunch; it is the only color he seems able to distinguish the others are all alike to him.

Nov. John has done nothing more. Makes no attempt to talk whatever

Dec. Just the same.

Jan. John has of late acquired the habit of tearing his clothes. No amount of punishment seems to have any effect.

Feb. Have not been troubled with John tearing his clothes in the schoolroom for some weeks otherwise there is no change either for better or worse.

March. Nothing to report of John.

April Nothing to report

May. Just the same

June John is just the same. He makes no effort whatever to talk and fear he never will.

## Addie Klemer.

Sept.

Addie grows more observing every day and her memory is much better than a year ago. She also talks more and volunteers words to songs with the other children and sometimes catches a tune.

She is always busy never sitting idle when she has any work on her table. But there is little she can do except string beads and the straw and paper stringing. Does nothing in the weaving sewing folding or pasting.

Oct. Addie will string beads by ones and twos by color and by form from dictation.

Nov. There is nothing new to say of Addie.

Dec. Am trying to teach addie the names of the different colors. She learned the colors more readily than anything else so I thought she would learn those words more easily than more simple ones. Whether or not I succeed remains to be seen.

Jan. Addie will now string beads by ones and twos. She understands the value of these two numbers only.

Feb. Have not yet succeeded in teaching Addie the words I attempted two months ago.

March. Addie is doing something in the sewing now, only the most simple designs, however of the pricked sewing cards.

April I cannot help thinking that some day Addie will wake up and make great progress. Even now she begins to show more attachment to her home and family while a year ago she seemed perfectly indefferent. Now, when her mother or brothers come to see her she cries to go home with them and refuses to be comforted. This one thing alone is very encouraging. She also becomes more observing every day and her memory too, is much better.

May. Continues about the same.

June. Addie continues just the same.

## Malen Kline.

Sept.

Malen's disposition is much improved; he is not nearly so vicious as formerly; neither does he bite and slap himself when angry as he used to. He talks no more than when he came, but think he will in time.

Oct.

In September Malen began going in the circle regularly with the other children At first he could not keep in line without holding on to the child marching in front of him. Now he marches quite independently and keeps the step with some help. Of the busy work he strings beads by form, and from the assorted sticks will pick out the red, orange and yellow.

Nov.

Malen will even lead the line in the marching sometimes which pleases him very much. He is a great tease and takes the greatest pleasure in annoying some other child; but he is not nearly so obstinate and minds readily.

Dec.

There seems to be nothing new to say of Malen this month

Jan.

Malen's disposition is being improved each day, and it has been by the strictest discipline only, that such good results have been obtained.

Feb. Malcus progress is slow but very satisfactory He is so much improved in his genral conduct that one would scarcely recognize him as the same child.

March. Malcus shows the warmest affection for Mr. Massey who has given him a great deal of attention. If Mr. Massey enters the school room Malcus immediatly jumps up out of his seat motioning Mr. Massey to come to him, and makes an effort to talk. He takes great pleasure in going to the black board. Altho he does not work intelegently while there yet he is sent for a short time every day. Even his scribling will help him in the use of his hands which are very stiff and awkward now.

April Nothing to report this month

May So far as school work is concerned little has been accomplished with Malcus but his conduct both in and out of school is being improved every day.

June Nothing to report of Malcus Klein

## Addie Kinder.

Sept.

Addie began school the first of September and is the strangest child I ever knew. She talks rather intelegently and spins great yarns about her home life. One story she tells is that her father left her mother and never came back again so that her mother took her to live with "Grandma Kearns". And when asked if she loved her papa, she said, "No, because he went away with another woman." Addie is very delicate and must have spinal trouble, from the way she always walks, and sits in that stooping position. Yet I think she can be taught to carry herself more erect. She is always complaining of her stomach which is an imaginary trouble I think. One day when crying with her stomach, I asked her what made her stomach ache so, she said because she ate so much "bread and stuff" and inserted that she was made to eat it.

Oct.

Addie has had great difficulty in remembering any name and when calling my attention to anything will say "Say Miss" or "Say Lady". When Addie came here she indulged in the habit of swearing frequently, but seldom hear of her doing it now. She has done nothing in the Kindergarten work yet spending the most of her time in school sleeping. A doll makes her happier than anything else

Nov. Addie is gradually straightening herself but has to be reminded of it constantly. She has had few spasms in school and when she does have them they are very light more like a fainting fit than anything else.

Dec. Now Addie manages to walk the full length of the Assembly hall holding herself quite erect. It is a great improvement on her former habit

Jan. Addie is afflicted with some imaginary aches and pains. They are surely imaginary am sure for if ever I have learned that the pain is in her head instead of her stomach she very readily agrees with them and suffers the most intense pain in her head. She is often ready with a bright answer, wholly unlike the child. One day when she was flourishing a soiled handkerchief an unnecessary length of time I said:- Addie, hurry with that handkerchief and put it in your pocket I don't want to see it any more She replied in the sweetest manner "Well, you don't have to look at it."

Feb. Addie distinguishes the different colors but knows the names of but two, green and red. She is such a sleepy dull child that it is almost impossible to arouse her. If she was allowed to, I believe she would sleep all day.

March. Addie has had fewer spasms lately & during school hours.



April. With the exception of Addies manner of carrying herself, I can see little improvement. She is a trifle more obedient perhaps, otherwise there is little change.

May. Addies spasms grow worse all the time, consequently she grows more stupid all the while After having a severe spasm she seems unconscious of every thing. She will leave her seat and wander around in that dazed way, with no object in view. If told to take her seat, will have no idea what to find it. She is a Sunny side case without a doubt. When going up and down stairs to and from the school room she is liable to have a spasm and fall down stairs, as she has done on one or two occasions. Fortunately, however, she fell but two or three steps so that she was not hurt, more than getting a severe bump on her head and a bruise or two

June It is to hoped that Addie will be removed to Sunny Side another year.

## Martin Lee.

Sept. Martin is doing just about the same work he did last term. He has taken up the chart reading, using in connection with it the Primary School Word Builder. Altho' he does not yet know his letters, he succeeds fairly well in making the words in his lesson.

Oct. Martin is now able to spell all his words with the Word builder alone, even making sentences and separating the words with the plain pieces. He is not making great progress, however, in his reading.

Nov. Am now laboring with Martin and simple sentences. He speaks single words only, never using the most simple sentences in expressing himself. I think the singing helps him in that way more than anything else.

Dec. Martin is doing about the same work he did last month, making slow progress.

Jan. Martin is making some progress in reading and using simple sentences. He has learned the words, red, blue yellow green orange & purple. He now knows the names of all the figures from 1-8 and the value of the first five.

Feb. Martin is making slow improvement in the use of sentences. He cannot speak a full sentence independently, but will repeat one of three or four words without

any difficulty. He also learns new words more readily than a month ago.

March.

Martin continues about the same, nothing of special interest to report.

April

Martin is making some progress in both number and reading this' slow. He now reads the Sixteenth lesson on the reading chart using the Word builder with it and writes all the numbers from 1—10 either from a copy or dictation; but he only understands the value of the first five.

May.

Martin Lee has read the first seventeen lessons on the chart using the word builder in connection. He is very industrious and always pleased with any work given him.

June.

Martin has been reviewing his years work and find he has retained everything as he went along. Another year he will do good work.

## David Magny.

Sept.

David avas sent over from the custodial side in exchange for a lower grade child He cannot, or does not, speak one word in any language but evidently understands everything said to him; he is extremely nervous, the least noise or confusion startling him so that he will jumph from his seat in the most frightened manner. When he becomes impatient or excited over anything he will stamp his foot and bite his hand He has done that so much that the back of his hand has become quite sore.

With the Gifts he does nothing but amuse himself, but believe he will do well in the occupations; he has already done some simple weaving, and the pricked sewing cards and find him very neat with all his work.

Oct. He has now learned to fold papers very accurately, without any help. He is now aveding over tus, under tus; is more quiet and overcoming to some extent the habit of biting himself. David seems to enjoy the circle exercises altho' he takes but active part. Yet he marches with the other children keeping in line and sometimes keeping the step. he became very angry one day when left up stairs in the Schoolroom for punishment, while the other children went down stairs for their usual exercise on the circle; he cried and worked himself into a perfect passion.

Nov. David is beening more quiet seldom making the desturbances he did a few weeks ago. Neither does he bite his hand when displeased, as he did.

Dec. David has done some very pretty work for Christmas; he is very neat and handles his work so carefully never tearing his mats or bending his cards in the least. He has just completed his first pricking

Jan. David is more orderly in school but that is the only change I can see. He always goes on the circle for exercises yet he never takes part in any way; but if for punishment he is left up in the school room, he will cry and bite himself jump up and down, working himself into a perfect rage.

Feb. David is very methodical in everything he does his paper folding is always more accurate than any other child. In fact so far his folding could not be improved upon, but he has done nothing but the first sequence.

He makes no attempt to talk at all but understands perfectly everything said to him.

March Continues about the same.

April David is doing about the same that he did when he had been in school only a few weeks. He has not made the improvement in the occupations that I at first thought he would. He is so quick and impatient that he has not the time to work accurately.

In the card sewing, he becomes so angry when a knot gets in his thread that he



pulls it through with a jerk, never waiting to take it out, consequently he cannot work unaided, and requiring almost constant attention while doing such work.

May. This child is the queerest creature I ever had to work with. Every movement is so quick and he acts more like a frightened deer, than anything else I can think of. The only thing he shows any real pleasure in is marking on the black board; he has shown some talent for drawing which might be cultivated if he was a more intelligent child. One day while standing at the black board he drew a guitar, and it required no stretch of the imagination to recognize it either. The frets, rosett, strings and all were drawn in the proper places.

A few days afterward I brought my guitar to the school room to see if he realized what the instrument was for. He held it and passed me hand over the strings making them sound, which pleased him immensely, but he grew very much excited.

June Nothing of special interest for June.

## Bennie Ostrander

Sept. Bennie is the most provoking child in the school, he seems so bright and should do much better work than he does. He is beginning the chart work, but doubt very much if he will be able to do anything with it. One day I think he has learned one word and ready for a new one, but by the next day find he has forgotten it. He is very timid and has no confidence in himself whatever, and it that more than anything else I believe, that makes him so back-ward.

Oct. Have given up the chart work with Bennie and am at loss to know what to do. He is now making the numbers 1-4-7 and realizes their value.

Nov. Bennie has now added the figure 6 to his list of numbers. This is rather slow progress but seems to be all he is capable of. Bennie has never done anything but the very simple weaving under one, over one but is now weaving under two, over two. He is not neat with any of his work, for unless his hands are washed every five minutes they are dirty, and if there is any dust to be found Bennie will find it and manage to get it on his hands.

Dec. I have tried in many ways to teach Bennie to read. I first began with the Word Method having several in the class, then tried Bennie alone; but as that proved unsuccessful, gave up that Method for the chart, first as class work

then as individual, having no better success than at first. Finally as a last result it dawned upon me he might remember words in connection with our every day work, so have first taken the colors and much to my delight he has learned the words, red, orange, and blue.

Jan.

Bennie has not done much with his words, but is doing better in numbers. Can now make all the figures from 1–8 and understands their values. Counts to twenty without a mistake.

Feb.

Bennie is purely lazy and half of his stupidity is from sheer indolence. He does say some bright things. One day while having a talk on birds, I had among other birds, an owl brought up from the object room. Bennie immediately expressed an unfavorable opinion of the bird and when told that the owl killed little chickens and other birds, he said "Oh! Miss Sharpe send him right down to Miss Baker, we don't want such a bad bird in our school room".

March

Bennie is of an investagating turn of mind; if he sees or hears of an animal, bird or flower that he is not familiar with he immediately begins to ask questions concerning it. Or if, when learning new songs, a word is used that he has not heard before he will stop and ask the meaning. Then, too, he always has a quotation, either from some song or a little poem he has heard, a number of times, ready for all occasions. One day while walking he saw a plow in the field where it had been left after plowing all morning; he turned to me and began repeating

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## Bennie Siva

Sept.

Bennie Siva entered the school sometime during the month and struck terror into the heart of every one who came in contact with him. Evidently he has never been under any discipline whatever has been allowed to do just as he pleased and his surroundings must have been anything but elivating, otherwise he could not have acquired the naughty habits he has. He is a Norwegian and does not speak the English language at all, but will pick it up. He is very quick, as I learned the first day he was in school. We were having a lesson on grapes. I first drew a bunch of grapes on the black board, then afterward had a plate of the fruit brought in. The children not only talked about them but finally ate them. And I told Bennie the English name for them. The next morning the instant Bennie entered the school room he spied the drawing of the grapes which had not been erased, and immediately pointed to it calling out "grapes, grapes". Unfortunately he is an epileptic, consequently will be very hard to govern with his disposition.

Oct.

Bennie has picked up a number of English words, but mixes them up with his own language. He is an unusually interesting child but so bad. It seemed that he would thoroughly demoralize the school at first but he is gradually subsiding and it is to be hoped he will in time settle down into a model boy.

He has learned to separate the colored sticks into their different colors. and remembers most of their names. Also strings beads separating the different colors and forms.

Nov.

Bennie is very quick about everything he does. In the stand and paper stringing he works so rapidly and accurately too; has done some simple sewing and weaving. Is also making rapid progress with the English

Dec. Bennie has started with the reading chart and is doing fairly well. Each lesson is illustrated, and the consequence is that Bennie becomes so interested in the picture that he finds it difficult to give any thought to the words. I always have to resort to covering the picture with a towel before I can get his attention.

Jan.

Bennie is improving in his general behavior rather slowly; is doing fairly well in his reading. Now reads the 74th lesson on the chart. Makes the figures 1-4-7, counts to 18. and understands the value of numbers to 4 only. We must take into consideration that he has had to learn the English for all this, too.

Feb.

The greatest difficulty, or one of the greatest, rather, with Bennie since he came into the school is his inclination to talk too much. and no amount of ordinary punishment had the least effect until one day Miss Baker conceived the idea of pouring cold water on his head. This had the desired effect and since the third dose Bennie has been a model boy, giving little trouble in school.



March. Since the last report Bennie has become an entirely different child. Now he can scarcely be induced to speak a word. If a stranger comes into the room and speaks to Bennie he will put his finger to his lips and shake his head giving them to understand that he must not talk; he will frequently say "Bennie a good boy" but that is the extent of his conversation with strangers. He is not so rough with the other children but occasionally he is unable to resist kicking some child standing near him; he knows too that the cold water treatment is sure to follow, and he dreads that more than any other punishment; in fact it is the only thing that has ever had any effect whatever.

April. With the sewing and weaving Bennie has become very neat; he works very rapidly also. When working he becomes so interested in what he is doing that he is perfectly unconscious of his surroundings. He makes the numbers 1-2-3-4-6-7. with a copy before him. but not without

May. Bennie continues about the same.

June In reading and numbers Bennie has not come up to my expectations; having accomplished little in that line. However it will be a beginning for another year's work.

Joseph Sullivan.

Oct.

Little Joe who has been such a sufferer for so long is at last able to begin school this fall. He is not yet strong enough to attend more than one session, from 10.30 to 12.15 in the morning. He enjoys coming very much it all being so new to him. Altho' Joe is so bright it is surprising how little he knows about the most ordinary things, so that our daily talks on animals, birds, insects ect. will be very beneficial to him, since he retains everything so readily.

Nov.

I have the three divisions in the one session Joe is in school, one for group work, one for occupation, and the last for the circle exercises. He is unable to take an active part in the last but it takes the greatest pleasure in sitting by the piano listening to the other children singing and sometimes joining them. Jo has done little with the gifts but in the occupations he does well for such a baby; he does the simplest weaving and sewing and has learned each step in the paper folding but of course does not fold accurately. Joe has learned all the colors and strings beads by color and form

Dec.

Joes leg has been so much worse that he has not been able to come to school even for the one session during the past month.

Jan. Jo has not been in school but two days. I think, this month

Feb. Joe's leg has grown so much better that he is able agin to walk alone; and he is made perfectly happy by being allowed to lead the lines marching out of school. He have been weaving by turns, and alternating one and two.

Joe is quite devoted to Hellen Johnson and always defends her, laying the blame of any misconduct on her part into some of the large girls

March. Jo has been coming to school regularly during the past two months and takes great interest in the busy work and occupations. He is a perfect little chatter box and rules every body; every child in the school room thinks of Jo before himself.

April Jo has not attempted either reading or numbers for he is such a baby but next year, think it would be well to let him take up such work. He enjoys the busy work and does some of it very well; he has nothing but the very simple work however.

May There is really nothing to say of Jo this month One session a day gives little time for accomplishing very much

June. Jo finds that he has a rival in little Mary Belt and he scarcely knows whether he likes it or not He admires Mary hugely but usually keeps a safe distance from her. Mary's pranks fill him with awe and he cannot decide whether





to approve or not.

Mary Ziegler.

Sept.

This is Mary's first year in the Institution beginning school the first of the month. She seems to be quite a promising little girl but is very willful, probably having been used to have her own way on all occasions. The first difficulty in school happened one morning shortly after school began, when I sent her with some other children to the black-board for number work. Mary refused to go but thinking it some timidity, being in a new place and surrounded by so many strange faces, I began petting her and talking to her when she immediately began to display the ugliest disposition imaginable. I realized then that the kower I enquired her the better, and proceeded to do so. She ended by going to the board and making her numbers. Now she is always obedient.

Oct.

Mary seems to be unable to do anything in numbers. She will begin and count from 1-10 all right, but if I ask her to bring me <u>five</u> sticks she will probably bring <u>three</u> instead and insist that there are <u>five</u>. Then when I ask her to count them she will begin and count, one, two, five. She has no idea of numbers or their value. She can distinguish the different colors and strings the beads both by color and form. She also works fairly well with the first, second, third and fourth Gifts

Nov.

Mary lacks confidence in herself. I gave her the very simplest design in card sewing and as long as I stood by her she worked very well but expected me to approve of every stitch, but when left to do it alone would go no farther fearful of making a mistake. And just so with the weaving. She is an extremely difficult child to work with and it seems that she might be able to do good school work. She now marches in better time, whilst at first she had no idea whatever of time

Dec.

Mary has not done much of anything in the past month. She is more easily governed each day.

June.

Mary is making some progress in numbers making the figures 1-4-6-7. knows the name of each, but not the value. I think the values of 1-2-3 are thoroughly impressed on her mind. She also knows the words red, blue, yellow, green and orange; purple, she is not always sure of.

Feb.

Mary is now perfectly familiar with the words red, blue, orange, yellow, green and purple, also the words orchard, fruit and grapes. In the occupations she has made little improvement

March.

Mary has improved some in her number work, now being able to make all the numbers from 1-10 knowing the name but not the value of each.
She understands the values to five but no more



April.

Am still working with Mary trying to teach her the values of the numbers from 1-10. She has done little in that line, however, since the last report.

May

Mary has made the least improvement in the occupations of any child in the room; that is of the children who can do anything of the kind. During the entire year she has been able to do nothing but the simplest weaving, over one & under one. And her sewing of the simplest designs are not done at all well. Yet she is one of the brightest children in the Kindergarten

June.

There is little to write for June since the month is so broken up. School work has almost been suspended

## Edmund Kenn.

Sept. Edmund Kenn was admitted June 28th but did not enter the Kindergarten until Sept. 1st. He had been in the school for deaf and dumb before coming here so knows something of the 2 + 2 language. He is not deaf, by any means, but cannot talk. He is very imitative and will probably pick up the Kindergarten busy work very readily.

Oct. Edmund is quite industrious, busying himself with anything given him and works rather intelligently. He distinguishes colors and separates the different colors one from the other but does not know their names. In the weaving he works by one and two alternating and is very neat never tearing or tearing finger prints. He also gets neat with his sewing, but has done only the simple designs in the pricked sewing cards.

Nov. Now Edmund marches in good time and takes an active part in the actions accompanying the Kindergarten songs + games. Continues to improve in his sewing and weaving, and folds quite accurately.

Dec. Edmund will follow a copy of figures making them neatly but neither knows their names or understands their value.

Jan. There is nothing new to write of Edmund this month.

Feb — Edmund will learn to do industrial work of any kind very readily but think he will make little improvement in the literary work.

March. — Edmund continues to improve in the occupations but that is about all.

April — Just the same as last month.

May. — Nothing to report.

June. — Edmund has done absolutely nothing the past two or three months

## Sarah Langdon.

March

Sarah Langdon entered school March 13th. She is an extremely restless nervous child and evidently has been made a real baby of, and humored a great deal However she is not a bad child and will not be hard to control. She talks and understands everything said to her but is very heedless and sometimes apparently does not hear or understand what is being said to her. It is impossible to gain her attention for more than one minute when there is anything else going on around her. Of course everything is new to her now so that after the novelty wears off she will probably be able to apply herself. She is very homesick now and often calls her papa. From the interest she shows in the little boys in the school room, I judge she has been brought up in a family of boys. At any rate she talks about them continually and inquires the name of every boy she sees ignoring the girls utterly. The child has bad habits, the least probably of her ignorance; she seems perfectly innocent, not attempting to conceal her actions; but she is plainly enough to be made to understand that it is wrong.

The first two days she gave little trouble in school but the next two she cried, or rather screamed the whole time. Since then however she has been quite contented not crying once. Her father said she cried a great deal at home and she has probably been humored in it rather

than corrected. She knows nothing of color or form.

April

Sarah has become quite happy and contented, yet she has not forgotten her home by any means. She continues to talk about it and often asks to go home but she never cries any more. She wears a discontented look constantly but believe that is caused by her being rather sickly. I doubt if she ever feels perfectly well.

She can talk quite well and has learned very quickly to ask for certain things she likes best to play with in school.

She does not work very intelligently but keeps herself busy.

May

Nothing more to report.

June

When Sarah entered the school she cried for days and no one could comfort her but Celia Mantier, one of the larger girls. Celia was always able to quiet her and the child soon became very fond of her and called her "mama". During the past month a new child, a mere baby, was put into this same class of girls and the child was given to Celia as her special charge. When Sarah found that some other child was to share Celias attention she cried and asked if "Mama had another baby. She has never liked the new child and always insists that she wants her to go away.

## Bertie Smith.

June.

Entered school June 3rd. Bertie is a quiet orderly boy seldom giving any trouble during school hours. He knows nothing of color or form; counts to 10 but knows nothing of the value of the smallest number and makes none of the figures. I think he will take the numbers quite readily, however. He has no peculiarities to speak of. He was probably made a great baby of at home and was very homesick for a number of days after coming to the institution

"Good night" said the plow to the weary old horse,
And Dobbin responded, "Good night."

April

Our number Bennie has made more progress than in anything else; he writes them from 1 – 12, finds dictation and understands their value; Also envelopes numbers to ten with objects. Bennie does not do well in any of the occupations; he is bright enough to do better but he is so indolent and untidy

May

During the past month Bennie has been doing just about the same work, so there is nothing new to report

June

The work Bennie has accomplished during the last ten months is nothing startling, but is a good beginning, so that another year he may make rapid progress. He seems more ambitious which is more encouraging than anything else.

## Margaret Heckrotte.

June

Entered School June 7th. Little Margaret is five yeare old but only a baby after all. She has only walked during the past year and is still very unsteady on her feet. Cannot walk up and down stairs without assistance. Can speak but one word, mamma. Very nervous and restless and often cries to be rocked. She is not satisfied to have one of the large girls hold her, but wants her attendant or teacher.

She has a peculiar way of throwing her head back and slaping herself or pulling her hair when angry. She would be a pretty child but for her eyes; there is something queer about them. They are large full blue eyes well shaped, but the pupil is too large and she has a peculiar way of rolling them around. Her sight is probably effected but what the difficulty is, cannot tell.

She minds very readily, so evidently understands what is said to her. She is unable to do any thing in the kindergarten work; cannot even string beads. And it is with difficulty that she puts the large pegs in the peg boards

Mary Celt.

June

Entered the Kindergarten June 13th.
Little Mamie came to the Institution during the past winter sometime but was taken to Sunnyside as she was so unmanagable She came from St Paul where she was reared in rags an poverty and had fairly lived in the streets. She had a most uncontrolable temper but after a few months of discipline she was quite a different child It was then decided that she needed the kindergarten training and she was sent over to this department the thirteenth of this month. Mary is four and a half years old and has an epileptic record but has had no spasms or shown the slightest signs of any since she was admitted. With the exception of a few English words she has picked up since coming here, she speaks the Italian language, but how well I do not know She is very musical, being able to sing most of the popular songs of the day After hearing a song two or three times, she is able to sing it In school she has amused herself with stringing beads, building blocks and sticking pegs in the peg boards; but she will not work alone for any length of time

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| 141. | Anderson. | Esther |
| 145 | Baker | Albert |
| 277. | Barrett | Eddie |
| 287. | Blasius | Nicholas. |
| 149. | Celt | Mary |
| 153. | Columbus | Christopher |
| 157. | Caprm | Eddie |
| 249. | Christinson | Agnes. |
| 257. | Dufour | Adeline |
| 263. | Ellis | Roy. |
| 159. | Fiken. | Eddie |
| 161. | Friedland | Edith |
| 165 | Gunness. | Rikka Trans. to 2d. |
| 169. | Harding | Gladys |
| 173. | Hadler. | Emma |
| 269. | Hong | Ole. Trans. to Cus. |
| 177. | Johnson | Elmer |
| 183 | Johnson. | Hellen |
| 187. | Kline | Malen |
| 193. | Klemer. | Addie |
| 197. | Kruger. | Clara |
| 281 | Kolhei | Enoch. |
| 201. | Lee | Martin |
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| 211 | Ostrander | Bennie |
| 253. | Reeves. | Amy. |
| 217. | Sullivan | Joseph |
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| 235 | Schmidt | Alfred |
| 271. | Sils | Agnes. |
| 241. | Zeigler | Mary. |
| 291. | Vold | Clara |

## Daily Program.

| A. M. | |
|---|---|
| 8.15 – 8.30 | Chapel |
| 8.30 – 8.45 | Marching |
| 8.45 – 10.00 | Reading &c. |
| 10.00 – 10.30 | Recess. |
| 10.30 – 11.00 | Group talks. |
| 11.00 – 11.30 | Occupations. |
| 11.30 – 11.45 | Putting work away. |
| 11.45 – 12.15 | Games. |
| P. M. | |
| 1.30 – 2.00 | Busy work. |
| 2.00 – 2.30 | Occupations. |
| 2.30 – 3.00 | Rouge. |



## Ralph Allen.

Sept. Ralph continues about the same. It was suggested that he be removed to Mrs. Tanner's grade since her children are more quiet and would not annoy him as the children in the Kindergarten do; but he seemed so reluctant about going that it was decided to let him remain. He enjoys the work here and is very happy.

Oct. Ralph is doing about the same work nothing special to report.

Nov. Combines numbers to ten by ones & twos, and writes his name fairly well without a copy.

Dec. It is not the lack of ambition or intelegence that keeps Ralph from making rapid progress. So far as mind is concerned, his seems quite normal. A short time before Christmas each child was asked for a list of three things desired for Christmas. Ralphie effort to make himself understood was most painful; he knew so well what he wanted to ask for and could only make himself understood by motions.

Afflicted as he is, it would not be strange if he was irritable and easily annoyed by the other children, but he is quite the contrary.

Jan. In the sewing and weaving Ralph is improving, doing it without tearing it. He has a wonderful amount of patience in doing such work, and is extremely

sensitive about not being able to do his work just as well or better than some other child.

Feb.

Ralph is doing just about the same work as last month; perhaps a slight improvement in weaving and sewing.

Mar.

Nothing new to report.

April

Ralph's aunt visited him the first of the month; he was heart broken when she left him for they are devoted to one another. Ralph took great pleasure in giving her some of his own work and she was pleased as well at finding so much improvement in the control of his hands.

May

Ralph's memory is very good. If he sees a name written once he never forgets it. Frequently he has printed advertisements on the black board after seeing them in some paper down in the play room.

Shortly after her visit here Ralph's Aunt sent him a plain gold ring for his third finger. Nothing could have pleased him more and he has worn it constantly since.

June

Ralph's greatest improvement during the year had been in the use of his hands. It was very difficult for him to make much progress in the way of library work, since he can do nothing really.

If it would not make him so unhappy I would suggest that he be advanced



into Mrs. Tanner's grade. It was suggested at the beginning of this term that that change be made but he was so reluctant about making the change that it was thought best to let him remain in the Kindergarten.

Esther Anderson.

Sept. Esther promises to do good work this year. Here-to-fore she has been unable to do anything in reading, but since the first of the month has learned a number of words, such as, red, blue, green, ball, blocks, square, bird, hen, chicken, goose, woods, tree, twig, leaves, rake, orchard, fruit and apple. These words come in connection with the daily talks, and occupations in the kindergarten. Esther has not yet learned any of the letters, but has made the first step in that direction by learning to distinguish one letter from another. In numbers she has made no improvement since the close of school in June. Esthers general information is good. She is a quiet, obedient child, good natured, never making trouble either in the school room or out of it; but she is extremely nervious. A cross word or look will

~~Sept~~ Oct. During the month Esther has learned the words orchard, fruit, apple, grape, garden, vegetable, potato, beet and squash. She is now able to distinguish the different letters and has learned the first three, a, b, + c. and writes the letter a also the capital, from a copy only.

Nov. Doing about the same work she did last month with the addition of a few new words.

Dec.

As Christmas time drew near the children became very enthusiastic over the idea of making presents; and in me worked more diligently than Esther. She used to be accused of indolence, but she has grown to be the busiest child in school. In reading Esther improves slowly. She forms the sentences "A red ball" and "A red bird" with the word builder independent of a copy.

Jan.

The first of Jan. Esther began reading in Barnes First Reader and is doing fairly well, now working on the fourth lesson. Spells and writes the words "boy", "dog" + "rat"

Feb.

Esther has advanced a few lessons in her First Reader but is not doing as well as I anticipated

Mar.

Esther progresses slowly in her reading and numbers, but, still, is making some improvement. In the recreation she is doing about the same.

April

Esther writes the words boy, dog, cat, rat, ran and has undertaken to write a copy. Her letters are well formed and she writes rapidly.

May.

Esther continues about the same progressing slowly. Nothing special to record.

June.

Esther has done fairly good work during the entire term, but think she



needs another year in the kindergarten. She has read the first fourteen lessons in Barnes First Reader and writes many of the words. In numbers she does little more than last year.

## Albert. Baker.

Sept.

Albert is less noisy, giving little trouble in the school room now. He can be kept busy with blocks, beads, sticks or peg boards, but that is the extent of his work.

Oct.

Albert uses as busy work the stringing of straws and papers. the straws are very easily broken when taken between the fingers but Albert succeeds in stringing them without breaking.

Nov.

In working with the colored sticks, pegs or beads, Albert always separates them into the different colors, and knows the names of each, but cannot speak them.

Dec.

Nothing new to report of Albert.

Jan.

Alberts mother visited him during the month, and he recognized her the instant she entered the school room. She seemed quite reconciled at finding so little improvement in Albert.

Feb.

Nothing to report.

March.

Perhaps Albert is more orderly in school but nothing more can be said of him.

April

No improvement

May.

No improvement

June

Albert makes no improvement and has

been in the school a number of years. Still, he needs the school discipline otherwise he would become very unruly. In school he can be kept busy all the time and out of mischief

Mary Celt.

Sept.

As far as school work is concerned there is little to say. During the month however she has learned to know the ball from the other forms and also distinguishes the cube from the cylinder but does not know their names. She strings the colored beads by forms but not by colors. However she distinguishes some of the colors, red, orange & yellow. But she will not work independently. She will occupy herself, by the hour, by her self with a box of the 5th gift. This contains a number of one inch cubes, half cubes and quarter cubes. In putting these blocks away she will put the whole cubes in the box nicely but is unable to combine the halves and quarters.

Manner conduct in the school room is much improved, still it is impossible to keep her perfectly quiet. During the morning sessions she is comparatively quiet, but towards afternoon since she is so cross and tired that she cannot be still one minute. A whole day in school is too much for such a young child.

Oct.

Mary has improved a little in marching, now keeping in line fairly well. Still there is room for great improvement. She is also a trifle more quiet in the school room and more obedient.

She is very fond of singing and has a remarkable voice for a child so young. In preparing the program for the entertainment given the last of the month, there were several solos. At the rehearsals Mary always persisted in singing everything on the program

her voice always being heard above all the others.

Nov.

Of the colors Mamie has learned red only If asked for the the red stick, ball or peg she will pick out the one asked for very quickly

Dec.

Mamie's conduct in the school room is so much improved that she is scarcely recognized as the same child of a few months ago. She marches in line and takes quite an active part in the circle exercises, following the motions fairly well.

Jan.

Mamie distinguishes the different colors but cannot remember their names except "red" She is more quiet in school, keeping her seat and taking less. She expresses herself quite well also in English using connected sentences.

Feb.

Mamie has accustomed herself to taking an afternoon nap, daily. At first it was an afternoons task to get her to sleep, for she would fight it as long as possible; but now she goes quietly to the lounge immediately after school begins in the afternoon and is as leep in fifteen minutes, and sleeps soundly until three o'clock.

Mar.

During almost the entire month of March Mamie was in the hospital, with a severe cold. During that time she had an attack of indigestion, causing her to have a spasm, the first she has ever had since coming to the institution



April.

Mamie is improving in her general conduct every day. At least it is very noticeable in school, altho there seems to be little changes in the play room if all report is true. She has been transferred from one class to another until she is now under Miss Jacobsons charge and will, I think, do better. So far as school work is concerned she does nothing independently

May.

Mamie is doing about the same.

June

Mamie has improved more in talking than any thing else. She speaks every childs name in the Kindergarten. She now uses full sentences too. When she wants to make herself heard she will say "Be still his talking". And when she has done something particularly naughty, will say "Do you like Mamie" and will continue repeating it until she is answered.

## Christopher Columbus.

Sept.

Christopher is growing perfectly unruly. He requires constant attention or he is out of his seat tearing this childs blocks or breaking that childs sticks. And the instant a stranger, coming into the room, is attracted by his antics, he is out of his seat, ~~making~~ making friends immediatly

Oct.

There is no improvment in Christopher and nothing to report.

Nov.

There is no doubt now about Christopher hearing some sounds. A short time after the pianos were put in the Kindergarten I found Christopher at the piano striking the keys with one hand while he put his ear on different parts evidently trying to determine where the sound came from; finally, by putting his ear on the wires, he found where the sound came from. Then, too, he will place put one hand on the wires and feel them vibrate while he strikes the keys with the other hand. Christopher is very imitative; sometimes perching himself upon the piano stool making his hands move over the keys as nearly like mine as possible, then he will turn a few leaves in the music book and play more all the time looking so over.

Dec.

Christopher is doing just the same. Neither better or worse.

Jan. Nothing to report of Christopher.

Feb. Nothing to report.

Mar. Nothing to report.

April About the same.

May No report to make.

June. Nothing to report of Christopher.

Eddie Capron

Sept. Eddie is doing just the same work he did last year. It is useless to expect anything more of Eddie; he has been in this department for years under different teachers, so that he certainly has had a fair trial; he is not a disagreeable child and seldom gives trouble.

Oct. Eddie is making no progress.

Nov. Has been in the hospital about two weeks.

Dec. In school again and seems well but is making no improvement

Jan. Nothing to report.

Feb. Eddie's report varies little from month to month simply nothing to report.

March No improvement.

April Eddie makes no improvement whatever.

May No report

June. Eddie has been in the kindergarten a number of years and it is the same thing from one year to the next not the slightest improvement. Now he has not grown the Kindergarten, and I think it advisable to transfer him to the custodial department He is harmful to the other children for he requires the closest attention

Eddie Filsen

Sept. Still in the kindergarten but making no improvement whatever.

Oct. Just the same.

Nov. Nothing to report.

Dec. In the hospital at present.

Jan. In school again but nothing more to make note of.

Feb. Nothing to report

Mar. " "

April " "

May Nor report

June. It is perfectly useless to retain Eddie on the School Department another year. At times he is very annoying in the school room, and takes time that ought to be spent in a more profitable way with some other child.

Edith Friedland

Sept. Edith is doing about the same work she did last year. She is such a sleepy dull child that it is difficult to get her interested in anything; and she indulges in a nap daily, in the school room.

Oct. Nothing to report.

Nov. Doing just the same.

Dec. Edith is kept employed during school hours with the same work she has done for the past two years, but makes no further improvement.

Jan. Nothing to report

Feb. Edith weaves, and sews on a small scale and does it fairly well so that she can be kept busy but there is no more improvement.

Mar. Nothing to report.

April In the hospital.

May In the hospital

June Edith has been in the hospital the past four months and it is feared she will never recover.

Rikka Gunness.

Sept.

Rikka has learned to distinguish the ball from the other forms and speaks the word "ball" very distinctly. She knows the color red and separates it from the other colors.

Oct.

Transferred to Sunny Side.

Gladys Harding

Sept. For the past year Gladys has been in Mrs. Tanner's room but ~~it~~ found that she could not do the work there, so was transferred to the Kindergarten the beginning of this term.

Oct. Gladys cannot articulate at all, just what the difficulty is I do not know. She understands everything said to her and is able to make a sound. It seems that with careful training in articulation she could learn to talk. She is naturally very timid and that probably accounts for some of her backwardness. She is very ambitious to do just what the brighter children in the school do. She has learned to distinguish the different letters, but has learned the names of a, b, & e only. She gives the sound of a & b fairly well but cannot sound e at all. She knows nothing of numbers at all. She knows the different colors and strings bead both by color and form being familiar with the ball, cube and cylinder. Of the occupations she can do little. She has attempted the simplest weaving but cannot work independently. In the sewing she can do nothing unaided

Nov. Gladys has learned the word red, blue, ball, blocks, and bird. She counts and understands the value of numbers to five.

Dec. In the weaving Gladys is beginning to work independently, weaving over one and under one.

Jan. Gladys is doing just about the same work she did last month. She is an extremely sensitive child and the slightest reproof brings tears to her eyes very quickly and yet she is so persistant in teasing the other children. A very affectionate child, often embracing the other children in the sweet impulsive manner.

Feb. There is really little to say of Gladys. She accomplishes so little. She is very restless and annoying to the other children so that she requires almost constant attention. She is full of affection and cannot resist giving every child near her a hug.

Mar. Of the figures she makes 1-2-4 only. She counts and understands the values of numbers to five, but can not make 3 or 5.

April Now makes the numbers 1-2-3-4 either using a copy or from dictation.

May. Very little improvement in Gladys. Nothing to report this month.

June Gladys has not improved in the slightest in her speech. In fact there has been little improvement in anything.

Emma Hadler.

Sept. Emma distinguishes the colors red, orange and yellow but does not know the names. Emma is in Miss Jacobus's class, and is quite a favorite with some of the older & brighter children, who take great pleasure in trying to teach her to talk; and in that way she has learned to say a few words. In time she may learn to talk enough to express her wants. So far as school work is concerned she is not nearly so capable as Flossy Baker who was sent to Sunny Side the last of the month; of the two children Flossy is the brighter.

Oct. Emma's seat in school is just across from Mary Celt, who makes life a burden to all around her. Emma seems to be her chief victim for no matter what she has in the way of busy work Mamie will either take it away from her or put it on the floor and the only way Emma has of defending herself is to cry out "Mamie". She has had occasion to use the name so often that she now speaks it quite plain.

Nov. Nothing to report.

Dec. Nothing of special interest for the past month

Jan. There is no improvement in Emma.

Feb. Emma has been in the hospital during the past month and has been in school only the past week.

Mar.

Emma has been in the hospital off and on during the past month or two. Do not know what the trouble is, but know she has not been very well all winter.

April

Emma has not been in school regularly for the past few months. In the hospital most of the time.

May.

Emma is in school at present and has been for the past day or two; but she is making no improvement to speak of.

June.

Emma will never accomplish ~~not~~ very much Will probably never do anything in the literary line of work. She does nothing intelligently now. Never the less she needs the school training

Elmer Johnson.

Sept. I am teaching Elmer to read I have taken up a list of words, names of objects only, that come in connection with our daily talks and exercises, such as the colors, different forms, birds and trees they are most familiar with, and fruits and vegetables. Of the list he has learned seventeen and is able to give their classification.

Oct. Elmer has added nine more words to his list and is learning to distinguish the different letters. He has learned the names of the first three only a. b. & c. and is able to write these three letters with their capitals from a copy, fairly well.

Nov. Elmer has learned a number of new words during the past month and with the word builder forms the sentence "a red ball" with out the words before him Combines numbers to five using any combination

Dec. The month of December or the greater part of it has been spent in preparations for Christmas and Elmer has taken an active part in the preparations, contributing his share of remembrances with the greatest pleasure He was made as happy by making the little gifts as by the gifts he received from Santa.

Jan. Since Jan 1st Elmer has been reading in the First Reader and is doing fairly well. So far he has only read the first four lessons, and writes the words

"dog", "boy" + "rat", from a copy, but his letters are well formed.

Feb. Elmer advances slowly in his reading, but is doing as well as can be expected

Nothing special to report this month

March. Elmer is doing as well as could be expected

April Continues about the same, except that he has advanced a few lessons in reading.

May. Continues improving but nothing special to make note of.

June. Elmer has read to the fifteenth lesson in Barnes First Reader and writes most of the action and name words. Writes and counts numbers to ten, and combines any to two numbers to six.

Weaves by ones, twos and threes, sews the simple outline cards. His work is quite neat and he works quite rapidly.

Hellen Johnson

Sept. Hellen has the same reading exercises that Elmer has and never forgets her words. Her memory is good, but she is so helpless when it comes to the use of her hands. In the simplest sewing weaving or folding she does nothing to speak of; She gets the idea but is unable to develope the idea.

Oct. Hellen is keeping up with the reading exercises nicely, remembering each new word. She is beginning, too, to learn the different letters and is more familiar with the first three a, b & and c. but cannot write them.

Nov. Has learned several new words and remembers every word but is unable to build the words with the letters without having the word before her. Hellen is improving in her singing very much She also commits the words to the songs very readily.

Dec. Hellen is doing just about the same work making no improvement in the use of the needle. She can do nothing unaided either in the weaving or sewing.

Jan. Hellen also, is reading in the First Reader and spells the words "dog", "boy" & "rat" but cannot write them.

Feb. Hellen is after a fashion, working along with the little reading class, but it is sheer laziness alone that keeps her from

advancing more rapidly.

Mar. Nothing special to report.

April Hellen is making little improvement; nothing to speak of.

May. No report to make for this month.

June. Hellen seems to have no better use of her hands than at the beginning of the term. She builds with the blocks, strings beads and lays sticks all right, but when it comes to the use of the scissors or weaving and sewing she seems perfectly helpless.

She reads the first few lessons in Barnes First Reader. Was not able to keep up with the class. Does nothing more in number than last year.

Sept. Malen Kline

Althó' Malen dose not talk he underetands everything. He takes great pleasure in marching and keeps excellent time, he marches along with such a solmn manner as thó' it was a matter of the greatest importance. His deafness makes him apear even duller than he is. He strungs beads by form only not being able to distinguish the different colors. With some assistance he will pick out the color red.

Oct.

As busy work Malen has been stringing the straws alternating with the little paper squares. He is able to locate the center of the square pretty well but unless watched carefully will string more than one of each at a time. He cannot be depended upon to work alone.

Nov.

Malen has attempted this month the weaving for the first time and does fairly well. He learned to thread his needle very quickly but has to be watched very carefully while weaving

Dec.

Nothing special to report this month.

Jan.

Nothing to report.

Feb.

Malen has improved more in deportment than in any other way. Last year he kept all the small boys in his class in terror of him by scratching their faces and hands. This year there has been but one complaint of this kind. He takes great delight in teasing the children

but is not cruel as formerly.

March

Malen now distinguishes most of the colors blue and green confuses him more than the other colors.

April.

Malen marches now in perfect time unless the child in front of him changes step, then he will immediately change his without looking at the child. I believe he would know of the change even if he was blind folded.

May.

Malen has awakened up wonderfully this year; he makes no attempt to talk but he has grown very observing and imitative

June.

Malen seemed to take great interest in the planting of the seeds in our garden this Spring. He seldom made any demonstration but stood by silently watching the work being done, his countenance beaming with pleasure all the while. Malen has improved quite a little in the use of his of his hands; he has done something in the weaving not all together independently but he managed his needle quite well; has also made the paper chains by pasting short strips of paper hooked together.

Addie Klemer.

Sept. There is really nothing to say of Addie. She is now just where she was when school closed the last of June.

Oct. Addie has not looked or acted quite herself during the past month. She does not seem well altho never complaining. She went home a few days ago, for a rest I presume.

Nov. Nothing to report for Addie

Dec. Addie talks more than at the beginning of the year using connected sentences. She has partly learned the words to most of the songs.

Jan. Nothing to report.

Feb. Every effort has been made to teach Addie to do the simplest reading, but she does not seem to understand what is expected of her. Take the most familiar object, something that she will talk about and take great interest in, yet she cannot associate the word with the object in any way.

Mar. Nothing to report.

April Addie strings the beads in any of their colors or forms by one, two or three, from dictation.

May Nothing to report.

June

I have observed Addie a number of times joining the other children in their songs and carrying the tune all right.
Addie does not seem well and has not been all winter.

Clara Kruger.

Sept. Clara has learned the colors and is able to separate the colored sticks into the different colors, also strings the beads both by color and form. She can sing a few of the songs. Her voice is not exactly musical but she is able to carry the tune through fairly well.

Oct. She has learned to follow a copy of 4 on the blackboard fairly well.

Nov. Clara has been working for the past month trying to learn to make the figure 2" but cannot do it yet.

Dec. Nothing to report this month.

Jan. Clara had another severe spasm the second one only since she entered the school, almost two years ago. This last spasm was followed by paralysis on the left side; her left hand was helpless for several days but she finally regained the use of it.

Feb. Nothing more to report.

March. Nothing to make note of.

April. Clara is not improving any to speak of.

May. Nothing to report.

June. Clara has a mania for tearing handkerchiefs and and everything she gets hold of, note

narrow strips and filling his pockets with them. And I can see little improvement since last year

## Martin Lee.

Sept.

Martin Lee began school the first of the month, and since he had finished the first half of Butler's chart it was decided that he should take up Webb's Word method, which pleased him immensely since he could have a book all his own.

He can now repeat full sentences of three and four words, as follows:—
The black cat runs, the white dog plays.
He can not use full sentences independently when talking, but is able to repeat them after some one.

Oct.

Was sent home sometime the first of the month and probably will not return but it is not known for a certainty.

Nov.

## Sarah Langdon.

Sept. During the month Sarah has not made the least improvement except in marching. She is beginning to have some idea of time. The fact is the child has not had an opportunity to make much progress since she cannot work unaided; and since there are eight or ten other children in the same class who are quite as helpless little time can be given to her individually. Then with eighteen other small children who require one's whole undivided attention there is little wonder that we find little improvement from month to month in any of these children.

Oct. Sarah has been in the hospital for the past two weeks. Nothing else to make note of.

Nov. No improvement

Dec. Marches in good time; distinguishes all the different colors, but does not know their names. Sarah is very talkative and can scarcely be repressed.

Jan Nothing special to report.

Feb. Sarah is more quiet than formerly but is still restless and easily excited almost hysterical at times.

Mar. Sarah will be perfectly quiet until some one enters the room, when she becomes excited, talking and laughing, when not the slightest attention is being paid to her.

A very strange child and little improvement during the entire year.

April

Sarah knows the different forms and strings the red and green beads, from dictation, by ones only.

May

Sarah is doing almost nothing, principally because she requires strictly individual work, and cannot have it.

June.

In summing up the years work there is little to be said of Sarah. She strings the colored beads in the six different colors both by color and form. That is she separates the different colors, but knows the names of red and green only of the colors, and the ball of the different forms. She builds with the blocks, but not intelligently.

Bennie Franklin Ostrander

Sept.

Bennie is beginning to be quite a promising boy. He can write numbers by rote to 18. In reading he has taken up the same method of words used by Elmer Johnson and others. He remembers the first seventeen without any difficulty. In the occupations Bennie is very slow and is not accurate in anything. The thing to contend with in Bennie is his talking; he is an incessant talker and it seems as impossible for him to stop it as to stop breathing

Oct.

Bennie has learned a number of new words in the past week and has learned the letters a, b, and c both in script and print

Nov.

Bennie is doing better work this year than he has ever done before. This month he has learned several new words and builds the sentence, with the word builder, "A red ball". With the weaving, sewing, and folding, he has made slight improvement.

Dec.

Doing about the same work with slight improvement. Have not attempted to do much in numbers, with Bennie this year since he is very quick in numbers and so backward in reading; consequently have given more time to the latter.

Jan

Bennie is reading the fourth lesson in Barnes First Reader and is doing fairly well. Spells the words "dog", "boy" & "rat"

Feb.

Making slow progress in reading but is making some improvement. Is doing some better, too, in the weaving and sewing

Mar.

Bennie counts, writes, and understands the values of numbers to twelve. He is much slower in reading. Another year thro; I believe Bennie will advance rapidly; he seems to have just learned how to apply himself.

April

Bennie continues about the same & and nothing special to make note of

May.

Nothing special to report

June.

Bennie has read the first fourteen lessons in Barnes' First Reader, but writes but two words, rat and cat. Reaves by nine twos and threes. His sewing, folding and pricking are very much improved.

## Joseph Sullivan

Sept.

Jo now attends school regularly from 8.15a.M. to 12.15 P.M. Jo is improving rapidly since he has settled down to real work. In numbers, he counts, writes, and combines by ones to ten. He has learned seventeen of the words used in our method.

He has become quite independent, too, about getting up and down stairs, not waiting to be carried. And he insists upon leading the children in their marching exercises and never seems to tire of it.

It is surprising how easily he gets around over these polished floors with his crutches seldom falling and when he does is too manly to cry or even admit that he is hurt.

Oct.

Jo has learned a number of new words and has learned the letters a, b & c and follows a copy of these three letters, with their capitals in script, fairly well.
In the occupations he is improving most in the paper folding than anything else. He now folds quite accurately.

Nov.

Forms the sentences "A red ball" and "A red bird" with the word builder. Has also learned a few new words. Jo seems unusually well this year, seldom losing a day from school; he takes the liveliest interest, too, in the work.

Dec.

In preparing the Christmas work Jo took the liveliest interest, and found great pleasure ~~and~~ in making a few remembrances for

Dr. + Mrs. Wilson, who he never fogets, Dr. Chuler, and Jella. His loyally to thise who have been particularly kind to him is rather surpiking in a child who has always been petted and humored in every whim, by every one. Any other child would have been thoroughly spoiled. Jo is inclined to be a trifle selfish more so than almost any other child in the school, but he will overcome that I am sure.

Jan.

Jo is doing well in the First Reader class, so well, in fact, that he has to be held back for the other five children. He spells and writes the words "boy" "dog", "rat" + "hen".

Feb.

Jo has been in the hospital the latter half of this month, so has not advanced much in his school work; Yet he is working beyond his class in reading and is now reciting alone.

March

During almost the entire month Jo has been in the hospital suffering from indigestion I believe. The last few days of this month, he has been in school again.

April

Either Jo has a vivid imagination or else he does not adhere strictly to the truth.

Several times lately he has come to school with tales of woe about how he has been punished for some other persons misdemeanor.

He is doing fairly good work in school, but the weather is growing too warm now, to accomplish very much.



May.

Jo continues to advance in his reader, tho' slowly. Has read to the twenty first lesson in the First Reader.

June.

Jo has done nothing more in reading since last month. In the occupations he does excellent work; he is very accurate in everything except cutting and is improving in that. He numbers to ennete 'tis thirty, combines to ten with objects and writes to ten.

Bennie Stra.

Sept.

Bennie has not made the progress he promised to when first entering the school; he seemed unusually bright. But it is so difficult to get him settled down to anything. Bennie counts to ten, has learned that from hearing count, but only makes numbers to five and does not know either the name or value of them except 1 and 2. He cares more for the blocks than anything else and would be quite content to do nothing else but build with them. His spasms appear to be growing worse and worse all the while so that means that in time he will be removed to the South Side.

Oct.

Bennie makes little improvements. In numbers he counts, writes and combines by rote, to five. He is unable to remember any words

Nov.

Bennie is beginning to march in better time otherwise there is nothing to report.

Dec.

Bennie has had fewer spasms so far this year than last year, in the same length of time. What he heard outside of school hours is I do not know, but he seldom has one in school. His school work is not much improved.

Jan.

During the past month Bennie's spasms have been more frequent and very severe. He is doing nothing new in the way of school work.

Feb.

Bennie has reached the point where it is useless to try to do anything with him except amuse him. His spasms growing more severe all the while; he is becoming more dull and stupid each day and, if irritable that he cannot be crossed in anything

Mar.

Doubtless Bennie will have to be transferred to the South Side before long. His spasms are growing so severe that it is always a shock to the small children in the class; it is not right that they should be subjected to seeing his convulsions. It cannot help affecting them more or less.

April

Bennie is no better, in fact, he is failing mentally, every day; his spasms are more severe, if not so frequent.

May.

Bennie is just the same.

June.

Bennie can do nothing more in this department; she has a bad influence over the other children and should as soon as possible be removed to the custodial department.

## Bertie Smith

Sept.

Bertie marches in fairly good time, but will sometimes loose the step and is unable to catch it again unaided. He has learned the colors red, orange and yellow and the name of each. Green, blue and purple he distinguishes one from the other but does not know their names. Of the forms he is familiar with the ball only, but recognizes the different forms. He does the simplest weaving over one and under one, and has attempted one sewing card, but it is not well done.

Oct.

Bertie continues to improve in the marching and now finds little difficulty in keeping the step and if he does loose it the fault lies more in the music than himself. He follows a copy of 1, 2, 3, 4 and understands the value of each.

Nov.

Bertie is beginning to take some interest in reading and has learned the words red, ball, blue, and bird.

Dec.

Bertie went home for his Christmas vacation and returned Jan 1st full of the good times he had, but not in the least unwilling to enter school again. It is a great pity that something cannot be done for Bertie's eyes. His parents have very anxious that he should be fitted to glasses, but an examination of his eyes by a specialist proved that his eyes should not benefitted by the use of glasses.

Jan.

Bertie is doing nothing special at present. Nothing since the last report.

Feb.

Bertie is well and happy but make little progress in the kindergarten work.

March

Nothing to report.

April

Mrs. Smith and daughter visited Bertie during the month and expressed great satisfaction in Bert's progress. He is doing nothing the library work, but he observes more readily and expresses himself better

May.

Follows a copy of numbers from 1-8 and knows the names of each but the values of the first five only

June.

Bert is a thoroughly unreliable boy, and has to be watched carefully. His favorite pastime is making some other child miserable by taking away his belongings.

Bertie has not accomplished very much this year but possibly he will do better next.

## Alfred Schmidt.

Sept.

Alfred entered the kindergarten the first of the month. He is able to apply himself but lacks spirit; seems so sleepy and drowsy all the time. In the marching he always hangs back and requires constant urging and pushing. When he first came he would not even follow the line, but would wander off into the middle of the room.

He strings beads independently, seperating the ball from the other forms saying the word "ball". He speaks few English words but is picking them up quite readily.

Alfred also distinguishes four of the colors red, yellow, orange, and purple, but has learned the name of red only. Blue and green he is unable to distinguish one from the other. Alfred is a great chatter-box in the play room, talking in German with a few English words mixed in.

Oct.

Alfred is not so talkative in school, and more ready to give attention. Does not appear nearly so dull and stupid as at first. Now marches in fairly good time and keeps in line. Also claps in good time and following the children in their motions to the songs and takes a lively interest in the games.

Nov.

Now distinguishes all the different colors and has learned the name of orange.

Dec

Strings beads both by color and form and has attempted his first weaving and does fairly well in the simplest design, over

one and under one.

Jan.

Improvement in marching also marks the time by clapping his hands. In the games of the circle. Alfred is very quick, recognizing instantly any childs voice, or observing quiet as friendly actor has left the circle while he was blindfolded.

Feb.

Alfred seems to have wakened up a little taking a more lively interest in the work in the kindergarten work.

Mar.

Nothing special to report this month.

April

Alfred's conduct in school is much improved. However he still takes great delight in annoying other children. He is a frail looking child and yet he never misses a day from school on account of sickness.

May.

Alfred has learned the six colors, red, orange, yellow, green, blue, and purple. also the three forms, the ball, cube, and cylender.

June.

Another year Alfred will make great improvement I think. He has learned to apply himself.

Mary Langston.

## Mary Zeigler.

Sept. Mary has made a good beginning by learning seventeen words. She is in the class with Esther Anderson, Bennie Franklin Shuey and Helen Johnson and is doing good work.

Mary, too, is acquiring quite a voice for singing and enunciates the words very readily.

Mary at some time in her life must have lived on a farm, for her knowledge of farm life is quite surprising. She knows about all the different farm products and uses of each.

Oct. Mary is doing good work this year. Is keeping up nicely with the class in words. but in constructing the words with the word builder she does not do so well, being very slow in such work.

In the weaving she now works independently with the simple pattern, over one and under one. It seemed for a while that she would never be able to do that.

She is now working on the pricking and it is with the greatest difficulty that she pricks the simplest pattern

Nov. Doing about the same work as last month with the addition of a few new words.

Dec. Mary's stupidity in industrial work is due as much to lack of confidence in herself as anything else. Even when she knows perfectly well how to do a thing she seems unwilling to make an move, fearful of doing it wrong. She has accomplished very little this year.

Jan.

Mary has taken up the First Reader, but is not doing as well as I expected. She is now reading the fourth lesson.

Feb.

Mary is making slight improvement in her reading and spells the words dog, toy hen, rat and eat.

Mar.

Making some progress, this show, in reading. In weaving by twos, Mary works quite independently and her work is quite neat; a vast improvement on last years work

April

Mary is doing about the same work, with the addition of a few lessons in advance. In some respects Mary's memory is good. She never forgets a story told her

May.

Has learned to write two words this month "rat" and "eat". She is very proud of her effort and think that now she has made a beginning she will have little difficulty in learning to write. It has been just so in everything she has undertaken

June.

Mary reads the first fourteen lessons in Barnes First Reader, spells a number of the words and writes cat and rat. Counts, write and understands the value of numbers to ten. Weaves by ones, twos and threes; has improved a little in her sewing and folding. She is gaining confidence in herself.

## Mary Langdon.

Oct — Mary Langdon was transferred from Mrs. Tanner's grade to the kindergarten. She is really past the kindergarten age and is very large for this grade of children but there seemed to be no other place to put her since all the grades are so crowded.

I have not been able to find anything she can do yet except talk and in that line she shines. She is easily intimidated and one day was thoroughly frightened out of talking for several days, by being told she would have to go into Mr. Armstrong's class and be turned into a boy if she talked any more during school. She cannot follow the simplest echo of numbers and has no idea whatever of the value of any number but one. She distinguishes colors and seperates the different colored sticks and knows the name of red and orange.

Nov. — Mary knows all the colors now and is improving in marching. Other ways no improvement.

Dec. — Mary is the most discouraging child in the kindergarten. She is unable to apply herself in any way. After three months of constant drilling she can at last march in fairly good time.

Jan. — Mary is doing absolutly nothing. She complains constantly of being sick, but whether it is real or imaginary sickness it would be difficult to tell.

Feb.

Mary is not making the slightest improvement.

Mar.

Not the least improvement during the past month. Mary's mother and sister Maud visited her a short time ago. She knew them and seemed much pleased with their visit. Mrs. Langon appeared rather disappointed at finding so little had been accomplished with Mamie

April

Nothing to report

May.

Nothing to report.

June.

Mary knows all the colors, red yellow orange green blue and purple and the forms ~~circle~~ ball cube and cylinder. She counts to five and knows the value of one and two. She slings beads by form and color. She makes no attempt to sing what ever.

## Agnes Christianson

Oct.

Agnes Christianson sent to the kindergarten the latter part of September, from Miss. Tanner's room where she has been the past year. Of the three girls sent from Mrs. Tanner's grade Agnes is the brightest. She knows the different colors and arranges the colored wooden beads both by color and form. In the stick laying and peg sticking she is very methodical always using all of one color before using another. She gives no trouble in the school-room, having a very good disposition. Agnes seems to enjoy the work here very much and being with the small children gives her great pleasure for whom she shows loving affection. She makes an effort to sing but her voice is so disagreeable that she can not be encouraged in that line to any great extent. She is able now to follow a copy on the black board in numbers from 1-4 fairly well and understands their values.

Nov.

Agnes is improving in her marching, being able to keep the step fairly well; but if the music varies the least in the time, she will loose the step and cannot catch it again unaided.

Dec.

Agnes is now in school during the morning sessions only, having been put into a working class for the afternoon. It is a good idea for she will never do any school work to amount to anything, but will be quite capable in the industrial work I should think.

Jan

Agnes has learned several words, red, blue, ball, blocks and bird. Distinguishes the different letters but does not know their names.

Feb.

Agnes certainly does not lack ambition always busy at something and tries so hard to do the things required of her. Yet she has accomplished little owing to or little time given to her individually.

Mar.

Agnes follows the copy 1-2-3-4-5, very well knows the names and values of each number, but cannot combine numbers at all.

April

Doing about the same.

May

Nothing to report.

June

Agnes has been in school but a half a day and has accomplished but little. She writes and counts numbers to eight weaves under one and over one only. Sews the very simple pricked sewing cards, knows all the colors and the forms, ball, cube and cylinder.

## Amy Reeves.

Oct.

Sent from Miss Tanner's room to the Kindergarten the last of September. She is really too old for this grade of children. There is little in this line of work that Amy is able to do. Sorting colors stringing beads and stringing straw alternating with small paper squares, is all she can do in the occupation. The beads she can string by form and color being able to distinguish the different forms and colors, but the ball is the only form she is familiar with, knowing its name. the cubes and cylinders she will separate one from the other but can not tell the name of either Just so with the colors, she can separate them but cannot tell their names. She is a very dull slow child; She has not the energy to move. She never shows any life or spirit in any way.

Nov.

Can see no improvement in Amy. She remains just the same.

Dec.

Amy lacks spirit and application. Rather than busy herself with any work she will sit idle, watching other children with their work. She requires the individual work that cannot be given her in this grade.

Jan.

Nothing to report.

Feb.

Nothing to report.

March

Amy marches in fairly good time and that is the only improvement since coming into the kindergarten.

April. No improvement whatever.

May. Nothing to report.

June. There is not one thing to say of Amy for the years of work except that she has learned to march.

Adaline. Dufour.

Sept.

Adeline entered the kindergarten the first of Sept. It was first thought that a whole day in school would be very tiresome for her and it was arranged for her staying in the play room during the middle session but she was so lonely with all the other children in school, and she cried so much, that it was finally decided that she should go the whole day.

She is perfectly happy to sit in her little chair and do nothing but watch the other children. She is unable to do anything except build with the blocks. She seems quite bright but is the most helpless child in the school. I think with constant practice she will be able to use her hands in time. She can now feed herself a little with a spoon. In stringing the colored beads she distinguishes the ball from the other forms and will separate them, putting them in the lid of the box, but it is with the greatest difficulty that she strings them taking about five minutes to put on one bead.

She knows all the children names but can not speak a word.

Oct.

Adeline is improving quite a little in the use of her hands, being able to string the beads much more rapidly than at first. Her mother visited her a short time ago and through her we learned something of Adeline's trouble

It seems that she was under the care of a specialist of nervous trouble in St. Paul for a year. The physician said she would never talk since the power of speech

was gone. The fault lay in brain not with the tongue as is often the case. Her mother also said that it had been during the last year only that she had used her left hand at all.

Adeline was overwhelmed with delight at the sight of her mother but cried as tho' her heart break.

Nov.

Adaline is using the same busy work, but works more rapidly, being able to use her hands much better.

Dec.

Adalines progress is so slight that it is scarcely perceptable yet I think she does improve in the use of her hands.

Jan.

The latter part of the month Adaline was sent to the hospital with a severe cold; has not yet returned

Feb.

Adeline returned to school for one day only, but was too weak to remain and has been in the hospital since.

Mar.

Still in the hospital.

April

In the hospital.

May 1

Returned to school May 12th

June.

Adeline has been in school regularly since she came from the hospital, but of course her improvement in the work is nothing. She enjoys being in school and busies herself trying to string beads and using the frame + boards. This she does very slowly but it helps her in the use of her hands.

Roy Ellis

Admitted Oct. 15th '95.

Oct. Roy has only been in school a short time and the greater part of the time here has been in the hospital owing to a very severe cold which he had when he came. He appears very bright, not unusual for a child of five but so much brighter than the average child in the school. He is very timid and bashful and when that wears off he will appear much brighter. He is a great addition to this department taking the liveliest interest in the occupations and games. He talks real baby talk but makes himself understood all right.

Nov. Roy is overcoming his shyness to some extent and is the worst little chatter box in school; he cannot understand why he should not have the same privileges in the school room that he has in the play room. He marches and claps in fairly good time. In sewing and weaving he does as well as the average child having done the simplest hemmed sewing card and weaving over one and under one; he works quite independently. He has become quite familiar with the balls and in stringing the colored beads separates it from the other forms.

Dec. There is nothing special to report this month except a very slight improvement in marching. He manages to keep the line fairly straight but does not keep the step.

Jan.

Roy has made marked improvement in marching

Feb.

Roy has overcome his shyness almost entirely and expects attention from every one & usually gets it. I am afraid he is in the way to being spoiled

Mar.

Roy has been in the hospital a part of the month, with a severe cold. Without any exception, Roy is the worst spoiled child in the school, & no one person responsible for it, for every body pets him and humors every whim. And he is bright enough to appreciate it all, and will soon tyrannize over the entire household; he knows no rule.

Roy has learned all the colors and strings the colored beads by color and form.

He has also done some simple sewing and weaving and his work is fairly good. I am afraid the child is too indolent to ever do very good work. But then, he is a mere tot by now, and he may out grow that.

April

Roy is doing about the same. Nothing special to report.

May

Roy is not quite so lawless, perhaps, as a few months ago but still there is plenty of room for improvement.

In the occupations he does little unaided, but then he is so young, there is ample time; he will do better another year.



June.

Roy knows the six colors, red, orange, yellow, green, blue and purple; also the forms ball, cube and cylinder. And strings the beads in these colors and forms from dictation by nos, two or three.

He weaves the simplest mats and sews the first designs of the pricked sewing cards. Strings the straws and papers alternately, and pastes the paper chains; he marches well and enjoys the circle exercises very much, for he is very active.

Ole Houg.

Oct.

Only in school a week then transferred to the South Side. Admitted Oct. 16 and transferred to Custodial Oct. 26 16

Agnes Tilt.

Nov. 19th

Agnes Tilt has been in school since the 19th, but has been in the hospital, (where she is at present) so much of the time that there has been little opportunity to learn just what she is able to do.

The first few days in school after her mother left here she was quite home-sick, but now seems quite reconciled to her new home.

Dec.

Still in the hospital; having trouble with her eyes.

Jan.

In the hospital during the entire month.

Feb.

Returned to school the latter part of the month. Seems quite well again but still having trouble with her eyes.

Mar.

Agnes is well, but doing nothing more than learning to keep herself busy. She distinguishes the different colors, but does not know the ~~different~~ names of them. She is a good little thing never giving trouble of any kind. She has a sweet disposition, never annoying another child in any way.

April

Agnes's eyes seem no better than when she came, otherwise she is very well and seems very happy with so many children. She enters into everything with a great deal of spirit.

May.

Agnes is doing about the same. Nothing of importance to report.

June.

Agnes has learned to seperate the colored blades into their different colors and forms but does not know the names of each.

Strings the chains and paper alternately and packs the paper chains. Marches in time and takes an active part in the circle exercises.

## Eddie Barrett.

Nov. 23. Admitted Nov. 23rd. and promises to do well in this department. A very delicate looking child and rather timid; his voice is so weak that he scarcely makes himself heard when talking. Very quick to imitate the other children in their work. He knows the three colors, red, blue and green and of the forms, is familiar with the ball only; however he distinguishes the different forms and seperates them one from the other in stringing the beads. In marching he has left the step from the first so that his time is good. Also claps in good time

Dec. Eddie has developed the trait of slyness in the past few weeks. When he thinks he is not observed he improves the opportunity by pinching or scratching some child near him. When still looked very much abused when reproved for it.

Jan. Distinguishes all the colors now, stringing in the order, red, orange, yellow, green blue and purple. Eddie is lively and energetic but is very timid. He is overcoming his timidity to some extent.

Feb. Eddie takes great interest in the work in the Kindergarten, but is always unwilling to attempt anything he is unfamiliar with but when he finds he can do a thing he is very enthusiastic over it and works diligently and very rapidly.

Mar.

Eddie weaves the simple mats, over one and under one; his work is neatly done, never soiled or torn in the least. In sewing he is undertaken nothing more difficult than than first designs in the Pricked Sewing cards

April

Eddie occasionally becomes homesick and always cries to go to the hospital. He was humored on one occasion of this kind, and allowed to go to the hospital for several days and since then has cried a number of times to go and refused to be comforted.

May.

Eddie traces letters, numbers, or words by pricking, and by outlining those written in chalk with corn; he talks very little and then only when urged.

June

Eddie sorts the colored beads both by form and color, and knows the names of each. Weaves by over and under and sews the simple pricked sewing cards. Folds papers, but not accurately. Eddie is quite an intelligent child and another year will begin literary work.

## Enoch Kolbei

Dec.

Admitted Dec. 7th. Either hard of hearing or does not understand English readily. In the school room Enoch has not spoken a word aloud, and in the play-room has spoken a few words; he will whisper words very distinctly, but seems afraid of his own voice. Very observing, imitating the other children in everything they do. He is very ambitious and despite his lameness, he enjoys the marching and and circle exercise and always wants to take part in them. His first few days in the school, he was very homesick, but was so manly about it, trying to keep back the tears, which would roll down his cheeks in spite of himself.

In the way of busy work he stringe beads by form, uses the peg board, and stringe straws and papers alternately. And enjoys building with the blocks very much.

Jan.

Enoch returned to school a few days ago, the first time since the fire. The excitement that night was too much for him, so that he was confined to his bed several weeks.

Feb.

Enoch has not been in school regularly since he was admitted; he is very delicate, and in the hospital a great deal of the time. His school work consists of occupying himself with the different kinds of busy work. He can distinguishes the different colors.

Mar.

Of the occupations, Enoch enjoys the sewing and weaving more than anything else. He sews the very simple pricked sewing cards, and weaves over one and under one. As yet, he makes no effort to talk but have noticed that during the chapel exercises, he imitates the other children by moving his lips, while they are singing and repeating the psalm and Lords Prayer; but can never catch a sound coming from his lips.

April

One day during the past month, while on the circle for games, the "Swing" game was called for; finally Enoch was to take his place in the center of the circle blindfolded while another child left the room, when he should open his eyes and tell who had left the room; he very quickly pointed to the place where the child had stood, but did not attempt to speak the name until I said "Edith" when he repeated it very distinctly, the first time he has spoken a words in the school room.

May.

Enoch has overcome his timidity and seems to have more confidence in himself and even attempts to talk a very little.

He weaves the simple designs in weaving and sews the simple pricked sewing cards his work is very great never rushing or tearing it in the least.

June.

Enoch strings the beads both by color and form. Weaves the very simple mats

under one and over one. Sews the first few designs of the pricked sewing cards. Strings the paper and chains alternately and pastes the paper chains.

Enoch is quite intelligent and very ambitious. He tries to talk more than at first.

## Nicholas Blasius.

Jan.

Admitted Jan. 20th. Nicholas is a brighter child than one would suspect since his personal appearance is rather against him. He has those drooping eye lids giving him a sleepy drowsy manner while he is quite the contrary, taking a lively interest in all of the kindergarten work. Then he has a peculiar unsteady, shuffling walk. Owing to this he has several times slipped on the stairs and fallen two or three steps.

I think he must be a little hard of hearing since I sometimes have to speak several times before gaining his attention. He talks quite intelligently but in such a faint weak little voice that it is difficult to understand him.

He has shown no signs of homesickness until this morning, the 27th, when he said he wanted to go home and insisted upon not having any work

Feb.

Nicholas has quite overcome his homesickness and is now very contented and cheerful.

It is with difficulty that he uses any of the busy work, not having control of his hands; they seem to twitch and jerk constantly. He is improving some in the use of his hands, now being able to string the beads without dropping them every other bead on the floor. The first sewing card he undertook was soon bent to pieces in his attempts at sewing; his weaving suffered in a like manner.

March.

Nicholas' second attempt in the line of sewing, was another pricked sewing card the very simplest design, but this effort showed great improvement; the card was kept clean, and not demolished in the least. The weaving he has not been so successful in. Nicholas often complains of his left arm hurting him, says it aches and is not very strong; Yet he uses it just as well as his right arm; he says his arm was broken, if so that probably accounts for the aching.

April

Nicholas father came to see him not long ago and was pleased to see so much improvement in his walk. He certainly walks with less difficulty; he is also improving in the use of his hands.

May.

Nicholas has learned to keep himself busy, is more quiet in school, and less annoying to the other children

June.

Nicholas has improved quite a little in the use of his hands. Can work now without dropping everything on the floor. He strings the beads, by color and form strings papers and straws alternately and has attempted the simplest pricked sewing cards but sews with difficulty.

## Clara Vold.

March.

Clara Vold was admitted March 16th 1896.
Appears quite bright but cannot speak English, neither does she understand anything said to her in English, but she will pick it up very quickly I think. Upon entering the school room the first day, Clara spied an apple on the table and immediatly pointed to it and said something in her own language. I said "apple" and she repeated it, very distinctly.
Clara walks with difficulty and never without some assistance. I would suggest that she use crutches and she could learn to use them all right. She busies herself with sticking pegs in the peg board, stringing beads and building with the blocks.

April

Clara is picking up English quite readily speaking words only; not yet able to use sentences. She seems very happy often singing away to herself while at work in the school room.

May.

Clara strings the red and green beads by color and form.

June.

Report the same as last month.