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Version 3
August 20, 2018

ORD

Boys and Girls.

1894 – 5.

Mrs. Tanner,

Teacher.

Report - Room 6.
Beginning Sept. 1894.

No.			Page
1	Blomquist	Peter	13
2.	Erickl	Albert	7
3.	Christianson	Agnes	13
4.	Demorest	Edward	19
5.	Floyd	Ella May	27
6.	Frobenius	Ella	33
7.	Galentine	Esther	37
8.	Hendley	Ruth A.	43
9.	Harding	Gladys	49
10.	Hanson	John	55
11.	Hanson	Alida	61
12.	King	Harry	67
13.	Krause	Dottie	73
14.	Kearney	Daniel	79
15.	Miller	Louie	85
16.	McGraw	George	91
17.	Manier	Bertha	97
18.	Mason	Albert	103
19.	Petter	Fred	109
20.	Prescott	Cordelia	115
21.	Rice	Nathan	121
22.	Sigurdson	Pauline	127
22.	Schweiger	Augusta	133
24	Roberts	Annie	139
25	Mamie	Langdon	129
26	Amy	Reeves	173
27	Nora	Miller	165
28	Henry	King	161
29	F. Mason		155
30	Orley	Murphy	145

300

1895 – 1896

			Page
1	Bloomquist	Peter	175
2	Bendrock	Flora	179
3	Cameron	Mary	183
4	Erich	Albert	187
5	Demorest	Eddie	191
6	Floyd	Flossie	195
7	"	Ella	199
8	Froening	Ella	203
9	Glantyne	Esther	207
10	Gatyka	Barbara	211
11	Hendley	Ruth	215
12	Hanson	John	219
13	Johnson	Bessie	223
14	King	Henry	227
15	Lainders	Julia	231
16	Lyons	Bessie	235
17	Miller	Nena	239
18	McGraw	George	243
19	Maner	Bertha	247
20	Messer	Frank	251
20	Mason	Albert	255
22	Petters	Fritz	259
23	Prescott	Cordelia	263
24	Roberts	Annie	267
25	Rice	Nathan	271
26	St. Marie	Aurora	275
27	Schweiger	Augusta	279
28	Amy	Reeves	285
29	Mabnie	Langdon	287
30	Agnes	Christianson	289
31	"	Spotche	285

Bloomquist Peter

1894 Sept. Peter was transferred from the kindergarten dept. last May. At that time could read a few of the lessons on the chart very poorly. He is a very restless boy and must be reminded about his work constantly. Cannot write anything legibly. I think he is very nervous. Can count to twenty and add numbers to ten. Can match and name colors.

Oct. Is a most restless and inattentive boy at all times.

Dec. Can say the table of twos to twelve. Can make simple problems from Bradley number tablets. Builds words from letters in alphabet box.

Jan. Has learned the table of threes. Reads all the first easy lessons of the chart at sight. I have been devoting much time to Peter, trying to have him put some expression into his sentences, but I have come to the conclusion that he is hardly capable.

He is as restless as ever.

Feb. There is some improvement in reading. He has not advanced much in the chart lessons for the reason that has had to have all the lessons over again in script that he could

only read in print when he came from the kindergarten.
At that time he could read no script whatever. I am giving him various exercises to familiarize him with this part of his work.
He enjoys building sentences from the script sentence builder.

Mar. Can build about ten sentences in half an hour, from the script sentence builder. The following ones he made the latter part of this month.
"I have a pretty white dog."
"I can see a red cow."
"The white sheep can see me."
"I see a red top on the box."
"The good girl can run and play."

Can build many like sentences. Does the work almost independently. Can not write legibly.

April The following is a sample of his writing as he wrote this lesson from the chart the last week in April.

I am a little girl.
I have a dog and a fan
It is a big doll.
I see my fan my doll.
I sit in my chair.
I sits in a chair.
Do you see the little chair

Can read all the lessons to number ten very well, has had up to sixteen, but he will need to review them several times as there are several words yet new to him.

In numbers is doing simple subtraction, with the use of objects. Will find the answers to ten examples like the following, and requiring about half an hour. 8 - 3 = 5. He uses no number over twelve. Can count to one hundred but would make a mistake in bringing me that many objects.
For instance when I ask him to bring me one hundred tooth picks he must go over them many times before he has the required number.
In an exercise where he is required to tie the sticks into bundles of ten in each, he had all the bundles in twenty piles correct. Can put together all the "sliced domestic animals" and knows the names of many wild animals.

May. Peter is a restless little boy in school and accomplishes very little in any way. If given a simple copy to write, it becomes necessary to give him much individual attention to have him do his best. Does not like to write an exercise more than once.

Has been reviewing the reading lessons as given in the last report.

June. When school closed had read to lesson fifteen on chart. Can spell all the words of the lesson, and use them intelligently in little stories of his own composition. Has improved a little in writing. The B. B. work is much better than that given on paper, since he has had so much more practice. Can form simple sentences from the script sentence builder, requiring about half an hour to build ten stories like the following – "I have a little sheep."

In numbers he is gaining an acquaintance with objects which enables him to arrange in groups any combination that can be made from twelve. I may say here that Peter can work accurately with objects to twelve.

In deportment, Peter is far ahead of Nathan Rice, inasmuch that he is not so noisy, and one can depend somewhat on what he says. Has a good disposition, and never seems to resent punishment. At times I have observed him to be quite interesting. He can tell one much of what he has seen after an excursion to the woods for flowers. He is not greedy like so many children are.

1894
Sept.

Erich Albert

During vacation Albert has grown to be rather quarrelsome. He is also quite indifferent to his studies. I fear that he has become lazy as well as quarrelsome. The attendant gives a very bad report of him. In the playroom he strikes the boys and refuses to do any work given him unless it happens to be something that he likes to do.

He does not care to write to his father. I must urge and urge and then when he finally writes he fills his letter by asking for things that he does not need. He is always asking for something.

This week he wanted a blue soldiers cap, a watch and a suit of clothes. He has not said anything about moccasins for some time. Albert is reading from the new chart. Can read the first two lessons nicely. He are lazy on the second lesson as the chart has just come. Can count to one hundred. Combines numbers to twelve. Can count to twelve by twos very readily.

Oct. Albert has improved very much this month in every way. He seems much happier and contented. Is more industrious in school while his attendant feels very much encouraged about him.

Has read to lesson fourteen

on chart, besides having supplementary reading from B.B.

Has written two quite lengthy stories from pictures. Can write the date and complimentary address of his letter without any assistance. Writes neatly with ink. When he receives letters is trying to read them himself.

He is doing pretty well in everything excepting that he does his work so slowly. When he reads drags his words.

Nov. Is improving in his general behavior. Says he is going to be good every day and learn his lesson.

Dec. Albert is making substantial improvement every day both in reading and numbers.

Reads intelligently and with expression all the lessons on the chart to number twenty-four. Can write the lessons from dictation. Always has a good spelling lesson. Is always occupied with some useful work and seldom makes any trouble anywhere neither in playroom or school. Very gentlemanly. Has a great aversion to uncleanliness of any kind.

Can not bear to have any dirt or stain on his hands. Truthful and reliable to send on errands.

Jan. Albert has developed studious habits. He has made substantial improvement in both reading and numbers. It seems but a short time since that he could not name the figures to twelve, now he can count and write the numbers to one hundred with but very little help. He is doing excellent work in phonetics. Has read all the lessons well to number twenty seven. He enjoys the lessons on the chart and is always very attentive while in class and can be trusted to do his best while at his seat. I am always glad to see his bright and happy face as he always greets me with a pleasant "good morning". He still speaks and reads in a slow deliberate way, by I think that I can see a little improvement in this direction also. Can build quite lengthy sentences from the script sentence builder.

Feb. Can build quite quite lengthy sentences from the Script Sentence builder. Always uses a capital letter to begin his sentences. Is quite studious at all times. Takes great pleasure in receiving letters from his father and sisters, who write him about once a month. This seems like a very long time to wait, and Albert gets discouraged sometimes and does not care to write.

Mar. Albert is improving in reading. I think that he will be able to begin in a second reader by next month. He reads all the lessons of the Normal Reading chart, does the phonic work as required in these lessons, and can write a simple story about some of the pictures.

Albert is rather a difficult child to govern, from the fact that he can not bear the slightest connection without showing resentment by pouting and acting sullen generally. He thinks that I have no right to speak about filthy hands, as his are often the cleanest.

April Has completed the chart lessons satisfactorily with the exception that he does not know the Roman Notation on the last page. However his ability to read all the lessons well and intelligently justified me in allowing him to pass with the rest in his class to Barnes' National Second Reader, where he has been doing fairly good work.

The class have taken twenty lessons during the month, besides keeping up with the language work as required in this book. Albert is very slow in all his motions. He writes

exceedingly slow, but it looks neat when done. In a written spelling lesson he is not able to take the words as quickly as the other members of his class. If he sees that he is falling behind, he drops his pencil, and refuses to try any farther. Then I must stop the exercise, reason with him, and he finally takes pencil and in his slow way writes again. In an oral exercise he is equally slow. It does not seem to be in his make up to do anything quickly unless it is to get angry.

It is a fact that Albert is a lovable child at times and there is much in him to commend.

Albert walks in an awkward stiff manner, especially when he is trying to keep apace with some one. He keeps step well in line, as the children usually march to slow time. In numbers, Albert is using Bedlam's Aids to Number first series.

He can make out the answers to the questions by himself, and prepare the lesson to recite in class, although he is much slower than the rest, can do the work if given time enough. He is working on lesson fourteen, and began them in January.

May This month does not show the progress of last month, since there has been frequent interruption practicing for the last-

continued on page 168

Faribault Minn
May 1895

Mr. John. G. Brich.
Seaforth. Co Ont Canda.

My daer father and sister,
I had a lettle from you and yonr sister I to was nice for yon to sent to me. I Thank yon very much. for them flowers. The Men is make the black yard. book pretty and I go to churds nealy every church pretty soom We are gonig to have voprata and We are gomg to have a Nay-pole-dance. We did not have are picnic because It was cold. I will close for this time sent my love to all.

Yonr lowerng som.
Albert Brich.

June The above letter was written by Albert. He had no help whatever. It gives one a true idea of what he is capable of doing in the way of letter-writing, both as regards composition and writing. It will be noticed that "mit" is written in the place of "w" "b" for "l" and these have been mistakes commonly found in all his lessons. It seems almost impossibly to break up this careless habit. He knows the difference of those letters very well.

Agnes Christianson.

1894
Sept. Agnes is a good natured little girl who tries to do the best that she can in her feeble way. I am giving her the simplest Kindergarten work, such as stringing beads, matching colors, playing sticks etc.

Simple though this work may be, it is difficult for Agnes.

Articulation indirect. When naming the colors I will say "jellow" for yellow. Comprehends two objects and the number representing them. Can also make the number. Can distinguish the round and square beads.

Oct. Can string Mrs Hailmans beads following a certain order in the string I given her. Selects the letters to form the word "cat." Can also perforate this word outlined. Counts to four intelligently.

Nov. Matches colors-red, blue, green and yellow. Continues obedient and happy in school. Has made no advancement in comprehending numbers.

Agnes has a very happy disposition and seldom has any trouble with her playmates.

She is a very simple child.

Agnes can select the right letters from alphabet box to form words, but can not arrange them in their proper order when I have first formed the word for her.

Knows the word "eat" either in the written or printed form.

Dec. Has learned the names triangle and square and can make the forms neatly with sticks, but can not draw them on the board. Can build one or two words. Will sort all the letters in alphabet box.

Can not name any color but red. Is not certain of the rest.

Jan. Could build the words "see" "my" and "eat." and after the third attempt in succession was able to make the word "black."

Feb. Agnes has scarcely any memory. Sometimes she can not remember anything five minutes. Is now able to count to four. Will bring four objects, never making a mistake although counting the ex. at least ten minutes. Has made no progress in learning new words.

Matches and names all the primary and secondary colors.

Mar. Agnes has such a weak memory that it is very discouraging to work with her. Can build any word from the word builder but does not remember the names.

No improvement in numbers.

April Can trace such words as "cat," dog, and a few others. I am afraid that it is only a waste of time, trying to have Agnes write, since she has accomplished nothing in this way the entire year, while two little girls who began with her, can now write several simple sentences from dictation using either black board, slate or paper.

Having had more practice in B.B. work the script is much better than when using slate.

I think that Agnes might be taught to work with the simplest kindergarten material, such as weaving the simplest mat, paper folding, stick laying etc. She needs constant individual attention.

May. I am more convinced than ever that Agnes will never be able to do any work with books.

She has no ability to learn the simplest stitch in sewing. This is her report from the sewing room. I have tried to teach her to handle a broom by sweeping up

scraps etc. but in this simple work she scarcely manifested the ordinary intelligence.

In the exercises of using the dotted cushions she has learned to make a straight row of pins, and in the case of the large dots can place the pin in the center. In number can not comprehend more than two.

Matches colors correctly now, using the primary and secondary colors. Can lay the stick in the form of a square, triangle, chair, table, and star.

June

Agnes is a very feeble-minded child and has accomplished scarcely anything the entire year.

Can build words from the printed word builder, using words to name different parts of body. Remembers the words for the day but the next has entirely forgotten them. All the words that she can name are thumb, hand, foot, toe and head. Never gets any letters upside down now. Can not trace any simple word in script.

Counts and comprehends objects to four. Can make three rows of straight lines on the cushions. Has ~~done~~ not accomplished anything much in sewing cards.

1896
May

Annie Roberts. continued from page 270

Annie is gaining in writing every day. Thus far she has only slate, and blackboard exercised.

She is quick to learn all the new words of the reading lesson and can write them promptly. It is now an easy matter to write.

This month I will let her have some practice paper. In a previous report I wrote that Annie could give all the sounds. I should have stated that she can give them all seperately but not in combination with other sounds. Is not faithful in giving attention to the sounds which are hard to make although it is one which she can give well. For instance in saying "thumb" she will say "mum" but instantly says it correctly when I look surprised at her or in any way call her attention.

June. Annie is one of the most promising children in the second reader class. Although her speech is so defective I can understand her sufficiently to know that she reads readily in second reader.

Always has a perfect spelling lesson, which she writes rapidly from dictation, seldom missing a single word even in a lengthy review. I would have greater hope for Annie if she were more faithful in making use of the sounds which she has learned well.

1894
Sept.

Eddie Dermorest.

Thus far this term, Eddies work is characterized by the same careless, thoughtless manner of last year. He is liable to give a most rediculous answer to a simple question selected from the reading lesson.

In reading is receiving Sea-Side and Stay-side No. 1. Spelling is still very difficult for Eddie. He can not seem to be guided by the sound of words. In numbers he is exceedingly slow. Can make change to one dollar using five and ten cent pieces. Is very dependent for help in letter-writing. Can not copy a letter from his slate without skipping whole sentences miss-spelling words.

Has the same difficulty in trying to remember the difference between m and in o or a. w and iv. There is no indication that he recognizes any difference in the letters l, k, b and h. Can not tell time at all.

Oct. Thus far Eddie has done nothing in drawing. There is no continuity of effort. He is always looking for something easy to do.

There is no expression whatever in his reading. It is in a very high key and a most monotonous tone. When asked to tell of what he has been reading will only give a detached answer. He is careless.

Nov. Eddie is not a thinking boy by any means. It is most exasperating to try to teach him anything about numbers.

Can count money to one dollar by tens. He is puzzled at once when he undertakes to count by fives and tens promiscously. Can not be relied upon to tell time. He is liable to say that it is three o'clock when it may be twelve. It will always be the same with Eddie so long as he continues to be so careless.

He is a nice looking boy and one would certainly look for better results. There is a certain air of politeness and ready response when meeting a person which would give the impression that he is rather bright. He is in that respect.

Dec. Eddie failed in the ex- for the third reader which promised to give him if he would get ready for it. I can note one improvement this month. He is at last able to write the Roman Notation to one hundred. This has been a great struggle for Eddie. It seems as though he would never be able to write.

Jan. His work is still characterized by a general carelessness about everything. In numbers he uses very little reason. I gave him the following problem, first having had much drilling and training in the processes of adding and subtracting U.S. money. "If a gentleman took one dollar to the store and paid thirty-seven cents for a necktie, how much money would he have remaining?" The answer which Eddie gave. $1.87 being what he decided the man would have left. This is a sample of the answers he usually gives to similar problems, and yet Eddie thinks he is too far advanced "for such easy problems".

I feel very sorry for Eddie. In so many ways he is so bright and yet he is so deficient in reasoning.

Feb. There is some improvement in reading, but spelling will always be a difficult "problem" for Eddie. In this exercises he does not seem to be guided in the least by the sounds of the words as the other children in his class, who have taken up phonetics very readily.

At present Eddie is having considerable difficulty in applying the table of long measure to simple measurements. He always says "feet" when he means "inches" "yards" when he should say "feet" or inches etc. Can not copy

anything without making many mistakes such as missing words, leaving out whole lines, and invariably writing "m" for "in" "y" for "y" "o" instead of "a" (while always confuses "in" and "iv". I have called his attention again and again to these mistakes, but to no avail. also have given him various exercises where he would use these words and letters. I have very little hopes that there will be any advancement that will amount to anything substantial.

Mar. Has read to page 48 in Sea-side number two. The good qualities are that he reads loud and distinct. But there is no change in that monotone. Does not prepare his lesson carefully. Phonic spelling is still very difficult, although every member of his class does this work readily.

April Eddie has applied himself better this month, than at any time during the year. Reasons more satisfactorily on such ex. as I gave a record of in the Jan. report. He is coming to be more of a thinking boy. He is learning the tables of denominate numbers. Can apply them in problems involving simple addition. Does not remember very easily. Builds

all the tables of multiplication, but has not been able to memorize them. Eddie can tell time by whole and half hours, but is not always certain even then. He has not been having daily practice in "clock" lessons, I have averaged about one each week. A reliable to send on errands, that is he will go and return promptly, but it is best to send a note if more than one item is involved, or if it something of especial importance. Eddie is always polite and orderly. I think him a truthful boy.

On the opposite page will be found a letter written and composed by Eddie. It is copied verbatim, and is a fair sample of his letters, both as to writing and composition etc. To write such a letter as the following requires a whole session of one and one half hours. The following words as used in the letter were spelled for him. "finished" "our" "pretty" "flower" "wash" "kitchen" "write" "operata" "Bo Peep" "costumes" "study" "found" "health" "policeman" "down" "work".

As will be seen he still writes "l" for "t" "o" for "a" and several others. When copying a word with which he is not familiar he usually writes it one letter at a time. When spelling a word for him orally one must give it to him letter by letter, and spell it several times.

Faribault, Minn.
May 17. 1895

Mrs. A Demarest.
411-14 St. S
Minneapolis, Minn.

My dear mother.

I received Sadies letter last week and I was glad to get it. We have almose finisled our readrs book. I hope that you are all well. I have a nice time here. They are making the back yard looking very pretty and they made some flowers gardens. Did I ever tell you that I wash the dishes in the kitchen. I did not write last week because our Teacher was not in school. We are going to have a operata call Bo Peep and we are going to have nice costumes they going to be going to be all color that you can think of. We are all going to have flowers gradens in the back yard. I study lot of curious thing that all the object class is learning I never found out befor I will tell you some of them. I read out of my book in the morning we do some numbers in the morning to We have big a play ground that all the children can get on and play. How is all your health home. I hope that you are all right all the time. My health is all right. I make six beds in the morning and do some other worke too. We have every Saturday night some thing in the Hall There was a policeman down town in Faribault that got bit by a mad dog

May

and he died.
I will close my letter now.
Your loving son.
Eddie Demarest.

The above is a fair sample of what Eddie is capable of doing in the line of letter writing both as regards composition and penmanship. The mistakes in this letter are habitual. I have called his attention to them repeatedly. The mistakes I refer to are dropping the "s" when needed to form the plural and visa versa. Also writing "in" for "in" almost invariably and dropping the final "g".

Have been receiving the lessons in Sea-side. In the oral exercises I find he has forgotten much, while his reading in some instances would indicate that he had never seen the same lesson. I still believe that Eddie is a very careless and lazy boy. He could improve more if he only would apply himself. In numbers we have gone back to subtraction of U.S. money. In these problems where "borrowing" is involved I find that Eddie is not capable of explaining a single ex. but makes the most ridiculous mistakes

June

I believe Eddie will need a thorough review in Sea-side number two, before he can begin the next book. It seems impossible for Eddie to apply himself to study. He talks constantly of going to the farm, telling me that he could do there as he pleased, and would have no lessons to learn.

I have tried to create in him a fondness for reading, by giving interesting supplementary matter, but he does not care for anything pertaining to books, as it all means so much dry labor to him. I have not been able thus far to teach him subtraction where borrowing is involved. In an example like this $\begin{array}{r} 3.20 \\ -1.49 \end{array}$ he would need help with the tens and hundreds. In problems of this kind I always let him use the toy money to help him see why he uses the different steps involved. Can build all the tables of multiplication to 12 by counting on his fingers but has not succeeded in memorizing them only the twos and of these he is not always certain. Tells time accurately by whole and half hours only.

Has improved some in phonic spelling and word building. Penmanship no improvement.

Ella Floyd.

1894

Sept. There is nothing new to report. I think still that Ella is much happier when helping and taking care of the more helpless children. I believe her to be kind and thoughtful of them. The children all seem to be fond of her. Ella is reading poorly from Sea-Side 2nd and Wayside No. 1.

Ella does not like books, so she will not apply herself unless urged. Sometimes I think she is lazy.

Oct. Has improved some in writing. Received a long letter from a friend which she read almost independently. Ella is a very tidy girl, always cheerful and happy. Like most girls. Ella is very fond of pretty dresses.

Nov. There is nothing that Ella enjoys so much as taking care of little children. She makes no improvement in school. Is too deaf to expect much improvement.

Dec. I have almost come to the conclusion that Ella is quite lazy. She cares nothing for books. She likes to copy work done by others but does not want to think for herself. When asked to read will often say her throat is sore.

Jan. No improvement. Ella complains of sore throat much of the time, so she is not able to read, only occasionally. Does not enjoy school.

Feb. There is nothing to report, unless I say that Ella is growing more indifferent concerning her work. She seems to have the least ambition of any child in school. If permitted to do so, would sit perfectly idle a whole session.

Feb. 26. Absent to day sore throat.

Mar. Continues the same. I find from her attendants report that Ella is no more fond of making herself useful in the playroom than in school. When requested to do any work, gives as an excuse that she does not feel well. Ella has finished the chart lessons and will begin a new series of reading lessons next month. In numbers, there is very little advancement. Numbers being particularly hard for her, then too being so deaf, she is not able to get much from a general exercise, where all can labor more or less according to their several capabilities.

April Began reading in Barnes' second National Reader. Has been absent on account of illness several times, so has not read all the lessons

that the others in her class have read. Can not keep up with the others in language work. She usually has a good spelling lesson considering how poor she is in her other work. Ella has made some improvement in the composition of her letters. Can fill two sides of her slate independently, the result being some mistakes as usually omitting the word "are". For instance she would say "We going to a picnic. There many wild flowers" etc. Writes the word "and" too often. Would begin every sentence with "and", or rather make one continuous sentence or story linked together by the word. Omits the use of period and question mark, but can make these corrections when her attention is called to it.

May. Ella read to page 48 Barnes National Second Reader. Has not improved in articulation. Her health has been so poor this year that she has not felt like exerting herself. Ella is certainly not an ambitious child. She would just as soon not be troubled with too much learning. I believe

Ella Froeming.

1894
Sept. Ella is a very nervous little girl. She can not understand the English language very well.

Am giving her simple kindergarten work such as stringing beads, matching colors, laying sticks etc. Articulation imperfect. when naming the colors will say "gallow" for yellow. Can match colors but does not know names. Can do some simple exercises in stick-laying.

Can perforate a simple outline and is quite fond of having something to do.

Oct. Can string beads following a certain order in a string which I have prepared for her. Can select the printed letters to form the word "cat". Counts to four. Understands a command like "Close the door" or "open the window etc. Can tell me the use of her eyes, nose, tongue, teeth and also names her fingers.

Nov. Names and matches the colors blue, red, yellow and green.

I think that Ella is a very happy little girl almost all the time. She is learning many words in Eng. She is rather nervous as so many of our children are.

Dec. Ellar can select the right letters from alphabet box to form words, but can not arrange them in their proper orders. Having the word to copy from. Cant not distinguish the letters c, e, d, h, b, and d.

Jan. Ella can build "see" and "my". from the printed word builders.
Grows extremely nervous when at work so that it is almost painful to see her. She is not capable of any sustained effort.
Names only two colors, viz- red and green.

Feb. Ella is a very peculiar child. I thought that she recognized the colors "red" and "green", as given in last months report. I must however report that she is not certain of any color. Is just as liable to say blue for red and can not always even match colors.

Mar. Has learned several new words. Can build any easy word from the printed word builders. Can always distinguish at least two objects. Sometimes counts to four. Can lay sticks neatly in the form of a triangle, square, house, chair, and star. Knows names. Does good work in perforating her pads marked with the above forms.

Ella does not make much progress in language. When I ask. What is this? (pointing to the picture of a dog) Ella answers "a dog". Now in order to obtain a full answer, it is necessary for me to repeat- "It is a dog" several times, at last she can say it slowly.
Ella spends much of her time building words, she can not remember from one day to the next the words that she has had many times. I have been giving her words, naming different parts of the body, as hand foot, finger, thumb etc.
Is still uncertain about naming colors, although she has had daily practice in these exercises as stringing beads, giving colors in bright pictures, naming any bright dresses she sees in school room.
Distinguishes the letters which confused her during the early part of the year.

April I have given Ella some other work in the form cushions covered with dotted cloth. I require her to place a pin in the center of each dot and following a straight line. After a third trial under individual guidance she was able to do this simple work.

her next exercise in this work will be to place two pins side by side in straight rows. Can not distinguish more than two objects.

May — Ella can build any word from the printed word-builder. Does not remember the names of words - these words although she has had them repeatedly. I think thus far she has been able to memorize the word "thumb" Can not form any words unless it is before her as a copy.

June — Has not done much of anything in the way of substantial improvement this year. Can only do very simple things like stringing beads, perforating, selecting letters to build words, using cushions for arranging pins in the forms of squares, triangles, chair, house, star etc, matching colored sticks. Ella knows names of all the primary and secondary colors.

Ella is a good child most of the time. She is very feeble however and must have much individual attention even with the simple work as mentioned above.

1894
Sept. — Esther Galenstyne.

Esthers sweet face and winning ways would appeal to one at once. I regret to say however that I have found her to be a very untruthful and indolent child. The other day she brought her slate to me. It was filled with writing that I knew could not be hers. I asked her who had helped her? to which she replied "I did it all myself" Then Alida Hanson, who is a very conscientious little girl, looked up very much astonished, as she told me that she had written it all for Esther.

I have tried Esther to see how long she would allow herself to sit perfectly idle. I find that she would sit for a whole session perfectly idle. Can count to ten but does not know the figures to that amount. Reads from the chart to the fourteenth lesson.

Oct. — Can not tell time even by whole hours. Esther goes to the sewing room one hour each day they tell me that she is doing better there now than last spring. Esther writes a very poor hand, scarcely legible.

Her slate is seldom clean and the lines very uneven. Does not like to write on B. B. Must be urged. At length submits very gracefully.

Nov. Esther is coming to be a very happy and obedient girl in school, however she is still inclined to be very ~~obedient~~ indolent. Is more willing to write on blackboard as she finds herself improving.

Dec. Esther has made very great improvement in reading. Can read any lesson of the chart to number twenty-four. There is also substantial progress in numbers. Esther has much pride so far as dress is concerned but she takes no interest in having her slate clean or having presentable work on it. I regret very much that I must report again at this writing that Esther is most decidedly untruthful and dishonest. She will not hesitate to speak falsely about her playmates, and has no scruples about taking what does not belong to her.

Jan. Esther is certainly improving in reading. It is no trouble for her to read at sight all the lessons on the new chart to number twenty seven. Reads in an easy manner and in a most expressive tone. I am sorry to say that she still continues to tell falsehoods, and take what does not belong to her.

Feb. Esther is one of the most promising children that we have in school. In reading, spelling and phonetics, she is at the head of her class. Writing was at first quite difficult for her but there is every indication now that she will soon be a good writer. A month ago it was almost impossible to decipher her writing, neither on slate or black-board. She seemed to have no idea of a straight line. The first word of a sentece would perhaps be at the top of the black-board while the last one would be somewhere near the bottom

Mar. There is considerable advancement in numbers work. Has at present worked out all the lessons to number seven in Aids to Number by first Series -- 1 to 10. Can do this work orally or written. As regards her conduct I have not heard of Esther being in any disgrace, though this entire month. This looks as though there had been some great effort for good somewhere.

April Esther still continues to keep up her good record in school, both as to advancement in her studies and deportment. I have not been obliged to correct her in the least. She has good lessons in every way, and there is no cause for complaint so far as I know. Began

reading in Barnes National second Reader. the first of the month. Has read twenty one lessons during the month. Also all the language work as given in this book.

Esther reads with perfect ease. It seems to be perfectly natural for her to read. Prepares her lessons carefully, but is not a careful writer. When requested to bring a written exercise to class, she must be reminded that unless her work is done neatly it will need to be rewritten. This usually has the desired effect.

On the opposite page is given a letter which Esther wrote. I have made no corrections. The letter is just as she composed it. Doing the work independently.

In numbers is using the Badlams Aids to Number, first series. Has worked to lesson sixteen. Can take about ten questions for each new lesson, solving these little problems without the use of objects. Can read the questions on these cards readily, giving the answer in full either orally or in writing. Has improved in B. B. writing at least in one respect. Can follow a straight line without the use of lines. I think these lessons have a neater appearance lately, not so many finger marks and erasures. Proceeds in a more careful manner.

Fairbault Minn
May 19 1895

Miss Libby Gallentyine
Bell Plaine Minn

My Dear Sister

I thaught I would write a letter for this time We are going to have an Opareta the last day of school I have a song about Little Boy Blue Miss Baker I have a pretty voice Elida Hanson has a song too. the name of her song is Jill She has an other song about Silver Bells it is pretty too Flossie Floyd sings with her. I like to write a letter I haven't written for ever so long I would like to go home this summer. I wrote a letter but I didn't get the letter from her yet

I will close now with much love to all so good by from your loving Sister

Esther Gallentyine

The above was composed and written independent of help from any source whatever. The writing is a great improvement over that of which she was capable of doing in September being scarcely legible at that time.

May

Esther is improving in reading every day. Her language work is also a credit to her.

Best of all for Esther, her conduct has improved so that she is one of the model girls of the school. She has come to be industrious, honest and amiable with her playmates.

June

Esther will be able to finish the second reader in a month or two. She improves in writing. The "kids" to number can also be finished in a few weeks. They seem to be quite easy for her. Gives both oral and written answers to these questions in full, as given on these number cards. There are twenty-five lessons in all with from twenty- to twenty-five problems on each card. These problems involve the four fundamental operations. Highest number used being twelve. Her exercises in Phonics are very satisfactory. Always has a good spelling lesson and can write a good story from the language picture cards.

Can be found industrious in school at all times. Has a good voice and sings sweetly.

Memorizes readily the words of a song.

Ruth A. Hendley.

1894
Sept.

Ruth does not make much progress in any direction, I might say not any. She still had the bad and persistent habit of gazing at — well nothing. By calling her back from "dreamland" very emphatically she will resume her work for a minutes. Ruth is quite nervous. Is reviewing her reading in No. 1 Sea-side and Stay-side Numbers. work is very difficult. Has learned to count money to one dollar, using five and ten-cent pieces.

Oct.

I think there is a little improvement in writing. Ruth continues in school every day. I believe she is very happy there.

I gave Ruth a trial in the drawing class. Do not think she has any talent in this direction, and she certainly lacks the application which would enable her to at least copy a very simple picture.

Nov.

Ruth is improving slowly in writing, in as much that she does not lift her pen with a jerking movement after each seperate letter. Is having better reading and spelling lessons. Doing pretty well in phonetic exercises.

Dec. Ruth has no ambition. She will not apply herself to anything unless constantly urged. If left to herself will stare about the room in a vacant sort of way, sitting in this manner a whole session unless interrupted.

Reads very poorly in number two sea-side and way-side. Usually has a good written spelling lesson.

Is so slow that she never accomplishes as much work as the slowest member of her class ~~besides herself~~. It would require an entire day for her to write a letter. The result being about a dozen lines poorly written and with many words miss-spelled, the thought expressed being the only redeeming feature.

Jan. I can not say much in favor of Ruth this month. It is the old story. I am afraid that she is a very stubborn girl. Often when asked a question she makes no response whatever, at other times is quite agreeable.

She refuses to recite in the reading class about once in a week, that is, on an average of once as often.

Takes no interest in anything that requires any effort. I can see no improvement in any direction.

Feb. I can not write much that is encouraging this month. Ruth is undoubtly a very stubborn girl at times.

One can not reason with her at such times. She is utterly stubborn and defies any authority. At all times Ruth is very nervous. This is clearly noticeable when given a part of the lesson to read before the class. She will unconsciously pull at her hair, apron, or mitts and twist her fingers. Will stop abruptly at the simplest words at every such occurence it seems impossible for her to continue the reading. Ruth is naturally very indolent.

Mar. Ruth is still in school making some progress, but it is very slow and laborious to work with her. In one way I note some improvement more than in other directions. She can write a little more rapidly so that she is able to bring an entire exercise to class, as for instance when she has a certain time to prepare a lesson to be copied. Formerly there would be only a few lines on her slate having consumed the same time as those of her classmates who would bring a whole slate filled. Reads slowly and with much hesitation. Is just as liable to stop at the most simple word as one that she could not be so familiar with. Oftentimes when her turn comes to read will remain motionless in her seat while

repeated requests will illicit no answer as to why she will not rise. No answer still when I ask her if she is sick, and so she remains during the remainder of the session. After she returns to school, conducts herself all-right once more.

April — Ruth has read to page 104 in Sea-side number two. Reads very slowly and deliberately. Often hesitates before a very simple word, this from habit I think. When reading is easily confused, then I find it best not to insist upon further reading since she would grow worse, nervously twisting her hands pulling at her dress, breaking down completely.

May — Ruth will not be able to complete Sea-side number two this year. It will probably take another term in which to finish these lessons with satisfaction. Her language work in writing an outlined lesson about her reading is not good by any means. In the first place she is too slow. It requires about three times as long for her to write a given amt. as for any other one in her class. Also the subject matter expressed does not indicate that she has given much thought to the lesson in hand.

Faribault, Minn.
May 17th 1895.

Mr. Harry B. Hendley.
#1215. Harmon Place.
Minneapolis.

My dear papa and Auntie.

I have received your letter yesterday. I ana now on the lesson about barnacles. I've finished the lesson about beetles. I would like to study some more about beetles again. We have been studying Minnesota. Its climate, cities and principal Mississippi river. After supper I work in the empoyees dinning room. I polish glasses wipe dishes and set the table. I like to do that work in there so I can learn to do it at home this summer. I think pansies will make the room look nice. I am glad that you have put a bed of them so near papas room.

I will close my letter with much love to you and Auntie.

Your loving dawghter.
Ruthie A. Hendley.

The above is a fair sample of what Ruth can do in the way of composing a letter. The writing is not as good as usual. I think Ruth must have been nervous.

The heavy dark lines are not characteristic of her writing, under ordinary conditions the lines are uniformly light. To write a

letter like the above would require about three hours.

June — On account of her lack of application there has been very little accomplished this year. Ruth is so fond of sitting perfectly idle. Sometimes I have her stand for a short time as a punishment, but she seems so frail that I do not like to punish her in this way, and besides it does not have the desired effect, only making her stubborn and nervous at times, and again she pays no attention to discipline of any kind.

Ruth reads intelligently, but it is such laborious work, often pausing before the simplest words.

This habit of pausing so abruptly is owing I think to extreme nervousness, when such a spell comes it seems almost impossible for her to resume reading.

Always good spelling and language lessons. Language lessons being rather meager in quantity, but it is good in quality. The subject matter being well expressed, and few mistakes in spelling, while the whole presents a neat appearance. In concluding this report I will say that Ruth could make fair progress in every way if she would only apply herself.

1894

Sept. — Gladys Harding.

Gladys is a very feeble little girl. Does not articulate so one can understand her. Knows nothing of form nor color. Makes a very feeble attempt at pronouncing such words as "top" "mouse" "apple" etc. Understands a simple command. Gladys is feeble in body as well as in intellect.

Still soils herself unless taken out during every session. Sometimes wets the floor when standing in line. Gladys has a very sweet face, but such a "dreamy" expression. Taking into consideration her whole appearance, one might think that she was possessed of more intelligence.

Oct. — Has learned to match the colors, blue, red, yellow and green.

Nov. — Gladys can name the above colors. Has not wet the floor during the entire month. She is learning to keep step nicely when marching. Has not improved any in articulation.

Can put many of the letters in their proper division in the alphabet box.

Dec. — Can select the right letters from alphabet box to build a word but can not arrange

them in their proper order and is just as apt to place a letter up side down as in the right way. Can form the triangle with beans in sand. Can not distinguish the letters b, d, h, n or w.

No improvement in numbers.

Jan. There is no improvement. A restless little girl and full of play.

Feb. Can not do any school-work. I am inclined to believe that Gladys will be able to overcome her extreme timidity after a time.

She makes no effort to answer a question or to talk in the presence of other children, but if alone with me, tries in her feeble way to pronounce some simple words. She can only make a few sounds, and these are very indistinct, being not above a whisper scarcely. b, d, h, n, w, are the few consonants that she can even attempt. Has no idea how to use her throat in giving the sound of "k" or "g" hard. Her principal occupation as busy work in her seat is sorting beads, stringing beads, buildding words, using those naming different parts of body as first instance the words

hand foot toe, cheek, etc. She builds these words correctly from the printed word builder.

Mar. Gladys can string beads in any given order. Builds words, seldom placing the letters upside down. Is making a successful attempt at tracing simple outlines.

Cuts pictured from book this is given her in connection with with her outline tracing work both with pencil and perforating on pads. Gladys enjoys the kindergarten exercises in the circle more than anything else that she has to do in school.

April. Has memorized the names of several objects in the printed word form, counts intelligently to to four.

May I believe that Gladys can be instructed in some simple tracing exercises soon. She made a fair attempt in this work last week, when she traced the word "cat" fairly well. She is very timid and does not like to try to make an effort in the presence of other children. Speech still very imperfect. Does not exercise her vocal organs as much as she might. She seems to think that she can not, and so does not try to give the sounds which I show her how to make.

June

There is very little to sum up for Gladys representing the progress for this year. She has learned to name all the colors. Counts intelligently to five. Can tell you the use of eyes, ears, nose, mouth and hands. Can not give these answers in complete sentences, but will give the principal word in the sentence, and one could not understand that unless they were accustomed to her. I believe Gladys has the power of speech and in time will be able to talk distinctly. On account of her lack of application it will be some time before there can be much improvement in speech.

1894

Sept. John Hanson

Was admitted into the Institution the fifteenth of this month. Had been in attendance at a district school. Can recognize such words as dog, cow, cat, large, house, and many more of these simple words.

I think that he is a rather bright boy. Articulation good. Counts to one hundred. Combines numbers to twelve. Knows color and form.

Oct. Can write simple sentences from a picture, but writing is scarcely legible. I hope to see great improvement during the next month, as he is a very industrious boy and takes much interest in all his work, but more especially does he try to imitate my B.B. writing. Has learned to read at sight the first twelve lessons of the Normal Reading Chart.

Nov. John is making substantial improvement every day.

He is learning to read with expression and is doing finely in phonetics. Recites the tables of ones to twelves, counts to twelves by twos.

John is an obedient and industrious boy. Is very much pleased to get a letter from home, but I must read them for him

Dec. John was able to read his letter entirely without any help from me, with the exception of two words and they were written indistinctly.

This is great progress since last month, when it was necessary to read nearly every word for him. Combines numbers to twelve at sight.

Will begin subtraction next week. Can build short sentences from words in the script sentence builder.

Jan. John has made very marked progress in every way. He is a capable boy and takes much pains with his work. He can do the work in phonetics very readily, and through these exercises is able to pronounce new words very frequently at first sight. Reads intelligently and at sight any lesson on the "new chart" to number thirty-four. He will complet these lessons before the close of school and will be able to take up second reader work.

Can build quite lengthy sentences from the script sentence builder. He is quick in numbers. Knows the tables to five in making combinations to twelve.

Is always studious and very helpful to the other children.

Feb. There is now every indication that John will be well prepared to begin second reader work by the first of April. Can work in numbers to twelve using the four fundamental principles, & is doing this work intelligently.

Mar. Continues to be orderly and obedient in school. Can read his letters from home, even though some words are written indistinctly he seems to be able to tell from the content what the word probably is. Has finished all the chart lessons, forty eight in all, since October. Can do the work in phonics as given in these lessons. In numbers he is working the little problems from Beddis "Aids to Number" - First Series.

Has completed the lessons to number seven. Can write simple sentences from a picture.

Seems to have some difficulty in using the letters in and ing. He knows the difference in them but somehow in writing will invariably use the wrong one.

Can't giving him especiall drill in exercises which will break up this habits. John impresses me as being very much in earnest with all his work. I have no fault to find in any way unless occasionally I must admit that he likes to tease the girls, pulling their hair etc.

April

John has done good work in school this month. He began to read in Barnes National Reader number two the first of this month, having completed in a satisfactory manner all the lessons on the chart, together with the phonetic work. In the new reader he has read to lesson twenty-one.

Has worked out all the language lessons as required in this book.

Always has a good spelling lesson either written or orall. John is a good earnest worker, and it is a pleasure to have him in school.

In numbers, he is using Bedlams Aids to Number, first series. Has learned all the lessons to number fifteen without the use of objects

He reads the questions on these number cards and gives the answer in full, either orally or in writing.

The letter on opposite page was written by John. He needed much help in both spelling and composition. There is much improvement in writing since he could not write legibly a few months ago, and did not know how to make all the letters. Does not know how to make all the capital letters yet, but he will soon have them I am sure.

May 1 Sick in hospital — Pneumonia.

May 30 In hospital the entire month.

Fairfault, Minn.
June. 8. 1895

Miss Clara Hanson.
Ostrander. Minn.

My dear sister Clara

I received your letter this week. I was glad to get it. I am well again now and go to school. I am glad that I can go to My teacher came to see me when I was sick. She sent me some ice cream and cake because. I could not come to the picnic. We have a fine entertainment on the last day of school. I will be glad too see you all when I come home.

Your loving brother
John Hanson.

June

John composed and wrote the above letter independently. To copy the letter required about one hour, not because he is slow but he tries to write carefully. He takes great pains with all his work no matter what it may be. Deportment in school is exemplary, and so far as I am able to learn he has proven himself a good honest and industrious boy in the play-room as well as in school. I consider him a very reliable boy. John will be able to finish the second reader next year and may possibly begin the third book. He prepares his lessons carefully and intelligently. When he finds that he does not know the

definition of all the words in the lesson he will ask again to have them explained. Thoroughly conscientious about everything. I enjoyed so much having him help me about the school garden. Even when the plants were just peeping above ground, he knew so well which were the weeds and then he is so careful not to trample on anything.

In word building of our phonic exercises, John has made especial progress, making long lists of words for me having certain sounds that I require him to give.

In numbers work there has also been satisfactory progress. He has finished the first twenty-five lessons as given in the first series of "Bedlam's Aids to Number". In these lessons I required him to begin with objects, but he soon grew independent of them to such an extent that he had the answers correctly without them. He can read these lessons carefully, giving either an oral or a written answer in full. Next year I intend to have him begin the second series of this set of work.

On leaving us this morning John told me that he wished to come back to my school next year. I hope he will return.

1894
Sept.

Alida Hanson.

Alida is a very interesting child to work with. She is truthful, patient and industrious. In receiving the reader Sea-side and Stay-side, Can't count money to one dollar using five and ten-cent pieces. Alida is a very winning little girl. Has no objectionable marked peculiarity as so many children have. Is neat, tidy and gentle. Deportment in school is excellent.

Oct.

Alida reads intelligently and with expression any lesson in Sea-side and Stay-side No. 1. Spelling is still quite difficult for her. But that I am sure will come to her as she becomes more familiar with our language. Has a good memory. One week I corrected the word "very" which she had written "ivery" just as she pronounced it. The next week when writing to her mother, I observed that this word was correct. I am glad when children have that power of distinguishing sounds of letters, as it insures a perfect spelling lesson.

One admirable trait in Alida she is always glad when other children get a perfect mark even though she gets none herself. One always finds Alida the same each day. She has no moods.

Nov. Alida is one of the sweetest children I ever knew. She is truthful, industrious, kind and of an affectionate disposition. Applies herself most diligently in all her work. At this rate she will make much progress.

Dec. Alida continues to improve. Her letters to her mother are a marvel of neatness, and the composition is certainly a credit to her. Alida is so patient and so much in earnest. In a letter recently written she said "I think that I am learning a good deal of good things mamma and that will make you and me both glad won't it?" Alida does not impress me as being at all feeble-minded. She learns readily and remembers well.

Has finished Sea-side No. 1 and will be ready for no. 2 in a few days. Is learning to count money rapidly.

Jan. Alida has made substantial improvement every day since first entering school. Have never noticed the slightest indications that she is an epileptic. Remembers what she reads, and it is not necessary to tell her anything more than once or twice in order to have her remember.

Feb. Alida is another industrious child of whom it is a pleasure to write a report. She has a very amiable and sweet disposition.

Everyone with whom she comes in contact is becoming fond of her. Alida does not impress me as being at all feeble-minded. In all her school work she seems to be as far advanced as the little girls of her in public schools. Writes both in English and Norwegian. Her language lessons are models of neatness, and good sense. Sometimes her sentences are quaint and original. Does not have so much difficulty in spelling as she becomes familiar with our language.

Mar. Has completed the reading lessons on "Storms" in the nature reader. Has been learning the different measures. Alida has such a good memory. It is not necessary to repeat anything many times. She usually remembers the first time.

I believe Alida will be able to complete the reading book this year that she now has.

There is so much that is interesting about Alida that I love to study her. Does not seem to be envious of other little girls.

She continues in the same sweet amiable way. Any special attentions shown her tend to make her overbearing as in the case of so many children. Alida is a thinking girl. she reason well, and I would not be impressed that she is feeble-minded. Her work comparing very favorably with that of children in public schools.

Apil. Alida has been on the sick list considerably this month, so that her standing is not as high as it would have been if she had been in school every day.

When she is able to attend she tries to make up for lost time. Alida is an industrious and lovable child. She reads her lessons in a manner which at once commands the undevided attention of her class, so much of espression and feeling that the most inattentive child can not but help listening. Alida seems so free from anything that is silly, nervous of others, but on the contrary is really happy to see others so. happy Never takes any credit to herself, and when I commend another for a good lesson, will often say that she is going to try harder, when perhaps the very lesson in greation could be recited better by herself. Alida is going to learn to draw simple objects based on the cube.

May Alida is improving in reading each day. I think her reading would compare favorably with any child of her age in a public school. In reading lesson forty-one in Sea-side stumbers two and can give an outline lesson of her subject, as given below in her own writing.

This is the production of a second attempt and was written without referring to the book or even having topics as is usual by the case when the children are regrested to give a written outline.

I can not close this months report without again saying that Alida is one of the sweetest children I have ever known.

Always amiable trying to do her best. A smile for every one and always an abiding lovliness about her which endears her to every one.

Barnacles.

The fisherman said that there were more barnacles then leaves on a three.

Horse hairs never become worms.

The fisher man said that a bird would come out of the barnacle.

There are two kinds of barnacles those that have a stem and those that have no stem.

The barnacle sail a bout when he is yold. but when he is old then he rests. The barnacle fasten himself when he is old and stays their and fish.

The barnacles harm the slips in this where they stick to the ship they make it rough and stops it from going fast. When barnacles are young they some times will be eaten by other large fishes.

The barnacles can only live out of water for a five hours.

The barnacles eat small insects that we can not see.

The barnacles live every where their is seay water.

June The above was written by Alida as she brought it to class before any corrections had been made, being entirely her own ideas.

Alida has made remarkable progress this year. She might begin a third number of Sea-side next year, she reads well enough, but for some reasons it would be better to review no. 2. again. In numbers can go on with multiplication of denominate numbers. Understands thoroughly the process of borrowing when subtracting. Seldom makes a mistake in sums. Tells time accurately by the whole, half and quarter hours. Continues to be a very sweet and lovable child.

Harry King.

1894 Sept. Harry is as nervous as ever. Does not make much progress unless it is in writing. This morning Harry was given a new chair, a very good comfortable one. He was so delighted, saying he hoped this chair would not be broken as the tricycle was. He guards it carefully, always seeming fearful that something will happen to it. Poor boy he often wishes that he could go out and play as other children can. Needs no assistance in reading his letters from home.

Oct. Harry has finished Sea-side and Stayt-Side number one. He reasons well in numbers work. Is working on page 44 of Warren and Colburns arithmetic. Does not find this work too difficult. Can compose his letters fairly well but needs help in spelling. Writes to his mother or sisters every week. Is always very much pleased to receive letters from home, and ever ready to answer them too.

Nov. There is no improvement in any direction.

Dec. I find that Harry can read readily when he has given sufficient attention to his lessons. When spoken to about poor lessons he replied

I dont care about that old book. Unless he is constantly urged Harry does not study. He does not even show any inz letter writing any more although he has letters from home frequently.

Jan. There is nothing encouraging to report this month. I do not think that Harry has much ambition. He makes no effort to improve in any of his work.

He has been working in addition and subtraction of U. S. money. Reasons well in numbers. Is quite interested in geography.

Often does not care to write letters home. Must be compelled to write. When he does, is not willing to write more than a few lines, while he is capable of writing at quite a length.

Does not always seem pleased to receive a letter from home. He has such good letters written him by his mother and sisters, but he does not appreciate them at all times.

Feb. Often finds fault with his attendants and the Institution in general. Says he does not have good care. He is becoming a chronic grumbler I fear, and his influence over the other boys is not good.

Mar. I can note no improvement in any way. Harry is very indolent. I have not heard so much grumbling, but he is discouraged at something. I do not know just what.

Does not write his letters willingly. When he does write it is but a meager letter, he could write one of considerable length if he only tried a little. Is reading poorly in number two of Seal-scales.

April. Harry is more interested in his work than he has been the entire year. There is no great improvement in the reading of a lesson, but he is more interested.

He manifests this interest by asking questions, and listening attentively while others are talking or reading looking pleased when some one relates something that he also knows. Harry always writes a sensible letter no matter how short it may be.

Needs very little help with either spelling or composition.

On the opposite page will be found a letter written by him and copied verbatim. Can think of much to say that people usually write when corresponding with their friends. It is such a difficult matter for him to control his hands that writing is extremely slow and laborious for him, and one in observing would wonder how he ever could

have learned. He has certainly some perseverence. He uses pencil and holds it with a firm grip between the first, middle fingers and thumb, pressing it well up to the palm. It requires about one hour and one half to write a page of letter paper.

He now studying the tables of denominate numbers. Has a general knowledge of the geography of Minnesota, Natural dubisions of land and water, some routes of travel both by water and rail. Can understand what is meant by drawing a map on a certain scale. Draws a plan of school-room, locating the principle object and giving directions. This month Harry has been particularly interested in numbers now. He have used the scales of weights and measures.

May — Harry is working in problems where square measure is involved. Can measure any room or hall and tell me how much it would cost to carpet such a room at a given price per. yd. The last was this prob. How much would it cost to carpet the Assembly Hall at 87½ cents a square (yard). He made a slight mistake the first time, but corrected that himself.

Fairbault Minn.
May 1st 1895.

Mrs Silas King.
3625 4th Ave S
Minneapolis

Dear mother,

I will try to write you a few lines this week to let you know that I am well and going to school. I am in the highest classes in this room. We have three reading classes and three numbers classes and then we all write and spell. We have geography. We are going to have a picnic the fourteenth of next month. It is for the last day of school but I do not know why they are having it so soon. As I was writing this I received your letter which made me very happy at once. The weather is very pleasant to day. I think I had better close before school is out so goodby from your loving son.

Harry H. King

June — Harry wrote the above letter without any assistance. He can think of what he wishes to say very promptly, but it is slow work putting it into writing. He gets very tired and nervous after he has written a few lines, and then it is almost impossible for him to continue; at other times he can write at a considerable length before becoming tired. This month Harry

has reviewed the lessons in Sea-side number two. The work has been far from satisfactory. He does not prepare his lessons carefully and sometimes gives very little if any thought to them. He reads in a slow jerkey manner.

There has been more progress in numbers however. Takes more satisfaction in this work.

Can make change rapidly for small amounts, less than one dollar. Can count money almost indefinitely. Has been reviewing the tables of denominate numbers. He has also memorized the multiplication tables to twelve times, so that he can work with them readily.

Flora Bendrock.

Continued from page 182

that she will be able to read in Third R. before the close of another year, providing the spasms do not prove more severe in the coming year. In the beginning of Sept. Flora could not write a word legibly.

Now she can write her spelling from dictation in a clear hand and with fair rapidity for her. Her number work consists in making simple stories from language slips involving numbers to twenty. Enjoys building stories.

Sept. 1894

Willie Krause.

Willie is a most repulsive disgusting boy, who seems to be growing more feeble in proportion as he has become a complete slave to the bad habit. He has no sense of shame, honor nor respect for himself, so it would be quite useless to try to reason with him.

Oct.

Willie continues in school. I see no progress in any direction. If allowed will write the same monotonous letter to his grandmother and cousins, who, when they do not answer his letters, he will demand a letter. He is reading poorly in Sea-Side number one. Can count money to one dollar by five and ten-cent-pieces. Can also this work represented in figures. I have given all the members of Willies class a blank book in which to write their stories and language work, but I can not give one to him as he makes such filthy looking work of his writing. Uses lead-pencil always, and will insist upon erasing mistake with fingers or with a soiled and black eraser. In both cases he makes a bad looking spot and in many of them

Nov.

Willie is growing more vile every day. The odor about him is dreadful

He can not seem to control that bad habit. It will end in making Willie one of the lowest graded boys in the school.

He passed a very poor examination in Sea-side number one, but I will let him pass with the rest of the class.

Dec. Willie can begin to read in Sea-side number two after the holidays. I will also give him supplementary exercises in reading.

Jan. Continues in school but makes little advancement. I am afraid that Willie is degenerating into lazy habits. Willie is certainly not fond of anything pertaining to books. He is fond of such work as washing dishes, working in scullery-Kitchen, etc.

Reads very poorly in the new reader.

Feb. 16 Willie wrote a very neat letter to-day. Does not repeat the same sentence so many times as he did last year. He has the power of attention but does not exercise it.

Mar. Has learned the tables of dry measure, liquid, long measure and of time perfectly. I shall give him practical work along this line all during next month.

Faribault. Minn.
May. 22. 1895.

Master Willie Woldenhauer
Altura. Minn.
Winona. Co.

My Dear Cousin Willie.
I have not received any letter from you this week since I wrote to you last week. I thought that I would write to you again and see if I would get answer from you as soon as you could now. I will tell you that the men are making the back-yeard into a flower yeerden. They have planted one apple tree in the back yeard. I think that it will look very pretty When it is done Did you get my letter that I wrote to you or not. Please let me know now. I work in the front part of the building part of the time cutting dandelions My Dear Cousin Willie is my Grandmother well and happy yet or not. I am well and happy yet too. We have been studing about the domestic animals We have their pictures upon our wall in our schoolroom now. We have also been studing the different parts on the mats It is almost vacation time

and then the boys and
girls will go home to see
their parents this summer.
There was a pleasman down
town and he was bitten by
a mad dog and in a few hours
he died I will close my long
letter now.

-your kind cousin

Willie F. Krause -

May

The above is a letter as written and composed by Willie not having any assistance whatever. Willie is left handed and until recently could only write what is termed "mirror writing," reading by the aid of a mirror.

Willie's sight is somewhat imperfect and so can not follow a line or see how to properly connect his letters. It must be his intellectual vision that is not keen enough to enable him to see a difference in the letters "i" and "e" since he makes them nearly the same after having had many exercises in the use of these letters using heavy line spacing on blackboard. Having these spaces, he can make the loop letters the proper length. He knows how they should be made.

June

Willie has not completed Sea-side number two. It will be necessary for him to have a thorough review of the whole book. In numbers he must continue with his present work - addition of U.S. Money. Can write the figures, representing any amt. to thirdreds.

Willie can not memorize as well as he could two years ago.

I think it would be a good plan to have Willie at the farm another year. He could learn to do much that would be helpful, and besides it would make him happy. He enjoys manual labor of any kind far better than books. I do not think that any one would succeed in having Willie cultivate a taste for reading. He has not been known to read anything only as he was obliged to do so.

Never thinks of asking for books, when he is requested to tell what he would like for Christmas.

Many times I have given him some interesting story in very simple words, but he would only lay it aside. A few times he has shown interest in a comical story, or the comic verses written on "penny valentines."

I do not mean to say that Willie never manifests any desire to learn his regular lessons, but he never

takes up anything to read outside of his own work in school.
When I am reading a story to the class he is generally interested.
Willie can not be called a troublesome boy, as he is quite obedient but he must be reminded so many times. Willie has rather disgusting personal habits

1894
Sept. 1

Daniel Kearney.

Daniel is a very feeble boy. The only thing that he can do is spell "cat" and "dog". These are absolutely all the words he can spell. Does not know one letter from another. I have tried this whole month to have trace the word cat in script. He can trace it, but in trying to write it, he usually makes a mark something like this ∩ to represent the word. He knows that does not look like the word that I made for him it is simply the best he can do in the way of imitation. Can match and name the colors blue, green, yellow and red.
Can count to ten, but does not recognize one figure from another. Can not make any of them. Does not march well. Has no time nor music in him. He is somewhat lame.

Oct. Can place the printed letters in their proper divisions in alphabet box. No further improvement.

Nov Can make a simple pattern from the round and squares papers. using the above named colors. Has improved a little in marching Daniel answers very promptly when spoken to.
Articulation good. Obedient.

Dec. Can build words from letters in Alphabet box, and arranges the letters in their proper order. Does his work promptly. Recognizes the words Cat, Dog and rat.

Jan. Transfered to a low grade of boys.

George McGraw.

1894
Sept. George continues to be the wonder of the school in that his work is fully equal to the best which would be represented by the most advanced and brightest pupil of his age in public schools.

In the beginning of the term George gave me some trouble in school by being boisterous, ugly to the little boys and using rough language, also a seeming indifference about his work. Two or three weeks of school discipline and constant occupation soon wrought a change, as I knew it would, since occupation has made George what he is, transforming him from an idiotic, mischievous child that he was three years ago until now he compares in intelligence and good behavior as above given.

Oct. George is at the head of his class. Among his classmates are Eddie Demorest, Louie Miller, Ruth Hendley and Ella Floyd all of whom have been in the class together from the first.

He can read at sight any lesson in Sea-side and Stay-side number one, and read them beautifully and can write a good outline. Writes a lengthy letter almost independently. Can count money to one dollar, using five and ten-cent prices. Does this work in figures also.

Nov. George has not a very good record this month. He is making a wreck of himself by practicing the "bad habit" too freely.

It was with difficulty that he memorized a short poem for Thanksgiving. Heretofore this work has always been quite easy for George.

Dec. Is continuing the "bad habit" to the extent that he is becoming thoroughly nervous and incapable of doing as good work as he did a year ago. His conduct towards his school and playmates is viscious at times. He takes delight in "pounding" poor little Peter Bloomgrest.

Jan. Has not made as much progress as formerly. He is generally nervous and fretful. Fregrently leaves his seat and acts in such an uneasy manner. Seems to have much trouble with his playmates. Disobedient and cruel to them and towards his attendant. Does not take any pleasure in writing letters. This was his favorite study at one time, and would write a letter to his mother at great length.

Feb. Continues to be fidgety and inattentive. Is fast loosing his power of concentration. Highly excitable at times. Still a slave to evil habits. Has been sleeping in a "straight jacket" during the past two months that he might be prevented from practicing this habit.

Mar. George has been severely punished several times recently for using profane and obscene language.

He continues to be restless and mischievous at times. Not making any special progress. Is learning to make change and add up sums of money using figures. On this work he is interested. Can count to one dollar by five and ten-cent pieces.

April George has accomplished more this month than last. I think he is not as nervous and I do not hear as bad reports from playroom. However he continues to sleep in "Straight Jacket". Often leaves his seat and roams about the room to see what other children are doing.

A punishment which is usually that of standing by principals office is highly resented. He will pout and look sullen, often kicking the wall. On the next page is a letter written by George. It is his own composition and had no assistance in spelling.

Faribault, Minn.
May 17, 1895.

Mrs. Alice Mc Grau.
319 St. Croix Ave.
Duluth, Minn.

My dear mother
I will write you a long letter to tell you what a fine time I am having here.
I am having work now to do in front of the house I work there part of the time.
Wednesday I went picking flowers.
I was climbing banks and one bank was so high that I thought I would try it I was pretty near up when I slipped half way down.
I tried so hard to get up and I went in a hollowed out place and then I was up.
On the lawn there is the name Minnesota cut in the sod.
There is going to be an operatta the last day of school.
We are going to have pretty costumes.
All the little boys and girls are going to be in it.
I have been study beetles and have begun barnacles.
I study the Gulf, Atlantic Pacific States
I am in the second highest number class.
In my school-room I have been studing the domestic animals and their pictures are hung up on the wall.
Miss Baker started last year for picnics for the children who do not go home.
I will close for this time
Your loving son. George Mc. Grau.

George wrote the above letter independently, I would say that it is not as good as his letters are usually. The writing is fair for him, but the matter and manner of expressing having been much better than now. When George feels like writing, he can write such a letter in about an hour or even less. Many time he does not feel in the mood and then it becomes slow and laborious work. There is an intense nervousness some days, which amounts to an almost utter loss of self control, at such times frequently leaving his seat, and wandering aimlessly about the school room. When sent requested to take his seat will obey immediately but soon forgets and is out of his seat again. Such days as these, I am happy to say, are not of frequent occurrence.

June. George can read almost anything that he happens to pick up in the way of childrens' magazines, reading books as high as the third reader. It makes no matter whether he has ever seen the book or story before, he can read it at sight and give you the substance of what he has read in a good connected manner. Can write short stories from pictures, reproduce outline of

reading lesson. Scarcely ever misspells a word whether orally or written. Can name and locate all the states ang give their principal productionk, climate etc.

In numbers work he is beginning subtraction of United States Money where he must "Borow". He has been working on these problems about a month but finds it still difficult. Can subtract very easily when "borrowing" is not involved. Reads numbers to hundreds. Knows Roman Notation to fifty. George acted his part well in the operetta "Bo Peep". He is particularly adapted to any kind of stage-performance. And can act the solemn as well as the ludicrous. Has an excellent memory, however I do not think it as good as a year ago. Does not commit the words of a song as quickly.

Taking his general average in school I think George is as capable to learn as any child of his age that one would find in public schools. I regret to say in conclusion that his deportment in and out of school is very far from what it should be. Using profane language, has a great propensity for fighting, and withal most disgusting personal habits. At the close of school, when George was informed of the death of his mother he wept bitterly, but did not continue long.

1894
Sept.

Bertha Maurer.

Bertha was glad to return to school. The first week after her return, she wrote home how glad the girls were to see her again etc.

Bertha is, no doubt, growing more deaf. It is sometimes necessary to "shout" in order to have her catch enough of the sentence to understand one. I believe she would advance rapidly, could she only hear better.

As it is, her progress must be slow. Is quite quick in numbers. Combines at sight all the problems in Cushmans number cards. Adding and subtracting.

Reads poorly. In Sea-side number one. Usually has a good written spelling lesson, but often fails in an oral recitation. Can memorize fairly well. Seems to be anxious to learn, but grows discouraged very often. Does not yet write but one of the nine lessons independently. Is too much given to copying from others. Needs much help in letter writing.

Oct.

Wrote a very neat letter every week this month. Needs much help in the composition of her letters. When she receives a letter, usually can read them well enough to at least catch the meaning. Has her words spelled correctly as a general thing. Writes easily. Continues to be obedient and happy in school.

Nov. Bertha continues in school every day. There is no especial improvement in any way. She memoryed a short recitation for Thanksgiving.

Dec. Bertha will not be able to begin the new book, number two of Sea-side and Wayside. I think of placing her in the chart class. If Bertha would apply herself more she could do much better in spite of being deaf. Bertha has a little tatent for drawing.

Jan. Has not been doing such good work. Bertha seems happy to be put in a lower class where she need not make much effort to keep up with the class. She is reading the advanced lessons of the next chart. I think there is some advancement in letter writing.

Feb. Has finished all the lessons on the chart, forty-eight in all. Can reproduce a lesson in writing better than orally. I am informed that she is making much progress in sewing and would soon be able to finish a dress for herself.

Mar. Bertha has been ill several days this month from sore throat. She is subject to sore throat.

Could not read her lessons for several days after returning to school since her throat was still in such a weak condition. Bertha is making great progress in the composition of letter-writing.

She is more ambitious, and I think rather regrets now not having made more effort to continue in the first class. Reads in an easy and intelligent ~~and easy~~ manner any lesson on the new chart (Normal Chart) can reproduced the stories, using all the new words in her own language. In this respect there is also progress.

In numbers has finished Du Shanes number cards, in so far that she can add them at sight and with rapidity, also subtracts, but more slowly. I have given her Miss Bedlams number cards. I require her to read the question from the card and give a complete answer either oral or written. Can get about ten answers in oral work during half an hour.

April Bertha has made such progress in letter writing that I let her copy one verbatim which she composed and wrote independently last Saturday. She seems pleased to be allowed to write in the report, and have something worthy to be written.

Faribault, Minn.
May 14, 1895.

Miss Annie Maner.
331 Martin, St.
St Paul, Minn.

My dear Sister Annie,
was very o I received your letter and was very glad to hear from you and I was so glad to get letter from you. I hope you are all well and happy the same. We went down by the hill to gather some pretty flowers and it is very nice out doors. We had a nice time in the Assembly-Hall and we had a Masquerad last Saturday night we dressed up with pillow case and sheets. We danced and play games. Monday we had lots of people from Minneoplis and they said that we drilled nicely for them. The big singing class sing too. We are going to have an entertainment the last of day of school and they are going to sing for the children We did not had any dance last Tuesday because we had a holiday and the teachers had a holiday too. We had a rain here and it makes the grass green. We are going to have our teeth pulled Wendnesday Some of the children here have their teeth filled too. My teeth are all right. They never aches.

Your loving sister
Bertha Maner.

In reference to the above letter, I would say that it is not written as well as Bertha usually writes. She has been "too careful" so to speak, giving the effict of a cramped hand, while it should be directly the opposite, to give the true

May 1st

Bertha began reading in Barnes' New National Reader, number two, the first Monday in April. She is now reading the twenty-first lesson, can spell all the words given at the head of each lesson, using them in sentences both oral and written.

Can give full answers in writing to the questions as given in the language lesson accompanying each new story. Developing all the new words with objects is especially helpful for Bertha. She grasps the meaning much quicker, also making a more lasting impression. Has not made as much progress in phonic spelling as some of the children who hear perfectly. Can fill in skeleton sentences selected from the reading lesson. Has made the following drawings from objects. Bottle, Vase, pitcher, Shapt basket, Simple paste-board box, Knee-pad, Is having for her lesson a toy cook stove. She finds it rather difficult to represent the legs.

In numbers Bertha has worked up to lesson fifteen, using Bedlams Aids to Number, first series. She solves all these problems either orally or can give neatly written answers. Deportment good.

June

Bertha has read to page 80 of Barnes National Second reader. She reads in an easy manner. Understands the questions given with each lesson

so that she can give either orally or written answers in full. Uses all the new words in sentences. Is capable of taking up a new lesson each day. Bertha will be able to finish the second reader in a short time. Black board exercises are always particularly neat and accurate as to matter expressed and spelling.

Writes an easy running hand, the spaces between the lines being as even as though they had been marked for her. Writes a fair story from the language pictures.

Powers of attention, memory and imitation very good. Has been doing excellent work in sewing-room. Can make a plain dress entirely after it has been cut and fitted.

In numbers work, Bertha has worked to lesson nineteen of the "Aids to Number" first series (by Miss Badlam) can solve all these problems readily, giving a full answer either written or orally. Takes about ten questions for a half hour recitation, during which time she prepares this lesson while some other member of the class is being helped more than Bertha needs, having her answers ready, with but little assistance from me. Bertha has drawn several pictures from objects — vase, pitcher, box, three-pad, clock and a few other things. She has some talent for drawing. Deportment above the average. Always amiable

Albert Mason.

1894
Sept. Albert is a most peculiar child. He does such strange things. For instance when writing, low the B.B. or slate, if I call his attention to a mistake or ask him to read the sentence, which would lead him to see the error, he is liable to erase the entire very suddenly throwing the eraser and chalk on the floor, muttering in the meantime, something to the effect that he would never do any more work.

Albert must be handled with care, constantly. He can copy any script, but does not know how to read readily nor with intelligence. Often asked to spell a word with which he ought to be familiar, by reason of having had it repeatedly in different lessons. He will begin, then hesitate, always shaking his head, and saying in a surly tone "I can't" and "I don't like to spell."

I am trying to break up this habit, but I have not been very successful. Albert can read the first few lessons on chart.

Counts intelligently to ten.

Oct. Do not think that Albert shakes his head so much when trying to answer a question.

Still indulges in occasional angry fits. Some days he seems

perfectly indifferent about his
workes.

Nov. Albert is such a queer boy.
One never can know what he will
do the "next minute". He is
liable to refuse to do any work,
no matter what. It is hard to
reach him with any mild pun-
ishment. He will read or spell
if he takes a notion. Still shakes
his head fregnently when asked
a question, at the same time
looking formidably sullen. He
often slams the door when leav-
ing school to go to the brass room.
When called back to close the
door properly, it requires not a little
patience with his manouvers.

Dec. Is improving in phonetics,
can spell the review words
of lesson XIX on chart by sound.
Albert still indulges in
fregnent pouting spells.
When trying to spell
has a great habit of shak-
ing his head. Albert, on the
whole is not as capable as the
other members of his class and
can not do their work so
but what it is a hindrand
to the others to have him in
the class.

Jan Improving in number and reading.

Feb. Can do addition and simple sub-
traction without borrowing. Albert is
not in the least self-reliant. If
sent to the board to write a sim-
ple sentence, as for instance —
"I am a good boy" he will be apt
to hang his head and say in a
most sullen way "I can't" at
other times he will go very readily
and write the sentence promptly
in a good round hand which
would be a credit to any boy. It is
the same when reading, often he
refuses to do the work, simply
because he does not happen to be
in the right mood.

Mar. Albert is now reading with
a class of beginners who have
been transfered from the kinder-
garten and who are having the
simplest lessons from the chart.
He seems pleased to be in
this class since he does not need
to make such an effort but can
on the contrary be considered the
head one over those who are just
beginning. He will often say in
such a pompous way. Oh, I can
do that etc; but a trial proves
that he can not. Albert is also
very much inclined to be indolent.
He needs to be urged con-
stantly.

April

I am a little girl.
I have a doll and a fan.
It is a big doll.
See me fan my doll.
My doll sits in my lap.
I sit in a chair.
It is my chair.
Do you see it is a little chair.
Will you play with my doll,
I will fan the doll to bed

The above was written by Albert as he copied it from the printed form on the chart. Albert is fond of writing so long as he may copy, but he does not want to think out a lesson for himself. Does not try to reproduce the simplest lesson in writing, but will give good oral answers. Albert has all the reading lessons on the chart to number sixteen. Usually has good spelling lessons. In his manner of walking and marching there is no change. He is most careless and indifferent. He still walks shambling way, although reminded can go with an step as well as the best the line. He needs to be and reminded constantly. When reproved, no matter how kindly, he will a picture of sullen imbecility, throwing the eraser or pencil on the floor, saying that I make him "mad" although there has not been

1894-5
Tanner
Boys and Girls

the slightest cause for provocation.

In justice to Albert I must say that there are times when he will bear correction without manifesting the least resentment.

Albert is a very peculiar child in many ways, for instance, when asked to write a word or sentence with which he is perfectly familiar, he is apt to say that he does not know how and will not even try. But if left to himself, and when no one is looking he will write the word or sentence nicely and quickly. At other times, there is an opposite mood, when he wants the whole attention of pupils and teacher, so he can write. I require such a sentence as "I am a good boy. He enjoys writing this. Memory very weak. Reasoning feeble. In numbers can do simple subtraction, multiplication and division with numbers under twelve.

Can build quite lengthy stories from the script sentence builder.

Can make about ten short stories in half an hour.

May

Albert wrote his first letter to his father last week. It was written with pencil. Now he is trying to use pen and ink, but has ruined two pens in writing a few lines. However it will not be many days before he can use a pen nicely. He will see that it must be used differently

from a pencil.

June

The special time that I wished to devote to writing with pen as begun last month has been given up for the operetta in which Albert took a part so he is still writing with pencil at the close of the term.

He has read to page or rather lesson twenty-seven of the chart. Reads these lessons well and uses all the new words in stories of his own composition.

The word "toss" was used in this sentence "I will toss the ball up in the air so high that you can't get it."

Albert enjoys particularly the exercise of bbuilding stories from the script sentence builder.

When a class of ten have finished these exercises of building stories, I can select Albert to put them in envelopes for the next day and feel that he can be relied upon to put them away never mixing up the wrong story.

Albert can add, subtract, multiply and divide with objects to twelve and represent the work in figures. He reasons out these little problems if given time enough but his mind acts very slowly where judgment is involved. I feel confident that Albert will finish up the chart well next year and be ready for second reader before the close of the year.

Fred Cotter

1894
Sept.

Fred is reviving the reading lessons in Sea-side number one. Reads intelligently and with clear expression. While preparing his lesson will try to find the meaning of every word before proceeding farther.

He has applied himself so thoroughly and faithfully at all times since his admission to the school, that he has made greater and more substantial progress than any child that has ever come under my instruction. So anxious is he to learn, that he would not miss a day of study when he was having such a serious time with his ear, having it lanced etc.

He feels that he can not afford to be idle a moment.

Reasons well, and when studying a problem in numbers, need understanding the meaning of words, will readily solve it. Numbers are the easiest part of his work. Can tell you almost instantly what change to make in return for any amount, and seldom makes a mistake. Concentrates his mind on what he is doing.

Fred is very timid and retiring disposition, and therefore would not "show off" as

much as a child who had not half the brains and intellect. Fred has a most amiable disposition. He continues in the same sweet even tenor of his way every day - not only in the school room but everywhere. It was only a few days since his attendant said "I think Frity almost a perfect boy" He has so many good qualities.

Should Frity continue to have his health, I feel certain that he will make very rapid progress in all of his work. He feels that he must make up for the three years that he was sick, and could not go to school.

Nov.

Frity has developed a marked talent for drawing. Thus far this year has drawn the following from objects in several instances making a fair picture on the first attempt of a new study -

Flower-pot - Tea-pot - chair several pitchers box with cover in four parts turned outward clock grapes shoes pair of skates brushes pails dust pan and brush scissors and bank. There is much character as well as judgement shown in his drawings.

count.

Fred can money and make change for almost any amount, can tell you readily what amount the change should be. Solves the answers without the aid of figures. The reasoning of problems is the easiest part of Freds work. He is quite deaf, and unless anyone speaks near his right ear, it is almost impossible for him to hear. The drum of the left ear is destroyed. If Frity had not been sick so much (three years) he would be able to do good work in public school, since his reasoning faculties are so good. He shows so much judgment in drawing too. He is able to take in at a glance the minutest details. He is a thinking boy and has good common sense.

Dec.

Faithful and industrious in all his work at all times has been the means of placing Frity at the head of his class.

Jan.

Continues to improve every day. Can write a letter of considerable length with but little help from me. Writes in a very easy flowing style as though it were perfectly natural for him to write. Is doing excellent work in drawing, in this branch he has a most decided talent. His conduct in school and everywhere so far as I can learn is exemplary.

Feb. Frity has the highest regard for that which is pure and true, noble and good. I have never observed this quality in such a high degree in any child that has ever come under my instruction. His thoroughly pure mind has caused him to be admired and respected by all who are in a position to know him well. His powers of attention and imitation are excellent, but his memory does not always serve him.

Mar. Has been in the hospital the entire month. There was no special illness aside from a swelling caused by some ulcerated teeth and an occasional "faint feeling". He was absent five entire days, and was excused several times to lie down for half an hour or so. Frity is one of the most ambitious children I have ever known. He wants some work to occupy every minute, and even though it is a study he does not particularly like he will give it his best thought, when I tell him that it is for his best good.
Frity is a thoroughly refined child, and so respectful to every one.

April Frity is glad to be in school the entire session. In reading about Beetles on page 80 of Ed-side, number two. In numbers is reviewing the tables of compound numbers. In much interested in geography. In improving in drawing every week.

May. Reading about Barnacles on page 117. Gives good oral answers. Can solve problems involving square measure. Improving in phonic spelling.
This has been slow work, since he is so deaf.

June

Faribault Minn.
May 16. 1895.

Miss. Lizzie Retter.
#420. Harrison Ave.
St. Paul Minn.

My dear sister Lizzie, and Annis.

How are You getting along together. Are you all very well?

Please Annis tell me how Mr James is getting along. Is he sick? I hope not.

I went in the big woods to get some nice sweet violets.

I have planted two kind of flower seed.

Please Annis tell Mrs. James that I have no time to write to all my sister and brother for I have so much to do. I am very sorry that, I can not write to all my fiends. I send three thousand kisses to my dear sister Lizzie.

I will try to write two or three letters every week.

I am studying very hard to get through with the third read this year, or before that.

I have been in church last Sunday, with the boys. It make me very happy to go to church, I will try to go every Sunday if the day is pleasant.

It was very cold here for a week, and in Michigan, they

continued on page 151

1894

Sept. Cordelia Prescott.

Continues to be the same unhappy discontented child. When refusing to obey, the only way to manage Cordelia is to tell her that she is not capable of doing what the other children can do. This has the desired effect. She is vicious at times, and always ready to quarrel with her playmates. She is not honest by any means. Would not hesitate to tell a lie or appropriate another's slate-pencil, which she often does, because it happens to be longer and sharper than hers. Grows very sullen and angry when caught in an act of this kind. I believe that the most dreadful thing to report about Cordelia, is the shameful language which she uses towards her mother, who indulges her in every thing, and who is so kind to her. It is very evident that she does not appreciate kindness from any one. For such a bad girl, she does quite well in school work. Reads readily and intelligently any lesson in Normal First Reader and has read to lesson eighteen of the new Normal Chart since last month. Can count indefinitely. Is able to combine numbers to ten.

Can write script so that it is quite legible.

Oct.

Nov. Cordelia is much happier than last month. Memorized a short Thanksgiving recitation. Improving in writing every day.

Dec. Can read readily and intelligently any lesson in the New chart to lesson twenty four. Has good spelling lessons always. Can take simple lessons from dictation, the sentences being those selected from chart lessons. Is quick in numbers, combining at sight numbers to twelve. Can say the Tables of ones, twos and threes. Making great progress in writing.

Jan. Has made much progress in both numbers and reading during the month. Have reported but one spasm but she has had a number when not in school. Is absent quite frequently on account of illness. Can read intelligently and at sight any lesson on the chart up to and including number thirty eight. Can make combinations to twelve at sight with the Dr Shaw number cards. Has been more obedient of late and is even quite amiable at times. Remembers what she learns from day to day.

Feb. I think that Cordelia will be able to finish all the lessons on the chart next month. Is doing good work in phonics. Still dislikes writing, no matter whether it is B. B. or slate work. Sometimes she is possessed of a morbid stubbornness, when she becomes the picture of sullen imbecility, scratching and biting her teachers or attendants hands, even extending this cruelty to her mother, whenever she is in this mood. She often imagines that the children are making faces at her, and is almost constantly in trouble with some one. She is on the whole an extremely difficult case to govern.

Mar. Often absent from school for half the day. Having spasms more frequently. Has finished the first ten lessons of the numbers cards using the four fundamental operations to ten. We are studying Miss Bedlam's number cards, first series. Cordelia has not had any serious outburst of temper for several days. It is always a struggle to have her do her written work, no matter how simple or short the lesson may be.

April.

Cordelia continues to be absent much of the time. I think it would average about three days in every week. She is usually absent during the forenoon and sometimes the entire day. Cordelia has improved in reading spelling and numbers.

She began reading in Barnes New National Second Reader on April first. She reads with ease and good expression all the lessons we have taken, twenty during the month. Can spell the new words at the head of the lesson use them in sentences either orally or written, although she dislikes writing very much. She does this part of her work very unwillingly, and often slightingly.

I told the class one day that I would give a reward to the first one who would bring me the language lesson on page 50 of their reading book. I knew that Cordelia could do it if she tried and I wanted to give her a new slate as the one she had was too small and scratched up. As I hoped, Cordelia brought me her slate several minutes before any of her class-mates, and so got the reward which was a new slate. On the opposite page are the sentences as she wrote them, I have her copy them verbatim. This lesson occupied her about twenty minutes.

Has worked to lesson 21 on Badlams no. cards.

a worm lived in an old mill.
for two years she found a young one in it. The two worm began to fight about the nest. An old bluebird got into the nest. He said I think I will stay here myself.

The above lesson does not begin to look like the one just brought to me on a piece of paper having copied the lesson from her slate in a nearly accurate manner, beginning each story on a new line and making no mistakes in the spelling.

May

Cordelia has been absent during the forenoon of the entire month, with the exception of a few days. There has not been the improvement in writing that I had hoped to report this month, since our writing exercises have been given during the morning.

Cordelia is not at all fond of writing and there is always more or less trouble to have her do her work in the written exercises. She likes to give oral answers, and is impatient for her turn to come.

She is quite an expert in reading script even though she does not like writing it.

June

Cordelia has made very fair progress during the year considering how much of the time she has been sick and absent from school.

She has read to page 80 of Barnes National Second Reader. Reads in an easy and intelligent manner. Every word means something to her, and she gives good expression as a general thing. Cordelia is very fond of reading and of building stories from the script sentence builder, in which latter exercise she has become quite an expert.

She has made a number of stories as we call them. I let her put them in envelopes to be distributed among other children who are mere beginners in this work most of them enjoy trying to "find" the story and seeing who can have the greatest number in a given time.

Cordelia has finished all the lessons of "Aids to Number" first series, in a satisfactory manner so far as oral answers and work is concerned, but the written portion is by no means all it should and could be, owing to the fact that she dislikes writing so much. She would rather do anything else but write. Cordelia can tell time accurately and never makes a mistake I can always send Cordelia if there is no one else. Deportment has improved.

Nathan Rice.

1894

Sept. Nathan is a restless little boy who cares for nothing but "numbers work." He can not seem to grasp anything else sufficiently to become interested. Not having a perfect use of his hands he will not be able to write very soon.

Makes a feeble attempt. It is hard work for him.

Oct. Has learned a few new words. Can write a sentence from the chart. Counts by twos to twelve. Speaks in a very slow hesitating manner, as though he was conscious of but one word at a time.

Nov. Nathan is a restless little fellow. He can not apply himself very long at a time, unless it is some work that he enjoys very much. Memorized a Thanksgiving recitation of eight lines in verse. Has learned eight new words.

Dec. Nathan has improved a little in writing. He is a restless little fellow at all times and indulges in the "bad habit" very freely.

Jan. There is nothing new to report this month. No improvement. Continues in school every day. Very inattentive. Can read to lesson seven on chart.

Feb. Nathan will never be a good reader since he has that hesitating way of saying anything.

He will call your attention to something, and then it will seem almost a minute before he can utter what he has in his mind to tell you, making one wish you could say it for him. When reading he experiences this same difficulty.

Mar. Has read the first twelve lessons on the chart. Is not making much improvement in writing. Can build short sentences from the script sentence builder. In the chart exercises we talk about the pictures, telling a short story about it, naming the people and animals represented etc. I bring in an exercise in counting if possible. Nathan is usually interested so long as the whole class are talking. But when I call upon them to read or give the thought individually Nathan thinks that the time has arrived to let his mind wander in the direction of mischief. He obeys immediately when called to order. When anything amusing is taking plac in class by way of a funny story etc. Nathan laughs heartily. Much more than the occasion demands or calls forth. Once started, it is hard

for him to control himself, continuing to laugh "loud and long" for several minutes.

April. Nathan has oral exercises with objects for his numbers work.

He has the power to work readily and accurately with objects to twelve.

Can arrange, and recognize at sight any groups of objects not exceeding six. He knows that six is an arrangement of two threes; eight as two fours; ten as two fives, nine as three threes, and seven as two threes and a one.

Can read the figures we use to express the written work.

Can read to lesson twelve on chart. Spells easy words.

Rather mischievous in school.

May I can say nothing encouraging of Nathan this month. He is a troublesome child, noisy and restless. Talking out in school is perhaps his greatest failing. No slight punishment as standing in the corner has any effect. He has no pride, and does not care how many times he is reproved.

When given material for the building of a lesson will often make a plaything of it, at other times the same work will receive attention continuing sometimes a half hour without interruption

He can build short stories from script sentence builder, and reads the first easy lessons on chart.

Nathan is much quicker in numbers than he is in reading, and if he could read better he would be able to work with the "Aids to number" independently, as it is these exercises must be conducted under class instruction or individual attention.

June. Nathan can copy the lessons in script from the reading chart, and also those sentences that he makes from the "Script Sentence Builder".

He still hesitates when trying to read or say something as though it was hard work to utter the words, but after a moment when fairly started he can proceed until the end of the sentence when he has the same difficulty over again, and making one feel as though they would like to utter the word for him. He has good ideas but has difficulty in giving oral expression.

It is the same when trying to spell a word or relate something with which he is perfectly familiar.

I have as yet found no remedy which will help him in his speech, at any rate I have so little time for individual needs, since my work is largely in classes with a limited time for each recitation. Nathan as well as some others should have a half hour at least even day for individual instruction in articulation.

Pauline Sigurdson

1894
Sept. Pauline can never do much school-work since she can not talk. Can copy any script, but not always intelligently. Can combine numbers to ten.

Oct. Pauline has been absent much this month. Is not as neat and tidy about her desk as she should be. The floor around her seat is often very much littered up with scraps, and she never thinks to pick them up unless told to do so.

Nov. Pauline spends much of the time in the hospital.

Dec. Hospital most of the time. Comes to Sunday School.

Jan. Still in hospital. Comes to Sunday School occasionally.

Mar. 7 Pauline died this evening.

Mamie Langdon.

4 Dec.

Mamie was admitted to the institution just before Christmas. Had been tried in public school, but could do nothing there. She is quite a nice looking child about thirteen years old, and from her general appearance one might think that she was possessed of an ordinary intellect, but after questioning her for a few minutes I soon found her to be very deficient. Before asking her she informed me that she could write her name beautifully. I sent her to the black-board when she hastily made a number of marks which resembled a row of "t's" carefully crossed. When asked to write the word cat she made the same marks as for her name. Knows nothing of form, color, number nor anything. Talks well, and very much, no impediment in her speech. Is constantly repeating what is said to her. If I asked a question, repeats that, also giving an answer. The answer has not much significance. I asked her how old she is. — "How old am I"? "I am nearly a hundred years old." This in a very serious tone. At other times telling me her age as eight. Does not comprehend number

The simplest

nor quantity. Likes to talk about her dolls and dolls dresses.

Is fond of bright colors, but does not know their names. Does not even distinguish green from red when asked to match them.

She repeats the following over and over. "Isn't she cute." "I like you." "you are a sweet lady." When I am trying to interest her in some work like stringing beads, she will repeat the above never paying any attention to the exercise in hand until spoken to severely and oftentimes even then would continue to repeat these sentences.

Mamie has a very loving disposition and I have never observed in an angry or pouting mood. Has been with us two weeks.

Jan. Mamie has been very happy during the holidays. Enjoying her Christmas dolls. Can not make the simplest garment for her doll.

Talks to her dolls constantly when playing with them. Often talks out in school and smiles in a very silly manner. I have been trying to have her match colors. And under my close attention she sorts the green and red, but when putting them on a string, alternating one at a time red and green would fail to follow this order having given her a . .

string to copy from.

Feb. Mamie does very little in school. She is content to sit perfectly idle the whole day with hands folded, and gaying about the room in a most listless way. Any work that I give her, no matter how simple or how much I have helped her to understand how to go on alone, will be left lying on her desk, as she folds her hands, ready to spend the day in perfect idleness if allowed to do so. From her appearance it does not seem possible that she could be so deficient.

Mar. Mamie has learned the colors red, green, yellow and blue. Matches them correctly every time, and gives the name promptly.

Comprehends one object, but not more, since if I ask her to bring me two pieces of chalk she is liable to bring me a whole handful. Mamie has a most amiable disposition at all times.

April. She rejoiced exceedingly when her parents, brothers and sisters came to see her recently. They gave her some candy, which she immediately shared it with every one until it was gone, almost

forgetting to take some herself.
Mamie always looks so neat and tidy and is careful of her clothes. She is truthful so far as she can understand.
This month I tried to have her sort letters from the printed letters in the alphabet-box. This was much beyond her, having scarcely any idea of form. Has learned to sort the beads according to their color and form. Naming and distinguishing the sphere cylinder, and cube.

May — Is beginning to give little easy descriptions of a picture in a connected manner. Has learned to string the beads alternating with green and red. Makes no attempt at tracing the simplest word. Have devoted much time to her in the last named exercises.

June. — Mamie still follows along in her listless way. She has no ambition-one reason why she can not make more progress. Can comprehend two objects. Name all the primary and secondary colors. Can join the sliced animals dog and cat. Two months since she could not do this as she was just as apt to place the feet on top and head under. It is very to interest and keep Mamie occupied. I am in hopes that she will do more another year.

1894
Sept. — # Agusta Schweiger.

I can see a great change in Augusta, when I think of the noisy, troublesome child of last Spring. I can scarcely realize that she is the same little girl who wanted her own way in everything and who kept the whole school-room in such commotion, wondering what awful thing she would do next. Now, when I tell her she must wait for a certain thing. She will often say very pleasantly- "Yes, Augusta will wait a little while." She still indulges in occasional outbursts but they are very rare, and not so violent. Does not swear nor use bad language any more. Is still very fond of tearing rags into strips and making them into a ball. Likes to play with strings of any kind. She is learning to count nicely. Can count by twos to twelve on the numeral frame. Enjoys moving the little balls back and forth. Has learned to build several words from the printed letters. Recognizes color and form.

Oct. — Augusta was becoming so quiet and orderly in school that I suggested her going to the sewing class for half an hour. I think she will be able to learn the simplest lessons in sewing.

Nov. Augusta often insists upon having her own way. Still not often try to do the work given her, unless it is something that she particularly enjoys as bead stringing and then she will not follow a certain order of stringing unless compelled to do so.

Augusta may still be considered a very troublesome child. She is also fond of tearing up rags into small shreds and readily manages to bring some from the sewing room.

Dec. Can build words very readily from words in Alphabet box, but does this work very unwillingly. She must be urged to do this work. Knows the word "cat" either in written or printed form. No improvement in numbers. Is doing very well for her in singing class. Has a good voice and can memorize very well, considering how deficient she is in every other respect. Will not make the least attempt at writing. Given the word "cat" in large script on B. B. tries to trace it, but not very successfully. Augusta is still a trial to me and needs much individual attention in discipline.

Jan. 2 Augusta wrote the word "cat" in script on the B. B. this morning. She did it independently much to my great surprise and satisfaction at this accomplishment. I did not expect that she would be able to do this work for several weeks or even months. While Augusta has improved very much in her deportment still she is very willful at times, and will insist upon having the "beads" and the "toy-money" two things for which she has an insane desire to play with.

The toy-money she can sort, putting each piece of the same value by itself. She would amuse herself with these articles a whole day. Augusta does not enjoy the writing exercises, and there is always more or less trouble with her in getting this work done. Counts to four.

Feb. Augusta can read and write several sentences. She dislikes writing very much, and there is always more or less difficulty in having her do this work.

Mar. Can read the first seven lessons on the chart. Talks about the pictures on the chart. Does not want to give any other child a chance. She is constantly rising from her seat exclaiming "Let 'Gusta read." "I can read" etc. I am not certain that

Augusta can count to four intelligently. Makes the figures to five. Is still very fond of stringing beads and often teases for them. But when she finds that coaxing is of no avail, until after she has performed the work required of her, she will finally say, and in such a sweet manner too, "Yes, Gusta write first then she can have beads." Augusta is passionately fond of any bright colored scraps of cloth.

She says that she is going to make dolls dresses, but only tears the pieces into very small shreds.

Does not carry pieces from sewing-room so much as formerly. It is only occasionally that she commits this offense. She is very fearful of the least punishment, and will beg hard and in such a pleading way not to be taken to the principal. On an average one punishment suffices for several. She considers a shaking a very hard punishment.

April. Augusta has made a fair attempt at writing her name. She seems much pleased over this acquisition. Asks frequently to have the principle come and see her work. If it is not her best I tell her to try again and then she can get the principal. This will often lead her to make an extra effort.

Augusta is not fond of the work that is best for her to do. She only wants to string beads, and if one of the children has the peg-board with the bright colored pegs she will get somewhat excited because she can not have it. She has an insane desire for the peg-board. If she does not see it, never asks for it, but the moment it is given to another child she is in a state of unrest until either she is punished by being sent to the principal or else she must perform some work that she has neglected. She often prefers to do the work saying in a sweet way (sweet after such a storm) "Yes, Gusta, have the peg-board when she does her writing first." It requires much patience to lead her to write a new word. She wants nothing to do with new "friends" as we call them. Letting her take my hand in hers I make her believe that she is teaching me to write. And then how pleased she is when we make the word. Of course all this takes much time, and with my twenty-~~six~~ eight children all waiting to have a share of my time it becomes a question with me

Nov. 1894.

Annie Roberts.

Annie was admitted to the Inst. Nov. 19, 1894. She is eleven years old and has attended publlic school three years, with very poor results.

She has quite bad intelligent face when in repose, but a smile from her indicates that she is not very intelligent. Can not sound any of the consonants. Knows the names of nearly all the letters, and makes a feeble attempt at giving their sounds.

Counts objects to three. Makes the figures to ten from copy, but can not name them only by rote. When asked to write the number three would write sixete. Matches colors. I think Annie will be quite happy here when she becomes acquainted. At this writing Annie has been in school but a few hours, however I can conclude that she will be obedient and readily adapt herself to Inst. life. The little girls are already inclined to be fond of her.

Dec. Is obedient and pleasant. Seems neat and tidy at all times. Has learned to build words from the Alphabet-box. Does her work quickly.

Memory very feeble. No power of imitation.

I see a cat
I see a black pony
I saw a little brother eating
I saw a cow pick
I see a
augusta

May I She above is not a fair sample of writing. She can do much better than that, both in keeping on the line and forming the letters. Augusta has improved so much in deportment. However she is still quite willful at times.

She has a great pasaion for ribbons and strings or even rags of any kind. Delighting to tear them in fine shreds. If reproved she begins immediately in a very pleading way to say "Gusta is a good sweet girl." Gusta wont do it any more." After this declaration she is usually good for a little while.

June. Augusta has made good progress this year. Can read all the lessons on the chart to number fifteen. Can read and write these lessons in script. Spells many of the more easy words. Writes her name in full nicely on B. B.

Has grown more obedient. Still dislikes her writing exercises very much. Counts to ten. I have not tried to have her make any figures. Is very neat and tidy at all times. Never uses profane words any more.

Jan. Can build any easy word from the printed letters.
Articulation has not improved. Counts to four intelligently. Names all the primary and secondary colors. Is generally happy and obedient in school. I believe that she has a sweet disposition.

Feb. I am giving special exercises in articulation. Can give only the following sounds distinctly, f, m, n, l, p, t, d. When I give her "top" she pronounces it "pop". Thumb "mum", "cat" as "tat" "ap" for "apple" etc. In articulation I am giving her the sentence "I see a top". Can count four objects. She says "po" for four.

Mar. Has learned to say distinctly "I see a top" but very slowly. Can write and speak the words "cat" "dog" cow. Is now trying to write the word "see" but this is as yet very difficult for her. It seems as though she would never get it since she can not even trace the word properly so that I can not allow her to practice alone. So I must give her individual attention on this word.
Continues happy and obedient in school.

April Can write the sentence "I see a top". Can build a simple sentence from the printed word builders having the chart before her. Can follow accurately any string of beads given her. Can lay the sticks neatly in the form of a triangle, sqtlare, house, chair, table, star, and gate. Can also follow out these figures with chalk, also perforating them neatly on pads, being first marked.
Has learned to speak one more word, - "table" She can now say quite distinctly but slowly.
"I see a top"
"I see a table"
"I see a cat"
"I see a cow"
"I see a dog".
Can also write the same on blackboard, but not with pencil.
Annie is not inclined to be industrious and does not always do her best.

May I have been drilling on the sound of "k" all this month. It is the most difficult of all for her. Even now she must make a great effort to make this sound. Can not combines it with any words but those of "cat" and "cow".

Has learned to write the above sentences from dictation and several new ones from copy. I believe that in time Annie will learn to talk.

Annie was very happy to see her mother a few days since.

I see a rat.
I see a cat.
I see a dog.
I see a bat.

June 18 Annie wrote the above stories to-day. They were written from dictation. These stories contain all the words that she has learned up to date. I am trying to have her write the word "have" as she has been taught to use it in several short stories. but this word is yet beyond her, although we have been working on it for several days. It required several weeks for her to be able to write the word "see". I believe she will make much progress in articulation another year. She lacks the application as yet to make much of a success at any thing.

Too fond of laughing and playing. Always obedient when spoken to, but soon forgets. Annie is a sweet child and it is very interesting to work with her.

Orley Murphy.

Jan. I was transferred to my school this month. He seems ambitious to learn. Can build easy words from the printed letters. Does nothing in script, neither reading nor writing it. Can not build the simplest sentence from the printed or script sentence builder.

Given the words "I see a cat" he is not able to arrange them in their proper order. Counts to six. Names the colors. Reads in a loud tone.

A slow and loud monotone, pawsing after each word. I shall make a great effort to break him of this as I think it only a habit.

Feb. I find that when Orley is reminded, that he must hold his head still, he can do so for several minutes or as long as he think of it, but as soon as he becomes absorbed in something else away he goes, nodding from one sidde to the other. He is in school one and a half hours in the morning, during which time he has reading and language work from the chart.

The language consists of telling a simple story about the picture in his lesson, and answering pictorial and action questions involving simple number work. Can now manage eight objects and count them right every time.

Mar. Arley is an interesting child to work with since he seems so anxious to learn, and having a good memory in some things. That is he can tell you what his lesson was about the preceding day, and tell you nearly everything he saw in the picture but he fails to remember to hold his head still but that is because he can only concentrate his mind on one thing at a time. Has read the lessons on chart to number 10 and is adding simple numbers to ten with objects. Arley marches nicely in line, and is quite an orderly boy.

April Arley continues to be an ambitious boy. Has always some work on hand and when he is through with that comes and asks for more. He is rather meddlesome, watching other boys between his work, but that is from an over desire to have all do the right thing than to make mischief. Can now read his lessons in script as readily as the printed form, since coming to my room he has had daily practice in script reading, in connection with the chart lessons. Has made the following the stories from the script sentence builders.

I have a dog.
I see a black cat.
A dog can run.
A horse can play.
I have a red apple.

Last month Arley could not form these sentences, and did not seem even to have the idea of what he was trying to do. I have given him a large portion of my time in order to get him started so that he could help himself in a measure afterwards giving me more time for other children. For busy work I let him copy with the numbers tablet the work that we have had in class and remaining on black-board.

Can write over or two words "Cat" "cow". The word "have" is yet beyond him. Most always confuses the words "my" and "may".

I hope to be able to report next month that he can use the numbers tablet to build examples in addition and subtraction with numbers less than ten.

May. Arley continues to be an industrious and obedient boy in school.

Arley is gaining the power to work with objects to ten, involving the process of simple addition and subtraction. Can also

represent this work with figures.

Can arrange groups on the ball frame and also recognizes the pictured groups.

Can read to lesson twelve of chart. I have no doubt that Arley will be able to complete the lessons of the chart another year. He can write his name fairly well from copy together with a few simple sentences.

He is capable of building short sentences from the script sentence builder (Bradleys).

Given the words to form a sentence, he can arrange them in their proper order. He seems to enjoy this work, which keeps him quite busy at his seat a portion of each day. Arley is a good boy in school, trying to do his best at all times. He will, I am sure, make rapid progress another year. I have found him helpful about weeding the garden where there were only tiny shoots of flowers to be seen. When shown which were weeds, I could depend upon him to pull nothing else.

He was careful to tread on nothing that he should avoid.

June The improvement in building stories from the script sentence builder has been wonderful, con-

sidering that Arley did not read any script when he came to my room some five months ago. He now recognizes at sight and knows every word in Bradleys Script Sentence Builder, comprising in all about two hundred different words.

He not only forms sentences from a given set of words as selected for him, but he can also build his stories choosing his own words from the full box. Always remembers to begin his sentences with a capital, and seldom allows one to come in the middle of it. Considering a mistake of this kind to be "perfectly dreadful" and seeing another boy making such a mistake never fails to call my attention. Perhaps in this way, one would call Arley troublesome, since he is constantly demanding my attention in such a persevering way. However he is always willing to wait when I tell him so.

I think Arley an exceedingly interesting boy to work with. I enjoy having him in school and on a field excursion, his mind is full of investigation, bearing in mind the plan we have made for that days' expedition. Arley can combine objects to twelve intelligently, arranging them in

groups of two, fours and threes.
telling at once how many
of each group can be made
from twelve objects.

had a very hard snow-storm,
that everything that they had
planted were killd.

Last week I got a new
summer suit. It is light
gray, and I think it is pretty.
It fits me well too. I wore
it to the dance last Tuesday
evening. You know we have
a dance every Tuesday.

So good by my dear
sister Kizzie.

Your affectionate brother
Fritz Petter.

1896
May

Ruth Hendley- continued.
as much as though she felt real well and strong! It is such an effort for her to read allowd before the class!
That she gets the thought from the lesson is evident since she can give much of the lesson story if given time enough. but she is so slow of speech that one feels as though one would like to say the words for her. In geography can give nearly all states with capitals, principle cities, productions, situation and climate together with any historical event which may be associated with the place. Chief water ways are also an interesting feature of her geog ex.
She has not had map-drawing since she is in sewing-room when the others have this work.

June

Ruth has been in hospital the entire month. She has consumption and I do not think can ever return to school. Her health has been so poor this year that I could not urge her to work the same as I could the others, so there has been little progress to speak of.

May 19

Frank Messer

Entered school May 19th. He is about fourteen years old but not larger than a boy of ten should be. He is an epileptic. Has had some school training. Knows color and form. Can read easy words in First Reader. In the sentence - Frank is going out to ride" - he knew all the words but "going". When I spelled the word by syllables he pronounced it himself. Writes his name readily in a clear round hand. Can copy script. Writes an easy lesson in script from the printed form, using the lessons on the chart, as far as number four. I have placed him in the Chart Class with Albert Mason, Peter Blomquist, Arley Murphy, and Nathan Rice - all of whom read better than Frank does, but it will not be a great while before he goes ahead of some of these boys.

Frank has been in school one week and thus far has proven himself an obedient and industrious boy, often asking "what shall I do next". Thus far Frank has had no spasms in school, however he seems to stagger if it is necessary to remain long standing as in the case when he had to stand for his picture.

June Frank has been in hospital the entire month.- Spasms and a sore hand.

Albert Erich

1896 June

continued from page 190

Albert has made considerable progress this year. Completed the Second Reader and has made a fair beginning in Third, however he had better begin from the first lesson in Sept. and go over the language more carefully. Albert is a child who can make much improvement if he will but make the effort. He can get eight new words each morning for a Spelling lesson these words being selected from the reading lesson. Albert still reads in a slow hesitating manner, as though it required much effort, sometimes when he is in the mood for it, he does better.

In numbers he is on lesson ten of the no. 2 tablet. Needs much help with this work. In his slow deliberate way he can give a good oral outline story of lesson. There is some progress in letter writing as will be found in comparing the subject matter expressed in a letter of a year ago with the accompanying one written this mo.

May 18.

Henry King.

Returned to the institution after an absence of two years. In the mean time he has been attending the Sister School in St. Paul. Says that he did not like this school, as they were too cross.

Henry reads any lesson in Sea-side number two with ease and intelligence. In numbers can work with simple multiplication, but does not comprehend problems in subtraction involving the process of borrowing.

Counts money rapidly and makes change readily.

On the opposite page will be found a letter as written and composed by Henry with no assistance whatever.

The word "tenants" as used in the letter should be attendants; He has evidently spelled it as it sounded to him. Henry knows nothing of phonics but I think she will make progress in this work when once started.

Has been obedient and industrious since his return, about four days ago.

Faribault Minn.
May. 23. 1895.

Mis. J. King
504. Sibly St.

Dear mama I have not heard from you yet. I am glad that I am heal. because at home I was with bad boys. Hear I am very happy all the time. My tenants are all good to me and so is my teechers. I am well and I hop that you are all the same. I might go to church this sunday. I am in the rature readers. Mr. and Mis Massey are hear yet. But Mis Massey is very sick in her bed. all of the boy go out doors when the school is out Is Louis and Rose going to school yet.

This is all for this time.
Writ son.
From your loveing boy.
Henry King.

June The above letter was composed and written without any assistance whatever. Both the composition and penmanship is a fair sample of what Henry can do in the way of letter-writing. It is best for Henry to read in the Sea-side number two next year, since he is not at all familiar with this book, only entering the class in May, and then being absent much of the time from his classes. Henry dislikes to be in the

school-room. Can not bear the confinement, but is continually making some excuse to leave the room. He wants to go to the brass-room, or hoe in the garden, fly a kite, or in fact anything but studying his lessons. It is more of a satisfaction to him. He tells me himself that during the last two years while he was at home he was often on the street with bad boys when his mother thought that he had been in school all day. He gave me a very vivid description of a hanging that he had witnessed some little ago. I should judge that his associates had not been of the very best kind or most desirable for the upbuilding of character. It is a good thing for Henry that he has been returned to the good influence in protection of this institution.

He says that he can read the first book in French, that being the school he attended the greater part of the time during the two years that he has been away.

May 19

Nena Miller.

Returned to the institution after an absence of two years.

Nena reads at aight any lesson in Sea-side number two. Can reproduce the principal part of the lesson both orally and written. Writes a godd letter, using pencil. Is too nervous to hodld a pen.

Can read numbers to hundreds. Knows the multiplication table to "fives" Can work simple problems like the following viz. If one yard of ribbon cost eight cents, What will three yards cost? Does not understand subtraction where "borrowing" is involved. Jam now giving her drill work with the problems involving subtraction.

Neha can quote a number of Bible verses. Enjoys reading "Pilgrim's Progress". Knows the Ten Commandments. The other day in our lesson about Ants. She quoted this verse without any reference having been made. "Go to the Ant thou slug-gard, Consider her ways and be wise". Nena also explained the meaning of these lines.

June

Nena is the only child in the room who could be promoted to the fourth reader. Has begun multiplication of compound numbers.

Albert Crick - continued from page 11.

day of school. He has been reviewing the numbers work of last month. Can easily recognize the relation that the larger groups bear to those already familiar to him. He knows that six is an arrangement of two threes, eight as two fours, nine as three threes etc.

In reading there is no marked improvement. He is very slow and deliberate, gets discouraged very easily, and does not bear correction, since he resents any criticism by assuming a most sullen attitude, often refusing to proceed with the exercise.

No matter how gently one may approach him, telling him that it is for his own best interest that he make good use of his time, it does not change his attitude.

June — Albert was made happy when he was informed that he might take part in the May-pole exercise, when he was dismissed on account of being so awkward, it grieved him very much, and was taken back. He tried his best, remembered the changes, but was still unsuccessful in making a graceful appearance, however Albert is such a nice looking boy that he makes a fine appearance on the stage.

Albert has a very good memory and when he applies himself diligently, can memorize a recitation perfectly in a few days.

He learned the selection on page 80 in one week, giving about one half hour each day. He puts considerable expression, although he would be called rather too slow and deliberate.

Albert has read to page 80 in Barnes National Second Reader, and has worked out all the language lessons as given in this book together with supplementary work. In numbers he will be able to finish the first series of Aids to Numbers (By Anna Baldlam) in a very short time. He reads the questions and gives a full answer both in oral and written work. The written work on black-board is often very carelessly done, and when I call his attention to it is not usually willing to correct the mistakes without considerable ado about it. Sometimes I tell him that he can not go to the picnic this usually has the desired effect, as he would rather miss anything else than something good to eat.

A picnic always means "lots of good things" to him.

1896.
June

Esther Galentyne. Continued from page 210
very destructive with school material.
that is, she will tear leaves from
new blank books belonging to others,
break the wood from lead pencils
and do various things which would
indicate that she has a tendency to
destroy. Esther would impress one
as not being in the least feeble-
minded. She has a pretty face
and no peculiarities that I can de-
tect. She has read to page 47
in the New National Third R. Can
read these lessons with ease and
natural expression, as thought it were
not the least effort for her. Can give
a good oral outline of lesson story.
Always has a perfect written spell-
ing lesson. Learns from eight to
twelve new words each day, giving
the definition by writing sentences
descriptive of the lesson story. Her
language work consists in fill-
ing in skeleton sentences, and
using new words in sentences, beside
reproducing short stories. These
are usually well written with but
few mistakes as to orthography or
punctuation. In the theyroy ex-
ercises, it is remarkable how much
she has done. Has committed
about ten recitations, all of which
one can rely upon her to recite
without the least hesitation and
giving good expression. Her the names
of the recitations or selections which
she has learned since Sept. 1895.

"Little Things." The Legend of the
"Northland." Never tell a Lie."
"Do your best." "Suppose." "Rabbits
by the Sea." "The Winds" and
"The Water Mill." besides one or two
others. In numbers work Esther
is not nearly as far advanced as in
all of her other school work. She
can solve problems in simple
addition and subtraction. There is
much improvement in penmanship
as the accompanying letter will
show. This was written independent
by and the matter expressed is far
ahead of what she could do in that
line a year ago. Esther is in serv-
ing room all the afternoon.

Bessie Lyons from 226
fairly good hand. Bessie is a
promising girl and I have
great hopes for her future if
she continues to improve as she
has for the past six months.
She reads in Third Reader
to page 47 having completed
the second reader in a satis-
factory manner, writing all the
language lessons. The language
work consisted in filling in
easy skeleton sentences using
new words in stories and
reproducing short stories together
with giving oral outline of
lesson story. Combines numbers
to twenty in addition, counting
the objects to find the sum.
Bessie is one of the most
interesting children to work
with since she seems so intense-
ly interested in her work and is
making such substantial
improvement in every way.

April

Amy Reeves
Was admitted to the institution
in the early part of this month.
Can talk a little but does
not speak plainly. Sight and
hearing good. Knows nothing
of form nor color, and can do
nothing in the way of the
simplest kindergarten work
such as building blocks, stringing
beads (when required to follow a
certain order) stick laying, in
fact there is nothing however
simple that will interest her
enough to put forth any effort.
She impresses me as being
an exceedingly stupid child.
There is nothing peculiar about
her general appearance, but is a
rather pleasant looking little girl
inclined to be affectionate and
make friends.

May

I still find it very difficult
to interest her in any way. The bright
colored beads which so much
attract and interest even the
dullest of children fail to arouse
any attention, and unless I sit
by her, giving her individual in-
struction, trying to arouse her
to action, she drops her work,
in a moment or two falls
into a sound sleep, and
continuing so to sleep until
awakened. When in the sewing

room, made no effort whatever, but will sit in a listless way, finally dropping off to sleep. She has learned to thread and hold a needle.

June. While Amy has accomplished nothing to speak of I can see that she will improve in time. Is beginning to take an active part in the kindergarten circle, and has even made an attempt at singing. During the day she has been under the observation and instruction of three teachers, alternating from one class to another. We have all thought best not to push Amy very much this year, and so she has been allowed to act her own pleasure very much. When on the play-ground I notice that she does not run and play as most of the children. She is not quarrelsome, and has no trouble with her play-mates. I have seen her laugh very heartily over some simple thing that would scarcely provoke a smile in some children.

1895

Sept. Peter Bloomquist.

Peter is taking an active interest in the chart class exercises. Can give a good description of the language pictures as placed on the board. Still enjoys building stories from the Script Sentence Builder. Is perfectly familiar with all the words as used in the Builder. Is not so quick in number as Nathan, but reads better and makes more progress in writing. He can not learn to use his right hand. Peter lacks application when at his seat but in class he is usually attentive to the pictures and tries to tell a story about them.

Oct. Peter is improving in reading and writing. He is not so restless as formerly.

Nov. Has nearly completed one half the lessons of the chart together with much supplementary reading from illustrated blackboard stories in which we have tried to use those words which were difficult to remember in the chart reading and descriptive lessons.

In building sentences from the script words I have endeavored to make use of those words directly bearing upon the lesson in hand. That is

in connection with chart and B.B. work. I believe that the same thought or words presented in different ways and under favorable conditions can not but help making lasting impressions.

Dec. Peter is making rapid progress in reading and spelling. He can learn on an average four new words each day, both spelling and writing them.

Has made an attempt at letter-

1896 writing.

Jan. I can read readily all the lessons of the chart to number thirty-two. In a review I find that he remembers well even though the lessons extend back over a period of two months or more. At the usual weekly review he can spell all the words learned during the week. Peter is at times very restless in school as well as in play-room. Even though given some work which he particularly likes, he is liable to leave it, and get into mischief by talking & sitting in an idle manner, seeming to forget that he is in school for a purpose.

Feb. It is almost impossible for Peter to apply himself to any kind of work for more than five minutes at a time. During a recitation, when the class are interested and talking about the lesson, he is all attention also and takes an active part in the description of a picture. But as soon as left to himself at his desk he relapses

into idleness.

Mar. There has been some improvement this month in his general conduct. Has been more industrious.

Writes his language and spelling without being urged. Peter excels in an oral spelling exercise, being always the last one on the floor when we are having a spell down.

April Has given fair satisfaction in his reading work during the past month, so that he will be able to finish the chart lessons and begin with the rest of the class in the Second Reader.

May. In the latter part of April Peter began reading in Second R. Has read to lesson fourteen and is able to keep up with the class.

He is fond of his new book and seems to be anxious for the time to come and recite. His numbers work is making simple combinations with objects & is doing this work intelligently.

For busy work he builds quite lengthy sentences from script sentence builder, selecting words from box full. Is perfectly familiar with all the little words as used in these builders.

June Peter can read all the lessons to page 47 of New Natl Second R. In Sept he began reviewing the first easy lessons

on chart. There are forty-eight, all of which he has completed in a satisfactory manner, together with the language, phonics and spelling as suggested by this chart. Up to date he has made a fair beginning in second reader. The indications are that he will be in a third reader before the close of another school year. Reads intelligently but not with much expression.

Can give a good oral outline story of lesson. When reading a lesson in script from B.B. gives better expression than when reading same from printed form from book.

Does all the language work as required in the National Second R.

Writes a fair hand, while in point of rapidity he excels.

Peter still continues to be a very restless boy. He is obedient, but soon seems to have forgotten that he has been spoken to. Not malicious. Never teases nor in any way annoys his playmates although they may be troublesome to him. One could not depend upon Peter to deliver a verbal message, but will usually go and return promptly.

Always keeps step nicely when marching. Peter is a very affectionate child. One can lead him very easily through kindness although it is rather discouraging to remind him so often.

1895
Sept.

Flora Bendrock

Flora was transferred from the kindergarten room to my school, and since the first day of school has proven herself a most interesting child. She is bright and active, quick to learn new words, can not write since she is partially paralyzed. However she is making an effort. It requires about five minutes for her to trace her name when written in large script on B.B. Knows nothing of building of sentences from the Script & Sentence builder, but will soon learn I think.

Can combine numbers to ten, using objects. Is interested in all school work, but more particularly in sewing outline cards, such as she had been accustomed to having in the kindergarten.

Oct. 14 — Flora is sick in hospital - spasms.

Oct. 31 — Flora was in hospital - two weeks. Since her return she has been having spasms regularly, - several each day. When she was well enough to be in school she was practicing her solo for the entertainment which took place yesterday. Besides she spends one half hour in the kindergarten, and one hour in the sewing room every day.

She is very fond of sewing the Kindergarten cards. Does not like writing, so I insist upon this work being done first then the sewing next.

Flora is a very sweet lovable little girl. She is most affectionate and it grieves her much to have one speak cross to her. Is learning script very readily.

Nov. Flora has made substantial progress in reading this month, even though she could not attend regularly having been in hospital about a week — Chicken-pox and Measles. Flora continues to be very fond of sewing the outline cards. She has about half an hour for this work every day. Since Sept 21. she has outlined "two cats" with ball and string and a few days ago she began a water pitcher. Flora does her work neatly. During the last week before Thanksgiving she memorized a recitation of six verses, entering into the spirit of it as well as any normal child of her age. Writing is still a difficult part of her daily work.

Flora shows a great deal of originality in the picture stories. She speaks in a clear distinct tone giving the matter expressed in a connected and interesting manner.

Dec. Flora is one of the children who is making daily progress, in spite of the fact that she has spasms, now an average of one each day. She is coming to have sufficient control of her hands to enable her to write easy sentences from copy. I am confident that she will be able to complete the entire reading chart in about two months. Reads the first twenty-five lessons in an easy and intelligent manner.

1896

Jan. Flora has been absent much of the time during this month, having spasms more frequently. She was in hospital about ten days on account of a sore throat. Even though she has been absent Flora has kept her place in the class and can read well all the lessons to number thirty-two also spelling orally all the new words in each lesson. It is still slow work for her to write, yet it is not hopeless as she has made a little progress.

Feb. There has been much improvement in writing this month. Can use her slate readily for a copy in script.

In reading the lesson about the "Little Esquimo Girl" from chart. In addition to her chart work she has much supplementary black-board reading. Always has a good spelling lesson. Did not have spasms so frequently this month as last.

Mar. Still continues to improve in writing. Can rule her slate neatly and accurately. Flora is quite noisy at ~~times~~ times in school. She does not hesitate to talk or laugh aloud.

When reproved for this she invariably pouts her lips, remaining sullen during the rest of the session, returning to school she seems quite pleasant again until the next provocation comes up. In spite of her conduct there has been great improvement this month. She memorized perfectly The Legend of the Northland a recitation containing twenty verses. She can be relied upon to recite without a mistake.

April Flora has finished all the lessons on the chart and began reading in the second reader about two weeks ago.

May Doing good work in Second Reader. Has read to lesson fourteen. Always has a good written and oral spelling lesson.

June. Flora can read with readiness and good expression all the lessons in the New National Second R. to page 47. Last Sept she began reviewing all the lessons on chart. She completed these in a satisfactory manner. besides doing all the language work and phonics as indicated by this chart and second reader in the latter she is doing good work, and is perfectly capable of taking on entire new lesson each day. Can learn to write and spell 8 or 10 new words each day, also using them in oral stories. There is no doubt

continued on page 72

Mary Cameron.

1895 Sept. Mary was transferred from the kindergarten school this term. She can read a few easy lessons from the chart. Can only trace simple words in script. Can not make one letter independently. Knows color and form. Quiet and obedient in school. Never disturbs the other children. Is attentive in the chart class exercises. Names objects in pictures. Counts to ten, but can not be relied upon to bring that number of objects accurately each time. Does not comprehend combining numbers as recognized by figures. Knows the names and can make the figures to ten but does not know their value.

I do not think that Mary is capable of making as much progress as the other members of the class.

Oct. May is exceedingly dull in some ways. She is obedient but not industrious. In writing she is having simple tracing exercises on the ruled lines.

She must have these lines made for her.

Nov. Mary was transferred to the hospital for treatment but in a few days she returned again, and so she has been going back and forth this

the entire month. therfore her schooling has not amounted to much this time. Mary could keep up with the chairtt class if she were only a little more regular in her attendance.

In sewing the simple kindergarten cards I find her quite slow. On the second lesson of these cards, which I have previously marked, she finds great difficulty in following the mark managing thread — it is always getting double as she terms it, while to thread a needle would require sometimes half an hour. I find it best therefore to thread the needle for her. Mary is always quiet and orderly in school.

Marches poorly. In writing is still having the simple tracing exercises. Having the written copy before her she can reproduce the story from the script word builder. Nearly all the other children in her class can make these same stories from dictation.

Dec. I can not report any material progress. Mary does not seem to be able to work at anything independently. She is a very listless child, and enjoys complete idleness as much as anything.

Having written an easy sentence on the board, Mary is not able to build

the same from the script word builder. The words are simply placed at random. However if I point to each successive word on the board, she can select the right one and put it in its proper place. Mary can call words at sight almost as readily as Flora can but they do not convey meaning in a like degree.

1896
Jan. Mary has been sick in hospital about two weeks during the month so that at this writing I can not report any improvement in writing. It seems to be particularly hard for Mary to copy even simple words like dog, large, cow etc. She can write these from copy. While Mary is so backward in writing she is nevertheless a fairly good reader. Can read all the lessons at sight up to number thirty-two on the chart. Does not readily tell in a connected manner the lesson story, only giving the principal words. Sewing is quite difficult. She has almost the simplest cards. I still thread the needle for her.

Feb. Mary has been in the hospital the greater part of this month. I noticed a little improvement in the sewing of her cards.

Mar. Mary does not make much progress in writing. She reads very well. Can read all the lessons on the chart. Knows all the letters in script both small and capitals. Usually has a good spelling lesson.

April

There has not been as much improvement as one could wish this month. Mary is very listless usually. She does not know how to keep herself busy. Began in the second reader with Flora, but does not do nearly as good work. Mary is happy and obedient and obedient at all times. Her one trouble is that she studies aloud in school constantly. Has improved some in writing. Does not attend school regularly. In hospital much of the time.

May

Has been absent very frequently of late. Mary is inclined to be indolent. She does not try to improve in writing. On the whole her progress is very slow. She is reading lesson fourteen in the second reader. Reads with intelligence.

June

Mary has accomplished very little this year. Has been in hospital much of the time. When she is in school she will give herself up to complete idleness unless urged to work and having considerable undivided attention. She began in Second R. the same time that Flora and others began, although she was not nearly as fully prepared, but it was thought that she could do better work in a class. Articulation somewhat defective, reads poorly in a stammering and monotonous manner. Can not build the simplest stories from the Script Sentence builder, and will arrange the words in a line

continued on page 90

1895
Sept.

Albert Erich

Albert began school again and continues much in the same way of last year. Reads in the same deliberate slow manner. This is owing to an unfamiliarity with the words. He does not apply himself strictly to his work. He can not take the spelling lesson as rapidly as the others. As they write the whole word while he is "getting ready" so to speak. In a lesson of nine words, selected from the reading lesson, there are only about three or four on his slate, and when told that he must write each word that has been omitted or misspelled, five times, he is angry, pouting and muttering while he takes his seat. I'd give him this exercise more that he may get some skill in the use of the pencil besides making an impression of the word-form. Does not give a connected outline in his reading. Gives answers in monosylables. In numbers is having the "Aids to Number." Having completed the first eight lessons. He thinks it a great punishment to be detained from the brass-room.

Albert is very difficult to manage at times and then again he will be surprisingly good for several days. Is learning to tell time by whole hours.

Oct. Albert is doing about the same in. He finds great difficulty in doing the work of the second reader class. One reason that he does not read better, he does not apply himself.

When corrected, he has a great habit of pouting, when he will look sullen for an entire day.

Nov. I regret to writ this month that there is no improvement in conduct since last month. He is also sullen and impudent to his attendant so the matron sent him to the quiet where he remained two days before he would say that he was sorry. He is capable of making enough more progress if he would only apply himself but he is more indolent than ever. Would have nothing to do with the concert recitation that the children were learning for Thanksgiving. He could have memorized it easily and when he would not even attempt it, he was temporarily removed to a school room of low grade boys and girls. At this punishment he pretended to be happy, but I think he felt ashamed after all. Last month Albert memorized a five verse recitation in one week, also reproducing it accurately in writing. Albert is still very slow and awkward in all his movements.

Dec. I am again obliged to report that Albert is even less industrious than he was the preceding month. He is capable of doing as much if he would only make a slight effort. He still reads in that slow drawling tone, as though it were a great trial to him.

On a written spelling exercise he can usually write the word if given time enough. All the other members of his class can write the same word five times while he is writing it once. Of course Albert is naturally very slow, but if he was more familiar with the lesson he could write more promptly. In writing to his father the first and last thing is to ask for something, and this usually adorns the first letter. The matter expressed is not much of an improvement over last year.

1896
Jan. I think that I can see some little progress in letter writing in as much that he writes and thinks in a more connected manner. Reading lessons have been much better this month. Not so many sullen spells of late. Takes some interest in the concert recitations, can learn a verse in two days so that he can repeat it perfectly but rather slow of course as he is in everything.

Feb. Albert is as slow as ever in everything that he undertakes. Walking, talking, reading, writing etc. is accomplished in the most awkward and slow manner. He gets angry very quickly. Albert is not

industrious by any means. It is necessary to urge him constantly.

Mar. I can see that Albert is improving in reading and letter writing. He is still very slow but he puts more expression into his reading. Gives an oral outline of lesson story. In a dictation exercise he is too slow to keep up with the class but he can do the work if given time enough. In numbers he is still in simplest subtraction and uses objects to find results. He has just started to learn to tell time. Knows whole hours.

April A very good record this month. The supplementary reading cards have proven very interesting to him in as much as he gives his undevided attention to the lesson. Learning about twelve new words each day and writing them more promptly.

Albert is a very promising boy.

May There is a record of frequent sullen spells for this month. Did not apply himself to his work but a few days the entire month. He persists in studying "out loud" and when reproved for this no matter how gently will fly into a sullen mood lasting through the entire day sometimes. In numbers he makes combinations to twenty using the four fundamental operations. He has improved some in writing. That is he can do the work of his class in a dictation exercise when he feels so inclined.

Continued on page 156

1895

Eddie Demorest

Sept. Eddie returned to school. He spent the summer here in the institution and seemed glad to have school begin again. The first day Eddie was certain that he had turned over a new leaf now and would make good use of his time this year. No doubt this was a sincere resolution, but Eddie lacks will power and energy, so, after the first week, he has again relapsed into the old-time ways of wasting time, lounging in his seat and in various ways showing clearly that he wishes to do nothing that requires any effort. He is still in the B. numbers class because he can not subtract numbers,—simple numbers involving "borrowing". I have given him hours of individual attention in this work alone, and now, after the fourth year with me he is not able to do subtraction. He can build the Mul. tables to 8's, but has not memorized one of them. If he knows some table one day he has forgotten the next.

Reads poorly in Sea-side number 3. Pronouncing words in an unnatural tone. Often missing simple words which indicates that he does not read intelligently at all times, therefore he can not give the substance of what he has read. He has improved some in the written spelling exercises. Does not tell time.

Oct.

Eddie is doing about the same in school. He still does not comprehend the process of subtraction. I have given him much extra time when the children have been out practicing for the entertainment. I would devote this time to him individually. Finally after a great deal of tribulation he was able to solve the following problems $\begin{array}{r}84\\-28\end{array}$. $\begin{array}{r}25\\-19\end{array}$. $\begin{array}{r}23\\-15\end{array}$ Then as a test I gave him this $\frac{25}{24}-$ when he tried to "borrow" as before, and several similar problems where he should not borrow completely puzzled him. When I call for an explanation he will try to take the greater from the lesser number. His whole method of procedure in number work shows an entire lack of thought and intelligence. In reading, it is about the same, judging from his manner etc.

Eddie is a good boy in some ways. He is allways polite. Prompt in answering a general question.

He is trustworthy to take a message, providing there are but few words to remember, otherwise it is better to send a note. I think that Eddie is more truthful than most of our boys. His one great failure is that of laziness and extremely rattlebrained.

Nov.

I have not succeeded in arousing an interest in reading, as I have in many of the children who will ask for reading material to use in the playrooms thoroughly entering into the spirit of a book as though they enjoyed it. Eddie will never touch a book unless compelled to do so; and then he takes very little interest in his lessons, when at the same time his classmates are intensely interested. Everything about his school work seems to be a great burden to him. He memorized the Thanksgiving recitation after considerable urging. Eddie does not seem to know what he is capable of doing for instance he would try to assure me that he knew perfectly his recitation, but a test would often prove that he did not know the first line. It is so in all his lessons. He does not dig for the thought in his reading lessons. Reads in a high monotonous key, often mispronouncing the simplest words in such a manner as would indicate no intelligence and this is proven when I ask him a question. Can solve simple problems in subtraction with objects or making marks. The writing in note book shows improvement.

Dec.

Eddie can write nicely when he wishes to. If I am not constantly guarding against a careless manner he will soon relapse into a habit of making almost nothing but mistakes. Eddie never

uses any saucy nor impudent language as many of the larger boys do. He always impresses me as being a polite and gentlemanly boy but exceedingly [illegible] -brained.

Jan. I can report some advancement in spelling. In a lesson of twelve words selected from the reading lesson he can usually write them correctly but for that day only, since, when these words are used in an exercise the following day he has forgotten them, however he is somewhat guided by the sound now and that is a help to him in recalling the word. Number work is still largely merely mechanical work making the identical mistakes which I have tried to illustrate at other writings

Feb. There is no improvement in any way to be reported this month. Eddie is not nor never was fond of study. I must urge him at all times in order to get anything accomplished.

He did some better last month. It is exceeding difficult for Eddie to retain anything that he has learned. When he memorizes a "table" it is for that day only. He can not be relied upon to say the "twos" without a mistake.

Mar. Eddie is getting something from his history lessons. However from his manner of reading one would suppose that he was getting no thought scarcely yet to my surprise he will often give a good story about the lesson when how pleased he is when given praise and words of encouragement.

continued on page 292

1895

Flossie Floyd.

Sept. Flossie was returned to my school, after spending one year with the large girls, this school room being disbanded some of the girls were given to me. Flossie is reading in Sea-side and Stay side number three. Does not read with as much expression as she would if she were not deaf. Is capable of improving much more in this branch. Flossie does not dig into her lessons. It is more of a skimming over. She does not seem to see the necessity of going to the bottom of anything. When I question her for a paragraph in substance which she has read in the class she is apt to fail of giving an intelligent expression of thought, her idea being to get over the ground as soon as possible, never observing a pause, noting inflection etc. This unnatural tone is owing largely to her being quite deaf, as Flossie is naturally a bright girl as compared with our children. Her written language lessons are a credit to her, giving a reproduction story at quite a length.

Can learn about eight new words each day writing them for a spelling lesson. Writes a full clear round hand.

We have been reviewing United S. money as she had forgotten the names of the coins during the summer. We have also been working in addition of U. S. money. Flossie can combine numbers quite rapidly.

Oct. Flossie is improving in writing and drawing. Always has a good written spelling lesson.

Nov. I have observed that there is more thorough work being done in the reading lessons. It is a help to Flossie as it is to many of the brighter children to be required to give the substance of each paragraph as it is read, also reading such portions of the lesson as will call for intelligent thought in answering questions from the B.B. which the class have been studying with reference to the principal part of the lesson. Flossie memorized six verses for a Thanksgiving recitation in one week. She is capable of learning one verse each day without neglecting her other duties. Her new note-book about the study of birds is a model of neatness. There are three pages at this writing. This work indicates that she has been very careful in the formation of her letters. She writes a full rounded hand easily legible. Can write a fair letter almost independently. The spelling and punctuation is usually correct, while the matter expressed is very good indicating that she has power in this line above the average feeble-minded child. In numbers we are beginning subtraction which involves "borrowing". I fear there will be considerable difficulty in this work, judging from the lessons already tried.

Dec. Flossie continues to improve in writing. She seems to be able to read script more readily than the printed form since when I write an outline of the lesson on the B.B. she reads with much more expression and proper emphasis. Flossie always has a good spelling lesson and in a letter of two or three pages I seldom find a word mis-spelled. She is obedient and pleasant at all times in school, but not as industrious as I could wish. I believe she is trying to read more thoughtfully than formerly as at one time it could be termed nothing much more than a mere lip exercise.

Jan. During the latter part of this month there has been more satisfactory work done than at any time since the beginning of the year. I am certain Flossie can do even still better and shall hope to be able to write a more favorable report for next month. Continues to have good written exercises in spelling and dictation. Last week she wrote a four page letter almost independently. The sentences were well constructed. Spelling and punctuation correct while the general appearance was a model of neatness. Is beginning to see through subtraction where "borrowing" is involved. Does not do much in Geography since she is in sewing room the entire afternoon.

Feb. Flossie has learned subtraction where "borrowing" is involved. I believe that she has learned it for all time

since she understands what she does in the successive steps. Began reading in "American History Stories" the first of the month, and finds it quite difficult to keep a connected train of thought on these lessons, or to read them with a degree of ease and expression which would indicate that she was reading intelligently.

Mar. I feel confident that on account of her being deaf she loses much that would be of interest to her, thus making it hard work.

Flossie has five recitations every morning, viz. Reading, spelling, history, numbers and geography. The work in Phonics has been good this month. Can give the correct sound of every letter when marked with its proper diacritical marks.

Is reading with more expression and gives something of the lesson story in a fair connected manner. Some improvement in articulation. Still needs some help in the construction of palettes.

In connection with her history work she has memorized "The Landing of the Pilgrims."

April There has been improvement in the dictation exercises this month, that is she can take a short sentence, reading it but once. More progress in letter writing. Requires but very little help in a letter of four pages. Always takes much pains in penmanship.

I find that Floss is has much difficulty in memorying the mult. tables.

She says that she learned them last year but does not know one of them now.

continued on page 294

Ella Floyd

1895
Sept. Ella is doing about the same as last year. No improvement in hearing. Does not complain of sore throat as much as formerly. Usually has a good reading and spelling lesson. Articulation very imperfect.

Is using the "Eids to numbers" first series. Has finished the first five lessons. Can write complete answers, without the use of objects to the questions as given on these cards.

Ella is in the sewing-room the entire afternoon session, one and one half hours.

Oct. I can see no improvement. I tried to have her make an effort to to be in the third reader with Bertha Mauer, but she replied it is "too hard."

The trouble is here. Ella does not want to make any effort to advance. She does not improve in articulation partly because she does not try to speak distinctly those sounds which have been drilled into her both by the former articulation teacher and myself. The fact that she is deaf is of course another great draw-back. Ella's general manner in every direction impresses one that she would like to get along in this world with just as little effort as possible. This year Ella is in the sewing-room while we have the exercises in articulation

Nov. Ella is in sewing-room the entire afternoon so she is not in during the time for articulation. Still in second reader. Makes no effort to be in a higher class. I thought she would feel badly to have Bertha Mann leave her behind but she is just as indifferent as ever. No ambition. I think it would not grieve her in the least to be put into the chart class. Ella is always quiet in school. I often find her gaying in a vacant way about the school-room. When reproved for this she will often melt into tears.

There is something very sweet and childish about this child which appeals to one and I only wish that I could do more for her. She is so forgiving. No matter how much I talk to her about doing differently. She greets me with a smile the next time I see her.

Dec. I think that Ella can surely finish the second reader this year.

She is improving in letter writing. Can write a short letter independently. Ella has always had the idea that Flossie should help her in the main of the letter-writing part of her work. but since she has been thrown upon her own resources she can see that there is nothing like having confidence in one's own self.

Jan. This month Ella memorized a recitation of four verses in one week, but she needed considerable urging to do this.

She usually has a good written spelling lesson. Can take about ten new words each day and get the definition also. Does not like to give either an oral or written outline of her lesson. Must always be urged to do such work. In numbers Ella is working with simple subtraction and so I believe she has reached the limit in that line.

Feb. I can not report any improvement in any direction this mo. Continues in school doing as usual.

Mar. Ellas school report is the most unsatisfactory of any to me. She has no ambition to learn any more than she is compelled to get. I have given her the supplementary reading cards as a change from the second reader. These cards are about the same grade as the second readers usually are, till she will come to learn words not familiar to her and unconsciously she will become interested from having a fresh lesson each morning and one that she has never seen before. In numbers work she writes such sentences from cards as - "I see three groups of blue dots with five dots in each group and two groups of red dots with nine in each group. also finding the sum and the difference in each case."

April

Ella continues in school about the same. Still takes no interest in the memory exercises. Too much effort required.

May.

Reading in National Third R. Can easily do the oral and written language work as indicated in this book. Ella is as fond of play in school as ever, and must frequently be reminded that she is wasting time or something similar to catch her attention. When I remind Ella, that her sister Flossie - who is much younger is going ahead of her she will invariably reply "I don't care." and that is the fact she does not care, so long as she can get through the world as easily as possible.

June

Ella

I believe that it would be a good thing to place Ella in a school for the deaf, since she makes so little progress here.

Ella is so indifferent and too fond of play. She would much rather amuse and take care of some little children than any do anything else. She has done nothing to speak of the entire year and seems to stand just where she did three years ago. Only the simplest childlike stories convey any meaning to her. She writes a good hand and can compose a fairly good letter for her.

1895.

Ella Froeming.

Sept.

Ella returned to school happy as ever. She was not transferred to the kindergarten as I wished to give her another trial. She has remembered pretty well the little exercises of last year.

Remembering color, stringing beads in fives, and arranging various objects combining that number. Besides has mastered a few words naming different parts of the body. Knows some directions as right and left, up and down, forward and backward, etc. Builds words from the printed word-builder.

Can sew the simple kindergarten sewing cards, doing the work neatly and readily for one who is so deficient in many ways. Ella is quite nervous at times.

Oct.

Ella has learned a few words this month. In the afternoon she sews for half an hour, using the very simple sewing cards. She sews the cards neatly and soon gets the idea.

Nov.

Ella is a puzzle to me. She seems quite bright in some ways and yet she is after all very feeble minded.

Dec.

I can not report any progress. Ella is absolutely unfit to be in any of our classes. She is only a hindrance to the others.

Ella can do her sewing as neatly as any one but she can get nothing from books. She can only trace very simple words, but does not remember them. Comprehends numbers to two. Is quiet and obedient never giving any trouble. Ella is extremely nervous.

Jan Ella does nothing in school aside from her sewing cards which seems quite easy for her. All the month she has been trying to write the word "dog" but without success. Can not even trace it properly. "Cat" is absolutely the only word she can write at this time. It seems like a hopeless case to teach her anything from books. When she has learned to build a word from the printed word form she can not remember it for more than one day. Comprehends three objects only. Remembers the names of colors, sometimes, at others will call "yellow" "red" etc. Ella is a very nervous and peculiar child.

Feb. This is one child that does not make any improvement. She has learned absolutely no new words this year.

Mar. No improvement whatever. Does absolutely no school work to speak of. Can build a few easy words from the printed word form.

April No improvement neither in literary nor industrial work. Can not sew a simple pattern when the same is marked. Counts to four.

May This month looks brighter for Ella, in as much that she has made a beginning at writing. Can copy all the following words. "cat" "dog" "cow" "horse" "girl" and her name "Ella" which is written well. She also recognizes these words at sight. ⊔⊓⊔⊓⊔ This is the pattern I have marked on her kindergarten sewing card with which she has so much trouble. Has had the card four weeks, makes on an average about six stitches in twenty minutes which is all the time we have for sewing. Ella is using the green thread now. Every day I try to impress it upon her to know this color and yet when I say the next day "Ella what color is this" she is apt to say "yellow" or "red" instead of "green". Sometimes she answer correctly several times during one sewing exercise, again she will give the right name one time and the wrong one the same afternoon.

Sometimes when I ask her to tell me her name, so that I may write her name, she will look at me in a nervous manner, twinkling rapidly and waiting for several minutes before answering. Ella speaks quite distinctly, and from her general appearance one would judge she were much brighter.

June. This month Ella has learned

to write the following sentences from dictation. "I am a good girl" "I see the cow." "I have a big doll." "The ball is round."

The above is absolutely everything that has been accomplished this year, and up to within two months ago there was no hopes of her doing even this, but now that a beginning is made I look for some improvement another year. Ella is the most nervous child that has ever come under my observation. She has a most peculiar habit of jerking or twisting when asked a question. She gazed at one in such a wild expression if you should chance to ask her to tell you her name that it is often several minutes before she will answer, although she can speak ~~every~~ any thing and everything distinctly and comprehends what is said to her. From the chart she can read the following only. "I have a black pony" "I see a white cat" "The dog is large." "The cat is small." Counts objects to four. Matches color but does not always give the right name. often calling green for red, yellow for blue and in fact does not yet know the names although she works with color a few minutes each. Always obedient but not industrious. Pleasant and amiable with her playmates.

1895

Sept. Esther Galantyne

Esther began her studies by reviewing the Second Reader lessons of last year.

Esther reads in a perfectly easy manner, and with expression. She is capable of taking a new lesson every day. Very fond of play in school. Must be reminded of her lessons several times a day as a usual thing. Esther has a good written spelling lesson. She is apt to be careless about the writing, dashing it off in a thoughtless sort of way, giving an appearance of so many ragged edges. There has been some improvement in language and phonics.

In reviewing the "Aids to Number" first series, will finish this set in a few weeks. I am glad to report that Esther has remembered well the lessons she learned last year.

Oct. Much of the time this month has been occupied in learning her song for the entertainment. Besides she is in the sewing-room the entire afternoon session. Esther could make rapid progress if her time was not so broken into. She has had no lessons in numbers work the whole month.

Nov. There has been decided improvement in writing and spelling this month. The lessons in the second reader have been quite

Nov.

Continued

satisfactory. She learns these lessons readily and reads in an easy and natural tone. A little more force of expression would be an improvement however. This month has had a few lessons in rejecting the Child to Number. She has completed this series of lessons.

Esther has advanced to such an eytent that she is able to write a fair letter almost independently which usually requires but few corrections in the way of spelling and capitalizing, while the matter expressed would be a credit to a normal girl of her own age.

She can't make the first draft of a letter on her slate in about half an hour when both sides will be filled in a neat manner. Sometimes she writes very carelessly and would soon flown the habit if I did not guard against it constantly.

Dec. Esther is making substantial improvement every day. There has been more progress in writing than in any other direction. She writes a rapid, legible hand. The letters are well formed.

Esther can finish the second reader in a short time. Always has a perfect reading and spelling lesson.

Can write a letter of considerable length independently.

Jan. During this month Esther has memorized two recitations, one having four and the other twenty, but of the latter she can recite well twelve verses only. That is she has committed the words, but does not speak with expression. She says it in a dreamy "sing song kind of way which makes one feel (although I that) would like to wake her up. In her written language work it becomes necessary to urge her. She wrote her first letter with pen this month. It looked as well as much of the writing that is done by children who have written for some time.

She also needs much drill in reading to get expression although she is familiar with the words. Can tell the story of the lesson fairly well.

Feb. Has learned a recitation of twenty verses which she can recite perfectly so far as memorizing the words are concerned, but does not give it with good expression. Has good reading and spelling lessons. Is making daily progress in all her work. Esther is always obedient and pleasant in school. Can complete the second reader this month. She will have no trouble in keeping up with a third-reader class. Can write a letter of some length fairly well. Needs very little help in the composition.

Mar. Has completed the second reader in a satisfactory manner. Writes a beautiful running hand with perfect ease. Can compose a letter with but very little help. Shows originality of thought in dicating a bright mind far above the average feeble-minded child. Memorizes readily. Always has a good written spelling lesson.

Usually knows how to use the new words in a lesson.

April Esther makes daily progress. She is one of the most promising children in this institution. Wrote a letter last week of three pages. I had only two corrections to make in the entire letter. They would be a credit to a normal child of her age. Esthers progress has certainly been almost phenomenal. I think she would be capable of doing the work in a public school very easily.

May Esther is coming to be the best reader in the institution, not even excepting George Mc. Graw, while she can not read quite as difficult words, she does read with greater ease and excellent expression. In memory ex. she is at the head. Writing seems perfectly natural now. She has been using ink for some time. Writes a four page letter almost without help. Esther is obedient and quiet at all times.

June Esther is one of the most promising children in school so far as her progress in books is concerned but she is

Continued on — page 170

Barbara Gatyka

1895
Sept. Barbara was admitted to the Inst. during the first week of this month.

She is a very pleasant good-natured little girl, eighteen years old but no larger than a child of ten should be. Barbara has had some training in a convent. I have observed no peculiarity in her manner. Sight, speech and hearing good. She always greets me with a winning smile and has a most affectionate disposition.

Can read easy sentences from the chart. From present indication I judge that Barbara will complete all the chart reading lessons in two or three months, when she will be ready for the second reader. Does not read script as readily as the printed form. Can copy script in a plain round hand. Writes only very simple words from dictation. Counts to fifty. Makes combination to ten in addition. Barbara is industrious and at all times obedient. It is a real pleasure to work with her. I have found her reliable and truthful. During the past week she has been suffering from toothache, but she was not willing to be absent from school for such a little matter as she called it.

Oct. Barbara is improving steadily. She is not as industrious as I hoped

to find her. She copies script very slowly. It required nearly two days to copy a letter of two pages, which I had written for her.

Nov. Since Barbara has had so much practice in writing during the month, it has caused her to gain speed which was the one thing desirable in her case, and now instead of requiring two days to copy a letter of two pages, she is able to do the same amount in one day which is still far from what she should be able to accomplish. Barbara is still reciting with the chart class but for busy work I let her have the second reader at her seat in order that she may study the first lessons, the object being to gradually work her up with this reader class which I hope to do before the close of the year.

Dec. Barbara is trying to prepare herself to become a member of the second reader class. to that end she is reading up the first lessons and at the close of this month was advanced to page 25 of the second reader while the regular class is reading on page 109. It is doubtful whether Barbara ever can keep a place in this class even if she makes the effort.

Jan. Barbara is at last reciting with the seconde reader class. It is very hard for her to keep [illegible] class but I think [illegible] effort will [illegible] and think it [illegible] discipline she [illegible] fear that she [illegible] lies, but think [illegible] maze of play [illegible] that Barbara [illegible] spelling is even [illegible] can learn but [illegible] ds each day, [illegible] s than the [illegible] do. [illegible] ew having [illegible] lessons than [illegible] g somewhat [illegible] memorize [illegible] many ways [illegible] he is also more [illegible] rself to institu- [illegible] eedingly slow [illegible] working in [illegible] numbers. Still [illegible] up subtraction [illegible] improve in read- [illegible] iven the sup- [illegible] with the rest of the class, although she had by no means completed the second reader but not having time to hear an extra lesson I let her go on with this class, since after all these cards are only about as difficult as second reader work. Has begun subtraction.

Faribault Minn
June 19, 1896.

Mrs Christopherson.
327. Somerset St
St Paul Minn

My dear Mama
I have received no letter for a long time. We are going to have a picnic out in the grove and all the boys and girls are going out there and then we will have a good time. I am well and hope you are the same and happy too. Give my love to Lena and Ida.

Yours loving daughter
Julia Landers.

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script very slowly. It required
nearly two days to copy a
letter of two pages, which
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Fairbault Minn
June 19 1895.

Mr. John G. Erick.
Seaforthe Ont
C a.

My Dear Father
I had a
letter from you last week
and I was glad to hear
from you. The garden is
all blossomed. We have some
pansies in our garden
and it was rain some
next night. The grass
is wet every morning
I will close for
this time
your loving son
Albert Erick.

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of the class, although she had by no
means completed the second reader
but not having time to hear an extra
lesson I let her go on with this
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class, since after all these cards are
only about as difficult as second
reader work. Has begun subtraction.

Faribault Minn
June 19. 1896

Mrs. B. Petters
420 Harrison Ave.
St. Paul Minn

My dear mother.

I have received your letter last week. I was much pleased to get your letter.

I hope that I will be successful in getting employment this summer so that I can help you support the family. I am thinking all the time about helping you, so that you need not work so hard. I hope that I will have my health, and strength, so that I can do my work when I get it. Your affectionate son.

Fritz Petters.

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lesson I let her go on with this
class, since after all these cards are
only about as difficult as second
reader work. She began subtraction.

Faribault, Minn.
June 19 1896

Miss Emma Wallace.
Pelican Rapids
Minn

My dear sister Emma.
I would like to get
a letter from you this week. I
hope you are well and happy.
I was very glad to see why
brother and he stay here one
week. Flossie and I have so
much fun out door in the
evening and we eat supper
with him too and I told Willie
that you a going to come down
here to see me and Flossie befor
next year. We have a nice

to find her. She copies
script very slowly. It required
nearly two days to copy a
letter of two pages which

time to go out door every evening
and we plays hide go seek too.
We will have a good time out
to the picnic this Friday after
noon. Florie and Willie send
you a very best love to you.
I must close my
letter for this time.
Your lovingly sister
Ella May Floyd
Please write to me soon soon

Jan. Barbara is at last reciting with
the seconde reader class. It is very
hard for her to keep [illegible] class
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[illegible] only about as difficult as second
[illegible] reader work. Ada began subtraction

[illegible] first
lessons and at the close of this
month was advanced to page
25 of the second reader while the
regular class is reading on page 109.
It is doubtful whether Barbara
ever can keep a place in this
class even if she makes the effort.

to find her. She copies
script very slowly. It required
nearly three days to copy a
letter of two pages, which

Jan. Barbara is at last reciting with
the seconde reader class. It is very
hard for her to keep [illegible] class

Faribault, Minn.
June 19. 1896.

Mr. Anton M. Hanson
Ostrander, Minn.

My dear brother Anton
I have rezived your
kind letter this week and
was glad to hare that you are
well and happy. We are learning
a new song in the little sing
class. I have long pans now. We have
some pansies in our garden since
last Year. Some of the boys was
down in the river last night. It is
a week the skool will close. We
have reach seventeen lessons in
our Third Reader. I was down
town last Saturday morning.

lessons and at the close of this
month was advanced to page
25 of the second reader while the
regular class is reading on page 109
It is doubtful whether Barbara
ever can keep a place in this
class even if she makes the effort.

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of the class, although she had by no
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but not having time to hear an extra
lesson I let her go on with this
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Jan.

Barbara is at last reciting with
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lesson I let her go on with this
class, since after all these cards are
only about as difficult as second
reader work. Has begun subtraction.

Thear ware many wisis hear this week
Your loving brother
John Hanson.

to find her. She copies
script very slowly. It required
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lessons and at the close of this
month was advanced to page
25 of the second reader while the
regular class is reading on page 109
It is doubtful whether Barbara
ever can keep a place in this
class even if she makes the effort.

Jan. Barbara is at last reciting with
the seconde reader class. It is very

Faribault Minn
June 19 1896.

Miss Annie Brandt
337 Martin St
St Paul Minn

My dear Sister Annie.
I only want to write
your a letter again just this
week they the school will be
close. Mrs Tanner had her
garden growing fast now and
it had nice think rose too.
We are going to have a picnic
out in the grove and all the
boys and girls are going out
there and then we will have
a good time here.
Now I will close my

Mar. Barbara continues to improve in read-
ing. She has been given the sup-
lementary reading cards with the rest
of the class, although she had by no
means completed the second reader
but not having time to hear another
lesson I let her go on with this
class since after all these cards are
only about as difficult as second
reader work. Has begun subtraction.

to find her. She copies
script very slowly. It required
nearly three days to copy a

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Jan.

Barbara is at last reciting with
the seconde reader class. It is very
hard for her to keep with the class
but I think the effort will
be a blessing to her. And think it
is just the kind of discipline she

letter fore this time.
from Your loving sister
Bertha Maurer.

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Jan. Barbara is at last reciting with
the seconde reader class. It is very
hard for her to keep with the class

Fairbault Minn.
June 19, 1895.

Miss Keeley

Fairbault Minn.

My dear Friend,

I will write a
letter to you and tell you that
We were out to our garden yester-
day. There are quite a lot of
them that have blossomed all ready
Blassie Floyds brother Willie was
here and she had her pictures
taken. I will close hoping to
hear from you soon.
Your loving Friend.

Esther Gallenty me.

Mar.

ove in read-
ing. She has been given the sup-
lementary reading cards with the rest
of the class, although she had by no
means completed the second reader.
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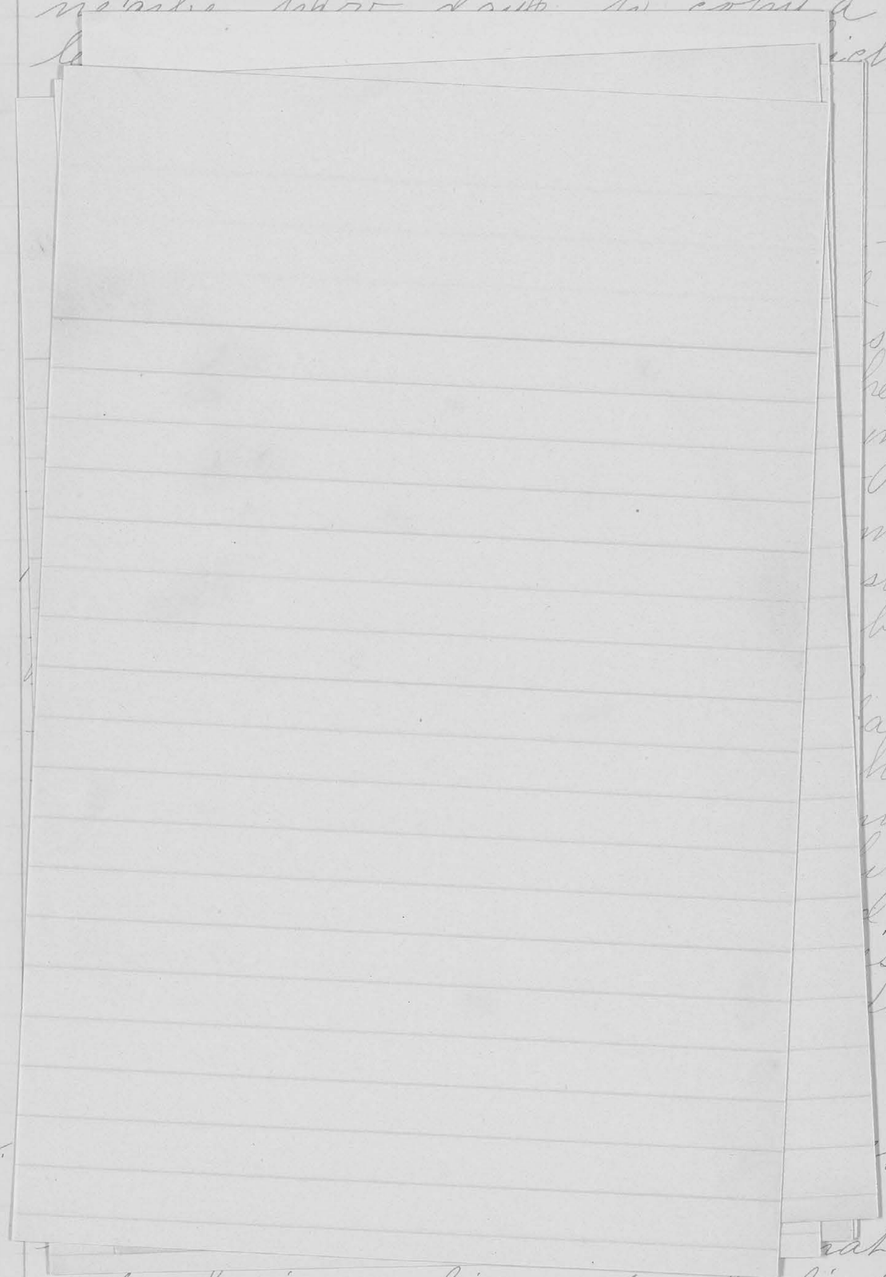
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regular class is reading on page 102
It is doubtful whether Barbara
ever can keep a place in this
class even if she makes the effort.

Jan. Barbara is at last reciting with
the seconde reader class. It is very
hard for her to keep with the class
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Fairbault Minn
June. 19. 1896
Mrs. A. Demarest.
711-14 St South
Minneapolis Minn
My dear mother.
I thought that
I would write a letter
to you. I was very glad
to get your last letter.
Did I tell you that
they are getting up the
new engine room very
fast And the chimney is
going to be seventeen
feet of stone and the
rest is going to be
brick and that is going to
be one hundred feet

elementary reading cards with the rest
of the class, although she had by no
means completed the second reader,
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lesson I let her go on with this
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end she is reading up two grade
lessons and at the close of this
month was advanced to page
25 of the second reader while the
regular class is reading on page 109
It is doubtful whether Barbara
ever can keep a place in this
class even if she makes the effort.

Jan.

Barbara is at last reciting with
the seconde reader class. It is very
hard for her to [illegible] class
but I think [illegible] effort will
be [illegible] to her and think it

We are going to have
a picnic this after noon
at three o clock and I hope
that you are all well and
happy all the time.
I will close my letter now
From your loving son
Eddie Demarest.

of the class, although she had by no
means completed the second reader,
but not having time to hear another
lesson I let her go on with this
class, since after all these cards are
only about as difficult as second
reader work. She began subtraction

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script very slowly. It required
nearly three days to copy a
letter [illegible]

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lessons and at the close of this
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25 of the second reader while the
regular class is reading on page 109
It is doubtful whether Barbara
ever can keep a place in this
class even if she makes the effort.

Jan.

Barbara is at last reciting with
the seconde reader class. It is very
hard for her to [illegible]
but I think she will
[illegible]

Feb.

Mar.

Swilbault Minn.
June 19 1896.

Dr Wilson
Lake City Minn.

Dear friend.

I will write you a nice letter to
day, to let you know how I am getting along
here. I hope you are well. I haven't received
no letter from you. I like to go to school every
day, to learn all I can before school closes I
am having a nice time. Mrs Turner has
got a nice garden with some nice pansies.
in it and some different flowers in it too.
It want be very long before vacation comes.
and the children go home this vacation.
Dena Miller send her best love to you. I like to
sew very nice up in the sewing room. after all
the children gone home. We will have a nice

elementary reading cards with the rest
of the class, although she had by no
means completed the second reader,
but not having time to hear an extra
lesson I let her go on with this
class, since after all these cards are
only about as difficult as second
reader work. Abbe began subtraction.

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but I think the effort will

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time here. that stay here. The weather is
very warm every day. Miss Baker is a nice
teacher. We are going to have a nice picnic,
this after noon. out in the woods. I like to
be in the little singing class because I want
to learn how to sing. very nice in it.

I will close My nice welcome
letter. for now. this is all I can think of to
write to you.

from your loving friend.
Bessie Johnson.

elementary reading cards with the rest
of the class, although she had by no
means completed the second reader.
but not having time to hear an extra
lesson I let her go on with this
class, since after all these cards are
only about as difficult as second
reader work. Has begun subtraction.

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nearly two days to copy a

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Jan.. Barbara is at last reciting with
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Fairbault Minn
June 19/96.

Mrs. May Spaulding Cliff
Lake City.
Minn
Box 588.

My Dear friend.
I received your
kind and loving letter telling
me that you had written
to Dr. Rogers asking if I can
come to visit you this summer
which made me very happy
indeed. Yes I am aquainted
with Dr. Wilson. I will be
ever so glad to see you all
again. Give my very best love
to your Mamma and papa.

Fe[illegible] having
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lementary reading cards with the rest
of the class, although she had by no
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Jan.

Barbara is at last reciting with
the seconde reader class. It is very
hard for her to keep [illegible] class
but I think [illegible] effort will
be [illegible] to her and think it

and to all that I know
out there. I send you my
very best love and a kiss and
also to Mr. Cliff. May God
bless you and be with
you all. With much love
your loving little girl
Kena Miller.
P. S.
Mrs. Tanner sends love.

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letter of two pages, which
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lessons and at the close of this
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25 of the second reader while the
regular class is reading on page 109.
It is doubtful whether Barbara
ever can keep a place in this
class even if she makes the effort.

Jan. Barbara is at last reciting with the seconde reader class. It is very hard for her to [illegible] but I think [illegible] effort will be [illegible] to her. And think it is just the kind of discipline she needs. It does not appear that she has ever taxed her abilities, but think her school life meant more of play to her. I do not think that Barbara reads intelligently, and spelling is even still more difficult. Can learn but two or three new words each day. This being much less than the other class are able to do.

Feb. Barbara has been having much better reading lessons than formerly. Is improving somewhat in spelling. Can memorize more readily, and in many ways I notice progress. She is also more willing to adapt herself to institution life. She is exceedingly slow in numbers work. Is working in addition of simple numbers. Still I hope she can take up subtraction next month.

Mar. Barbara continues to improve in reading. She has been given the supplementary reading cards with the rest of the class, although she had by no means completed the second reader, but not having time to hear another lesson I let her go on with this class, since after all these cards are only about as difficult as second reader work. Has begun subtraction.

April

There has been very marked progress in reading this month. She is also very much more industrious than when she first came At that time she was very idle, needed urging

May.

Unless Barbara has considerable outside help with her reading lessons she does not seem equal to a new lesson each day as are the rest of the class. She is very slow in all her movements. In a brisk march she almost always falls behind. Lively music does not quicken her pace in the least.

Very fond of writing letters to her sister. It usually requires an entire day to write a few lines on her slate and then it takes two hours more to transfer it on paper with lead-pencil never having used ink.

June.

If Barbara studied her lesson faithfully she can learn one page in her New Third R. in about an hour, so that she can read it easily and with good expression. She can not read at sight a review lesson so I conclude she has a very poor memory. When she learns to read it is only for that day and it is the same with a spelling exercise, since when she tries to write a letter she needs so much help in spelling.

Quites a neat hand, as the accompanying letter will show. She has memorized a few exercises but can not be relied upon to recite. For language work fills in skeleton sentences etc.

1895
Sept.

Ruth Hendley

Ruth returned to school and is quite happy to be with us again. Began reading in Seaside and Stayside number three.

Still reads in that slow hesitating way which makes one feel that they would like to say the words for her. There is improvement in writing and spelling however since she is able to take the written spelling as fast as the other members of her class. In number is working in addition of U.S. Money. Is doing good work, seldom making a mistake.

To-day she wrote a letter of two pages independently. I found only two mistakes. Ruth is a gentle sweet girl, most of the time. But when she is stubborn, she is very hard to manage.

Oct.

Ruth is making very little improvement. At present she is sick in hospital.

Nov. 4

Returned to school after an absence of one week.

Nov. 30

Ruth has gained speed in writing at last, although she does not write nearly as rapidly as the other girls in her class.

yet I can see that there has been progress made in this direction, so that now she can write her spelling from dictation as rapidly as any one in the class but other work, such as letter writing and general dictation work is far from the standard that the others have reached. Her note book about the story of birds presents a very neat appearance. I find but few mistakes.

To day in a letter of two pages I found but two words spelled incorrectly viz: scullery- kitchen and operation. Ruth writes a good sensible letter and she can seem to think of so much more to write than formerly. For a long time Ruth had been interested in reading in playroom and frequently asks me for reading matter. She says that she is so much happier when she can have something to read in her leisure moments.

Ruth is usually a sweet lady-like girl and during the entire mo. has had only one sullen spell.

She does not seem so nervous in the presence of the other children. Ruth memorized a recitation of six verses in a little more than one week.

Dec. Ruth is certainly improving in letter-writing in one respect at any

rate. She can think of more to say and writes it up in better shape.

In a letter of three pages I find but two or three words mis-spelled and these are among words which are not commonly used by herself.

The matter expressed always indicates good sense. She finishes upone topic before beginning another. Ruth is growing more sweet and womanly. I am becoming very fond of her. Her note book indicates that she is careful and painstaking. In copying. On exercise she seldom omits an exercise word. Still fond of reading in playroom as well as in school.

Jan. Ruth has certainly improved in general deportment. She is more studious. Does not act sullen when reproved for reading too slowly, but immediately tries to do better. whereas formerly she would at such times twist her hair and hands in a nervous manner, look sullen and in fact conduct herself in a thoroughly stubborn manner. One thing is certain, Ruth reads intelligently. Every word means something to her.

I feel that she comprehends subtraction where borrowing is involved. Can explain these simple problems better than any one in the class. Ruth has a good written spelling lesson usually. In a dictation exercise selected from the reading lesson there are usually very few mistakes. I see great progress in this direction.

Feb. Ruth needs very little help now in letter writing. Last week she wrote directly on paper, not writing on slate first. I found but two or three mistakes in this letter of two pages. Construction is very good, the mistakes being mis-spelled words. The American History Stories are becoming quite interesting to Ruth.

Mar. Continues to be interested in history. Gives a good outline of lesson story, but does not read readily. She is too slow and hesitates at simple words rather than the more difficult ones, indicating that she is very nervous. Memory good. Can give all the connecting links between the different lessons. When Ruth visits with me alone, she does not have that hesitating manner, but converses in an easy and interesting way. Has finished subtraction, and since last week has committed three of the multiplication tables so that she knows them for all time. In connection with this work I will give her the tables of liquid and dry measure as a review. Ruth can name all the states with their capitals, principle productions, climate etc. Can locate most of the countries in Europe. Memorized the "Landing of the Pilgrims" in connection with her history lesson.

April Ruth has been in hospital the entire month.

May 2 Returned to school. Is quite feeble still. Has been absent much of the time this month. I believe that Ruth has consumption. I can not urge her to work

Continued on page 153

1895

John Hanson.

Sept. John returned to school, happy to be here again and telling me that he was going to try hard to finish school this year so that he might remain home the next. I know this means something when John says he has certainly tried, and I have no doubt that John will be ready for the third reader at the close of this school year. He has finished the "Aids to Number" series no. 1

Is making progress in letter writing. Wrote this first letter with pen and ink last week. Of this he was very proud. And now what shall I say of drawing? Of course this is all new work to him and he feels discouraged. Seems to think that this work is beyond him, but he has also seemed indifferent, to the extent that required me to speak quite plainly to him. I gave him the dry grant measure as his first lesson, and now having had four weeks is scarcely able to draw a good outline. Not to speak of shading.

Oct. John is a good boy and tries to do his best at all times.

He will finish the second reader this year, and I think will be able to write a letter independently.

Nov. John continues to be a real good, honest and faithful boy in school, but in the play room he is not so industrious and often tries to shirk his work.

He has read to page one hundred in the second reader. Reads in a good sensible way. Memorized six verses for the Thanksgiving recitation. He did this in one week but it was pretty hard work for him, yet he knew it well in that time. Has written one letter with pen. There were a number of mistakes in this letter, owing to the fact that he tried to be so careful with the pen that he almost forgot everything else. It is a real pleasure to have John in school. He is such an honest straightforward boy.

If he is guilty of slight misdemeanors he will admit it, but such an occurrence has been so seldom that I have not mentioned their taking place at all.

John has again reviewed the "Aids to Number". I feel that he understands these problems pretty well, and will know them for all time.

Dec. John has not made any advancement in letter-writing for the reason that he makes no effort. This part of his work seems such a bore to him, that he must be urged in order to get

him to write even the briefest letter.

If I were to write the entire letter he would be willing to copy it and write it in a neat manner. Has not been very successful in the use of pen. He is rather clumsy. In reading he has advanced to page 109 and can read the lessons fairly well. Reads intelligently but not with very good expression all the time.

Jan. This month there has been more satisfactory work done in letter-writing. He has seemed more willing to write as he wished to hear from his father who has been poorly for some time. John still needs much help both in the composition and spelling of his letters.

He continues to be a good industrious and faithful boy at all times. He does not seem to have any silly notions as so many children have. There is something very sensible and substantial about. He has just been placed in the "B" numbers class where they are working in subtraction of United S. money, involving the process of borrowing.

Jan. 31. John went home to-day. His father died yesterday. He came to the school room to say good by to me, and assured me that he would try to return as soon as he could. John had not yet been informed why he was being called home. I hope he will return soon.

Feb. John returned to school after an absence of only one week. He felt very sad to lose his father, and talked much of him. John seems to be such a good sensible boy.

He is making daily progress in all his work, and I never find it necessary to urge him. I can rely upon him to attend to his work in the best way he knows.

He will be able to complete the second reader this month. Does not read as easily as some of the other children in his class but with more understanding than many who pronounce with greater readiness.

He has begun subtraction, and I think will be able to take this work intelligently.

Mar. John completed the second reader in a satisfactory manner. Have given him the supplementary reading cards which are but a continuation of the same grade of work. John is still in need of much assistance in letter writing. Can write only three or four sentences independently. In drawing he does nothing to speak of. He has been working on a simple grape basket some four weeks, and after repeatedly helping him about the handle, he is not able to make a perfect one at this writing.

Subtraction in "borrowing" is still a puzzle to him and I fear it will be for some time. Can not explain a single step in the process. Tells time only by whole hours.

Continued on page 296

Bessie Johnson

1895
Sept. Bessie was returned to my school-room having spent last year with Miss Browning who was then teaching the large girls.

I find that writing is still very difficult for her. She writes in the same cramped hand of two years ago. Bessie reads in Sea-side and Hay-side number three. Reads readily and with considerable expression. Can give the substance of the paragraph she has read.

Has a good written spelling lesson, and can learn about eight new words each day. Writes quite a fair letter independently, there are usually few mistakes. Bessie is very happy to be in my room again. All during last year she would often tell me how much she would like to return. I am glad to have her. She is willing and obedient at all times, trying to do her best. Is fond of old friends, and frequently writes to Mrs Fanning, of whom Bessie was especially fond.

Oct. Bessie is trying very hard to learn how to rule her slate evenly, for her writing exercises. I have her use these lines until the letters are more even, and she does not write in such a cramped hand. Improving in spelling.

Nov. Bessie has learned to make the lines for writing exercises.

When she found that I would accept no poor work she soon took more pains. Bessie can memorize a recitation quite readily and found no difficulty in preparing a recitation of six verses in one week.

Bessie cries quite easily being the only one in school who would cry for such a trifle.

For instance when I decide that her letter has too many mistakes. etc. to be sent she will cry for a long time, and so loud that she disturbs the children not a little. who can not help smiling knowing what a trifle she is weeping about. It is the same if I cross out a word on her slate in a spelling exercise. Her lips will instantly form a pout, and then bursting into tears.

She is not sorry about the mistake but thinks I am dealing in an unjust manner.

Dec. Bessie has not indulged in crying for some time. She is learning to smile at what formerly caused tears. She can not give a very good written outline of her reading lesson. Omits many words but usually has spelled them correctly. Writes a fairly good letter, independently.

Jan. There is some improvement in writing. In a spelling or dictation exercise, Bessie can do very good work. There are not apt to be many mistakes. Bessie still pouts when reproved, but she has not burst into tears the entire month.

She devote ten minutes each day for memory exercises during the months of Dec. and Jan. Bessie has committed twelve verses of a recitation. She can learn one verse perfectly in half an hour. She seems to enjoy the concert recitations. In numbers, Bessie is still working with simple addition having two lessons each week.

Feb. Bessie has learned to control herself much better. She does not pout so often, and she has not cried in school for two whole months.

Began the first book of history stories this month. This book is rather difficult for her. Bessie knew nothing of geography when she came to my school this year, so it is still more difficult for that reason taking history intelligently. The regular geography ex. comes in the afternoon. While Bessie is in sewing-room so she is not getting much of that subject this year, as also several other children who are in the sewing-room at the same hour.

Mar. Bessie is a very feeble minded girl as compared with the other girls

Mar. (continued) of this grade. I do not think she gets any thought scarcely from her reading although she can pronounce the words fast enough. Memorizes readily. Always obedient. Has had no spelling lesson for over three months.

April. Bessie is not able to do all the work required of the history class. She never seems to be able to tell anything of the lesson story. I do not believe that she has the capacity, or ever will have to grasp ideas as some of the others can. Pronounces words quite readily, but that is all that can be said, for they convey little or no meaning, unless it would happen to be some very simple small child's story.

May. Nothing in particular to report this month. I believe that Bessie has reached the limit of her capacity. All her work is merely mechanical. She can get some thought from some very simple stories, as would interest a normal child of six or eight years, while Bessie is at least sixteen. Her work in history is nothing more than a mere pronunciation of words.

June. This report was meant for Bessie Lyons

Bessie has made material improvement in all her school work this year but more especially in writing as her letter will show. In Sept. last she could not write a single word from dictation. Now she has a perfect spelling lesson every morning written in a

1895 Sept.

Henry King.

Henry began reading in Seaside 2nd & Hay-side number three. Does not read with very good expression but he could easily if he would [illegible] thought to [illegible] instantly mak- [illegible] ave the [illegible] the brass- [illegible] evidently not [illegible] ling exercise [illegible] from the [illegible] will usually [illegible] them. [illegible] bers of his [illegible] a perfect [illegible] s written [illegible] careless man- [illegible] ove him for I never did. Henry is a ca- [illegible] do so much [illegible] numbers [illegible] multipli- [illegible] numbers. [illegible] lives. I believe [illegible] progress in [illegible] practice every [illegible] th he has [illegible] s on drawing [illegible] with very un- [illegible] satisfactory results. Has asked permission to be excused from singing and drawing. Henry can write a letter fairly well as regards the composition but every other word will be miss-spelled.

Faribault Minn.
June 12. 1896.

Mr Thomas Mc Grav.
212 Lake Ave So.

My dear papa.

I will write you a few lines to let you know I am well and happy and I hope you are well and happy too. I would like to know if I could come home in the fall and stay here this summer. If I come home this fall you would have to write to Dr A C Rogers and so good by. I will close now From Your loving son.

George Mc Grav.

May. (Continued) of this grade. I do not think she gets any thought scarcely from her reading although she can pronounce the words fast enough. Memoriyes reading Always obedient. Has had no

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June. This report was meant for Bessie Syons

Essie has made gradual improvement in all her school work this year but more especially in writing as her letter will show. In Sept last she could not write a single word from dictation Now she has a perfect spelling lesson every morning written in a

1895
Sept.

Henry King.

Henry began reading in Seaside 2nd Day-side number three. Does not read with very good expression but he could easily if he would give more time and thought to his lessons. He is constantly making some excuse to leave the school-room and go to the brass-room. His mind is evidently not on books. In a spelling exercise of ten words selected from the reading lesson, he will usually miss about eight of them, while all the members of his class generally have a perfect spelling lesson. His written work is done in a careless manner, and when I reprove him for this will say, "Well I never did like to go to school." Henry is a capable boy and could do so much if he only would. In numbers Henry is working in multiplication of compound numbers. knows the tables to fives. I believe there has been good progress in music. Has one hour practice every day. During the month he has been having lessons on drawing a water-pail, but with very unsatisfactory results. Has asked permission to be excused from singing and drawing. Henry can write a letter fairly well as regards the composition, but every other word will be miss-spelled.

continued

Sept In general appearance Henry has a very bright look, and he is quick to respond. One would be surprised that he does ~~do~~ so no better work in school but this is largely from a lack of interest and application. I think that Henry enjoys industrial work more where he can talk and is free from the restraint of the school room.

Oct. Henry is about the same in school. He gave up his solo for the entertainment, and George Mc Grau learned it and sang it well Unless Henry applies himself. I do not see how there can be any improvement this year. He is not noisy in school - gives no trouble in that way.

He says that he does not want to learn.

Nov. Henry is doing about the same. He had one perfect spelling lesson during the month. Books or anything pertaining to them is certainly not in his line. as he would rather do anything else than study. He would not take part in the Thanksgiving recitation until Miss Baker compelled him when he memorized the verses

in time for the recitation of them. He has not yet learned the ~~the~~ any of the multiplication tables. I do not think that he can recite the twos without a mistake. Reading is comparatively easy for him, and so he usually reads as well and better than some of his class-mates.

Henry would have no difficulty in taking a new reading lesson each day and having it perfect. In choosing I must say that Henry's note book shows great improvement in writing. You would scarcely recognize it as being the same hand writing when compared with his work of last spring when he returned to school.

He has taken pains with his note book. There are three tags thus far in it. Has nearly finished Seas-side no. 3. In this book he read well.

Dec. This month has been almost a failure for Henry so far as school progress is concerned. He has spent much of the time in brass-room, running errands etc. In vain have I tried to persuade him to commit the multiplication tables. He has learned the twos and threes which is absolutely all the numbers work done by him since the first of September.

He makes no effort whatever in ~~book~~ his school work. It is a great struggle to get him to write a neat looking letter. He is not a truthful boy by any means.

Jan. 29

Henry was transferred to a large grade of boys, where it is hoped he will be more contented, as well as putting a little thought into his work. This entire month there has been absolutely nothing done in numbers. He is just where he was last month. I always found it necessary to urge him to do his best in letter-writing and after several attempts we would succeed in getting quite a presentable letter. Having found that he must do his best in order to have the letter accepted and sent, he has consequently on several occasions written a very neat and well composed letter at the first writing. This he is perfectly capable of doing, but it has been a great struggle to get the work done. His note book presents an amount of painstaking which has been the result of constant pushing on my part. I have tried to reason with Henry alone, but found no satisfaction in talking to him. as all entreaties to do his best for his own good were only met with this characteristic reply given on many occasions. "I don't want to learn." "My mother sent me down here to learn because I would not go to school in St. Paul, but no one can make me learn and I won't study." I know enough already. "If she (meaning his mother) thinks that I am going to learn she is much mistaken."

His influence over the children here is certainly demoralizing. They think he is bright, so give heed to what he says.

1895
Sept.

Julia Saunders.

Julia was returned to my school this year, together with several other girls, all of whom had been in a class of large girls. This school being disbanded, Julia was assigned to my room. I am glad to have Julia return. She is an interesting girl to work with, although she is so deaf. Julia is reading in Sea-side and Hay-side number three. It is an easy matter to get these lessons. Always reads in an easy natural tone, however she does not always get the full meaning, which is clearly shown upon questioning her. The spelling lessons have been perfect every day. She writes the words quickly in a beautiful running hand. Julia was a good writer when she was in my school before. I have been giving her exercises in addition of U.S. money. She combines numbers quickly, seldom making a mistake. On the other hand, this work is not done with intelligence. She can not seem to understand what we mean by "carrying". as "getting answers" is simply mechanical in her case. I will give her further drill in this work, and hope to be able to give a more favorable report at the next writing. Julia has not yet learned to tell time only by whole hours. Marches and dances well.

In regard to her disposition. I see no change since two yeas ago. There is the same sweet amiable disposition. Always pleasant and happy. Julia is very easily embarrassed and it would not be wise to call upon her to recite before strangers. Articulation still very imperfect.

Oct. Julia continues to be a good and industrious girl. Does good work in the third reader. Has had a perfect written spelling lesson every day during the entire month. Can not tell time as yet only by whole hours.

Nov. Julia has been sick much during the month. She continues very happy and obedient at all times. I never knew a girl with an even temperament like hers. I never saw her when she did not seem happy. Julia is an unusually good penman and her note book and letters are models of neatness. She writes a letter but needs considerable help in the composition. If left to herself she would omit many of the small words and besides she can not think of much to say. One page usually exhausts her original ideas.

She is apt to repeat the same things in a letter.

Dec. Julia does not read intelligently. If when asked to give something of the lesson she stands and looks at you in a blank way as though she had not the remotest idea of what was wanted. After several attempts to make her hear and understand she can give a very meager answer. I have tried to explain the process of subtraction in borrowing by means of sticks or dimes, pennies and dollars. It seems useless to try. She does not see the meaning in the least. So many of our brighter children can not comprehend this operation after repeated efforts, even though they can do the work mechanically.

Jan. I can not write of any especial improvement this month. Julia is about as usual. I think perhaps there is some improvement in dictation work. Does not leave out so many of the "little" words in the construction of her sentences. Julia is not a bright girl by any means as nearly all of her work is simply mechanical. It is evident that she has no ability to put much thought into anything. When questioned about the lesson she will stand and smile in an embarressed manner and all efforts to draw her out seem to fail. It requires nearly the whole time given to a recitation to wait for her to give the substance of the paragraph read. Often I do not call upon for this reason.

Feb. No matter how interesting a lesson may be to other children, - being full of the subject and taking an active part in class Julia never has anything to offer. I have talked to her alone to ascertain if possible whether she is simply reticent. I have concluded that she does nothing intelligently as would be expected of a girl in this grade. There is a like report from the sewing-room. Julia is simply rattle-brained. She is always ready for something funny and will laugh exceedingly, over nothing at all, until one is disgusted with her.

Mar. This month I will need to write the same discouraging report as last. I see positively no improvement in any direction. I have given up doing anything with her in numbers beyond simple addition. Does not even memorize the recitations in connection with her lessons, as Bessie Johnson can. Julia has no pride seemingly. Would just as soon be put back in a lower class.

April Julia is now with the third reader class that have the cards used after completing the second reader. She can and does do the work of this class.

May Julia is doing the work of the third reader class. As in the case of B. Johnson, so Julia has reached the limit of her capacity to improve in books. Her work is largely mechanical.

1895

Bessie Lyons.

Sept. Bessie was admitted to the Inst. last July. She had been at public school but very little. Bessie says only eleven days. I think the child is backward from having been neglected, and then too she is very nervous. Sight, speech and hearing good. Has a habit of talking very fast and very much. Repeats a great deal.

Reads poorly in the second reader. Can tell you the substance of the paragraph just read but not of the entire reading lesson. Knows nothing of script, not even the alphabet. I think that Bessie will make rapid progress, since she will have an opportunity to attend school regularly. Can count to one hundred but combines numbers to ten only. Is always obedient and industrious. I believe that Bessie is very happy to be in school.

Oct. Bessie is learning to write. When school began she knew but three letters. Now she knows and can make nearly all. She still reads in that "jerking" nervous manner.

Nov. Bessie has read to page one hundred in the second reader.

She can make all the letters of the alphabet now but sometimes confuses l with b.
One day she was able to take all the spelling words from dictation and I wrote them correctly.

Dec. Bessie still improves in writing. The last of this month she tried to write a short letter to a friend, but I found it necessary to help her in the spelling and writing of nearly every word, that we gave it up until another time when I would have more time to devote to her. Bessie gets quite excited when reading and if I correct her once she makes all the more mistakes. Repeats words although she has given the correct pronounciation in the first place. Bessie is a good girl, at all times obedient and quiet, never giving the old trouble of imagining that other children are making fun of her. Has read to page one hundred and nine in second reader

Jan. During the latter part of this month Bessie has had perfect spelling lessons. Writing not more than six new words in a fairly legible hand. I think that she recognizes all the small letters and a few of the capitals. Numbers work is very difficult for her still.
Combines numbers to twelve with objects.

Jan. Feb. Combines numbers to twenty with objects. Improving in reading and writing. Blackboard writing very poor. She does not understand the arm movement as yet. I think there will be improvement in the next month to report. Bessie is obedient and pleasant at all times. It is a comfort to have her in the school. She is one of the children who need not be urged to work to ~~and~~ do her best. The poor child undoubtedly was neglected before coming here, and she is trying to make up for lost time. She will be pleased to finish the first and second readers since coming here, not quite a year ago.

Mar. There is still no improvement in blackboard writing. Has finished the second reader. Have given her the supplementary reading cards, which will be a continuation of second reader work.
Bessie is making an attempt at letter writing. She is so anxious to write to her grandmother. Continues obedient and industrious.

April I can see a vast difference in writing. It is becoming easily legible now.
Wrote a very fair letter last week. She needed much help in the spelling but the composition was all her own. Continues obedient and industrious at all times. I think that Bessie is a very industrious and conscientious girl. Has written her first letter with ink.

May

Bessie is one of the promising children of this school. She is improving every day. There is some difficulty in reading however which it seems almost impossible to overcome. It is the habit of reading in a rapid jerking manner. When trying to give an outline of the lesson story, she grows so excited and repeats her words so often, that it becomes painful to listen to her, yet when I see how hard she tries to overcome this habit, I feel that she will make improvement another year. Can combine simple numbers in addition. Tells time by whole and half hours.

June report on pag 226 by mistake.

1895
Sept.

Nena Miller.

Nena began reading in Seaside and Bay side number three. Always has a perfect reading and spelling lesson. Remembers what she reads and can give a good outline of lesson either written or oral. Nena would do good work in a fourth reader class. In numbers is working in multiplication of compound numbers in which she needs very little assistance. Powers of reasoning and concentration good.

Writes a letter independently. It would do credit to any child, as regards matter expressed, spelling and punctuation. Nena writes a very good hand, and when one takes into consideration that she is so nervous, and having scarcely no control over her hands, her head constantly turning and twisting, one would wonder how she ever writes at all. Nena is a good girl, but she has some bad and disagreeable traits. She is given to begging and when once promised a thing will remind you of it several times a day. Has a good fund of general information and would be called an intelligent girl above the average of feeble minded children. As a general thing, Nena is happy in the school-room, enjoying her work.

Oct. Nena does good work every day. She works independently in all her lessons. She is trying to memorize the multiplication tables. Has learned the first four.

Nov. While Nena seems quite quick and apt in all parts of the general school work, she meets with one difficulty which is notable in nearly every feeble-minded child that I is memorizing the multiplication tables so that they will be remembered for all time. She can learn one table but for that day only, so that now I must say Nena does not know any of these tables. I do not believed in spending much time in this way, however it is a good exercise in memory work, so that the time thus spent is not wholly lost. Nena commited a recitation of six verses in one week.

She can always be relied upon to recite without a mistake in an exercise of this kind.

Can write a fair reaible letter independently. Continues to have a perfect reading and spelling lesson every day. In phonics she leads the class. Nena has drawn two boxes this month. These were the lessons for her during the month.

Dec. Her new lesson in drawing is a box with one end broken in such a way that it only remained intact at one edge. This she found some difficulty to represent but succeeded on the fourth attempt after I had drawn it for her. Continues to have good lessons.

Jan. Nena is a good and industrious girl. With the exception of numbers work she has the most satisfactory lessons of any one in school.

I can always rely on her answers to be clear, concise and to the point.

Takes the work in dictation very readily. There are seldom any corrections to be made.

Feb. Writes a good letter of four pages, absolutely independently.

Always has a perfect spelling lesson, giving the definition and marking the words with their proper diacritical marks. Is doing good work in phonics. Has not memorized all the tables as yet. Can recite as far as the 7's.

The "American History Stories" which were taken up the first of this month have proven very interesting to Nena. Can trace the early discoveries on the map, tell lesson story etc.

Mar. Continues giving satisfaction in all her work. She is very fond of reading and becomes exceedingly interested so that she does not want to put the book aside until it is finished. Has the tables now

April

While Vena has the reputation of being a responsible girl, yet she will many times do things which leads me to think her unreliable in little things. For instance she does not hesitated to talk aloud and very much, and when spoken to will look up so surprised and say. "I did not know that I was doing anything wrong. Still at other times she is liable to tell me that she is very sorry, following this declaration with a long crying spell, seeming to be very sorry for what she had done.

Vena continues to improve every day and is happy to be in school.

May

This month there has been some good work done in history. Remembers all the important parts of her lessons. In an oral examination she is the first to raise her hand, eager to give, to give the answer, giving it in a clear concise manner, as though she were familiar with the subject. Can name and locate all the states with their capitals, give principle productions and climate. Can also give the history of the settlement of each of the thirteen O. states. Is familiar with all the diacritical marks. Can spell by sound. Always has a perfect written spelling lesson.

June

Vena has complet History No. 8 in a satisfactory manner. She will be ready for fourth reader work another year. Her record is excellent.

1895

Sept.

George Mc Graw.

George is beginning his fifth year under my instruction. He is not much larger than he was four years ago, but his capacity for learning is a surprise to us all. His conduct during the first few weeks of school this year was better than of any preceeding year. George learns his lesson in about half the time that it requires any of his classmates, being more satisfactory also. During his spare time I give him supplementary reading. Reads the stories in St Nicholas quite readily. George is in addition of compound numbers. Write a good reproduction lesson, while his dictation lessons can not be excelled both in point of rapidity and correct spelling, but he does not always write neatly unless spoken to.

Oct.

George finds his work easy. He can do the same work in half the time that is required by the other members of his class. I think George's school work is equal to that of any boy of his age to be met with in public school.

Nov.

George excells in reading. He can take up the St. Nicholas or

any other book equally as difficult and read it intelligently at first sight. He fairly devours books. He can always state in a clear concise manner the substance of a reading lesson, story, or other matter given him.

In numbers work, he is not so far advanced as in reading, since he has some difficulty in understanding the process of subtraction in which "borrowing" is involved.

I hope to be able to report next month that he understands the work of borrowing, as above described. The greatest improvement in George, and the one that pleases me the most is, that he is forming the habit of reading in the playroom instead of getting into so much mischief. He asks for books, and the other day he offered me a much coveted "five cents" to help buy a book. He wanted Frank Leslies Pleasant Hours for Boys and Girls, so I bought the Dec. No. for him which pleased him very much. He was able to tell about all the stories he had read.

Dec. George does not understand subtraction. He is still absorbed in reading and seems to derive much pleasure from it. Writes letters every week. Can write independently. Has a troublesome habit of leaving his seat and roaming about the room, but as soon as he is given something interesting to read he is quiet again.

Jan. George is growing more and more nervous. He is so irritable at times that it seems as though he were not equal to the simplest exercise, when he will roam about the room creating trouble with the children. It is not always possible to interest in a story book at such times however. I am glad to say that these "spells" do not overtake him often, as usually he can be soothed by a little extra attention from me. Can not work independently in subtraction. The "tens" column is still a puzzle to him although he has been shown with objects and toy money nearly every day since he first began.

I think it is a surprise to himself to see that he can not grasp numbers any better. He really tries.

Feb. I am happy to be able to report at this writting that George can understand subtraction where "borrowing" is involved, and proceed with the explanation of the same in an easy and clear manner.

The American History Stories are easily learned, capable of giving an interesting oral outline when coming to class, - that is on certain days when he feels well. - I do not think his morals have improved any since being removed to a class of large boys, but on the contrary is growing worse, if such a thing were possible.

Mar. George is a most restless and disobedient boy at times. I give him all the extra sublementary reading that he could possibly wish for, but the moment that he becomes tired — he will interest himself an hour at a time — he jumps up roaming about the school room, and must be watched constantly lest he write some obcene note which he will hand to the first girl he comes to. When not occupied with wholesome reading, his mind seems to revert to the bad at once. Began the mult. tables about two weeks ago, and I find it true in his case as in nearly all feebleminded that it will be a long struggle to commit these tables so as to have them for all time.

April George continues to rebel at the idea of having to sit in a corner alone, far removed from other children. He is restless when not absorbed in some book or paper which he happens to like. When I tell him that he is not the same child that he once was, he says at once "I will be better if I can sit with the other children". It is Miss Baker's wish that he should be thus isolated by reason of his terrible low moral nature, which influence would be very demoralizing over the other more innocent children.

May. I have once more given George a seat with the other children. His general deportment is a little better this month. Has begun the study of memorizing the mult. tables. Has good history and spelling lessons. Is trying to draw a map of the U. S.

Bertha Maner

Sept. 1895

Bertha seemed very happy to return to school. She is a bright and interesting child to work with and would improve rapidly were she not so extremely deaf. Is making fair progress in Barnes Second Reader. Does all the work as indicated in this book, including reading, language and spelling.

Writes a beautiful hand. Can write rapidly. Capable of learning twelve new words each day.

Combines and subtracts numbers to twenty at sight. Is very quick in this work. Nothing pleases Bertha better than a drill in numbers. Can write a fair letter. No mistakes in spelling and but few in the matter expressed.

Bertha appreciates any little favors shown her. She has great ambition to be in the third reader. In the drawing exercises, I can see some improvement.

Last month she drew a coffee-pot, representing it fairly well, although it had some fancy trimming which would make it a subject of no little difficulty. Of course the drawing is not perfect but it indicates power in this direction which I am trying to cultivate.

Oct. Bertha is improving steadily each day.

Nov. Bertha still continues to advance. I predict that before the school closes this year that she will be able to write a lengthy and interesting letter without any help.

To-day she wrote a letter of four pages telling of the Thanksgiving exercises, about going coasting, a party they had on Saturday eve. of her making an apron by herself which had ruffles and a puff, and of the studies which occupied her time in school. She memorized a Thanksgiving recitation of six verses in seven or eight days.

Bertha seems to have a very happy disposition which makes her a general favorite with everyone.

I think that Bertha has "brightened up" very much since coming here.

Dec. Bertha wrote a most interesting of three pages with but little help from me. She does not get as much from the oral work in reading since she is too deaf to hear even when one is talking very loud, unless it is about something she partially understands.

Bertha does not understand the process of subtraction where "borrowing" is involved although she has had much instruction in that line during the month.

Jan. Bertha has been in hospital two weeks having the same trouble with her eyes as she had last year.

Feb. Bertha can write a letter without help but it will be found to be full of mistakes both in the construction and spelling of the words. She can usually think of considerable to say but can not express her thoughts well. Does not understand the process of subtraction in which "borrowing" is involved.

The American History Stories are difficult reading matter for Bertha. She does not get much from them, one reason why she is so deaf and then too her vocabulary of the English language is quite limited. Bertha is a girl that would make much improvement if she could hear better.

Mar. Bertha is developing traits of conceit and deceit to a disgusting degree. I am losing much of the fondness that I once entertained for her. Bertha really belongs in the second reader. I realize more than ever that it is a mistake to let her go on with the history class. She has an idea, because she can get a good written spelling each day, that she is fitted for this class. She can not give the definition of words, and her reading amounts to nothing but a parrot recitation, while her work in subtraction is simply copying others answers and when I do not let her copy she will pout and sulk "full half a day." Does not memorize at all. Lisps so that it is difficult to one unaccustomed to understand her. Does better work in drawing and sewing as compared with other work

April

Bertha is a very conceited and unreliable girl. A few days since I thought to put her in a lower class, since she is wholly unfitted to be in any history class. At once she resented by writting me a note, telling me that she was the best scholar in the class, etc., The fact remains that Bertha gets nothing from these reading lessons. To explain one word would sometimes consume the entire time assigned to the class. The principal thought best to have her remain in this class, since it might make her lose ambition to be put back.

May

Nothing new to report. No progress in any direction. Bertha writes a pretty hand, and having a correct spelling lesson she imagines that is all that is necessary and in this way she has come to think that she is at the head of the class. When required to give the definition of a word she almost always fails.

June.

I think that Bertha should begin in the National 3d Reader next year as she is not in the least capable of gozing on with the American History Stories. She never will be able to understand even the simplest description of a battle. Third reader stories of a simple nature are more suited to her capacity. She has been all this year trying to work in subtraction where "borrowing" is involved but this work

Continued on page 252

1895
Sept.

Frank Messer.

Frank has failed very much since last year both mentally and physically. During the month of Sept. he spent the greater part of the time in the hospital. Spasms are of more frequent occurence. They take place in the night and while in the hospital he would average about six every night.

From present indications I believe he is a subject for the Custodial Class. His kidneys are evidently badly affected, since he frequently wets his clothes. I find it necessary to excuse him every few minutes. He does not walk erect, and merely totters along as if too weak to take another step.

When spoken to, he does not respond readily. He acts as one aroused from a dream. Speech slow, as though it were a great effort to control the vocal organs. When sitting at his desk in school or in chapel he will gradually lean forward as if about to fall asleep, and with eyes half closed, I arouse him, and how soon is he aroused when he again relapses into that half comacious condition. If given a book or other school material, it is ruined by his constant driveling.

Some days the spittle does not drop from his mouth so much as at other times.

Oct. No improvement. Spends the greater part of time in hospital.

Nov. Frank is in hospital the greater part of the time. I can report nothing new. While in school he is obedient and willing but he is such a feeble littled fellow.

Dec. Transferred to Custodial Department during the early part of the month.

1896
June Bertha Maurer will ever be a mystery to her.

It is too bad that Bertha is so conceited. She believes that she is the brightest girl in school as she has written me so several times to that effect.

One can not reason with her so that she could be led to see for herself how backward she is compared to the other members of the History Class.

The entire year she has never been able to give anything of the lesson, as when asked a question, would nod her head with a smile, or give me a look of disdain or surprise as though one had no authority to question her.

She has just begun to tell time and usually answers correctly. Perhaps industrial work is her strong point, as she sews nicely and can cut simple garments by pattern: also makes lace.

1896
May Frity Petters. Continued from page 262

Has nearly completed No. 3 of the U.S. history story series. Gives all the important events. Has a good reading and spelling lesson both oral and written. Can name and locate states and capitals giving principle productions, climate etc. also giving any historical event which may be connected with the place.

His pen and ink drawings are a credit to him. In numbers he is working in simple mult. of fractions.

Wrote a short German letter to his mother last week. This was rather laborious work since he had never tried to make or learn the German script heretofore. He certainly possesses a great deal of decision and determination. So much perseverence that when he once undertakes a thing he will persevere until it is accomplished. Reads easy music at sight.

June.

1895

Albert Mason.

Sept. During the first week of September I put Albert in the second reader class on trial. I knew if he made the effort that there would be little difficulty in keeping a place in this class. For several days I did not call for a recitation from him, but observed him closely to see how he was receiving the new book. When finally I asked him to tell me something about the story, he was able to tell me in so far as the picture was a help, evidently he had not tried to read, since when I asked for a short paragraph, he replied very short and sullenly, "I don't want to be in this old class". "I have to study too hard". Now, the fact is, that he does not like anything that requires any thought or effort on his part.

He would be content to remain in the Chart Class, simply because he has read and spelled and written these lessons time and time again, requiring no effort now he seems unwilling to begin anything new. He dislikes numbers work very much and it is a constant struggle to get him to do anything in this line.

He will copy any script given him, and would occupy himself in such an exercise willingly for half an hour. Albert is such a peculiar child. No matter how pleasantly you approach him, There are times when he will pout, when

calling his attention to some mistakes. For instance last week as the children were trying to write their names on the black-board, he went also,-writing his name "Albert Mason" I spoke of the letters which he had confused with l and n. where upon he grew angry, threw the chalk on the floor saying in a muttering tone "I ain't going to write any more"

Albert does not always proceed in this way, however he is liable to when one least expects it. He is certainly a very difficult child to manage. He acts insane at times when he will pour out a volley of words that have no significance whatever.

Oct. 6 Albert has continued in the usual way. I put him back in the Chart Class and said nothing more about the second reader.

When he found that he could not go to the street fair this month nor have any other favors shown him, because he did not try to advance. Without a word the next morning he came to me and wished to know where the second reader lesson was and also if I would try him once more. I told him that I would be glad to help him all I could. He came to class and read part of lesson twenty fairly well. I can not say how long Albert will continue in this industrious mood.

Oct. 31 Albert does not like to study in his new book. It requires too much effort. He has relapsed again in to a most lazy boy. About the only school exercise that he enjoyd is to copy script.

Nov. There is nothing encouraging to to report this month with the exception that he has memoryed six verses of the Thanksgiving recitation. It required one week for this as he applied himself. The reading lessons are just the same no improvement. It is so hard for Albert to remember new words that by the time he has these he has nearly memoryed the entire lesson in reading. He has the ability to commit little selections of poetry, but in other work there seems to be no power in that way.

Dec. Albert does very little in school. I have thought for some time that he is slightly insane at all time and very much so at others. Continues in Chart Class.

Jan. The same story this month. No improvement in reading. Has memoryed part of a recitation, but does not wish to be told how to recite it. He will grow sullen at once. I am not certain that he will grow any better in the future, he is so much on the insane order.

Feb. Albert can memorize selections of poetry fairly well. This is about the only line of work in which there is any improvement to speak of.

He has, since Jan. committed a recitation of twenty verses, - "Legend of the Northland". He can be relied upon to recite before an audience, not making mistakes, and speaking in a clear audible tone with good expression.

Mar. Reading is one of the most difficult parts of ~~school~~ his school work. He has again dropped out of his class and instead of being given the new supplementary reading cards - which I have given to all the class, having finished the second reader - I found he had to go with chart klass again.

Albert is undoubtedly a lazy boy, when there is any work given him which requires much effort. I think he can do much better in reading.

In a written spelling lesson, he would usually hand in two words only, while the others had twelve written in the same time. Still indulges in occasional spells of violent anger without any provocation, other than correcting him for a poor lesson or some misdemeanor. This time he seemed contented to be returned to the chart class. Has made several attempts to write a letter but failed.

Can neither spell nor construct a simple sentence in writing.

continued on page 298

1895

Sept. Frity Petters.

Returned to school. Is reading in Sea-side number three. Reads in an easy natural tone and with intelligent expression. He does not articulate distinctly as his tongue was partially paralyzed some years since when he had the diphtheria. He understands thoroughly what he reads and when he meets at new word or phrase he can tell from the content as a general thing what the words mean, although he can not always pronounce.

Frity has still one aim, which has thus far marked his entire career, it is to learn, learn, learn. He takes nearly all his leisure time when not in school reading, writing, or drawing, for the latter he has exceptional talent.

The following articles he drew in half an hour each or less with scarcely any help from me, only making a suggestion now and then. Cap, Watch, Coal-scuttle, measure, box, slippers, woven-basket, chair, jug have been drawn this month. He has drawn everything in school-room including furniture and all. In numbers he is receiving the work on page 88. Franklins Arithmetic, in a class with Henry King and Elena Miller, who are the only boys in the school room capable of doing this work. Has had a perfect spelling lesson every day this month. Writes an easy running hand. Composes his letters independently.

Oct. Is making improvement every day. His talent for drawing is remarkable.

Nov.

Fritz is reading on page 175 of No. 3 Sea-side and Stay-side on the lessons about birds in which he is quite interested. He reads with good expression, and understands thoroughly of what he is reading, but his defective enunciation will ever be a hindrance to his becoming as proficient as he otherwise would be, since he has the intellectual capacity. He is very fond of books and this one desire is to be able to read as well as I do. It is a constant source of distress to him, that he fears he will not be able to reach a degree of proficiency in reading such as would enable him to take up any newspaper or magazine and read readily as he observes other people doing. He studies when not in school and often grows discouraged at what seems to him such slow progress.

He knows the multiplication tables all and has learned them for all time, since a test in this work proves that he is able to go through with all the tables not making a mistake although he has not studied them for weeks. In drawing he is using pen and ink, since he can draw without erasing any.

I am impressed more and more each day with his marked talent for drawing.

Dec. Improving in reading and spelling. Gives a good written and oral outline story of lesson. Applies himself to study both during school-time and in playroom. During his spare moments he read through "Swiss Family Robinson" in three days. Was much interested in the story and could give a complet outline of the same. Has just finished the book Robinson Crusoe. In the reading of these books there are many words which he can not recognize readily but he gets the meaning of the substance. He derives much pleasure from reading, in the same degree that he finds his capacity increasing. He is thoroughly delighted when he finds that he has made substantial progress. His note book is a model of neatness.

Writes letters independently but needs help occasionally in the spelling of new words.

Jan. Has completed the lessons about birds in Sea-side number three. He learns a lesson readily, but can not remember well the new words until used in several lessons, when they become his own. Began reduction of fractions the latter part of the month. Has memorized a recitation of twenty verses since Christmas. I think there is some improvement in articulation.

Feb. Reading in the first book of "American History Stories." Has a good reading and spelling lesson and is quite interested in the geographical part of the history lesson.

Mar. Has finished the first book of the American History Stories begun last month. Still working in multiplication of fractions. These problems seem to be very difficult for him. Writes letters independently. Can name most of the states with their capitals situation, principle products climate etc.

Committed the "Landing of the Pilgrims" in connection with his history work. Can memorize a verse in a few minutes. Reads with good expression but not good pronounciation. Retains well what he has learned. Always has a good written spelling exercise giving the definition of new words and knowing how to use them.

April Since March first has nearly completed the second book of history stories. He is reviewing addition of fractions and square measure.

Writes letters independently, only making one draft directly on finished letter-paper. Continues to do good work in drawing. Remembers all the history stories. At present he is reading "the Silver Medal" by Trowbridge. He reads much in the playroom. Continues to be an industrious and faithful boy. In the physiology class he was one of four boys who stood on the floor last in a spelling exercise, when they were required to spell the names of all the bones in the body.

continued on page 253

Cordelia Prescott.

1895
Sept. Cordelia has been absent from school nearly the entire month. She has been having spasms more frequently of late.

Disposition and general conduct in school about the same as last year. If Cordelia could attend school regularly she would be able to finish the second reader in a few months besides making improvement in writing this last named study being so difficult for her, mainly I think because she dislikes it so much. Will make all manner of excuses in order to escape a writing exercise. When having any difficulty with Cordelia, she invariably races from the school room to her mother in the kitchen, when she is promptly brought back, her mother coming off victorious, after receiving a few scratches and kicks. Cordelia seems to be such an unhappy child all the time. She borrows so much trouble and often imagines that her playmates are making fun of her. Cordelia reads her lessons in an easy natural tone, with expression indicating intelligent thought.

Has good oral lessons in spelling but the written work is very poor.

Has finished the "Aids to Number" Will give her drill in rapid combination of numbers to ten, if she ever again attends school long enough once more to make any impression. Has not forgotten how to tell time. She is very proud of this accomplishment.

Oct. Cordelia is absent much of the time — Spasms. No improvement in writing.

Nov. Cordelia has made no improvement in writing this month. I find nearly the same mistakes that I have tried for such a long time to correct. In this particular work Cordelia makes no effort whatever. She has always disliked writing. I am going to try a new experiment next month and see what that will avail. Cordelia has been banished from the sewing-room so that she is with me the entire day.

One may be ever so kind to her, and when you least expect it, she will be saucy and sullen. I have seen her very angry without any cause to speak of. I will say however that since she has been with the little girls more her outbursts have been less frequent.

Dec. Cordelia has been absent much during the month. She is absent on an average two days of every week. When trying to write, her hand trembles considerably. There has not been the advancement in writing that I hoped to be able to report this month. She has been more agreeable since being transferred to a class of little girls.

Cordelia is a very good reader, and can read any lesson in her second reader at first sight.

Jan. Cordelia is capable of reading in a third reader, and of this fact she is well aware. However she is such a poor writer — because she does not make any effort to improve — that as an inducement I have promised to promote her to a higher book, providing she would prepare herself to do the written work as required from a third reader class. Has written several little letters to her sister. She needs some help with the spelling, but can compose readily a fairly good letter of two pages. Spasms are of more frequent occurrence as well as being more severe. They last but a moment after which she often falls into a profound slumber, while at other times she does not seem at all drowsy even running through the Assembly Hall when I try to have her lie down.

Feb. Cordelia has a most ungovernable temper. If reproved, she will fly into a fury, which knows no bounds. The difficulty usually arises when giving her an exercise in writing. She dislikes this part of her work so much that it is only with daily struggling that any thing is done in this line. Cordelia is a very poor writer still. She can read it readily. Continues to be very meddlesome with other children.

Mar. Still dislikes the ex. in writing to such an extent that she invents all manner of excuses for not having done her written work.

April Cordelia is absent so much that one can not look for much progress.

I think there is a very little improvement in writing. Continues to be a very difficult child to manage.

May She has been absent frequently the entire month again. Reads well in the third reader in which book she began this month. When she is in the mood for it she will have a good written spelling lesson.

Always writes her language exercises under protest. Her language work consists of using new words in short sentences, filling in skeleton stories, reproducing memory gems. In numbers she understands the process of adding and subtracting to one hundred. Tells time accurately.

Cordelia is still a very difficult child to manage. In writing letters she still uses pencil, since her hands tremble too much to control a pen.

Can compose letters independently.

June Cordelia has been absent so much during the entire year that her progress has been rather slow. She is doing good work in Third R. in so far as the reading in itself is concerned, but the language exercises are not up to the standard of what the others in the class are able to do. This trouble comes from that fact that writing is a dread to her and she so much dislikes this work, even though she can have her choice of slate or paper.

1895

Annie Roberts

Sept. Annie returned to school. I find she has been able to retain all the written exercises of last year, but she has not been faithfull in giving attention to the sounds she learned to make well. Makes no effort in making use of these sounds when talking. I have been drilling her on these sounds c, t, in the words cat, top, cup, table. Can not sound l, when in connection with other sounds. The word "blue" is pronounced "bu" In the word table she gives only the sound "t".

Can not memorize readily. Copies script fairly well, but takes no pains in writing. Can read the first two lessons from the chart. Comprehends two objects only. Knows color. Has learned the words, head, wrist, foot, toe, neck, chest, cheek and finger, from the large printed forms, so she can point to these members instantly, also naming them, upon having the word presented to her. Takes a great interest in an animated exercise of this kind, that is, when she sees that the other children are interested.

Annie is obedient in school but she loves to tease the girls. She is not malicious however.

Can sew the simplest weaving card, having had two lessons.

Oct. Annie is improving slowly in articulation. Has learned the first easy lessons on the chart. I am still giving her drill work on the sounds of "k."

Nov. She have taken up two more sounds this month. "l" and "p". In the word "pony" she always gives as "bony" Can sound "p" alone but not in combination with other sounds. In the word "large" she can pronounce it in this way l-är-j. Although Annie is quite quick to catch a sound, she has much difficulty in controlling in control her organs of speech. Does not know how to place her tongue to form "l" only after repeated effort.

Annie has learned to write several new sentences from dictation. Can read the first seven lessons from chart, besides which supplementary script work from illustrated lessons for B.B. Is more familiar with script than the printed form. Can copy simple sentences. Is very apt to be careless in writing unless I constantly guard against it. I do not allow her to form a new word without my personal supervision. Can build a story from the script sentence builder. For instance - "I have a white kitty." or "I see a large black pony."

Dec. Annie has made remarkable improvement in writing this month.

Having formed a sentence from the script sentence builder she is able to copy same in a good and rapid hand.

I believe from present indications that Annie will become an expert in writing, - time required about two years more.

Jan. At this writing am glad to report that Annie is familiar with all the words as used in Bradley Script-Sentence builder, but can not always be depended upon to arrange these words in their proper order to make a sentence, however simple. Can make any sentence having first written it upon the board. Can copy any script given her. Writes from dictation such words as fingers, ears, hand, eyes, thumb etc. Has made a good attempt at mat-weaving and sewing the cards. Reads all the lessons on the first half of chart, twenty-four in all.

Feb. Annie is learning several new words each day. She is coming to write easily and with great readiness. I have great hopes of Annie's future. She is not quick however in articulation. There are several sounds which it is almost impossible for her to give, these are hard "g" "f" "r" "g" "v". This month she has had drill on the sound of "th" and can pronounce "thumb" "thimble" but not "thick" as she can not sound final "k."

Mar. This month I have given Annie a general review on the sounds which she has had during the year. Still can not sound final k. Annie is a very good girl about many things still has one fault, which is that she is not faithful in making the sounds which she knows so well how to make. For instance she will always say "tat" for cat, and when her attention is called to it, will give the correct sound perfectly. Annie is gaining in writing every day. She writes a good running hand and seldom needs to erase a word.

April Annie can make all the sounds when she tries. She is very careless however, and not faithfull in making use of the correct sound when talking. The moment I call her attention to the error, she will at once correct it. Annie can write many sentences from dictation. She writes quickly in a round clear hand. In sewing she is the best of all the little girls, even going ahead of Flora Bendrock who has had so much training in the sewing of these cards. Annie can sew quite difficult patterns after the first two or three have been marked. she can follow the design without any guide. She does her work neatly also.

May. Annie has read to page 22 in second reader. Articulation so defective that it is next to impossible for one not accustomed to her to understand.

continued on page 18

1895

Nathan Rice

Sept. Nathan is the same mischievous restless boy of last year. Has a habit of talking aloud. Forgets punishments in a few minutes when he commits the same offence again. In class he gives very little attention. Can read the first fourteen lessons on the chart. Spells all the easy words. Writing is hard for him since his hand is so crippled - besides being lame and paralyzed on one side I think there is one exercise which he enjoys and that commands his attention for some time. He enjoys making stories from the script sentence-builder. Can build about ten short stories in half an hour. These "stories" will contain eight or nine words. "The little white dog can catch the big black sheep." The preceding is one of his favorite stories. Nathan is quick in numbers. Can combine and subtract numbers to ten at sight. He does this work intelligently.

For busy work enjoys building the the little number problems with the number tablets.

Oct. Nathan is making improvement in building stories from the script sentence builder.

He can make several in a few minutes.

Nov. Nathan was in hospital several days this month. He continues to be a mischeivous boy in school and out. He is not malicious, but just wants fun. When spoken to or given some slight punishment he does not remember it five minutes before he begins again to tickle the boys, talks incessantly and is in general a most annoying child. He is improving in reading.

Dec. Nathan finds it a very difficult matter to keep quiet in school. He does nothing very bad, but is almost always "mumbling" in an audible tone.

When building his lesson from the word forms each word or letter can be heard all over the room as he is anxiously trying to find the same in his box. I do not punish him as he is so unconscious of the fact that he is disturbing the school or doing anything which he aught not to do.

At other times he is decidedly mischeivous when he will laugh and talk at every chance. Then I usually have him stand in a corner separated from the other children. He does not like standing up so that this mode of punishment is sometimes very effective. He has begun on the last half of the chart and will undoubtedly finish this work by the close of the year.

Tries to write a letter. But needs so much help that I write the entire letter and let him copy it.

Jan. Through his incessant talking and mumbling, Nathan is constantly in trouble. He would rather attend to the work of the other children than that of his own. When reminded that he is noisy, he is quietly subdued at once, but he forgets in a moment after.

Nathan is always good natured and never seems to resent a slight punishment - like standing in the corner or having a pillow-case over his head for a few minutes. Nathan has made some progress in reading, spelling and writing. Has read to lesson thirty-two on the chart. I have given him no sentence builders this month as I found that he destroyed the cards badly - not intentionally of course - but in picking up a word it was sure to be broken, since he has so little control over his hands. Writing is also very difficult for him.

Feb. Nathan is doing about as usual. No change in conduct. I can ~~not~~ see but very little progress in any direction. I think some days that he does not stutter so much, and can read without hesitating so long between the sentences.

Mar. Nathan has finshed all the chart lessons and will be able to begin with the rest of the class in the second reader.

Nathan is as full of mischief as ever.

April Nathan is doing nicely in second reader. He does not make much headway in writing however since his hands are so hard to control.
Nathan likes to build stories from the script sentence builder. He also likes to use the numbers with which to form little problems in simple subtraction.

May Has read to lesson fourteen in second reader. Sometimes he stutters a great deal. Still mischievous and noisy.

June. Can read all the lessons to number twenty in National Second R. This year he has also completed all the lesson on the chart, 48 in all, together with the picture stories, spelling orally and phonics. Given an initial sound can build other words having same sound, and can do this as readily as the best ones in the class. When spelling he is guided entirely by the sound.
He is quite prompt in simple stories involving addition and sub.
For instance She can tell me instantly how many marbles would remain if I should lose eight out of fourteen etc. From present indications I believe that Nathan will be able to write letters home in a few months, surely before the close of another year.
He can only write from copy now. Writes this spelling from dictation. Conduct generally bad.

1895

Aurora St. Marie

Sept. Aurora was transferred to my room from the dull grade of girls. She is very dull. Words do not convey much meaning to her. Pronounces (does not read) a few easy words from the chart lessons as for instance the sentence - "I have a black pony, is read in a slow unnatural tone with no expression whatever. Her face having a most blank expression.
Counts to five only. When I have tested her ability to reach ten, she would always "skip seven" and now after laboring with her a few minutes each day since the first of the term, can not count to ten. I can not find much intelligence here in any respect. Knows the primary colors. Can build simple words from the printed words forms. Can not copy the simplest form in script. All attempts thus far have been not in the least successful. Can not even trace the word "cat" She does not seem to have the idea where to begin or how to proceed.

Oct. There has been very little progress thus far. She can only trace simple words in script and then it must be under my personal supervision.
She has been practicing on the word dog the entire week.

Nov. Aurora has been absent much during the month on account of illness. She is a frail child. She has learned to read a few new lessons from the chart. Can read to number ten. Is not so familiar with script as the printed form. She can trace the simplest words under my supervision, if left alone could not even do so much. When I think of her manner of reading, or rather a mere pronouncing of words it is unlike any other child in the room. There is no expression whatever to begin with, then she pauses after each word, speaking them in a loud monotone or sing song way. This is from habit I think and I am trying to break it up by have her repeat sentences quickly. I found that Arly Murphy who had the same difficulty, was greatly benefitted by these exercises.

Dec. Aurora is always a very good child doing the best she can, which however is not very much.

She still pronounces (not reads) words in a loud "sing song" monotonous tone, with of course not expression whatever. Is beginning to write simple words. Had forgotten nearly all she had learned last year, as that report stated that she could write simple words like "cat" and "dog". She could not remember them however when school began.

Jan. Aurora is a very dull child. She does not begin to do the regular work of the chart class. I think it will take her all of next year to be able to read these lessons. She makes very little progress in writing. Can only copy words and does that poorly. Recognizes only a few of the script letters. Reads in a high "sing song" monotone pausing after each word. A habit which I have been trying the entire year to break up. Aurora is not an industrious girl by any means. She is too content at being idle. She has a sweet and quiet disposition.

Feb. I have not yet succeeded in breaking up that monotone while talking or reading. There is little improvement in writing. Scarcely no memory. She is an extremely feeble-minded girl. There is ~~no~~ very little capacity for progress in any direction that I have been able to discover.

Mar. Aurora will never be able to do the work that all the rest of the children are doing. She will be left alone in the chart class, since I can see that all who are now in the chart class will be ready to pass into the second reader. The simplest patterns in the kindergarten sewing cards must be marked for her.

And no matter how often she has made the same simple design it must always be marked.

May

There is absolutely no progress to report this month. The class who had been reading with her on the chart are now in second reader, doing well, while Aurora is still struggling with the first simple lessons of the chart. Still reads in a high pitched monotone, as though the words conveyed no meaning whatever. She is certainly a very feeble child.

Aurora is always quiet and orderly in school, but inclined to be listless.

June.

Aurora is a very feeble minded girl as compared with other children in this school. She will never be able to make much progress. There is no improvement in her manner of reading, and can read only the first simple lessons on chart.

The second reader class who began with her in Sept. on chart have left her alone and passed on to the second reader where they are doing good work.

Aurora writes a few very simple sentences from copy such as "I have a large black dog" and a few others. A very poor memory.

Always quiet but inclined to be indolent. Is perfectly satisfied to sit in a perfectly listless way the entire session. Has had several severe spasms recently.

1895
Sept.

Augusta Schweiger

Augusta was very happy to return to school, having spent the vacation at home with her parents.

I find that she retains nearly all the lessons of last year, and were she as ambitious as some children would make marked progress, but she on the contrary is more indolent than ever, and when asked to go to the blackboard for a writting exercise will say "I am too tired" or "I do not want to write all the time" "I want the beads" "If I am a sweet girl can I have the beads?" There is a something very attractive about Augusta, although she is so exasperating at times. Does not like to restrain in her seat nor in fact do anything that she is requested to do. Would always rather do something else. Augusta can copy any script. Is capable of learning several new words every day that is, she can recognize them at sight. Does not know the names of all the letters as yet. We have made the learning of these merely incidental, when having an exercise in spelling.

Augusta counts intelligently to five, never making a mistake.

I am very sorry to note that spasms have been frequent. Sometimes three in one day. They are a mild form, but grow more severe.

Oct. Augusta is still very troublesome at times. Does not like her writing exercises. It is a constant struggle to get any work done in any direction.

Nov. Augusta continues a most troublesome child. That she always would rather do something contrary to my wishes is the usual source of the trouble. For instance if I ask her to write she will exclaim "Oh, I can't I am too tired" or "My hands are too small." If however I ask her to read then she immediately wishes to write. When she does write it is in the most careless way. I think she is extremely lazy. Every move she makes indicates that. She is often cruel to little Flora Bedrock poking her in the stomache with a stick or pinching her. When spoken to about it she would say in her sweetest way "I was only in fun." I cured her of this by pinching her only for fun. Aug. Wells has memorized the Ten Commandments and recites them without a single mistake. She learned them from hearing the older ones recite. If another makes a mistake she will instantly jump up from her seat and say "No that is not right" then proceeds to repeat it for them.

Augusta can read to lesson sixteen of the chart, counts to ten. Has had no spasms this month. A good voice and perfect speech.

Dec. Augusta is growing to be more nervous and restless again. She is as contrary as ever and withall so sweet. I can not help liking her many winningways in spite of her giving me so much trouble. I have not heard of her using any rough language the entire year. The chief difficulty arrises that she talks so much. And when asked to keep quiet she will repeat several times in a most amiable manner "Can't I talk just a little bit"? Augusta has however made remarkable improvement in reading. Can read any lesson at sight from the first half of the chart. Writes a neat hand when she wants to, but it is not often that she is in this mood. She would rather do the opposite thing than that which is required of her. She always wants a new long slate-pencil, otherwise her hands are "too small" to write with."

Jan. Augusta has improved some during the last week. She is restless but not so exasperating trying to have her own way in everything. Has had no spasms in school since two months ago and I have not heard of her having any elsewhere.

Augusta continues to be a most interesting child. Has read to lesson thirty two on the chart, having a thorough review from the first one. She can write all the spellings from dictation. Often she will say "I can not write that" but when she finds that she must will write it most readily. Such trials are of

daily occurrence, suddenly followed by a season of quiet submissiveness, as suddenly changing again.

Feb. Augusta has been remarkably good the entire month, seldom being so willful as to disturb the school. She never asks for the beads nor peg-board. Perhaps because she does not see them, not using them in school now. As to her progress it is equally as remarkable as her conduct. She makes substantial progress each day and retains what she has learned. Is not yet fond of writing but will submit when requested the second time at least. Augusta can easily complete the chart lessons this year in a satisfactory manner, wherein I believe that she will be thoroughly fitted to begin in the second reader.

Mar. Augusta has been very restless and disobedient during the past two weeks. I can not account for this change. She looks and acts unhappy. I would be so glad to give her a "bright ribbon" but she is not good long enough so that I might have an excuse for giving her one.

It seems as though she makes mistakes on purpose,—her writing for instance. She will bring me a sentence carelessly written, saying "Augusta don't do her work nice." "I can't go to the sewing room" It is no longer a punishment not to be allowed to go to sewing room, so she takes this method of being allowed to stay in school-room

with me and when she finds that her little scheme will not work well She will at once proceed to think out something else, being most ingenious in this direction. Augusta can read and write with perfect ease all the chart lessons. Build stories from script sentence builder and sew her cards neatly and quickly. Has learned eight designs in stitches this year besides some outline work and mat weaving.

April Augusta continues to be a somewhat difficult child to manage. While there has been great improvement in her conduct yet there is room for very much more.

She is very willful at times, and will pout and sulk if not allowed to have her own way.

Augusta began reading in the second reader about a week ago. I know she will make rapid progress in this book. Annie Roberts is a much better writer than Augusta, but Augusta is by far the better reader, in fact one can hardly compare their reading. This month she has not tried any of her schemes to remain away from the sewing room.

May There are days when Augusta is perfectly sweet at other times she must be dealt with threatened punishment. She does not object to writing her lesson now only rarely. Is doing nicely in second reader. Has read to lesson fourteen. Counts to one hundred with objects.

1896

June

Up to the past two months Augusta had been making daily improvement, but since that time she seems to have been failing in health, so that it had the effect of making her generally peevish and fretful in school, being unwilling to keep her seat or do anything which she should. Always teasing for a pretty ribbon or something else if it did not chance to be a ribbon.

She has spent several days in hospital and what with being kept out of school for punishment it has made her attendance for this month very irregular. She has had but two or three spasms the entire year and they were very mild, resuming her work in a few minutes after. In the early part of the year I had great hopes for Augusta at the rate she was progressing then she could easily have worked up to the 3d. reader by another year. If she returns I will have her review all the first lessons of Second R.

Could write her lessons in spelling from dictation. When she felt in the mood for it she could write a very pretty hand. Was fond of building stirks from script sentence builder and could do this work intelligently and rapidly.

1895

Sept.

Amy Reeves

Amy was transfered to the kindergarten school the latter part of this. She was unable to do the simplest work such as making a simple string of beads, alternating, one red and one green. Could sort these colors but did not have the application to work by herself and when left to herself would relapse into an utter state of listlessness. I am in hopes that the active exercises of the kindergarten games will arouse her somewhat. With thirty children all demanding a share of my time. I could not give her the individual attention which she requires, doing nothing unless urged under personal ibstruction. I think that Amy is capable of some improvement.

She is not destructive nor quarrelsome.

Agnes Spotche

Nov. 7

Was admitted to the dept. this month. Came to my room to-day. She is a pleasant girl about sixteen years old.

She has peculiar looking ears otherwise there is no deformity. Sight, speech and hearing good. Reads a few of the first lessons on the chart. Writes simple sentences from copy. Knows color. Can not tell time. Spells a few words like cat, dog, house and a few others.

Dec. Agnes is an exceedingly lazy girl. She would sit for hours her head resting on her hands unless she were made to work. Can read a few easy lessons from chart. Counts to twenty. I am certain that Agnes is capable of great improvement and will improve as soon as she makes a greater effort. Memory quite good. In the reading of these very simple lessons she gives scarcely no expression. She shows an entire lack of training in discipline of every kind. I am often exasperated with her

Jan. laziness and indifference.

There has been some progress this month since she can spell and write several new words as used in her reading lessons from the chart.

Can read the first fifteen lessons from the chart well. I have been training her this month to put some expression into those lessons with which she is most familiar.

Feb. I am afraid that Agnes is naturally too indolent to make much progress. It becomes necessary to urge her constantly. Being so much larger than any of the others in the chart class I am afraid she is discouraged about herself. Peter Bloomquist can read the lessons readily in which she utterly fails. Reads the first twenty lessons from the chart well. I am not certain

Mar. There is a little improvement in reading. Agnes is an exceedingly indolent girl. She is often found playing with little boys like Peter.

1895

Sept. Mamie Langdon.

Mamie was transferred to the kindergarten department the latter part of the month. Like Amy Reeves she lacks the application to do the simplest work by herself. Can string beads if I sit by her and keep her at work. Last years report will give a fuller account of her career in school.

There is one slight hope for encouragement, that is. Amy did not forget during the summer the little that she did learn during last year.

Oct. Transferred to kindergarten dept.

April Agnes Spotche — continued. Is a very lazy and indifferent girl. She is always alive to mischief and the moment she has an opportunity she will play with or tease the little boys. She is particularly fond of Albert Nason, on whom she lavishes her very best smiles and many of them while she should be studying and making up for lost time. Seems to have no pride.

She is reading in second reader with the rest of the children who have just completed the chart.

While Agnes was not fully prepared to begin with this book, yet I can give her more attention if she is in a class with others.

1896

May 8.

Agnes is reading poorly in second reader. She does not begin to do as well as the other members of her class. She usually misses her spelling lesson and needs urging constantly to do any work at all. Can build short stories from the script sentence builder. Counts to one hundred. Makes combinations to ten. On one or two occasions she could get the thought from her lesson well enough to give the story in a connected manner. She had evidently studied that morning.

The story of the eight little pigs pleased her very much.

June.

Agnes has been improving so much in conduct lately that she has quite redeemed herself.

She is doing fair work in the Second Reader and gives good expression when she is familiar with the words. Her improvement in writing is very marked and from present indications she will be able to write home letters from dictation. Has been having good written spelling lessons. I think Agnes looks happier since she has been more industrious in school. She is growing more and more to appreciate and approval and to that end she devotes all her energies.

1895

Sept.

Agnes Christianson.

Agnes was transferred to the kindergarten department the latter part of this month.

She was utterly incapable of doing the work of this school. Could not remember anything nor make an attempt at tracing the simplest words.

Does not always give the names of the colors covered. For several times she might name the colors and then suddenly surprise you by giving the wrong name. I have very little hope of any improvement.

Oct.

Transferred to kindergarten department.

Mar. Joseph Hatch.

I was admitted to the institution this month. He is a bright faced little boy of about nine years, but is a bad epileptic, although he did not have a spasm for the first four weeks, but when it came was very severe. Being entirely unconscious for nearly fifteen minutes. He can read simple stories from chart. Add numbers to one hundred, and responds quickly when spoken to. Has no peculiarities that I can see, only being very nervous. Sight, hearing and speech good. He would not impress one as being at all feeble - minded.

April Joseph finds the second reader lessons very easy to prepare. Can write his lesson from dictation.

Does numbers work in simple sub. Conduct in school very bad. Talks constantly. Seems almost impossible for him to be quiet five minutes at a time. Resents a slight punishment. Has had only two spasms in school since he came here in March. Joseph is shy and inclined to fight small boys.

May Joseph is an exceedingly noisy and troublesome boy in school. He has an idea that he is so much brighter than the other little boys of his size that he need not obey the rule to keep quiet. He is always ridiculing the other children when they make mistakes in class. He uses obscene language too, and his influence over the other children is anything but wholesome. He likes to fight the little boys, and will often resort to very sly tricks. Joseph is a bright boy and if he were not an epileptic he would not be here.

He always knows his reading lessons, writes a spelling lesson rapidly from dictation. He has grown tired of his sewing card I have taken the work from him and have him occupy this time in practicing on the capital letters and other exercises.

June Joseph has been improving considerably in conduct during the past month. If he continues to be dilligent another year he will be able to pass to the Third reader.

He reads easily and with natural expression all the lessons in first part of second reader and writes a good hand, seldom missing a word in an exercise from dictation in which the new words from the reading lesson are used. Has made a good attempt at writing a home letter only needing help with spelling and use of period and question mark. In numbers he is very quick and much in advance of the other members of the 2nd R. class. No spasms this month.

Eddie Demorest — continued.

1896

April

Has been very much interested in the history lessons. The last lesson was about the surrender of Gen. Burgoyne, of Vol. II History Stories. The ex. in spelling are still very difficult for him. It seems impossible for Eddie to memorize the multiplication tables. There is not much improvement in letter-writing.

Eddie is careless, indifferent in everything pertaining to any kind of work.

May.

There is nothing new to report this month. Continues as careless as ever. Can not be depended upon to do examples like the following. "Take twenty-five cents from fourteen dollars and seventy-five cents, this answer being $4.03 the could not find the error until I had worked with him some minutes. This is only one instance of an every day occurrance. He has been working in problems like the above for two years and more, and now he is no nearer the good results which I had so much hoped for. I am convinced that from his whole method of procedure in numbers work indicates a lack of thought as well as intelligence.

In a reading lesson there is the same high pitched monotone, never heading pauses of any description. The very shirkplest words are liable to be mis-pronounced. After such a reading I am surprised that Eddie can give any thing at all of what he has read. Can tell time by whole and half hours but can not be relied upon at all times to give this much correctly.

June

Although having had a lesson three times a week in the clock class during the past month he is still unable to give the time, that is so one could rely upon him. Eddie has accomplished very little during the four years that he has been here in school. The fact is, Eddie has an extremely feeble mind, for one who has such a good appearance. He is very indolent and will not apply himself more than five minutes at a time. I have told him that I would give him extra time outside of school hours if he would only come to me to which he would only reply, "Oh I get enough of books when I am in school without thinking of studying when I don't have to." Lately he has not applied himself at all and I was completely discouraged. Have urged him in private conversations, but all to no avail.

At this writing he can read but poorly such matter as would come under the head of third reader work.

Writes a very simple letter, with every other word misspelled and in numbers uses no reason whatever.

He can give a few scattered history stories but no consecutive events. One of the stories he can tell is "The Boston Tea party" and a few others equally as simple. Aside from his extreme laziness Eddie is a good boy.

I do not think he uses bad language and believe he is honest, but not always truthful.

May.

Flossie Floyd — continued.

I have not accomplished as much with this child as I had hoped to do. In looking back over the years work I find there has been a general indifference and lack of ambition. She seems to carry the idea that reading consists in pronouncing the words without missing, whether she gets the thought or not. I am well aware that that a history of wars is not usually as interesting to girls as it is to boys, yet it is they same with any book she may have. she does not dig for the thought so that she can answer questions much less give an oral outline of lesson or part thereof. I believe that Flossie is beginning to study in a different way. since I have held this before her constantly. that one must think, when they are reading and have shown her how she can best do this.

One thing has been accomplished. She can solve problems in Sub. of U.S. money where borrowing is involved. As this work is done intelligently and accurately each day, I am led to believe she will remember it for all time.

June.

This year Flossie has read through the first three books of the "American History stories." During the last two months she has given some attention towards getting

the thought from her reading and not making it merely a pronouncing exercise. She can give some of the stories given in these histories. Always had a perfect written spelling lesson. Writes a beautiful full round hand. Composes a good letter of considerable length. the thought expressed would do credit to a normal child of twelve. She forgets the mult. tables from day to day, so that when applying them in simple problems must constantly refer to the tables in her book. Can remember the two's only. Is very much interested in Geog. and can give the states and capitals together with the principal productions, industries and climate. Knows a few historical events as connected with her geography lessons. Very good in phonics in spite of her being deaf.

In the memory ex. she has not taken such an active part as would enable her to fix the recitations for all time as so many have in her class. Any exercise that requires one to apply himself is not a favorite with Flossie and she has asked me to do away with this part of the work.

Her conduct is generally good. She is never saucy. Always amiable, possessing many good traits.

April

John Hanson- continued.
Can tell time by whole and half hours. Is improving in reading and spelling. Can learn twelve new words each day. Is working on lesson four of no. 1 numbers tablet. Needs some help with these simple problems.

Is improving in letter writing. Can write one sided of slate full, almost independently. This is laborious work but with effort he can do it. He does not enjoy writing home since his father died.

May.

Can read his home letters without any help. Doing good work in the new third reader. Can do all the work as required in this book.

Reads with intelligence and expression. Usually has a fair written spelling lesson. Is quiet and orderly in school at all times.

Does not always return promptly when sent on an errand. I have much confidence in John however, and believe he is far above the general average in conduct.

June

Since Sept. John has completed the second reader in a satisfactory manner and has made a fair beginning in the New National Third R. in which book he has read to page 47. writing out all the language lessons and having a fair written spelling lesson.

He has improved in letter writing, both in penmanship and

composition. The accompanying letter was written independently.

He can not comprehend subtraction where "borrowing" is involved although he has been working on problems of this kind all the year since January.

John has not been as industrious during the past two months as I wished he might be. He never was found with a book in the playroom and the attendant tells me that he was growing very lazy about his industrial work also. I think that he ought to begin in the first part of the Third Reader another year and go over the language work more carefully as well as becoming more familiar with the reading.

April

Albert Isaacson - continued.

All the chart class began to read in the second reader last week. Albert is beginning with them and I think he will be able to keep up with this class. On the last day of this month he could read to lesson four very well.

He still tries letter-writing but he can only copy what I have written for him.

May

Albert has really made a beginning at letter-writing. Wrote one page with pen and ink to-day but it was badly blotted. Can read all the lessons to number fourteen perfectly, also spelling all the new words correctly in either a written or oral exercise. His B.B. spelling lessons present a neat appearance.

To-day he built the following story from the script sentence builder. "You may have that good little red apple on the window." He seemed very much pleased to be able to build "such a long story" as he called it.

1896
June.

I am very much encouraged with the interest Albert has shown in the second reader since he began with this class of beginners from the chart class. He knows he is one of the best now and can show off so that pleases him greatly.

I can safely predict that Albert will be ready for the 3d. Reader if he continues as he has for the past two months, since which time he has been idle seldom, while being

in the chart class was but play to him and he found much time for mischief, because he is required to do a certain amount of writing in order to keep fully abreast with the second readers and being very anxious to continue with this work I have had but little trouble to get him to stick to his work. It is always necessary to manage Albert with the greatest possible tact.

He has such a peculiar disposition that he will go all to pieces when he happens to be in the mood and without any provocation. He has a loud harsh voice when singing and can be heard above all the children in chapel singing. Sometimes it sounds like the "screaming" of an insane person. At such times his countenance assumes a most wild and insane appearance, while at others he sings sweetly and looks pleasant. I have no doubt that insanity to a marked degree will be developed in the near future. In memory work Albert is at the head, or one of the best ones. He has thoroughly committed several recitations and can be relied upon to recite at any time or place, speaking in a clear distinct tone and with good rendering.

One of these recitations contains 20 verses of four lines each, others from 8 to 10 each. Can not tell time but is beginning to learn.

300 1896

May

Walter Johnson.

Was admitted to the institution as a child who could not do the work in the kindergarten school which he had been attending.

He does not know any of the colors, can match them. Knows how to thread a needle. Counts to four. Knows nothing of books. Speech, sight and hearing good. I should judge him to be about eight years old.

June.

A more mischievous boy could not easily be imagined. He is full of tricks. For instance I wished him to stand in a certain place on the floor in the school-room but he persisted in going to the B. board to make Hidebus pictures, in order to see the children laugh. I finally put a distinct chalk mark on the floor where he should stand when he instantly rubbed it off with his shoe, and the remaining chalk in the crack between the boards he obliterated with the moistened end of his finger after which procedure he coolly marched up to me and said "I do not see where you want me to stand." Thus far Walter has been in mischief the greater part of the time. He is quite bright, and I think he will be subdued in a short time. He pinches the boys so that every one dislikes him.