Faribault State School and Hospital. Individual School Records.

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Version 3
August 20, 2018

Grade Number One

Boys

1894 and 1895 Pages 1 to 178

1895 and 1896 Pages 179 to 300

Margaret McLean

Teacher

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Frank Aldrich
James Arrell
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Christian Solberg
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James Welsh
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Grade 2. 10:30 to 12:15 A.M.

Fred Batty
Lawrence Blakesley
Theodore Boehland
Harlie Brockway
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Grade 3 1:30 to 3 P.M.

Fred Batty
Theodore Boehland
Harlie Brockway
Ray Downey
Harry Fales
Jesse Gunn
Andrew Hassler
Charlie Lockwood
Samuel May
Eddie Lystad
Ray Snow
Sydney Peterson
Alfred Erickson
Louis Miller
Alfred Caron

A. M. — Program — Grade 1.

8:15 to 8:30 Chapel Exercises
8:30 to 8:45 Assigning Work
8:45 to 9:15 Numbers Work
9:15 to 9:35 Reading - Word - Method Class
9:35 to 10:00 1st. Reader and Language Work.

Grade 2.

10:00 to 10:30 Recess
10:30 to 11:00 Current Events and Reading
11:00 to 11:25 Numbers Work
11:25 to 11:45 2nd. Reader
11:45 to 12:15 3rd. Reader

P. M. — Noon Intermission — Grade 3.

1:30 to 2:00 Reading
2:00 to 2:30 Arithmetic
2:30 to 3:00 History and Geography

1894

Frank Aldrich

Sept. 29 This month Frank has been reviewing the lessons in the primer of "The Normal Course in Reading." I find that he had forgotten many words but by daily drill he is beginning to recall them. He can always write all the words in his spelling from dictation but is troubled to write the simplest sentence. He is beginning to be able to frame sentences orally in answer to questions.

Oct. 22 On the 2nd. of this month Frank began to read in Barnes' First-reader. The first lessons in this book are simpler than those he has been reading in the primer. He has now read the first lessons to page 15. This morning he wrote on the blackboard from dictation "The boy can run fast." Then I showed him some pictures and asked him to tell me a story about them. About the picture on page 14 he wrote: "The boy his a dog." When I pointed to the word "his" he immediately saw his mistake and corrected it. Of the picture on page 15 he wrote: "The nest has eggs in it. The egg are white. The bird little" The mistakes he was able to correct himself as soon as his attention was called to them. He makes no noticeable progress in Numbers. He reads Roman numbers to X, and can tell the pages in his book as far as he has read.

1894

Frank Aldrich

Nov. 30. Frank has read to page 23 of his first reader. These lessons have always been supplemented by script lessons from the board. When there are six or seven new words in a lesson it takes Frank several days to master them. They have to be studied again and again, used in different sentences and stories, written from dictation, formed with the letters and even then if he does not have daily drill on them he forgets them. To-day I showed him the picture on page 23 and asked him to write a story about it. He gave the following sentences," I see a picture in this book. I see a boy and a girl. They are riding in a buggy. The boy is driving the horse. The horse is trotting." When he tried to write his sentences he could not do it, but it is encouraging to have Frank describe a picture so well. He wrote from dictation "The girl likes to ride. I see five birds in the tree." He could not tell the page or the number of his reading lesson this morning.

Dec. 24 Frank is reading on page 30. He always writes his lessons very neatly, using pen and ink. He reads and writes numbers to 30, but is not sure of the Roman numerals above X.

1895.

Frank Aldrich.

Jan. 28. Frank has read the lessons in his first reader to page 33. Several days were spent on the review words on page 31. ~~Every morning~~ We have had five minutes drill every morning on the words "her, here, there, where, their, hear, then, when, what and that." I have not required him to write these words in sentences only to recognize them quickly. The boys are all apt to confuse the words "when" and "then;" "her" and "here," etc. Frank counts objects but cannot combine numbers without the objects. He knows the names of the penny, nickel and dollar but he does not know their value except that the dollar has the greatest value. I asked him which he would rather have a dollar or two quarter-dollars and he preferred the quarters.

Feb. 28 Frank has read to page 39 of Barnes' first reader, which makes only six lessons he has had from the book. These lessons are always supplemented by other readings. The new words in each lesson are used again and again in sentences, short stories, etc. until they are perfectly familiar with them before the lesson is read at all. Frank can always write his lessons very neatly, but he cannot form sentences independently. To-day Frank could not write the numbers from one to ten without help. He enjoys the stories that are read every morning and can usually remember them

since the above date. jan. 28.

1895.

Frank Aldrich

quite well, though he is not able to tell them again. He answers questions about them. Frank is a capable, trusty errand boy. He is one of the best workers in the brush shop, doing his work neatly and rapidly.

March 26. The pages in Frank's note-book for March 19th. and March 25th. are very untidy, but his work for to-day was neat. He is just taking up the lesson on page 42. The new words are "care, dear, feed, six, food, hide, wings, water, chick." We took the first four of these this morning. By dint of questioning I got from the class the following sentences.

"Mamma takes care of us.
My dear mamma is not here.
I will feed the chicks.
I have six horses."

March 27. This morning we took up the other new words in this lesson. After talking about each word, spelling it and using it in a sentence, the following letter was written on the board for each child to copy in his note book.

Faribault, Minn.
March 27, 1895.

My dear mamma,

I saw a nest in the hay. There was an old hen on the nest. I put my hand under the hen. There were six chicks under her. The old hen will take care of them and feed them.

Your loving boy.
Ned.

1895

Frank Aldrich

In copying this Frank made many mistakes which I can best show by copying the lesson from his note book.

Faribault, Minn.

My dear mamma, March 27, 1895.

I saw a nest in the hay. There was an old hen on the nest. I put my hand under the hen. There were six chicks. I will care for them and feed them.

Your loving boy, Ned.

March 28 As the word "water" seemed difficult for most of the class to remember the following sentences were studied this morning, and copied in the note books.

Please pass the water.
The water has ice in it.
I will water the chicks.
The hen wants some water, too.

Frank's writing was very neat to-day and his work correct.

April 1 The boys gave the following sentences this morning:

I take care of the chicks. The hen has two wings. I will feed the little chicks. I will water the chicks. I will hide in the hay. The lesson was then read from the book and Frank seemed to know it fairly well. I dictated to him the following sentences.

"The hen has six little chicks. She will hide them under her wing. I will give them some food and water. The hen takes care of them." Frank wrote them as

1895

Frank Aldrich

follows:

1. "The hen six little chicks." When asked to read it, he noticed his mistake and wrote it correctly.
2. "She will hide them under her wings." He remembered the sentence, but had to get his book and look up the words underlined.
3. I will give them some food and water.
4. The hen takes care of them."

The words underlined show that he had to refer to the book before he could spell them; but the fact that he knew which word to write shows that he recognizes the word. After six days' work he can read this lesson, having nine new words, but he cannot yet spell these words.

May 6. For three weeks Frank has been unusually fretful, nervous, and irritable. He has not done his customary work in school during this time. Thursday night, May 2nd, he had a severe epileptic spasm, the first for several years. No doubt this accounts for his nervous condition lately. He has read to page 55 of Barnes' First Reader. On the 30th of April he began to study the new words on page 55. The words are "suck, then, stand, said, shut, shall, hid, while, who." To-day he knows only four of them.

See page 178.

1894

James Arrell.

Sept. 18 James is learning to read the names of some familiar objects by associating the object with the printed name of it. Since the 4th. of this month he has had about twenty minutes' work each day in this and to-day he knew the words "boy, cow, chair, cup, table, bell, and slate." He can also pick out the letters to make each word when he has the word before him.

Oct. 1. He is now beginning to learn the written form of the words he already knows. He knew the printed words "red, white and black" and has learned the written form so that he recognizes these words at sight, but he cannot make the words with the letters from the written form.

Oct. 22 To-day James read quickly and correctly the printed words: "a, I, see, boy, girl, chair, book, slate, table, pig, cow, bell, door, cup, good, red, white, black, hat, hand." He made with the words from dictation: "I see a red table. I see a black hat. I see a good boy. I see a white cow." He made the last sentence with the letters without looking at the words and formed every word right with the exception of "white" and in that he put the "i" before the "h." He does

1894. James Arrell.

not learn to write at all. He has no power of imitation - cannot copy the simplest forms.

Nov. 6. A few days ago James received a letter from his father which he was very anxious to answer. The letter which he dictated in reply was very simple. He does not know how to tell anything about what he is doing, or how to ask any questions about the people at home. He makes very little progress in his school work. It is only by the most constant review and drill that he remembers the few words he has learned.

Nov. 17. To-day James answered a letter which he received from his mother on the 13th. of this month. These letters from home please him very much. By asking him questions I was able to have him tell several things about himself which he wanted his mother to know. He is beginning to be able to distinguish one color from another but cannot name them yet.

Dec. 24. James generally makes the words correctly with the letters from the printed form, but he sometimes gets a letter in upside down and does not see the difference until his attention is called to it. He knows the names of the colors black, white, red, blue, and green. When shown yellow to-day he first called it brown and then pink, but he could pick out the other

James Arrell.

1894.

yellow papers without dipficulty. He has not yet learned to make any letters or figures.

1895.

Jan. 23. To-day James read the following sentences. "I see a white hat. I see a black hat. The boy has a hat. The boy has a book. The boy has a black hat. I have a bell. I see a red table. The girl has a black hat. The girl has a red hat. The girl is good. I see a white horse. The girl can run. The boy can run. The girl can play. I have a hand. A good boy has the book." He knows some of the words in script but not many of them. He can count six objects but neither reads nor writes a number. He tries very hard to write but so far cannot make a letter alone.

Feb. 28. James can read quite a number of simple sentences, but he does not read with any expression. He can make a number of words with the letters from the script. He has not learned to write but he can make one or two figures so that they can be recognized. He dictates nice freely now at the first of the year. He remembers what is written to him from home, and frequently asks questions about his brothers, sisters, and parents.

James Arrell.

1895.

March 14 James can read about fifty words. He is now using Webb's Word-Method. This is supplemented with the printed cards. He can count fifteen objects; but can only read the figure one. He can give me any number of blocks, sticks or other objects under fifteen that I ask for, but to-day when I asked him to make ten marks on the board he at first made five and then an indefinite number. He knows all the primary and secondary colors but orange and he cannot remember the name of that.

March 25 To-day for the first time James traced the letter "a" independently, keeping on the lines exactly. He was greatly pleased with himself. This was done on the blackboard.

March 26 This morning James made the letter "a" without aid, but when he had made it a few times correctly he began to be less accurate until finally there was little resemblance to the original letter. I wrote a number of "a's" on the board, with space enough between for him to write one alone. In this way he made them well. He knows the words to page 197 Webb's Word-Method. Nearly every one of these words he had learned from the printed card. This morning he made with the letters, from the book, the sentence "this is a hat." Did not use a capital.

1895

James Arrell

April 30 James can name all the words in the "Word-Method" to page 21. He makes the letters "a" and "o" on the blackboard independently and the figures 1, 2, 3, and 4. He names correctly the colors red, white, black, yellow, blue and green but he is not certain about pink and orange. The latter is particularly difficult for him to remember. When given a box of colored papers to sort he will put together all the shades of the colors he knows rarely making a mistake. I will have him make with the lead-pencil the letters and figures that he has learned:

a a a o o a o 3 3 1 2 2 4 4

May 31 James knows the words in "Webb's Word-Method" to page 25.

June 27 James knows the words to page 29 of "Webb's Word-Method." He makes the figures 1, 2, 3, 4, 5 and 6. and the letters a, o, e and has been trying to write the word "on" but he cannot make it well independently. He can count six objects but does nothing in written numbers work.

1895

James Arrell

1894

Fred Batty

Sept. 24 Fred is adapting himself to the life of the school in a commendable manner. He is gentlemanly and obedient. Sometimes he comes into school and brings me an unfavorable report of himself from his attendant, or of his treatment of some other boy; but in school he has not been at all troublesome. He has been as studious as he knew how to be, but like most boys of this class, he does not know how to study very well. He reads in the fourth reader, but does not read well. His articulation is poor, but he tries hard to overcome that. He is a fair writer, but is apt to make mistakes through being careless. Sometimes I require the class to copy a paragraph from their reading lesson, into their note books with pen and ink for the drill it gives them in accurate work. In writing one paragraph Fred is liable to make half a dozen mistakes. He has a very limited command of language and expresses himself in a halting manner.

He shows great interest in the history and geography lessons, but when asked to give a review of anything he cannot do it, except in answer to many questions. His mother visited him the 12th inst.

Oct. 12. Mr. & Mrs. Berkmeyer, and Mr.

1894. Fred Batty

Davidson visited Fred to-day. These visits from his friends seem to make him more cheerful and contented.

Oct. 22 Fred writes to his mother regularly once in two weeks. He is doing quite well in school. His composition book shows a noticeable improvment in writing. He adds, subtracts, multiplies and divides readily but is not quick to reason. Since Sept. 4th. he has worked the examples in the "Elements of Arithmetic" on pages 122, 123, and 124. He has besides had work with Liquid and Dry Measures, and Avoirdupois weight.

Nov. 30 Fred went home yesterday to spend Thanksgiving with his mother. He was here Thursday morning and took part in the entertainment which was given then. He was not able to take a very prominent part. He could not give a recitation or read, as his articulation is indistinct; but in the pantomime he carried his part quite well. He is doing quite well with his work in school. He is always obedient. Is fairly studious.

1894

Fred Batty

Dec. 24 Fred studies fairly well. His conduct is always good in school. He is making quite an improvement in his language work as shown by his letters and the stories he reproduces. I copy below a short story from his note-book. The writing of this story was not very neat, there being several blots in his book. I copy it just as written.

"Found In The Snow

Frank and Jennie Adams lived about a mile from the school which they ~~lived~~ attended. In pleasant weather the distance did not seem very great. In cold and stormy weather in December their journey seemed very long to the red farm house where they lived. On their way home from school one day they heard a cry. Frank felt around in the snow and he found a little black kitten almost frozen to death. Jennie took it up and wrapped it in a shawl. When she got home she gave it some milk to drink and she made a warm bed for it and put it by the stove. When school is out she hurries home to her kitten. Frank pretends he does not like the kitten, but I think he does."

Only once in this story does he make the mistake of forming "n" for "m". Fred does not do very good work in arithmetic. He does not reason well. Most of his work this month has been in long division. I copy a couple of examples from his note-book which will give an idea of his work.

(1) Multiply the sum of 288 and 786 by 95 and divide the product by 114.

(2) To the difference between 2832 and 987 add

1894.

Fred Batty

678 and divide the sum by 87.

(3) A man had $91.20 left after buying 2180 bu. of rye at .75¢ per bu. and 5237 bu. of wheat at $1.05 per bu. How many bu. of wheat could he have bought with all his money?

Though Fred seems interested in the geography and history lessons, which are oral, he does not get nearly so much from them as I would like.

1895.

Jan. 31. Fred has learned long measure and square measure. Works examples in Compound Addition using the tables of liquid, dry, square and long measure; also examples in reduction with those tables. For our reading lessons we are now using the "American History Stories, Vol I. As part of the preparation of each lesson I require the boys to write all the words of three or more syllables. At first Fred had just as many words of two syllables as three, but he seldom makes a mistake now.

Feb. 28 Fred is doing about the same work in Arithmetic, Reading, History and Geography. It is quite difficult to secure Fred's attention for any length of time. When I read to the boys Fred listens with every appearance of interest and attention, but if suddenly questioned about what we have been reading, he becomes confused and often is not able to give any answer.

1895.

Fred Batty.

March 28 Fred has learned the table of cubic measure. We sometimes spend half an hour playing the history game. Fred gets fewer cards than almost any boy in the school - always fewer than any boy in his class. This morning I read the questions from the forty-two cards which we use and Fred was able to answer the questions of fifteen of them. The cards were, "F. Douglas, Longfellow, H. B. Stowe, Lincoln, Henry Hudson, De Soto, George Peabody, O. W. Holmes, Penn, Edison, Columbus, Pocahontas, Barnum, Garfield and Washington." These answers have not been studied from the cards, but cover in part the work of the history class and reading club. Below is his arithmetic work for to-day.

	C.	cu. ft.	cu. in.
(1.)	13	28	390
	15	90	874
	26	67	983
	49	58	519

	cu. yd.	cu. ft.	cu. in.
(2.)	56	18	900
	45	17	828
	46	20	990
	143	2	990

(3) Reduce 63936 cu. in. to cu. yd. = 1 cu. yd. 10 cu. ft.

(4) " 1 cu. yd. 10 cu. ft. to cu. in = 63936 cu. in.

Fred was one hour and a quarter working the above.

April 30 Fred has read to page 36 of "The American History Stories," Vol II. His articulation is so indistinct that he never will be a good reader. He has learned to divide with compound numbers, working such easy examples as,

1. 67 bu. 3 pk. 4 qt. 1 pt. ÷ 5
2. 17 da. 12 hr. 56 min. 15 sec. ÷ 5
3. 33 bu. 2 pk. 6 pt. ÷ 7.

A review of his work in history gave Fred a very poor

1895

Fred Batty.

standing for this month. In geography he did better.

May 28

Fred has read to page 105 of "The American History Stories", Vol. II. The boys in his class have been doing work in fractions but Fred has been unable to keep up with his class. He takes part in the Operetta and has been out of school a great deal drilling for that.

June 27.

Fred has completed Vol. II. of the "American History Stories." This month he has been out of school a great deal, drilling for the Operetta.

Laurence Blakeslee

1894.
Sept. 13 Laurence has had a pretty good record since school opened until to-day when he had to report to the principal for teasing the boys. He is reading in the first reader of "The Normal Course in Reading" His writing in his note book is still very untidy though it does show some improvement in this respect over his work of last year. He has not been so stupid and sleepy at any time as he was last year.

Oct. 1. Laurence is now reading on page 79. He usually has a pretty good reading and spelling lesson but he never studies unless he is compelled by force of circumstances to do so. For the last few days he has been very sleepy and has been kept awake with some difficulty.

Oct. 17 Mrs. Blakeslee came to see Laurence to-day and it made him very happy. She brought him a box and some candy and between the two he was joyful. Through his delight in the box he was able to learn several new words so that he could write some stories about them.

Nov. 20 Laurence's brother and sister visited him to-day and brought him a box of "goodies" which

1894 — Lawrence Blakeslee

delighted him. He continues dull and sleepy. Even if stood on the floor he fails to keep awake. Lately he has been destructive of his school material. When he destroys anything he does not seek to conceal the fact, but rather calls attention to it and though he begs not to be punished for it, he glories in his notoriety for the time being. He is now reading in Barnes' Second Reader.

Dec. 24 — Lawrence has been so full of Christmas for the last week or two that he thinks and talks of nothing else. He is more active in school and is doing better work, hoping that Santa Claus will bring him innumerable tin boxes, and old socks to unravel for balls. He has read to page 187 Barnes' Second Reader. His writing in his note-book is very untidy, on the blackboard neat. He understands what he reads and can give the story of his lesson in his own words. Below are the sentences which he gave using the new words in his lesson to-day.

"Jocko got himself all wet. Jocko washed his face. Jocko marches up and down the room. Frank had to watch Jocko. The monkey's name is Jocko. Jocko is looking into the glass. Jocko will wash his face. Jocko is trying to wash himself." He reads the Roman numeral to XII, Arabic to 100. Tells the hours and half-hours on the clock dial. Is lazy and sleepy much of the time in school. When trying to read he yawns and seems to have difficulty in keeping awake.

1895 — Lawrence Blakeslee

Jan. 23. — When we are having the exercises with the clock-dial Lawrence wants to tell the time in this way. "Half-past four, that's when I fold the spreads. Half-past six, the calisthenic class; fifteen minutes after five, bugle blows for supper; half-past seven is bed time; fifteen minutes after twelve school is out; half-past twelve I eat my dinner; half-past one I come back to school," and so on all through the day. He can show by the clock-dial when all the changes come in his day. He often amuses himself writing the numbers and he wants to tell what they mean to him. "4 - that is "Praise Him", referring to one of the chapel songs, "58 that is "Softly and Tenderly Jesus is Calling"; "52 I believe in God the Father"; and so on through all the hymns.

Feb. 28 — Lawrence has read to page 39 of Barnes' Second reader. The writing in his note-book does not show any improvement in neatness, but his letters are better formed and he does more work than before. Lawrence dictates a fairly good letter. It always is perfectly characteristic of him.

March 28 — Lawrence has read to page 48 of Barnes' second reader. He reads and writes Roman numbers to XIX; Arabic to 400. He is fond of taking a book and telling me all the pages in it, particularly a "Gospel Hymns."

1895

Lawrence Blakeslee.

April 30 Lawrence has read to page 66 of Harper's second reader. He is so destructive that his reading book, which was new in November, is soiled and torn. He deliberately destroys everything in the way of school material that he uses. Will take his pencil and scratch out words from his book and the corners and edges he bites to pieces. His lead pencils and slate pencils he breaks and chews up until he cannot use them. His note-book is a mass of loose leaves. He begs me to give him a new one because it looks so badly and he promises faithfully that he will be "so careful of a new one." It does not make any difference how often, or in what way he is punished for his destructiveness, the pleasure of destroying outweighs any punishment that may follow, and he cannot resist the temptation. He reads and writes numbers to 1000; adds numbers to 20; reads the Roman numerals to XXVI.

May 28 Lawrence has read to page 82 of Barnes' second reader. He reads the Roman numerals to XXXI.

June 27 Lawrence has read to page 90 of Barnes' second Reader. He reads fairly well and can write neatly and plainly when he tries. He forms good sentences and is fond of writing short stories about the things he likes - such as boxes and tin cans. He reads and writes any number in the thousands and combines numbers to 30. He adds

1895

Lawrence Blakeslee

simple examples but does not know how to "carry".

1894
Sept. 29.

Theodore Boehland

Theodore was transferred from another grade to this one at the opening of school. He is reported as having finished the Model Third Reader, doing language work in connection with it. Has done addition and subtraction. Writes neatly with pen. Is able to write a letter with help. His articulation is so very indistinct and he does so little work in language work independently that I have thought it best to have him review a Second Reader. He seems to understand what he reads, but as he is not able to write a complete sentence in answer to a question about his lesson, and I cannot comprehend what he says, I have some difficulty in knowing what he gets from what he reads. He seems willing to work. He is inclined to take privileges in school, but does not do so maliciously. To give some idea of his language work I will copy verbatim one of his stories, at this date, about a wolf. These sentences were given him to supply the omitted words.

"The wolf is like a large dog.
They ^ covered with fur.
The wolf can kill a man.
It can run very swiftly.
It has sharp teeth and claws.
My ^ shoot a wolf with the his gun."

1894. Theodore Boehland.

He adds numbers to 20, but counts his fingers or uses objects. Cannot subtract.

Oct. 22. Theodore is still reading the lessons in the Second Reader. He usually has a fair spelling lesson, but cannot use the words in complete sentences. He is in school for the general lessons in History and Geography, but I think he gets little or nothing from them. He continues to work simple problems combining numbers.

Nov. 30. Theodore is now reading on page 155 of Barnes' Second Reader. He wrote his spelling from dictation and nearly all his words were spelled correctly. I asked him to write the answers to the questions which are at the end of this lesson. The following are the questions:

1. Where is the home of the polar bear?
2. Why doesn't he slip on the ice?
3. What does he find for food?
4. Tell how he catches seals and fish.

These are his answers.

1. "The polar bear home is in the cold north where the saw on the ground." 2. "Because he have a pair fur boots so can slip."
3. "He find a seal and some fish."
4. "When he was very till and watching when the seal cral out and he keep it for his dinner."

He combines numbers to 30,

1894. Theodore Boehland.

but always counts his fingers.

Dec. 24 Theodore has finished Barnes' Second reader and will now use the third. I cannot understand anything that he reads and only an occasional word when he talks to me. When he wants anything I have him as much as possible, write his requests.

1895.

Jan. 31 Theodore has read to page 36 of Barnes' third reader. I give Theodore a great deal of dictation work. He cannot take the new words in a lesson and use them in sentences correctly. He is trying to learn the multiplication tables and can write the table of 2's, but has not memorized it.

Feb. 28 Theodore has read to page 59 of Barnes' third reader. He builds the multiplication tables of 3's and 4's. Adds simple examples. Reads the Roman numerals to XL. It is difficult for Theodore to write a sentence from dictation, even if he can spell every word correctly. His writing in his note-book is not neat. He makes many mistakes even in copying one or two paragraphs from his reading lesson. In writing a letter he has to copy it from two to six times before he has it at all presentable.

March 19 Theodore has been studying the lesson on page 73 of Barnes' third reader, for three days. This morning he was able

1895. Theodore Boehland

to write all the words in his spelling from dictation. I dictated a few simple sentences from his lesson which I copy below. "Elephants are very gentle when kindly treated." Theodore began to write "When". I asked him to erase and repeated the sentence. He began with the word, "The" Erased and the sentence was given again. He wrote," Elephant are very gentle when they are kind." This was erased and the sentence given to him again very distinctly. He wrote," Elephant are very gentle and kind." After several more efforts he wrote it correctly. If a sentence be given him one word at a time, he does not have any trouble in writing it. The sentence "They can be taught to do many things," was first written "They can be taughed to do any thing," but this was written correctly the second time. I will give the evolution of one other sentence: "Old Soup was the name of an elephant that belonged to a gentleman in India."

"Old Soup was an elephant name belonged to the gentle in the Indian."

"Old Soup was the name of an elephant that belonged to the gentle in the India."

"Old Soup was the name of an elephant that belonged to a gentleman in India."

Theodore reads the Roman numerals to 100. Knows the multiplication table of 2's; continues to work very simple examples in addition.

March 26. Reading lesson on page 79 Barnes' third reader. The new words are," job,

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cord, split, shop, prayer, shovel, widow, sliding, replied, errands, shavings, carpenter. After these words had been brought out and discussed in the class, the boys were asked to go to the board and use them in sentences. These are Theodore's:

A man make a cord of wood.
The boy split some wood.
A carpenter work in the shop.
In winter some people shovel the snow.
We go out to sliding out door.
We use some shavings for to starting the fire.
A carpenter builds houses and barns.
A man piled a cord of wood."

This shows an encouraging improvement.

April 1. I copy some of the sentences which Theodore wrote to-day, the words underlined are the new ones. "We are great deal of our money. I making our shoes creak. We closed the door every time. When we go to sleep we call asleep. You told the boys silence. It is cricket to shoot bird. This room is chamber. Mournful is when you are sick. Piping is singing making a shrill sound. A shrill is sharp point. Some people are in the house we call household. These are not so encouraging.

May 10 This month Theodore has been doing the second reader work. He is so deficient in language that he is not able to keep up with Andrew. His articulation is so very imperfect that no one can understand what he reads and I think it will be better for him to have simpler language work. He writes letters but they are always very

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Theodore Buckland

brief and do not vary greatly. His writing is usually neat and legible. He can find the tables of 2's, 3's, 4's and 5's. Adds simple examples and multiplies by one figure.

June 17 Theodore can subtract but cannot "borrow." When he wrote a letter last week he copied one of two pages six time before he had it correctly and neatly done. He is reading on page 90 of Barnes' second reader. He has studied his lesson four days. I asked him to use the following words in sentences: follow, thought, such, jumped, became, thrown. I copy his sentences.

1. I follow a man. (2.) I thought he is all right.
3. I have a such time at home. (4.) I can jumped over a fence. (5.) I became here and have a nice time. (6.) The man was throwen from his horse.

1894.

Harlie Brockway.

Sept. 24 This month Harlie has been reading in the first book of "The Normal Course in Reading." His lesson to-day is on page 75. He does not read well though he can pronounce correctly any word I point to in the lesson. When he reads he gets excited and makes bad work of it. He has a habit of spelling nearly every word to himself before he utters it, even when he knows perfectly well what it is. He writes fairly well. His work in his note-book is not always neat. He writes with pen. Is able to compose a letter with help about the spelling. He adds quite difficult examples. Harlie has an extremely unpleasant disposition. He is unkind and dictatorial with the boys, and when reproved, no matter how kindly, is sullen and resentful.

Oct. 26. Harlie's reading lesson to-day is on page 95. He reads a little more fluently. Can write sentences from dictation. Has had work in numbers with liquid measure. Harlie is very much interested in the history and lessons on current events. He can tell what he has learned very well. As he continued to show a great deal of temper upon the slightest provocation he was reported to the principal who resorted to severer methods to break him of this habit.

1894.

Harlie Brockway.

Nov. 23. To-day Harlie completed the first reader and to-morrow will begin with Barnes' second. He is very happy over this and seems ambitious to do better work. His conduct is better in school and I do not hear so many bad reports of him from the play room.

Dec. 6. Harlie took a slight part in the Thanksgiving entertainment. He is doing fairly good work in school. He shows great interest in the book we are reading in our club "Little Lord Fauntleroy." He never has received any letters from home, yet he is anxious to write to his mother and sisters. He wrote Sept. 7, Oct. 5, Oct. 19, and Dec. 3. He began a letter home the 2nd. of Nov. but as it was not neatly written I told him I would not like to send it. He kept this letter and Nov. 19, he rewrote it. This again was not altogether acceptable but he was not discouraged. He tried again the third of this month, adding to the original letter and this time his letter was sent. Such perseverance is worthy of an answer, which I hope he will get. He has studied the first two lessons in his second Reader. To-day he had the following questions on those lessons for his language work.

Who went to see the bees?
In what do the bees live?
Why did the bees sting Frank?
Why does the hive have a hole in it?

I copy verbatim his written answer.

1894.

Harlie Brockway.

"Frank and Jane and their papa went to see the bees. The bees live in a hive. The bees sting Frank because he hit one of them with his hat. The hive has a hole in it because the bees can go in it."

The last sentence is the only one with which I find any fault. I asked him to write the story of liquid measure on the board and he wrote it as follows:

4 gi. make one pi.
2 pi. " " qu.
4 qu. " " gal.

When his attention was called to the way in which he had written the abbreviations for pint and quart he corrected his mistakes.

1895.

Jan. 31. Harlie has made a marked improvement in deportment. His conduct in school is much better than it was. He shows a desire to be liked and frequently says he is trying to be a good boy so he may have friends. He continues interested in the reading club. We are now reading "The Hoosier School Master." He has read to page 18 of Barnes' second reader. He does not read well. Even when he knows every word in the lesson, can write them from dictation, he does not read well. He is always very much confused, particularly if there is any stranger in the room. He has had one or two letters from a sister and nephew and has been happier on that account. He is always prompt in answering his letters.

1895. Harlie Brockway.

Feb. 28. Harlie has read to page 39 of Barnes' second reader. He reads with a little more confidence. He studies fairly well. Deportment this month has been good. Can build the multiplication tables of 2's and 3's; has committed the 2's. Reads the Roman numerals to 50. Below are the answers which he wrote to the questions at the end of his lesson.

1. Mary was looking at the snail.
2. The snail has a shell on its back.
3. The snail has eys and teeth and ears.
4. The snail crawls very slowly.
5. It hid its head because Mary was going to touch it.

March 28. Harlie has read to page 48 of Barnes' second reader. Reads the Roman numerals to 100. Works examples in addition; subtracts but does not "borrow." Builds the multiplication tables of 4's and 5's. Can tell the hours and half hours on the clock dial. He knows the names and value of the different coins and can give the change for a quarter, half dollar and dollar.

April 30 Harlie has read to page 66 of Barnes' second reader. When he is able to spell every word in his lesson; use them in sentences correctly, and write them from dictation, he is not able to pronounce those same words readily at sight. He reads with much hesitancy but he does better than he did. He can build the tables of 6's and 7's and has committed the 3's, 4's, and 5's. He can multiply with one figure.

1895 Harlie Brockway.

May 28 Harlie has read to page 82 of Barnes' second reader. He can build all the multiplication tables but does not commit them readily. He subtracts but cannot "borrow." His deportment in school this month has been good. He sings in the choruses in the operetta.

June 27 Harlie has read to page 90 of Barnes' second reader. He has at last learned to subtract when he has to "borrow." He writes a good letter and is entirely independent in the composition of it. Inquiring aid only in the spelling. He writes neatly. He is a poor reader - particularly if reading before strangers. He is easily embarrassed and then appears at a great disadvantage. One day last week we were having a color exercise in which Harlie was interested and in which he was doing well when visitors were ushered in. As soon as called on before them his wits fled and he declared that the grass was yellow, the clouds green and the sky pink, and finally he burst out with, "O, don't ask me. I'm so scared." He does not seem at all diffident ordinarily. His conduct has been very good in school of late. He shows a desire to study which is very encouraging.

Carlos Comstock.

1894.

Sept. 26. Carlos has been amiable all of this month. He has tried to study and I am greatly pleased with his self control. He has reading, writing, language work and simple numbers work. In the latter his work has been almost entirely oral. He is reading in the primer of "The Normal Course in Reading" and has been reviewing some of the lessons he had before school closed last year. This review is not so necessary for Carlos as for some other members in his class, but it will not be any disadvantage for him to have it. His lesson to-day is on page 55. He wrote all his spelling from dictation correctly, and gave (orally) good answers to the questions about the story.

Oct. 23. Carlos was greatly pleased to have his mother and little sister visit him the first of this month. He took great pride in telling her what a really good boy he had been and showing her how few lessons he had to read before he would be ready for a new reader. He is now reading in Barnes' first reader and has read the lessons to page 16. He reads and writes numbers to 16 and knows the Roman numbers to X. In teaching him to write

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Carlos Comstock.

numbers he found no difficulty until he came to writing tens and units. As soon as we had ten units we put a rubber band around the group and he understood perfectly that there were ten sticks in the group, but he could not get the idea of one ten; so in writing the number eleven he calls it "one bunch and one", and the other numbers in the same way. If I point to 15 he says, "that is one bunch and five", showing me the sticks at the same time.

Nov. 30. At this time Carlos has read the first twenty lessons in his first reader. He will write simple sentences from dictation, and will form sentences about his lesson. Can nearly always use the new words correctly in sentences.

He knows the Roman numerals to XX and reads and writes numbers to 26, which he calls "two bunches and six." Two days ago Carlos showed symptoms of ill-temper, the first outbreak he has had in school this year. The mood did not last but a few moments and when it passed he beamed and smiled as though he never had had an unpleasant thought in his life. He is always ready to dictate a letter to his mother when "letter day" comes, and he tells her all about what he does in school

1894.

Carlos Comstock.

and in the brush shop. He generally tells her the story of his reading lessons as his mother asked him to do when she was here.

Dec. 24 Carlos has read to page 297 Barnes' first reader. He has not made any noticeable improvement in his writing this month. He forms his letters fairly well, but writes so fast that he is apt to make many mistakes. He writes with a lead pencil, and as he has no eraser, he rubs out his writing with his finger. The result of this is a very untidy looking book. His work on the blackboard is much neater, because if he does use the eraser, it does not show traces of it. Carlos has the greatest difficulty in learning the Roman numerals. Last month I thought he knew them to XX. This month he does not.

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Jan. 28 Carlos has read to page 33 of Barnes' first reader. This makes only three new lessons that he has been able to take in three weeks. (There was one week's vacation between Christmas and New Year's) These new lessons introduced twenty-one new words, with a review of the reading lessons and thirty-three words of spelling. The reading review was not at all difficult for Carlos, but the spelling gave him more trouble. Every morning we have about five or ten minutes devoted to spelling

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the name of the month, the day of the week, and writing the date in full on the blackboard. To-day Carlos could not spell "January" although we have studied it for twenty-five mornings. He can name and write all the days of the week.

Feb. 28 Carlos has read to page 38 of Barnes' first reader. He has had twenty-two new words this month. A great deal of supplementary reading has been given him introducing these words. There has been a review almost every day. He knows the names of the coins: penny, nickel and dime, and that the nickel is equal to five cents, the dime to ten cents, and yet I think he does not realize their value at all.

March 29 Carlos has finished lesson XXXVII. page 45 of Barnes' first reader. He has had twenty-seven new words since last reported. The spelling review contained thirty-three words. These Carlos pronounced readily, but some of them he could not spell. This morning I asked Carlos to give me a sentence using the word "can". He said "Can of the boys." I said "That is not a whole story, who takes care of the boys?" He answered, "Mr. Robinson". When asked again to tell "a whole story," he said, "Mr. Robinson takes care of the boys". He wrote it - "Mr. Robinson care of the boys." I said again and this time wrote it correctly. From dictation he wrote, "I will water the chicks." "I will feed the chicks," but the sentence "The hen has two wings," he began with a small letter and spelled "two", "to." When

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asked to correct it he wrote it "too." I showed him how many it meant and then he wrote the sentence "The hen has 2 wing." I had to show him the word "two" before he wrote it correctly. I think it is not because he does not know how to spell the word, but because he is very easily excited and then he appears at great disadvantage. I showed him the picture on page 43, the lesson he has just finished, and asked him to tell me about it. He said, "I see a girl and a boy, and chickens, and hen. The hen is looking at the chickens. The boy is looking at them, too. The girl, too. The boy has a hat on his head. The boy is holding the hen." He did not describe it without some suggestions as "Tell me something about the boy. What is he doing?" etc. He reads and writes the numbers to 19 readily, above that he is not sure of the number of tens. When I asked him to write 20 he could not do so, until I picked up two bunches of sticks then he said "O, that's two bunches and nothing," and wrote it correctly. I laid the sticks to make the following numbers which he wrote correctly and named "23, 26, 22, 21, 28, 29." When I put down 2 tens and ten units he called it - "twenty-ten" and said "You must put a rubber band on them now." He did so and wrote it "30"; but could not think what to call it. When I gave him the name "thirty", and then he became confused about the name "twenty." He combines pairs of numbers to ten. He cannot "add on". He says 3+2+1= 3+2=5. 2+1= 3. He cannot say 3+2=5+1=6. One day this month Carlos was sent into school with a straight-jacket on for bad behavior in the play-room. He seemed very

1895. Carlos Comstock

much mortified. Carlos has been a good boy in school but one morning when I spoke to him from the window for making too much noise, he became very angry and answered rudely. The next day when he came into school he was completely ignored which was an effective punishment.

April 30. Carlos has read to page 55 of Barnes' first reader. He still writes with a lead-pencil and his note-book shows many traces of erasing.

May 31 Carlos has read to page 59 of Barnes' first reader. These lessons introduced thirty-five new words with a great deal of supplementary reading. He reads and writes numbers to 60 and shows with objects those numbers. but he does not remember the Roman numerals.

June 27 Carlos has read to page 64 of Barnes' first readers. He reads well. His note-book this month shows an encouraging improvement in his writing. He still uses a lead pencil.

1894. Charlie Dady.

Sept. 26. Charlie is in school from 8:30 to 10 A.M. and has reading, writing, numbers, and language work. He writes on the blackboard, slate, and with lead pencil. His writing on the blackboard is always the neatest, and with the lead pencil the most untidy. He is very careless about copying his reading lesson, writing "d" for "b"; "n" for "m"; may for my; forgetting to make capitals when necessary, omitting punctuation marks, etc. It is difficult to keep him at work. He never wants to do anything and works simply because he has to. In this spirit he cannot accomplish what he really is capable of doing. In the play-room he shows himself noisy, refractory, and quarrelsome with the other boys. He is a disturbing element in the dormitory and the source of a great deal of trouble there. He has not the qualities that can make him a leader among the boys, so his influence is not so bad as it might be otherwise; but any one who is at all inclined to do wrong may always feel sure of a sympathizing follower in Charlie Dady.

Oct. 26. Charlie continues to have very bad reports from the play-room, and I cannot make a favorable report of his conduct in school. He is mischievous and idle. On two

1894 Charlie Dady.

occasions he was brought to Miss Baker for bad language and improper actions in the play. room. Charlie usually confesses the wrong he has done, but he never realizes how very wrong his conduct is. He will speak of it and laugh as though he thought it a first-rate joke. He is now reading in Barnes' First-Reader, having completed the primer of "The Normal Course in Reading."

Nov. 14. It pleases me to be able to say that Charlie has been more gentlemanly for the last week or two, and I want to record it at once for fear he will do something very dreadful. He is quieter and more studious in school. Since the first of this month I notice an encouraging improvement in his lessons. To-day he wrote a simple language lesson - supplying words omitted from sentences - and his writing was neat, the letters formed legibly, and only one period forgotten. These sentences were taken from the blackboard, or I think there might have been more errors in writing. His reading lesson is on page 23. He writes and reads numbers to 23, and knows the Roman numerals to XVII. Is familiar with the measures for liquids and can tell readily how many pts. in a qt.; qts. in a gal.;

1894. Charlie Dady.

pts. in a gal., etc. Has not learned to tell time yet.

Dec. 24 Charlie has read to page 29 of Barnes' first reader. He has had four new reading lessons, introducing twenty-four new words. These words he can spell and write from dictation. He is very careless in writing unless he is constantly watched. He makes "n" for "m"; "d" for "b"; and omits letters and words. He forms his letters well. Is careless about the punctuation marks. When copying his reading lesson, he leaves out half the periods, question marks and commas.

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Jan. 28 Charlie has read to page 33 of Barnes' first reader. His new reading lessons have introduced twenty-one new words. There was a spelling review of thirty-three words. Many of these words he had forgotten how to spell, but he was not long in learning them again. I cannot see that his writing has improved any in the last month. In to-day's lesson, which he wrote from the print, he has written "leat" for "beat"; "ny" for "my"; "rud-a-dud" for "rub-a-dub"; "deat" for "beat"; "will" for "with". This is nothing but carelessness for he knows perfectly well how these letters are made. He is idle and mischievous in school. He giggles and laughs in a nervous manner without cause. The dollar is the only coin that he recognizes, but he does not know its value. Of the lesson on page 33 he told me the following story: "The boys are marching. Roy has a drum. He beats it.

1895.

Charlie Dady

One boy has a flag. He marches with it. There are six boys marching. One boy is blowing a horn. One boy carries a gun. One boy carries a pan."

Feb. 28. Last Sunday (the 24th.) Charlie and one of the other boys ran away. When they were brought back Charlie said he went away because Louis wanted him to. "It was not much fun," he said. It made his legs ache to walk so fast. Charlie has read to page 38 of Barnes' first reader. To-day when Charlie wrote his reading lesson, most of his letters were well formed but his writing is not neat. He says that he is trying to be a good boy but I must say he meets with very poor success. Some times Charlie cannot read any numbers correctly. He is just as apt to call "3" "5"; "4" "10" as anything else. At every reading lesson the boys are drilled on giving the page and the lesson. They are shown the objects to represent the number of the page and all are required to write it on the board, etc. Above ten, Charlie has the same difficulty that Carlos Comstock has. He cannot remember the name of the tens.

March 28. Yesterday Charlie wrote "am" for "an", "hem" for "hen"; and to-day he was asked to write the same exercise. This time he wrote "henn", thinking, perhaps, that if one n was good, two would be better. He is careless and inattentive about every thing. Two or three sentences were quite neatly written, showing that he can do better if he tries. Charlie has read to page 45 of Barnes' first reader.

1895

Charlie Dady.

He cannot be depended upon to count more than 12 objects, or read numbers above 10.

April 4. Charlie was sent to school to-day wearing the straight-jacket. He said he had been kicking the boys and swearing at them. He does not want to promise to be a good boy as he is afraid he might not keep his promise, and I am afraid he would not either. He has worn the jacket all day, but does not seem to think it any disgrace. He talks and laughs about it as though it were something amusing. One minutes he is all smiles, the next he kicks the wall or anything near him.

April 30 Charlie has read to page 55 of Barnes' first reader. He has been in the "Quiet" several days this month for misconduct in the sitting-room and dormitory. Made an attempt to run away. He said he went because some of the boys told him to go. He seems to grow more careless and inattentive. He laughs at the slightest thing that is said or done in school.

May 31 Charlie has read to page 59 of Barnes' first reader. He makes no definite improvement in numbers.

June 27 Charlie has read to page 64 of Barnes' first reader. He has improved very much in his writing though he will still make "n" for "n", or form an "f" in this way "J". When his attention is called to them he can always correct such mistakes himself.

1894.
Sept. 21.

Grant Dennis.

Grant's work has been very commendable this month. He does not make rapid progress in any of his studies; but he is painstaking, persevering, and not easily discouraged. There is no work that he does in school that is not hard for him. In taking a new reading lesson, the "new" words are absolutely unfamiliar to him. Nearly all of the other boys in his class will recognize some of the new words, but Grant never does, and he has to study over them earnestly. The articulation of many of them is difficult for him, but he is not satisfied until he can pronounce them distinctly. He has reading, writing with pen, language work, numbers, and is in school for the lessons in Geography. From the latter he does not get as much as he would if we were going over the ground more slowly. Grant used to be considered a most unreliable boy. He was dishonest and untruthful, but he is now considered one of the most trustworthy boys in the house. I do not by any means wish to convey the idea that Grant is a boy whose conduct is faultless, because he is not. He has only made a marked improvement in certain respects, and deserves a great deal of credit for accomplishing what he has.

1894. Grant Dennis.

Oct. 30. Grant is still reading in the First Reader of "The Normal Course in Reading", but has almost finished this book. To-day his lesson was on page 97 and I wrote the following questions on the board, to which I required him to write the answers:

1. How many foxes has this boy?
2. What are the foxes doing?
3. What do the foxes have to sleep in?

His answers are as follows:
"This boy has two foxes. One fox is standing and one is sitting on a box. The foxes have boxes to sleep in." There were no errors in spelling, capitalization, or punctuation.

He is combining numbers to 10, but I notice that he frequently makes marks and counts them. He knows the measures pint, quart and gallon, and can tell how many pints are in one quart, how many quarts in one gallon.

Nov. 23. To-day Grant finished the First-Reader and is now using Barnes' Second. He is gratified with his promotion and says he is going to study harder than ever. He wrote the answers to the questions about his lesson correctly, remembering to write Frank with the apostrophe when he said "Frank's papa took him to see the bees." His languages lessons are written in his note

1894. Grant Dennis.

book with pen and ink, and his mistakes corrected with red ink, so that his book is a constant reminder to him. To-day he worked the examples in Tablet No. 1, lesson 16. I read the written problems to him and he worked them out, but had to have some suggestions about one or two of them. I asked him how many gills there were in one pint and he could not remember until he took the measures to the faucet, when he came in he told me there were four.

Dec. 24. Grant has read to page 15 of Barnes' second reader. These lessons are quite difficult for him and it takes him several days to master the new words in each lesson. He never spends an idle minute in school. When he has nothing else to do he copies the words that he missed when writing his last letter so that he will not have to ask how to spell them when he writes again. He does not get any thing from the geography and history lessons. He was interested in the story of "Little Lord Fauntleroy" and seemed to follow it understandingly.

1895.

Jan. 29. Grant has read to page 24 of Barnes' second reader. He works as well as usual in school. He knows the Roman numerals to X. These are taught as he takes up a new reading lesson.

1895 Grant Dennis.

Feb. 28. Grant has read to page 39 of Barnes' second reader. He used the words in the spelling in sentences correctly. Wrote the spelling and several simple sentences from dictation. Capitalizes properly and uses correctly the period, apostrophe and question mark. Knows the Roman numerals to XVI.

March 28 Grant has read to page 45 of Barnes' second reader. This lesson was very difficult for him. It seemed as though he never would remember the word "while." I wrote it in a dozen different sentences for him; had him write it repeatedly telling me each time what word he had written; and yet when he turned to the book again, he could not think of it. I finally wrote it upon a slip of paper and pinned it upon his coat. He was to ask some one to tell him what it was when he forgot it. By doing this he remembered it. I copy some sentences which he wrote using the new words of this spelling this morning:

1. The men wash the sheep in the brook.
2. The wool is clean now.
3. Should he men shear the sheep?
4. The wool grows on before winter.

He reads and writes numbers to 45 and knows the Roman numerals to XVIII. He knows the nickel, penny, dollar, and dime, that five pennies are equal to one nickel; ten pennies to one dime; two nickels to one dime. He sometimes makes a mistake in naming the nickel and dime, but he can always give the right-

1895 Grant Dennis.

number of pennies for each. Can tell the hours on the clock dial, but not readily.

April 30 Grant has read to page 66 of Barnes' second reader. He has had ninety-five new words since the 28th ult. He is not perfectly familiar with all of these, but being with the class he has to go over these lessons a little more rapidly than he really should. Grant is an excellent worker in school. He is never idle. His writing is very good. I will copy a letter which he has just written as it shows the very best he is capable of in the line of composition. He is entirely independent in his letter-writing, except for the spelling of words that he cannot find in his reader.

"My dear sister,

My lesson is about the dog and the boy. The boys mix bread. Is the baby well? I am well to-day. This is a nice day. We had some rain last night. Is Roy there now? Does the pig get out now? You did not send the piece of baby's hood. I will try to send you some flowers. Did you get the handkerchief that I made you? Mrs. R. has a baby boy. Has Will got his seed all sown? We saw some nice pictures in the assembly hall Wednesday night. We had a lot of visitors last Monday. They were from the University.

Your loving brother,

James Grant Dennis.

1895

Grant Dennis

May 28 Grant has read to page 82 of Barnes' second reader. He combines numbers to 30. He does not understand how to "carry" but works simple problems like the following: $+\frac{13}{15}$ $+\frac{12}{11}$ $+\frac{14}{12}$ $+\frac{16}{14}$ $+\frac{15}{11}$ $+\frac{18}{14}$ $+\frac{13}{11}$ His work is always neat.

June 27 Grant has read to page 90 of Barnes' second reader. He is able to write quite a long sentence from dictation. A few days ago I offered a prize to the boy who would copy a story from the board without any mistake. Grant won it and felt justly proud of it. He is able to write quite a nice letter as shown on page 61. He is exceedingly industrious and never wants to be idle a moment. He takes the greatest interest in the garden and when his lessons are learned he begs to be allowed to go out and "pull up the weeds." He is fond of flowers and gives them the greatest care. Those that he takes charge of are never neglected and seem to do their best for him.

1894.

Ray Downey.

Sept. 28. Ray's studies are reading, writing, composition, geography, U. S. History and Current Events. He is reading in the fourth reader, but we do not confine ourselves to the text-book. In fact, we use it less than we do other things. His language work, I suppose, should scarcely be dignified by the name of "composition," consisting principally of the reproduction of short stories, letter writing and dictation exercises. Geography and History are taught orally. Ray's father sends him the Minneapolis Journal and Ray spends about an hour in the morning reading it. He shows a good deal of discrimination in selecting the news of importance. I allow him to tell what he has read to the school when we are ready to begin our talk about the current events. In Arithmetic Ray is working examples like the following: "A man bought two farms: one of 157 acres at $26. an acre; and another of 138 acres at $34. an acre. He paid at one time $4725, and at another $1895; how much remains unpaid?" In History and Geography he is doing quite well. The work that we go over in these studies is reported separately.

Oct. 30 Ray is still doing well in school. I notice a marked improve-

1894

Ray Downey.

ment in his deportment. He is not nearly so talkative as he was and does not correct the boys as he did at first. He writes a neater, better composed letter. He has fine correspondents and is prompt to answer their letters. He is able to write quite fully of his life in the institution, how he passes the time out of school, about his studies, what he reads, and so on. He is working in long division with any number of figures in the divisor. Ray needs this work only for practise. He is not accurate when he tries to do rapid work.

Nov. 23. Ray has studied fairly well this month. His deportment has been good. Has almost entirely broken himself of the habit of talking in school and reproving the other boys. Shows the greatest interest in the reading-club. Has been working examples combining addition, subtraction, multiplication and long division. At the Thanksgiving entertainment he will read a selection from one of the magazines on "The Origin of Thanksgiving Day."

Dec. 24. Ray is doing as well as usual. His letters show improvement in composition and penmanship. I copy verbatim one of the short stories which he has reproduced.

The Thirsty Horse.

Mr. Foster had a horse whose color was pure black and who showed great

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Ray Downey

intelligence. He was called Black Prince because of his color and stately manner. Once in a while Prince was allowed to go in a pasture near by the stable. There was a trough in one corner of the pasture to which the cows and horse would come to drink. Prince would run from one end to the other of the pasture. One day Prince was very thirsty and he ran to the trough to get a drink. When he got there he found no water in it. He looked around and seeing no one, he seized the handle of the pump and began pumping till the water ran freely into the trough. He took a nice drink of water; then he went off and began eating grass again. Prince felt proud and he was satisfied with what he had done.

The above is the story as he wrote it in his note-book after his mistakes had been corrected. He is doing quite good work in Arithmetic. I copy one of his examples:

"A farmer sends to a dealer 20 horses and 15 mules to be sold. The dealer sells the horses for $125. each, and the mules for $150. each, charging $95. for selling. The farmer then buys 50 head of cattle at $45. each, with part of the money, and deposits the remainder in the bank. How much money does he deposit?"

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Jan. 31. Ray spent the holidays at home and seems to have appreciated the privilege very much. We are now using the "American History Stories" Vol. I. for our reading lessons, and Ray shows unusual

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Ray Downey.

interest in the preparation of his lessons. These stories cover the same ground that has been gone over in our history lessons, and more entertaining to the boys on that account. Ray is beginning to work in compound numbers. Reduction ascending and descending and addition.

Feb. 28 Ray now knows the tables of Dry, Liquid, Long and Square measures, and works such examples as the following.

1. What is the cost of 2 sq. mi. of land at $35. an acre?
2. What is the cost of 2A. 125 sq. rd. of land at 20¢ pr sq. rd.?
3. Reduce 3 bu. 1 pk. 7 qt. to pints.
4. How many A. in a field 847 yds. long and 240 yds. wide?

We are still using Vol. I. of the "American History Stories" for our reading lessons. Ray improves in reading. His department this month has been excellent

March 29 Ray has now read to page 145 of the "American History Stories." He now knows cubic measure and works examples in addition, ascending and descending reduction using this table. Understands the measurements of a cord of wood, etc.

Yesterday I read to the school a short account of the life of Franz Liszt. I have just asked Ray to tell me what he remembers about it. I write the story as he tells it.

"One of the most famous pianists that ever lived was Franz Liszt. He was

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Ray Downey.

born in Hungary in 1811. His father, who was a pianist, began to teach his son when he was quite young. When Franz was nine years old he played in public a composition of his own. A prince, who heard him play, gave him fifty ducats. This prince and some other noblemen offered to pay the expenses of his musical education. When Franz was fourteen years old he "took a tour" to numerous cities playing in concerts. Before he was twenty his father died and that threw him upon his own responsibility. His music is noted all over the world. He has published several hundred pieces."

Ray did not know that he was going to be asked to repeat this story.

April 30. Ray has read to page 367 of the "American History Stories," Vol. II. He can give a fairly good synopsis of any of these lessons. He has learned to divide in compound numbers, using the tables of long, cubic, dry, liquid, time, and square measure. I copy a few of the examples from his note book showing his work this month. (1.) What will be the cost of a turkey weighing 9 7/16 lb. at 20¢ per lb.

(2.) How many cords in a pile 30 ft. long, 4 ft. wide and 3½ ft. high?

(3.) A merchant bought 500 bbls. of flour at $4.75 a bbl. He sold 116 for $4.87½ a bbl., 112 bbls. for $5.25 a bbl., and the remainder for $5.65 a bbl. What was the entire gain?

1895

Ray Downey

May 28 Ray has read to page 105 of Vol. II. of the "American History Stories." He is doing good work in all his studies.

June 27. Ray has completed Vol. II. of the "American History Stories." He knows nearly all of the tables of compound numbers: long, square, cubic, dry, liquid, time measures, & avoirdupois weight, and works examples requiring a knowledge of them. Works simple examples in addition of fractions. He has done good work this year. He has shown an especial interest in his history lessons which have covered the ground - in Elementary history - from the early settlements in this country to the close of the Civil War. He has been out of school nearly all of this month, drilling for the Operetta.

1894.

Harry Fales.

Sept. 29. Harry is always kind and pleasant with the boys, quiet and orderly in school but he does not study. He always attempts any work I give him but he soon gets off on to something else. He spends the first session in the morning in the brush shop. His attendant reports that he can not make a brush independently. He can not make the finer brushes at all. He tries to keep up with the following studies: reading, writing, U.S. History, Geography and Arithmetic. He shows some improvement in reading, speaking more slowly and distinctly. He usually gets his spelling lessons well. He writes home every week, but his letters are not very satisfactory. They are vague and wandering.

Oct. 26. Harry is doing about the same in school. He became interested in a spelling contest between the boys and the girls and although he did not spell all the others down he stood up until almost the last one. This month he earned five headmarks for good spelling and reading. He cannot work even very simple examples involving any reasoning but can add, subtract, and multiply readily. He has forgotten how to do long division.

1894.

Harry Fales.

Nov. 30. Some time ago Harry expressed a wish that he had one of the St. Paul papers to read every day, as Ray Downey had. I did not think he needed a daily paper, but that it might please him to have one from home occasionally, so I suggested that he write to his mother for the Sunday Press. He receives it regularly now. I am not able to say how much he gets from what he reads, but he certainly enjoys receiving the paper. He took a slight part in the Thanksgiving entertainment and was happy over that. He has learned to make scrubbing brushes so that he works on them entirely independently.

Dec. 24 Harry seems to be quite happy and contented, but he makes no improvement in any of his studies. He reads with the most advanced class, and perhaps he does read a little better than he did. He writes home regularly, but his letters are vague and wandering. If I have him sit at my table and tell me every sentence before he writes it, his letters are much more satisfactory.

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Jan. 29 Harry is doing about as usual in school. He accomplishes nothing.

1895

Harry Fales

Feb. 28 Although Harry seems happier for being in school I can report no improvement unless it is in reading. He reads more distinctly and not quite so rapidly. He cannot give a synopsis of any reading lesson. He spells fairly well and can usually write from dictation any words from his reading. Can take a sentence from dictation, but when asked to write something about any subject, he may write a few words about it and then his mind wanders to something else.

March 28 Harry is doing as usual. He writes letters home every two weeks, but they are disjointed and wandering. He is always glad to hear from home and anxious to answer his letters. He seems glad to get the "Press" but I think he would not miss it if it did not come.

April 30. Harry is beginning to talk about going home, and of what he will do in the summer. I think his letters show a little more thought.

May 31 Harry is doing as usual.

June 27. Harry has not made any noticeable improvement in any of his studies this year.

1894.
Sept. 4.

Guy Gregory

Guy was admitted to the Institution to-day. He is seventeen years old and small for his age. Has attended the public schools of Minneapolis and for a while had a tutor at home. He reads a few words in the primer and can write some of the small letters. He writes his name. In writing he does not connect any of the letters. He knows little or nothing of numbers. I tried him in naming the colors, orange he called blue; green was yellow; but when I showed him blue he named it correctly and did the same with yellow. Purple he calls blue - He is not sure of the names of any of the colors but he is not color blind for when I show him a certain color and ask him to find another like it he does so. He does not know any of the Roman numerals and can not all time.

Sept. 29.

So far Guy seems to be quite a good boy. He has not been troublesome in school. He does not know how to study and I find it hard to keep him busy there is so little he can do right alone. He has reading, writing, simple language exercises and numbers work. He is in school the first session in the morning from 8:30 to 10. He reads in the primer of "The Normal Course

1894. Guy Gregory.

in Reading." He tries to copy his reading lesson, but he cannot write one sentence properly. He forgets the Capital letters, does not set a punctuation mark, and leaves letters out of words and words out of sentences. He is able to write several words, under direct supervision, connecting the letters.

Oct. 30. Guy has shown a disposition to be disobedient lately. He would have some unpleasantness with the boys in the playroom and come into school out of temper - sullen and resentful if spoken to about his conduct with the boys. After talking to him for quite a while I was able to soothe him but he was perfectly unreasonable. He could not be made to see that he had been at all to blame. The boys say that he uses very bad language even when he is not angry.

Nov. 30. Several days ago Guy's attendant brought him to Miss Baker for using obscene language with the boys. When Miss Baker tried to talk with Guy he became very angry and threatened to do all sorts of things. He kept saying "That's all right if I did say that!" After a while he became more quiet but he could not be made to see that he had

1894. Guy Gregory.

done wrong and he thought he was dreadfully abused because he had been reproved.

He can make his spelling lessons with the "Word Builder" and form short sentences with them also. His writing shows very little improvement. He does not read a lesson well even when he knows every word in it. He reads and writes numbers to 28.

Dec. 24 Guy has read to page 297 Barnes' first reader. His conduct has been good in school this month. He is going home to spend the holidays and for several days has been able to think of nothing else.

1895.

Jan. 28 Guy has read to page 337 Barnes' first reader. He can nearly always spell every word in his lesson. Many words he cannot pronounce until he has spelled them, and he has formed the habit of spelling the word before he says it. He has improved to this extent that he can work for a short time without constant supervision, but the time is very short. Sometimes it will take him an hour or more to copy two or three sentences, or to make half a dozen words with the letters. He has been a fairly good boy in school this month. Writes home regularly, dictating his letters.

1895

Guy Gregory

Feb. 28 Guy has read to page 38 of Barnes' first-reader. He has had twenty-two new words since the 28th. ult. A great deal of supplementary reading has been given to him introducing these new words in many ways. He reads and writes numbers to 38 - the number of pages he has read. The Roman numerals he finds it very difficult to remember. He cannot tell the numerals on the clock-dial.

March 28 Guy has read to page 45 of Barnes' first-reader. He reads and writes numbers to 45 and can show with the sticks how many tens and units each number means. Does not remember the Roman numerals at all. He combines simple numbers as 1+3, 2+4, 4+1, 4+4, 2+5, etc. To-day I wrote the following sentences on the board for him to copy: "Please pass the water. The water has ice in it. I will water the chicks. The hen wants some water, too." Guy was an hour writing and this was the result. "Please pass water. The water has ice in to I will water h"
I sat by him and in ten minutes he wrote every word correctly and neatly. I gave him no help except to ask him what word he would write next, etc. He knows the names and value of the silver coins; but cannot make change.

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Guy Gregory.

April 30 Guy has read to page 55 of Barnes first-reader. He reads with fairly good expression. He can write very neatly and legibly but if left alone to copy a lesson he never does it without mistakes. He reads and writes numbers to 60, but combines only to 10.

May 9. Guy went home to-day.

1894.
Sept. 29.

Jesse Gunn.

Jesse is in school from 8:30 to 12:15 a.m. and from 1:30 to 3 p.m. He studies reading, writing, U. S. History, geography, Arithmetic, has language work, and has physiology under Miss Baker. He writes to his mother every two weeks and is improving considerably in letter writing. He reads in the fourth reader, but our lessons in reading are not confined to the text book. If Jesse did not stammer he would be a fairly good reader. He has been studious and well-behaved in school all this month, and I have heard no complaint of him from his attendant.

Oct. 30.

Jesse continues to show the same interest in his school work and his deportment has been excellent all this month. Jesse won the prize for spelling in the contest between the boys and the girls of Miss Browning's grade. At first they spelled orally and three boys and five girls did not miss any words. Then they were required to write the words from dictation. Of the one hundred words given the boys did not miss any and two of the girls spelled them all. Then they were given six words from their work in physiology and Jesse missed the fewest. Thus

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Jesse Gunn.

earning the prize which was a large cake. He very generously shared the cake among the boys ~~boys~~ in his playroom. He works examples involving addition, subtraction, multiplication and long division. He has a great liking for geography and does well in that study.

Nov. 30.

Jesse felt badly because he was not able to give a recitation, read, or take some part in the Thanksgiving entertainment; so when a pantomime was proposed and he was able to be one of the actors he was greatly pleased.

He has lately learned to dance and he takes the greatest delight in it. He continues his good work in school. His conduct is most exemplary.

Dec. 24

Jesse's deportment has been good in school; but a few days ago his attendant told me that he had been stealing thread from the sewing-room. When questioned about it he confessed that he had done so. He wanted the thread to knit and would not ask for it as he was afraid he would be refused. He seemed very penitent. He is learning the tables of compound numbers. Jesse is deficient in his command of language. Many of his sentences are very awkwardly constructed. Three months ago he could not reproduce

1894.

Jesse Gunn.

a simple story. I will copy the story he reproduced the 18th inst. He first wrote it on his slate and after some of the most noticeable mistakes had been corrected he copied it.

Found in the Snow.

Frank and Jennie Adams lived about a mile from the school which they attended. They lived in a little red farm-house. In pleasant weather the distance did not seem far. One day in December the wind blew so hard and the snow was so deep they thought they never can't get home. Frank and Jennie were going toward home, they were feeling very tired. All at once a very faint noise came near them and they looked around awhile and found a little black kitten in the snow. It was very cold and stiff, Jennie wrapped the kitten up in her shawl and carried it home with her. She put the kitten by the fire and she made a bed for it and she gave it some milk and after-while it commenced to play around the house. It was perfectly well in a few days and the kitten was playing around the house in a cunning manner. Jennie was very fond of it, she hurried home every day from school to get it. Frank pretends not to care anything for it.

1895.

Jan. 31

Jesse is now using the "American History Stories" Vol I. for reading lessons. He is interested in all these stories as they cover the ground gone over in our history lessons. Jesse stammers so badly that it is difficult for him to read or express himself orally. He does work in simple fractions. I copy an example which will give some idea of

1895.

Jesse Gunn.

what he does.

11/ A country merchant received on Monday $25\frac{3}{4}$, on Tuesday $19\frac{7}{8}$, on Wednesday $23\frac{2}{3}$, on Thursday $32\frac{3}{8}$, on Friday $29\frac{1}{2}$, on Saturday $37\frac{5}{8}$. What had he left after paying a freight bill of $19\frac{3}{8}$ and his clerk $12\frac{1}{2}$?

I copy a story which Jesse reproduced as he wrote it without any corrections whatever. This shows the nature of his mistakes in language work.

A Brave Monkey.

The following story is told of a monkey, a pet in a London household. The family had several children, the youngest a mere baby. One day they cry out "Fire" was heard and the house was discovered to be rapidly burning. The inmates rushed out as quickly as they could in great confusion of smoke come before they get the babies out in time there is no time to be wasted with the valuables. As they walked in front of the burning building the mother exclaimed very suddenly about her baby; the nurse was frightened as much as the mother. They all hope to save the ones to his direct attention of looking to the upper stories of the building. Jocko throw his arms around the baby. The large animal carefully climbed to the piazza roof, which he was ready relieved him of his precious burden. He quickly take the walk when a shout of joy greeted him.

Feb. 28. Jesse has learned the table of dry, Liquid, Long and Square Measure. Adds and multiplies in Compound numbers, and reduces from a lower to a higher, and a higher to a lower denomination.

1895.

Jesse Gunn.

March 29. Jesse has learned cubic measure. This month has had examples like the following.

1. How many A. in a field 847 yds. long and 240 yds. wide?
2. How much will it cost to plaster the ceiling of a room 36 ft. long and 27 ft. wide at 23¢ per sq. yd.?
3. How many sq. ft. are in the surface of a box 4 ft. long, 3 ft. 9 in. wide, and 2 ft. high?
4. A man had a field 30 rods square. He sold 25 sq. rds. to one man, and 20 sq. rd. to another. What is the remainder worth at $200. per A.

He improves in letter writing. His deportment has been good in school, and so far as I have been able to ascertain, in other departments.

April 30 Jesse has read to page 36 of the "American History Stories". Jesse is doing good work in all his studies. His deportment has been excellent. In the game with the "American History Cards" Jesse is able to answer most of the questions concerning fifty-four characters. He is always greatly interested in the geography and history lessons.

May 28 Jesse has read to page 105 of the "American History Stories," Vol. II. He can work simple examples in addition of fractions; has learned the table of Avoirdupois weight.

June 27 Jesse has completed the "American History Stories," Vol II. He has made a marked improvement in writing and composition this year. His letters are always neatly written. He has done quite well in history. The lessons in history have been oral and cover the periods of the Early Discoveries and Settlements; Development of the Colonies; The Revolutionary War; Development of the States and The Civil War. He works simple examples in addition and multiplication of fractions. (1.) Find the cost of $2\frac{3}{4}$ lbs. of meat at $13\frac{1}{2}$¢ a lb. (2.) $3\frac{1}{3}$ lbs. of rice at $4\frac{1}{2}$¢ a lb.? (3.) $1\frac{1}{3} + 4\frac{2}{7} + 2\frac{1}{3} + 2\frac{1}{21}$

1894.

Andrew Hassler.

Sept. 29. Andrew is in school from 10:30 to 12:15 a. m. and from 1:30 to 3 p. m. He has object-lessons under Miss Baker from 10 to 10:30 a. m. On Tuesday and Thursday he has been out of school in the morning for band practise.

Andrew has behaved in a very gentlemanly manner so far. He has worked well and has improved considerably even in one month. He is reading in Barnes' Second Reader and this month has read from Lesson XXXIII. to Lesson XLV. He writes the answers to the questions at the end of each lesson and nearly always his sentences are correct. He is very much interested in the history and geography lessons and can tell the simple stories of our history lessons as well as any boy in school.

Oct. 30. I am glad to be able to report another month of good work for Andrew. He seems like a different boy this year. He is so willing to work and that makes such a difference. Last year it was a constant struggle to get him to do anything. So far this year, he has been ready for anything that comes up. He is able to write a much better letter

1894.

Andrew Hassler.

than he did last year and it is no trouble to have him write. He writes to his father and brothers regularly though he has not heard from any of them since school opened. He is now reading Lesson LIII in Barnes' Second Reader. He can build all the Multiplication tables, but has not memorized them yet. He adds readily. He knows liquid and dry measures.

Nov. 30. Andrew is still doing good work and I am quite confirmed in my belief that his reformation is sincere and permanent. He has completed the Second Reader and now will use Barnes' Third. Before he read the lesson in the class I had him write the answers to the questions on the board. I copy them here.

1. "The lady and gentleman were traveling in India.
2. A tiger took their baby and went in the woods and played with him.
3. When the gentleman saw the tiger he called the servants and went after the baby.
4. The lady was afraid that the man would shoot her baby if he tried to shoot the tiger."

Andrew learned quite a long recitation for the Thanksgiving

1894. Andrew Hassler

entertainment and also had a part in the pantomime.

Dec. 24. Andrew has done quite good work this month in reading and numbers. He has read to page 279 Barnes' third reader. He can give a good synopsis of what he reads and use all the new words in complete sentences. In learning the multiplication tables with great dificulty. Andrew has a fairly good memory and commits readily anything he is interested in, and I think it is because he does not like to do it that he finds it so difficult to commit the tables to memory.

1895.

Jan. 31 Andrew has read to page 36 of Harper's third reader. Andrew's great trouble in reading is carelessness in pronouncing the most simple words. He can compose a fairly good letter and write it neatly when he tries to do so, but he is sometimes careless about his writing and has to copy his letter several times before it is neat enough to send. He can tell time readily.

Feb. 28. I will copy some sentences which Andrew wrote in his note book using the new words of the lesson he had on the 25th.

1. The boys stare at the squirrel.
2. There was not a single boy there. (Chirp
3. In the summer time you can hear the bird
4. Is the man going to shoot the bird?
5. I will reply to your letter.
6. The squirrel braced itself up.

1895 Andrew Hassler

7. The squirrel is a little striped animal.
8. Did you lock the door firmly?
9. There was no signs of the boys any place.
10. I noticed the boys' absence.
11. The boy tapped on the wall gently.
12. I have some pockets in my coat.
13. In a moment the squirrel was out again
14. The boy knocked the stones together.
15. He was delighted with what he had done.
16. There is an animal that is called a chipmunk.

He has read to page 61 of Harper's third reader. He adds, subtracts and multiplies by one figure. Knows the tables of 2's, 3's, 4's and 5's quite well. Counts money and makes change. His conduct has not been so praiseworthy this month. He had to be punished to-day for passing notes in school, containing bad language.

March 26. He has read to page 79 of Harper's third reader. He does not seem so interested in his work as he has been for some months. He is often sleepy and dull and irritable. Has been guilty several times of teasing and annoying the boys both in school and in the play room.

April 12. Has read to page 91 of the third reader. Knows the multiplication tables to the 7's. A few days ago he was discovered going through the mail sack in the office. Many times he abuses the privileges that are given him and shows himself untrustworthy. On account of the band practice in the evening he has been absent from the

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Andrew Hassler

reading-club for three weeks.

May 20 Andrew has been out of school entirely for several days with a sore throat. Since the first of this month he has done no regular school-work as he was expected to take a prominent part in the operetta and had several solos to learn. He is in school this morning, but is not feeling well and is extremely irritable.

May 28 Andrew came into school to-day to write a letter.

June 27 Andrew has done very little school work in the last month. He has read in Barnes' third reader to page 116. He can give a good synopsis of the lessons as he studies them. He has no trouble in getting the spelling and language lessons. He is independent in the composition of his letters, but usually I find one or two misspelled words to correct. He builds all the multiplication tables readily and knows them to the 7's. He adds, subtracts and multiplies and divides with one figure - but not readily.

1894.

Sept. 29.

Charlie Lockwood.

Charlie studies reading, writing U. S. History, Geography, Language and numbers' work. He is doing very well in every thing but spelling and numbers' work. It seems almost impossible for him to learn to spell or do numbers' work. In Geography and History he does very well indeed. He reads in the fourth reader and can read understandingly papers and magazines like the Sunday school papers, Youth's Companion, St. Nicholas, etc. He shows the greatest interest in the current events which are discussed every morning. This year he is permitted to go to church down town alone every Sunday morning and this privilege makes him happy and has considerably increased his self-respect and raised him in the estimation of the boys. Charlie has always been held in some contempt by the boys, but since Dr. Rogers has shown this confidence in him, they feel that he is entitled to more consideration than heretofore and some of the boys who have been the loudest in their disapproval of him now meekly entreat him to "take them with him, please." Charlie has a number of correspondents and writes quite interestingly to them.

1894.
Oct. 30.

Charlie Lockwood.

Charlie is doing very well. in school along certain lines, but I cannot see much progress in others. He is willing to work and really tries hard for a while, but when he realized how little he accomplishes he becomes very much discouraged. He thinks it is no use for him to try to spell. If an essay of Charlie's could be published it would make him as famous as Josh Billings for I'm sure nothing could be more original than Charlie's spelling. He adds simple examples but has to take a great deal of time to get them correct. In June he could tell time readily, but to-day when I tested him, ~~and~~ he sometimes gave incorrect answers though he could always correct his mistakes himself when he was told that his answers were wrong. When we celebrated Columbus' Day on the 12th. inst. Charlie read a short poem. He was very much frightened but managed to get through with it although he did not read nearly so well as he does ordinarily.

Nov. 30. Charlie learned a recitation for the Thanksgiving entertainment and spoke it very nicely. He

1894.

Charlie Lockwood.

had more confidence in himself than he had when he was called upon to take part in the last entertainment. His recitation was a poem of some five or six verses and he committed it to memory without any aid. He is doing about as usual in school. He shows a little more perseverance about the things he does not like to do than formerly.

Dec. 10. Charlie is beginning to show a marked improvement in his writing and spelling. I will copy one of the stories I read to him for reproduction to show what he does in that line. The words below were written on the blackboard as the suggestive ones for the story and he had no help in spelling the others. The capitals and punctuation marks are just as he had them.

Found In The Snow

Frank and Jennie Adams lived one mile from the school house. When it was pleasant weather it was not hard for them to go to school. One day in December they were going home from school. The wind was blowing and they were tired. They heard a sound in the snow and looking around they found a little black kitten under the snow. It was nearly

1894. Charlie Lockwood.

frozen to death. Jennie wrapped it up in her shawl, and took it home. When she got home she put the kitten by the fire, and gave it milk to drink. The kitten got along very nicely and soon was well. As soon as school was out Jennie would hurry home to play with her kitten. Her brother Frank pretends not to like it but he did just the same.

Words on the Blackboard.

attended journey pretends journey
pleasant weather December kitten
cunning reach sounded shawl
wrapped

He added the following example to-day, but it took him nearly an hour and a-half to do it.

920684
216677
569911
543344
576677

He is familiar with the measures used for liquids but cannot be depended upon to measure correctly.

1895

Jan. 31 Charlie is now using the "American History Stories," Vol. I. for daily readings. As these stories cover the ground we have gone over in our history lessons he is quite interested in them. I require him to write all the words of three or more syllables as he studies the reading. He frequently writes a word of only two syllables. Charlie improves very gradually in his writing. Spelling is his bete noir. Since he has been paying more attention to the division of a word into its syllables he spells a little better.

1895

Feb. 28 Charlie has learned to build the multiplication tables of 2's, 3's, 4's and 5's, but he has not committed them. He can repeat them quite readily consecutively but becomes confused when I ask for the products skipping around. He knows the names and value of the silver coins, and if given time enough can make change for dimes, quarters, and half-dollars.

March 29. Charlie has read to page 145 of the "American History Stories." He adds, and subtracts and multiplies by one figure. He does any work in numbers very slowly. He remembers well what he reads. Can give a good synopsis of his reading lesson. Is always very much interested in the talk on current events and the books we read in the club.

April 30 Charlie completed Vol. I. of the "American History Stories" and has read to page 36 of Vol. II. He knows the multiplication tables to the 7's. Is doing quite well in history and geography. The work in history has been a study of the discovery, early settlements and explorations in this country. Then came the stories of the colonies, the struggle for independence and the organization of the Republic. Short biographical sketches are given of the men who made our history. Charlie is always interested and remembers quite well anything of this nature. In Arithmetic his progress is unsatisfactory.

1895

Charlie Lockwood.

May 28 Charlie has read to page 105 of the "American History Stories", Vol. II. Charlie reads well. speaks distinctly and reads with good expression. He is beginning to be able to spell though he is far from being a good speller yet. His writing is greatly improved. In history he has done well. In playing the game with the Biographical Cards, he will miss very few of the questions concerning the sixty or more characters given. These have not been studied as a game but as they cover some of the ground gone over in the history we use them frequently. Charlie has made very unsatisfactory progress in Arithmetic.

June 27 Charlie has completed the "American History Stories" Vol. II. He has committed the Multiplication tables to the 6's. and multiplies with one figure. Adds - but does it very slowly - and subtracts. Understands thoroughly the process of "borrowing". He knows the names and values of the coins but cannot be depended upon to make change correctly. He is entirely independent in the composition of his letters but he has to have help about the spelling nearly always.

1895

Charlie Lockwood.

1894. Eddie Lystad. Epileptic.

Sept. 29. Eddie does not do any school work. He is in the school-room all day and makes himself useful in various ways. He keeps the slate and lead pencils sharpened, and goes on errands. He seems more contented and does not make any trouble in school.

Oct. 30. Eddie is getting along as usual. In the morning he reads the papers and occasionally writes a letter. Sometimes he comes up to a recitation or vouchsafes a remark about some subject under discussion. A few days ago he received a letter from his brother Albert which made him feel quite happy.

Nov. 30. Eddie took part in the pantomime at the Thanksgiving entertainment. He represented an Indian chief and I must say the character suited him. With his tomahawk, war paint, and feathers he looked villainous enough to be the ghost of Sitting Bull.

Dec. 24. Eddie does no school work, but comes into school because he prefers being in here to staying in the sitting-room alone. When he is feeling good-natured he is willing to do errands and make himself useful, and when he is cross, he refuses to do anything. He frequently comes into school in a passion about some-

1894 Eddie Lystad Epileptic

thing that has occurred between him and his attendants. He is sometimes very unreasonable in demanding privileges and when they are not granted he is troublesome.

1895

June 27 Eddie has been in the school-room nearly every day - Lately he has been more or less troublesome and quarrelsome with every one. One day last week he went into the play room with an ax, looking for his attendant whom he was threatening to kill. When he came into school he was very angry. Soon he started to leave the room, saying that he was going out to kill some one. I told him to take his seat and suggested that it would be well for him to give up such talk. He refused to sit quietly and had to be compelled to take his seat. Then I told him that he had been the source of so much annoyance in school that he could not have the privilege of coming in with the other boys at dec. That made him very angry and he threatened to kill himself, since he could not hurt anyone else. In some way he had gotten hold of a bottle of muriatic acid and he took enough of it then to burn his mouth quite severely. He was in the hospital for two or three days from the effects of it. When he was able to come down again he said he never wanted

1895 Eddie Lystad

to have another such experience. It was more painful than he thought it would be.

1894.

Samuel May.

Sept. 29. Sammie has not been feeling well this month and has been out of school several days. He goes to the brush shop the first session in the morning and is in school the rest of the time. He studies reading, writing and numbers. His deafness prevents him from doing the work of the other boys in Geography and History. He writes a fairly good letter. Writes with a lead pencil as his hand is so nervous he cannot use a pen.

Oct. 6. Sammie is sick in the hospital.

Oct. 9 Returned from the hospital this morning but was not able to be in school all day.

Dec. 10. Sammie has not been in school since the 9th. of October until this morning. He has not been in the hospital all the time but has not been well enough to be in school any of the time. He wrote a letter to his mother to-day but did not attempt any other work.

1895.

Samuel May

June 27 Sammie has not done the regular school work this year. He has been absent a great deal on account of sickness, and his deafness has kept him from doing work with the classes. He has read with the third reader boys sometimes and then with the history classes.

1894.

James Oakes.

Sept. 24. James returned from his vacation last night and entered school again to-day. He is in school the first session of the morning and in the brush shop the rest of the day. James is a very trusty boy and is able to make himself very useful in the kitchen - going errands from one department to the other - and following a regular routine of work.

I find that he remembers a number of the words he learned last year.

Oct. 30. To-day James knows the following words: cow, bell, hat, book, see, slate, is, table, good, chair, black, white, boy, I, a, cup and pig. With the printed word before him he can write all these words; and cow, hat, see and I he can write from dictation. I write short sentences on the board as: I see a hat." I see a white cup"; and these he makes with the "word builder."

Nov. 30. James has added the following new words to his list: have, door, play, can, the, horse, girl, run, red and hand. He can place the word cards so as to form short sentences from dictation as: The horse is black. I have a book. I can run. The girl can play. I see a red cow. I have a black hat. I can play, etc.

1894.

James Oakes.

Dec. 24 James has been out of school nearly all of this month taking Frank Hughes' place in the kitchen. On the days for writing letters he came into school and dictated letters to his father.

1895.

Jan. 31 To-day James read the following sentences which I formed with the printed word cards: I see a white hat. I see a black hat. The boy has a hat. The boy has a book. The boy has a black hat. I have a bell. I see a red table. The girl has a black hat. The girl has a red hat. The girl is good. I see a white horse. The girl can run. The boy can run. The girl can play. I have a hand. A good boy has the book.

The sentences about cover all the words that he is perfectly familiar with at sight. Some of them he can write from dictation, and he can write all of them from print. He can make the figures 1 and 2.

Feb. 28 James has learned the words: "this" "and" "on" and "are". With these we make many sentences bringing into use the words he already knows. He can now make the figures 1, 2, and 3, but he cannot be depended upon the name the figure rightly. He can always name one, two, or three objects correctly, but if I ask him to make the figure 3 he is just as apt to make 2 or 1.

1895.

James Oakes

March 28 This month James has been using "Webb's Word Method". It contains on pages 14 and 15 some of the words with which he has become familiar on the cards. The difference in the size of the type confused him a little at first; but he soon became accustomed to it and now recognizes all the words on these pages - makes them with the "word builder" - and writes them, but not from dictation. He can now make the figures to 5.

April 30 He can now name all the words in "Webb's Word Method" to page 21. Nearly all of these he had learned before. He makes the figures 1, 2, 3, 4, 5, 6 and 7. No one can appreciate James' writing who has not seen him in his struggles to learn a new letter or figure. With each new one that we undertake it really seems as though this time he were attempting the impossible, but the result shows our mistake.

May 31. James now names all the words in "Webb's Word Method" to page 25. He does not learn a new word as quickly as James Arrell but he learns to write it and to tell the letters in it. He can make the figures 1, 2, 3, 4, 5, 6, 7 and 8. He can not tell the names of the figures unless I show him the number of objects it represents. In learning to make a figure I have him keep the objects before him and ask him constantly how many he has. He builds sentences

1895.

James Oakes.

from script with the "word-builder".

June 27. James names the words to page 29 of "Webb's Word-Method." He writes all the figures from 1 to 10, but cannot always name them correctly. He makes the capitals J O I. M. H T A, and can copy anything from script and seldom makes a mistake in copying from print. He dictates a good letter and writes home every fortnight.

1894.

Eddie Smith.

Sept. 29. Eddie is in school from 8:30 to 10 a.m. and is in the brush shop the rest of the day. He is reading in the primer of "The Normal Course in Reading," does simple language work, such as writing short sentences from dictation, writing sentences from the blackboard and supplying words that have been omitted, etc. He is a very careless writer though he is improving somewhat. He is a thoroughly lazy boy and would be content to sit in school all day long and do nothing. He is always greatly pleased to receive letters from home and can dictate quite an interesting letter in reply. He remembers what his mother writes to him about home affairs and his memory is particularly good if she promises to send him something and fails to do it immediately. He reminds her of her promise in every letter he writes until it has been kept to the letter.

Oct. 30. Eddie has finished the primer and is now reading in Barnes' first reader. The first lessons are very easy and Eddie is delighted with them. He cannot copy a lesson into his note book without making mistakes. He writes with a lead pencil.

1894.

Eddie Smith.

Nov. 30. Eddie is reading on page 24 of Barnes' first reader. To-day I asked him to go to the board and use the following words in sentences: snow, birds, those, and gave. These are his sentences:
The snow is white.
The birds are in a tree.
Those birds are white.
My mamma gave me a hat.
He began every sentence with a capital letter but did not remember about the period until I asked him if he had not forgotten something. He reads and writes numbers to 29 and can count that many objects. He is not sure of any of the Roman numerals above V. He recognizes the coins nickel, quarter, dime, half-dollar, and dollar but does not know their value. He can recognize only four objects at sight. I showed him three beads in one hand and two in the other, and he told me readily "three and two are five," but could not tell me how many three and three were. He has at last learned "top and bottom", "first and last", and "middle", but he has been some weeks doing so. Eddie is never troublesome in school except through his laziness, which makes it hard to interest him in his work.

1894.

Eddie Smith.

Dec. 24 Eddie has read to page 29 of Harper's first reader. His note-book shows very careless work. I cannot see that he has made any improvement in writing since September. In writing at the black board, under supervision, his work is quite creditable; but when left to write independently he is always careless.

1895

Jan. 28 Eddie has read to page 33 of Harper's first reader. These lessons have introduced about twenty new words with a review. Eddie can spell all the words in the review and use them in simple sentences, as: "The boys are out doors. The cat is small. Rover runs after the hat." It is difficult for him to form the letters "w" and "v" correctly, and he frequently makes "n" for "m" or "m" for "n." Every day he must do some written work in his note-book. One day he will write on page 10 and the next he will write on page 20. He will sometimes begin to write in the middle of the page, and in place of filling up the line he writes a word or two on one line, fills the next one to the end, skips one and so on.

Feb. 28 Eddie has read to page 38 of Barnes' first reader. He has had twenty-two new words this month, with a great deal of supplementary script reading. Every lesson is a review. Some of the pages of his note-book show an improvement in regard to neatness. He reads and writes numbers

1895 Eddie Smith

to 38. Can show with the sticks how many tens and units there are.

March 28 Eddie has read to page 45 of Barnes' first reader. These lessons have introduced twenty-seven new words. He has made some improvement in his writing, but in to-days lesson, in which the letter "w" occurs several times, he has made it in this way "nater", "will". He never remembers to make the little "catch" at the top if his attention is not called to it - and he makes the same mistakes with the "w". He reads and writes numbers to 45. Does not remember the Roman numerals. Makes little, if any, progress in numbers.

April 30. Eddie has read to page 55 of Barnes' first reader. He has had thirty-six new words and much supplementary script reading. His note-book shows that on the 25th. 26th. and 30th. inst. he remembered to make the letter "w" properly; and his writing shows other improvements. His note-book is much neater than formerly.

May 4. I will copy a letter which Eddie dictated to his sister to-day. It shows the best he is able to dictate.

"My dear Sister,

Dr. Rogers showed us some pictures last Wednesday night, and a man told us all about them. His name was Dr. Sperry and he came from Northfield. The pictures showed some rocks shooting up into the air. And there were some

1895 Eddie Smith.

children standing on their heads begging for pennies. We saw lots of big cities and there was a big boat with a lot of people in it and the boat was full of flowers. He showed us a picture of a graveyard too and some parrots and lions and there was a place where the boats sail out on the ocean. He showed us a picture where the train went straight up a mountain. We had a big rain storm last night and it has rained all day to day. The grass and the leaves are growing like everything. The boys are making rope mats now. The boys mix the bread in the bakery. We play ball every day. It won't be long till school is out. The band plays every day. I like to hear it. This month will have Decoration Day. We will go down town to see the soldiers march.

Your loving brother.

Eddie.

The above was dictated two days after Dr. Sperry gave a stereopticon lecture before the school, on what he saw in Italy. The pictures of Vesuvius and surrounding cities made a deep impression upon Eddie's mind.

June 27 Eddie has read to page 64 of Barnes' first-reader. He has made a decided improvement in writing, but he is still very careless unless carefully watched. He reads and writes numbers to 65 and does simple examples in oral numbers not combining numbers above ten.

1894.
Sept. 29.

Willard Ray Snow.

Ray is in the brush shop the first session in the morning, in the object class from 10 to 10:30 a.m. and in school the next two sessions. He has reading, spelling, writing, language work, United States history and geography. He writes with a lead pencil and holds his paper or book in the most peculiar manner when writing. He turns whatever he is writing upon almost upside down. His writing is plain but rather cramped. He reads in the fourth reader and understands what he reads but he is not a good reader. His tone is monotonous and expressionless. He is fond of reading stories but is particularly fond of the newspapers. He writes to his mother and relatives in different parts of the country to send him the newspapers so that he "can read the news from all over the country". Every morning when he comes into school he inquires in a loud, fierce manner "How is the war in China coming on?" "What is the news from Hinckley?" "I want to know more about the death of the Count of Paris" or "Tell us something more about the Birch Coulie". Ray always acts as if he were dreadfully angry about something. He carries a chip on his shoulder and it does not even

1894. Willard Ray Snow.

need to be touched in order to fall. He is always interested in his work in school.

Oct. 30. Ray is almost independent in his letter writing. He still writes with lead pencil. He does not make much improvement in numbers' work. He can tell time by hours. He can only read the Roman numerals to XII. Reads and writes Arabic to 100. Combines numbers to 15 using objects. Recognize five objects at sight. At the reading club Ray always wants to hear about the "newspaper news" first. We are reading "Little Lord Fauntleroy" and he is interested in it but would prefer to read the papers or continue our history lessons.

Nov. 30 Ray is beginning to reproduce short stories quite well. It is only within the last week or two that he could do it all. He could write a letter but he could not write a connected story about anything he had read. He would write a number of detached sentences that showed that he got the sense of what he had read but he could not write the story with any continuity. I will copy here a story to show his improvement in this respect.

1894. Willard Ray Snow.

Found In The Snow.

Frank Adams and Jennie Adams were going home from school one cold stormy day in December when the ground was covered over with snow. The distance did not seem far in the summer, but in the winter it seemed a long journey. One cold day in December when Frank Adams and Jennie Adams were going home through the snow they looked around and there lay a little black kitten in the snow nearly frozen to death. Jennie picked it up and wrapped it up in her shawl and took her home. She put it beside a fire to keep it warm. When Jennie Adams came home from school every day she would pick the little black kitten up in her arms and play with it.

He always makes a comma as I have written it after the word summer. He cannot remember to make it on a level with the word; and he can not remember how to make a small "j" but writes it as I have above in "journey."

He knows the names of the coins cent, nickel, dime, quarter, half-dollar and dollar; and that the nickel is five cents, the dime ten cents; a dime and a nickel fifteen cents. He can not give the correct change for any amount higher than one dime.

Ray Snow

1894

Dec. 24 Ray is doing well in every study except numbers. In that he makes no improvement. He has reproduced several short stories this month and in each one I can see some gain. What he learns in history he remembers better than any other boy in school.

1895

Jan. 31 We are now using the "American History Stories," Vol. I. for readers. Ray enjoys this much more than he did the fourth reader. He prepares every lesson with the keenest interest. I cannot meet him anyplace that he does not have some question to ask about some one he has read about. He insists that I "get a bigger book that will tell something more about them people." He is always ready to play the game with the history cards for he usually gets more cards than any other boy. He seldom misses a question. But when he was asked how many cards he had it took him several minutes to discover that there were eight.

Feb. 28 Ray cannot name all the primary colors yet. I do not know whether it is because he is color blind or not. I showed him a red block and asked him to give me another like it. He picked out several red ones and named the color correctly. He matched the yellow ones too, but was not sure of the name at first. When given a blue one to match, he picked

Ray Snow

1895

out some blue and some purple ones and when asked the name of the color he first said purple and then orange. He can match any of the other primary or secondary colors without any difficulty but the purple and blue confuse him. He says he can see no difference in the colors - purple and blue. Ray does good work in history, geography, letter-writing, and reading; but his progress in numbers is not perceptible. If I ask him to give me four blocks he sometimes does it correctly and sometimes he does not. He reads and writes numbers to 100 readily. Knows the Roman numerals to XV, but it is simply a matter of memory with him. He does not reason that a letter of a smaller denomination placed to the left of a higher means to subtract; or to the right, to add.

March 29 Ray has read to page 145 of the "American History Stories". This morning he named correctly the colors red, green, yellow, and orange - When shown a purple block he said "I don't like to say purple because it may be blue". I told him it was purple and then he pointed to some blue blocks and said "Them there are blue." This morning he wrote numbers to 200 from dictation. He writes with a lead pencil.

1895

Ray Snow

April 30 Ray has read to page 36 of the "American History Stories" Vol. II. His work in history this year has covered the periods of early discoveries and settlements; the development of the colonies; causes of the Revolutionary war; the development of the states; and short biographical sketches of such men as Columbus, Cabot, Raleigh, Penn, King Philip, Massasoit, Franklin, Washington, Whitney, Putnam, Lincoln, etc. He can name the states and give their capitals, knows the principal rivers and cities in the United States and Canada. Knows something of the geography of Europe and Asia. In our talks on current events, and in our history lessons no place is spoken of that the map is not referred to. Ray, like Sydney Peterson, does not do good map work. He tells me that Montreal and Quebec are in Canada on the St. Lawrence river but he has the vaguest idea as to where they are on the map.

May 28 Ray has read to page 105 of the "American History Stories Vol II. He is very much interested in all these lessons and is anxious to find out more about the men and events mentioned. He likes to get the encyclopedia and read about these subjects for himself and he frequently surprises us all by his knowledge about them. There are few places spoken of that Ray does not know something of them. He is a great newspaper reader and he gets his knowledge of geography

1895

Ray Snow

largely from them.

June 27 Ray has completed Vol. II of the "American History Stories." I will give a list of the persons in the "Character Cards" about whom Ray is pretty well posted. Robert Lee, Paul Jones, Sherman, J.R. Lowell, U.S. Grant, Patrick Henry, H.B. Stowe, Wayne, Edison, Fulton, Fred Douglas, Alex. Hamilton, Henry Hudson, Lord Baltimore, Morse, De Soto, W.H. Harrison, John Sevier, Lincoln, Nath. Hawthorne, Montezuma, Rufus Putnam, Cabot, Edgar Allan Poe, James Oglethorpe, Agassiz, Boone, Americus Vespucius, Geo. R. Clark, Sam Houston, De Leon, Roger Williams, John Smith, Washington, Tecumseh, Columbus, Franklin, King Phillip, Aaron Burr, O.W. Holmes, Sheridan, Gough, James Robertson, Garfield, H.W. Beecher, Jefferson Davis, Geo. Peabody, Wm Penn, Balboa, Irving, Brigham Young, Arnold, Andrew Jackson, W.C. Bryant, Henry W. Longfellow, Whitney, Raleigh, John Eliot; and Thomas Jefferson. History is his delight and in the reviews he always takes the lead. He makes little or no progress in numbers. He has learned a few facts but he does not reason. He has learned that 5+5=10, but if I told him it was not he that it was & he would never dispute it. Ray is a good worker in school or out. When he has a holiday he always wants some work to do. He takes an active pleasure in scrubbing - which is an unusual amusement.

1894.
Sept. 29.

Christian Solberg.

Last year Christian completed his first reader and read the first few lessons in Barnes second reader. As there had to be some changes made in the classes this year, and he was the only member of the second reader class present, I deemed it advisable for him to review the work which the first reader class is now doing.

He does not seem to be very enthusiastic about his school work this month. He does not say anything, but perhaps he does not enjoy having to go back to the first reader, but although he has gone over this same ground, he does not do much better work than some other members in the class. Christian does very poor language work. He cannot use the new words in sentences independently, and can only write the simplest sentences from dictation. He cannot dictate a letter though I have tried many times to have him do so.

Oct. 30. Christian's writing in his note-book, with lead pencil, for the last few weeks has been very neat. He has been using language tablet No. I. and the work has been to fill blanks in sentences. The sentences are very simple and the words omitted are given. He is still doing the work with the first reader class.

1894.
Nov. 30.

Christian Solberg.

From the 10th. to the 20th. of this month Christian's work in his note-book was very neat, but from the 22nd. to the present date every lesson is untidy. His language work is now a little more difficult and consequently he has found it necessary to make erasures. He has not learned to do this neatly and it is the erasing that gives his work such an untidy look. He completed the first reader a few days ago and is now reading in Barnes' second reader. He seems much pleased to have this reader again. He does not do as much in numbers as he did last June. He reads and writes numbers to 100, but he could do that last April. I have not attempted to go on with his numbers' work in that way though, for he has not the faintest conception of any number above twenty. He has not yet been able to dictate a letter. He has no ideas to express. When his father visits him Christian is always glad to see him but he does not seem to realize that by writing on paper he would in any way be holding communication with him.

Dec. 13. This morning I gave Christian the following words to use in sentences: tall, ball, hard, lessons,

His sentences were:

1. I am a tall boy.
2. I can play ball.

1894. Christian Solberg.

3. I had a hard day.
4. I can read my lessons.

1895.

Jan. 29 Christian has read to page 24 of Barnes' second reader. He writes with lead pencil and his writing is legible and nearly always neat. He can take a simple sentence from dictation. Has not made any advancement in Numbers work.

Feb. 28 Christian has read to page 39 of Barnes' second reader. He understands these simple stories and can answer questions about them. Reads with some little expression, but there are some sounds that he is not able to give.

March 28 Christian has read to page 45 of Barnes' second reader. He can give the story of his reading lesson in answer to question. Uses the new words in each lesson in sentences. Fills skeleton sentences with the proper words. Writes with lead-pencil. In copying a story from the board or his reader, he sometimes omits a word, or letter, or writes "the" for "this", "hat" for "hats", etc.

April 30 Christian has read to page 66 of Barnes' second reader. He has learned about ninety new words; can spell them, write them from dictation and use them correctly. He can tell the hours on the clock dial but cannot be depended upon to give any portion of the hour correctly.

1895. Christian Solberg

May 17 Gave Christian the following sentences from dictation, which contain a review of the words he has learned since the first of this month: "Dick is a little dog. He goes to the pasture with his master. He likes to run races with Rover. He likes meat better than milk."

June 27 Christian has read to page 90 of Barnes' second reader.

1894.

Sydney Peterson.

Sept. 29. Sydney was promoted to this grade the first of this month. He is reported as doing excellent work in all his studies. He has finished the third reader and is now reading in Harper's fourth reader. He has done work in fractions but I think that during the vacation he must have forgotten a great deal in numbers, for I find that he can not do accurately an example in long division and he does not know his multiplication tables but refers to his book constantly when working an example. He seems to excel in letter writing. He expresses himself intelligently and writes a letter of two and three pages with very few mistakes. He is apt to omit the final letter of a word writing "make" for "makes"; "like" for "likes" and so on. He has written three letters this month. He studies reading, writing, spelling, U. S. history, geography, language, and Arithmetic. He writes a neat, legible hand but his note-book, so far, has been anything but neat. There are a number of blots, misspelled words, and other evidences of carelessness on every page. This month he has been working examples like the following: (1) "If I receive $1500. salary and pay $370. for board, $281.50

1894.

Sydney Peterson.

for clothing, $112.75 for books, and $196.65 for other expenses annually, what can I save in 3 years?"

(2.) "Two persons start from the same point and travel in opposite directions; one travels at the rate of 32 miles a day, the other at the rate of 39 miles a day. How far apart will they be in 14 days?"

These are not always worked without some discussion as to how and why.

Oct. 30. Sydney has been doing very good work this month. He is now in the object class and in addition to his work in school he has physiology with Miss Baker. Miss Baker says he does splendid work.

On the 12th. of this month we celebrated Columbus' day and had a short program furnished by the children. Sydney wrote an essay about "Christopher Columbus" which would have done credit to almost any boy of his age. He is doing well in history and geography, and in fact in all of his studies. His note book shows fewer blots than it had last month. There is no reason why his work should not be perfectly neat.

Nov. 30. Sydney has taken up long division again and has been dividing by three figures. In his other work he has been doing very well indeed.

1894.

Sydney Peterson.

On Thdukogiving morning the children gave an entertainment. Sydney wrote an essay on "How the Pilgrims Came to Settle in America", which was a reproduction of the work we had had in our history. I am going to have Sydney copy his essay here as it will show better than I can tell, what he is doing in language work.

When Henry VIII was King of England he had some trouble with the Pope. All England was catholic at that time and the people all did as the Pope wanted them to. King Henry did not like this and he wanted to take the church business into his own hands so he sent word to the Pope that he would not obey him but be the head of the church himself. Then he told the people that now they need not pay any attention to the Pope but to him. Some people liked this change and others did not think this right. Pretty soon King Henry died and his son, Edward, took the throne. He believed as his father did but he did not live very long and when he died his sister Mary took the throne. She was a strong catholic and she had many people put to death for not believing as she did. After a while she died and her sister Elizabeth became queen. She was as strong a Protestant as Mary had been a catholic and she put people to death for not being Protestants,

1894.

Sydney Peterson.

and so the people had a pretty hard time of it. During this time there drose a class of people called Puritans, who neither believed in the Catholic church or Protestant and they wanted a place where they could worship just as they pleased so they went to Holland. But Holland was such a small place that they could not get any land there and besides they were afraid their children would grow too much like the Dutch. So they thought they would like to come to America. They went back to England and got permission from the King, James I, to come over here and make a settlement. About a hundred of them came over in the Mayflower and anchored there vessel in Cape Cod Bay while they looked around for a good landing place. At last they found a place. It was called Plymouth and on Dec. 21, 1620 they all landed on a spot which has been called Plymouth Rock ever since. The winter was a very severe one and many of the Pilgrims died and the men who had begun to build houses had to stop to dig graves. They managed to get through the winter and in the spring they began to work. They had a good crop that year and that made them feel happy. So when the harvest was all gathered in they decided to have a Thanksgiving. They were thankful for the good harvest, and that God had kept some of them from death, and above all they were thankful that they had a home where

1894. Sydney Peterson.

they could have religious freedom.

Dec. 24 Sydney's note book this month shows considerable improvement in neatness. He is still careless about his spelling and omits words occasionally. I have only to call his attention to the mistake and he can, nearly always, correct it himself. He has been trying to learn the multiplication tables and he knows to the 6's so that he has to refer to them but very little. I never knew a child of his intelligence have so much difficulty in learning the tables. The following examples he worked in the time given.

1. 984275÷5 — five minutes. Worked it three times before he had the correct answer.
2. 812975÷5 — two minutes - correct on second trial
3. 675043÷4 - four minutes - " " " "
4. 406235÷3 — ½ minute " " first "
5. 741286÷4 — 2 minutes " " " "

If he were perfectly familiar with his tables he should not be more than half a minute working any example like the above.

6 8602×1030 — ¼ minute.

7 2835×72×54 — 2 minutes.

8 75829134÷52. - 6½ minutes.

9 80753514 8÷3152 - 10 minutes.

10 8+3+5+2+9+7+2+3+2+5+7+6+2+4+5+8+3+9 — 7 minutes - 3 trials.

I copy a short story which Sydney has written, being a reproduction of a lesson on this subject.

The Lion.

The lion belongs to the cat family. He walks around and holds up his head as if he was the boss of all the animals. He is called the "King of beasts." The largest lions are in Africa and the smaller ones live in the forests of Asia. They like to hide in the bushes near the

1894. Sydney Peterson

water so that they can make their dinner on deer and wild horses when they come to drink. The mother of the little lions is called a lioness and the little ones are called cubs. They live in dens or caves and they hunt their food in the night.

1895.

Jan. 31. Sydney is now using the "American History Stories" Vol I. for reading lessons. I asked him which he preferred this or the fourth reader and he said, "O, I like this much better." "Why?" "Because it tells me all about the people who discovered this country and first lived here, and the fourth reader has only stories about different things." He prepares his lessons carefully and usually reads well. Sydney is learning the tables of Compound numbers. Has learned Dry and Liquid measures, having actual experience with the measures. Solves simple problems involving a knowledge of these tables:

1. Find the cost of 4 gal. of milk at 5¢. per pint.
2. A peddler bought 7 bu. of peanuts at $1.30 per bu., and retailed them at 8¢ per qt. What did he gain?

Feb. 28 Sydney has now learned Long and Square measures. These are some of the examples he has had:

1. Two men go from the same place: one travels 104 mi. 50 rds. due east; the other 95 mi. 270 rds. due west; how far apart are they?
2. What will 2 A. 125 sq. rds. of land cost at 20¢ per sq. rd.?

Sydney remembers well the work gone over in history. In studying geography I find that he has very vague ideas of map-work and I give him as much as possible of it. He will tell me all about the Hudson River, its

1895. Sydney Peterson

discovery by Henry Hudson, its beautiful scenery etc. but will not have the remotest idea when to look for it on the map. Will explain explicitly how we came into possession of Louisiana; who purchased it; from whom it was purchased; how much it increased our territory; the importance of owning New Orleans, and yet will go to the map and try to find. New Orleans in Mexico. I could understand this better if our work had been done without using a map, but no place is ever spoken of that we do not locate it. speak of its direction from us. the places surrounding it. its own importance, etc. Sydney will remember more about the place than other boys perhaps, but does not connect it with the map. His multiplication tables still hinder him. He has memorized to the 7's quite thoroughly, but the 8's and 9's still puzzle him.

March 29 Sydney has learned Cubic measure. Has had such work as:

1) Reduce 2 cu. yd. to cu. in.
2. " 28 cords to cu. ft.
3 " 38 cords to cu. in
4. 6. cu. ft. cu. in
13. 28. 390
15 90 874
20 67 983

The greatest difficulty he has had with denominate numbers has been the little work he has had with fractions. For instance in reducing sq. yds. to sq. rds. he has to divide by 30 ¼; or in reducing rds. to yds. & put to multiply by 5½ or 16½; but he has learned to do it readily. In preparing the reading lesson to-day, I asked the boys to select some of the most difficult words and use them in sentences.

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The following are Sydney's:
Dr. Rogers has demanded the boys to keep out of the hall. Longfellow wrote "Evangeline"
It is a piteous story. It was a wicked thing for the British to scatter the Acadians.
The British burned Acadia so that the people could not by any possibility return to their homes.

April 30 Sydney has read to page 367 of "American History Stories," Vol. II. He reads fluently, distinctly and with good expression. He spells well and writes a fair composition. In letter writing he is independent. Occasionally he misspells a word, but seldom. His writing is very neat and legible. He is doing well in history and geography. Does not have the difficulty with the map studies that he had at the beginning of the year. I copy some of his examples which will show his work in Arithmetic.

1. If two ships sail from the same port and sail in opposite directions, one 69 mi. a day and the other 78 mi. a day, how far apart will they be in 29 days?

2. A merchant bought some flour for $6789. He sold it at an advance of ⅓ of the cost less $467. What was the selling price? What was the gain?

May 31. Sydney has read to page 105 of "American History Stories," Vol II. He has learned avoirdupois weight and the table of miscellaneous weights. End

1895 Sydney Peterson

measures. He takes part in the operetta and has been out of school a great deal this month drilling for this.

June 27 Sydney has been looking forward to going home to spend the summer with the greatest pleasure and so when he received a letter a few days ago telling him that his sister was sick and he could not come before August his disappointment was great. But he controlled himself manfully and said he would make the best of it. He asked permission to write to his sister and while writing he wanted me to give him "a synonym for brave". I sent him to my room for a book of synonyms and had him look it up himself. Upon reading his letter I found it worded in this way. "Of course I am very sorry to hear that I cannot go home just now, but I am more sorry to hear that you are sick. I am going to be as brave and chivalrous as possible and overcome my lonesomeness and have a pleasant summer here." He is so trustworthy that he has been sent on various errands to town and has been partly promised the privilege of being mail-carrier during vacation, which prospect delights him.

He has completed Vol II. of the "American History Stories". In all his studies he has done well and his progress has been uniform and satisfactory. As I write he has been having Ray Downey read the questions on the

1895 Sydney Peterson

"Character Cards" to him, as he wants me to put down in his report how many he knows. Of the sixty-five cards he answered the questions on fifty-six. This morning he worked the following examples without aid:

(1.) A cotton-factor sold 425 bales of cotton, each weighing 4 cwt. 85 lb., for 13 ct. a lb. He paid $24.735 for the cotton: how much did he gain?

(2.) I had a farm containing 146 A. 80 sq. rd. of land. I gave my son 86 A. 94 sq. rd.: how much was left?

He knows the multiplication tables thoroughly and is much more rapid in his work.

1894.

Royal G. Bailey

Royal entered school the 9th. of November and was here until the fifth of December. He was in the brush shop the first session in the morning and in school the remainder of the day. He studied English and U. S. history, physical geography, physiology, grammar, arithmetic and algebra. The last study he took up for the first time after coming here and in three weeks he did the work in Elementary Algebra in addition, subtraction, multiplication, long division and factoring. He was studious and had the ability to reason.

In arithmetic he was working in precentage. Roy did not have the power of attention well developed, and could not give a much better synopsis of what was read to him than many of the boys in this grade; but Roy had what no other boy had and that was the ability to study independently.

James Welsh.

1894.

Nov. 12. James returned to the school department to-day. He seems very happy to be here again and says he is not going to be fault-finding any more.

Dec. 19. James is reading in Barnes' second reader. He understands all that he reads but no one can understand him unless one is very familiar with his mode of speech. He does not write so well as he did.

1895

Jan. 31 James has read with the class to page 24 of Barnes' second reader. He does not do as good work as he did last year, perhaps, because I can not give him so much individual attention. He is beginning to show dissatisfaction with his surroundings again. Frequently comes into school very angry and scolding because the teachers do not shake hands with him and say good-morning to him as he marches in. "What are they here for? What are they paid for, he'd like to know, if it isn't to say 'good-morning' to him." His articulation does not improve.

Feb. 28 James has read to page 39 of Barnes' second reader. He reads well enough to get the sense of the story. He writes miserably and his spelling lessons are always very difficult for him to get. He cannot tell time. He counts money and makes change for small amounts.

1895

March 28

James Welsh

James has read to page 45 of Barnes' second reader. He is irritable and moody. Can not give his attention to his work. Every few minutes he leaves his seat and comes to my desk to ask some question or make some complaint. He wants his father to take him home and let him earn his own living. He knows he can do it and says that his father just keeps him here because he is ashamed of him. He finds fault with everybody and every thing. Sometimes he will sit for half an hour muttering to himself and making the sign of the cross. Some mornings he comes into school and says he forgot to say his prayers and he wants to go to Miss Baker's office and pray. When he is quiet and attentive he does as good work as I can expect him to. He never does much alone, but has to have a great deal of supervision. In writing on the board if I stand by him and tell him every time he makes a mistake he gets along fairly well. This morning I had him at my table counting money. He worked happily for a few minutes but suddenly he began to mutter, "I am not going to count this money. It is no good. It won't buy anything. It is only paper. I wish I had some good money. It would make me happy. That's just the way! You can have money but I can only have this." And he began to cry.

1895.

April 30

James Welsh

James has read to page 66 of Barnes' second reader. His department has been somewhat better this month. He has not seemed so unhappy, and if he heard from home more frequently he would be much more contented.

May 28

James has read to page 82 of Barnes' second reader.

June 27.

James has read to page 90 of Barnes' second reader. He has received word from his father that he is to spend his vacation here and not at home. A more thoroughly miserable boy never lived. He has cried most of the time for over a week.

1894.

Gulle Olson.

Oct. 25. Gulle returned to school to-day. He will continue the work with the first reader class as they will soon be ready to take up the second reader. He does simple language work, adds numbers in the hundreds. Does not compose a letter without help.

Nov. 20 Gulle is now reading in Harper's second reader. This morning he wrote four or five simple sentences in answer to questions about the lesson. Gulle is in school for the history and geography classes but he does not get very much from them.

1895

Jan. 10 This morning Gulle's lesson was on page 187 of the second reader. He filled the blanks correctly in the language lesson on page 20 and copied it neatly with pen and ink in his note book. He is trying to subtract but finds it very hard to understand about "borrowing."

Feb. 28 Gulle has read to page 39 of Barnes' second reader. He improves in writing. To-day he copied all of his reading lesson without making any mistakes, noticing every punctuation mark, etc. He usually constructs fairly good sentences when using the new words in each lesson. He is learning the multiplication tables. Knows the 2's, 3's, and 4's. Multiplies with one figure. Adds and subtracts.

1895.

Gulle Olson

March 28 Gulle has read to page 45 of Barnes' second reader. He can always answer questions about any lesson he has studied, but cannot independently give a synopsis of his reading. I notice an improvement in the composition of his letters. I copy one which is the best he has written this year. Gulle had some assistance in the spelling of his letter.

Faribault, Minn.
March 22, 1895.

Dear John,

I have not heard from you for so long. I am well and hope you are all well at home. Are you going to school every day? Will you write soon to me again? I have not seen you for so long. What are you all doing at home now? Will you ask my brother to write a letter to me again? My teacher is writing letters for the boys who can not write for themselves. I will send love to all at home. I say good by for this time.

Your friend
Gulle Olson.

He has learned the 5's and 6's and can tell time.

April 30 Gulle has read to page 66 of Barnes' second reader. His articulation is very much improved. He can, with care, give the proper sound of every letter. He can build all the multiplication tables and has committed to the 6's. He counts money quite readily and makes change for small amounts. He is always ready for any work in school.

1895.

Gulle Olson.

May 28 Gulle has read to page 82 of Barnes' second reader.

June 27 Gulle has read to page 90 of Barnes' second reader. He adds, subtracts, and multiplies with one figure. Tells time, makes change for small amounts and counts money in small sums. In his letter-writing, which is very simple, he shows more independence than formerly.

1894. Alfred Erickson

Nov. 30 Returned to school to-day.

Dec. 12. Alfred is reading in the second reader. He has special drill in articulation. To-day I gave him the following words to use in sentences; liked, found, began, took, poor, every, grass, pass, and ask. The sentences are;

1. The boy liked to run away.
2. Frank found a bird.
3. I began school this year.
4. The boy took my work.
5. My papa is poor.
6. Every day I do my work.
7. The grass is not green now.
8. I can pass you.
9. May I ask you?

He is always interested in his work and is very industrious.

1895.

Jan. 10. Reading on page 187 Harper's second reader. Alfred writes letters every week but they are short and must be unsatisfactory to his friends. He is doing well in Arithmetic. I copy some examples from his note book to show what he is doing.

1. A grocer mixed 350 lbs. of Rio coffee costing 12 cts. per lb. with 175 lbs. of other coffee costing 16 cts. per lb. At what price per lb. must he sell the mixture to gain $8.75?

350 × .12¢ = 700, 350 = $42.00
175 × .16¢ = 1050, 175 = $28.00
$42.00 + $28.00 = $70.00
$70.00 + $8.75 = $78.75
350 lbs. + 175 lbs. = 525 lbs.
525) $78.75 (15¢ per lb.
525
2625
2625

1895. Alfred Erickson.

2. A man has $2016.62. He bought 370 bu. of wheat at $1.12 per bu., 980 bu. of corn at .74¢ per bu., 536 bu. of rye at .82¢ per bu., and invested the remainder of his money in flour at $6.25 per bbl. How many bbls. of flour did he buy?

370 × $1.12 = 740, 370, 370 = $414.40
980 × .74¢ = 3920, 6860 = $725.20
536 × .82¢ = 1072, 4288 = $439.52
$414.40 + $725.20 + $439.52 = $1,579.12
$2,016.62 − $1,579.12 = $437.50
6.25) $437.50 (70 bbls.
4375
0

These examples have to be read to Alfred.

Feb. 27. Alfred has read to page 399 Harper's second reader. It would be difficult for a stranger to understand anything that he says, his articulation is so very indistinct. He makes every effort to improve but when talking he forgets and drops back into his old way of speech. When reading the letters suggest the sounds to him. I cannot see that he has made any improvement in letter writing. His letters are always very much the same. He first writes on his slate, the letter is then corrected and copied. He knows the tables of Dry, Liquid, Long and Square measure. To-day he worked the following examples readily. (1) How much will it cost to carpet two rooms, each 18 ft. long and 15 ft. wide at $1.25 per yd.? (2.) What will it cost to plaster a ceiling 21 ft. long and 18 ft. wide at 17¢ per sq. yd.?

1895.

Alfred Erickson

March 25. Alfred has read to page 45 7 Harper's second reader. Since the 27th. ult. he has had only three new lessons from his book introducing thirty-two new words. In order to make them perfectly familiar with the new words in each lesson, they are used in short stories which are written on the board and copied in the note books. The words must also be made with the "Word-builder," which is an exercise particularly valuable to a child, causing him to notice carefully every letter. There is so little difference between the printed d's, p's, g's, a, b's and n's that they have to observe closely in order to make the words correctly. Then the words must be written in complete sentences which shows their understanding of them. After this preliminary drill it is usually not necessary to read the lesson as given in the book more than once. Alfred has learned Cubic measure: Works examples like the following. (1) How many sq. yd. in the walls of a room 24 ft. long, 18 ft. wide, and 12 ft. high. (2) How many sq. ft. in the surface of a box 4 ft. long, 3 ft. 9 in. wide, and 2 ft. high?

April 12. Alfred has read to page 57 of Harper's second reader. Since the 25th. ult. he has had thirty-eight new words. He has learned these new words very readily as they happened to be words which could easily be illustrated by using objects. For instance the lesson on page 51 contains the words "fill, hot, tea, pick, pour, once, spoon, stove, ships, steep, plant, boxes, tea-pot, tea-plant, tea-spoon." We brought in some hot-water, tea, tea-pot, cups, saucers, spoons etc. and

1895

Alfred Erickson.

proceeded to get the tea ready to steep. When a boy had filled the tea-spoon once for each of us, he knew the words, "tea-, tea-spoon, once and fill. Then we poured the hot-water into the tea-pot and learned the words "pour, hot, and tea-pot." The others were just as easily illustrated and in half an hour each boy had had a refreshing cup of tea and had learned fifteen new words. The lesson on page 54 was also unusually interesting, as the subject of money is to most of us, and was acquired without difficulty. I copy some sentences which Alfred wrote to-day using some new words.

I can tear the paper. The worm is a bird. The bird lived in the nest. The bird can peck at the tree. (In this sentence he first wrote "on the tree" but afterwards changed it.) You are not mean. I am not in the third reader. (First writing he omitted the verb and I had to tell him to use "am;" and he had to look up the word "reader.") I brought you the paper. I tried to go home this year. You cried to-day. Do you like the place? On nearly every sentence there was some mistake to which I had to call his attention. I felt very proud of Alfred when he worked the following example. (1) A man had a field 30 rd. square. He sold 250 sq. rds. to one man and 200 sq. rds. to another. What is the remainder worth at $200. per Acre?

May 28 Alfred has read to page 82 of Barnes' second reader. He doing the usual work in spelling and language. He progressing rapidly

1895

Alfred Erickson
in Arithmetic.

June 27 Alfred has read to page 90 of Barnes' second reader. He has improved in articulation. He is now working in addition of fractions. I copy some of his examples which show his work in arithmetic.

(1) How many farms of 120 A. each can be made from a tract of land 6½ mi. long and 5½ mi. wide?

(2) A street ¼ of a mi. long was paved at a cost of 45 cents per sq. foot. What was the cost of paving if the street was 40 feet wide?

1894

Floyd Wheeler. Epileptic

Sept. 4. Floyd has been unmanageable to-day. Has not sat in his seat one minute except as I have held him or sat by him. Has talked incessantly. When marching out through the halls he ran out of line, danced around and tried to push some of the boys down. He does not seem to do this maliciously but because he is so nervous. I could not get him quiet enough to do any work to-day.

Sept. 5. Floyd has been just as nervous and excited to-day as he was yesterday. This afternoon I had to stop all work in school in order to keep him quiet. He calls to me and the boys and keeps up an incessant chattering. When visitors came into the room he ran up to them and pushed them and then ran screaming around the room.

Sept. 6. As Floyd grows more and more unmanageable I have obtained permission to put the straight-jacket on him. He had it on this morning and when he came in this afternoon he was quiet at first but soon had to wear it again. Going through the hall from school he ran out of line and screamed and pushed and jumped until he was outside when he ran through the offices.

Sept. 7. Floyd was a little quieter this morning but this afternoon he was <u>wild</u>. He had to wear the straight-jacket over an hour but when school was dismissed I took it off. He acted even worse than usual going through the hall. I took him to my room and kept him there with the

1894

straight-jacket on for two hours, telling him that he was being punished for not marching out from school right.

Sept. 8. To-day Floyd has been quieter. He would get out of his seat when not watched but would go back when spoken to. Has not screamed so much, but talked to himself almost constantly.

Sept. 9. Floyd has been reasonably quiet to-day. He strung the beads according to color but could not select the color from dictation. When shown the required color he strung all of that color and would bring his string to me saying, "There! That's enough; no more!" Tried to have him tie the string on a hook but he can not make a knot.

Sept. 10. Floyd has been so troublesome that he has had the straight-jacket on nearly all day. He marches out from school more quietly as I remind him just as he starts that if he runs away he will have to go to my room to stay. That visit seems to have made a deep impression on his mind.

Sept. 11. He had the jacket on for about an hour to-day. He selected the red beads from dictation to-day.

Sept. 12. Wore the jacket for twenty five minutes. He discovered to-day that the jacket did not confine his feet and he would leave his seat and annoyed the boys by pushing up against them. This seemed to give him immense satisfaction. I asked the boys to try and not pay any attention to him

1894.

and when he met with no response from them, pushing up against them lost its interest for a while. Then he varied the performance by kicking them vigorously. This was more amusing as the boys were not Spartan enough to receive a sudden kick without showing surprise at least, so Floyd had to have his foot tied to his desk. When this was done he put his head down on his desk and slept greatly to the comfort of all concerned.

Sept. 13. Floyd ran out of line this morning and had to be brought back to the school-room and have the jacket put on for half-an-hour. After recess he told Miss Baker what had happened. "Floyd mustn't run out of line. Floyd will walk to the play-room."

Sept. 24. Floyd has not been restrained in any way since the 13th. until to-day when he had to wear the straight-jacket for running through the halls. He cried and begged to have it taken off saying, "Floyd be good boy. Floyd walk nicely-pretty. Floyd don't want to 'yun away."

Sept. 25 To-day he strung the beads from dictation according to color. He has learned to tie a knot and to-day he tied his beads on the hook without aid.

Sept. 26. Floyd had two spasms in school to-day and was quiet and sleepy afterward.

1894. Floyd Wheeler Epileptic.

Oct. 1. Floyd has been quieter since he had those spasms. He has had his foot tied to his desk for a few minutes to-day and the rest of the time he has been very little trouble. I can interest him in some work for a brief period at different times during the day. He is very fond of stringing the beads but does not like to do so from dictation. He objects to mixing the colors on one string preferring to string all the blues, reds, etc. together. If I stay by him and insist upon his doing it as I wish, he does so, but as soon as I leave his desk, the beads come off and he puts them on as he thinks best. But after he has put them on in any one way several times he does not want to make any changes, no matter how averse he was to doing it in that way at first.

Oct. 4. Floyd continues reasonably quiet and tractable. For the first time this year he was quiet enough to attempt other work than stringing beads. He could not name all the words he had learned last year. Then he knew the words, "cow, pig, book, chair, bell, slate, hat and table". If shown any of those words he would immediately place it on the right object, but he seems to have forgotten them. Several times he came up to my desk saying, "Read the words, Miss Cane, Floyd read the words now." Each time he reads them he recalls them more easily.

Oct. 10 To-day Floyd named all of the above

1894. Floyd Wheeler Epileptic.

words without the objects. He is much quieter. Does not have to be confined in any way.

Oct. 13. Floyd has learned several new words, "handkerchief, good, boy, girl, hand and pin". He is fond of arranging the words in lines on his desk and saying them over to himself. If a visitor comes in he immediately calls his attention to his work. He will string the beads according to color from dictation but not according to form. For busy work I allow him to string them in any way he wishes. He puts the pegs into the boards, filling one with red pegs, another with blue and so on. Can not follow any directions, such as putting one row of red, another of yellow, etc, but insists upon filling up the board with one color.

Oct. 16 Mrs. Wheeler visited Floyd to-day. I think he knew her but he did not show any more affection for her than for any one else. He seemed pleased to be with his little sister, Flossie, but he became dreadfully nervous and excited in a short time and had to be taken away from them. After his mama went home Floyd kept talking about her and Flossie. "Floyd go home- see papa- see Flossie. Floyd ride in buggy. Floyd be good boy. Floyd go home." He never has mentioned

1894. Floyd Wheeler Epileptic

his mama before after she went away from him, so I think her visit has made some impression on his mind.

Oct. 31. After working with Floyd for five minutes every day for almost a month he is able to put together the sliced picture of the cow. There are only three cards in this picture and as he lays each one down he names the prominent feature of that card, as, "The cow's horns," "The cow's body". "The cow's feet." When asked to point to the eyes, ears, and tail he can do so.

Nov. 5. Floyd learns two or three new words a week. I have tried to teach him the script form of the words he knows, but he has serious objections to learning it. I write the name on the back of the card and show it to him. He immediately turns it over to see the printed form. He knows the words "leg, arm, tongue, eye, and ear." When shown these words he says "leg, I have two legs," "arm, I have two arms." "tongue, "I have one tongue," etc. He now knows nineteen words, and of several of these he knows the script as well as the printed form. He has been fairly quiet of late but has to be watched constantly.

Nov. 8 Floyd was so noisy and troublesome to-day that he had to wear the straight jacket.

Nov. 9 To-day Floyd was sick and was sent to the

1894. Floyd Wheeler. Epileptic.

hospital.

Nov. 22 Floyd returned to school to-day.

Nov. 30 Floyd has learned the words "I," "see," "is," "a", "white", "the" "red." and "black." He now reads such short sentences as, "I see a boy. I see a good boy. I see a good girl. I see a white handkerchief. The table is red. The book is red. The handkerchief is white. The hat is black." He puts together the pictures of the dog and the rat. He does with these as he did with the picture of the cow, names the most striking feature of each card as he puts it down. He is making a marked improvement in his command of words. He answers questions and makes his wants known quite intelligently.

Dec. 8. Floyd's new words are, "knife, fork, spoon, water, sugar, and bread." I have given him a little box into which he must put all the words he learns and keep them in his desk. Every day I find that instead of putting the newest words into this box he brings them to my table, or hides them in one of the desks. He will not put them into his box until he has studied them for several days. While there is the least feeling of unfamiliarity with them he will not have them. When he is willing to put them into his box I feel confident that he knows them.

1894. Floyd Wheeler. Epileptic.

Dec. 18. Floyd now learns on an average one new word each day. He does not readily learn the script form. In the last week he has learned the words, "has, play, run, cup, and apple." With these we are able to make many short sentences as, "The boy has a cup. The girl has a cup. I run. I play." He amuses himself with the beads and pegs and colored sticks, but tires of the sticks and pegs much more quickly than of the beads. These he strings and hangs upon a nail. When all are strung he takes them off and does the same thing again and again. I forgot to note that on the 5th. of this month, Floyd's father came to visit him, and Floyd spoke of his mama and Flossie constantly, and when his papa went away, he talked of home, and the horse and buggy - etc.

Dec. 24 Floyd can now put together the pictures of the horse and sheep. These make four pictures that he knows. He likes to take all the pictures from the box and arrange them in rows upon his desk, regardless of the pictures. To keep him from doing this I have to hide all except the pictures that he knows. He will search through every box and drawer for them and it is only by putting them beyond his reach that I can keep them from him. He now knows the words "ball, bad, on, coat, pencil," and reads the short sentences we are able to make with good expression. He seems to know

1894 Floyd Wheeler Epileptic

the number two. Can always tell correctly how many eyes, ears, hands, feet, arms, legs, heads, tongues, noses, tongues, etc. that he has. Can bring me one or two objects as I ask for them. He is not very quiet in school, ~~has~~ times of being excessively nervous. Then he has to wear the straight jacket until he becomes quiet.

1895. Jan. 2. Floyd was in the assembly hall on Christmas-eve when the presents were taken from the trees. In spite of the excitement, lights, noise, and strangeness of it all Floyd behaved remarkably well. A word or a look was sufficient to quiet him and he kept his seat throughout the evening. The week's vacation has not been a benefit to him for he is very noisy and troublesome. Has had to wear the straight jacket all day. Putting it on for a few minutes had no effect upon him as before the holidays.

Jan. 9. Floyd is not well and was sent to the hospital to-day.

Jan. 14. Returned to school to-day.

Jan. 23. Floyd now knows the words "hair, door, horse, milk, and sleep." The last word is very hard for him to pronounce but by making a great effort he succeeds in doing it. This word always suggests many things to him. He

1895 — Floyd Wheeler — Epileptic.

wants to tall all about his bed, the pillows, the dormitory, etc. I say, "Floyd, where do you sleep?" "In a bed." "Where?" "In the dormitory." Then he begins, "Floyd go sleep in the dormitory, in a bed. put a pillow on the bed, take the pillows off the bed, fold the 'preads', etc Pillow he pronounces "pilla".

Feb. 1. 2. 3. Floyd has been having spasms and is very sleepy and quiet.

Feb. 4, 5, 6, 7. Has been very quiet. Has not been confined in any way. Amuses himself with the colored sticks, the beads, and the pegs. Can put together the pictures of the fox and the bear. The fox he sometimes calls a dog and he does not always remember the name of the bear, but he always makes the picture correctly. He now knows the words "am, can, and have". These words are much more difficult for him to learn than the names of objects.

Feb. 8, 9. Yesterday and to-day when Floyd was noisy in school, I put him out in the hall, and had him sit there alone for an hour. This seems to punish him greatly but it will not be effective for any length of time. When a punishment is repeated a number of times with Floyd it loses its force and he looks upon it as something done for his amusement.

Feb. 16 Floyd was sent to the hospital to-day.

1895. — Floyd Wheeler — Epileptic.

Feb. 21 Returned to school to-day.

Feb. 28. Floyd has been reasonably quiet in school for several days. He is never as quiet as he should be. He does not want to sit to do any work. He will stand for hours at a time stringing the beads, hanging them up, unstringing them over and over again. As soon as he has one color all disposed of he comes to my desk and says, "Floyd string the blues, or the greens, or whatever color he has not strung, will he? etc? Say, Floyd string the blues, Miss Cane?" If I say "Yes" immediately, he goes to his seat and resumes his work; if I do not, he stands by me endeavoring to attract my attention and to gain some response. If I turn my head and pretend not to hear him, he puts up his hands and turns my head to him and tries to catch my eye. I sometimes close my eyes and then he picks at the lids, trying to open them, saying all the time, "Miss Cane, Floyd string the beads, Floyd string the blues, Floyd string the reds, will he, Miss Cane?" If I tell him that I will take the beads away from him if he does not string them without talking about them, he hastens to his seat and peace is restored.

March 13 Floyd has now learned the words "coat," "button", "dog", and "and". I have taken some of the words that he knows and

1895 Floyd Wheeler. Epileptic

pasted them on a card, arranged in the following sentences.
"I see a book. The slate is black. The paper is white. I see a red ball. The sugar is on the table. I am a good boy. I have a knife and fork. I have bread and milk. The milk is in a cup. I can run and play. The boy has the paper." If I show Floyd these words in a book, where the type is very much smaller than on the card, he does not recognize them. The words he first learned were printed on a white card. When he was shown the same words on a blue card he did not recognize them, but now the color of the card makes no difference. He knows his own name - in script & print - and can make it with the letters, naming every letter as he places it. He makes the picture of the wolf. In all he can put together eight sliced pictures, the wolf, dog, fox, rat, bear, horse, sheep and cow. He knows about fifty words. Recognizes and names the colors red, yellow, blue, green, orange, purple, black and yellow. Comprehends the number four - Counts four objects, makes four marks, etc. Is able to do errands, such as taking something to one of the other school-rooms, asking Miss Baker to come to our school-room, etc; but he cannot always be trusted. He will sometimes go when he is not sent, and when he gets out into the hall he sometimes makes the most of his liberty and proceeds to have a good time which means running, jumping, laughing and various other performances which are not conducive to order in the halls.

1895. Floyd Wheeler. Epileptic.

March 15. Yesterday I gave Floyd the words, "radiator, blackboard, chalk and school-room." He remembered them this morning and I gave him the script form. On page 15 of Webb's Word-Method there are a dozen words that he learned from the cards. After two mornings' work he recognizes them readily. He read the words on page 17 without much trouble. I use the book merely to accustom him to the change of type. He put together the sliced picture of the buffalo. To-day he named correctly all the pictures he puts together: wolf, goat, horse, bear, sheep, rat, fox, dog, cow, and buffalo. Floyd can count twenty objects. But he does not comprehend that many.

March 16. Floyd was transferred to the custodial department last night.

1895.

Louis Miller.

May 10. Louis was transferred to this room to-day.

May 16. I find that Louis is going to be able to do the work with the second reader class if he applies himself as he has shown the disposition to do since entering this grade. He can build all the multiplication tables, but has not memorized any of them. He cannot tell time. This morning he could not even give the hours correctly. He named readily any number I wrote until I reached 1,000. That he could not name and when I dictated numbers for him to write he made no mistakes below 100. 103 he wrote 1003; 101, 1001. He wrote none of the numbers above 100 correctly. I give the Roman numerals as I wrote them and as he read them. IV = 6; IX = 11; VI = 6; XII = 12; XV = —; XX = —; XIV = 16; XIX = —; X = 10; III = 3; V = 5; XVI = 16; IX = 11. A thorough test shows that he is not absolutely sure of any except I, II, III, V, and X. He knows the names of the coins dollar, half-dollar, quarter-dollar, dime, nickel and cent. When asked for fifty cents in change he gave me three dimes and ten nickels. The change for a quarter he gave correctly, two dimes and a nickel and when asked for it in nickels he gave five nickels. The change for a dollar he gave correctly in quarters and in smaller pieces. His writing is shown on the following page when I have asked him to write what he remembers of the reading lesson for to-day.

1895
May 16.

Louis Miller

George Washington

Little boy and girls have you heard any think about George Washington? He was a great man who lived many years ago. when he was a little boy his father gave him a hatchet he was very much pleased withe it. and then he went out in the yard and trying it on trees. His father had a find cherry tree and George Washington cut it down with his hatchet. His father send for George and ask him who cut down my fine cherry tree. George looked up at his father and said I did it. His father took George up in his arms and said. I would lose all my cherry trees then have you tell one lie. George Washington became a great man.

May 27 Louis ran away from the institution yesterday but came back last night. He is now in the "Quiet."

June 27 Since the above escapade Louis has been a good boy both in school and elsewhere. He has been out of school a great deal this month drilling for the operetta and has had very few recitations. I hope for a great deal of improvement in Louis

1895.

Louis Miller

next year. He is capable of doing good work. He has read to page 90 of Barnes' second reader. Can build all the multiplication tables, tell time, but not readily, and add and subtract.

1895.
May 21

Alfred Caron

Alfred, or "Joe", as he is generally called, entered the institution to-day. He is is sixteen years old and small and youthful in appearance. Has a bright, alert, fearless manner. His articulation is very indistinct. He does not form sentences but can say a number of words. He cannot tell the names of many of the common objects in the school-room, as: "table, money, watch, fork, bird, gloves, black-board, eraser, slate, bell, bottle, saucer;" but he named the following correctly. Though some of them very indistinctly: "book, ball, knife, horse, chair, door, hat, nose, keys, shirt, cat, dog, pig, cow, shoes, coat, vest, pants, flag, boy, girl." He does not say man, woman, or lady, but always "boy" - "girl." Could not name any article of my apparel as "dress, apron, gloves," etc. I took him down to the dining-room and pointing to the various objects he named "cup" but could not remember the name of the saucer. For "table" he says "täb." He was shown an egg but could not tell what it was. I put some salt into his hand and asked him to taste it. I said "How does it täste?" He said "good" and when I asked him what it was he said "salt." I took up a pepper-box and wanted to put some pepper into his hand but he drew back saying, "O no, O no." He tasted some sugar and said it was "good" and called it "shug." He could not tell me what a pie was when shown

1895

Alfred Caron

one but he seemed quite familiar with cake. He does not know the names of any of the colors and it is with difficulty that he distinguishes the difference between blue and green, and purple. He is exceedingly restless and inattentive. He has no idea of number. When asked how many eyes he has he says "four" or sometimes "six". These seem to be his favorite numerals although he sometimes says "three." When given some blocks to put into a box he had to try several times before he could put them all in. He did not want to make the second trial and when asked to do so he shook his head and said, "No, no, o, no!" He seems to have an affectionate, happy disposition. He has had no school training. Cannot read, write, or count.

June 26 Alfred has done very little in school. I find him noisy and restless. I have not been able to give him a permanent seat as the desks were all occupied, and he has sat by my table. At least that was supposed to be his seat but he was seldom in it. A chair, with Alfred in it, became an instrument of torture to the school. He can not sit still and is very talkative. He does not form sentences. He amuses himself with the colored sticks, pegs, and beads. The latter he is especially fond of, perhaps because he can make more noise with them than with the others. He invariably spills them all over the floor. He strings them without

1895

Alfred Caron

regard to form or color. He will now pick out the yellow pegs but he does not remember the name of the color. He does not distinguish the difference in the other colors yet. He is not willfully troublesome.

1895

Frank Aldrich. Epileptic.

May 31 (Continued from page 11.)
Frank has read to page 59 of Barnes' first reader. He is fretful and peevish with the boys in his class. When called upon to read he hesitates so long over a word that he should know that some boy becomes impatient and tells it for Frank and that makes Frank very angry. His mind acts so slowly that the boys get tired waiting for him.

June 27 Frank has read to page 64 of Barnes first reader. This month he has been more active and cheerful. He has had a great deal of supplementary reading in connection with these lessons. His note-book shows neat work. His writing is legible and the letters are all well formed. He makes no improvement in numbers.

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Willie Krause
Charlie Lockwood
Samuel Reay
Louis Miller

B Arithmetic 1:50 to 2:10

School

1895.

James Arrell

Sept. 28. This month James has been receiving many of the words he learned last year as he is now doing class work. The words he has had this month are, "I, a, an, see, boy, girl, apple, ball, good, and hat." He reads readily any sentence formed with these words. Builds with the letters from the script form. Is learning to spell. He makes the figures 1, 2, 3, 4 and 5, but he cannot associate the form with the value. He makes from copy the letters i, e, o, and a, but not as well as he did at the close of school in June.

Oct. 30 The new words he has learned this month are "has, have, is, an, the, round, grapes, bad, big, potato, ears, eyes, nose, one, two." With these words we are able to form a great many sentences.

Nov. 30. Have not given James any new words this month but have arranged many new sentences containing the words he has already learned. He can write on the blackboard, without copy, the letters a, o, and the word "cat."

Dec. 24 James has learned the names of the colors and can select any color asked for. I have given the class the names of the primary and secondary colors in script but James cannot remember them.

1896

Jan. 25 James has not been in school for three weeks as he was detailed to work in the kitchen in the place of some boy who has been sick

1896.

James Arrell

Feb. 29 James has been in school this month. He seems to learn a few words but he has no memory. If he does not have daily drill on every word he has ever had he does not remember them.

March 28 James' reading lessons consist of short sentences in script written on the board describing some object which he has or some action. If I write "Give me the box of balls" James will do it, but he cannot tell me each individual word. He has such sentences as "Roll a red ball. Roll a yellow ball," and so on through all the primary and secondary colors. And "Put the block on, under, or near the table, the book, chair, or box." "Give me a small red block," or "a big yellow ball," or "a large green leaf" etc. He can make from copy, the figures 1, 2, 3, 4, 5, 6, 7, 8, 9. and the letters, "a, e, i, o, c, t, h, and d." The only words he can write are "hat" and "cat", and he cannot always write those well. He is able to dictate a short letter.

April 30 James is doing about the same work. He learns a few new words every month. Can make from copy a word or two, but makes no permanent improvement. He is always willing to work and will try to do anything asked of him in school.

May 29 James' work is about the same. He

1896.

James Arrell

has learned to weave the one and one pattern, keping his paper smooth and clean. Will string beads from dictation selecting readily the form and color. Lays tablets in very simple patterns from dictation. Has much better power of attention than formerly.

June 16. James has learned to read a number of simple stories. These stories are all developed in the class and written on the board. They are left there until they can be read by the majority of the class and then a new one is begun and added to every day until complete. Below are given two or three which will show the best they can do.

1. "I have a green ball. I can roll it. The ball is in a big white box. The box is on the table."
2. "I see a flag. The flag is red, white, and blue. The flag has white stars on the blue. I can wave the flag. See it wave!"
3. "This is a nice day. The sun is shining. The wind is not blowing. It is warm. The sky is blue and the grass is green."

He writes, from copy, the words cat, hat, rat, can, man, no, moon, one. Builds short sentences from the script with the letters, but is not always sure of the letters. Can make the figures from 1 to 10. Combines 1+1, 1+2, 2+1. Above the number three he is not sure unless he sees the objects. He writes home regularly dictating his letters.

1895.

Laurence Blakeslee

Sept. 28 Laurence has read the lessons in Barnes' second reader from page 94 to page 106. These lessons have introduced sixty-two new words all of which he can spell and write from dictation. He was given a new note-book at the beginning of the term and so far he has kept it quite neat. His writing is very much better. In one place where he had found it necessary to erase he had made a hole through the paper and this I found very neatly mended by a small piece of paper being very neatly pasted over it. The lines matching exactly.

Oct. 30. Laurence has read in Barnes' second reader to page 119. He has made a very noticeable improvement in writing. He dictates a very characteristic letter. Has simple exercises in combining numbers.

Nov. 30. Laurence has read to page 134 of Barnes' second reader. He has been sleepy and stupid the last two weeks, and has shown a more destructive tendency than for months. One day he almost destroyed his reader. As a punishment I had him dictate a letter to his mother telling her what he had done and saying that we did not think he deserved the chicken and pop-corn she had promised to send him.

Dec. 24 Laurence has read to page 149 of Barnes' second reader. He has been a little more wide-awake for the last week or two as he is afraid that Santa Claus will pass him by if he does not do

1895 — Laurence Blakeslee

better work - He knows all the different coins and their value and yet sometimes he will pretend the most profound ignorance of them. He dictates letters to his mother regularly and his composition is very original.

1896.

Jan. 25 — Laurence has read to page 167 of Barnes second reader. He is full of good resolutions and has been quite a model boy this month. He is anxious that I shall report that he has not gone to sleep in school for a whole month, and that is true. He is improving in his writing.

Feb. 29 — Laurence has finished Barnes' second reader and is now using Harper's second. He has read to page 19. He wrote a letter to his mother yesterday that was very neat. When he writes his own letters they are very brief affairs - but it is very encouraging to have him able to do even that.

March 31 — Laurence has read in Harper's second reader to page 33. He can usually spell all the words in the spelling-lesson writing them from dictation. He would not learn a lesson from choice, but he finds it easier to study it in his seat than when standing on the floor. Standing is the greatest punishment that can be given to Laurence. He would rather scrub a five acre lot than to stand for five minutes.

1895 — Laurence Blakeslee

April 30 — Laurence has read in Harper's second reader to page 55. He dictates a lengthy letter telling all about everything he is doing in school and elsewhere. He retains his fondness for bones of all descriptions and I frequently find one of the blackboards filled up with such sentences as, "Ray Downey took the cover off of the big yellow peach can for me last night." "I have a big tin can to keep my soft soap in for scrubbing. I am the best scrubbing boy in the Institution." He writes quite rapidly, and forms his letters well.

May 29 — Laurence has read to page 71 of Harper's second reader.

June 16 — The chief improvement that Laurence has made has been in reading and writing. He knows the Roman numerals to 100. Adds but does not carry. Reads and writes any number in Arabic. Tells time - a little uncertainly sometimes. Knows the different coins. Is not so destructive as formerly. The second reader that he has now is in pretty good condition and his book is usually nothing but a mass of loose and torn leaves at the close of the year. This book he has used since last February. Has been able to keep awake and study fairly well most of the time. When inclined to talk a hint of having to put a pencil between his teeth has been sufficient to quiet him.

1895. Carlos Comstock

Sept. 28 Carlos has read from page 63 of Barnes first reader to page 72. Three lessons have introduced twenty-eight new words with a review of both reading and spelling. Carlos reads these simple stories with quite good expression. He still writes with lead pencil but his writing is improving. He reads and writes numbers to 70. He knows the Roman numerals to VI, but above that he is still uncertain. He can tell the hours to six o'clock on the clock dial. Combines numbers under 10.

Oct. 30 Carlos has read to page 80 of Barnes' first reader. These lessons have introduced about three dozen new words in simple stories. There have been no reviews. The lesson on page 78 was particularly difficult for Carlos. The words "romp" and "food" being unfamiliar to him. He improves in his writing. To-day he was given pen and ink for the first time. His work in numbers has been almost entirely oral - recognizing at sight black dots on a card - combinations of numbers to 10.

Nov. 30. Carlos has had a review of the most difficult lessons in his first reader and two new ones. He reads these stories fairly well. He has made a decided improvement in writing with lead pencil but he had so much trouble with pen and ink that we think it better for him not to attempt to use them at present.

Dec. 24 Carlos has completed Barnes' first reader and is now going to use Harper's First. He is not ready for a second reader but Harper's readers are much more difficult than Barnes'.

1896 Carlos Comstock

Jan. 31 Carlos has read to page 32 of Harper's first reader. He reads with good expression spells all the new words in every lesson and can generally use them correctly in sentences. Reads Roman notation to XXIV. He learns the Roman notation in connection with his reading. Reads Arabic notation to 100.

Feb. 29 Carlos has read to page 41 of Harper's first reader. Knows the Roman numerals to XXXI. Combine numbers more readily but does nothing more in Arithmetic than that.

March 31 Has read in Harper's first reader to page 56. Reads the Roman numerals to XLII. Carlos has been a fairly good boy for several months until a few days ago when he had some trouble with one of the boys. He flew into a passion and began to kick and bite every one near him, jumped up and down screaming and swearing at the top of his voice. Was taken to the "Quiet" and when he came down he seemed very much ashamed.

April 13 Carlos acted very badly in the assembly hall last Saturday night. Was angry at something and began swearing and striking the boys near him. Had to be carried from the hall. To-day he became angry at one of the boys in school for no reason whatever and the performance of Saturday night was repeated. He was sent to the Custodial side.

May 12 Carlos came back to school to-day and seems very penitent and quiet. He says he

Carlos Comstock.

1896

is sorry he was so naughty and makes all sorts of promises for future good behavior.

May 29 Carlos fell behind his class when he was out of school and has since found his reading and spelling lessons hard to learn.

June 16 This year Carlos has completed Barnes' first reader and read to page 85 of Harper's first. He has had much supplementary reading. He reads the lessons in the first reader with good expression. Generally knows his spelling lessons and can use the words in sentences. Writes sentences from dictation. On page 295 I have copied one or two of the stories which the boys in his class have developed and which they read well. Carlos knows the Roman numerals to LVI. He has learned these only in connection with his reading lessons. He is gradually learning to add, but does not carry. Combines without objects readily the smaller numbers. When told "numbers' stories," such as, "There are 4 boys in the room; 2 go out; how many are left?" he will write in figures 4-2=2. Or, "I saw a carriage go by with 4 horses and another with 2 horses; how many horses went by?" 4+2=6. He does not know anything about the operations of multiplication and division. He has gained somewhat in self-control and power of attention.

Joe Caron

1895.

Sept. 28 Joe is not so noisy and troublesome as he was at the close of school. He has learned to keep his seat and knows that it is not right to talk out loud in school. He strings the beads, puts pegs into the board, and arranges the colored sticks with regard to color, but he cannot name any color. From a box of letters he will take out all of any letter I give him but he does not know the name of a letter or word.

Oct. 31. Joe simply amuses himself in school. He makes no real progress. He is no longer troublesome but will remain quietly in his seat during the whole session. He makes an effort to mark time when marching.

Nov. 30 I can report no progress for Joe. He does not remember the names of the colors but can always pick out the color like the one shown him. He strings beads but does not follow any order. The one thing he never fails to do is to upset the box of beads on to the floor. He cannot put together the picture of the cow - which has only three pieces. I am not able to get him to talk about any object. He never forms a sentence but will occasionally answer in disconnected words. His articulation is imperfect.

Dec. 24. Joe has learned to put together the dissected pictures of the cow and the rat. These pictures consist of three pieces each and when given these and no others he puts them together correctly

1896

Joe Caron

but if they are in the box with the rest of the pictures he cannot do it.

Jan. 31 Joe does so very little in school-work that I cannot report any progress.

Feb. 29 Joe sorts the colors - putting the pegs into the board according to color - separating the sticks putting all of one color together, etc. Can put together no more of the sliced animals than he could in December. Has been trying to perforate but cannot follow a line. He is always as happy and cheerful as he can be.

March 31 Joe has been so destructive of everything given him to work with! If he has a piece of paper he tears it; a pencil he breaks it and everything the same way. I have tried every way to break him of it without being cross or impatient with him but nothing had any effect. One day Miss Baker came in just as Joe overturned a box of straws (as usual) and knowing his failing she proceeded to scold him vigorously. The tears rolled down his face and he seemed as hurt and grieved as a baby. Since then if I give him work and tell him that Miss Baker will come in and scold him if he is not careful, he has not been nearly so destructive.

April 30 Joe is so quiet in school that he is not at all troublesome. He never leaves his seat without permission and he does not meddle with the books and material in the desk as he used to. He does no school work.

1896

Joe Caron

May 30. When giving dictation work to the boys in stick-laying, bead-stringing, tablet-laying etc. Joe listens and though he cannot do the work from dictation he can from imitation. He watches the boy opposite him and imitates quickly whatever he does. He does not upset his work as he did a month or two ago.

June 16 Joe put together the pictures of the cow, rat, dog, and horse. He knows the names of them and can point to them when I ask him, but cannot pronounce the words so that he can be understood. He puts pegs into the board, selecting the colors as dictated. Strings the beads, without spilling them all over the floor. Does not destroy the books and school material which are in his desk. Can make marks with a lead pencil for a long time without breaking the point off. When we go out to the garden to work he is very useful. He cannot do much at weeding as he is more than likely to pull the flowers up first; but he picks up the sticks and papers from the grass and makes himself busy in straightening things up. He is always ready to work. For several days he has been helping Charlie Dickson to pick over the potatoes in the root-cellar, and Charlie says "Joe works first-rate." Joe is quite a favorite with all the boys.

1895. Charlie Dady

Sept. 28 Has read from page 63 of Barnes first reader to page 72. These lessons have introduced twenty-eight new words with a review of both reading and spelling. Charlie is able to spell and write all these words from dictation, using them correctly in sentences. He is making a steady improvement in his writing. He reads and writes numbers to 70. and combines numbers under 10.

Oct. 30. Has read to page 80 of Barnes first reader, these learning about thirty-six new words. He reads and writes numbers to 90 but cannot always write a number unless I tell him how many tens and units it has. His work in numbers has been oral.

Nov. 30. Charlie has reviewed the most difficult lessons in his first reader and has had two additional ones. He improves in writing - using lead pencil. In numbers is doing the simples oral work.

Dec. 24 Charlie has completed Barnes' first reader but as he would find the second too difficult I have given him Harper's first. Charlie has been very nervous - almost hysterical this week. When he reads, if he makes a mistake he begins to laugh or cry and says he can't do any better. If he is reproved or punished for anything he has done in the play-room he talks about it as if it were a good joke - particularly if he has had to be put into the "Quiet."

1896. Charlie Dady

Jan. 31 Charlie has read in Harper's first reader to page 32. He is improving in his writing. Knows the Roman numerals to XXIV.

Feb. 29 Charlie has read to page 41 of Harper's first reader. Knows the Roman numerals to XXXI. He is nervous and restless. Does not make any progress in number work.

March 31 Charlie has read to page 56 of Harper's first reader. Knows the Roman numerals to XLII. Reads and writes numbers to 100.

April 29 Charlie has read to page 69 of Harper's first reader. Has done a great deal of supplementary reading. (See page 295 for work developed in the class.) He is improving in his writing. This month his conduct has not been very good. He has been out of school for punishment - from the 1st. to the 4th.; 19th. to 23rd. and again on the 23rd. Part of the time he was in the "Quiet", and part of the time in the dormitory. He always promises so much to be a better boy after a punishment, but somehow he doesn't remember to keep a promise.

May 29 Charlie has been a pretty good boy in school this month, but his attendant gives him a very poor report. He tries to run away because "some one told him to", and he has been very quarrelsome with the boys. He has read to page 75 of Harper's first

Charlie Dady

1896

reader. The review lesson on page 75 was very difficult for him as he had been absent when the class first went over the work. He continues to improve in his writing. Makes very little progress in numbers work.

June 16 Charlie has completed Barnes' first reader this year, and read to page 85 of Harper's first, besides doing much supplementary reading. We have taken up new words and lessons very slowly. but it is better so. To-day I tested Charlie in the review lesson on page 84 and he spelled readily every one of the 39 words given. Can turn to any lesson we have gone over and read it readily. But in taking up a new lesson we sometimes study it for more than a week, before we attempt to read it, but when we are ready to read it, we seldom have to spend more than one recitation on it. Charlie knows the Roman numerals to 100. Reads and writes numbers to 100. Has improved greatly in his writing this year. Can dictate a good letter.

Grant Dennis

1895.

Sept. 28 Grant has read in Barnes second reader from page 94 to page 106. He cannot keep up with the class although he tries very hard to do so. These lessons now introduce too many new words for Grant to thoroughly master. At the first of the month I found he had forgotten how to make several numbers, such as 12, 11, 9, 17, 15, 13. It took him nearly three weeks to learn them again. Now he can write any number from dictation from 1 to 20. Showing with the sticks how many the number represents.

Oct. 30 Grant has read in Barnes second reader to page 119. He has made an unusual effort to keep up with the class and he has done better than he did last month. He makes slow but steady improvement in his composition. His work in numbers has been oral with drill in reading and writing numbers to 30. If I show him any number of sticks he can write the number as, six bunches and four - 64, but he may not remember the name of it.

Nov. 30 Grant has read to page 134 of Barnes' second reader. He does not know all the words in these lessons and as soon as the class can be reorganized he will have to drop back. He makes such an effort to keep up with the other boys that I am reluctant to change his work. He has learned the value of the dime and half-dollar. Recognizes at sight seven or eight objects. Combines the pairs of numbers to 10 readily. He is a good worker. never wants to be idle for a minute in school.

1895

Grant Dennis

Dec. 24 Grant has read to page 149 of Barnes' second reader. He studies hard and is doing better than he did a month ago. He writes well – his work is always neat. He can write a fair letter but he does not change the composition of them very much. He always tells what he is doing and he wants to tell it in the same way every time. He has lately succeeded in getting his father's address and I copy a letter which he wrote to him this month. This is his longest and most ambitious effort.

"My Dear Father,

My lesson is about the queer little house. We have a dance every Tuesday night. They are going to have a new building for the children. I read in Barnes' second reader. The boys wash dishes at night and at dinner. The boys mix bread at night and in the morning. They braid rope for mats to put by the door. They are going to build a new engine-room. The boys exercise with dumb-bells at night. I am learning all I can. I have six white rats. I can do numbers work well. We have a band here. I have one dollar and ten cents. We have three singing classes. We have a new matron and her name is Miss Stockdale. We have a Merry-go-round. We had a good time on Thanksgiving. Gilbert's address is Delavan, Faribault County, in care of E. A. McColley. I am fine fat eight and a half inches tall and I weigh 114 9/2 pounds. We went sliding last night and we had a good time. I spoke to Dr. Rogers about going home to spend my Christmas vacation but he did not say whether I could

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Grant Dennis Page 280

go or not. We went skating yesterday and we had a nice time. This is a nice morning. I am well to-day. Is Ruby well? Will you please ask Dr. Rogers if I can come home to spend my Christmas with you? Some boys went sliding yesterday. The girls wash dishes in the morning. The boys and girls wait on the tables. We wear white caps, coats and aprons.

Your loving Son,
James Grant Dennis.

1896.

Jan. 25 Grant has read to page 167 of Barnes' second reader. He shows some improvement in his reading, reading with more fluency and better expression. Combines numbers to 15 quite readily.

Feb. 29 Has completed Barnes' second reader and read to page 19 of Harper's second.

March 31 Has read to page 33 of Harper's second reader. Knows the Roman numerals to XV. I copy the sentences which he wrote this morning underlining the word from which he had to build. There was not a mistake in his spelling

1. There is a path in the meadow.
2. One day my cousin saw a squirrel run up the tree.
3. The wagon has a load of hay.
4. The rake is for hay.
5. When it is dinner time my cousin calls them.
6. I saw a rabbit run across the road.
7. I came in the hack. (Pg. 280)
8. The hay is in piles.
9. The boys lost the flowers.
10. The flowers are sweet smelling in the summer.
11. I do not live in the country.

Ray Downey

1895

Sept. 28 Ray has read in Vol III. of the "American History Stories" to page 27. He improves somewhat in articulation though he still speaks many words indistinctly. In Arithmetic he is now using Tablet No. 4. He has had the first ten lessons in this tablet and works all the examples quite readily. In History he has had the Administrations of Washington, John Adams and Jefferson and is able to give the leading events of each. He works the following words - giving the markings as below: mȧx, pāx, rāçe, cage, cat, mȧtch, awl, gāl, ärm, färm. His work in Geography has been chiefly in connection with his History lessons and talks on current events. Ray is well informed in the news of the day. Has studied the life of Longfellow this month and can give a brief sketch of it and the names of his principal poems with one or two quotations.

Oct. 30 Has read in Vol. III. of the "American History Stories" to page 58. Has worked the examples in Arithmetic Tablet No. IV. to Lesson 25. This month has studied the administration of Madison with the events of the years 1812-1813. Has had drill on the long and short sounds of e with the diacritical marking.

Nov. 30 Ray has read to page 93 of the "American History Stories", Vol. III. He reads with quite fluency and better expression. Is able to give the preparation necessary to these lessons so that he can give the substance of what he has read. Has finished the administrations of Madison and Monroe. His work in geography is entirely in connection with the history and current events. His department this months has

Ray Downey

1895 been good. In Arithmetic he has worked to lesson 38 in Tablet IV.

Dec. 24 Ray has read in the "American History Stories" Vol. III to page 117. Has completed Arithmetic Tablet No. 4, and is now using Tablet No. 5. In History has studied the administrations of Adams and Jackson. Has had the current events and geography in connection.

1896.

Jan. 31 Ray is now reading the "American History Stories" Vol. IV, and has read to page 12. Has had the lessons to No. 15 in Arithmetic Tablet No. 5. Finished the administrations of Van Buren, and Harrison and Tyler.

Feb. 29 Ray has read to page 63 of the "American History Stories" Vol. IV. Has studied the administration of Polk with the principal battles of the Mexican War. Has worked in Tablet No. 5. to Lesson 25.

March 31 Ray has read in the "American History Stories" Vol. IV to page 118. Has studied the administrations of Taylor and Fillmore, Pierce, and Buchanan. He is very much interested in history and is fond of reading anything that tells about it. In Arithmetic Tablet No. 5, he has worked to Lesson 34. These lessons consist of exercises in Romans, simple bills, and introduction to fractions.

April 29 Ray has read in the "American History Stories" Vol. IV. to page 157. Has worked the examples in Arithmetic Tablet No. 5 to Lesson 47. Has studied the events of the first year of Lincoln's administration. History is studied orally. The topics for the day's lesson

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Ray Downey

are written on the board and different histories are referred to. Sometimes one of the boys will read what he finds in one history about it, but more generally I read to the class; for though a boy can read to understand it himself he cannot, as a usual thing, read well enough to hold the attention of the class. On page 298 are found the topics we have taken in our history lessons this year. Some time every day has been given to newspaper reading and the geography has been entirely in connection with such readings. The "Youth's Companion", "Current Events" and "Review of Reviews" have been very helpful to this class. Ray is very fond of reading and will entertain himself for any length of time with a book, magazine, or paper. He and Sydney Peterson have cultivated the habit of reading to a greater extent than any of the other boys. Charlie Lockwood stands next to them.

May 30 - Ray has completed Vol. IV. of the "American History Stories" and Arithmetic Tablet No. 5 and worked to Lesson 9 of Tablet No. 6. Tablet No. 6 takes up integers - odd and even, prime and composite; factoring; greatest common divisor; least common multiple, reduction and addition of fractions. In history he has finished Lincoln's administration and studied part of Johnson's.

1896

Ray Downey

June 16 Since the first of this month Ray has had no regular reading lessons as we had not the books that we wished to use as readers. He has studied the administrations of Johnson, Grant, Hayes, Garfield and Arthur's. Before school closes we will have taken up very briefly the principal events of Cleveland and Harrison's administrations. Ray is more quiet, thoughtful and gentlemanly than he was a year ago. His increased manliness is the greatest improvement he has made. He is able to write an interesting letter and his letters are sent with very few corrections. Sometimes he is careless and makes more mistakes in spelling than at others, but in ordinary letter writing he can correct any error he may make if his attention is called to it. He has worked to Lesson 20 of Tablet No. 6.

1895 — Eddie Lyptad. — Epileptic

Sept. 28 — Eddie is able to have a good report this month He has been very gentlemanly in school, having had only a few discontented spells, and governing himself well through those. He has done the work with his class in everything save Arithmetic. He had forgotten how to do long division but is working with a will at it. He reads in Vol. III. of the "American History Stories" to page 26.

Oct. 30 — Eddie has read in Vol. III. of the "American History Stories" to page 58. Has had the events of Madison's administration to the year 1813. Can work examples in long division with two numbers in the divisor. Department good.

Nov. 30 — Eddie has read to page 93 of the "American History Stories" Vol. III. Has finished the administrations of Madison and Monroe with the geographical work in connection. Has worked to lesson 38 of Arithmetic Tablet No. IV. His department has been excellent.

Dec. 24 — Eddie has read in the "American History Stories" Vol. III. to page 117. Has studied the administrations of Adams and Jackson. Has completed Arithmetic Tablet No. 4 and is now using Tablet No 5th. Has geography in connection with the current events. Eddie is the most trusty errand boy and there is seldom a day that he does not go down town for someone. He has been a real comfort in school this year.

1896

Jan. 31 — Eddie has completed Vol. III. of the "American History Stories" and has read to page 123 of Vol. IV. In Arithmetic Tablet No. 5 has worked to

1896 — Eddie Lyptad — Epileptic

Lesson 15. Has studied the administrations of Van Buren, Harrison and Tyler.

Feb. 29 — Has read in the "American History Stories" Vol. IV. to page 63. Studied the administration of Polk, taking up the principal battles of Mexican War. Has worked in Tablet No 5 to Lesson 25. Is well posted on Current events.

March 31 — Has read to page 118 of Vol. IV. Has studied the administrations of Taylor and Fillmore, Pierce, and Buchanan. In Arithmetic Tablet No. 5 has worked to Lesson 34.

April 30 — Eddie has not been in school this month. He had a fancy that he would prefer not to come to school for a while so he has been absent.

May 30 — Eddie comes into school occasionally but is not regular in his attendance. He has not yet inclined to take part in any of the recitations and has not been urged to do so.

June 16. — Eddie has been a very good boy on the whole this year. Once or twice he has shown a slight disposition to be "cranky" but it has always worn off and he has come around all right. He has proved a most trustworthy errand boy and has gone down town several times every week for different people in the house.

Eddie Lystad. Epileptic

Carl Medicke.

1895

Sept. 28 Carl's articulation is very defective and he has had special work in this line. He can now give two sounds that he was not able to give at the first ℨ the mouth - "J" and "sh". He has learned the words "I, a, an, see, boy, girl, apple, ball, good, hat, dish, fish;" and is able to read any sentence formed with them. Builds with the letters from the script form. Reads and writes the figures 1, 2, 3, 4, 5. Makes the letter "e."

Oct. 30. Carl has learned the new words "has, have, is, are, the, round, grapes, bad, big, potato, ears, eyes, nose, one, two." He reads simple sentences formed with these words. Builds sentences from the script with the letters, but does so very slowly. If given a sentence ℨ more than six words he cannot finish it in the twenty minutes devoted to this work every morning. Some days he is very lazy and does not accomplish anything without great urging. On one or two occasions he has shown a great deal ℨ temper because he was reproved for being indolent. Has learned to write the letters "a, and i."

Nov. 30 Carl has not been given any new words this month, but has had reading lessons composed ℨ the words he already knew. He has learned to write the word "cat" without copy.

Dec. 24 Carl has learned the new words "table, ox, cow, flag, white, blue, red, slate" and reads from script simple sentences built with them. He does not improve in articulation.

1896 Carl Medicke

Jan. 31 Carl has learned several new words. Can make the figures 1, 2, 3, 4, 5, 6, 7- and write the letters h and d. Is very often indolent and cross.

Feb. 29 Carl can make the figures from 1 to 9. Can describe an object, telling its size, shape and color. He does not speak at all distinctly although his articulation is greatly improved.

March 31 Carl reads such simple sentences as "This is a cold day. This is a warm day. It is snowing. It is raining. The wind is blowing." He can make with the letters the month and date, and the name of the day of the week. Some days he is so indolent that he does nothing. He will never make much progress in school work.

April 30 I cannot say that Carl is making any real progress. One day he will seem to know certain things and the next day he has forgotten them. He sometimes is lazy and does not want to do anything. Then he has to stand by his seat which is the most disgraceful punishment as all the boys understand that such punishment is inflicted only upon lazy boys.

May 30 Carl has been trying very hard to learn to weave the one and one pattern, but he cannot do it even with assistance. He has not learned to hold the weaving needle. His hands are very stiff and awkward. He can put together the

1896 Carl Medicke

sliced pictures and enjoys doing that. Strings beads, selecting the form and color from dictation. Lays sticks and tablets in simple forms from dictation. Can make the letters a, o, e, i, u, h, d, t, from copy. Writes the figures from 1 to 10.

June 16 Carl has improved very much in his articulation although he still speaks very indistinctly. He can write the words one, no, man, hat, cat, can, moon and it from copy. Can not be depended upon to write any of them independently and sometimes is not careful to follow the copy. He will never do very much school work but the school discipline is just what he does need.

1895 — Willie Mundt

Sept. 28 — Willie's articulation is so imperfect that it is difficult to understand him. He cannot frame a sentence. He can not give his attention to anything for any length of time. Is inclined to be noisy and troublesome in school. If he hears a noise outside the window or in the hall, he wants to rush out and see the cause of it. He cannot march in a straight line at keep time. If given a box of letters he can pick out all of a certain letter, but he does not know them by name. He has learned the words "good" and "boy" in script but cannot make them with the letters. Cannot write any letter or figure.

Oct. 30. — Willie is less noisy and troublesome than he was last month. He had been reproved repeatedly for being noisy in the hall, but could not remember to pass quietly in line until he had to stand in the hall every time he forgot and talked or made any disturbance. The second time he had to stand he remembered and has given no annoyance in that way since. He has learned to mark time and keep step, keeping a straight line in the march. He can put away all the material in the cupboard better than any boy in school. Of late I have given him charge of the boxes which he must gather up and put into their proper places. He does it so willingly and so quickly that I am encouraged to think he can learn something else.

Nov. 30. — Willie makes himself very useful in many ways in the school-room. He has learned to do errands. Does not do any school work.

Dec. 24 — Willie still does nothing in the line of school work. He does not improve in articulation. He likes to play with the colored sticks and beads, etc.

1896 — Willie Mundt

Jan. 31 — Willie is doing about as usual in school. He might do more if I had time to give him individual attention.

Feb. 29 — Willie has learned to put together several of the sliced pictures.

March 31 — Willie can prick the kindergarten paper that is ruled in squares, pricking the squares evenly. Weaves the one and one pattern

April 30 — Willie can put together all the sliced animals - if he has the picture to refer to. His power of observation is very much better than at the beginning of the year. He is quieter and more attentive.

May 30 — Willie can string the beads, selecting readily from dictation the form and color desired. Lays tablets and sticks in simple forms from dictation. Can prick simple outlines nicely.

June 16 — Willie is quiet and attentive and shows a desire to be doing something. He will take a book, pencil and paper and write for half an hour at a time, imitating some other boy - although he cannot really form a single letter. He can make from the printed form a few words, as rat - cow - boy - good.

Willie Mundt

Adolph Pankert

1895

Sept. 28 Adolph has learned the words "I, a, an, see, boy, girl, apple, ball, good, hat, dish and fish", and is able to read any sentence formed with them. He reads script as readily as print. He is learning to use his right hand but he has the greatest difficulty in holding chalk a pencil in it. He reads and writes numbers to 5.

Oct. 30 Adolph can read readily the following stories. "I have a round ball. The boy has a big apple. I see a good horse. The potato is big. The pig has two ears. I have two eyes and one nose. The grapes are round." The new words he has learned this month are, " has, have, is, are, the, round, grapes, bad, big, potato, ears, eyes, nose, one, two." He uses his right hand more readily and can make the letter "a".

Nov. 30. Adolph can read readily the sentences formed from the words he has learned, but I have not given him any new words this month. He has learned to make quite legibly the letters o, a, t and c- and writes the word "cat." Combines the pairs of numbers in 2, 3, and 4.

Dec. 24 Adolph is learning to use his right hand but he is extremely awkward. Sometimes he writes with his left hand and then his letters are formed backwards. He improves a little every month.

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Jan. 31 Adolph makes without any copy with the letters "Adolph Pankert is a good boy" He has learned a number of new words. Knows the names of the days of

1896 Adolph Paukert

the week at sight

Feb. 29 Adolph can make the figures 1, 2, 3, 4 5 and 6. Can make the letters a, e, c, o, h, and t, but not very well. Can repond to such written orders as given below by getting the articles asked for or by doing the thing required:
Bring me a small green leaf.
Give me the box of blocks.
Give me the box of balls.
Put the red ball on the table.
Roll the green ball on the floor.
Put the white ball on the chair.
Roll the purple ball on the table.
He is very much interested in his school work and I have no trouble in keeping him occupied.

March 31. Adolph's class has kept something of a weather record this month and this has given us our reading lessons. For instance we write "March 2, 1896. Monday. This is a nice day." "March 3, 1896. Tuesday. This is a cold day." etc. The boys form the lesson with the letters. Adolph does such work quickly and accurately. He knows the words "wind, rain, snow, to-day, blowing, raining, snowing."

April 30 Adolph is doing good work. He makes readily with the "word-builders" any sentence written on the board. He learns a few words every week and as he remembers quite well what he learns he has quite a number of

1896. Adolph Paukert

simple sentences that he can read.

May 30 Adolph is learning to use his right hand with more freedom. He seldom attempts to use the left any more. I would not have insisted upon the use of the right hand, if, when he used the left, he had not made everything backwards. He is a willing worker in school and is making quite satisfactory progress.

June 16 Adolph can write the words hat, cat, rat, one, no, moon, can. The letters are not very well formed but he is trying so hard to learn to write that I am sure he will succeed in time. He reads a number of simple stories that have been developed in the class and written on the blackboard. He reads readily such stories as: "The parrot is in the cage. The parrot is a pretty bird. It has green feathers. The parrot is a big bird." As the parrot was in the schoolroom the boys were very much interested in it and had several stories written about it. Adolph can make well the figures from 1 to 10. Combines without objects to 3. Above the number 3 he has to have objects. He can make a number of words with the letters without copy.

1895 — Eddie Smith

Sept. 28 — Eddie has read from page 63 to page 72 of Barnes' first reader. In these lessons he has learned twenty-eight new words, which he is able to spell and use correctly. He is making a noticeable improvement in his writing, but is still using a lead-pencil. He reads and writes numbers to 80 and combines numbers under 10. He knows the Roman numerals to VI.

Oct. 30 — Eddie has read to page 80 of Barnes' first reader. These lessons have introduced thirty-six new words. In the last lesson there are two words that Eddie finds very difficult to remember - "found and round". He can not give the short sound of "o" as in found but persists in pronouncing it - "found." I have not been able to give him pen and ink this month and he feels very badly that Carlos has taken them and he could not.

Nov. 30. — Eddie has had a review of the most difficult lessons in his first reader with two new lessons introducing eighteen new words. He reads fairly well at sight simple stories written on the board and containing words he is familiar with. He continues to improve in his writing, using lead pencil.

Dec. 24 — Eddie has completed Barnes' first reader and I have given him Harper's first as a second reader would be too difficult for him. He shows more interest in his work and is more active than I have ever known him to be before.

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Jan. 31 — Eddie has read to page 32 of Harper's first reader. He reads with quite good expression. Can always write the new words in every lesson from dictation. His work is much neater than formerly.

1896 — Eddie Smith

Eddie is making a great effort to stand and walk erect, but he has to be reminded of it constantly.

Feb. 29 — He has read to page 41 of Harper's first reader. Knows the Roman numerals to XXX. In a letter dictated to his mother this month he added a few lines himself. The writing was very neat and the words were all spelled correctly.

March 31 — Eddie has read to page 56 of Harper's first reader. Knows the Roman numerals to XL. He does not grasp anything of numbers and makes very little improvement in that direction.

April 30 — Eddie has read to page 69 of Harper's first reader. In addition to the text book he has had much supplementary reading (see page 295.) His only work is reading, writing and oral work in numbers. He improves in writing but makes no advancement, to speak of, in numbers.

May 30. — Eddie has read to page 75 of Harper's first reader. He knows the Roman numerals to LVII. As the only use he makes of a knowledge of Roman numerals is to be able to tell the chapters of a book, or the number of a lesson, he only studies them as they come in connection with each lesson. The review spelling lesson to-day contained 36 words - Eddie spelled them all correctly. Can read any of the lessons he has studied readily.

1896.

Eddie Smith

June 16 This year Eddie has completed Barnes' first reader and read to page 85 of Harper's first. He remembers the lessons he has studied and reads with good expression. To-day I gave him a review spelling selecting 40 of the most difficult words he had had and Eddie did not miss one of them. His sister was here to-day and he was anxious to read for her. She seemed very much pleased with what he did. He wrote on the board "I will see my mother when I go home. My sister is here to see me." He forms his letters well. He is always able to dictate a good letter. Can write a few sentences in his letter himself, but could not write an entire letter without a great deal of assistance. His writing is much neater. He is more active and energetic. I find I can hold his attention for a longer time than formerly.

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Christian Solberg.

Sept. 28 Christian has read in Barnes second reader from page 94 to 106. I find that he cannot master the new words in each lesson as readily as most of the boys in his class. He is able to learn thoroughly about three new words a day, while they can take six or eight, so that when it comes to a review of the spelling Christian fails in many of the words. He reads with fair expression. He makes very little progress in numbers work, but improves in writing.

Oct. 30 Christian has read in Barnes' second reader to page 119. Writes with lead pencil. Combines numbers under ten, using objects.

Nov. 30 Christian has read to page 134 of Barnes' second reader. Improves in writing-using lead pencil. Does simple language work, such as forming sentences with the new words in the lessons; filling blanks in sentences, &c. Can usually answer questions about the lesson he has read, but cannot give the substance of it independently.

Dec. 24 Christian has read to page 149 of Barnes' second reader. He makes very little improvement except in reading and writing, but that is as much as can be expected of him. He is a trusty boy and very capable around the house. He does good industrial work.

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Jan. 31 Christian has read to page 167 of Barnes's second reader.

1896

Christian Solberg

Feb. 29 Christian has completed Barnes' second reader and read to page 197 Harper's second. He makes some improvement in language work, making better sentences with the new words in each lesson. His writing has greatly improved.

March 31 Christian has read to page 337 Harper's second reader.

April 30 Christian has not been in school this month.

May 30 Absent all this month.

June 16 Has been in school only the last two days so has done nothing to report.

Christian Solberg

1895 — Henry Sours.

Sept. 28 — Henry has learned the words "I, a, an, on, boy, girl, apple, ball, good, hat, dish, fish" and can read any sentence formed from them. From the script he can build the words with the letters. Reads and writes numbers to 5.

Oct. 30. — Henry has had the new words "has, have, is, are, the, round, grapes, bad, big, potato, can, eyes, nose, one, two." Henry is not reliable. One day he appears to know every one of these words perfectly and the next he has forgotten them. He is lazy and needs constant urging to have him accomplish any busy work. Has been trying to learn to write with his right hand. Can make the letters "a" and "e" from copy.

Nov. 30 — Henry has had no new words this month but has had reading lessons using the words he already knew. He is learning to use his right hand fairly well. Can write the word "cat."

Dec. 24 — Henry uses his right hand very nicely now. Is more active and energetic. I do not find it nearly so difficult to interest him in busy work. He takes a pride in doing whatever is given him and he wants to get ahead of the big boys in his class. He and Adolph are great rivals. Henry stammers badly over some words. I found he could not say a word beginning with the hard sound of "g" without stammering, but by having him say "one, two, 'good'" he gets the sound without any trouble. Again, I can get him to give the sound if he pitches his voice high and says it in a singing tone. He is trying very hard to break himself of stammering.

1896 — Henry Sours

Jan. 31 — Henry is doing good work. He can copy any simple sentence from script with the letters. He spells his own name and can make the sentence "Henry Sours is a good boy" without copy. He is learning to write a number of letters.

Feb. 29 — Henry is doing as well as usual. He makes the figures from 1 to 9. Writes his name "Henry" without copy and forms his letters well. Knows the names of a number of objects written in script.

March 31 — Henry reads such sentences as "Give me a big ball. Give me a small blue ball. Roll a green ball on the table. Put a yellow ball under the chair." He writes the words "hat, cat, Henry, an, no." Knows the days of the week when written and the months "March, April."

April 30 — Henry reads a number of simple stories which were developed in the class. Does not stammer so badly as he did. By taking a full, deep breath just before the sound at which he stammers he can usually say it without any trouble. His reading lessons have always been simple stories developed from day to day and left on the board until the majority of the class knew all the words in them. It takes us two weeks to develope a "story" like this. We sent out for a mat. Mat is made by the boys. The first day we

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Henry Sours

had the sentence "We have a mat." Then his must be studied word by word- built with the letters, and the word "mat" written. Next day we have "The mat is on the floor." The word floor is new and has to be studied from all sides- but they cannot write it as he if and r are such difficult letters to make. Next day we have "A chair is on the mat." In about- two weeks we have the story: "We have a mat. The mat is on the floor. A chair is on the mat. The boys made the mat. It is a big mat. I can stand on it." By this time the mat is worn out and we turn our attention to some other object.

May 30 Henry surprised me to-day by making the words "boy, girl, good, big, rat, fat, cat, hat, mouse, house, dog, horse" without any copy. He made the word "mouse" and then said "house, just- like mouse- how does it begin?" When told that- it began with "h" he made it correctly. He is just beginning to see the relation of letter in words.

June 16. Henry has learned to use his right hand entirely in work of any kind. Can busy himself in various ways- does not like to be idle. Has almost broken himself of the habit of stammering. Can write very neatly a number of words- Combines numbers to 3 without objects. Counts to 10. Weaves the pattern one and one. Knows all the colors.

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Louis Winther

Sept. 28 Louis has learned the words "I, a, an, see, boy, girl, apple, ball, good, hat, dish, fish" and can read any sentence formed with them. He can build with the letters any of these words from the script- but he works very slowly, sometimes not- doing more than one word in twenty minutes- which is the time allowed for such work. He imitates readily and can copy fairly well the letters, i, l, o, a and t. Writes the figures to 5.

Oct. 30. This month Louis has had the words "has, have, is, are, the, round, grapes, bad, big, potato, ears, eyes, nose, one, two." Can nearly always ~~copy~~ build from the script a sentence with the letters. Some days he is very lazy and will not make more than a word or two.

Nov. 30. Louis has not had any new words this month. Has learned to make the letters in the word "cat"

Dec. 24 Louis has not been in school for three weeks.

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Jan. 31 Louis does not remember what he does learn. To-day I am sure he knows a few words; to-morrow I find he has forgotten them. He imitates fairly well, but does not remember how to make a letter or figure without copy.

Feb. 29 Louis is not doing nearly so good work as some of the other boys in his class. He can make the figures from 1 to 9 with copy and in the same way can make a number of letters.

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Louis Winther

March 31 Louis has made no real progress this month. He will build with the letters a short sentence from the script, but sometimes he does not know half the words in it.

April 30 Louis has good power of imitation and can copy letters and words with little practise, but cannot make any word without copy. He does not remember the words he has studied with the class.

May 30 Louis knows all the colors and can string the beads selecting the color and form from dictation. Weaves paper - the one and one pattern. Can make the figures from 1 to 10 - but cannot always do so without a copy. Can count objects to 10 - but if asked to make the number 5 - he cannot always do that until shown what it looks like. I cannot say that he makes any real advancement in school work.

June 16 Has not been in school this month.

Louis Winther

Fred Batty

1895

Sept. 28 Fred has read in Vol. III. of the "American History Stories," to page 27. His reading shows that he gives more careful preparation to the lessons than he did formerly. Some drill has been given to the diacritical markings and Fred is doing very well in this. I copy the following words which he wrote from dictation which will show nearly all the sounds he has learned so far: may, pay, rāçe, cāge, cat, măth, ạrm, gạlf, ärms, färm. In History he has had the administrations of Washington, Adams and Jefferson. He can give the date of each term and the leading events of each administration. Has learned something of the biography of Longfellow and can give some selections from his most familiar poems.

Oct. 30 Has read in Vol. III. of the "American History Stories" to page 58. He has not been able to keep up with his class in Arithmetic. The lessons have been in the Tablet No. IV. to Lesson 25. Fred does not reason well, and unless he has some help he does not know how to work some of the simplest of these examples. This month we have had the administration of James Madison with the most important battle of the war of 1812. We have had only the first year of this war. The work has been constantly reviewed and yet Fred cannot be depended upon to tell any word correctly. In spelling and diacritical marking he does well. His deportment is good.

Nov. 30 Fred has read to page 93 of the "American History Stories" Vol. III. Has worked with the class to Lesson 38 in Arithmetic Tablet No. IV. Has finished the events of the administrations of Madison and Monroe with the geographical

Fred Batty

1895

work in connection. Fred took part in a concert recitation on Thanksgiving.

Dec. 24 Fred has read to page 117 of the "American History Stories" Vol. III. Has completed Arithmetic Tablet No. 4 and is now using No. 5. Has studied, with the class, the administrations of Adams and Jackson, but Fred does not remember very much about history. He does better in Geography.

1896

Jan. 31 Fred has completed Vol. III. of the "American History Stories" and has read to page 12 of Vol. IV. He is making some improvement in reading, speaking more distinctly. Has worked the examples in Tablet No 5 to Lesson 15. Has had the administrations of Van Buren, Harrison and Tyler.

Feb. 29 Fred has read in Vol. IV of the "American History Stories" to page 63. Has worked the examples in Arithmetic Tablet No. 5 to Lesson 25 Has studied the events of Polk's administration, taking up the Mexican War in detail. Fred writes to his mother regularly every fortnight and his letters are quite good.

March 31 Fred has read in "American History Stories" Vol. IV to page 118. Has worked in Arithmetic Tablet No. 5. to Lesson 34 Has studied the administrations of Taylor & Fillmore, Pierce, and Buchanan. The lessons in geography are entirely in connection with current events.

1896

Fred Batty

April 29 Fred has read in the "American History Stories" Vol. IV to page 157. Has worked the examples in Tablet No. 5 to Lesson #7. Although he has been in all the recitations in history and geography and current events, I never am able to get Fred to tell anything about any of the lessons. He seemingly listens attentively and with interest, but if called upon to recite he cannot do so. He will do much better in geography than in history

May 30 Fred has completed Vol IV. of the "American History Stories". Completed Arithmetic Tablet No. 5 and worked in Tablet No. 6 to Lesson 9. These lessons take up factoring; prime and composite numbers; greatest common divisor; least common multiple; etc. Fred has studied with the class the events of Lincoln's administration.

June 16 Fred has done fairly good work this year. He is more studious and attentive. Has improved greatly in letter writing. Since the first of June he has not been in school for any recitations. He is a good worker and has been found perfectly trustworthy which makes his work in the house valuable.

Fred Batty

1895. Theodore Bochland

Sept. 28 Theodore has read in Barnes' second reader from page 94 to page 106. He writes all the words readily from dictation but cannot take a whole sentence without some difficulty. He is now using Arithmetic Tablet No. 1. and has had the first 7 lessons. These lessons consist of combining numbers under ten and subtracting without borrowing. Simple examples with Roman numerals under 10.

Oct. 30. Theodore has read in Barnes' second reader to page 119. He makes no improvement in articulation and no one can understand him when he reads or speaks. In Arithmetic Tablet No. I. has had to Lesson 15.

Nov. 30 Theodore has read in Barnes' second reader to page 134. He has worked the examples in Arithmetic Tablet No. I. to lesson 20. He has to depend largely upon the use of objects in working the simplest problem. He improves in letter writing.

Dec. 24 Theodore has read to page 149 of Barnes' second reader. He always has a good spelling lesson. He can write from dictation a short sentence, which is a triumph for him. In Arithmetic Tablet No. 1 he has worked to Lesson 25. He has found these lessons very difficult and sometimes spends three or four days on one lesson.

1896.

Jan. 31 Theodore has read to page 167 of Barnes' second reader. Has worked to Lesson 34 of Arithmetic Tablet No. 1. He has learned the multiplication tables of 2's and 3's thoroughly.

Feb. 29 Theodore has read to page 19 of Harper's second reader. Worked the examples

1896 Theodore Bochland

in Tablet No. 1. to Lesson 42. Miss Baker says that Theodore is doing excellent work in the object class.

March 31 Theodore has read to page 33 of Harper's second reader. I copy some sentences which he wrote to-day, underlining the words from which he built.

1. We have a path around here.
2. I have a cousin at home.
3. We have a wagon over to the farm.
4. My brother will rake the hay.
5. We are going to eat our dinner to-day.
6. We go across a bridge.
7. The boys are making a pile of wood.
8. I like to play in the meadow.
9. We have a sweet-smelling rose.
10. The farmers are working in the country.

He has completed Tablet No. 1. and worked to Lesson 11 of No. 2.

April 29 Theodore has read to page 53 of Harper's second reader. He always knows his spelling and when asked a question about the lesson can write the answer in a good sentence. He never reads so that any one can understand him. If he wants to ask me any question about anything in school I always have him write it, as it is impossible for me to understand what he says. He writes a very nice letter now.

1896 Theodore Boehland

May 30 Theodore has read to page 73 of Harper's second reader. He has learned to add, subtract, and multiply with one figure. Is doing excellent work in the object room. In writing letter I find his sentences much smoother. He seldom omits words. Spells well, and writes very neatly.

June 16. Theodore has not missed a single word in spelling for a month. His spelling lessons consist; on an average, of fifteen words each day. These he uses in sentences. He has learned the tables to the 9's, multiplying by one figure. I copy a letter he has just written which will show his work in this.

Faribault, Minn.
June 16, 1896.

My dear Emma,

I am going home next week. I am very well. I hope you are the same. I am going to be a farmer when I get home. I went out to swimming yesterday afternoon with the boys. The school will be out next Wednesday. We will have no school next Thursday. The boys can have all the time to play on their playground. I have heard that somebody said that some of the children are going to have a picnic down on the flat. Some men are making a new engine room and they are building it very quicking. I am getting some more multiplication in my head. I went over to Shattuck

1896 Theodore Boehland

last week ago and I had a nice time over there. The Shattuck Boys did drilled for us and the band play for us too. I had a nice entertainment last Saturday night. Dr. Rogers an't back yet. Well Emma that is all I can write this time. I will close now.

From your loving brother,
Theodore Boehland.

When the mistakes were pointed out to him he corrected them all, but I have copied it as he first wrote it to show his unaided effort. Compare this with the copy & language work on page 37.

1895

Harlie Brockway

Sept. 28 Harlie has read in Barnes' second reader from page 94 to page 106. He reads in a very hesitating manner. He may be able to tell me every word in a paragraph but when he undertakes to read a single sentence it he mispronounces the simples words. He says he gets frightened when he reads. He is showing quite a good deal of interest in the history lessons and other general work. He is now using Arithmetic Tablet No. 1 and has had the first seven lessons in it.

Oct. 30 Harlie has read in Barnes' second reader to page 119. When I can induce him to give thorough preparation to a reading lesson he reads with much less hesitancy, but in order to have him study I have to stay right by him. He has worked in Arithmetic Tablet No. I to Lesson 14. He is improving in Composition being able to write quite a fair letter.

Nov. 30 Harlie has read in Barnes' second reader to page 134. He does not like to study and never willingly prepares a reading lesson. He cares more for Arithmetic and will prepare a lesson in that. He has worked to lesson 20 in Arithmetic Tablet No. I. He is very much interested in history and current events and remembers these lessons quite well. He took part in a concert recitation on Thanksgiving day.

Dec. 24 Harlie is not able to read with the second reader class so I have put him with the first reader boys. He is satisfied to make the change as he finds the second reader so difficult. He has worked the examples in Arithmetic Tablet No. 1 to Lesson 25.

1896

Harlie Brockway

Jan. 31. Harlie has read in Harper's first reader to page 32. These lessons he prepares fairly well and shows more interest in his reading now that it is not beyond his ability. He has worked the examples in Arithmetic Tablet No. 1. to Lesson 42.

Feb. 29 Harlie has read in Harper's first reader to page 41. He has worked the examples in Arithmetic Tablet No. 1. to Lesson 42. He remembers more of the lessons in history and current events than Fred Batty. We are reading "Hiawatha" and Harlie is very much interested in it and can give a very good resumé of each day's reading.

March 31 Harlie has read in Harper's first reader to page 56. Has completed Arithmetic Tablet 1 and worked the examples in No 2 to Lesson 12. He is deportment is much better and altogether his progress is satisfactory.

April 30 Harlie has read to page 69 of Harper's first reader. (See page 295 for some of the supplementary reading developed in class work) He has learned the multiplication tables to the 6's and can multiply with three or four figures. Remembers fairly well the lessons on current events and geography. Is always interested and attentive when being read to.

1896

Harlie Brockway

May 30 Harlie has read to pag 75 of Harper's first reader. He reads more fluently and with good expression. Always knows his spelling and can use any of the words in the spelling lesson correctly in sentences. Describes a picture or an object well - showing good power of observation. Has learned the multiplication tables to the 9's and can multiply by any number of figures. In using tablet No. 2. He writes a good letter, being quite independent in the composition of it. Is growing to be fond of approbation, and is losing much of the sullenness and churlishness that marked him so last year. His deportment has been very good indeed for months.

June 16 Harlie has been spending a good deal of time with Mr. Massey, who has been sick for nearly three weeks, and he feels very proud that Mr. Massey would select him to stay with him. This confidence in him has done him more good than anything else. He has not been in school for any recitations since the first of this month.

June 22 Harlie has abused shamefully the confidence shown in him. While in Mr. Massey's rooms he was given many privileges. He proved anything but trustworthy. While telling me how glad

1896.

Harlie Brockway

he was that Mr. Massey kept at him a good boy he was stealing every thing he could. He took oranges, money, and several other things. Was sent to the office on an errand and finding no one there, he opened the money drawer and took $2.70

Harry Fales

Sept 28 Harry does not make any progress in any of his studies - He studies a reading lesson - can always spell well - but that is the only recitation in which he does anything. There are some days when he seems to know what he is doing in Arithmetic but it is very seldom that he can work an example correctly. He was much pleased to see his father and mother when they visited him a few days ago, but their going away did not seem to sadden him. He is always the same - gentle and quiet.

Oct. 30. Harry makes no improvement.

Nov. 30 Harry does no school work. He seems to enjoy being in school with the boys, and always comes to a recitation with his class, but he learns nothing.

Dec. 24 Harry is well and doing as usual.

1896

Jan 31 No improvement

Feb. 29 Harry makes no improvement

March 31 I can report no improvement in Harry.

June Harry does nothing in school.

Harry Fales

1895.

Jesse Gunn

Sept. 28 Jesse has read in the "American History Stories" Vol. III. to page 27. If it were not for his habit of stammering Jesse would be a good reader. He seldom misses a word in spelling and his letters show a great improvement in composition. In history he has had the administrations of the first three presidents and he is able to give the leading events of each. The work in geography has been in connection with the history lessons and current events. In the latter Jesse does not take a great degree of interest. He never wants to take a paper and read it - nor have I been able to interest him in any book sufficiently to cause him to want to read it for himself. He is learning the diacritical markings and does good work in them. He is now using Arithmetic Tablet No. 4. and has had the first ten lessons in it.

Oct. 12 At a spelling match between the boys and the girls this evening Jesse stood up the longest and won the prize.

Oct. 30 Has read in Vol. III. of the "American History Stories" to page 58. Worked the examples in Arithmetic Tablet No. IV. to Lesson 25. Has studied the administration of Madison to the events of 1812-1813. Learned the long and short sound of "E" with diacritical markings.

Nov. 30 Jesse has read to page 93 in the "American History Stories" Vol. III. Has worked to lesson 38 in Arithmetic Tablet No. III. Has finished the administrations of Madison and Monroe with the geographical work in connection. He took part in a concert recitation on Thanksgiving. Jesse's progress in all his studies is very satisfactory.

1895

Jesse Gunn

Dec. 24 Jesse has read in the "American History Stories" Vol. III to page 117. He has worked all the examples in Arithmetic Tablet No. 4. and is now using Tablet No. 5. Has studied the administrations of Adams and Jackson. Has lessons in Geography in connection with the current events.

1896

Jan. 31 Jesse has completed Vol. III. of the "American History Stories" and has read to page 12 of Vol. IV. Has studied the administrations of Van Buren, Harrison and Tyler. Worked the examples in Arithmetic Tablet No. 5. to Lesson 15.

Feb. 29 Jesse has read in the "American History Stories" to page 63 of Vol. IV. Has worked the examples in Tablet No. 5 to Lesson 25. Studied the administrations of Polk taking up the Mexican war in detail.

March 31 Jesse has read in the "American History Stories" Vol IV. to page 118. Has worked the examples in Arithmetic Tablet No. 5. to Lesson 34. Has studied the administrations of Taylor and Fillmore, Peirce and Buchanan.

April 30 Jesse has read in the "American History Stories", Vol. IV. to page 157. He has worked the examples in Arithmetic Tablet No. 5. to Lesson 47. Has studied the events of the first year of Lincoln's administration.

1896

Jesse Gunn

May 30 Jesse has finished Vol. IV. of the "American History Stories". Completed Arithmetic Tablet No. 5 and worked to Lesson 9 in No. 6. Completed the history of Lincoln's administration. Jesse is never able to give a good recitation in history. He does well in geography.

June 16. Jesse has made very satisfactory progress this year. He counts money accurately: can make change for any amount, make out a bill and receipt it. Write a letter independently. I copy a composition of his written the 8th of June. A Miss Hartwell, a missionary from China, visited the Institution some weeks ago and spoke to the children about what she had seen in China. She showed them some things she had brought from that country and wore the Chinese dress when talking to them. This essay is a reproduction of that talk - some help was given him in the way of topics.

"When the Chinese meet a freind, or a stranger, they shake their own hands. The Chinese differ from the Japanese in their manner of taking their food. The Japanese sit on the floor and the Chinese sit on chairs and eat from tables. They raise their food to their mouths with chopsticks. The upper part of the dress of the boys and girls is alike. In school the Chinese study out loud. They worship idols. When they want anything they ask the idols for it. They pray to different idols for

1896.

Jesse Gunn

different things. The custom of ancestor worship is one thing that keeps the people so poor. The houses have no windows and so they do not try to heat them. Their stoves are so small that they carry them around. They are about as large as a small bowl and are made of hammered copper. The cover is perforated with holes and the heat comes through them. First they put in a layer of ashes, then a layer of charcoal, then more ashes. The streets are so narrow that we might say they have none at all. The girls are taught to make their own shoes. Among the upper class they bind the girls' feet. They begin to bind them when they are five years old and when they are twelve they can wear a very small shoe. Their money is made of iron. It is round and flat and has a square hole in the center. We saw a two cent piece and it was bigger than one of our dollars. We saw some coins that ten of them make one cent."

1895

Harry King

Sept. 28 Harry has read in Barnes' second reader from page 94 to page 106. He is using Arithmetic Tablet No. 1. and has had the first seven lessons in it. Harry writes with a lead pencil as his hand is so nervous that he can not hold a pen. He composes a little independantly but he is a poor speller.

Oct. 30 Has read in Barnes' second reader to page 119. He is now using Arithmetic Tablet No. IV.

Nov. 30 Harry has read in Barnes second reader to page 134 - Has worked in Arithmetic Tablet No. IV. to Lesson 38. He is greatly interested in the history lessons and gains more from them than at first I thought he could. Below is a copy of a letter which shows his work in writing and composition.

Faribault, Minn.
Dec. 6 1895

Dear aunt.

I will write you a few lines to let you know that I am well and going to school. We had a pretty good time last Thanksgiving for we went skating and coasting and of course you know that we had a big dinner. I was expecting to be home Christmas but as it is. I guess that I will not be able to come this year Papa is to work down here now so that I can see him when ever I wish to. There is not much news to write this time

1895

Harry King

please write soon goodby with much love to all from your affectionate nephew
Harry H. King

Dec. 24 Harry has read to page 149 of Barnes' second reader. Has completed the examples in Arithmetic Tablet No. 4. and worked to Lesson 3 of No. 5. Has studied the administrations of Adams and Jackson. Is greatly interested in the current events.

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Jan. 31 Harry has read to page 167 of Barnes' second reader. Has worked the examples in Arithmetic Tablet No. 5 to Lesson 15. Studied the administrations of Van Buren, Harrison and Tyler.

Feb. 29 Harry has read in Harper's second reader to page 19. When he completed Barnes' second we found the third too difficult for the majority of the class, so they are taking Harper's second as supplementary - Harry possibly might have gone on with the third but he is the only member of the class able to do so and would have had to recite alone. He has worked the examples in Arithmetic Tablet No. 5 to Lesson 25. Studied the events of Polk's administration.

March 31 Harry has read in Harper's second reader to page 33. Has worked the examples in Arithmetic Tablet No. 5 to Lesson 34. Has studied the events of-

1896

Harry King

Taylor and Fillmore's, Preice, and Buchanan's administrations

April 29 Harry has read to page 537 Harper's second reader. He has not overcome his habit of stammering to any noticeable extent. He shows a great interest in the lessons in history and geography. Has studied the events of the first year of Lincoln's administration. Has worked the examples in Arithmetic Tablet No. 5 to Lesson #7.

May 30 Harry has read to page 737 Harper's second reader. Has completed Arithmetic Tablet No. 5 and worked to Lesson 9 in Tablet No. 6. Has finished the history of Lincoln's administration. The events of the Civil War were taken up very briefly. See page 298 for the topics in history lessons this year.

June 16 Harry has made continued progress all this year. He counts money readily and accurately - Makes change. Writes letters independently. Has learned to enjoy reading.

Harry King

1895 — Willie Krause

Sept. 28 — Willie has read in Barnes' second reader from page 94 to page 106. Aside from a slight huskiness of voice, he reads well. He is almost independent in the composition of his letters. He is using Arithmetic Tablet No. 1 and has had the first seven lessons in it.

Oct. 30 — Willie has read in Barnes' second reader to page 119. Has worked the examples in Arithmetic Tablet No. 1. to Lesson 14. Writes with a lead pencil and is left-handed.

Nov. 30 — Willie has read in Barnes' second reader to page 134. He has worked in Arithmetic Tablet No. I. to lesson 20. He improves in writing but has to use his left hand. In writing letters he is entirely independent in the composition of them but his sentences are sometimes very peculiar.

Dec. 24 — Willie has read in Barnes' second reader to page 149. Has worked the examples in Arithmetic Tablet No. 1 to Lesson 25.

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Jan. 31 — Willie has read in Barnes' second reader to page 167. Worked the examples in Tablet No. 1. to Lesson 34. Has lessons in history and geography but does not get as much from them as might be expected.

Feb. 24 — Willie has completed Barnes' second reader and has read in Harper's second to page 19. Has worked the examples in Tablet No. 1 to Lesson 42.

1896 — Willie Krause

March 31 — Willie has read in Harper's second reader to page 33. He has finished Arithmetic Tablet No. 1. and worked to Lesson 11 of No. 2. He has to have assistance with all of these lessons. Can do none of them independently.

April 30 — Willie has read to page 53 of Harper's second reader. These lessons have introduced one hundred twenty-eight new words. He has learned the multiplication tables to the 6's. adds, subtracts and multiplies with one figure.

May 30. — Willie has read to page 73 of Harper's second reader. These lessons have introduced one hundred new words. These he can spell and use correctly in sentences. Can read any lesson he has studied fluently and with good expression. Has learned the multiplication tables to the 9's.

June 16 — This year Willie has completed Barnes' second reader and read XXXV lessons in Harper's second. He has had a great deal of supplementary reading in addition to this. He can give a synopsis of any lesson he has studied. Writes letters independently. He writes with a lead pencil and uses his left hand. Has worked the examples in Tablet No. 2 to Lesson 28. These lessons include examples in Addition, carrying; multiplication by one figure. He knows all the tables.

Willie Krause

Willie Krause

1895 — Charlie Lockwood

Sept. 28 — Charlie has read in Vol. III. of the "American History Stories" to page 27. He is learning to spell. Has great difficulty in learning the diacritical markings. I copy the words which he has just written from dictation: rāgt, ~~rägt~~, cāt, ält, hät, läkt, ärm, vät, pāy. Charlie is improving steadily in his writing. His composition is good and his command of language is rather surprising. He has had in history the administrations of Washington, John Adams, and Jefferson, and can give the leading events in each administration. He is now using Tablet No. 1. and has had the first seven lessons in it. Charlie has recently become a member of the M.E. church.

Oct. 30 — Charlie has read in the "American History Stories" Vol. III. to pag 58. He is improving in spelling and writing. Has worked the examples in Tablet No. 1. to Lesson 14. He is doing well in history. This month he has studied the administration of Madison to the events of 1812.

Nov. 30 — Charlie has read in the "American History Stories" Vol. III. to page 93. Every month I can see an improvement in his spelling. Has worked the examples in Arithmetic Tablet No. I. to lesson 20. Has finished the administrations of Madison and Monroe with the work in geography in connection. He took part in a concert recitation on Thanksgiving. Charlie memorizes quite readily.

1895 — Charlie Lockwood

Faribault, Minn.
Nov. 8, 1895

Dear Mr Grose,

I was very glad to received your kind letter. It did me much good for it helps me to look up to him who is able to help us. Yes you did me a great good while you used in Faribault. I go to prayer meeting every Thursday night I like Mr Rule very much. I was discouraged some last week, but when I received your letter I felt some encouragement. I had a talk with Lawrence Sutting last Sunday after church was out. He told me that I must not feel so and not to give up. I hope to be a member of the Epworth League soon. I have my discipline which I sent for. I read Sent 31st and 8-th I think it is a very precious promise which we have yes I want to live so near the Master that I can show others that I have been taught of him. I am very well and hope this will find you the same. Do you think you will ever come back again to Faribault to be our pastor? I hope so. Mr. Grose I do not know how I can thank you

1895

Charlie Lockwood

Excuse for your kindness to me
Will & Will say Good-by
Please remember me to Mrs Grose
Your friend
Charlie Lockwood

Dec. 24 Charlie has read to page 117 of the "American History Stories" Vol. III. Has worked the examples in Arithmetic Tablet No. 1. to Lesson 25. Studied the administrations of Adams and Jackson. Reads the daily papers and is well posted on current events.

1896

Jan. 31 Charlie has completed Vol. III and has read to page 12 of Vol. IV. Studied the administrations of Van Buren and Tyler. Worked to Lesson 34 of Arithmetic Tablet No. 1.

Feb. 29 Charlie has read to page 63, Vol. IV of the "American History Stories". Studied the administration of Polk, taking up the Mexican war in detail. Worked to Lesson 42 of Tablet No. 1.

March 31 Charlie has read to page 118, Vol. IV of the "American History Stories". Studied the administrations of Taylor and Fillmore, Pierce and Buchanan. Worked all the examples in Tablet No. 1. and to Lesson 11 of Tablet No. 2.

1896

Charlie Lockwood

April 20 Charlie has read in the "American History Stories," Vol. IV to page 157. He reads with good expression and can give the substance of his lessons in good language. He is interested in history and remembers pretty well what he has gone over. This month he has studied the first year of Lincoln's administration. (See page 298 for the history topics for the year) Charlie has improved greatly in his spelling.

May 30 Charlie has completed Vol. IV of the "American History Stories". He has learned the multiplication tables to the 9's but multiplies very slowly. He adds, subtracts and multiplies with one figure. He tells time.

June 16 Charlie reads understandingly the newspapers, and such magazines as the "Youth's Companion", "St. Nicholas", "Wide Awake", etc. He attends church, prayer-meeting and S. S. in town and always studies his Sunday-school lessons carefully. He has been a trusty errand boy all this year and is sent all over town with messages, etc. He can write a good letter. Of course he sometimes misspells words, but his language is good. The letter on page 255 was written independently. He counts money and makes change for small amounts.

1895

Louis Miller

Sept. 28 Louis has read in Barnes' second reader from page 9 to page 106. He is using Arithmetic Tablet No. 1. and has had the first seven lessons in it. He is almost independent in the composition of his letters and spells fairly well. Writes rapidly, plainly and neatly.

Oct. 30 Louis has read in Barnes' second reader to page 119. Has worked the examples in Arithmetic Tablet No. 1. to Lesson 14. These lessons combine work in addition and subtraction with no "borrowing" or "carrying", and give simple work in Roman numerals. Louis' department in school is excellent. He is making an effort to advance.

Nov. 30. Louis has read to page 134 of Barnes' second reader. He is beginning to be able to know the new words that are given with each lesson by the diacritical markings. He makes a gradual but noticeable improvement in reading and language work. Has worked to Lesson 20 in his Arithmetic Tablet. Louis shows some interest in the history lessons and though there is much that he cannot understand in them, he gains something from them. For the Thanksgiving program Louis took part in a concert recitation. I was pleased with the readiness with which Louis committed the verses. He has much better power of attention.

Dec. 24 Louis has read to page 149 of Barnes' second reader. Worked to Lesson 25 in Tablet No. 1.

1896

Louis Miller

Jan. 31 Louis has read to page 167 of Barnes' second reader. Is trying very hard to overcome his habit of stammering. Has worked in Arithmetic Tablet No. 1 to Lesson 34. Is showing quite an interest in current events and has picked up a good deal of general information in various ways.

Feb. 29 Louis has read to page 19 of Harper's second reader, having completed Barnes' second. Worked to Lesson 42 in Tablet No. 1.

March 31 Louis has read to page 33 of Harper's second reader. Worked to Lesson 11 of Tablet No. 2 having completed Tablet No. 1. Is greatly interested in the reading of "Hiawatha" because "it tells about the Indians hunting and fishing."

April 30 Louis has read to page 53 of Harper's second reader. These lessons have introduced one hundred twenty eight new words. These he can write from dictation and use correctly. He has to a great extent overcome his habit of stammering. Has learned the multiplication tables to the 6's. Is independent in the composition of his letters. Writes rapidly and neatly. Is quiet and gentlemanly in school.

May 30 Louis has read to page 73 of Harper's second reader. These lessons have introduced one hundred new words.

1896

Louis Miller

Louis always knows his spelling lesson and can usually read the lesson he has studied pretty well. He is just beginning to be able to read for himself. I have a copy of Hooker's "Child's Book of Nature" and Louis is very fond of reading that. To-day I put up a flag and asked the boys in the second reader class to write a story about it. Louis handed this in:

"This flag that we see fastened up by the wall is a flag of our country. It is red, white, and blue and has on it 45 stars. The stars represent the states. The blue is the sky and the red represents the blood that was shed in the time of the soldiers."

June 16 Louis has improved in every respect this year. He reads better, spells well, writes neatly and has learned to study. He knows the multiplication tables to the 9's. Adds, subtracts and multiplies. I copy a letter which shows his independent effort in this. His conduct has been good all year in school.

"Faribault, Minn.,
June — 1896.

Dear Dr. Rogers,

I thought that I would write you a long letter to-day. I am well and I hope you are the same. All of us boys have nice times playing games. It is very hot this summer. Mr. Robinson took some of us boys out

1896

Louis Miller

swimming last Tuesday. I could not swim when I went in but I try to and now I can swim very good. I am in the second reader class and I am in numbers and history. The girls gave a sociable. All who wanted to go in had to pay ten cents. I went in and they had ice-cream, cake and bananas and after that I went out. We are getting this money for Mr. Osuga and his orphanage. The girls got twenty dollars for him. Miss McLean's boys had an entertainment and I sold tickets for it. They were five cents a piece. I made one dollar in one day. Two boys went around and sold chances on a hammock. They made four dollars on that. Miss Browning sang and the girls sang too. Jane Williams & Ida Ernst sang, Ray Downey played on a mouth-organ and Henry King played on the triangle and it sounded very nice. The singing class sang and then the band played after that. The boys made eight dollars in all. School is going to let out next Thursday. We are going to have our picnic this afternoon. I think we will have a nice time in the swings and hammocks in the grove. My brother got three of his fingers cut off. I did not know it until two days after. They told me that he got them cut off on the drill. Do you know the brick chimney the men took some of the bricks off and then pulled the rest down. It made a great deal of noise.

Your boy,
Louis Miller.

1895. Ray Snow

Sept. 28 Ray has read in Vol. III. of the "American History Stories" to page 27. In history he has had the leading events of the administrations of Washington, Adams and Jefferson. His work in Geography has been in connection with the history lessons and current events. Ray is fond of reading and is well posted in the daily news. He makes very little progress in numbers. It is difficult for him to count a dozen objects. He can tell time by hours.

Oct. 30 Ray has read in the "American History Stories" Vol. III. to page 58. He thoroughly understands what he reads. Can usually spell any word from the lesson. He does good work in History and Geography. This month has studied the administration of Madison to the events of 1812. His progress is very satisfactory in every study except Numbers, but he makes some advancement even in that.

Nov. 30. Ray has read to page 93 of the "American History Stories," Vol. III. In history he has had the administrations of Madison and Monroe. The work in geography is entirely in connection with the history. No place is spoken of that it is not looked for on the map. Ray is wonderful in his memory for geography and history. He makes a little improvement in numbers each month. Knows the names of the coins and their value, but that is a mere matter of memory with him. He took part in a concert recitation on Thanksgiving and was much pleased that he was able to do so. Three years ago Ray could not have repeated a single sentence

1895. Ray Snow

with a class.

Dec. 24 Ray has been transferred to the farm colony.

Ray Snow

Ray Snow

1895

Sydney Peterson

Sept. 28 Sydney has read in Vol. III. of the "American History Stories" to page 27. He reads with better expression and more fluently. He spells well and is independent in the composition of his letters. In Arithmetic he has had the first ten lessons in Tablet No. 4. In history he has had the administrations of Washington, John Adams and Jefferson with a brief review of the Revolutionary War. His lessons in Geography have been in connection with the history and current events.

Oct. 30. Sydney has read in the "American History Stories" Vol. III. to page 58. He can usually spell any word from the lesson and has a pretty good idea of the diacritical marking. He has worked the examples in Arithmetic Tablet No. III. to lesson 25. These examples combine addition, subtraction, multiplication and division. Sydney can give a good explanation of the examples he works, showing that he understands what he is doing. In history he has had the administration of Madison to the events of 1812. All work in geography is in connection with the lessons in history.

Nov. 30. Sydney has read in the "American History Stories" Vol. III. to page 93. Worked the examples in Tablet No. III. to Lesson 38. In history has completed the events of Madison's and Monroe's administrations. For the Thanksgiving entertainment Sydney dictated an essay which I will have him copy in his report. This shows his ability to give a resume of what he has studied.

1895

Sydney Peterson

Thanksgiving Day

Thanksgiving Day is celebrated in America more than in any other country. The very first thanksgiving in this country was celebrated by the Pilgrims in 1621. They had been here nearly a year and the winter had been severe. Many had died and those who lived were discouraged and hopeless. But when after their work through the spring and summer, they had a good crop, they felt happier and rejoiced. Then Gov. Bradford appointed a special day for giving thanks they were glad to do it. The next Thanksgiving was in 1623. There had been a drought for a long time and the people had all met together to fast and pray for rain. It came and then they changed that day into a thanksgiving. After a while it got to be the custom for the governor of each colony to appoint a day of Thanksgiving every year after the harvest was gathered. During the Revolutionary War congress annually set apart a day for a national Thanksgiving and when Cornwallis surrendered congress appointed another day for giving thanks for the victory. The people were grateful that the war was over and that they had won their independence. When Washington was made President and the

1895

constitution was adopted he appointed a special day for giving thanks to celebrate this event. His example was followed by some of the other Presidents who would appoint a Thanksgiving Day on special accasions. During the civil War President Lincoln appointed a day for giving thanks after victories by the Union Army. After Richmond had surrended he appointed a Thanksgiving for the close of the war. It was to be on the day on which four years before Fort Sumter was attacked. Since that time it has been the custom for the President to issue a Proclamation annually for a Thanksgiving making the last Thursday in November the day.

Dec. 24 Sydney has read in the "American History Stories" Vol. III to page 117. Has completed Arithmetic Tablet No. 4 and is now using Tablet No. 5. Has studied the principal events of the administrations of Adams and Jackson. The lessons in geography have been in connection with current events.

1896.

Jan. 31 Sydney has completed the "American History Stories" Vol III and has read to page 12 Vol. IV. In Arithmetic Tablet No. 5 he has worked to Lesson 15. In history has studied the administrations of Van Buren, Harrison, and Tyler. Has had the usual reading of current events with geography.

Feb. 29 Sydney has read to page 63 of the "American History Stories" Vol IV. Has studied the

1896.

administration of Polk - taking up the Mexican War. Has worked in Tablet No. 5 to Lesson 25.

March 31 Sydney has read in the "American History Stories" Vol IV to page 118. Has studied the administrations of Taylor and Fillmore, Peirce, and Buchanan. He has worked to Lesson 34 in Arithmetic Tablet No. 5. These lessons consist of exercises in Romans, simple bills, and introduction to fractions.

April 30 Sydney has read in the "American History Stories" Vol. IV to page 157. He thoroughly enjoys these reading lessons as they review the lessons he has had in history. He reads with fairly good expression. Can always give a synopsis of his lessons. Has worked the examples in Arithmetic Tablet No. 5 to Lesson 47. Has studied the events of the first year of Lincoln's administration. The geography lessons have been in connection with current events.

May 30 Sydney has completed Vol. IV of the "American History Stories". All the boys in this class were very anxious to have some physiology for a reader. We have a text book "Physiology for Young People" that they enjoy and we will use it next year. Sydney has completed Tablet No. 5 and worked to Lesson 99 of Tablet No. 6. No. 6 takes up integers, odd and even, prime and

1896. Sydney Peterson

composite; factoring; greatest common divisor; least common multiple; reduction and addition of fractions. He has finished the events of Lincoln's administration.

June 16 Sydney can read with pleasure and profit many books. He reads the daily papers and reads the best that is in them. Writes rapidly, legibly, and neatly. Is familiar with the most used punctuation marks. capitalizes correctly. Counts money and makes change. tells time. Writes letters independently. Has a fair knowledge of U. S. history and is quite well posted in current events.

" Fairbault, Minn.
June 12 1896.

My Dear Sister Ella,

I have just received your kind and most welcome letter telling me that I can go home for all summer. I hope that Enoch can get off so that he can meet me in St. Paul. I am longing for the time to pass quick so that I can see you and Raymond. I have just received your letter dated the 18th and I am glad you have given me Enoch's address. We got up a concert last Saturday night to make money for some little children in Japan and we made about $7.00. To-day we are going to have a picnic and we expect to have a good time. It has been very hot for the last two or three days and I suppose that the days to come will be hotter still. Now that you are away from the city there is

1896. Sydney Peterson

no danger of the dog catcher getting your dog. I think I will close now. Hoping to see you soon, I remain

your loving brother,
Sydney Peterson."

" Fairbault, Minn.
June 22, 1896.

Dear Miss Grant,

Before I go home I wish to thank you for your kindness and thoughtfulness in sending up the Sunday School papers every week. It makes the Sunday seem more home-like and pleasant and you don't know what pleasure we take in reading them.

Yours Sincerely
Sydney Peterson."

1895 — Dell Drinnson — Epileptic

Dell was in school only a few days when he was transferred to the Epileptic grade.

Edmond Morinville

Sept. 28 — Edmond has been trying to do the work with the chart class but he cannot. He has learned one or two words but he is never sure of what he knows.

Oct. 8 — Edmond has been taken from the school and detailed to work.

Sammie May

Sept. 28 — Sammie reads in Vol. III. of the "American History Stories." He makes very little, if any, progress, on account of his deafness.

Oct. 8 — Detailed to do industrial work.

1895. Nov. 29 — John Goldschmidt — Epileptic

Admitted to school to-day. John is seventeen years old and the average size for his age. He reads in the first reader. Can write but does not make all the letters correctly. In copying half a dozen sentences from the board he made a number of mistakes. He dictated a letter to his mother with some assistance. His articulation is good. He sees well, hears well and is right-handed. Wrote the following from dictation.

John Goldschmidt.
Lake Erie
Carcane
Boat
It is cold to-day
The sown is white
I am a good boy.
I like to go to book.

Dec. 24 — John has been reading with the first reader class. He has completed Barnes' first reader and is now using Harper's first. He is quiet in school and seems anxious to learn. Is capable of giving a lesson some degree of preparation. Will learn how to spell the new words and reads the lesson over so that he can answer questions about the subject of it.

1896

Jan. 31 — John has read to page 32 of Harper's first reader. He generally has a good spelling lesson but cannot always write the words in complete sentences. His writing is improving

1896 — John Goldschmidt — Epileptic

Feb. 29 — John has read to page 41 of Harper's first reader. He reads with quite good expression. Knows the Roman numerals to XXX. Combines numbers under 20, but is not accurate in his work.

March 31 — John has read to page 56 of Harper's first reader. Knows the Roman numerals to XL. Is improving in writing. Has exercises in oral numbers. His progress is slow but quite satisfactory. His deportment is good - always; which is exceptional for an epileptic

April 30 — John has read in Harper's first reader to page 70. Knows the Roman numerals to L. Combines numbers, adds but does not "carry". Counts money in small amounts. Is improving in writing.

May 29 — John has read in Harper's first reader to page 75. The review on page 74 contained so many difficult words that we spent days upon this one lesson. He shows decided improvement in reading and writing and makes slower progress in numbers. He is a good worker and is never idle in school. Is useful in many ways in the house. If a boy is wanted for work - John is usually asked for as he is active and trustworthy.

1895. Frank Aldrich.

Nov. 30 Frank has read in Barnes' first reader to page 82. He is not able to keep up with the class. He does very little in Numbers work.

Dec. 24 Frank has read in Barnes first reader all this month and has now completed it. Will now use Harper's first. He has not done any thing in Numbers work - and never will.

1896

Jan. 31 Frank has read to page 32 of Harper's first reader.

Feb. 29 Read to page 41 of Harper's first reader-

March 31 Read to page 56 of Harper's first reader. Makes no improvement to speak of in numbers. Writes very neatly - using pen and ink.

April 30 Frank continues to read with the first reader class, but he drops behind every day. He simply cannot remember what he has learned.

May 30 Frank does not make any advancement in school. He writes very neatly. Learns nothing of numbers. Reads poorly in the first reader, cannot spell more than half the words in any of the lessons.

June 16 Has not been in school this month.

Grant Dennis

1896.

April 29 Grant has read to page 53 of Harper's second reader. Knows the Roman numerals to XXVI. Combines pairs of numbers readily.

May 30 Grant has read to page 737 Harper's second reader. He always knows his lesson in spelling. Knows the Roman numerals to XXXIV.

June 16 Grant has improved in reading and writing. He can write to his friends and keep them well-informed as to what he is doing, etc. He is entirely independent in the composition of his letters and makes very few mistakes in spelling. His writing is very neat and legible. He cannot count money. He adds but cannot "carry." He has a wonderful memory for some things. He takes a great deal of care of the school material and knows exactly what is in the store-room. Can lay his hand on any article asked for no matter how long since he has put it away. He has committed the words of all the song sung in chapel. Can repeat a number of the psalms, and Lord's Prayer, etc. His progress has been satisfactory

Alfred Erickson

1895

Dec. 12 Alfred returned to school to-day.

1896

Jan. 31 Alfred has read in Barnes' second reader to page 167. Has worked the examples in Arithmetic Tablet No. 5 to Lesson 15. Is improving in letter writing.

Feb. 29 Alfred has completed Barnes' first reader and read to page 197 Harper's first. Has worked to Lesson 25 of Tablet No. 5. These examples are not at all difficult for him. He grasps them readily.

March 31 Alfred has read in Harper's second reader to page 33. Cannot always spell all the words connected with the reading lesson, and does not articulate any better. He has worked the examples in Arithmetic Tablet No. 5 to Lesson 34.

April 30 Alfie has read to page 533 of Harper's second reader. He does not read so that he can be understood. Has had good spelling lessons this month. Has worked the examples in Tablet No. 5 to Lesson 47.

May 30 Alfie has read to page 73 of Harper's second reader. Has studied hard and has had good spelling lessons. Has completed Arithmetic Tablet No. 5 and worked to Lesson 9 of Tablet No. 6.

1896

Alfred Erickson.

June 16 Alfie shows better judgment about money than any boy in school. He has earned over a dollar this year. He sent to Chicago for two boxes of envelopes and retailed them to the people in the house making twice what he paid for them. He frets because of his lack of opportunity for earning money. He does not spend it foolishly - or at all if he can help it. And yet when something seems to demand it, he is very generous. He donated 25¢ to the fund for Mr. Ueuga's orphanage. He has improved in letter writing. Below is a copy of his best work.

"Faribault, Minn.
June — 1896,

Dear Friend Mary,

I will write to you. We have fine weather now. Why do you not write to me? We go home on the 25 of June. I am going too. I am well and I hope you are the same. My address is 610-13th Ave. So. Minneapolis, Minn. Have you a box for your letters? I send my love to you. Lillie Tetrault sends love to you. I will now close my letter. Please write soon.

Your loving boy,
Alfie Erickson."

1896

Raymond Foote

Jan. 13 Was admitted to-day. He is seventeen years old. Sees and hears well. Stammers in speaking. Is left-handed. Is nervous and restless. I find it difficult to attract his attention and more difficult to retain it. He can write his name, but can not write anything else. Could not make from script and words with the letters. Seems willing to try but is inclined to be indolent.

Feb. 29 Raymond is always cheerful and happy and will try to do anything asked of him. He is learning to write with his right hand - Raymond Foote

March 31 Raymond is doing quite well considering his capacity. He is a little more energetic. Can do some seat work - Will make a few words from the script with the "Word Builder." Has learned the names of the days of the week and recognizes them when written on the board. Knows the words "red, white, blue, black, yellow, green and purple." If I write "Give me the blue ball," he can do so. Or "the green block," "a red ball" etc. He is as happy as he can be.

April 30 Raymond is learning a number of new words. His reading is confined to sentences written on the blackboard and all sentences given by the children in the class describing some object, etc. For busy work he builds these sentences

1896

Raymond Foote.

with the printed letters. He is learning to weave mats. has had the one and one pattern but cannot make a mat independently yet. Writes the numbers from 1 to 9 forming the figures well.

May 30 Raymond has learned to write a few words as, "one, no, moon, man, mat, hat, cat, can." Builds short sentences from the script with the printed letters, but is apt to confuse some of the letters yet. Is not always sure of the d's, b's, u's and w's. He combines the numbers 1+1, 1+2, 2+1, 2+2. Above four he has to use objects.

June 16 Raymond is more alert and energetic than he was. Has gained in the power of attention which is the most gratifying improvement he has made. He is in the singing class and has learned the song so that he can take part in the chapel exercises. His progress has been satisfactory.

1896

Guy Gregory

Jan. 27 Guy returned to school to-day.

Feb. 29 Guy has been a very good boy this month. He is reading in Harper's first reader and has had the lessons to page 41. He reads with some hesitancy but he always has a good spelling lesson. Guy seldom knows when the "place" is in reading. When he is called upon to read he always has to be shown. He reads and writes numbers in Arabic to 100 and knows the Roman numerals to XXXI.

March 31 Guy has read to page 56 of Harper's first reader. Knows the Roman numerals to XL. He complains that he has to study his reading lesson. He is not at all fond of work in any form.

April 30 Guy has read to page 69 of Harper's first reader. These lessons have introduced sixty-seven new words. Guy did not miss a single word in a review spelling lesson that contained forty words. He knows the Roman numerals to L. Is improving in his writing.

May 30 Guy has read in Harper's first reader to page 75. The review on page 74 contained thirty-six of the most difficult words and Guy spelled them all correctly. He knows the Roman numerals to LXXX. adds

Guy Gregory

1896

but cannot "carry".

June 16. Guy has done fairly good work this year. He reads in the first reader, spells all the words in the reading lessons, writes fairly well. Tells time, knows the different coins, counts money in small amounts. Dictates a good letter but cannot write one at all.

Henry King

1896

Jan. 31 Henry King was transferred from Mrs. Tanner's room to this to-day. He will read with the A class. In Numbers is with the B. Class. Does not know his multiplication tables. Knows nothing of history, Geography or current events. Is a good penman and writes letters with help in spelling. The A class has read to page 12 of the "American History Stories" Vol. IV. and Henry will go on with them from there.

Feb. 27 Henry has read to page 63 of the "American History Stories," Vol. IV. Has had the same work in history that the other boys in his class have had, but he never yet has been able to give a recitation in that. The same is true of geography. He sits through a talk on current events apparently perfectly attentive, not a restless movement, or wandering glance, and yet a question shows that he has not gained any information. He has worked in Tablet No. 1 to Lesson 42. He does not reason well.

March 31 Henry is a miserable speller. Day after day he is marked Zero in that. He says he cannot learn to spell. When I asked him if he could if he had to stand on the floor to do it he said that he had stood up for a week at a time and then he could not spell the words in his lesson. He has

1896

Henry King

No fear of punishment for not preparing a lesson and I don't want him to have. Have been giving him special drill in the sounds of letters and the diacritical marking. He has read in Vol. IV of the "American History Stories" to page 118. Worked the examples in Tablet No. 2 to Lesson 11, having completed Tablet No. 1. He has learned the multiplication tables of 2's and 3's.

April 29

Henry has read in the "American History Stories" Vol. IV. to page 157. He has been trying very hard to get his spelling lessons, but has not succeeded very well. This month his standing in spelling has been 4½. 10 being perfect. He has learned the multiplication tables to the 6's and can multiply with two and three figures.

May 30

Henry has completed Vol. IV of the "American History Stories". He reads very well. This month his standing in spelling is 5½. which shows some improvement over last month. He has learned the tables of 7's and 8's but does not know the 9's thoroughly. He is not able to recite in history or geography.

June 16

Henry has done fairly good work this year, but not nearly so good as he is capable of doing. He works under pressure all the time. Is always quiet, gentlemanly and orderly and yet he is not a good pupil.

James Oakes

1895	
Sept. 20	James returned to school to-day.
Oct. 30	James has learned to read a number of new words this month, " has, have, is, are, the, round, grapes, bad, big, potato, ears, eyes, nose, one, two." Builds sentences with the "Word Builder" containing the words he is familiar with. Can make the figures from 1 to 9, but cannot always remember their names.
Nov. 30	James has not been in school this month.
Dec. 24	Ditto
1896	
Jan. 31	James has only been in school a few days this month.
Feb. 29	In school everyday. Is learning to read a few sentences.
March 31	Has learned to write a number of words from copy and read a few sentences.
April 30	James makes no real progress - he knows a few more words than he did two or three months ago, but he does not remember well. Can learn to write a word with more ease than he did a year ago, but he writes very little without copy.
May 30	James can make all the figure from 1 to 10, but he does not know their value. He will tell me readily 2 + 2 = 4, but he cannot remember how to make the 4. Writes his name and a number of words very nicely.
June 16	Has not been in school this month.

John Portner

1895	
Dec. 16	John will be in school from 1:30 to 3 p.m. He is anxious to improve in numbers and wants to study that more than anything else. He has only two studies U. S. History and Arithmetic. He has forgotten how to do long division and will begin work with that.
1896	
Jan. 31	John is doing good work. Has studied the administrations of Van Buren, Harrison and Tyler. Is working in long division
Feb. 29	Studied the administration of Polk. Is doing quite well in numbers.
March 31	Studied the administration of Taylor and Fillmore, Pierce, and Buchanan.
April 30	Has studied the first year of Lincoln's administration. Has developed a taste for reading and will borrow histories to take home to read. Does work in long division.
May 30	Has studied the events of Lincoln's administration - Has been very much interested in all his work. Is using Arithmetic Tablet No. 5.
June 16	Has not been in school.

Martin Polchow.

1896

March 6 Martin entered school to-day. He is fifteen years old. Has been in the public school until now. Left side is paralyzed giving him very little use of his left hand. He is lame and drags his left foot in walking. He writes fairly well, speaks distinctly. Will work with the A class.

March 31 Martin is very officious and troublesome without intending to be so. He wants to do the work of every boy in school. If another boy is asked to open a window, he jumps up to do it. If a question is asked he hastens to answer it before any one else can do so. He is reading in the "American History Stories" Vol. III. He knows nothing of history or geography and cannot write on any lesson he has had. Is not interested in reading of any kind. When having a story read to him he wants to play, look out of the window, or do something to attract the attention of the other boys.

April 30 Martin has read in the "American History Stories" Vol. IV. to page 157. He is not so annoying in his behavior. Is taking more of a pride in preparing his lessons than at first. Is very much mortified to receive a black mark for inattention, idleness, etc. He is working with the A class in numbers but is hardly capable of doing the same work. He is using Arithmetic Tablet No. 5 and has worked to Lesson 47.

1896

Martin Polchow

May 30 Martin has completed Vol. IV of the "American History Stories." He reads fluently and speaks distinctly. Learns his spelling lessons well - usually standing 9 or 9½. Has evidently been accustomed to writing in German, as he has a dreadful time in writing an English letter. His conduct is much improved.

June 16 Martin is a boy who will do good work in school. He writes rapidly and legibly. I copy a letter he has just handed in which will show what he is capable of doing in this line.

"Faribault, Minn.
June – 1896.

Dear Henry,

I received no letter from you for a quite a while. I am comming home this year, and have some fun with you and George. If you have your rifle yet, we will go hunting, and stay for a good while. How is your little baby getting along is he well. We had a concert here in the hall you havent been here, so you didn't see our hall yet, it is a quite a big hall. we a little girl play on the piano, and speak a piece and we had the band to play, and a boy to play on a mouth oraken, we had a tryangle that a nother boy could play on. I will show you the procram when I get home. I haven't anything to say now.

Your loving friend,
Martin Polchow."

Supplementary Reading

Miss McLean has a branch of a plum tree. There are three plums on the branch. There were five plums on it at first and Mamie Cole picked one off. One fell off yesterday. The plums are not good to eat because they are not ripe. They are green. Mr. Donnelly sent the plums to Miss Clark. Mr. Donnelly lives in Iowa. Iowa is south of Minnesota. They raise a great deal of fruit in Iowa.

The Parrot.

We have a parrot in his cage. The parrot has green feathers. It is yellow on top of its head. It is red under its wings. The parrot can talk. It pretends to have a cold and coughs just like a man. It says, "hello, hello!" The best parrots come from South America. The parrot is a climbing bird. It has a hooked bill. It uses its bill in climbing trees. It carries its food to its mouth with its claws. It lives on fruit and seeds.

Our Garden.

The vegetables on the table came from our garden. We planted the seeds in the spring. The boys take care of the garden. They keep the weeds out and water it every night. This morning we gathered some onions, lettuce, and radishes. The onions are not large enough to eat yet, but the lettuce and radishes are. We have flowers in our garden as well as vegetables. We have poppies, geraniums,

1896.

Our Garden (continued)

mignonette, morning-glories, nasturtiums, and pansies.

Reading Club.

Since September we have read the following books.

Black Beauty – Sewell
Little Lord Fauntleroy – Burnett
Hoosier School Master – Eggleston
Little Men – Alcott
Little Women "
Patsy – Wiggin
The Noble Printer – Overend
Narcissa – Richards
The Youth's Companion

(From last page of book) History Topics '95 & 96.

Lincoln & Johnson – 1865-'9

I. Events

1. Assassination of Lincoln 1865
2. Amnesty proclamation by Johnson 1865
3. Reconstruction
   a. Policy of the President
   c. Policy of Congress
4. The Freedman's Bureau & Civil Rights Bills
5. Atlantic Cable laid 1866
6. Purchase of Alaska 1867
7. Nebraska admitted "
8. Passage of Tenure-of-Office Act. 1867
9. Impeachment of Johnson 1868

U. S. Grant 1869-1877

I. Events

1. U. P. Railway 1869
2. Treaty of Washington 1871
3. Great fires
   a. Chicago 1871
   b. Forest-fires "
   c. Boston 1872
4. Death of Greeley "
5. Panic of 1873
6. Centennial Exposition 1876
7. Colorado admitted "
8. The Sioux War 1876-7
   a. Massacre of Custer and his men.
9. Election of 1876.

History Topics 1895-1896.

Washington

I. Time 1789-97
II Political Parties } Federal / Anti-Federal
III Events
1. National Bank 1791
2. Terms with Spain 1796
3. Algiers and England "
4. Whiskey Insurrection 1794
5. Invention of Cotton Gin 1793
6. Vt., Ky., Tenn. admitted 1791, 92 & 96.

John Adams

I. Time 1797-1801
II P.P. Federal & Republican
III. Events
1. Alien and Sedition Laws 1798
2. War threatened with France
Pinckney.
3. Removal of Capital 1800

Thomas Jefferson. - H. of R. elected him.

I. Time 1801-1809
II. P.P. Republican and Federal
III. Events
1. War with Tripoli 1801
2. Ohio admitted 1803
3. Duel between Hamilton & Burr 1804
4. The Embargo Act 1807
5. Invention of Steam-boat 1807
6. Firing upon the Cheasapeake 1807
7. Purchase of Louisiana
1. Time 1803
2. From Whom. Napoleon
3. Causes
The closing of New Orleans to U. S. Commerce
Napoleon's need of money.

4. Value $15,000,000
5. Results
1. The territory of the U.S. was more than doubled
2. Came rise to the Missouri Compromise.

Madison

I. Time 1809-1817
II. P.P. Republican & Federal
III Events
1. Battle of Tippecanoe 1811.
2. "President" and "Little Belt" 1811
War of 1812
I. Cause. Impressment of our seamen
II. Other events influencing
1. Firing upon Chesapeake
2. President and Little Belt
3. Battle of Tippecanoe
III Generals in Chief
1. American a. Dearborn b. Wilkinson
2. British a. Brock b. Prevost.
IV. Campaigns & Events
1812 1. War declared by U.S. June 19
2. Loss of Michigan Territory
3. Battle of Queenstown
4. Americans successful in 5 naval battles
1813. 1. Recovery of Michigan
a. Battle at Frenchtown
b. Perry's Victory on Lake Erie
c. Battle of the Thames
1814. 1. The Creek War
2. Battle of Lake Champlain
1815. 1. " " New Orleans
V. Results
1. Treaty of Ghent
2. U.S. made more self-reliant. 3. England yielded the Right of Search, (4) Superiority of Am. Navy established

States Ad.
La. 1812
Ind. 1816

History Topics '95 and '96.

Monroe 1817-1825. Republican

I. Events

1. Seminole War 1817
2. Purchase of Florida 1819
3. Missouri Compromise 1820
4. Monroe Doctrine 1823
5. Tariff of 1824 1824
6. Visit of La Fayette 1824
7. Miss., Ill., Ala., Me., Mo., admitted '17, '18, '19, 20, 21

John Quincy Adams 1825-29.

I. Events

1. Opening of Erie Canal 1825
2. 1st R.R. in America 1827
3. Tariff of 1828- 1828

Jackson 1829-1837

I. Events

Nullification Act in S.C. 1832

1. Troubles over the Tariff 1832
2. The Bank Troubles 1832
3. Indian Wars
   a. Capt Black Hawk of Indians 1832
   b. Ind. Seminole War 1835
4. Ark. and Michigan admitted 1836-1837

Van Buren - 1837-1841 Dem.

I. Events

1. Panic of 1837
2. Canadian rebellion 1837-8

Harrison & Tyler 1841-1845

1. Death of Harrison 1841
2. Ashburton Treaty 1842.
3. Dorr's Rebellion "
4. 1st. Message by telegraph 1844
5. Annexation of Texas 1845
6. Florida admitted "

History Topics '95-and '96.

Polk 1845-9

I. Mexican War 1846-8

II. Causes
   a. Annexation of Texas
   b. Boundary line between Texas & Mexico

III Generals-In-Chief
   1. American - Scott
   2. Mexican - Santa Anna

IV Preliminary Events
   1. Taylor occupies disputed territory
   2. The first blood shed near Ft. Brown
   3. War declared by U.S. May 13, 1846.
   4. " " " Mexico May 23, 1846.

V. Campaigns
   1. California — John C. Fremont
   2. New Mexico & Westward, Kearney
   3. The disputed territory, Taylor
   4. Vera Cruz to Mexico City, Scott

VI. Results
   1. Rio Grande R. made the boundary between Texas and Mexico.
   2. Cal. and N. M. ceded to U. S.
   3. The U.S. paid Mexico $15,000,000 and assumed debts to the amount of $3,500,000
   4. It revived the slavery question in our politics.

Taylor - 1849-53.

I Events

1. Compromise of 1850
   "Omnibus Bill".
2. Invasion of Cuba 1849-51
3. Death of Taylor 1850
4. Fugitive Slave Law 1850
5. Cal. admitted "
6. Utah and N. M. organized as Territories 1850
7. Kossuth visited U.S. 1851-52

History Topics '95 and '96.

Peirce 1853-1857.

I. Events
1. The Gadsden Purchase 1853.
2. Kansas-Nebraska Bill 1854.
3. Civil War in Kansas 1854-61
4. Brook's assault upon Sumner 1856
5. Formation of Republican Party 1854-6.

James Buchanan 1857-61

I. Events
1. Dred Scott decision 1857.
2. Minn., Or., Kan., ad. as states, '58, '59, '61.
3. The John Brown Raid 1859
4. Secession of S.C., Ga., Ala., Fla., Miss., La., Tex. 1861
5. Organization of the Southern Confederacy 1861

Lincoln 1861-5

I. Civil War 1861-5
II. Causes
1. Real but Remote
a. Different constructions of the Constitution
b. " systems of labor in the N. and the S.
c. Lack of intercourse between the N. " " S.
d. Increase of Territory.
2. Immediate
a. Repeal of Mo. Compromise
b. Secession of the states.
III. Acts, Events, Parties (Influencing)
1. Invention of Cotton-gin 1793
2. Fugitive slave laws 1793-1850
3. Protective Tariff Laws
4. Mo. Compromise 1820
5. Nullification Act in S.C. 1832
6. Annexation of Texas 1845
7. The Omnibus Bill 1850
8. Kansas-Nebraska Bill 1854
9. Dred Scott Decision 1857
10. John Brown Raid 1859
11. Anti-slavery books, papers, and speeches
12. Organization of N. England anti-slavery society 1832
13. Anti-slavery parties.

IV. Place.
South of Mason and Dixon's line and Ohio R.
V. Generals-in-Chief
1. Union
a Scott, b. McClellan, c. Halleck, d. U.S. Grant-
2. Confederate, Robert E. Lee
VI. Campaigns and Events
1861 1. Attack on Ft. Sumter - April 12
2. Seizure of Harper's Ferry and Norfolk
3. Secession of Va., Ark., Tenn., & N.C.
4. Occupation of Alexandria
5. Negroes treated as contraband property
6. Campaigns in Va.
7. War in Missouri
8. McClellan appointed Commander-in-Chief Nov. 1
9. The Trent Affair
1862. 1. Fight between Merrimac & Monitor
2. War in Ky. and in Tenn.
3. Bragg's invasion of Ky. and Tenn.
4. The Opening of the Miss.
5. Engagements in Mississippi
6. Battle of Murfreesboro
7. Advance on Richmond
8. Halleck General-in-chief
9. Pope's campaign in Va.
10. Lee's invasion of Md.
11. Battle of Fredericksburg
1863. 1. The Emancipation Proclamation
2. Battle of Chancellorsville
3. Lee's 2nd. invasion of the North
4. Opening of the Miss.
5. War in Tenn. & Ky.
1864. 1. Sherman's march through Miss.
2. Grant appointed Lieut. Gen.
3. Sherman's advance to Atlanta
4. Capture of Atlanta
5. Hood's campaign
6. Sherman's March to the Sea.
7. Grant's advance upon Richmond
8. Early's Campaign in the Shenandoah Valley
9. Fight between Alabama & Kearsage
10. Blockade of Mobile
1865 1. Sherman's March through the Carolinas
2. Lee's attempt to force his way out of Richmond
3. Grant entered Petersburg & Richmond
4. Lee surrendered his Army
5. Johnston surrendered
VII. Results
Freedom of the slaves secured
The Union preserved.

(See page 295)