

Faribault State School and Hospital. Individual School Records.

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Version 3
August 20, 2018

Girls,
1894-5

Clara M. Stewart
Teacher.

Same as
Box 2

P

7	Berkshire	Belle
101	Buck	Katie
13	Christopherson	Karen
17	Holmberg	Sarah
107	Hawkinson	Maud
23	King	Carrie
27	Marsh	Alma
33	Moore	Amy
39	McLaughlin	Mary
43	Nichols	Rosa
103	Nesheim	Isabella
105	Nesheim	Gertrude
47	Paddock	Jessie
93	Roberts	Mary
97	Roberts	Louise
53	Rasmussen	Belle
59	Ristow	Clara
65	Schumerly	Fannie
69	Slayton	Gertrude Beatrice
73	Smith	Jessie
79	St. Marie	Anna
85	White	Dora
89	Zieman	Rosa

Programme.

1894

A. M.	
8:15 - 8:30	Chapel
8:30 - 9:00	Obj. Lessons & General Ex.
9:00 - 9:30	Busy Work.
9:30 - 10:00	Chart & class (beginners)
	10:00 - 10:30 Recess
10:30 - 11:00	Industrial Work & Individual
11:00 - 11:30	First Reader class.
11:30 - 12:00	First No. class.
12:00 - 12:15	Writing.
P. M.	12:15 - 1:30
1:30 - 2:00	Individual Work.
2:00 - 2:30	Chart class.
2:30 - 3:00	Second No. class.

1895.

A. M.	
8:15 - 8:30	Chapel
8:30 - 9:00	Obj. Lessons & General Ex.
9:00 - 9:30	Writing class (Beginners)
9:30 - 10:00	First No. class "
10:00 - 10:30	Recess.
10:30 - 11:15	Individual Work
11:15 - 11:45	Second No. class
11:45 - 12:15	First Reader class
P. M.	12:15 - 1:30
1:30 - 2:00	Individual Work.
2:00 - 2:30	Second Reader class
2:30 - 3:00	Chart class (Beginners)

b. Dasses.
b. Last class.
Belle Brubshire
Belle Rosencrans.
Rosa Zieman
Carrie King.
b. Dasa Ristow
Aurora St. Marie.
Fanny Schmerly.

a. First Reader.
Amy Moore.
Jessie Paddock
Jessie Smith.
b. Ora Wife
Sarah Holmberg.

b. Alma Marsh.
Karni b. Kristofferson.

First No. Class.
Belle Brubshire
Belle Rosencrans.
Rosa Zieman
Jessie Smith.
Carrie King.
b. Dasa Ristow
Aurora St. Marie.
Fanny Schmerly.

Second No. Class.
a. Jessie Paddock.
Ora Wife.

b. Amy Moore.
Alma Marsh.

Writing Classes.
9:00 - 10:00 A. M.
Amy Moore.
Jessie Paddock.
Mary McLaughlin.

10:30 - 12:15
Belle Rosencrans.
Rosa Zieman
Aurora St. Marie
Carrie King.

Bella Berkshire.

1894. September. 1894.

Bella seems to have retained most of what she learned last year, and is very anxious to improve, taking her book and slate & studying without being told to do so. She had read to page 28 in "Webb's Word Method" but found that she needed to review from the first.

She can not count objects correctly & will count indefinitely without regard to the no. of objects.

She can write the numbers from one to six but can pick them out from one to ten. She has learned this no. to pick out all the letters of the alphabet on the cards from her book - but does not know the names of but the first four and of two others that she has learned the names of from spelling the words.

Bella is more attentive while being taught than she was last year, and consequently makes far greater improvement.

October.

Have taken up the Charts this mo. and find that Bella takes more interest, learns to read more readily and remembers better than when I spent

more
time with her individually.
In Monroe's Primary Chart she has read to lesson XIX, knows all the words, can spell most of the simpler ones as man, can, ox, fan etc. & understands what she is reading about. Belle is also displaying more originality this year than ever before. For when given a word and asked to say something about it, constructs a sentence correctly (orally) She is improving slowly in her writing, but can never be depended on. Some one day to another to write the words that she is supposed to know, as - cat, dog etc.

November.
Belle has improved steadily but slowly. She has read the first 14 lessons in Monroe Chart" & the first 9 lessons in the new Chart which is more difficult - & she can spell most of the words used in the old chart. Belle can now write the letters to N & when told to write them in their regular order. can tell the names of them - but if a certain letter is called for out of order can not write it.
She can count to 30 but can write the numbers to five only.

December.
Belle has not improved as rapidly as last month, as the lessons have been harder - but still takes a great deal of interest. She is the best speller in the chart class - & learns to spell quite readily.

1895.
January 1895.
Belle has been doing better work this mo. than last.
She has read the first 19 lessons in Monroe Chart & to Lesson XIV in the new"
Some days Belle does very nicely while other days she seems to have forgotten all she ever knew. She is trying to learn to write but is not much of a success in that line. She can make the numbers from one to eight now by having a copy of them before her.

February.
Belle has been about the same this mo. as last. Has read to lesson XVIII in the chart.
Have printed the words on the board so that they would recognize them out of the chart & Belle has learned these words very readily in both the

printed and written forms.
She can make the numbers from one to ten. — and at last has learned the points of the compass. & can point out objects called for from the dictations, which is quite an improvement from Belle.

March.
Belle seems to gain a little each day. She has been doing so well in the Chart class as usual — as the lessons are getting too hard for her to comprehend just yet.
She has been doing very nicely with the "sliced words" and makes them into simple sentences when she has the original sentence before her. but has not enough originality to make up sentences herself.
Belle has also learned to keep herself busy at her desk — without having to be watched constantly & keeping the attention of the teacher on her — which is a very encouraging improvement in her.
She can count to fifty & can write the numbers up to 14 — but has to have a copy or some assistance saying Six (6) or she puts them mixed. — not considers it quite and

improvement to get her to make them at all — as she has no idea of forms & can not make the letters or figures from a copy without. being shown how at first.

April.
Belle has made no especial improvement this mo. but has been doing very well in her daily work. She is just now, trying very hard to learn to write sentences — but can only write I see a cat etc: and a few other words. & numbers — can count in ones — twos — fives — & tens to 100 & can give the addition table in two — up to twelve.
Belle pays better attention during the general exercises than she ever did before, and some times gives very intelligent answers, & other times very foolish ones.

May.
Some days Belle does remarkably well, while others she is more stupid than any of the others. She has finished one Reading Chart but does not read some of the lessons at all well.
Belle may know a word perfectly well but when asked what it is —

Suddenly — every-thing seems to leave her head — & I left to think a while, will I give the correct ans. — in time.

June:
Della has improved somewhat in writing — makes her letters more evenly — but can only write a few simple sentences — and is very apt to get mixed up on the words & letters — although some days she does very well.
In numbers she can count to one hundred in ones — fives and tens and to twenty by twos.
Della can read most of the lessons in the First Rdr of the Chart — but reads a great deal better with the whole Class than by herself although her voice leads the Class but she lacks confidence and when frightened forgets what she has known perfectly.

1894

Karen Christofferson.

September.
Karen has been doing fairly well this mo. She was put with the First Reader Class for a while, but this was not a success as she is so hard of hearing that she could not keep the place, & so has put her back in the "Word Method" in which she reads quite well, but does not seem to comprehend what she reads. She is a very poor speller but writes a very plain & pretty hand. She can combine the numbers from one to twelve in adding by ones.

October.
Karen has read to page 58 in "Webb's Word Method" but see no improvement in her reading.
For busy work she has made pillow-cases, hemmed sheets etc.

November.
This mo. Karen has read to page 65 in the "Word Method" but can see no improvement in her reading & she is a very poor speller.
Karen is a very industrious child — & when not busy with industrial work — is copying her reading lesson in her slate.

December.
Karen has been busy all the month as usual - & with no apparent improvement.
She has read to page 72 in the "Word Method" made with no expression & cannot be made to understand what the lessons are about.
For busy work has hemmed several sheets - & has learned the "darning stitch" on the board made for that purpose.

1895 January 1895.
Karen has been pretty busy this year as usual. Hemming handkerchiefs for busy work.
The only improvement that I see in Karen is in her writing - and she cannot be made to understand what it is to study her lessons, especially her spelling.

February.
No improvement in Karen.
Has read her regular lessons as usual, but no change in either reading or spelling.
For busy work has hemmed handkerchiefs etc.

March.
Karen is still reading in "Webb's Word Method" but I see does not improve in articulation or expression.
For busy work has been hemming handkerchiefs etc. and has improved a little in sewing.

April.
This mo. I have insisted on Karen's getting the spelling lessons as they run along. So she has not advanced very much in her reader as she doesn't seem to know how to study the words, & would have to take the same lesson two or three times before she would get it.
For busy work she has been sewing.

May.
No apparent change in Karen. reads & spells about the same & has been sewing for busy work. Karen writes better than she does anything else.

June.
Karen has been busy - the same as usual - & doing her industrial work much better than her school work. Karen's school

training has been entirely individual as she is too deaf to be put in a class.

Sarah Holmberg.

1894. October.

Sarah entered school Oct. 1st. She has a peculiar walk, not lame but staggers when she walks which prevents her from ever learning to march.

She reads quite well in the "Second Reader" but have put her in the "First" as it is a dif. one. From what she has read in it I find that it is helping her. Can count to 40. I without any mistakes, but can write them only to 12. Can add the simpler combinations very readily in her head. Sarah could not I write at all when she came, but has learned this mo. to write her name and the first four letters. She has read to page 46 in the First Reader & has spelled all the words in the lessons, but it is very hard for her to learn to I write "as she is so nervous in her hands" as she expresses it. Does not know anything about Geography. I did not I even know I what State she lives in.

November.

Sarah has made the most rapid improvement I am girl in this grade - I and

is the most ambitious.
She can now write all of the letters & not only writes them but knows what & each one is. & can write a few of the simpler words. Some of the letters are very poor as yet.
Of her study of Lands - & it seems almost impossible for her to write on a straight line.
She can not sew & is not a success at any other kind of industrial work as yet. Her unsteadiness - but is already busy with her lessons & studies these, which is something unusual for this grade.
This mo. she has read to page 60 in the "First Reader" & reads as if she understood perfectly what she was reading and & quite rapidly. She has also learned this & mo. to write the numbers to 20

December.
Sarah continues to improve very day & always has her lessons. She has read to page 79 in the "First Reader" & can spell all the words in the lessons.
Have also started her in the Second Reader (Harper) in which she has read to page 22 this mo. taking the spelling with the lessons. Sarah combined and wrote

her first letter home this mo. & although the spelling was correct it did not look quite well enough to send - but she is trying to improve daily.

1895 January 1895.
Sarah continues to improve steadily. This mo. she has read to page 100 in 1st. reader & to " 36 " 2nd reader, and not only reads well but understands what it is about and spells very well.
She wrote her first letter home this mo. that has mailed and was very proud to think she could carry on her own correspondence. On being asked why they had never taught her to write before coming here, she said that they saw how nervous she was in her hands, and didn't try to teach her. I think it is due to Sarah's ambitious nature that she has been able to learn to write so readily.
In numbers she is also doing very nicely, can write them to 50 with a little assistance and has taken up simple addition, which she understands after several days spent in explanation.

February.
Sarah continues to improve. This mo. has read to page 110 in First Reader & to page 45 in Second. & has spelled all the words correctly that have been in the regular spelling lessons. Also taking up 5 practical Geog. & which Sarah knew nothing of what ever but she has now grasped the idea that the earth is round - move - & that the surface consists of land & water. & can give names of continents & ocean. which are we live on - viz State etc. but is quite slow & dull in this study. in comparison with her improvement in other things.
Sarah is never idle - spends her spare time in studying & learning to write. She also been trying to improve in her sewing. which she does not do at all well on acct. of her shaky hands.

March.
Sarah continues to improve daily. She has read to page 126 in the First Reader and to page 60 in the Second. & has spelled all the words in the lessons.
Sarah has improved the most in numbers this mo. - can now write, add and read the numbers

in the hundreds. Is quite slow about writing them but can add very readily after they are written.
She has been very much interested in sewing and has improved a great deal in that line & has learned several towels very nicely. She now writes her own letters with a little assistance from her teacher

April.
Sarah is the most capable girl in this grade.
She has finished the First Reader and read to page 80 in the Second R.
She can now write, add and read the numbers in units, tens, hundreds and thousands.
Sarah does not improve much in her writing as her hands are so shaky. but it can be read quite easily.
This mo. Sarah made an apron all by herself and was very proud of her work, which was done very well considering her condition.

May.
Sarah continues to improve in every way. She has read to page 115 in Second Reader and

every lesson has about twelve quite difficult words - which she learns to spell correctly.

Sarah is the only one in this grade that really knows how to study, & she studies constantly while in school.

Sarah fully realizes her condition and tries very hard to improve and be more like other people.

She always knows what day it is and day of mo. and young one in a while will tell to a day how long she has been here. & does all this in her head as she has no calendar.

June.

Sarah was very anxious to finish the Second Reader this year, but has only read to page 130, as the lessons have been quite hard for her. But she has studied them thoroughly, & knows what she has been reading about.

She now writes her own letters but has to copy them twice sometimes before they can be sent away.

Sarah has taken up subtraction this mo. & said at first that she could not understand it - but after having it explained by means of balls etc. said that she did understand. If Sarah does not comprehend she does not hesitate to say so.

Sarie King.

1894 September.

Sarie has been doing much better this mo. than she did any mo. last year. She is in the "Chart Class" where she is doing as well as any of the others & can see that she is trying very hard to improve.

She has read to lesson V in "Monroe's Primary Chart" but as yet cannot write at all.

Can count very well but can make the numbers from 1 to 5 only.

Has been very industrious running tools & see a great improvement in her sewing.

October.

Sarie continues to improve in her reading. Has read to lesson IX in the old chart (Monroe's) & to lesson VII in the new one which we used the 1st of Oct. She seems to take more interest in school than ever before & is not so indolent as she was last yr. For busy work has learned tools.

Sarie has quite a good memory for some things, as she generally gives good answers to the gen. exercises.

November.

Sarie has improved a very little & seems to be interested

ins the chart lessons.
Sid read the lessons correctly with the class, but when called on alone every thing seems to leave her head & she will forget even the simplest words.
She has read to lesson XIV in "Monroe chart" & to lesson IX in the new chart. When some of the other girls in the class make a mistake, she seems very much disgusted & will correct them.

December.
Carrie has not improved as much this mo. as last - one reason is because the lessons have been Landin in the Chart. For busy work she has hemmed towels, and has improved some what in her sewing.

1895 January 1895.
Carrie has kept up with the Chart class, which had read to lesson XIX in old chart and to lesson XIV in the new one.
Are now taking up the script form with the printed so that they will recognize the words in either form, and Carrie has been doing very well in this new plan, & can tell quite a few of the simpler words as - cat, dog, black, white, hose etc.

Printing the words that they have had in the chart, on the board in a different order from the one they have been used to, seemed to mix them up at first, but find that it fixes the words in their minds better. & when Carrie once gets a word distinctly in her mind once, she generally remembers it, & comes out right with the correct answer when all the others have forgotten it, and this makes her feel very happy to think she is ahead of the others in anything. For busy work she has sewed as usual.

February.
Carrie has kept up with the chart class why will this mo. Has read to th lesson XVIII in the new chart, as have dropped Monroe & taken up the written forms in the boards instead. & she has learned quite a number of words in this form as - black, white, hose - cat etc.
Carrie has improved some what in her sewing & has been kept busy, hemming handkerchiefs when not busy with school work.

March.
Carrie has not been doing as well in the Chart Class as usual as the lessons have been too hard for her to take up just yet - but have put sentences on the board in both printed & written forms, and Carrie has read them quite readily.
Has learned handkerchiefs for busy work.

April.
Carrie has stuck the no. much the same as usual with no especial improvement in any thing.
She reads the lessons fairly well in the Chart Class. & can count in tens to 100 & give the addition table in ones & twos to twelve.

May.
There is very little that can be said of Carrie this mo. as she is so slow in learning anything. Has been sewing for busy work.

June.
Carrie's improvement from one mo. to another is so slow that it is hardly noticable although at the end of the year can see a very marked improvement especially in reading & spelling although she reads only the ~~simpler~~ simpler lessons in the Chart

Alma Marsh.

1894 September.
Alma was put in the "First Reader Class" on trial, but could not read well enough nor keep the place when the others were reading, so have put her back in the "Word Method" & in this she reads fairly well.
In numbers she can add the simpler combinations, and can with any of the numbers under 50 with a little help.
Have been spending a good deal of time trying to teach Alma to march & keep step, but so far have been very unsuccessful as she has no idea of time.

October.
This mo. Alma has read to page 58 in the "Word Method" and I can see but little improvement but spells fairly well.
She can write her name from copy & make all the letters ditto, but we being asked to make a certain letter cannot do it - except a few of the first letters.
Alma has learned to tell the time & nearly always gets it right in the school-room, but we bring out in the hall to look at a the

clock is not at all certain.
Alma had one spell of being contrary this mo. when she refused to speak or mind, but was conquered & has been very good ever since.

November.
Alma has been about the same this mo. as last. She has read to page 65 in the Word Method & has spelled most of the words in the lessons.
She has been pleasant & industrious & has learned three dif. kinds of stitches on the board used for teaching sewing & is very much interested in that.
Alma has improved in her writing a little, but can write nothing as yet without a copy to write from.

December.
Alma seems to have reached her limit as in regard to reading and spelling - but still have hopes that she may improve in writing. She is still in addition (simple) but has to do nearly every example one two or three times before she gets the correct answer.

1895

January 1895.
Alma is about the same as last month, if there is any improvement it is in her writing. Alma can copy writing very nicely, but when told to write anything herself is utterly lost as she cannot remember the forms of the different letters, although she can write them giving their regular order. She is learning to write the numbers from dictation and some days does very nicely, while others she does not do at all well.
When Alma has a duty given her to perform she is very faithful and seldom forgets it. She helps to care for the helpless children and seems to enjoy being of any assistance to any one.

February.
Can I see no apparent improvement in Alma this month, except in her number work. She writes the numbers more readily & adds more correctly than formerly. She tries very hard to improve, but has such a miserable memory that she forgets things immediately after having them told her.

March.
Alma has improved some what this yr. but more especially in her number work, writes them more readily & adds more correctly. and I. likes her number work better than any thing else she does.
Alma has also taken a great interest in sewing this mo. & has hemmed 5 doz. handkerchiefs very nicely, although she has not been sewing at all well.

April.
Alma has been reading better this mo. than ever before. has not guessed at the words as much as usual, and spells better. She can now write, add and read numbers in units, tens, hundreds and thousands, and enjoys it this work more than anything else.
For busy work she has hemmed handkerchiefs.
Alma has had but one spell of being contrary, & that was of very short duration and she was duly sorry for it afterward.

May.
Some days Alma reads & spells & does number work very nicely, while

other days she will not do any thing correctly. which makes it very hard to give a report of her. Am afraid that Alma will never be able to read in a class as she is so very uncertain but will always have individual work except in numbers.

June.
Alma has taken up subtraction this mo. - but cannot work independantly although she seems to understand it.
She has read to page 95 in the Word Methods & reads more correctly - instead of guessing at the words but is apt to skip some unless closely watched.

Amy Moore.

1894 September.

Amy has not been doing as well as she is capable of, as she has been so very indolent & seems to try to do just as little as she possibly can. Has read to page 24 in the First Reader & she reads & spells fairly well & is a very good writer.

She numbers can add the simple combinations & can write the numbers from 1 to 100.

For busy work has been hem-stitching & has made several pillow-cases.

October.

Amy has read to page 46 in her reader & although she has been over the same lessons last year, does not read much, if any better than she did then, but is more attentive in the class & keeps the place when the others are reading.

She has hem-stitched a picture-drapes this mo. which she did very nicely. Besides doing some plain sewing.

Amy has learned to tell the time correctly, and is very proud of this accomplishment.

November.

Amy has been busy all the

mo. with her lessons and sewing. She has read to page 60 in the First Reader & can spell most of the words in the lessons. She has improved some what in numbers, can write them more readily. Is still in addition of simple numbers.

December.
This mo. Amy has read to page 79 in her reader, & and has improved some what; - she can now give the page & lesson without any help. She has also improved in her numbers - writes them more readily.
For busy work she has hemmed sheets etc.

1895 January 1895
Amy has been doing very well this mo. in both school and industrial work.
She has read to page 100 in the First Reader and can spell most of the words in the lessons. But Amy is much quicker at learning any thing in the industrial line than the literary.
This mo. Amy has learned to make two new fancy braids of straw, one with five straws and the other with six. Although the straw supply

was too short to make very much. She made enough of the six straw braid to put around the edge of a hat, which she made herself.
This kind of work she never seems to tire of, but it is almost impossible to get her to study more than a few minutes at a time.
Amy also made an apron this mo. with almost no assistance.

February.
Amy has made no marked improvement in any thing this mo. Has merely had her lessons in the usual way which is not very well.
Has read to Page 115 in her reader & had her spelling fairly well.
Amy has made two pairs of slippers this mo. of which she is very proud.

March.
Amy has improved some what this mo. especially in her number work - can write, add and read numbers in the hundreds although not very readily as yet.
She has read to Page 126 in her Reader, but see no marked

improvement in either reading or spelling. For busy work has been sewing.

Amy can now put the date. Day - month - year etc. on the board & has succeeded in remembering from day to day what the date is, which is quite remarkable for Amy.

April.

Amy has been doing very well this ms.

She has read to page 140 in her reader & has improved some what, although she still reads in a hesitating manner.

She has made a marked improvement in numbers and can now read, write & add numbers in units, tens, hundreds & thousands and generally has they correct answers.

Amy has made two pr. Baby slippers this ms. both of which have been sold, besides doing other little things, for busy work. & Amy likes her work she is very quick about it, but if she dislikes it, she is very reluctant to take it at all & is slow, but this ms. she has had the kind of work that she likes. It seems to be plain sewing & lace making that are her aversions.

May.

Amy has been doing very good work this ms. She has finished the first R. & has also been reviewing the book. But am afraid that Amy will have to take the same reader over again as they does not read some of the lessons at all well.

Amy has made and sold another pair Baby slippers this ms. which made her feel very proud and happy.

She is improving in her number work - & writes, reads and adds more readily than formerly.

June.

Amy has been doing special work in the sewing room this ms. so has been out of school most of the time.

When in - has been reviewing the Reader & can now find a certain piece quite readily by having the page told to her.

Mary Mc Laughlin.

1894 September.

Mary has been very industrious as usual. Learning sheets and making pillow cases etc.

She has been appointed to take care of some of the Kindergarten children a part of the day and is very much pleased with her new duty.

Mary is a very reliable girl & has always been found truthful except in a few cases recently where she was influenced but it seems almost impossible for her to remember never to tell anything.

October.

This mo. has been spent much the same as last for Mary. She was taken out of the Kindergarten for a few days for punishment and was made very unhappy over it.

November.

Mary has been very busy all the mo. as usual, sewing and helping in the Kindergarten. Must consider it her duty to tell on all the other girls but never on herself; - and when found out in something wrong - always tries to blame some one else, which is a very

unpleasant habit of hers.

December.
Mary has been busy all the mo. & much the same as usual. She is quite a success at disciplining the smaller children & so is kept in the Kindergarten part of the day.

1895 January 1895.
Mary has been kept busy all the mo. helping in various ways - Sewing & running errands etc. Is always cheerful & perfectly willing to do anything required of her.

February
Mary has spent the mo. in the usual way, always busy & cheerful at her work.

March
Mary has been busy all the mo. much the same as usual in the "Kindergarten" and sewing. She is a very trustworthy girl to send on errands - but cannot talk enough to take a verbal message & can remember names at all well.

April.
Mary has been busy and happy all the mo.

May.
The same is to be said of Mary every mo. as she does the same work & is always just the same in disposition.

June.
Mary has been busy all the mo. She is very kind to the smaller children and is quite a good disciplinarian

Rosa Nichols.

1894 September.

Rosa has been busy most of the month braiding straw, until the supply gave out, & since then has nearly amused herself, as she can do neither school work nor any other kind of industrial work.

She has no idea of color or form, as on bringing in the "Sliced animals" would produce the most astonishing & unheard of creatures — could not even recognize or put the three pieces of the cow together correctly & when it was fixed for her did not know what it was.

October.

Rosa seems lost without her straw and asks nearly every day when we are going to have some more.

Have succeeded in teaching her to distinguish the different colors, & can sort the colored sticks, but she cannot give the name of each, is just as apt to call black - red etc.

November.

Rosa has just amused herself sorting the colored sticks - matching puzzles etc.

Can I take two dif. kinds of

stitches on the sewing-boards - although she cannot sew with needle & thread.

December.
Have been trying to get Rosie interested in the cards with the words printed on them - hoping that she might learn some of them by sight - but thus far Lee failed to remember from day to day.

1895 January 1895.
Rosie Lee amused herself as usual with the "sliced animals" which she puts together more correctly than at first. I also with the cards that have the words printed on, & although she cannot read the words seem fascinated with them.
She still longs for straw to braid, but of course we are unable to get it for her now.

February.
Rosie Lee mostly amused herself in the usual way this mo. Have put her in the Chart class, but see no signs of any improvement in the "literary" line.

March.
Rosa Lee amused herself much the same as usual - but if left to herself very long will go to sleep - so I had to be watched and given new work or amusement to keep her awake.

April.
Can see no improvement in Rosie in the "literary" line, although she Lee has been kept in the beginning Class. She Lee amused herself with the "sliced animals", fuzzles etc.

May.
No improvement - Lee simply amused herself.

June.
No improvement this mo. and the greatest improvement she Lee has made this year is in being able to put the fuzzles & sliced animals together correctly, and learned how to braid a fancy straw.

Jessie Paddon.

1894 September.

Jessie was promoted to the next grade but was found lacking in so many ways, was sent back here again. Dept. 24 so have not had much of an opportunity to note any change.

October.

Have put Jessie in the First Reader again although she finished it last year and have told her that she can have a "second Reader" just as soon as she finishes the "First" which seems to be a great inducement as she has studied & improved in reading every day & can spell all of the words in the lessons that she has had.

Jessie's lack of ambition is very discouraging as she is capable of improving much faster and in more ways than she now does. She has a good memory and has retained most of what she learned last year, especially in Geog. in which she was very much interested. Is doing quite well in numbers, but is still in addition & subtraction.

Jessie was the only one in this grade that I was allowed to join the "Reading Club" & in this has taken a great interest

and remembers what she reads remarkably well.

In industrial work Jessie is not a success, & is rather very careless or does not care, & spends most of the time taking correcting the mistakes that she has made.

November.

Jessie has been doing very well this month. She has read to page 60 in the First Reader & can spell most of the words in the lessons. In writing she has not improved much, as she is always in too great a hurry, & is very careless.

Jessie has always been noted for her utter disregard of the truth — but has been talked to about it, & is really trying very hard to be more truthful, and not let her imagination get away with her.

Is taking more interest in her numbers & writes them more readily & better than she did.

December.

Jessie has read to page 79 in the 1st Reader & to p. 22 in "Harpies Friend" which she has been promoted to this mo.

Jessie has relapsed into her indolent careless ways unless watched constantly.

1895

January 1895.

Jessie has improved some what this mo. She has read to page 100 in 1st reader & to page 36 in the 2nd but has to be talked at constantly to get her to study or to take any interest in the future.

She acts as if she would be perfectly contented to stop right where she is and never know any more, but on being stirred up & being made to see what she is capable of, will be quite ambitious for a few days & will accomplish a good deal, & then will go back again to her careless lazy ways, until "stirred up" again.

Jessie has been reviewing the Jeography that she had last year, & she has remembered remarkably well, being able to give names of all the continents, oceans, locations & characteristics of them — the names of all the States & Territories, largest rivers, Mts. etc.

February.

Jessie has spent the mo. much the same as usual.

Has read to page 115 in 1st Reader & to 45 in 2nd Reader

& has had her Spelling fairly well in her book readers.

March.

Jessie has not been doing at all well this mo. as it is very difficult to get her enough interested in any subj. so that she would study.

She has read to page 126 in First R. but have dropped her from the Second R. as she would not study her lessons so could not keep up with the rest, but am going to keep her at it by herself.

Have given her a Copy book to write in. Hoping that she might take some interest in improving her writing, but she is so careless and bungles to take it away from her.

The only thing that Jessie does exceptionally well, is in writing & reading numbers which she does very well — writing numbers in the thousands correctly with having them given but once. She also adds larger numbers quite readily.

April.

Jessie has been doing very well this mo. She has read to page 140 in her reader, and does not read quite so jerky as

usual.

Jessie's abnormal imagination was the cause of getting her into trouble this mo. as she insisted that she had taken something from me & the rooms telling the time she took it & and where she found it, but was afterwards found to be innocent in that particular case.

This habit of prevaricating seems to be growing on Jessie, & we have yet to find a way of breaking the habit.

May.

Jessie is improving in her reading & Spelling, as she is at last learning how to study. She has finished the First R— & has read to page 31 in the Second & when she studies does not read in that "jerky" way.

June.

This mo. has been spent mostly in review work, & find that Jessie has forgotten a great deal of her Grog. but reads a great deal smoother & spells quite well.

She has read to page 39 in the Second R.

Bella Rosencrans.

1894 September.

Bella returned from her vacation feeling very happy and more ambitious than ever.

Have put her in the "Chart" class & find that she learns faster & remembers better than when she was in the "Word Method". She has read the first six lessons in the old Chart (Monroe's) this mo. and can spell most of the simpler words.

It is almost impossible to get Bella to talk, or repeat anything, as when asked to repeat something after her teacher will perhaps say one or two words of the sentence & think that is all that is required, & when trying to tell anything does not make complete sentences, & does not speak at all distinctly. She has made the greatest improvement in writing, and can copy most any words - but does not know what they are, except such words as cat, dog, the etc.

October.

Bella has read to Lesson IX in "Monroe" chart and to lesson VI in the new chart which was read this mo.

She reads & spells the simpler words

in the lessons.
She can write the first four letters from dictation but beyond that cannot remember the names of the letters, although she can write them from copy.

November.
Belle has been doing very nicely this ms. Has read to lesson XIV in "Monroe's Chart" & to lesson IX in the new"
Belle is always busy - either writing something from her book or the board & writing numbers. She wrote her first letter home this ms. & although she copied it from other writing, she did it all herself & I was very proud of it. She is always pleasant & obedient in school - & always willing to do anything asked of her. & is especially kind to the less fortunate pupils, as the cripples - etc.

December.
Belle still continues to improve. She does not speak at all distinctly yet - as it is impossible for her to sound some of the letters - and when talking (which she seldom does) she does not make complete sentences.

1895 January 1895.
Belle has been doing quite well this ms. She has read the first XIX lessons in the old chart & to lesson XIV in the new one. Have begun printing the words that they have had in the charts, & on the board in different orders from what they have been used to. & although they did not at first recognize them as readily on the board. it fixes the words in their minds better. Have also taken up the "script" hoping that Belle would learn to write more readily or bring able to recognize the words in the written form, & can already see a little improvement in her in that direction.
She copies writing very nicely but cannot remember the written letters although she can write them in their regular order

February.
Belle has made no marked improvement, but has kept up with the chart class - in which she has read to lesson XVIII & is doing quite well with the written forms. Belle can write all the letters in the alphabet from copy

but cannot remember the names which makes it hard for her to write anything unless some one points out the letters to be used.

March.

Besides her regular reading lessons - have spent most of the mo. trying to get Belle to learn the diff. letters, so she can write intelligently & not merely copy sentences - but thus far she can only write a few words & sentences, like "I see a dog" etc. & then be able to read what she has written.

April.

Belle has been doing fairly well in her reading, but see no improvement in her writing. She is always busy at something & tries very hard to improve, & seems especially anxious to learn to write.

Belle has always been considered a perfectly honest girl, but got herself into trouble this mo. by taking something from me & the rooms that did not belong to her, & then accused another girl, who had just been punished for a similar offence, & seemed so anxious to have the innocent one punished & knew so much about the affair

that she was immediately suspected & when closely questioned finally admitted that she had taken it. It seemed to be more a desire to have the other girl punished and in disgrace than to keep the articles, as she put it in the other girl's box & then told her attendant where it was.

May.

Belle has read the first half of the chart but does not read some of the lessons at all well.

Belle has improved somewhat in talking; she has always been in the habit of saying one or two words in a sentence and leaving her listener to guess the rest of what she wanted to say, but has been made to say complete sentences so she can now be understood more readily although she is apt to go back to her old ways, especially when excited. She has also developed a tendency to tease the other girls, especially the younger & weaker ones, but seems to feel very badly when corrected for it and generally denies it at first.

She has learned to write quite a list of words, and can put them together in simple sentences.

June.

Della Lee spent most of the mo. in review work & has remembered most of the lessons in the first half of the Chart. Della is a good example of what is commonly called "scatter-brained" & although she has improved a great deal in reading & writing is apt to forget every thing. She knows at a critical moment - i.e. when company is in the room, forgets what she knows perfectly at any other time.

She copies writing very nicely - but cannot ~~distinguish~~ remember the names of but few of the letters.

Clara Ristow.

1894 September.

Clara entered school the 9th inst. Can neither read nor write and cannot distinguish one color from another. She can count to 10, but has no idea of numbers as on being told to bring two balls to her teacher would bring three or four or any number, but on showing her the two objects & asking her to count them would do it correctly - but upon after having her repeat this several times could not seem to realize what was wanted of her.

She seems quite anxious to learn. Does not speak Eng. very well, is pleasant and obedient.

October.

Clara has been doing very well in the chart class but speaks in a very low tone & very indistinctly. Can distinguish colors enough to sort the colored sticks, & put the pegs in the peg-board correctly, but knows only black & white by name.

Has also learned to put the "sliced animals" together correctly & is very quick at learning such things, & can bring me

one, two or three objects when called for but beyond that has no idea of numbers.

November.
Clara does not seem able to keep up with the chart classes, although she tries to learn & has the first few lessons in each chart so she can read them quite readily. Is very fond of getting the peg-board & showing the other girls how nicely she can put the pegs in, & which she does correctly & quickly.

December.
Clara is such a peculiar child it is hard to find out just how much she does (or doesn't) know. Is quite mischievous, but not at all malicious.
She can write the first three numbers - and a & b.

1895 January 1895.
Clara has not been doing as well in the chart class as usual, as the lessons have been growing harder. She is very reluctant to speak & has an "impediment in her speech" which perhaps accounts for her never wanting to talk.

When the class all read together she will never open her mouth unless talked at constantly about it, & each day the same thing is gone through with. That I cannot would permit her from learning as fast as the others. She is also very timid, but what she does know is very quick at, as sorting colors - putting pegs in peg-board etc.

February
Clara has been doing better work this mo. than last. Takes more interest in the lessons, & shows more intelligence in little things. Has been reading better & is more willing to try than usual. She can write the first three letters & know the names of them.

March.
Clara has improved in a great many ways. Can now take the cut up sentences (separate words) and make them into sentences, and works independantly at her seat - which is quite a step for Clara to make towards an improvement. She is also reading better than she did and says

better attention - which accounts for any improvement which she has made.

April.
Dasa has been doing about the same this mo. as last.
She very quick about learning to do little things as matching puzzles etc. She is inclined to be playful in school. But is very easily disciplined.

May.
Dasa can read the easier lessons in the chart. But reads in a very hesitating & uncertain manner which is partly due to an impediment in speech which she has. She can count to 20 & can bring me any number of objects from one to six. But beyond that has no idea of numbers.

June.
Dasa has been reviewing the chart with the rest of the class - and reads the first few lessons very well.

Fanny Schumerly.

1894 September.

Fanny entered school Sept. 13th. Can neither read nor write & does know color, cannot even distinguish black from white. Can count to 20. but has no idea of number as we bring asked how many feet she had answered nine.

On coming in school, she immediately asked her teacher if "the girls were whipped much here" & we being assured to contrary seemed very anxious to stay.

October.

Fanny has learned to sort the colored sticks, but does not know the different colors.

She is in the chart class, but is just like a parrot - repeats what she hears the other girls say, & we being called on to read some single sentences - guesses at it - putting in some words that she has heard the others say.

It is very difficult to get her attention on anything. Can count any number & objects under 20. She seems perfectly happy and contented.

November.

Fanny has not improved in any way this mo.

Is still in the 2nd Part class but it does not seem to make any impression on her. It is almost impossible to get her to even look at the chart while the others read & will sit with her eyes on the floor & rock back & forth if not spoken to frequently.

December.
Fanny has merely amused herself this mo. with the colored sticks, peg-board etc. - no apparent improvement.

1895 January 1895.
Fannie is at last able to give the number of feet, eyes, hands ears etc. that she has, but beyond that has no idea of num.
She has amused herself much the same as last mo.

February.
Fannie has not improved in any way this month.
Merely amuses herself.

March.
No improvement.

April.
No improvement. When in the class does not pay any attention to what is going on.

May.
No improvement.

June.
No improvement.
Fannie sits and rocks back & forth laughing at something imaginary - & seems to forget every thing & every body around her.
She can sort the colored sticks correctly but cannot learn to put the pegs in the peg-board correctly

Gertrude Beatrice Dayton.

1894 September.

Beatrice or "Trēssie" is a very peculiar type. Talks very little except in an undertone to herself & it is difficult to understand her when she does talk. She knows the first three letters & can print A. It is very hard to keep her attention, as she will be thinking or looking at some thing else, & mumbling to herself. Cannot count, and does not know any of the colors.

She does not seem to know or recognize her name — and has to be touched in order to attract her attention, & for speaking her name several times.

Is musical — and plays by ear entirely. She is quite remarkable in this line — playing most of a piece from hearing it but once.

She is quite a mimic and does things that she thinks are funny, just to make the girls laugh.

October.

Tressie has been sick and out of school most of this mo.

She has learned to sort the colored sticks. Put the colored pegs in the peg-board correctly, & can put most of the splices animals together. Is very quick

at learning anything of that kind but see no improvement in her talking or in learning anything from books in the Chart Class.
Does not talk or mumble to herself as much as she did at first, and is beginning to know what is expected of her, while in school.
Although she has such an ear for music & keeps good time, she cannot seem to learn to keep step to the marches.

November.
"Trissie" has amused herself most of the mo. with the peg-board, colored sticks, sliced animals-matching puzzles etc. And although she has been in the Chart class most of the time, I see no signs of her ever learning to read.

December.
Trissie has learned the first five letters & can print them, but she is so "flighty" it is hard to keep her attention long enough to notice the difference between the letters.
When strangers come into the room she nearly always says- "I know him" (or her), & on being asked who they are- gives the same name to any one.

1895

January 1895.
"Trissie" has amused herself (and others) much the same as last mo. It is impossible to keep her attention on one thing long enough to make any impression. She does not talk in school as much as she did at first, which is the greatest improvement I can see in her.

February.
Trissie has merely amused herself with the "sliced animals" & puzzles- which she puts together very nicely & quickly.

March.
"Trissie" has been very much interested in sorting the dissected letters & generally gets them right- having one letter picked out she will find all the rest like it. & has learned the names of quite a number. But her mind is so "flighty" that it is difficult to get her attention on anything- & will repeat most every thing that is said to her, without knowing the meaning of the remarks.

April.
Trissie is always busy, but

accomplishes very little.
She will draw lines on her slate & makes marks that look like writing, making believe that she is copying it from a book, & as this answers for her she is allowed to do it.

May.
Jessie has been busy and happy all the mo. She sometimes points to a word and asks what it is, when she she sees the other girls do so, and on being told what it is repeats it after her teacher but it leaves no impression on her mind as she will have forgotten a few minutes after being told.

June.
No change in Jessie's has spent the mo. as usual. —

Jessie Smith.

1894 September.
Jessie reads very well in the "First Reader" but does not pronounce some of the words at all distinctly, which makes her reading sound some what "babyish". The words commencing with w as will & with are especially hard for her.
She spells very well, can count to 100 but can neither write nor print as her hands are so "jerky" & she cannot control them long enough to make even a short straight mark.
Jessie has a peculiar walk — looks as if she were stiff in every joint, which prevents her from marching at all well.
Cannot sew or do any other industrial work on acct of her hands being so unmanageable, & she thoroughly realizes her inability to use them. But I think with a good deal of practice & constant use that she may in time control them.
Jessie is a very sensible & good girl & is anxious to learn & improve. She can distinguish & name all of the colors.

October.
Jessie has read to page 46 in the "First Reader" & has spelled all of the words in the lessons. She has been working very hard

this mo. trying to discipline her hand. so that could write the letter a, but so far there is not much resemblence to the letter that her marks are intended for. She can write the numbers from 1 to 10, but not at all well.

November.
Jessie has been about the same as last mo. Has read to page 60 in the "First Reader" & pronounces some of the words plainer than she did, although it is very hard for to say the words commencing with w or w. She spells very well, seldom missing a word that is in her lesson. In writing she has not improved at all, as she has no control over her hands.

December.
This month Jessie has read to page 79 in the 1st Reader - can spell all of the words in the lessons. She speaks some of the words plainer than she did - but some times it is almost impossible to tell what she is reading about. She has not improved at all in writing - and she will not try to learn unless some one stands right by her & makes her, she takes it for granted that she cannot write & will not try.

1895 January 1895.
Jessie has read to page 100 in the First Reader, but cannot see that she has improved any. Am trying to get her to articulate better, which is her greatest draw-back as Jessie can read quite rapidly, but pronounces the words so incorrectly that it is difficult for any one not used to her to understand what she is saying. Jessie is a very good speller & nearly always has her spelling lessons - but is not improving in writing - she can write the word cat - but so poorly that it would hardly be recognized.

February.
Jessie is improving slowly in her pronunciation of words. She has read to page 115 in her reader & seldom misses a word in the spelling. Can see no improvement in her hands, & until they are steadier it will be impossible for her to learn to write, although she is learning to read writing quite well.
Jessie can make the numbers

from one to twenty and does this quite well.

March.
Jessie has improved in her articulation - & has read to page 126 in her Reader & has had her Spelling lessons better.
Can now write the numbers from one to thirty without any assistance.

April.
Jessie continues to improve slowly. Has read to page 140 in this ms. in her reader. & is more careful about the pronunciation of the words.
She can count in twos, fives & tens to one hundred, & can write the numbers to fifty. Jessie seems to have a dislike or aversion for learning to write. & will not take her slate & try to make the letters unless told to every day. & then will stop just as soon as her teacher leaves her.

May.
Jessie has finished the First R. & has read to page 31 in the Second. She has improved a great deal in the pronunciation of the words but there are still some that she cannot speak plainly at all.

She can write a few of the letters. But not at all well. She seems to think that she cannot learn to write & does not try very hard.

June
Jessie has read to page 39 in the Second R. & has improved somewhat in her articulation. But it is very hard for her to speak any of the words that have an r.
She can write the numbers to 70 but her hand shakes so it is very hard for her to do this.

Aurora St. Marie.

1894 September.

Aurora could speak only a few words of English when she came. She is of a very retiring & sweet disposition.

Could neither read nor write — can count to 10 but cannot make the numbers.

Did not know any of the colors — i.e. could not give them in Eng. Have put her in the Chart class where she is doing very nicely. Seems to comprehend what the lessons are about & is learning to talk quite a little.

October.

Aurora has improved steadily in every way. Has read all of the First VII lessons in "Norton's Chart" & knows every word in those lessons.

She has learned to sort the colored sticks & put the pegs in the peg-board correctly. Can give the names of the following colors. — red, blue, yellow, green, orange & violet.

Can write the numbers from 1 to 5 & knows them all by sight from 1 to 10.

Aurora has made the most rapid improvement of any child in this grade, is very attentive & takes great interest in her work

& tries to learn.
She has no ear for time & so does not march at all well, altho' she has improved in that line some what.

November.
Aurora has been doing very nicely this ms. & has maker the most rapid improvement in reading of any in the chart class. She has read to lesson XXIV in "Monroe's Chart" & to IX in the new " & think she knows every word in all the lessons & can spell a few of the simpler ones. & knows quite a number of the letters.
She can pick out all the numbers from one to ten and knows each one when written on the board.

December.
Aurora still continues to be the "star" of the chart class. and is learning to speak more distinctly every day. She is a very sweet dispositioned child & tries to please her teacher.

1895 January 1895.
Aurora has been doing very nicely this ms. Has read to lesson XIX in the old chart & to lesson XIV in the new one. She is learning something every day & has quite a good memory. I have taken up the "Script" in order that she may learn to read writing & get some idea of what it is like, before teaching her to write. She knows quite a number of words now, when written upon the board & as black. white. cat. dog. Loser etc.

February.
Aurora still continues to improve. Has read to lesson XVIII in the chart & reads the most correctly & readily of any in the class. She can write the first five letters & knows the Name of each one.
She always quiet, and gentle & takes a great deal of interest in her school work.

March.
Aurora improves steadily, and learns new words nearly every day. & remembers them & the first of any in the class.
She can give the table of addition (in ms) from one to twelve & can count by twos to twelve.

April.

Aurora has been doing very well this mo. Still continues to be the first one in the Chart Class. She can write a few simple sentences as "I ~~can~~ see a dog" etc. But her letters are quite irregular. She can take the words of the "cut up" sentences & make sentences of them & works at this independantly at her seat. Aurora shows a great deal of intelligence about little things that come up in the school-room. can march very nicely now and is learning to dance.

May

Aurora continues to improve, although she has spasms that put her back quite frequently. She has read the first half of the chart, although some of the last lessons she does not read at all well.

She can write a few simple sentences & knows quite a few number of the letters in the written form.

June.

Aurora has been reviewing the Chart this mo. & can read most of the lessons in the first half. She knows the names & can write the letters from a to i and can

write a few simple sentences. Aurora talks more and articulates better than she did a mo. ago. She had one very bad spasm this mo. & for a few days afterward was quite languid but usually appears bright and very much interested in every-thing that is going on.

Can write the numbers from one to twelve and know each number when pointed out of the regular order.

Apparently 2nd
& 3rd grade

Dora W Lister.

1894 September.

Dora entered this grade the 24th of Sept. Reads fairly well in the "First Reader", although in a very hesitating manner, spells the simpler words and can write a little.

Can count to 100, and can add the simpler combinations in her head quite readily.

Dora is so very quiet, which permits her from marching in the line. She seems of a very sweet & cheerful disposition.

She knows all of the colors & can tell time, but knows nothing of Geog.

October.

Dora has read to page 46 in the "First Reader" but is a very slow reader & a very poor speller.

She really tries very hard to read & spell better & studies constantly but with poor success.

For busy work she has hemmed towels - but does not sew at all well.

Is in addition yet - & has taken up subtraction a little.

November.

Dora has read to page 60 in the "First Reader" but sees no improvement in either her reading or spelling. She seems

almost impossible for her to learn to spell any but the very simplest words.

December.
Dora has not improved at all this mo. but has been kept in the same class in hopes that she would learn from hearing the others. She seems to study her lessons & yet she never has them at all well. She is a very poor speller; when sent back to her seat to study her lesson does not or cannot get it. She has read to page 79 in her Reader, but seldom reads a sentence correctly the first time. Dora is inclined to be sly & deceitful but not malicious.

1895
January 1895.
Dora has been kept in the reading class but does not seem to improve at all. She has read to page 100 in the First Reader, and if she spells three words in the regular spelling lesson, it is quite remarkable.
In adding numbers she has improved some what adding more readily in her head.
For busy work have made her sewing on a piece

of cloth as she cannot sew well enough to make anything.

February.
Dora has been trying hard this mo. to keep up with the class, & has been reading a little better than usual, but see no improvement in her spelling.
For busy work has been sewing which she does very poorly.

March.
No particular improvement in Dora this mo. - She has read to page 126 in her reader but not at all well, and it seems an impossibility for her to learn to spell even the easiest words in the lessons; although she studies them & tries to learn.

April.
Dora has been reading somewhat better this mo. than usual, but there is plenty of room for improvement yet.
She cannot spell even the simplest words in her lessons & has no idea what a word begins with from the sound.

Rosa is better in number work than anything else. She can add the 9 numbers quite readily in her head.

May.
Cora has finished the First R- and has been reviewing it this mo. but she does not read well enough to leave it & go on.
There is only one thing that Cora does better than the others and that is in finding a given page. this she always does correctly.

June.
Rosa has been reviewing this mo. also. & has been reading & spelling. She can turn to any lesson - or having the page designated.
Cora has written all of the lessons on her slate & by this practice has improved greatly in her writing.

Rosa Zieman

1894 September.
Rosa is about the same as last year with little if any improvement. Is learning to speak Eng. very slowly.
Have just put her in the Chart Class where she is doing fairly well. - has learned quite a number of new words, and reads some of the sentences as if she understood what she is reading about.
For busy work, braided straw while it lasted.

October.
Rosa has read to lesson VII in Monroe Chart & knows nearly all the words by sight. Can distinguish & name the following colors - red, blue, yellow, orange & violet.
Rosa can count to 50 - knows the numbers from 1 to 10 by sight, but cannot write them, although have spent a good deal of time trying to teach her.
She has a habit of coming to school very near in a while with an imaginary grievance & will cry as if she were greatly abused, but when talked to & given something to occupy her, soon forgets.

November.
Rosa is doing fairly well in the Lowf class, considering her inability to speak English much. She seems to understand what the lessons are about, but it is very hard for her to remember the Eng. words.
For busy work I have been trying to teach her the "darning stitch" on the board used for that - but she is very slow about learning it - & refuses to do it at all, unless some one stays with her & tells her how to take every stitch.

December.
Rosa has been kept in the Lowf Class, although she cannot keep up with the rest. She does not learn to speak Eng. at all readily & so reads is very slow. At learning to read. She counts very well to 30 & I have been trying to teach her to make the figures. but so far she cannot make 1- even, merely makes a mark on the board & calls it the wrong way, cannot seem to associate the figures ~~to~~ with counting.

1895 January 1895.
Rosa has not improved at all this mo. in reading. She still in the Lowf class but does not learn the words - & even after having them repeated to her several times, will forget in a few minutes.
I have given her the "bird animals" ~~several~~ frequently - She will generally pick out about one animal correctly - & then sit & look into space & do nothing. She seems to think that she can do nothing unless her teacher is standing right over her.

February.
Rosa has not improved in her school work. She will not read with the others unless spoken to constantly & does not seem to learn from hearing the others read. Has been busy with the "bird animals" which seem to interest her more than anything else, when not occupied with school work.

March.
Rosa can put the simpler words together & make sentences - but will not work

independantly - will stop & sit doing nothing just as soon as her teacher leaves her.

April.

Rosa has made no apparent improvement except in number work, & she can know them by sight & can give the names from one to twelve. & has learned this from hearing the other girls name them from the board & she will correct them when they make a mistake.

Sometimes it is impossible to get her to talk or repeat anything, so it is hard to tell just how much she is learning

May.

This mo. has been spent much the same as usual with no marked improvement in anything.

June.

Rosa has been reviewing with the rest of the Chart class - but can only read the first two or three lessons - but knows a number of words in the other lessons.

She does not talk Eng. at all unless spoken to, & then seldom answers - merely sits & looks at the one who addresses her as if wondering what they were trying to say.

Mary Roberts.

1894 November.

Mary entered school the 20th inst. Can neither read nor write & cannot count beyond three. Can not speak Eng. except to say yes & no & a few common words.

Can distinguish color enough to sort the colored sticks, and put the pegs in the peg-board correctly. but does not know the names of any of the colors (in Eng.) not even black & white.

Mary sews very nicely - and seems very anxious to learn to read & write.

Her ignorance seems to be more from lack of advantages than from inability.

She was quite sick the first few days.

December.

Mary has been doing very nicely this month both in the industrial & school work.

She is very quick at picking up the Eng. words & is doing very nicely in the chart class. & has learned to write the first three letters & knows the names of them.

Can now count to ten & can write the figures from one to ten. Is very attentive &

is trying very hard to learn.
This mo. She has made an
effort for her sister, & did
it all herself. She uses very
good judgment in every thing
she does, & is always pleasant.

1895 January 1895.
Mary continues to improve
steadily — has read to lesson XIX
in the old chart & to " XIV
in the new one, although it
is difficult to understand her
as she speaks so brokenly.
She can write all the letters
in the alphabet, although
she gets the names mixed up
some what, and can write
her first name. This new accom-
plishment she is very proud
of & has worked hard to
learn the dif. letters.
But she cannot do much at
writing until she has learned to
spell better. & she has no idea
of the sounds of the letters
so am afraid spelling is
going to be very hard for
her. It is impossible
for her to pronounce some of
the letters correctly as c. j. g.
h. k etc. but looks to see
some improvement in that
line soon.

February.
Mary can now write her
full name and several
simple sentences — as —
"the black dog" etc.
Has been doing very
well in her reading, and is
learning to read a few
written sentences.

March.
Mary continues to improve in
every thing but her application.
Have started her
in "Webb's Word Method" think-
ing that with more practice
she would learn to read
faster. She can now
take printed sentences and
copy them in writing &
can read the written
sentences almost as readily
as the printed ones.
Although Mary can write
the numbers to ten — she
has no idea of numbers be-
yond five — as when asked to
bring a certain no. of balls
or other objects.

April.
Mary has read to page 35 in the
Word Method. Visited the regular
lessons in the chart, but
she simply cannot pronounce
some of the words although

she seems to know what they are.
She talks very little & cannot be understood when she does talk.
Mary writes a very plain & regular hand, but I cannot always read what she has written.

May.
Mary's greatest improvement is in her writing, and she would be able to read very well if she could only pronounce the words as she seems to know what they are. (i.e. - in all the lessons that she has taken.) & tries to speak them.

June.
Mary wrote her first letter home this mo. but had to have most of the words dictated to her, as she cannot spell & has no idea of sound. She can make all of the letters very nicely - & can copy writing
She has been reviewing the first half of the Chart & can read most of the lessons - but so indistinctly that it is very hard to understand her.
The number work is very hard for her to understand & she cannot yet count from one to ten without assistance - although she can write the numbers - but gets mixed up in their names.

Louisa Roberts.

1894 November.
Louisa entered school Nov. 20th & like her sister - can neither read nor write & cannot speak English except to say yes & no.
She can distinguish colors enough to sort sticks etc. but cannot give the names in Eng. She is very quick about little things - as putting pegs in peg-board etc. and is very observing, & think that she is capable of improving a great deal.
Louisa cannot sew, but is trying to learn.

December.
Louisa has made a very marked improvement although she is not so quick as her sister in their school work.
She is in the Chart class & is so attentive & interested that it is a pleasure to teach her. She can sew, but not as well as her sister, and has made herself very useful in the kitchen as she is so quick at understanding what is wanted of her.

1895 January 1895.
Louisa has left us in the Chart class although she does not learn to write at all readily.

although she is not as quick as her sister in learning from books she is a good deal brighter to talk to & understands Eng. better & talks plainer.
They dictated a letter home to their mother this ms. and it was Louise that told what they wanted to say. & Mary merely agreed with every thing her sister said. Louise is a good sensible girl & uses good judgment in every thing she does.
She can write the first nine letters but is apt to get their names mixed up.

February.
Louise I. has been sick for several days so got a little behind the others. She has read to lesson XVIII in the chart, and has learned to read quite a number of written words & sentences. It is hard for her to get her to understand numbers. as she seems to have no idea of numbers, even when having the objects to be counted before her.

March.
Louise is now improving faster than Mary, as she is 2 grade & much better Eng. and reads

better. She has at last learned to make all the letters although some of them were very hard for her to master.

April.
Louise is improving rapidly - especially in her reading. She has read to page 30 in the Word Method & besides the regular Chart lessons, & reads better than Mary now in fact. I find she is to talk plainer. & pronounce the words better. She can write her first name & a few simple sentences, but writing is harder for her than for Mary.

May.
Louise's greatest improvement has been in her reading, although she is learning to write very well also. Her right arm was hurt once & is now stiff in consequence which makes it quite difficult for her to write at all with it. but she is very persevering & can write her full name & quite a list of words.

June.
Louise has been reading very well this ms. especially in the Word Method, as she is just beginning to distinguish the

the sounds of the different letters & so pronounces the words more correctly.

She does not learn to spell at all, although she will know all of the letters in a word but cannot remember their order.

Louise does not write nearly as well as Mary - but is quicker to understand what is said to her. & always does the talking for them both.

1894

Katie Buck.

December.

Katie entered this grade the 17th inst. She can neither read nor write - does not know any of the letters - cannot distinguish colors, except black & white & can count to five. Seems to be a nice child - is obedient & pleasant.

1895

January 1895.

Katie was put in the "Last Class" but she has has shown no signs of improvement. She has learned to sort the colored sticks - but the pegging frame board correctly. Knows the figure 3 red. black & green. She has shown a great deal of interest in the "Sliced Animals" & has learned to put most of them together correctly.

February.

Katie has merely amused herself most of this mo. in the usual way, and see no improvement in the literary line.

March.

Katie has made a decided improvement this mo. Can now read a few of the simpler sentences - & can take

the separate words & make them into sentences – if she has a copy of the original sentence before her. & works at this independantly which is quite an improvement for her.
I can asked to bring me three balls can do it. But beyond that has no idea of number.
She is a very bashful child & speaks in a low tone but think she is capable of making a great improvement after she gets over her bad shyness somewhat.

April.
Can see no special improvement in Katies this mo. Am trying individual work with her, & have started her in "Webbs Word Method" & with the first few lessons she has been doing fairly well.

May.
Katie continues to improve very slowly, badly enough to make any mention of.

June.
Katies has been reading in the Word Method, & has been doing better work than when in the class.
Have found that she needs individual work as she is too shy to do much in the class. She can read the first few pages very nicely.

1895

Isabella Neshein

March.
Isabella entered School the 22nd inst. Was born in Old Country & went to School there about a year. But has never been to an Eng. School. So consequently does not speak Eng. at all.
Seems to be a very good girl & understands quite well. She could not even give her name & of course can do no kind of School work. She is very kind to her little sister & if takes most of her time & attention to regulate her sister who cause at the same time.

April.
Isabella has commenced to improve already & is trying to learn Eng. She can count to ten and has learned a few words. But she is extremely shy & reluctant to speak.
She can do plain knitting & has made a wash-cloth this mo. & seemed to enjoy doing such work.
She feels the responsibility of her sister & keeps an eye on her almost constantly.

May.

Isabelle has improved a great deal this mo. & has read to page 23 in the Word Method.

She talks and reads in a very low tone which makes it quite difficult to understand her.

For busy work she has been knitting & watching her younger sister. the latter taking more time than the former.

June.

Isabelle has read to Page 32 in her book, & knows the words thoroughly although it was all new to her, and speaks the words very distinctly considering her Norwegian descent.

She never talks unless spoken to & then answers in monosyllables

Gertrude Nesheim.

1895

March.

Gertrude or "Trua" entered school the 22nd inst.

She has never been in school - as is very apparent from her actions & can not speak Eng. although she seems to understand quite well.

She is very restless and will not stay in her seat - but wants to wander around the school-room. - makes a peculiar noise with her lips & kicks her feet against the desk to make more noise.

April.

Gertrude has been some what quieter in school, & has kept her seat better.

It is very hard to find any thing that will interest her as she cares nothing about the colored cards or Picture-books & will not even look at the latter when having the Pictures shown to her. Will string the beads a little while but soon tire of them.

One day in having some of the Sheep animals put together for her, she showed particular interest in the dog & cow, & repeated the names after hearing them over, & on having the cow brought in from the "Object Room"

looked it all over with a great deal of interest, repeating over to herself several times. & she has remembered the names of those two animals but none of the others. probably because she had seen them at her home.

May.

Ina has been a very good girl in school this mo. and seems more contented.

She does not learn to talk Eng. at all readily & it is very hard to get her interested in any thing.

June.

Ina has improved a great deal in deportment & making no disturbance in school. She has learned a few Eng. words - & knows the words cat & dog when she sees them written. Ina marches in the line much better than she did - & is not so petulant.

Maud Hawkinson

1895

June. 3rd.

Maud entered school the 3rd of June. She is a nice appearing girl, and talks quite intelligently, but seems to be quite bashful.

Reads & spells fairly well, but in a very hesitating manner.

She can write the numbers from one to thirty, and can add a little.

Writes a very plain hand, but not independantly enough to write her own letters.

June 27th.

Maud has been doing good work this month. Has taken up addition & subtraction both of which she understands & does correctly, although the latter was entirely new to her.

She has been quite home-sick - & cries very easily especially when any of the children told her that she couldn't go home this vacation as some of them did.

Maud is a nice obedient girl & takes a great deal of interest in her school work - when she is not home-sick.

Clara M. Stewart



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