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Version 3
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School Report 1891-92.

Grade 1.

Large Girls.

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Grade 7. Large Girls.
Name of Pupils for the Year of 1891-92.

Asmundson, Anna
Andreen, Ellen
Brundage, Kate
Bygne, Lillie
Blauvelt, Anna
Bennett, Eliza
Carlson, Christine
Christie, Minnie
Dunn, Mary
Dill, Carrie
Dickey, Grace
Locke, Anna
Johnson, Anna
Klotka, Mary
Lauderdown, Laura
Martin, Pearl
Owens, Nellie
Pierce, Mary
Porter, Mary
Pohl, Mary
Rausch, Lizzie
Remick, Bertha
Russell, Hannah
Scott, Retta
Schumaker, Lena
Stewart, May
Thorson, Sophia
Worthington, Lucy

School Programme for the Year 1891-92.

First Division 8 30 to 11 15

8 30 9- Numbers
Pearl Martin
Mary Dunn
Lucy Worthington
Anna Anundson
Kate Brundage
Eliza Bissett
Sofia Thorson
May Stewart
Mary Kottka
Christine Carlson
Lillie Byrne
Mary Pierce
Mary Portner
Mary Pohl

9- 9 30 First Reader with Language from Tablets etc.
Pearl Martin
Mary Dunn
Lucy Worthington
Anna Anundson
Kate Brundage
Eliza Bissett
Sofia Thorson

9 30 10- Second Reader with Language from Tablets etc.
Mary Pierce
May Stewart
Lillie Byrne
Mary Kottka
Mary Portner
Mary Pohl

10- 10 30 Recess

10 30 10 45 Writing
Pearl Martin
Mary Dunn

Lucy Worthington
Anna Anundson
Kate Brundage
Eliza Bissett
Mary Pierce
Lillie Byrne
Christine Carlson
Mary Kottka
Mary Portner
Mary Pohl
May Stewart
Sofia Thorson

10 45 11 15 General Exercises
Pearl Martin
Mary Dunn
Lucy Worthington
Anna Anundson
Kate Brundage
Eliza Bissett
Mary Pierce
Lillie Byrne
Christine Carlson
Mary Kottka
Mary Portner
Mary Pohl
May Stewart
Sofia Thorson

First and Second Division 11 15 to 12 15

11 15 11 45 Geography
Lucy Worthington
Pearl Martin
Mary Dunn
Anna Anundson
Kate Brundage
Eliza Bissett
Sofia Thorson
Mary Pierce
Lillie Byrne

Christie Carlson
Mary Kottka
Mary Portner
Mary Pohl
Mary Stewart
Retta Scott
Anna Jones
Lizzie Rausch
Lena Schumaker
Bertha Rennick
Hannah Russell
Anna Blauvelt
Nellie Owens
Carrie Bell
Grace Richey
Laura Vankdoren
Minnie Christie

11 45 12 15 Object Lessons
Pearl Martin
Mary Gunn
Lucy Worthington
Anita Annibudson
Eliza Bennett
Sophia Thorson
Kate Brundage
Mary Pine
Lillie Byrne
Christie Carlson
Mary Kottka
Mary Portner
Mary Pohl
Mary Stewart
Retta Scott
Anna Jones
Lizzie Rausch
Lena Schumaker
Bertha Rennick
Hannah Russell
Anna Blauvelt

Nellie Owens
Carrie Bell
Grace Richey
Laura Vankdoren
Minnie Christie

Second Division 1 30 to 3

1 30 1 45 Numbers
Retta Scott
Anna Jones
Lizzie Rausch
Lena Schumaker
Bertha Rennick
Minnie Christie
Hannah Russell
Anna Blauvelt
Nellie Owens
Carrie Bell
Grace Richey
Laura Vankdoren

1 45 2 General Exercises
Retta Scott
Anna Jones
Lizzie Rausch
Lena Schumaker
Bertha Rennick
Minnie Christie
Hannah Russell
Anna Blauvelt
Nellie Owens
Carrie Bell
Grace Richey
Laura Vankdoren

2 2 25 Third Reader ~~2/3~~ Language from Tablets etc.
Retta Scott
Anna Jones
Lizzie Rausch
Lena Schumaker

8

Bertha Penwick
Hannah Russell
Anna Blaywell—
Minnie Christie

2 25 2 45 Fourth Reader 2 to 2 Language from Tablets etc.
Nellie Owens
Carrie Gee
Azza Dickey
Laura Gaskedown

2 45 3- Writing
Retta Scott
Anna Jones
Lizzie Rausch
Minnie Christie
Vena Schumaker
Bertha Penwick
Hannah Russell
Anna Blaywell—
Nellie Owens
Azza Dickey
Laura Gaskedown
Carrie Gee

Class Report - Sept 1st to Jan 1st 9

First Division 8 30 to 11 15

8 30 9- Number Class
This class had to be divided into three. Mary Poduer, Lillie Byrne, Mary Pohl and Mary Bird in the A. class have done the best work. They are able at this date, Jan 1st, to work out mentally such examples as the following.
If I gave you 1 dollar and sent you to town to buy me two yards of cloth at 10 cts. per. yard, and three yards of lace at five cents per. yard how much would you give for cloth and lace and how much money would you have left? - Or -
If you had one dollar and spent half of it, and then earned twenty cents more and then someone took away five from you, how much would you have? - or - What is half of fifty, plus ten, minus five etc. etc.
Mary Poduer made this class, Mary Pohl is next best, and Lillie Byrne next, unless stupified by consultation. Numbers seem very hard for Mary Bird.

Anna Anundson, Kate Brundage and Christine Carlson in the B. class are working similar examples, but cannot use numbers higher than ten, while Hattie Koutka, Pearl Martin, Mary Quinn, Ruby Worthington and Eliza Bissett in the C. class do not use numbers in this way about five.
Mary Stewart will probably be placed in the B. class in a short time, as she is quick and interested. With Sofia Thorson individual work will have to be done for some time. Some of these girls are much

quicker to think an example out than the others are. Anna Amundson leads the B. class and Pearl Martin the G. class. Besides mental examples each class is given examples to work on board or slate, and has practice in writing numbers. I have not time to call each class before me for mental work every day. Some days all the time is taken up with one class then again the half hour is divided between two classes. But, unless a girl has to spend all her time on a lesson which perhaps she did not have the day before, or is writing a letter, or doing some other work which I think of more use to her at the time, then she is given some work in numbers every day.

9- 9.30 First-Reader with Language
This class had to be divided also, as I found some of the girls not able to keep up with the others in reading. Pearl Martin, Eliza Bessett, Anna Amundson and Mary Dunn in advanced class are nearly through their books as a result of the fourth months work. Pearl Martin leads the class in writing sentences from one or more words in reading and in spelling. But when it comes to reproducing a story Mary Dunn takes the lead i.e. in telling a story. She cannot write out. Eliza Bessett is perhaps more ready than either of the others in correcting a sentence. Anna Amundson has more application than either of the other three, and would do much better work I think were it not for defective eyesight. Both

Anna Amundson and Eliza Bessett 17
have a nervous jerky way of reading which they are trying hard to overcome.
I found Kate Brundage not able to keep up with the class in reading. As a speller she does as good work as any. I give her short reading lessons, and have to keep a constant watch over her, or she will not get them. I ask her to read every sentence in her lesson five times, and to put a mark down on her slate every time she has read one through. I encourage in this way to get considerable work out of her.
Lucy Worthington I cannot trust to study at all i.e. at her desk. I send her to the board every day to write out both reading and spelling lesson or else have her sit by me and write them out on slate.
Sofia Thorson having been in school but a short time, and able to speak but little English, has to be given individual work altogether.
I call all the First-Reader girls to class together, for it encourages the backward ones to feel that they are still in the class even though they are not reading the same lesson. Then too, they have the benefit of explanation of story, of the construing of sentences etc.

9.30 10- Second Reader with Language
Mary Pierce leads this class in reading. Lillie Burns and Christine Carlson come next. Mary Pohl would be a good reader were it not for an impediment in her

speech. Mary Portner is a poor reader, though she understands what she reads and can reproduce story better than any other girl in class. Mary Kostka is a careless reader and not a good worker. She has often to be put back in the First Reader or otherwise punished to get any work out of her. May Stewart is doing as good or better work than I expected of her. She had not much idea of studying when she first came, but now is applying herself to the work in hand with considerable vim. She is quick, and I look for considerable improvement in her. Mary Pierce, Lillie Byrne, and Mary Pohl can reproduce a story fairly good shape but do not write as long a story as Mary Portner, while Christine Carlson and Mary Kostka cannot reproduce story at all i.e. they cannot write it out. If questioned they will talk of lesson, but they do not read as understandingly as others and are very slow to think. We class read one lesson a day.

10 30 10 45 Writing

This time is devoted to writing in copy books, by girls who can handle pens, while those who cannot are given work at board or on slate. In regard to letter writing I would say that Pearl Martin, Mary Pierce, Mary Portner and Mary Pohl bring me the best letters i.e. there are fewer corrections to be made in their letters, than in those of the other girls in this Division. Mary Pohl is not a good writer and I have always sat by her as she copied her letter to keep her from writing so irregularly as she is apt to do, and to watch that she has not too much ink on her pen, hoping that in time she will learn to be neat and careful.

Lillie Byrne could do much better work than she does were she not always in such a hurry. Mary Kostka comes next. Then Kate Brundage. These girls often have to copy a letter again and again before I will send it out. They have quite an idea of composition, but are very careless writers. When Lucy Worthington writes a letter, one must draw her out, asking her what she would like to say and then telling her of different ways in which she might say it. But this way she manages to get a letter down on slate. Once in a great while she will copy a letter alone but as a rule I have to watch her. She is a pretty good writer. Christine Carlson has quite an idea of what she wants to say to her absent friends, but gets into a great pet when it comes to putting it down in black and white. However I think she will be able to write a letter before the year is over. Anna Annundson is extremely nervous in writing, making her letters very uneven. Then too I feel that she cannot see well enough to keep on the line though that fault may be due to nervousness also. May Stewart knew a part of the small letters when she came and is fast learning the rest and the capitals. As for Eliza Bissett and Mary Quinn - they are slow, very slow. But I feel discouraged that they will be able to yield something because they work so faithfully. Sofia Thorell has of course only just made a beginning, and I have not any idea of what she may do. She is not a willing worker and is determined not to learn English if she can help it.

14 10:45-11:15 General Exercises.
This time, if not taken up by some class work which I have failed to get through with earlier in the day, is devoted to exercises such as writing Roman numerals, learning to tell time, to name and spell the days of the week, months of the year, seasons etc. It is a half hour much enjoyed by the girls as it brings in a variety of work.

11:15 12:15 First and Second Division in Geography and Object Lesson

11:15 11:45 Geography
In Geography both divisions of the school work together making twenty-six girls in all. I find the First and Second Reader girls at recitation, if not more so, in this work, than the Third and Fourth Reader girls. Each girl that can draw at all has drawn a map of the school-room, indicating by dots or otherwise, the desks etc. in room. They have been taught the directions on map, and to tell in what direction one object is from another in school-room. Then what rooms are next to our school-room if any, on either side, and what next to the adjoining room and so on throughout the Institution. We have talked of the government of our Institution, of who was at the head of its different departments, its different rooms, and this has led up to our own State of Minnesota, its division into counties and how governed. We have learned of the country surrounding Faribault - high lands - low lands & hills valleys - bluffs - ravines, of what water we find about here - rivers - creeks - brooks - lakes - ponds. Then we have talked of artificial lakes, of fountains, of cisterns and wells and the difference between hard and soft water. We have tried to get some idea of distance by the long drives we have taken and still we were in Rice county. Then have talked of how long it would take to drive across all the counties in the State. Of the world in general, we have learned only of its form, its division into Hemispheres, its largest divisions of land and water how many of each and what called. We have learned what two continents are on the Western Hemisphere, on which one we live and of its divisions into Canada United States and Mexico.
We have talked of our free government and of the chief Executive of the United States. of our first President and why he became President. A little of Your countries history has been brought in wherever it seemed but, and would add to the interest of the lesson.

11:45 12:15 First and Second Division in Object Lesson.
See Miss Baker's report

Second Division 1:30- 3-

1:30 1:45 Number class
This class had to be divided as many of the girls could not keep up with the third exapling in writing numbers. Hannah Rudsell, Anna Blanchett, Nellie Owens, Carrie Lee, Grace Hickey, Minnie Christie and Laura Vandeborn in the A. class are doing the best work. They are working out mentally such examples as the following. The end

of the school-room is 30 feet long. There are two doors in the end each 4 feet wide and the rest of the distance is filled with blackboard. How many feet are filled with blackboard? (Ex) -
I gave you a purse containing $2.00 and sent you to town to purchase for me five yards of cloth at 15 cents per. yard, and three yards of lace at 14 cents per. yard. How much would you give for cloth and lace and how much money would you have left?
Given slate and pencil, the girls can work out similar examples using larger numbers.
In the next class are Retta Scott, Anna Jones, Lizzie Rauch, Lena Schumaker and Bertha Renick.
These girls have very little idea of numbers and cannot use combinations to 10 and Bertha Renick does almost nothing in mental work. They can all read and will number in thousands, but cannot reason. I have not time for each class every day; so one class comes one day the other the next and so on, only I take them from some other work.

145 2- General Exercise
This time is occasionally devoted to number work. When not taken up in this way the girls are drilled on telling time on spelling words which they often use and frequently misspell.
We sometimes have talks upon capitalizing and punctuating the home letters which are being thought up for Saturday. Many of the girls seem to forget that every sentence in a letter should be as carefully written as though they were performing the daily Language lesson.

2- 2nd Third Reader & Language
I had to divide this class, placing Lena Schumaker, Bertha Renick, Anna Blansett and Minnie Christie in one as the other girls were not able to keep up with them. This advanced class are now nearly through their reader. Anna Blansett leads the class in reading and Bertha Renick comes next. For an exceptionally good lesson both these girls are rewarded by a lesson with the Fourth Reader class. Both Anna and Bertha have a pretty good idea of the meaning of words and read understandingly. Anna is rather the best in reproduction of stories. Minnie Christie reads hurriedly and often repeats a word two or three times. Her Language work is not very good, though much depends on whether she is having composition or not. Lena Schumakers reading sounds well but she does not understand what she is reading, so cannot reproduced a story. I have spent more time with her trying to get her to comprehend the lesson, than with all the rest of the class put together.
In the next division of the class Anna Jones is the best reader, Hannah Russell the best speller and Retta Scott next, Lizzie Rauch is coming up slowly and may do good work in time. These girls read only three or four paragraphs a day and spell six or eight words

2 25-2 45 Fourth Reader & Language

Nellie Owens, Carrie Bell, Grace Hickey and Laura Landown make up this class. They are all good readers and good spellers, and all excepting Carrie Bell reproduce story or do other language work in good shape. Nellie Owens being a foreigner has rather a peculiar way of expressing herself.

2 45 3- Writing

This hour is not always devoted to writing, as most of the girls in this division are neat writers. Those who are not have the daily practice, but the rest are often given other work.

I find very few corrections to make in the letters of Bertha Reinick's writing. Laura Landown and Grace Hickey are careful writers also.

Nellie Owens Anna Blanvelt and Retta Scott are always in a hurry and so make many mistakes. Are careless in capitalizing and punctuating.

Carrie Bell hasn't an idea of her own hardly, though she is a very pretty writer. Lizzie Rauch and Anna Jones need considerable help in writing a letter, though they are good writers and will become independent in kind & think. Lena Schumaker is a poor writer and I cannot bring her to copy a letter alone. All the other girls in this division copy their letters alone after they have been corrected.

Minnie Christie's composition is not good as she repeats so much beginning nearly every sentence with "I thought I would tell you" &c. Hannah Russell writes a pretty hand. She has no friends to correspond with.

Individual Report- Jan 1st to June 30th

Bi-monthly

Ammungdson, Anna

Jan. 14th As Anna is very anxious to write a letter, I have been giving her special attention in that line the last two weeks. She is trying to write out on her slate. I have to suggest to her what she might say, and tell her of different ways in which she might say it. She is making great efforts and I am in hopes will be able to write well enough to send a letter out before the year is over. She reads one lesson a day from Harper's First Reader, spelling the words given for spelling with each lesson. Writes numbers, or is given some mental work in number every day.

Jan 30th Anna succeeded in getting a letter together on her slate. I wrote it as plainly as possible on paper and then gave her my copy to copy from. She copied part of it a week ago today, and has struggled with the rest of it ever since. I shall have her recopy it again and again, or else write another out for her to copy, until she can write one which is legible. Other work about the same as when last reported.

Feb 13th Have been trying to get Anna to read more carefully lately, by having her count one, between each word. This seems to throw her off from her habit of guessing what the next word is, and she looks sharply

to see what it is before attempting to pronounce it. She usually reads one new lesson every day, unless they are too long. One page or a page and a half on their last lesson in book in hand as much as she can manage.

Feb. 27th At this date Anna with the others of her class is back in the first part of her reader for review. She cannot write well enough to reproduce story on slate or paper, and for practice I am having her write both reading and spelling lessons every day hoping that in time she will be able to change the wording of a bit a little. She is coming up a little in number work. Is much interested in the Geography lessons and Picture Stories.

March 12th Anna still writes out her reading lessons in full every day. I find that she is not only being helped in her writing by so doing but that it also helps her reading. She is working faithfully in all her studies.

March 28th Anna has written a couple of letters on her slate in the last two weeks, not without much help however, but she cannot copy them with pen and ink. She becomes very much excited when she tries to, and does not follow the lines and makes bad work of it generally. She reads much better than she did three months ago, but it is really pretty

in her reading now and easily confused.

Apr 16th I have come to the conclusion that Anna never will read well or be able to write with pen at all unless something can be done for her eyes. She seems to be extremely near sighted. She works hard and does not get discouraged.

Apr 30th In the last two weeks I have had Anna devote considerable time to number work as she needed to be ready for a push. She can count write given numbers in thousands and add where there is carrying to be done. She has been reading about one lesson a day, and has had practice in writing though I have not had her devote as much time to writing lately.

May 14th Finding that Anna's eye trouble cannot be helped in any way I have about given up the hope that she will ever be able to write well enough to correspond with her absent friends. Certainly the girl is bright enough and has worked hard enough to accomplish much. I shall keep her at work still. She keeps up her interest in Geography, and in fact in every thing

May 28th I have been having the girls

writ- from to down to one latly.
At- toda a grad- puzzll to Anna
at- first- and she is not- always
sure of her footing now.
She has gained considerabl confi-
dence in reading- speaks in
stronger tone and with- much
less hesitation. Her work has been
pretty good all the month.

June

I cannot- say that- I feel satisfied with
Anna's progress during the year.
I had hoped for more. But perhaps
she has made as much as I should
have looked for had I known the
extent- the seriousness, of her eye
trouble. She can write fairly well
both- small and capital letters with-
out- copy. But- in writing words,
if she lifts pencil from slate or
paper her letters are either too far
apart- or else overlap. She does
not- seem to get well enough to
join them. She has quite an idea of
composition and has written many
letters on her slate. She is reading
now in the last- part- of Hatfield's
First- Reader, and I should say it-
would be advisable to place her in
the Second Reader another year, rather
than to give her a supplementary read-
er. She comprehends what- she reads
though she is not- a good reader,
but- she is studious and would find
the stories in Second Reader so much
more interesting than the simple
First- Reader lessons that- I feel
she would work harder and so ad-

vance more rapidly. She reads much
better some days than others, her
good or poor reading seeming to
depend largely on her surround-
ings, or the condition of her nerves
Perhaps I might say. For in-
stance if the girl sitting next to
her, is tapping her foot or mak-
ing any restless movement,
Anna will read in the most-
lawless fashion, apparently, and
when reproved may take the
exclamation will come. "Well! if
Mary would only keep still
I could do something." Then quiet
restored the reading goes on much
better. She is always busy at-
her desk, and is not- much dis-
turbed by outside things. It- is
only when she is in class,
where she wants to do her best-
that- she is so easily annoyed.
She remembers well the Picture
Stories- could not- tell of one as
glibly as many of the other girls
but is always ready with her
answers. The same can be
said of her in Geography. She
is very attentive when a new
story is being told or a new Geog-
raphy lesson is being given.
But as soon as she feels that- she
has it- all, I notice her busying
herself about- something else while
the lessons are being repeated from
day to day for the next recitation.
Girls, I do not- always let-
her keep this other stock but-
it- shows her disposition to im-

prove every moment. She can write numbers from 1 to 100 or from 100 back to 1 and will write any given number in thousands. She knows how to build the tables in addition and can add easy sums where there is carrying to be done. For her mental work I have not used numbers above 10, For instance I will give her such examples as the following. If you had 10 ct. in your pocket-book and I sent you to town to buy me a spool of thread for 5 ct and a pencil for 2 ct. how much money would you spend and how much would you have left? She can tell time from a large dial, but does not see well enough to count the minute from watch or small clock. For form she is about as broad as she is long, and she has an awkward walk swaying from side to side with extended feet. But in spite of this, she steps quickly and lightly. is one of the quiet girls in the room. Her face is rather pleasing, though her skin is rough and red, and the features large. She is usually good natured, but has a pretty fiery temper when aroused. Taking her all in all, she is a very interesting child to work with.

Andrews, Ellen

March 13th Ellen came in school last month. She could read well enough to be placed in the Third Reader, write numbers to hundreds and write all the small letters, though not neatly. I do not think she had ever done much in the way of language as we teach it. She said that she wrote a letter once but some one had to tell her what to say and then it was not nice. At this date she is doing pretty good work. She is learning to make the capital letters, is building sentences from one or more words as a formation and making attempts at letter writing. She has a pretty good idea of numbers and will be out of the last in that work in this Division. She is not a good reader, being nervous and jerky in her pronunciation of words. She has to work pretty hard to learn the spelling lessons. She is attentive to the work in hand and so gets much good from the Geography lessons and explanation of Picture Stories.

March 28th Ellen improves all the time. Her writing is considerable better than when last reported, and I think she will soon be able to write her own home letters. I do not have her read more than three or four paragraphs a day.

April 16th Ellen has written a letter on her slate without help, since last reported. Her

were many corrections to be made in it - but - taking every thing into consideration it was pretty well done. She is enthusiastic under her work and continues to improve in every way.

Apr. 30th Ellen has copied her letter several times in the last - two weeks and to day made a copy which is handed in with the rest - to be sent away. She has been working in addition and subtraction using numbers in thousands or lakh. I have not been able to increase the length of her reading lessons though she is reading with much more ease than at first.

May 14th I find Ellen becoming more and more interested all the time. She is reading particularly well for her mode. I think much of her poor reading has been due to nervousness. She is working on the multiplication Table and doing easy examples in multiplication. Has practised in writing every day, and is writing a little better. Is not making as much improvement in this line of work as in others. She has a nervous hand.

May 28th Ellen's second letter which was written yesterday was a decide improvement on her first. However I watched her as she wrote this while on the first - she had no help i.e. in copying. She is inclined to write too fast - gets nervous

over it - and so writes unevenly. Her work has been good all the month. She has taken up reproduction of stories

June Ellen has made an unusually good record from almost - the first. I think she has the brightest - mind of any girl in this grade. She seems to be more evenly balanced doing one thing about as well as another. Most of the extreme nervousness which characterized all her work at first - has worn away. I think much of it was due to embarrassment - from being among strangers, for she is naturally very shy. If strangers come into the room mode - when she is reading, I notice she used a little nervous cough that she used to give, and which spoiled her reading, coming in before words that - she is not quite sure of. She is a much better reader now than the other girls left in her class. Four of the girls that were in Third Reader when she entered class have been placed in Fourth Reader, and I shall push her as fast as possible to get her in with them. There is pretty poor material in the Third Reader with the exception of Ellen, and I feel that - her reading lessons would be much more interesting to her had she more to compete with and could she take a pride

in her class. I have had to urge her a little in this study. She is a fairly good speller. Her language work from day to day has been principally correcting of sentences or building sentences from words chosen from her reading lesson. There has been but little done in reproduction of stories. She has a good idea of composition of letters, her home letters now being entirely her own. She does not write a neat hand. I do not have her write in copy book. She knew the small letters when she came but could not join them well and the capitals she had to learn; so I have had her copy from copies which I have made for her until now she knows how to make all the letters.
Her nervousness shows more in her writing, I think, than anywhere else. She does not form her letters well yet. In writing letters she sometimes makes mistakes in the way of capitalizing etc. But if her attention is called to the fact that there is a mistake in her letter she can usually find it without having it pointed out to her. In numbers she is good. Knows nearly all the multiplication tables and is beginning to work easy examples in long division. I refer to the timid, shrinking ways again, which were painful when she first came. I feel that the child at

present must have been treated unkindly inside from home, else she never would have grown so terribly worked up over every little thing as she did. She seemed to be on the lookout for fault-finding on my part, perhaps harshness, but as time and took any particular notice of her little errors she soon grew quite at her ease and took up all her work with enthusiasm. Her shyness has added to her prettiness now.
Possibly her movements are not as graceful as they would be were she less afraid of attracting attention. She is a very interesting and lovable child, having a sweet disposition, and being an attentive, earnest worker.

Brindage, Katt

Jan 14th I have been drilling Katt on reading numbers, more than upon any other one thing the last week or two. She has been as likely to read from right to left, as from left to right, calling page 46 in her reading lesson page 54, for instance. She knows better it is just one of her many careless habits. She reads about in First Reader, not being able to keep up with rest of class.

Jan. 30th Katt is home, at this date.

Feb. 18th When told that it was her Saturday for letter writing to day, Katt said after struggling with her letter for some time. "I was home so long this Quick, I think I have forgotten how to write". I told her if such was the case, it would be better for her never to go again, and the letter was continued without further grumbling. It is any thing for an excuse with Katt when it comes to letter writing. She is coming up in numbers work, and is applying herself to the task of learning her reading lesson with a little better grace.

Feb. 27th Now as the advanced Third-Reader girls are to review their book, I have placed Katt in that class again, hoping she will be able to keep up with them. Her language work every day will be to her pro-

duced story. She is much interested in the Phonography lessons and remembers nearly all the Picture Stories.

March 12th Katt is doing as good work as most of the girls in the First-Reader now. But the lessons are very easy. As they become harder she may have to take shorter lessons again. I think though that she is growing quite ashamed of being always the backward one, as she does not need nearly as much urging as she used to.

March 28th Katt does not often miscall a number now, but she cannot write to be left alone; so I have been giving her drill on writing numbers lately. She shirks a great many times when she cannot think what comes after 69 or 89, for instance. She is reading and spelling very well, taking one lesson a day as a rule. She is improving in writing and keeps up her interest in the Phonography lessons and Picture Stories.

Apr 16th There is nothing special to be said of Katt at this date. She is working pretty well, but there is room for much more application. She has frequent headaches etc (?) when a lesson is particularly poor. But looking back, I can see that she is working very much better than she did a few months ago.

Apr. 30th Kate can now write number to 100, and add easy sums. Am trying to teach her to carry, and am drilling her considerably on telling time. She is not always sure of the time now. As her reading lessons grow longer she is not able to reproduce the story to any great length but will tell a little from day to day.

May 4th I think I can safely say that Kate can tell time now, though were I not drilling her every two or three days she might forget again. She is improving a good deal in writing and in reading.

May 26th Kate has managed to keep up with her reading class as they have reviewed their book. We are now on the last lessons and she is reading them quite well though she has to put a good deal of study on each. She has started to drill from 100 down to 1. This exercise was a great puzzle to her at first.

June Summing up Kate's work for the year I find that she has accomplished much more than she did last year. But she could have done much more had she only applied herself to the work in hand with as much earnestness and enthusiasm as she puts into the tying of a bow etc. Kate is such a consummate

little piece of vanity, that she will stop her work on any lesson to polish up a finger nail or to arrange her bangs, if she happen to think of it; and I dare that I have not my eye on her at that particular moment. However I do not have nearly as much trouble with her in that way as I did a year ago, and she does not try to hide her ignorance as much as she used to. I think she had been encouraged at some time to cover up her mistakes. It has been very interesting to watch her trying to slide out of things. She has been pretty cute at it and good graceful. In singing from book Kate excepts for not knowing the words in her eyes - it is "Why my eyes feel so badly this morning I cannot tell" etc. and the words are usually accompanied by wide open eyed looks, and coquettish little twists and turns as she takes off her glasses and begins to polish them, making little rubs at her eyes during the process.

But I think she is beginning to believe that what a girl knows is of a little more importance than how she looks, and in time she may become quite a worker. She cannot bear to be thought stupid, that is why she tries to cover up so much. She is very fond of admiration, and is fully aware of her pretty face, and has learned many little tricks of expression to make

it more attractive. Her walk bespeaks self-satisfaction. She always had a jaunty walk if I may so speak of it but as a dancer she was a little stiff when she first learned. Now she is quite graceful, dancing easily and lightly her tiny feet keeping perfect time to the music. As to her school work she is reading now the last lesson in Harper's First Reader and is reading pretty well and usually has her spelling lessons. I think we might venture to place her in the Second Reader another year. She has made a decided improvement in letter writing her letters look so much better than they did a few months ago. I have to caution her before commencing a letter on her slate not to make mistakes, but to ask me when she does not know what to do, else she forgets to capitalize etc. She is not a pretty writer - her capitals are peculiarly poor. She holds her pen too tight - so tight that her hand gets very tired even in writing a short letter. It is surprising how hard some little things are for her. For instance, it was a long time before she could tell m from w, or b from d. In writing m or w she would say to me "Miss Finch is it three scallops or two"? Or if making b or d she would ask if it was the one that began like ban, a. She had much trouble

in remembering which was her right hand and which her left. I told her over and over again but all to no purpose. I tried to have her remember that it was her right hand which she used most, but in her pocket etc. But no! Miss Kate could not remember and only wept every time the question came up. At last I thought to tell her that her right hand was her writing hand. She stayed she held her pen with, and the long struggle was over in less time than it takes to tell it. I thought she never would learn to tell time, but at last she has it. She cannot tell at a glance, but has to count the minutes 5 - 10 - 15 - or 6 - 10 - 11 - 12 etc. She can now write numbers from 1 to 100 or from 100 back to 1 and can write any given number in hundreds. For her mental work I have not used numbers higher than 10. In Geography she is good and she can give a good description of the Picture Stories. She is a most trying child to teach though very interesting. She does not grow angry when reproved, but cries and throws herself on one's mercy. She displays more fire when aroused by jealousy than in any other way. She is very jealous of my attentions to others and is also jealous of the friendship that some of the girls show for others. She and Nellie Owens have

many little storms because of this spirit - being each jealous of the other in singing, playing, and looking their best at the dance. But they are warm friends for all. Kate is usually the spirit - to make apologies as she has a tender little heart and is always anxious to forgive or be forgiven and have matters smooth again.

I think Kate is usually truthful though she has been known to tell a falsehood when she was pretty hard pushed.

It does seem that much might be done for her, and yet I fear she will forever be particularly different - from what she is now.

Byrne, Lillie

Jan 14th " I am having Lillie devote much time to reproduction of stories and other language work, hoping that her little writing will come right by so doing. She is very careless in capitalizing and punctuating. She is reading one hour a day from Harper's Second Reader, and usually has a good lesson. In Geography and the Picture Stories I do not find her as interested as most of the other girls, and number work she grows impatient with unless she can see the point at once.

Jan. 30th " I find Lillie's language work from day to day coming up a little. She has one great fault which she is trying hard to overcome i.e. writing words partly on one line partly on another, and not dividing them according to syllables. She has done pretty good work during the month, particularly in reading and spelling.

Feb. 13th " Lillie is becoming very irritable again and is unwilling to do any kind of work. I hardly know what to do with her. Sometimes the very thing which I think may help her in good humor, only makes her all the worse. She has come to her classes with the rest, but working under protest as she has, there is no progress to report.

Feb. 27th " At this date, Lillie is showing con-

siderable interest in her work again. She is doing pretty good language work. Does not will at much of a story as most of the girls that attempt that work in her class, but her work is in much better shape than it was two months ago. She is reading now the last lessons in Harper's Second Reader. In number work, is doing examples in addition, using numbers in hundreds and ones and learning to count United States money.

March 12th Lillie has finished Harper's Second Reader, and has been given a natural history as supplementary reader. She has been doing pretty good work, though she is not as interested as majority of the other girls. Tell her of this fact and she will fly into a rage. When she loses her place in class she is usually furious and seems to think that an unfair advantage has been taken of her.

March 28th In numbers, Lillie is doing better work. I think she is beginning to understand that she cannot be given any more time or help than the rest of the girls in her class and is ashamed to be always the backward one. She is reading and spelling well, but is not interested in the work given orally and so does not get much good from the Geography lessons etc. Her Language lessons are better.

Apr. 16th Lillie has been ill natured again the last few days and that means no work from her, excepting what she has been compelled to do. We have taken up subtraction and are doing some little mental examples where there is multiplying to be done. She reads one lesson a day usually.

Apr. 30th Pt - it very hard for Lillie to subtract - where some of figures in subtrahend are larger than those in minuend. I have been drilling her about every other day since last reported and still the is puzzled. She is doing fairly good work in other studies.

May 4th There is not much to be said of Lillie at this date. I am having her work a little in multiplication, though she has not yet learned to subtract. Some days she can get things straight then again she is all mixed up. Her home letters are much better than they were a few months ago.

May 28th Lillie has been out of school for a few days. Her school work has been much broken in upon by sickness, and some days she has been very irritable and so contrary that not much work could be gotten out of her.

June I wish I could say more of Lillie's

work for the year. Taking it all in all I can see that she has made considerable progress. There could be much more done for Lillie had she not such an ungovernable temper. Sometimes I feel that it is a waste of time to teach such a girl, for I suppose she is bound to lose it all in time if the convulsions continue. She is an inattentive child and so loses much of the talks upon Geography and the Picture Stories. I cannot make her give attention as I can the other inattentive girls. She is so contrary at times, that if I reprove her she will turn square away and ignore everything.

This takes the attention of the other girls, for she usually makes up faces for their benefit, or does any other thing which she can think of to break up the work in hand. She seems to enjoy making herself conspicuous, and if she cannot do it in one way will in another. She often appears great mirth, and as often appears sickness watching people through the half shut eyes to see what they think of it. Offer her a drink of water, or ask her if she does not want to go out in the air for a moment or two and she is all right but if left alone she would sit in that way for an hour or so perhaps. She knows she has a pretty face and is proud of it and of her curly hair. She does not like to grow fleshy, and I think realizes

that it makes her look awkward. She steps heavily and is not a graceful dancer. As to her school work She is still reading from Natural History Reader in place of Harper's Second Reader. I think we might venture to put her in the Third Reader another year. She comprehends what she reads and is a good speller and can reproduce a story in pretty good shape. Her letters are much better now than they were the first of the year. I do not think she would take as much pains without, did she not know that I would not let her copy a letter which was carelessly written on her slate. She makes mistakes now but there is a decided improvement over last year. She writes and reads numbers in thousands, and can add, subtract, and multiply. As she knows the multiplication tables only to the 6's she can not add as a multiplier numbers which would take in a table higher than that. She can tell time. Knows the Roman letters to one hundred.

She is an affectionate child and can be really good. But she is often cruel to her sister when angry, striking them or otherwise hurting them. She is not given to telling falsehoods, and yet if it suited her purpose she would not hesitate to tell a number. She is lovable when good, but taking her all in all she is one of the most exasperating children in my room.

Blauvelt, Anna

Jan. 14th A talk with Anna in regard to what she might do would she only apply herself, has awakened her into more life. I do not see her sitting idle as often as I used to when I glaind about the room. She is reading well in Harpers Third Reader, and dennally has the words given for spelling in connection with each lesson. She is working on the multiplication tables and working examples in addition and subtraction. Her language work is, sometimes reproduction of story then again sentence building or correcting of sentences.

Jan. 30th Anna's last letter needed fewer corrections than any she has written for a long time. The same old words there and received, were misspelled, but she had been careful in capitaliging and punctuating and had written the letter neatly on her slate. I have rewarded a good reading lesson by letting her have out with the Fourth Reader girls.
Other work about the same as when last reported.

Feb. 13th Anna has been rewarded for another extra good lesson in the last week by a lesson with the Fourth Reader girls. Her language work has been unusually good the last two weeks. She is all attention to the lessons given orally and I think is getting much good from them.

Feb. 27th There is nothing special to be said of Anna at this date. She keeps up her guild a show of interest and I urge her on all the time, so her work is usually pretty good. But it is not as good as it might be had she more application. Has been reading a new lesson every day and having the usual amount of drill on others.

March 12th Anna has been placed in Fourth Reader, and is very happy over her promotion. She is working examples in multiplication, and doing a little work in division.

March 28th Every thing has been guild-lazy for Anna in the Fourth Reader so far. She understands the lessons and writes some nice stories of them. She is not doing guild as well in numbers as the other girls in her class. She is not ambitious, and as numbers are hard for her, and she is a little lazy she doesn't get on with them as I should like her to.

Apr. 16th I have had to urge Anna a good deal lately. Possibly she is not well but I think she has grown a little tired of work again. She has the usual lessons every day but works in a disinterested, or uninterested way rather.

Apr. 30th There is no particular change in Anna's work since last reported. She

has taken up long division which seems pretty hard for her.

May 14th Anna is reading well and doing careful Language work, but in numbers she is not keeping up with the class or rather she does not do as good work. I think it is because she does not care enough, and not because she does not understand.

May 28th Anna's letter of to day was pretty good, being carefully written, worded, and capitalized. There were two misspelled words. She is reading now only a half lesson a day if the lesson are long, as they are growing quite hard for her. Other work as usual.

June

Anna's work during the year shows considerable progress, but she has not made as much as she might have made, had she more of a love for work. She has a pretty evenly balanced mind, learning one thing about as easily as another. But she is not ambitious. If she manages to make as fair a showing as the other girls in her class she is content. She could become one of the best girls in school, if she would only apply herself to the work in hand. But she is not a worker. I call her lazy and she is extremely careless. She seems to have lived among a

careless easy going people, who never saw the necessity of correcting her. She probably deserves much credit for becoming as much of a worker as she is. She is reading now some of the harder lessons in Harpers Fourth-Reader. Her greatest fault in reading is in making too many periods. She lets her voice drop before the completion of a sentence. I attribute this habit to laziness partially. It is easier for her to let her voice fall as often as possible, rather than to carry the breath through a long sentence, and Anna is given to doing things in the easiest way. Still her speech is rather abrupt - cut-up - and she would naturally read as she would speak. She usually has her spelling lesson, and as a rule she makes comparatively few mistakes in spelling when writing a letter or story. There were a few words which she habitually spelled wrong, but I made a list of them and gave her, and she has learned to spell them correctly now. Her letter writing has come up a good deal. She always writes them slowly and carefully now. She is not quite as attentive during the Geography lessons as she might be - Still she has gotten much out of them. Numbers she does not like and though she works the same examples as the other girls in her class and as many. Yet -

it - takes her much longer. She is not always sure in multiplying - has to look up from table occasionally. She is working some in long division. We have done nothing in fractions excepting such little mental examples as the following - what is one fourth of 12? & if there is one fourth of 12 then what is two fourths? etc. She can tell Time - read Roman letters to one hundred, and write and read numbers in hundreds of thousands. She is not - prepossessing in her personal appearance, neither is she in the least - repulsive. Has a sleepy looking, and walks lazily. Usually dresses neatly and has her hair carefully combed. She is inclined to be Tearcy at times, though I question if she knows that - she is. She is usually easy to govern and has never shown any particular display of temper in the school-room though I understand she has a pretty warm temper when aroused. Could she have the discipline of the school-room for two or three years more, by considerable urging and coaxing I feel that she might do quite satisfactory work.

Bissett, Eliza

Jan. 14th Eliza has been working faithfully at the capital letters and is going to learn them much quicker than she did the small letters. For a girl who seems so bright, she is exceedingly slow in learning to write. It is very, very hard work for her and she deserves a great deal of credit for the effort she puts forth. She is reading one lesson a day in Harper's Third-Reader, and usually has the spelling lessons given in connection with them.

Jan. 30th Eliza has the habit of spelling a word which she does not know in her reading part-way through and then guessing what it is. For instance, in her lesson the other day was the word, sweet. She named the first three letters and called the word - well. But a little farther on came the word swelled, and naming the first three letters again she called the word as at first. I have tried in every way to get her to spell a word through before she pronounces it - but fail to no purpose. She is still working at the capital letters. Does not do much in numbers.

Feb. 13th At this date Eliza can make all the capital letters, though not without copy. They are very poorly made, yet more than still what they are. She had to trace some of them over and over again be-

fore she could form them. Her work not very different from what it was when last reported.

Feb. 27th I began Eliza began the review of her First Reader & had her write out her reading lessons on her slate every day / hoping that in this way of studying she would be better able to remember the words. I find that it is helping her too, but as the lessons grow longer she will not have time to write them all unless she writes faster. She writes very slowly now, and her letters are very uneven. She works steadily though and tries to do her best in every thing.

March 12th I have been drilling and drilling Eliza on numbers, but she does not make any headway. I fear she will never be able to make change for ten cents. All her other work she understands and does quite well. She is very much interested in Geography and in the explanations of the Picture Stories.

March 28th I find that Eliza's writing is better than it was a month ago and she is coming up in reading. no progress to report in any other way.

Apr. 16th Eliza was able to write a few words in her last home letter. She has a pretty good idea of composition and I daily dictate her

home letters, but has never before written a word. Her reading continues to improve.

Apr. 30th Not much to be said of Eliza at this date. She has been given much time in number work the last two weeks, but with out any encouragingly good results. She is easily discouraged, and afraid to venture for fear of making a mistake. She copies all or a part of her reading lessons every day. I scarcely ever miss her spelling lessons.

May 14th Eliza has been working faithfully, but has not studied to accomplish much. Has read about one new lesson every day but does not seem to gain any confidence in writing. I fear it will be yet months year before we shall get a letter of her own composition and writing. It is just impossible for her to write out a given sentence much less can she think and write one.

May 28th I have been drilling and drilling Eliza on writing numbers but she cannot get write to 100. She is reading and spelling about as well as any girl in her class. She would spend all her time on these lessons if I would let her. But she is much interested in the Geography lessons

and Picture Stories and gets the good of them.

June

I hardly know what to say of Elsie's work for the year. She has made considerable progress in some things and but very little in others. Probably I should not have looked for more considering her age. I had hoped she would be able to correspond with her absent friends by this time, but she cannot. She can make all the letters and can copy her reading lessons on slate, but she cannot write well enough with pen to send out a letter. I have her trace in copy book every day to help her to build a more uniform hand, and besides this, she has written from copy. She deserves a great deal of credit for even learning to make the letters for it was very hard work for her. She could not imitate at all when she first began but had to trace every letter over and over, again and again.
Numbers are very hard for her. I have gotten her so she can tell the pages in her book and she can write any given number to 100. But if left to write to 100 alone, she cannot do it.
She is reading and spelling quite well. I consider her ready for the Second Reader. She will probably always read in a nervous

hurried way, though she has overcome much in that way this year. She is a good worker she is always busy at her desk. I do not have to watch her at all. She is a good listener and so has gotten much from the lessons given orally. She can give a good description of the Picture Stories and tell of her reading lessons. She is obedient and always polite to her Teacher or anyone in authority, but she is a grab hand to sputter and scold at the girls. If I leave the school room and any thing goes wrong in my absence, Elsie is sure to take it upon herself to try and correct matters. But I do not think she means to be cross to the girls, for she is very tender hearted and is fond of her School mates. She loves little children, and will often cry if one comes into the room. She is easily affected by music - dearly loves to sing, yet is so nervous that she hardly dares to sing before strangers. Sometimes will get so worked up over singing, or school work either, that she almost loses control of herself and will cry and laugh at almost the same time. I do not look for very much from Elsie. She is not a strong girl and never having studied it, it is very hard for her at her age to do so, with good results. She works hard, but not well.

Carlson, Christine

Jan. 14 I have been drilling Christine on letter writing, more than on any other one thing, in the last two weeks. She is very, very slow when started out on any thing a little different from what she has been used to doing. She will copy paragraphs from her reading lessons on her slate all right but give her a letter to copy with pen and ink, and she is all at sea. She thinks she must have as many words on every line as there are in the letter she is copying from and if she cannot get through on she will sit for a half hour perhaps wondering what she had best do. If her mind is not full then she is all right, no matter how much of a head there may be, and she will begin another line. I have told her again and again, but she will stop every little while to wonder if she has done the right thing. She is reading one lesson a day from Harper Second Reader. The spelling lessons are hard for her and she quite often has to be kept after class to learn them.

Jan. 30th Christine's work is about the same as when last reported. She is still struggling with a letter. Now she tries to fill each line, and sometimes writes a word partly on one line partly on another and does not divide according syllables. If she leaves out a word, or makes a blot, I tear the letter up after

it is finished and give her a fresh sheet of paper on which to write it over again.

Feb. 13th Christine has not seemed quite as wide awake as usual lately. During the last week she has written a little on her slate, not without help however, and now she is copying it on paper. She is not reading or spelling well though she tries hard to keep up with her class.

Feb. 27th I do not know that Christine is losing ground exactly, but she is certainly slower to think than usual. I have wondered if her convulsions were going to affect her school-work seriously. She seems a little dazed and bewildered lately, and often grows very nervous and cries until she is completely tired out. Still she comes to her classes every day, and manages to get her lessons.

March 12th Christine has at last a letter written which is in good enough shape to send out. It took her about a week to copy it. The composition was not her own. I had to help her in framing sentences. She is reading now from Natural History, Second Reader, having finished her other book. She is quite interested in the Picture Stories, and gets quite a little good from the Geography lessons, though the latter she does not so easily understand.

March 28th A reply to Christine's first letter coming not long since, made her almost beside herself with delight. She began at once to write one in reply. I have not even suggested to her what she might say, nor shall not. Her other work is about the same as when last reported.

Apr. 16th At this date, Christine has the letter finished which she began on her slate two weeks ago. She had help only in spelling words and in capitalizing. As she finished a sentence she would say, "Now I have told that, I suppose I must put a period." Then in starting out again she would always ask if she should put a capital or not. She is reading and spelling better than she did two months ago. In numbers she does but little.

Apr. 30th Christine is working faithfully, but slowly, slowly. I am satisfied that she does the very best she can. Now that she has gotten as she can write numbers, I am having her devote more time to numbers when at desk. She can always tell page in her book but if left to write numbers to 100, she is sure to make mistakes.

May 14th I find Christine getting very nervous again, and she worries so over her work that I am not requiring of her any thing excepting that

which comes easiest. Numbers drive her almost wild. She cries so because she cannot understand them that I am afraid to work with her on them.

May 28th Christine has made but very little improvement the last month. She has been working a little on numbers again lately and can write or name any given number to 100, but if left to herself cannot write to 100. She has read once through the Second Natural History Reader and is now reviewing.

June

Taking every thing into consideration I feel that Christine has made quite a little progress this year. She is very slow about all her work - does not get over as much ground in a week as some girls would in a day. This is particularly true of her Language work. She hasn't any confidence in herself and is too careful. If I give her a word to build a sentence from and leave her to herself, perhaps in a half hour afterward I will find that she hasn't written a word. She may have thought of different ways in which the word might be used, but not knowing which was best she was afraid to write any sentence out. She is very slow in her letter writing too, though here the words in which to frame her thoughts come much easier. She writes of the things she would

talk about, and writes as she would talk. Her writing is quite neat, though one might not think so from looking at her copy books. She writes better now without a copy book than with one - has a style of her own and makes very good work when she tries to imitate that of anyone else. She reads quite well. I should advise placing her in the Third Reader another year. She deserves much credit for spelling as well as she does, for she has had to study very hard in learning to spell. She is attentive and has gotten considerable from the Geography lessons and Picture Stories. She knows very little of numbers - can only read to 100. For her mental work I have not used numbers above 10. She can tell time - knows the Roman letters only to twenty. I have not pushed Christine much this year, for I have felt that I pushed her altogether too far last year, that perhaps that had much to do with her sickness. She was not very nervous the first of last year, or at least did not show much nervousness but she grew very much so before the year was over. When worried over any thing she has a frightened look and seems not able to control her eyes. They roll about until they seem to almost start from the socket. She often cries hysterically and I have much to do to get her

quiet again. Sometimes I get out of patience with her slowness and try to push her but that will not do. If I get excited in working with her then she becomes excited too. I find that better results can be obtained by telling her that she must do a thing, and then letting her take her own time. I do not think her school work is hurting her now. She likes industrial work best, and will do any amount without complaining, and it does not worry her. Yet she would be very unhappy if not in school. I have tried to make her school work a pleasure to her, rather than a burden this year, and look for better results another year than we have found this.

Christie, Minnie

Jan. 14th / have been giving Minnie special attention in reading the last two weeks, trying to break up her habit of stammering. I think it is due to her fast reading. She does not look at a word long enough to see what it is before pronouncing it; so she makes sometimes, stammeringly several attempts before she can get it out. I have had her count one between each word, or to make a pause between each while I said one. In place of writing in her copy book am having her devote that time to the composition of letter to see if we cannot overcome her habit of repetition. She is doing pretty good work in numbers. She not as attentive as she might be, and so does not get the good of the lessons given orally.

Jan. 30th Minnie's last letter was as full of repetition as ever. The special drill does not seem to have done her any good, excepting that she is more careful in capitalizing. She is determined to begin her sentences with "I thought I would tell you". She is reading a little better perhaps. Other work about the same as when last reported.

Feb. 13th Minnie is coming up in her reading. She does not stammer as much as she did and has less of a singsong style about her. She is very much interested in all her work, excepting in the lessons given orally. She working in multiplication knows nearly all the tables.

Feb. 27th In Minnie's letter of to-day there was only one - "I thought I would tell you" - and in other ways it was much better than her last letter. She is gaining a little all the time in most studies. She nearly through the Third Reader.

March 12th Minnie is reading more in Harper's Fourth Reader, and usually has the spelling lessons given in connection with the reading lessons. Her home letters are not what I wish they might be. She does not write neat and corrected a letter as most of the girls in this Division.

March 28th I found Minnie growing so inattentive to the lessons given orally, and getting so little out of them, that I placed her in a class with the other inattentive girls and have been giving them special time. It is not that Minnie is not capable of understanding the simple Geography lessons, that she gets so little out of them, but because she is so inattentive. She does not seem so interested in anything as she was a couple of months ago.

Apr. 16th There is nothing special to be said of Minnie at this date. I try to keep her busy, but she will drop her work unless watched. She is very nervous and cries a great deal.

Apr. 30th Minnie is not improving at all. She seems dazed and bewildered at times, and is often very irritable. She

always fancying that-sound and is trying to take her and cries until she is hysterical.

May 14th Minnie is losing ground all the time. Does very poor work in class and does not-make an effort-to-do anything at-her desk.

May 28th I helped Minnie write a letter to day as she was worrying herself sick because she had not written for so long a time. I had to sit-by her every moment-telling her how to spell words, and sometimes holding her hand as she formed certain letters. She seemed to have to put-forth-every effort-to get-it-written. She has done no work to speak of in the last-two weeks. Is very nervous and irritable.

June

The first-of the year Minnie Christie's work was very faulty. Then it-began to come up and for two or three months she gave promise of doing pretty good school work. Then she began to lose again and has been losing ever since. She has simply gone all to pieces. Her hand letters were never good-they were full of repetitions, but-she could manage to copy one after it-had been corrected. Now I have to-help her in every way. She has to put-forth-every physical and mental effort-to get done top, and is completely tired out-when it-is finished. I let-her come

to her classes every day, for she gets blue and worries a great-deal if she thinks she is not doing what the other girls do. It-is just-a waste of time though-it-takes her so long to do any thing. She reads in the wildest-kind of a way and never has her spelling lessons. She did read quite-well for a little while. But-now she stutters and stammers along repeating words a half dozen times perhaps before she can speak the next-. She is very irritable and storms and scolds if a girl touches her. She seems to think that-every one is making fun of her-trying to make her all the time and then cries until she loses control of herself over it-. There are some days lately when she has been a little brighter. One day last-week she came to class and worked the examples in long division as quickly as the other girls did. She knows all the multiplication tables, or did before this trouble. She has not-had any convulsions in school for a long time, and says she has not-outside. I do not-understand why she should fail so. I am sure she has not-been hurt-by school work. She has never been over ambitious and has needed urging more or less. It-has been interesting to watch her ups and downs, but-she is a very discouraging girl to work with.- She is not-like possessing in her personal appearance. Her features are painfully sharp, and she has a prematurely old look.

Lyman, Mary

Jan. 4th Mary has started out on the hard task of learning the capital letters. I do not think they are going to be any harder for her than the small letters were. not as hard probably, because her hand has become accustomed to holding chalk or pencil. Then too, she can imitate now, not having to trace over the lines as she did the small letters. She is reading in Harper's Third Reader and working hard on the spelling lessons given in connection with the reading. She is much interested in the explanation of Picture Stories. Does not comprehend as well the Geography lessons.

Jan. 30th Mary is still working hard at the capital letters and on the spelling lessons, but she does not make very rapid progress in either. She has had one lesson a day usually. Does not improve at all in numbers.

Feb. 13th Mary is reading well, and understands what she reads, reproducing the story as well or better than any girl in class is. in telling story of lesson. She could not write one. Sometimes let her give the discription of pictures before school, which pleases her very much. She is having a hard time with the capital letters. I think they are about as hard for her as the small letters were.

Feb. 27th Instead of having Mary study her reading lesson from book, I have

having her copy them, from a copy of them which I make for her every day, hoping that after a time she will be able to write well enough to copy from book. She is working faithfully, and tries to get the most she can from every study. If she only knew how to work she could do much better, but it takes a long time to get her started right on any new thing, and in the end she usually picks up a way of her own.

March 12th Mary does not do any thing in numbers. I do not believe it is in her. I have worked with her the last two weeks, more than with any other girl in class, but all to no purpose. She is reading well and coming up wonderfully in spelling. Does not do any better in writing. Is as attentive as ever to the lessons given orally.

March 28th Not much to be said of Mary at this writing. She reads one lesson a day, copying from copy each lesson. Writes with pen & holder rather, for fifteen minutes a day. She does a great deal of blotting, and makes bad work of it generally. She is very ready with her answers in Geography.

Apr. 16th Mary does not improve at all in writing or in numbers. Her other work is usually good. She is reading very well considering the

improvement in her speech.

Apr. 30th Mary continues to improve in spelling. I do not often have to keep her after class now, to learn her lesson, whereas two or three months ago it was an every day occurrence.

May 14th Mary's work is about the same as when last reported. She gains all the time in spelling, is reading well and is as interested as ever in the Picture Stories and Geography lessons. Does not do any thing in numbers.

May 28th There is nothing in particular to be said of Mary's work at this date. She is reading now the last lessons in Harpers First Reader and reading them well and she usually has her spelling lessons. The words are quite hard now.

June

Mary has made quite a jump ahead this year in some things, in others not so much, while in one branch of school work she is just about where she was at the beginning of the year. I refer to numbers. She knows nothing of them and I cannot teach her. She may stumble onto an idea of them after a time. I remember how hard it was for her to learn to read. She read a little when she first came to me. She has a wonderful faculty for committing, and I know that if the girl learned

her first reading lessons by heart nearly, from hearing the other girls read them, perhaps. Suspecting this I called her to me and found out that if the words were not pointed out to her along the line she was as liable to look and read down the page as across it. Then I worked with her alone, shifting about the lessons until she had learned the different words, and teaching her to observe the words which were alike, after which we put them together in their order, and learned to follow the line. She has taken up all school work in just as stupid and awkward a way as she did reading. She learned every word as a whole, for although she knew the letters, yet she could not tell what a word was by spelling it. I should not have spoken of her trouble in learning to read perhaps, as that was last year work. She has had just as much trouble this year in learning to spell. She learned to spell a few words last year but it was purely by rote. She did not seem to catch the sounds, so as soon as the order of the letters were forgotten, the words were forgotten. Now she detects sounds and is learning to spell with comparative ease. She is reading the last lessons in Harpers Third Reader, and would be called a good reader were it not for an impediment in her speech. I think she could take up the Second Reader another year. She comprehends what

she reads, and will tell of it in an interested way. She remembers most that it told her of Geography, and can give description of Pictures & stories, as well as any girl in room.
I do not know whether she is ever going to be able to write with Jews or not. She has a very nervous shaky hand, but I think it grows less so, and in time she may control it. She knows all the small letters - can make them without copy. As a rule I prefer her to write from a copy as she makes the letters then so much better. The capitals are a puzzle to her yet - some she can make without a copy and others not. Mary's excuse for not doing good work is, or used to be - "Oh I am so nervous!" I presume nervousness had been talked into her from baby hood up to the time she came here. But we do not have nervous girls in our room. She has learned that nervousness is not the thing and I do not often hear of it now. She used to cry a great deal last year and the first of this, but she scarcely ever cries in school now. She holds things more firmly and walks with much less shakiness; so I think her nervousness is being overcome to quite an extent. She has a pretty hot temper, and when she thinks she is being pushed too far gives a lively display of it, sometimes storming out of the room and slamming the door after her. However, such bad bursts are soon over, and she is always

most penitent. She forms very strong attachments and cannot do enough for the objects of her affections, and is greatly grieved if they are ill or in trouble. She is not pleasant to look upon, or to have about one, having heavy features, and a dark rough skin which seems to emit from every pore a disagreeable odor. But she has kindly eyes, and as a rule is very good natured, and is an interesting girl to work with.

Ellen, Carrie

Jan. 14th I have been trying to get Carrie to read with some idea as to the meaning of what she is reading. She reads in a low voice, with the ease of an accomplished woman, scarcely ever pronouncing a word wrong. But unless one is constantly telling her to think of what she is reading, she might read a lesson through, and not be able to tell a word of what she had been reading about. She is reading from Harpers Fourth Reader, taking as a rule one lesson a day. We are working on the multiplication tables, most of which she knows, and have some mental examples from day to day. Her Language work is principally building of sentences.

Jan. 30th Besides watching carefully that Carrie gets something from her reading lessons every day, I have had her write out before coming to class the definitions of many words chosen from her lessons, and this has helped her to think more of what the whole means. Her other work is about the same as when last reported.

Feb. 13th The continual pushing I have been giving Carrie is having a little effect. She not only writes out definitions of more words every day, but has written without being told to do so a couple of letters on her slate in the last two weeks and brought them to me to see if I did not think

she was improving. Such a display of interest on the part of so timid a girl is almost startling.

Feb. 27th Carrie is doing pretty good work still, and showing as much interest as when last reported. In reading one lesson a day usually always has her spelling lessons. She is particularly interested in the geography lessons.

March 13th Carrie is reading now the last lessons in Harpers Fourth Reader and paying much more attention to what she is reading than she did two months ago. She will not only tell a story of lesson, but can answer questions upon it showing that she has read with some comprehension. In working examples in multiplication and doing a little work in division.

March 28th Carrie's work is about the same as when last reported excepting that she has been given Harpers Fifth Reader and is reading selected pieces from it.

Apr. 16th There is not much to be said of Carrie at this date. She still works in an interested way, and so gets a little good from day to day. She has gotten in the habit of writing rapidly on her slate, and also writes fast when copying with pen, so that her writing does not look as well as it used to.

Apr. 30th " I have been trying to get Carrie to write a story of her reading lessons, but she cannot do it if left alone. Sit by her and help her a little and she will write a very short one. She knows she does not do as well as the other girls in her class in this, and will cry if talked to much about it. Her other work has been comparatively good the last two weeks.

May 14th " Carrie's class are working in long division and have mental examples from Franklin Elementary Arithmetic which bring in the different processes. She still reads selected pieces from Fifth Reader usually spending two or three days on each piece. She is the best reader in her class.

May 28th " I find Carrie falling off in her writing. She hurries too much. In other work she improves all the time. Cannot yet reproduce story, but reads with more thought than she used to.

June I feel as well pleased with Carrie's work for the year, as though she had made the most progress of any girl in the room. She has regained much that I feared she had lost for all time. Her last home letter was her own entirely. Last fall she would not write a half dozen words without

help, and could not and she wrote so slowly that one Saturday morning was not sufficient time, 1½ hours, for her to get a letter off in. Now she writes fast, too fast to write neatly. Her friends may think she is losing ground because of her writing, but not so. I would much rather her composition was good and of some length, and if she must write fast in order to think more than let her write fast. I will try to correct the rapid writing after a time at the present it seems best not to take much notice of the falling off. She is easily discouraged and feels it found fault with. I have tried to encourage her in every way all the year, telling her she was getting to be one of my best girls etc. She has some days more of abstraction of striking an attitude and remaining in it for a long time. But these days are few and far between when compared with last year. Now if I tell the girls to take their books out, Carrie comes out with the rest and she goes to work at once. The first of this year she would have opened her writing book, perhaps, and sat staring at it as though she had never seen a kind of writing before until I came and told her to go to work. Then had she taken her pen up, ten chances to one she would have sat with it in her hand ready to dip in the ink all afternoon unless I came and started her

up. She does not often cry now unless reproved, whereas she used to cry off and on for days together and could not tell what the trouble was. I think at some time she must have done pretty fair school work, she is such a good reader, knows the meaning of so many words not used in ordinary conversation, and had written such a neat, pretty hand. She knows all the tables and can count money. She pays quite close attention to the lessons given orally, and so understands what we have gone over in Geography. She sometimes laughs quite heartily, but is usually sober. She does not seem to be at all affectionate, or at least is not demonstrative - does not chum with any girl. She has a gentle disposition - I never saw her angry, and do not believe she ever becomes so. She has been a very satisfactory girl to work with this year, and will do considerable if she can be kept from slipping back into the old sleepy dazed condition again.

Dickey, Grace

Jan. 14th I have been able to but very little with Grace. Give her one kind of work and she is sure to want to do something else and she wants to do that something else all day long. One day it is Language, the next day numbers and so on. She reads in Fourth Reader when she feels like coming to class. Sometimes works with the other girls in number class at other times does "not feel like it." She is more interested in the Geography lessons than in any thing else.

Jan. 30th There is very little to be done for Grace. She has been wild more or less in the last two weeks, and has decided that she was "not living on earth" etc.

Feb. 13th Grace shows a little more interest again in things about her. Has been working with the rest of the girls in everything excepting numbers the last few days and numbers she does not want to touch.

Feb. 27th Grace is up and down, down and up all the time. Her letter of yesterday was in the craziest kind of shape. I had to cut out sentences here and there, capitalize and punctuate, so that when it was ready for her to copy it could hardly have been called in a small degree her own. Sometimes she writes a letter in which there are very few corrections to be made if any. I do not oblige her to work when she makes serious objections.

March 12th Grace keeps busy most of the time, but she realizes that the other girls are getting ahead of her, and is very unhappy as she sees herself losing all that the other girls are gaining.

March 28th There is no change in Grace. She has been given Harper's Fifth Reader in place of Fourth but she does not read with her class half the time. I advised her to have a note-book and for a few days she came to class regularly.

Apr. 16th Grace devotes most of her time when in school to writing poetry as she calls it. Does not make the least improvement in any of her school-work

Apr. 30th Grace is still in a poetical mood and devotes much of her time to writing "Spring Songs" etc. She does some school work, coming to her classes, perhaps half the time

May 4th Nothing new to be said of Grace, excepting that she demands much attention and fails that because I do not give her but little that I am not as much interested in her as I should be.

May 28th Grace is very unhappy. Feels that every one is against her. She does little and that school work as the warm days begin to come. I have to coax and humor her to get her to do any thing.

June

Grace, as seen in bi-monthly reports has had her ups and downs all the year. Some days she has been quick-witted awake, and has worked enthusiastically but the greater part of the time she has been away "off". In some of these "off" days she seemed depressed and would cry a great deal, then at other times would be hilariously, foolishly happy. Her moods are always changing. Sometimes one finds her cruel and ugly, and not a word can be gotten out of her, then again she storms and scolds - the world does not suit her right; she wishes she were dead. I no one cares for her etc. ect. until she has every one about her nearly distracted. Some days I have much to do to keep her from hurling herself. She will strike her head, throw herself against the wall, and threaten to throw herself from the window. On these days she is always trying to run away and will fight furiously if any one tries to hold her, whether it be teacher or child. Some times she craves sympathy and will come to me and lay her head and ask why she must suffer so. what she has done that she should be made to suffer so. At other times she does not want any one to touch her or come near her. On the days that she feels well, she is joyously happy, and perfectly sanguine that all her troubles are over. She

is of a jealous disposition, and is always fancying that some girl does not like her, or that I am slighting her and do not love her as well as I do the rest. She is the most unhappy girl in my room, and particularly aggravating as every one who has any dealing with her well knows. As to her school work, I do not know whether she has gained or lost. There is so much of change from time to time. One week she will write a connected letter and the next every thing is mixed up. As for her reading, although she has comparatively little trouble in pronouncing words, and reads when well, understandingly, yet she has grown to read in such a mournful voice that it is distressing to listen to her. When she is feeling her best she pays close attention to the talks upon Geography, and has seemed more interested in this study than in any other. She occasionally airs her knowledge of Geography in poetry. The following is a sample.

"Near the St Croix are great forests of pine,
That grow along this elegant river line.
I would like to go and see this charming sight
And sail down the river some clear moonlight night.

She is pretty good in numbers when her head is at its clearest; at other times is stupidity itself. She does not like to be thought stupid. Craves the good opinion of every one, and will argue the point that she is in the right. There is nothing peculiar

in her personal appearance. She has quite pretty features. They are a little disturbed at times because of convulsions, and sometimes her skin which is naturally smooth and soft, becomes very rough. She does not walk lame, but says that she cannot help step because she is lame.

Jones, Anna

Jan. 14th Have been giving Anna special attention in the way of spelling the last two weeks. She is not so good a speller as the rest of the girls in her class. She has had to spend most of her time on her reading lessons for she is a poor reader - really ought not to be in the Third Reader. But I do not like to put her back, for she is easily discouraged and would not try to do anything in another class I fear. She has short lessons in this class, they read only three or four paragraphs a day. She builds sentences from words which I give her, writes numbers, and does a little mental number work every day.

Jan. 30th Anna is growing a little more independent in her language work. Will choose words herself from her reading lessons and build sentences from them. Her work about the same as when last reported.

Feb. 13th Anna is spelling with more confidence. She has felt until just lately that she could not learn her spelling lessons, no matter how hard she worked. She made more encouraging than any other girl in school. She does not get much from the Geography Lessons and Picture Stories I fear, for she inattention. Reads at usual three or four paragraphs a day and usually has her spelling lessons, though sometimes I have to keep her after class to study.

Feb. 27th Anna is getting a little clearer idea of numbers & think than she had two months ago. Have not used numbers above 10 for her mental work. She can write any given number in thousands.

March 13th Anna hasn't done any thing in particular since last reported. Has had perfect spelling lessons usually, but as she spends more time on her spelling lessons I noticed a falling off in her reading.

March 28th No progress to report.

Apr. 16th Anna is working on slowly as usual and getting a little good from day to day I suppose. But her advancement is so slow that one can hardly see it only as they look back two or three months. I do not think she reads any better. She may be a little quicker to frame a sentence than she used to be. But takes her a long time to write a letter, but the composition is mostly her own.

Apr. 30th At this date Anna is learning to add numbers where carrying is to be done. Other work not much different from when last reported.

May 14th Anna can now add numbers and carry, and we have taken up subtraction. She is devoting more time to her reading and so is reading a little better again. But it takes her

so much longer to learn any thing than it does the other girls, that she always feel she is the backward one.

May 28th Anna has been out of school most of the time in the last two weeks, and so there is no progress to report.

June

Of Annie's work I cannot say any thing very encouraging. She worked too slowly to ever accomplish very much & have never given her more than three or four paragraphs a day to read, and from three to a half dozen words to learn to spell, and yet it has been either a poor reading lesson or a poor spelling lesson every day. If she spends most of her time on her reading lesson, then she reads quite well and she can manage to keep the right spelling of a half dozen words in her head if she works on them every minute until she comes to class. There is pretty poor material in the Third Reader, but the other girls can manage to get so short a lesson. I have not time to work with her individually, as she needs to be worked with. I cannot push her much, or she thinks I am finding fault with her then, and will grow sullen and blue. If she doesn't feel good natured, a very little thing will upset her, and she is inclined to be disobedient and impudent. This spirit often spoils her work for the day and I try in as far as possible not to arouse it. But some days she comes

in school out of sorts, something has gone wrong out side, and she scolds about it as though she were the most abused mortal in the world, and the least appreciated. I venture to criticise one of her lessons and the reply usually comes. "Well I do the best I can; I never could learn any thing any way." If I want her to learn a lesson which she has missed, I have to act as though she had done as well as any girl could be expected to do on it. If she is inclined to be jealous when words of praise are spoken to other girls in her class, and usually says something of her own work - that it is just as good and so on. She is an affectionate girl, and is fond of many people in the institution But she clings to old friends and loves much in the past, though she gets but little comfort out of any thing in her present life. She does not seem at all strong - has a languid walk, and stooping shoulders. As to the rest of her school work. I have noticed quite a little improvement in her letter writing. It does not take her nearly as long as it did a few months ago to compose one, and there are fewer corrections to be made. She is careful and asks me what to do when she does not feel sure of herself. The composition is her own entirely. She often asks how to spell words, and will say. "Now that I have finished telling that, shall I begin the

next-rendered with a capital" Of numbers she knows but very little. She can write any given number six thousands, can add and carry, and can subtract-when all numbers in subtrahend are smaller than those in minuend. She is not a good listener, and so has not gotten as much as she might from the Geography lessons and explanations of Picture Stories.
She will improve a little I suppose as long as she remains in school. but I do not feel that she will make much use of it afterward. Will not read in play-room, as most girls of her class will

Johnson, Anna

Apr. 16th Anna came in school last month. It was some time before I could get a word out of her. She would not look at a book, but would turn her head away if I tried to have her do so. I thought probably she had never done any school work. I did not try to make her do any thing, but gave her slate, and pencil, and book, and left her to herself until she became better acquainted. At last she began using her slate and pencil, and going to her I found her making some of the small letters which other girls were writing on board. I found that she could tell a few words from book, and began at once to teach her to read. She is working now on the first lesson in Harper's First Reader and writes from copy, letters, and figures. She minds very well at times, and is often tractable to work.

Apr 30th At this date Anna is working quite well, and is anxious to learn what ever she can. She has read a few more pages in her reader. We have to spend from two to three days on one lesson. She makes the small letters from copy very well. Will write a very neat hand, I think, in time.

May 14th Anna's work is coming up a little all the time. She has quite a few sick days when she cannot work, but at other times shows considerable interest in her work. She

does not understand English well enough I think to get any thing from the lessons given orally. Her work is reading, learning to spell letters, and figures asked to spell.

May 28th Have not been able to get as much work as usual out of Anna lately. She seems extremely nervous, laughs and cries at times until it is almost impossible to stop her. But on the days when she does work she works well. In reading quite well, and spells words of four letters.

June Considering Anna's nervous, flighty temperament she has done pretty good work since coming in school. She has read to page 50 in Harpers First Reader can make and name all the small letters and write numbers to 20. Her spelling has been mostly on words of three and four syllables. I think she must have been in school when a child. Sometimes she says she has been and again she will tell me that she never went to school. But certain it is that she remembers English words much more readily than most foreign speaking children, i.e. in reading. She is not a talker. She answers every question possible, with a nod or shake of the head.

I think she might do pretty good school work, were she stronger physically. She seems too weak at times to sit up in school all day, and will lay her head down on her desk, or come and sit by me and put her head in my lap. Some days she grows excessively nervous will laugh and cry hysterically, and wander about the school room as though she did not know what she were about. At other times she has what seems to me a nervous chill, after these attacks she is always more or less hysterical, flighty. Her school work is much hindered by her sick days and nervous days. In her personal appearance she is awkwardness itself. She walks with a shuffling gait. Her tall figure being very stooping, and every joint seeming so loose, that one almost feels that she may collapse and go to pieces at any moment. Her hands and feet are very large and bony. Her face is big and white, and wears a look that tells of much suffering. She is affectionate and large to be noticed and petted. She is usually obedient and seems to have a gentle disposition, though a longer acquaintance with her may bring out unlooked for traits in her character.

Kotcha, Mary

Jan. 14th " Mary has not been doing good work at all. Her reading lessons have been particularly poor. She is very indolent and will not exert herself at all. All her lessons are learned under compulsion. She is reading in Harper's Second Reader but has to be kept after class nearly every day to learn her spelling lesson.

Jan. 30th " I have put Mary back in the First Reader and she does not do as good work now as some of the girls in that class. There is no pride in her. She is perfectly content to remain where she is rather than to work harder and go back to her own class.

Feb. 13th " As a rule Mary comes to her classes every day but I do not see that she makes any improvement. She is still reading in First Reader, but is not reading as well as some of the girls in that class who have been in school only a year, and she does not write as much of a story of the lessons as some of the girls do. She misses her spelling lesson about half the time and has to be kept after class to learn them. She is adding simple sums.

Feb. 27th " No progress to report in Mary. She has not been well the last two weeks or rather has been going without sufficient food to guide her her usual amount of strength. Sometimes I feel that she does this to get rid of studying as she says to me every day or two. "I could not eat and breakfast to day. I am sick. I cannot study" etc.

March 15th " Mary is reading upon with the class that have taken up the Second Natural History Reader. This book is easier than the old reader and more interesting, as it is something new. I am sick hope she will try to keep up with the class. She was pleased to get back into it again and has had fair lessons so far. Her language work now is building and correcting of sentences. No improvement in number.

March 28th " Mary's work is about the same as when last reported

Apr. 16th " I think Mary is reading a little better than she did a month ago, but she has often to be kept after class to learn her spelling lessons. Spelling is very hard for her, but she can learn if she only applies herself. Her letter writing is not good. She does not mind if a word or two is left out here and there, and when she does not know how to spell one why she does not put it in but leave it for me to correct before she copies instead of asking me what to do as she is getting her letters ready on slate. No improvement in number.

Apr 30th Mary has had the usual lessons every day when well. Does not- interpret at-all though- does not- study unless compelled to

May 4th I find Mary less active than usual at, the advance spring days come on. She is not- eating well again, or at-least- says she does not eat. I do not oblige her to work all the time for she seems not-able to.

May 28th No progress to report in Mary.

June

Mary Kottka is one of the most- unsatisfactory girls in my room. She is a miserable reader, and hardly ever has her spelling lessons. I have to help her after class day after day to make her learn them. She can learn too if she only makes up her mind to. But she has no pride and no ambition, or love for work. In other words she is lazy and the main thing with her, is to get out- of everything as easily as possible. I have coaxed, and threatened, and reasoned but all to no purpose. I think she often affects illness to get-rid of studying. Then too, she seems to enjoy playing the role of an invalid. Has a crazy notion of going without- eating when I feel certain she could eat- if she would. The last- time I told her that- a girl who was too sick to eat, and could not- study, did not- belong in the School grade and that- we would see what could be done about- placing her on

the other side, where she could be taken care of. She did not- seem particularly alarmed and the next- morning came in school again without- eating any breakfast, or but very little. Then getting permission to- send for a bottle of bread and milk I made her eat it- before the school as a punishment. She was furious, to have to do so, but- I noticed that- it went- down pretty easy, and that- Mary was soon after looking much more animated. This repeated two or three times, she ceased to give as an excuse for not- studying, lack of appetite. But- the girl has really not- been well enough the last- two months, to do much work. She is a great- scold and seems to enjoy quarrelling. I think she must- enjoy most- of all a quarrel with- Retta Scott for she never misses an opportunity to contradict- her, and then away they go. Retta being a regular Flash-in-the-pan. Although a poor reader, yet- she seems to comprehend, and talks about- the story and laughs over the funny parts. I have not- had her attempt- reproducing a story since she has been reading in the Second Reader. Her language work has been building and correcting sentences. Her home letters are not- her own. She writes out- what- she wants to say on slate, but her sentences are often incomplete, and she sometimes forgets to capitalize, etc. and she often has to ask how

to spell a word. But after a letter has been corrected she can copy it in pretty good shape if she wants to. Sometimes I have to ask her to make a second copy. Of number she knows now only enough to fill pages in her book, to add little easy sums and to do little mental examples where the only processes are adding and subtracting. She does not get as much as she might out of the lessons given orally, as she is not always attentive. She is not at all graceful - has a jerky sort of walk, and always carries her head forward making her chin seem decidedly projecting. Her eyes have rather a staring frightened look. Her speech is not clear and distinct she stutters and gives a peculiar little sound through the nose in pronouncing some words. The latter trouble possibly, is caused from catarrh. She usually walks with a lagging step but can kick her feet through the floor as shown in marching and dancing. Sometimes she seems quite bright and happy but as a rule she is cross and sullen if things do not go just her way. Which is most often; so taking her all in all she is a very trying child to teach.

Lansdown Laura

Jan. 14th " Laura's school work is amounting to but very little. She usually reads in Fourth Reader with the rest of class but does not want to be called upon for any other work. She does but very little work at her desk excepting little writing

Jan 30th " Laura's work about the same as when last reported.

Feb. 13th " Laura has been working on a letter off and on for the last two weeks, and to day I asked her to copy it, as the paper had become soiled in tossing about for so long a time. I had to wait a half hour after school for her to finish it. She had taken from 8 1/2 to 10 o'clock and then had to remain in until 10 1/2. She can take, and will, a deal of time, no matter how much she dislikes it. This letter was short covering but one page. Still reads with class

Feb. 27th " Laura spends most of her time at desk now in filling out her notes to send in to the mothers. She seems quite interested in the lessons given orally. She not like to work with number class but will occasionally.

March 13th " I find Laura becoming a little more interested, particularly in the reading lessons. We have taken

Mc Harper's Fifth Reader and she seems to quite enjoy it. She never attempts reproduction of story though, nor will she do any Language work.

March 28th " No particular change in Laura's work.

Apr. 16th " Laura is showing more and more interest in the Geography lessons and enjoys reading. She does not attempt having to write her letters on slate, but goes in quite gracefully after all.

Apr. 20th " As the girls have become interested in long division, Laura too has condescended to go to board and work with them. I got her at it by telling her that I was sure it would help and encourage the rest. Now she is busy most of her time when in school.

May 14th " Laura continues to work in an interested way, doing the same work required of the other girls excepting in Language. I cannot get her to make an effort in that direction.

May 28th " There is nothing special to be said of Laura at this date. She has Read, written letters, worked in number etc. the last two weeks and without urging. But I cannot say that she improves. She simply does willingly, the same

work I require of the other girls, which work, she well knows how to do.

June

Laura has been working right on in an interested way the last month. The first of the year she did not want to do any school work, although she never objected seriously. I presume she felt that it was beneath her dignity, and that it not to be wondered at. There is very little for her to learn in the classes here. Nearly every thing that comes up she has heard of before. But I suppose it will do her good to have her memory freshened up a little. She often says when I am explaining things in class "Oh yes, I remember now, I had almost forgotten". She has not degenerated essentially since I have known her, and that was very soon after she came in the Institution. But she must have lost much at some time, for she tells of having taught music, of having superintended the domestic machinery of her home in her mothers absence and when her mother was an invalid. She has seen considerable of the world, and talks entertainingly of people and places. She has heard many of our fine singers and players, and seems to have had a taste for the better class of entertainments. She tells of having heard many fine actors and actresses, and of how much she enjoy-

it-all, and in many other ways gives evidence of having been much more than she is now.

She is extremely mad-about her work, and always looks the "pink of perfection." She spends much time arranging her toilet- has been known to comb and smooth her hair for an hour or more. She seems to be always thinking of her personal appearance if she has nothing else to do, and often when she has, will shake out the folds of her dress straighten out her apron strings etc. every five minutes. She always takes a good deal of time to get started at any thing. I have known her to take about a half hour to arrange herself preparatory to taking out her books.

She used to keep a sort of a diary of play-room and dormitory events, and spent much time every day filling out the note which she gave to me, sometimes asking me to read them, and again requesting that I hand them to the matron. This used to occupy most of her time for she is a very slow writer. She seems unable to control her hand. She will start to put her pen to paper when she gives a little nervous twitch of the hand. Then tightening her hold of the pen she makes another effort with perhaps the same results. Once started in writing a word she get on all right, - unless she lifts

her pen from paper, then the same trouble comes in again, as before every word. She is slow in starting to read, often making several attempts before she can pronounce the first word of a paragraph. But once started she get on with very little hesitation. She reads with much precision, in fact precision and deliberation are her strongest characteristics. I understand she has a pretty hot-temper and an abusive tongue, but she has given no display of her hot-temper in school and is always deferential and courteous. She never shows any particular affection for grown people but is very fond of little children and is always looking out for their welfare and worries if she thinks they are not having what she thinks the proper care.

Martin, Pearl

Jan. 14th " Pearl is doing pretty good work excepting in number. She reads one lesson a day from Harpurs First-Reader and always has her spelling lessons. She is much interested in the Picture Stories and pays attention to the Geography lessons, but does not understand them as well. Her Language work is principally building sentences.

Jan. 30th " Pearls work is about the same as when last reported. She is reading now the last lesson in the book and leads her class, both in reading and in spelling.

Feb. 13th " At this date Pearl is back in the first part of her reader for a review of the book. Her language work now that the lessons are so short and easy, is to write a little story of the lessons every day. She is copying up a little in numbers work.

Feb. 27th " Pearls work is not particularly different from what it was when last reported. She has read one lesson a day and written a very short story of most of them. She is writing numbers in hundreds and is given mental work where the only processes are adding and subtracting.

March 12th " Pearls stories are growing a little longer and are better worded than they were a month ago. She takes a

good deal of pride in this work, as in her letter writing. Her slate is always clean, she writes a pretty hand, so her work always looks neat, and she knows it. She has read one lesson a day, usually. The last two weeks and has not missed a word of her spelling lessons. No improvement in numbers work.

March 28th. There is nothing special to be said of Pearl's work at this date. She has had the usual lessons every day and as a rule works well. On her sleepy days which come about every three or four weeks not much can be gotten out of her without a deal of urging. We have had one or two of them in the last two weeks.

Apr. 16th. Pearl's work has been good the last two weeks. She has been at the head of her reading class, not missing one of the words given for spelling. She has been writing numbers six hundred and adding simple sums.

Apr. 30th. As the reading lessons grow long Pearl cannot drill out a full story of each every day. So I have her write an occational story, but as a rule her language work is building and correcting of sentences. Her work the same as when last reported.

May 14th. I find that while Pearl will write numbers to 100 or higher if left alone, yet if told to write sixteen and then sixty, for instance, perhaps she will not get them right. She does not distinguish between the two and is liable to write sixteen instead of sixty or sixty when told to write sixteen. I have been drilling her a good deal on this the last two week, but she is not always sure of herself now. Her other work has been pretty fair.

May 28th. At this date Pearl can write any given number to thousands. As a rule her work is good excepting on her sleepy days.

June

Pearl's work for the year while not as good as I should like it to have been, still shows considerable progress. She is reading now the last lesson in Harper's First Reader and is ready for the Second Reader, I think. She scarcely ever misses a word of her spelling lessons, and so has kept at the head of her class most of the year. She reads with very little trouble, but has an impediment in her speech which spoils the sound of her reading. I think this can be overcome to quite an extent. She comprehends what she reads and can reproduce story of lesson, writing it out or orally. Her home letters are almost entirely her own. She writes them

out on slate first and then brings them to me for correction. Considering her standing in school I think she does remarkably well in letter writing, better, much better, than the rest of the girls in her classes. She is slow in composing, and then as slow in writing, but the letter looks neat when it is handed in, and there are comparatively few corrections to be made. She is very slow to think, slower than she needs to be, I know. She has a notion that it is cunning, smart, to seem to be in a deep study over questions that are put to her. There are some days when she is lifeless and heavy in all her work. A good run about the hall, or up and down the porch usually wakens her up. She thinks such punishment a great disgrace and will hang back until I have to drag her along. But it seems to be the only thing which will set her mental machinery in motion. In most things Pearl is very quick to obey, but she can be the most obstinate of mortals when she has to do something she doesn't want to do. I do not think she means to be ugly about it, but she cannot believe she ought to do that which she does not want to. She is not graceful in her carriage, sways from side to side too much as she walks, and does not lift her feet clear from the floor. But she picks her feet

up in marching and in dancing, though she dances heavily. She is quite self satisfied - gives a little toss of the head, and smacks her lips as she finishes her reading or spelling lesson as much as to say "no one can do better than that." She does pretty good school work, but she is lazy for all that. Lounges at her desk instead of sitting erect, and is always trying to get some one to wait on her. To hand her chalk or eraser if either are out of her reach etc. In dormitory she is always asking some one to help her dress. She does not half care for her hair, which is long and heavy and a pretty color. Not because she cannot bear for it, but simply because she does not want to exert herself. She is proud too and loves to be well dressed, but depends on some one else to help her in trim. She chooses her companions from among the girls who care more for play than for work. She is a great romp and does not stop to think that she is a young lady grown but will roll and tumble about like a little child. I look for considerable improvement in Pearl, though I fear she will not make one of our very best girls.

Owens, Nellie

Jan. 14th I have been giving Nellie special attention in language work, as she is not up with the rest of her class in that. I think she is naturally a careless talker in her own language, and of course would be in the English tongue. She gets things most woefully twisted in writing, and makes the same mistakes again and again. She is reading in Harpers Fourth Reader, is working on the multiplication tables, and working examples in addition and subtraction. She is much interested in the Geography lessons, and quite enjoys the explanation of Picture Stories, which are given before the whole school, though intended more for the benefit of the less advanced grade.

Jan. 30th Nellie is improving in her reading and in her letter writing. She spends considerable time on her reading lessons, looking up the meaning of many words. Her work about the same as when last reported.

Feb. 13th Nellie continues to work in an interested way. She is reading now some of the harder lessons in Fourth Reader and is reading quite well, trying to pronounce each word distinctly. Her speech is thick, partially from carelessness, and because of her foreign brogue. She usually has her spelling lessons, and is quite awake to the lessons given orally.

Feb. 27th Nellie's language work is much better than it was two months ago. She feels that she is doing good work herself, and is encouraged. She said to me the other day "I am sure I shall be able to write my letters ever so much better after a little while, because you have me do so much writing every day."

March 13th Nellie is reading now the last lesson in Harpers Fourth Reader. All her work has been quite satisfactory the last two weeks. She is much more contented than she used to be as she feels herself getting a better idea of things in general. Have taken up division.

March 28th I have given Nellie Harpers Fifth Reader instead of the Fourth and we are reading selected pieces from the same. We do not read more than a half dozen paragraphs a day, as there is much to explain in each lesson. Other work about the same as heretofore.

Apr. 16th I find that although the selections from Fifth Reader are almost beyond Nellie's comprehension even when explained, still the lessons are doing her much good. She is reading much better, as she has to study hard to pronounce the long words. Her articulation of all words is becoming clearer. She finds long divisions hard, and gets almost out of patience with it. She finds the time which she used to devote to Language work (proper) in looking up the definition of words.

Apr. 30th Nellie's work has been usually good the last two weeks. She is still reading selected pieces from the Fifth Reader and spends from two to four days on each piece.

May 14th Nellie has not been working real well the last two weeks, and has seemed discontented and unhappy. She comes to her classes every day, but has not gotten as much out of her lessons as usual.

May 28th I have found out that the cause of Nellie's discontent was the promotion of Adele Beaudoin. The girl is jealous and feels that as much should be done for her. However she is getting over it a little, and is working about as well as usual.

June
Nellie's work for the year, has been as satisfactory as that of any girl in the room. She has changed very much since last year. Then she was discontented and did not care whether she learned any more or not and was really very hard to get on with. She did quite a little work last year but not nearly as much as she has this. This year she has been anxious to learn all she could. The spirit of discontent came up only once, and that, as I explained in notes, was caused by the promotion of another girl. Nellie knows that she is capable of doing a good deal, and

is anxious to be earning money, and the fact that another one of the girls was earning made her unhappy for a little while. She has a jealous disposition, and does not like to feel that other people are thought to be more trustworthy and better fitted for certain positions than she is. One can talk her out of this to a certain extent but the feeling is sure to come back. She is jealous of my attentions to others, and often writes me a note asking if I do not care for her any more. She is very affectionate and forms many attachments which however are liable to be short lived, or often estranged, for she has a hot temper and if she gets angry with one she dislikes them as heartily as she has before liked them. Then she makes up perhaps, but only to go through with the same thing if any thing comes up to arouse her. She is not always truthful. will tell a falsehood if she thinks she can clear herself by it, when she gets into trouble. I do not think she would tell a malicious lie. Her worst fault is in taking things which do not belong to her. She has such a love for pretty little personal adornments, that she cannot seem to resist the temptation to take them, when she has a good opportunity to do so. Sometimes the theft is bits of silks or velvets for fancy work, which she has a fashion for doing. She

is proud of her books and spends much time in caring for her hair and her hands. Her carriage is erect and she dances easily and gracefully. She loves to sing or to play the piano, though she is shy about coming before the public. As to her school work at the present writing I can say that it is good, as it has been all the year. She is reading selected pieces from Harpers Fifth Reader. She looks up the definitions of words that she does not know the meaning of, and then puts the same into a sentence if she can. Her articulation is much clearer than it was a year ago and her vocabulary larger. She tries to use the new words which she picks up. She is not quite sure of the multiplication tables but is working some in long division, and has done a very little work in fractions though she does not yet know them by that name. For her mental work I have chosen examples from Franklins Elementary Arithmetic She has been very much interested in the study of Geography, and has enjoyed the explanation of Picture Stories. She says she enjoys the latter because they are so much like real life. Willie is certainly a most interesting girl to work with. She has many faults, but she is lovable notwithstanding them all. She would be capable of earning her own living were it not for some of these. Working under the guidance of people interested in his work, she could anyway, as shown by her play with Mr Wolfe Gospel last Spring.

Pierce, Mary

Jan. 14th I have been giving Mary special attention in the number class the last two weeks, as she is not nearly so quick to think as the other girls are. She writes numbers, and can go to the board and add or subtract as quickly as any one, but when it comes to mental examples she is very slow. She is reading one lesson a day from Harper's Second Reader, and stands at the head of her class, scarcely ever missing a word of the spelling lesson. Her language work has been good. She pays close attention to the lesson given orally.

Jan 30th Mary's letter of to day was very good, being carefully worded, and well written. Her work has been usually good the last two weeks

Feb. 13th I find that the special attention given Mary in numbers is resulting in good to her, and I do not feel that the other girls in class have lost much by it, for each one thinks the examples out, as a rule, before Mary is ready with her analysis She has been at the head of her reading class for over a month, not missing one word of the spelling lesson.

Feb. 27th Mary's work the last two weeks has been usually good. She has written the best stories of any girl in class. She is always ready with her answers to questions in Geography class. Is much interested

in the explanation of Picture Stories and can give a good description of each taken up.

March 13th Mary is reading now from Second Natural History Reader, having finished her other book. Other work the same as when last reported.

March 28th In numbers Mary is doing pretty good work now. as good as any Girl in class. She reads one lesson a day if lessons are short if long then we take two days for a lesson. Once in a while she loses her place in class by missing a word of her spelling lessons, but she has been at the head most of the time for the last two months

Apr. 16th Mary has been doing good work in almost every way the last two weeks. She has reproduced stories better than any other girl in school. She has taken up subtraction, and is working some mental examples where multiplying is to be done. Other work about the usual.

Apr. 30th Mary can now subtract where some of numbers in subtrahend are larger than those in minuend. No particular change in other work.

May 14th Mary has been at the head of her reading class for the last two weeks. She is working on the multiplication tables, and working some examples in multiplication.

May 28th I find Mary about leading her number class at this date. They are still working in multiplication. Nothing special to be said of her in other studies. She has the usual lesson every day.

June

Mary is a fine worker and has made much progress during the year. It is a pleasure to teach her, she is such an interested worker and always ready to do whatever one asks her to do. She develops about equally in all things. Sometimes I wonder if here is not a case of hereditary dullness, rather than of arrested development. She has been reading as a supplementary book the Second Natural History Reader and I think is about ready for the Third Reader. She stutters just a little, so her reading is made a little jerky by it. She scarcely ever misses a word of her spelling lessons, and has been at the head of her class nearly all the year. She comprehends what she reads and will reproduce a story better than almost any other girl in my room. Her home letters are her own entirely. I find occasionally a misspelled word in them, or perhaps she has forgotten to capitalize some word, but as a rule there are very few corrections if any to be made. In numbers she will do considerable I think for she has a pretty good foundation to build from now. She can make

change for a dollar. For her mental work I have chosen examples from Franklins Primary Arithmetic using only such as bring in addition subtraction or multiplication. She is fond of the Picture Stories and has taken great delight in giving an occasional lesson from one of them herself. She remembers nearly every thing told her of Geography and is much interested in this study.
In disposition she is kind and Gentle. If reproved she takes it good naturedly. I do not think she would be ruled over by any one though. I occasionally have her giving a girl a piece of her mind, if she feels that they have interfered with her affairs. She is somewhat heavy in her movements - is not a graceful walker or dancer. She is affectionate, and likes to have many friends. Does not choose noticeably with any one girl - is fond of Lizzie Kabisch and Mary Porter, though perhaps not any more so than of a dozen others. She likes fun, and is always ready for any sport suggested. Her habits of observation is pretty fully developed. There is not much going on about her that she does not see. She is a most interesting girl to work with, and I look for a good deal of improvement in her.

Porter, Mary

Jan. 14th I have been giving more attention to Mary's reading than to that of any other girl in class. She stands at the head of her classes in most things, but she is a poor reader. We reading more in Harpers Second Reader and spelling the words given in connection with each lesson. She will tell more of what she has read than any other girl in her class, but she is very slow in reading - has to spell word after word before she can pronounce them. She pays close attention to the lessons given orally and gets more out of them than any other girl in school, I think. She is doing good numbers work.

Jan. 30th I do not see any improvement in Mary's reading. She works very hard on each lesson. In spelling she is about third best in her class. But when it comes to comprehension of a story she takes the lead.

Feb. 13th Mary led her class this week in reproducing the stories of her reading lessons. She usually has had her spelling lessons - but I do not see that her reading is coming up at all. She is quick awake in the Geography class, answering nearly every question put to her, or to the school for that matter. I have to stop her, in order to find out how much the rest know. She can explain the Picture Stories as glibly as any girl in room.

Feb. 27th We are reading now the last lessons in Harper's Second Reader. They are pretty hard for Mary, but she studies well and is really reading a little better, though I fear she never will be a good reader. Other work not very different than when last reported.

March 12th At this date Mary has taken as a supplementary reader, the Second Natural History Reader. These lessons are very, very interesting to her as she is a regular little student by nature. Have chosen for her special work examples from Franklin's Primary Arithmetic where addition and subtraction are the only processes. She is interested in all her work.

March 28th Mary has been reading a lesson a day as a rule, unless they were too long. She does not improve much in her reading, but is doing splendid work in every other way.

Apr. 16th At this date Mary is working examples in subtraction, and working on the multiplication tables. Other work about as usual.

Apr. 30th Mary can subtract now where some of numbers in subtrahend are larger than those in minuend, and is working out little mental examples where there is multiplying to be done. No particular change in other work. She reads one lesson, or part of a lesson, every day, and

usually has her spelling lessons.

May 4th Mary can tell more about the lessons gone over in Natural History than any other girl in class and I am sure she will not soon forget what she has learned. She does not write quite so good a story of these lessons, as she did of those in Harper's Reader but she understands them. Her work has been very well done the last two weeks.

May 28th Mary is working examples in multiplication work and working still on the multiplication tables. No particular change in other work.

June

Mary is one of the very best girls in school and her work has been satisfactory in every thing but reading. She is not an early reader, but remembers almost every thing she reads. I can take Harper's Second Reader or her Natural History and question her on any lesson in either book and she is nearly always ready with her answers. It is surprising how much she remembers. As for her observation, it is wonderful how well the girl has used her eyes. She always asks to have every thing explained to her, and probably has all her life; so she has picked up a deal of general knowledge. She is a regular little student by nature. Knows the names of all the trees

about here, will tell the quality of the wood, and if it is used for any particular purpose. Will tell you where the different birds nests can be found, and tell of the habits of different animals. In fact, when we go out of doors for our lessons, Mary is the teacher and the rest of us are students. She is ambitious and tries to make the most of herself in every way, and feels badly if she cannot stand as high as the other girls in her classes. But she is not jealous is out doors. I think, rather she is proud of the girls in our room who do the best work. She holds her own in every thing excepting in reading and spelling, and not being a good speller of course her language work is faulty. There are usually quite a few corrections to be made in her letters, but the composition is her own entirely. Sometimes she asks me what would be the best way of saying what she would tell, giving different ways she had thought of. Her language work, lately, has been to build a sentence from one word. Many are good but occasionally comes one like the following. Taking the word finished, for a foundation the other day, she wrote "The wild-cat pounced down on the poor man, and finished him" Reading it aloud it created a great laugh among the girls and Mary laughed with the rest. As a rule she takes criticism very good na-

turedly, but she has a mind of her own, and when she feels that she is in the right she will argue her point until she is made to see differently. She has a pretty good start in numbers - can add, subtract and multiply and we have made a beginning in division. Have taken examples from Franklin's Primary Arithmetic for her mental work. She can count and make change with United States money. She is one of the very best in Geography, and is much interested in the Picture Stories. She says that the reason she enjoys the Picture Stories so much is because they read just as we talk. She has rather a pleasant face, though the chin and mouth are weak. She is an awkward walker and does not hold herself too erect. She manages to do all kinds of work with dexterity, though she has one stiff hand. She has a pretty evenly balanced mind, and being quite ambitious girl and a hard worker I do not see why she should not make much improvement.

Dodd, Mary

Jan. 14th " Although Mary writes her letters fairly well on slate, yet she cannot copy them with pencil unless watched. She grows nervous, and makes her letters very uneven. So in place of the daily practice in writing I am having her copy again and again her home letters. She is reading in Harper's Second Reader, and tries to tell a story of her lesson from day to day. She is doing fair number work. Pays pretty close attention to the lesson given orally.

Jan. 30th " Mary has copied one letter alone, which was considered fit to send out. It was not well done, but it seems best to encourage her in writing alone, so I found no fault with it. Other work the same as when last reported.

Feb. 13th " There is nothing special to say of Mary at this date. She has been doing her work willingly from day to day as usual.

Feb. 27th " Mary is coming up in letter writing. She copied her second letter alone to day and it was in much better shape than last months letter. I have had her copy her reading lessons in place of the usual language work at times and have her spell every thing possible with pen. She is reading now the last lessons in Harpers Second Reader and reading quite well, but for an impediment in her speech, and she orally has her spelling lessons.

March 12th " Mary has been given as a supplementary reader the Second natural history Reader, which she enjoys much more than the old book. For her mental numbers work the last two weeks I have taken examples from Frank Wells Primary Arithmetic choosing those that required simply adding and subtracting.

March 28th " There has been no particular change in Mary's work since last reported. She has read about one lesson every day, and had the usual lessons in Geography etc.

Apr. 16th " This date finds Mary working in subtraction, and studying the multiplication tables. Nothing special to be said of her other work.

Apr. 30th " Mary can now subtract where some of numbers in subtrahend are larger than those in minuend, and I am giving her some mental examples which call her knowledge of multiplication into play.
She has been reading and spelling well and has been next to the head in her class. She seems to understand the Geography lessons, and enjoys them.

May 14th " Mary's letter of to day was very well done for her. But she will never make a good writer, as she cannot hold her hand steadily. Other work much the same as when last reported.

May 28th Mary is working examples now in multiplication and having a hard struggle with them. Most of her work has been done easily and well the last two weeks. I find she remembers much of what she has read in natural history more than I thought she had.

June

Mary Pohl is one of the good workers and so has made considerable progress during the year, notwithstanding her drawbacks, the nervous shaky hand and imperfect speech. She is reading much better now than she did at the beginning of the year - her articulation is much clearer and she does not read in so jerky a way. She comprehends what she reads and at this date can write quite a little story of her reading lessons. She is just about independent in letter writing now, the composition being entirely her own. Sometimes there are quite a few corrections to be made in spelling etc. and again none at all. After a letter is corrected she can copy it alone, which is a great gain over last year, or the first of this. Her writing is very uneven, but I wonder what she writes as well as she does, with her nervous clumsy hand. The joints of her fingers seem to have enlarged from some cause, and she bites her finger nails, and this has helped to spoil the tips of her fingers,

which were naturally clumsy I think. She is not so quick to work out any example at board as the rest of the girls in her class. Here again the nervous hand bothers her. She will rub out a figure again and again before she gets it to suit her. When it comes to mental examples she can think as fast as the rest, and in saying tables as we skip about she is usually the first to answer. She can add, subtract, and multiply, and has made just a start in division. I think she reads well enough to be placed in the Third Reader another year. Her speech is rather thick and she has trouble in pronouncing some words because of her foreign accent. She is a good listener and so has gotten much from the lessons given orally. Her personal appearance is not prepossessing. Her shoulders are stooping, and she walks with a shuffling gait, though she can keep step in marching. She does not seem able to move her head easily from side to side, or to throw it back. Says her neck feels stiff. She never looks directly at one when spoken to. I used to think she was hard of hearing, but she is not. It is only a habit she has of not answering quickly when spoken to, and as she does not look up one would naturally think that she did not hear. She has a pleasant disposition - smiles and

scolds when any thing happens to displease her. At times she becomes angry on the slightest provocation. I think the girl suffers more or less from neuralgia and that is probably one reason why she is so irritable. Her pad has a worn, pained look, as though she had been through a good deal of suffering. She does not show much affection for people about her but she is strongly attached to her own people. As a rule she gives me very little trouble, and is a good girl to work with.

Rausch, Lizzie

Jan. 14th Out of school at this date.

Jan. 30th Lizzie is reading with her class in Harper's Third Reader from three to four paragraphs a day and learns to spell in connection with each lesson from three to a half dozen words. She builds sentences from words which I give her. Has been writing numbers six hundreds and is given a little mental numbers work from time to time.

Feb. 15th I have trying to get Lizzie to write a little story of her reading lessons but she cannot do it. She tries to remember the wording as given in book instead of putting it in her own language. I do not think she is getting much from the Geography lessons or Picture Stories. She is very slow to comprehend.

Feb. 27th Lizzie is out of school again.

March 12th Lizzie is out of school so much that she gets discouraged as the other girls in her classes are always ahead of her. Looking back I can see that her letter writing is much better than it was two months ago. She writes out what she wants to say on slate of course, there are many corrections to be made but after the letter is corrected she can copy it in pretty good shape.

March 28th There is nothing special to be said of Lizzie at this date. She still reads three or four paragraphs a day, and

has the usual spelling lesson every day.

Apr. 16th Lizzie has done pretty good Language work the last two weeks. I think she is coming up in numbers a little. Other work much the same as when last reported.

Apr. 30th Lizzie can now add where there is carrying to be done. She is spelling much better than she did a few months ago. Her reading is not good. Letter writing is much better than a couple of months ago.

May 14th At this date Lizzie is not in school.

May 28th Lizzie is still out of school.

June

Lizzie Rauch is not in school at the present writing, and I suppose will do but little more school work. Of her work when in school I cannot say any thing very commendatory. She is not a good worker, and tries to cover up her errors. Could she have a year or two more in school I think perhaps she might get interested enough in reading to make some use of it outside to read books or papers in play-room and elsewhere. Then too she was getting to be quite a letter writer. It took her a long time to think one out, and get it written down on her slate and there were errors in spelling etc. Still she had caught the spirit of letter writing, and after one

had been corrected could copy it in pretty good shape. She read in the Third Reader not well she really ought not to have been in so high a book. But she would have been discouraged had I placed her back to the last lessons and let her stay where she was when she came to me. She never would make an easy reader, as she stutters quite a good deal besides having a decided foreign accent. She had to work very hard to get her spelling lessons. I think she got quite a little from the Picture Stories, but she did not seem to understand much of the Geography lessons. She could write any given number to thousands, add two where there was carrying to be done, and subtract simple numbers. Outside of books Lizzie learns things quickly. She soon learned to speak the English language. No one taught her how to care for herself. She learned from the people about her. Her hair soon came out of tight braids, and was twisted in a loose coil on top of her head, and her bangs were always carefully curled. She is dainty in her habits and tastes now, and always looks neat and trim. With her growing pride she has learned to stand more erect, but her shoulders are quite a little stooping now. She has rather a pleasing face when good natured. She hasn't a real pleasant disposition and when she puts on a sulky scowl on her face which spoils

her looks. Out of temper she forgets to be lady like - scolds at the girls or pushes them rudely away if they come near her. She is an affectionate girl and when in good spirits will do almost any thing for her friends Pets those about her then, as much as she before has scolded them. She is very fond of her brother and usually has a smile for him when she has none for any one else. She always looks for a dance with him every Tuesday night and is very much disappointed if she misses it. She is truthful, and truthful and helpful, so there is much good in the girl, if she is unsatisfactory as a pupil in school.

Resnick, Bertha

Jan. 14th Bertha is reading with the advanced class in Harper's Third Reader, taking usually one lesson a day. Her Language work has been mostly to build sentences from words which she herself chooses from her reading lessons. She nearly always has her spelling lessons. In numbers she is not good, neither does she take as much interest as she might in the Geography lessons and explanation of Picture Stories.

Jan. 30th Bertha has been working pretty well the last two weeks. She enjoys her reading lessons most of all, & despite McLeod she is about the best reader in class. On explaining the story of "The Peasant", which we had the other day, of how, as the story ran they sometimes kept their cows in the house in that country, a fact which many of the girls seemed to doubt, Bertha brought in proof positive that such was the case by exclaiming - "Why they do. The Dutch keep their pigs in the parlor". It is needless to say that this brought down the house.

Feb. 13th Bertha has led her class in Language lessons the last week. She does not enjoy Geography but is more interested in the Picture Stories than she was. She is reading now the last lessons in Harper's Third Reader. Is writing numbers and adding simple sums.

Feb. 27th At this date Bertha is reading in Harper's Fourth Reader for a day or two at a time, as a reward for extra good lessons. Her work about the same as when last reported.

March 12th Bertha has been given Harper's Fourth Reader, having finished her other book. She is doing pretty good Language work, but doesn't pay much attention to the lessons given orally, and does not try to do any thing in numbers.

March 28th There is not much to be said of Bertha from time to time. She may improve a little in reading, and perhaps grows a little more independent in writing, but that is all.

Apr. 16th Bertha has had the usual lessons the last two weeks. I have given up the hope that she will ever learn to count money. She doesn't like the idea of being written about in this book, and she said to me the other day "If you are going to write down in that book what the girls know you need not say any thing about numbers for me, for I don't know any thing about them."

Apr. 30th Have been trying to teach Bertha to add and carry the last few days but without success. She is reading well as usual, and her letter writing is good. She does the things she likes to do and knows how to do. As for taking up any thing new she

doesn't want to and will not.

May 14th Bertha is reading some of the harder lessons in Harper's Fourth Reader and is reading well and she usually has her spelling lessons. She has not taken very much interest in her language work the last two weeks. Nothing new in other work.

May 28th Bertha has not been at all well lately, and has done but very little work since last reported.

June

Bertha has'nt made much progress during the year. She has gone pretty usually to the end of her book I think. She made pretty well in Harper's Fourth Reader and usually has her spelling lessons. Her language work is fair, and her letter writing. She does well the work she likes to do that which comes easy to her but any thing that is hard for her, that she does not like, she will not touch if she can possibly help it. She hates numbers and will not try to understand them and I have not made her work at them lately. It seems just a waste of time. She writes a neat and well worded letter. The composition is her own entirely. There are usually one or two corrections to make in each sometimes more, and then again none at all. She is not particularly attentive to the lessons given orally but has gotten a little from them. She has a hot-

temper and is very nervous and excitable. She cries like a spoiled child when angry and storms about the cause of her unhappiness. She forms very strong and sudden attachments for new people that come in the house and for the time being they influence all her thoughts and actions. She has always been until just recently the very staunchest of democrats. She must have lived in her childhood among a very strong party people and their beliefs were thoroughly instilled into her. It has always been the very strongest thing about her. Four years ago when Harrison was elected and the news was told to Miss Bertha she flew into a perfect rage and used every adjective in her vocabulary to express her disgust. After the Nomination in Minneapolis two weeks ago, some one came into the school room and guilty mentioned Harrisons name to her off she flew into a regular tirade against the "old republicans". No one excepting those who saw the child can imagine how furiously excited she became. I speak of this things only because it is one of Bertha's strongest characteristics to cling to old teachings, old beliefs. To creep to her Number work again. She can read and write numbers in thousands and has built many of the tables, but for all that she has but very little idea of them. If I should ask her to tell me how much money she would

spend should she give five cents for a spool of thread, two for a pencil, and one for candy, she could not tell me without putting marks down on the slate and then counting them up. She likes to make herself conspicuous. In singing in chapel mornings she will scream at the top of her voice, to attract the attention of the teachers. In school she will appeal great mirth and giggle until she makes me notice her. She is often contrary and loves to tease and annoy in every way she can. She is not an attractive looking child neither is she repulsive. She has a peculiar way of rolling her eyes about which is quite noticeable. She enjoys being in school I think and would be unhappy were she taken out. But I do not look for any improvement. The most to be done for her is to keep her from forgetting what she now knows.

Russell, Hannah

Jan. 14th Hannah's school work amounts to but very little. She reads, writes, does number work etc. every day, but it is all done in a sort of a mechanical way. She is hardly ever able to tell what she has been reading about. Does not do any language work.

Jan. 30th Hannah comes to her classes every day, but does not improve at all. She reads three or four paragraphs a day in Harper's Third Reader, and is given from three to a half dozen words a day to learn to spell, and she cannot learn perfectly, even so short a lesson. Is working in multiplication.

Feb. 13th There is nothing to be said of Hannah further than that she is kept busy all the time.

Feb. 27th Hannah shows considerable interest in numbers. No change in other work.

March 13th No improvement in Hannah.

March 28th Some days Hannah has shown considerable interest in numbers, in the last two weeks. Then again she has been cross and would not work at all.

Apr. 16th There is nothing special to be said of Hannah. She has been reading, spelling, and working in numbers with her classes from day to day the last two weeks, but I do not feel that she has improved at all.

Apr. 30th Hannah's work the same as when last reported.

May 14th Hannah has done but little school work in the last two weeks. She has been on a regular tear and has stormed about "the old English and Junkel books and teachers" to her hearts content.

May 28th Hannah is still very irritable and nervous, and is doing but little school work.

June

Hannah is certainly one of the "peculiar cases". Child Bertha Reunish, she clings to old beliefs, old teachings, and they are the strongest things about her. She cannot teach her any thing, can only keep her perhaps, from forgetting what she now knows. She does not want to do any kind of school work except ing what she did under her old master, or in a convent. She talks a great deal about this master. I think he must have taught her when she was in Ireland and she talks a great deal of convent life. She is a very devout catholic and counts her prayer beads as regularly as the night and morning come, and she often takes them out during the day. She carries them in her pocket, in a little white bag which she washes very often, and keeps very clean. She is easily moved by any thing religious. Her eyes will fill with tears when Bible stories are being told, or when religious songs are sung. She thinks she is in a con-

vent now, but says it is a very queer one and that the people are all wrong in their heads. She thought all the teachers were sisters when she first came, and was much distressed about their dress. When last I asked her if she still thought us sisters she replied "Oh yes Lovie. You do not look like sisters but you are good like them". She worries a great deal about the souls of the children. Says that they quarrel and fight so much that they will surely be lost. But she can get as angry as anyone and I have heard her use some pretty hard language. She doesn't often get angry. Which she has a good deal of trouble in reading, or has a particularly poor spelling lesson, if reproved she is liable to show considerable temper, and perhaps becomes furiously angry. At such time she will storm about the Yankee books, and say that if her old master were here he would attend to people for trying to teach her out of such things. But spelling a word containing the letter (g) she always calls it (jed). This is sure to cause a giggle from some girl and so much indignation on the part of Hannah! She is not a good speller and is a very poor reader. She must have been trained to carry her breath through long sentences in reading, and she tries to do so now, but the words are not easily pronounced and come so slowly that the child is almost black in the face before her periods are

reached. She cannot bear to be told not to do this, and is sometimes very saucy when corrected. She is much more irritable before a convulsion than at any other time. She realizes to a certain extent what her sickness has done for her. She will sometimes touch her face and shake her head saying "I did not used to have such things as this", and she will tell how ugly her hands have grown. She has an old scar on the back of one hand which she is always binding up with a wet cloth to try and soften. She has seen a good deal of the world, and can be drawn out to talk much of her travels. Her father was a sea captain, and I should judge from her talks that he must often have taken his family with him on his voyages. I think she is a girl who has done considerable in school, and who has been carefully taught. Some days she is right bright in numbers, and then again she seems dazed and bewildered and can do nothing at all. She writes a pretty accurate hand. Neatness characterizes all her work. She does not write letters but could had she any one to correspond with. She has been reading in Harper's Third Reader all the year taking from three to four paragraphs a day. She has not had much use for the Geography lessons. She thinks England the only country worth talking much about. She can perhaps be kept from forgetting what she now knows, but that is all.

Scott, Retta.

Jan. 14th I have been drilling Retta on reading, more than on any other one thing the last two weeks. She is a very good reader and reads fast and indistinctly to try and cover up her errors. If she does not know how to pronounce a word she will hit at it and go on as though every thing were all right. I have had her take short lessons only three or four paragraphs a day, and have given her not more than a half dozen words for spelling. She is not an attentive child and so does not get hold little from the lessons given orally. She writes numbers and is given some mental examples.

Jan. 24th Retta is still having a struggle with her reading lessons. It is almost impossible to make her read slow. If left to herself she will rush from beginning to end of verse dropping out entirely words that are not ready to pronounced, or at best just giving the sound of one or two letters in them. Caught up on her faults she always remarks "Well, I try as best I can"

Feb. 13th At this date I find Retta really trying to look at a word long enough to see what it is before she attempts to pronounce it. She is reading as usual three or four paragraphs a day from Harper's Third Reader. She often misses her spelling lessons. Sometimes her language work, which is principally sentence building, is good and then again very poor. She is not at all interested in the Geography lessons or in the explanation of the Picture Stories, though she would like people to believe that she was interested in and understood all school work.

Feb. 27th Retta's letter of to day was in better shape than any she has brought to me for a long time. I think this book had much to do with her careful writing. Other work about the same as when last reported.

March 12th Retta improves in reading but very little. She is always trying to cover up her mistakes, though she knows this habit is understood by all. Often gives a little cough as she stumbles over a word and then hurries on to the next. She often has to stay after class to learn her spelling lessons. She makes many laughable mistakes in answering Geography questions. When I asked the girls the other day what to state were west of Dakota Retta called out at the top of her voice north and South America.

March 26th Retta has had the usual lessons the last two weeks four day to day, but I do not feel that they have done her much good. She scarcely ever asks questions, but pretends to know all about every lesson.

Apr. 16th Retta is working on slowly as usual and perhaps has gotten a little good from her lessons in the last two weeks. She is working in addition trying to learn to carry. Still takes short reading lessons - never over five paragraphs a day. She seems to enjoy the Pictured Stories but cannot answer all questions on them much less tell the story.

Apr. 28th At this date Retta can add and carry. Do not suppose she would remember the process a week if not drilled on it. Her work not much different than when last reported.

May 14th Retta has not been well the last two weeks, and has done but little school work.

May 28th Of Retta's work for the last two weeks I cannot say anything very encouraging. She had been able to come to her classes as a rule every day but has had very poor lessons. She probably felt tired as the warm days come on. I have not required very much of her. We let this poor lesson go unnoticed.

June

I can say but little in praise of Retta's work for the year as may be seen from bi-monthly reports. Spells that she knows pretty well what

kind of work she does, and yet she wants other people to finish it - is all right. But would think she would grow tired of always trying to cover up her mistakes and having found out. If she breaks a slate or tears a book she never tells of it as any of the other girls would and under whose hand it happened unless she has a good excuse to give. She is full of deceit. In spelling a word she is not quite sure of she rattles the letters together so fast that one can hardly tell what she is saying. If she does not know how to pronounce a word when reading she will either speak it too low for any one to hear, or else give a little cough as quickly as it is spoken, and then finish on to the next and go on as though she did not dream that she had made a mistake. Reprove her for this and the old excuse comes "Will I do the best I can". She cannot hear to be corrected, and is always cross when she is and even impudent. She is a great scolde and picks more quarrels than any other girl in the room. She is full of flattery, which she often uses in helping others to favors she would ask. She likes to be flattered and is always fishing for compliments. Will say as she brings her slate to me. "Here see how quick I have made this for you Miss Pinch". She tells when writing a letter or slate of how much it is, when it is

full of mistakes, half written words which she did not know how to spell. Her reading lessons have been short - only three or four paragraphs a day as a rule and but few words given for spelling in connection with each. She has rather a peculiar pronunciation drawling her r's after the manner of some Eastern or Southern people. She pronounces when (wen) and white (wite) etc. and lisps a little. This habit of speech seems to be incurable. She often leaves off the suffix (ing) in writing. She can copy a letter neatly and really deserves much credit for writing as nicely as she does, for she has to write with her left hand, her right hand being almost helpless from paralysis. She is inattentive to the work given orally. Her convulsions do not appear to have stopped her school work as seriously as one might expect they would. She will read in a half hour after a convulsion as well as though she had not had any. Of course this is not always the case but she seems to have less trouble than the other epileptic girls in my room. She is always finding fault - the food isn't good & she doesn't like the sink etc. She is discontented when in the institution and wants to go home and never is going to come back again. But once home then every thing there is wrong and she is

as anxious to get back to school. She does not often see the funny side of things but when she does she almost thoroughly enjoys the joke, if you tell it she will laugh very heartily. It does one good to hear her laugh in this way. For it means that there is a little genuineness in her laugh at least. I think that if she can be kept from forgetting what she now knows, much will be done.

Schumaker, Lena

Jan. 14th Lena has been reading one lesson a day usually from Harpers Third Reader and reading well i.e. her reading sounds pretty well. She does not read understandingly & have been giving all the questions on meaning of words, and phrases to her trying to get her to think what the whole means. She still enjoys the Geography lessons and explanation of Picture Stories. Does not do much in Language work or numbers work.

Jan. 30th In place of the daily Language work the last two weeks & have been giving Lena words or letters to copy. She is so slow a writer that I have given up Language work for her at desk. While the other girls are writing story or lesson, or building sentences Lena is trying to get up a little more speed in writing

Feb. 13th Lena is not writing any faster I think, but her writing is looking much better than it did a month ago. She does not rub out letters as often as her slate is clearer and their her letters are more even. She has tried to write a letter alone, but without success. Still reads one lesson a day, and usually has her spelling lessons. She is becoming more and more interested in the lessons given orally.

Feb. 27th Lena is reading at this date the last lesson in Third Reader and seems to pay more attention to what she is reading than she did a month ago. I had to sit by her to day as she copied her letter She is writing a much smaller hand than she did two months ago, and will soon be able to copy her letter without help & think.

March 12th I have given Lena Harpers Fourth Reader as the others of her class were ready for it and I felt she would do better in that book than to be left in a class alone. She reads as well as either of the other girls but does not read so understandingly though she is beginning to think of what she is reading without being constantly told to do so.

March 28th Lena has been working pretty well the last two weeks. I find that she understands the lessons in Fourth Reader as well as she did those in her old book. She has been working little mental examples where there was both adding and subtracting to be done. She keeps up her interest in Geography, and in the Picture Stories.

Apr. 16th Lena has had the usual lessons the last two weeks, and has gotten some good from them I suppose. But she works very slowly at-

most things slower than the rest of the girls in her classes - for are always waiting for her.

Apr. 30th Lena can now add where there is carrying to be done. As her reading lessons grow harder we take shorter lessons sometimes taking two days on a selection or even more. She continues to improve a little all the time in writing. Usually has her spelling lessons which are becoming quite hard. Is doing a little language work.

May 14th Lena has been having a sad time in the last two weeks trying to learn to subtract - where some of figures in subtrahend are larger than those in minuend. I do not feel that she will ever do much in numbers. She has been reading and spelling as well as usual, and keeps up her interest in other work.

May 28th Lena's work is about the same as when last reported.

June

Looking back I can see that Lena has made quite a little progress during the year, but not as much as I had hoped for. She is one of those girls who show so little interest in their work, or at least are so quiet about it, asking

no questions, that it is hard to tell just what to do with them. She never talks about her work unless spoken to. But she is a good listener and I was surprised to find out how much she had gotten from the Geography lessons and Picture Stories. But would not think to notice her that she was paying much attention to what was going on about her. She does not comprehend what she reads nearly as well as what is told her. She is not quick to act, and when spoken to, though I think her hearing is perfectly good. I think sometimes she pretends not to hear, when she does not want to do what she is told to. But she is very slow always to answer a question and then does it in a sort of a frightened way. She is heavy and awkward in all her movements. She is not attractive in appearance, having a peculiarly shaped head and face. She is quiet and inoffensive in her manner and has a retiring disposition, not seeking friendships among the girls. Though so retiring, yet she is affectionate, and always responds to any overture of friendship on the part of any girl. At the beginning of the year I had to sit by her all the time as she copied her home letters and in fact had to help her write them, to suggest to her what she might say etc. But her last home letter was her own entirely. It was short containing not more than a half a dozen short sentences, but it was the first letter she ever wrote in-

dependent of help. although she does not comprehend well what she reads yet she would be called a good reader but for an impediment in her speech. She is not a good worker and so does not always have her spelling lessons, but she can get them when she applies herself. She can read and write numbers in thousands can add and subtract yet she knows but very little of numbers. She is a girl who will never make much of a showing in school, and yet she is an interesting case and may accomplish considerable in her quiet way.

Stewart, May

Jan. 14th I have had to keep a close watch over May to get much work out of her. She always wants to see and hear every thing that is going on about her. Will look up from her book to listen to classes, to watch me, and is ever ready to give her opinion on any subject that may come up. She has been reading one lesson a day from Harper's Second Reader. She is not a good reader but comprehends what she reads. I have to keep her after class nearly every day to learn her spelling lessons. She pays close attention to the Geography lessons and to the explanations of Picture Stories. She is going to do pretty well in numbers work and in Language work as soon as she becomes more settled.

Jan. 30th " I have had to give May a seat at my desk where I can keep an eye on her every moment. She has been doing much better work since the change. I think it is in her to become one of the best girls in school.

Feb. 13th " May is improving in every way. I do not have to keep her after class nearly as often as I used to to learn her spelling lessons. She is reading more carefully and is ambitious to become as good as the best in class. She is going ahead of her class in numbers work and will probably catch up with-

the next class before the year is over.

Feb. 27th " May is writing much better than she did two months ago and I hope will soon be able To write a letter. She is reading the last lesson in Harper's Second Reader. Is building sentences from one or more words. She is getting more of an idea of what studying means and is applying herself to the work in hand with some earnestness.

March 12th " May is improving right along. Has been given the Second natural History Reader in place of her old book. She finds this lesson very interesting and is going to be quite a little student of Nature. She is learning to add to here there is carrying To be done. Is always ready with her answers to the questions asked on Geography and is interested in the Picture Stories

March 28th " At this date May can write quite a letter on her slate and is learning to copy from slate to paper. She has been trying to write a little story of reading lesson. Always wants to do whatever she sees the other girls doing.

Apr. 6th " May is spelling better, and reading with less hesitation than she did a month ago. Have been working with her a little on subtraction. She needs a good deal of watching yet but is applying herself

more and more as the weeks go by.

May 14th " May sent out her first letter to day. She copied it without help. It was not well done at all but still was considered fit to send away. She has been doing pretty good work in every way The last two weeks.

May 14th " There is nothing special to be said of May at this date. She has had the usual lessons every day and has been working willingly.

May 28th " I watched May as she copied her letter to day, and as it was in much better shape than her first letter. I wanted that one to be entirely her own. But now she must be taught to be more careful. I find she will not be careful unless constantly told to write slower not to take so much ink on her pen etc. She has to work pretty hard on her spelling lesson. Other work about as usual.

June May

May Stewart is one of the most interesting cases in my room. An ambitious, earnest worker she certainly must do a great deal another year. When she first came in school she was all awake to what was going on around her, and had the delightful notion of working herself. I placed her in the Second Reader, finding she could comprehend stories beyond the simple

First-reader lessons. She was a very careless reader and a poor speller. I had to help her in day after day to learn her lessons, or else plead her somewhere while there was nothing to be seen by your class-mates. But-at-last she began to work and was anxious to keep her place in class. She has not missed a word of her spelling lesson for days. Her reading is not good now, but it is coming up all the time. She lisps some but I think this can be largely overcome. She knows all the small and capital letters now but is not a good writer, making her letters very uneven. She has quite an idea of composition her home letters being entirely her own. She makes many mistakes in spelling etc but she knows what she wants to say and how to say it. I shall not let her copy her letters alone for some time yet but until she has learned to be more careful. She pays close attention to the lessons given orally, and so gets much good from them. She can add, and subtract and has begun the multiplication table.

In appearance she is awkwardness itself, being about five feet eight inches tall, and having the carriage of a baby that has just learned to walk. She has smashed more slates than all the rest of the girls put together, and is always dropping

her books and knocking things over generally. Noisy as a noisy can be and cantey, though I think she does not mean to be the latter. I said to her one day as she passed down the aisle sitting against the desks and making more noise than a half dozen ordinary girls. "May cannot you make less a little more noise?" when the reply came drawled out in her usual style "Oh yes. Bill try to next time." She has a good memory and is pretty forward. One day when she had had a particularly good lesson I said to her "May you have a long head." Then she asked "what do you mean by that Miss Patch!" I replied from the tell, when she said "I guess you said that because I keep things in my head as well." She doesn't come under school-room discipline as easily, and well as she might. If she wants to leave her seat she never thinks of asking permission, and if she has a question to ask of a girl away across the room she will call it out at the top of her voice. She is very self conscious and seems to like to attract attention. Probably that is one reason why she is so noisy. One might think her near sighted, as she bends her head so low over book or slate, but that is only habit. She always bends her head forward

whether walking or sitting. She can keep step in marching but-does not-always do so. Breaks into her toddling walk instead, turning her head from side to side to see if any one is noticing her.
She has a light hearted, happy disposition-gets a little spunky sometimes and does a deal of sputtering, but-does not-mean half she says, and is soon over it-
I look for a good deal from Mary and should like to have a robin full of just such girls.

Thorson, Sofia

Jan. 14th " Am having a hard fight with Sofia. She is determined that she will not-learn to read and much less to spell. She is always on the contrary side, ask her to sit-by you and she wants to stand, to stand, then she will sit-down etc. She has learned a few more words in the last-two weeks.

Jan. 30th " I have gotten very little out-of Sofia in the last two weeks. She has learned to read two or three more pages, to spell a few more words and has done a little writing. But it-has all been done under compulsion. She will not-work at-all if left-alone.

Feb. 13th " At-this date Sofia will write in real good nature d. Knows cat and dog, and she can make the letters h-e-n but-we have not-yet-put-them together.

Feb. 27th " Sofia has made but-little improvement-since last-reported. Has read a couple more pages in her book and writes her letters and figures a little more accurately perhaps.

March 13th " Sofia improves but-very little. I waste a good deal of time trying to make her work. She is growing more contrary all the time. I have to drag her out-of her seat-day after day to make her

come to class.

March 28th At this date Sopia is doing a little better work but that does not mean much. She has to be constantly pushed and coaxed.

Apr. 16th Sopia is too ugly now to do any kind of school work. She and her sister have put their heads together and made up their minds that they neither of them will do any thing good in school. I have coaxed and threatened and punished, but all to no purpose.

Apr. 30th Sopia is having no attention given her at this writing. We thought best to let her entirely alone for a time to see if she would not get tired of sitting idle.

May 14th Have been trying to get some work out of Sopia again lately, but all to no purpose.

May 28th Have had orders not to give Sopia any more time or attention.

June

Sopia Thorson is certainly one of the most obstinate and aggravating children, for one, with as much mind as she has, that I ever came across. If she did not know any better one could have patience with her. She could do good school work if she would. But no. She hasn't the straightest bit of use for the English lan-

guage. It is "Norsk Norsk no English no English" day after day when I try to teach her until she has the whole school upset with her storming. She does it care how she looks. I believe it makes her angry because she has to comb her hair and have on a decent dress. I thought for a time she was beginning to take a little pride in her personal appearance. She went so far one day as to make me understand that she would like curly hair. But she is away off again now and does not take any thing or any body in the institution. She was very homesick when she first came here. She had evidently lived out of doors a great deal of her life doing out of door work. I often when I gave her school work to do she would shake her head and say "No read - milk cow," and give me to understand that she wanted to go home on the farm. She probably comes from a family that care nothing for self-improvement. Be that as it may, I know she cares nothing for it, and she is one of the hardest children to teach or do any thing with that I ever got hold of. If she were good she would not be unlikeable to look upon. But as it is she usually has an ugly scowl on her face which completely disfigures it. I try to make her obey them, and they chance to see she doesn't - kick over all the chairs

within her reach and out it for-
bydit if she doesnt vent some of
her spite on themselves. But she
is a coward for all. She walks with
a shuffling gait swinging from side
to side, When she forgets herself she
can keep step in marching, But
if she discovers that she is keeping
step, out she goes and keeps out-
for pure contrariness. She never
stands in an even line with the
girls in Chapel but is usually a
little ahead of them. Put her at line
and she won't keep in unless some
one stays by to watch her. And so
it goes about every thing. She had
read 30 pages in Harpers First Read-
er could make part of the small
letters and the figures to ten.
But she does nothing in school now
excepting industrial work. She
will sew on any thing and gives
her best always wants to sew
every thing Her own way. She
is not a bad sewer and in fact
can do pretty good industrial work.
The hardest struggle we ever had with
her was when we separated her
from her sister in school.
They had been sitting close together
in school and talked so much
together that nothing could be got-
ten out of either. The separation
had been held before them as a
punishment if they did not
work, but they paid little heed to
this. However, when it came
and one was placed in one school
room, and the other in another

they both worked better for a time.
I think perhaps they thought that
by so doing they would be allowed
to be together again. They have a
wonderful influence over each
other, and were always close together
though no one ever saw any over-
tures of affection pass either toward
the other. Now that they cannot talk
with each other in school they agree
outside what they will do, or did
until they had to be separated entire-
ly. Of course Sofia may take a
start and do considerable school
work, she is bright enough, but
I do not expect any thing from her.

Worthington, Lucy

Jan. 14th Have not been able to get much work out of Lucy. She will not read unless she wants to. She usually has her spelling lessons. This could easy to her, and she writes quite nicely. She pays but little attention to the Geography lessons and shows not much more interest in the Picture Stories. I cannot get her to do any thing in numbers.

Jan. 30th Lucy has been copying her reading lessons the last two weeks, and by this way of studying has been reading a little better. Sometimes I have her sit by me to do this, then again I send her to the board. She will not work at all if left to herself.

Feb. 13th I still keep Lucy at work copying her reading and Spelling lessons. She shows but very little interest in this work and none at all in any other.

Feb. 27th Lucy has kept busy most of the time, in the last two weeks but not of her own accord. I have to keep her by me or at board to get any work out of her.

March 12th I think Lucy is working a little more willingly than she did two or three months ago but that is not saying much. She is reading with the First Reader class now as they are in the first part of their Books for review.

March 28th At this date Lucy is showing quite a little more interest than she did two months ago. She has copied a letter alone and will work out her reading lessons without being told to. Does not do any thing in number work, or Language work.

Apr. 16th Lucy is still doing pretty good work for her. reads with her class every day and usually has her Spelling lessons.

Apr. 30th There is nothing particular to be said of Lucy at this date. She has had her usual lessons to learn every day, but as the lessons grow harder she does not have them quite as well.

May 14th The reading lessons are getting pretty hard for Lucy but I have not found it necessary yet to put her back. I think if she would only apply herself that she could keep up with class for some time yet. But she does not like to work and has needed a deal of urging again lately.

May 28th Lucy is dragging herself along with the rest of her class and I think she is doing as good work as any. Some days I do not ask her to read at all and when I do I usually have to pronounce half the words for her. She writes numbers and writes in her copy book every day, but always wants to be invited to do any thing.

June

Lucy has done the least of any girl in school. She is lazy and contrary and does no work excepting under protest. The first of the year I had to have her sit by me or she kept her at board in order to get any work out of her. But after a time she began to work at her desk and kept up quite a little show of interest for a few weeks but has been dropping off again lately. She is a very poor reader and never tries to pronounce words of more than four or five letters. She could pronounce many more than she does if she would only spell them out but she has not the patience to do that. She spells much better than she reads and writes quite a neat pretty hand. At writing, arithmetic to but very very little. She spends most of her time at old fighting imaginary foes. She often turns about and says "Go away" as though there were some one behind her teasing her. Then again she will seem to try to push away someone or something that she fancies is by her side. She is very childish, talks and laughs in a babyish manner. She has a hot temper, and when angry will scold and stamp her foot, and even bite herself. She seems to have a perfect antipathy towards some people, but is very fond of others and loves to be petted by them. She has a passion for pets of almost any kind, but particularly for cats. Like many little

children she calls a muff a kitty. She gets bits of fur for book marks and sometimes wears bits of fur on her dress. Take them away from her, and she will cry as though her heart were almost broken. She is very rude toward her school mates when she is out of temper will scold at them and strike them if they happen to touch her. She can keep step in marching, and dances quite a little in spite of her lameness, which was caused by paralysis. She has but very little use of her right hand - can straighten it out but usually carries it drawn in toward the wrist. A little thing will cause her to laugh in great glee. But most ways she does not seem like the other girls in my room, being much more childish. I do not feel that she will ever do much more than she does now, unless some one could devote there whole time to her. She is lazy, and does not care to make the most of herself - has no pride at all.

Report of Geography Class Jan 1st to June 30th

After leaving of the country about Faribault as spoken of in Class Report pages 14 we next learned of the great forests in northern part of State. We talked of the rivers in this part of the State of the great number of logs floated down them in the Spring of the year to the different saw-mills. Of how the lumber made from these logs was sent out to other places and of what use it was etc. We learned that in the hill country of Minnesota could be found copper, silver, gold and graphite and then talked of the iron mines of or near Duluth and learned that Duluth was an important city. We talked of its extensive docks, and of the great ships coming and going with their different cargoes. We learned of the flour quarter in this part of the State and of how the flour was used in many of the fine buildings in the Twin cities. We had many lessons on St Paul and Minneapolis learning of the great flour-mills and saw-mills in the latter and of places of interest in and about both cities. We learned that St Paul was the capital of the State and why so called, that it was built on the great bluffs of the Mississippi making it very picturesque as our own city of Faribault is. We talked of the Mississippi as passing many States on its way to the Gulf of Mexico, and so tried to get some

idea of its length. We learned that St Paul was the head of navigation and why and talked of the different boats to be seen loading and unloading cargoes. We learned of the St Croix river by the city of Stillwater, and of the State Prison located there. Then leaving this part of the state we learned of the great wheat growing section. We talked much of farms and farmers. We talked of the city of Rochester because of the State Institutions there, and learned of other cities in the State containing State Schools or asylums. After telling the girls all I could make of particular interest to them about Minnesota we took up the Middle States. Here I kept up their interest in the work by teaching them that Wisconsin and Michigan had great forests of pine like Minnesota, that Dakota was also a great wheat growing country etc. We learned why wheat grew better in the northern Middle States, and corn in the Southern Middle States and this gave rise to a deal of talk on climate and its effect on vegetation. We learned that all the Middle States were nearly as interesting as Minnesota comparing each with Minnesota, learning if it had more or less gold, iron, or copper, if any, and whether it produced more wheat or corn etc. We learned that the Middle States were called the great farming section of the United States although there was much manufacturing done in them. This with review of work gone over first of year, covers the years work.