

Faribault State School and Hospital. Individual School Records.

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Version 3
August 20, 2018

FROM

Miss Dickens 1881

TO

Girls 1882

Grade 3. Large Girls.

1891-2.

Andrews, Lucy.
Baur, Katherine.
Baumfiend, Clara
Brown, Mary.
Corliss, Florence.
Christopherson, Karen.
Detling, Laura.
Finch, Maude.
Fitzpatrick, Maggie.
Gleason, Katy.
Hague, Rhoda.
Hewitt, Lizzie.
King, Hattie.
Kloster, Adelia.
Kreiger, Emma.
Lamb, Linie.
Moore, Emma.
Nickola, Rosa.
Rathalock, Amelia.
Scott, Janet.
Shaar, Lena.
Schmidt, Augusta.
Thorsen, Ingeborg.
La Belle, Delia.

School Program for Year 1891-2.

First Session. - General Work with Whole Grade.

8-30 - 9+10. Object Lesson.
9-10 — 9-30. Explanation of Pictures.
9-30 — 10 — Materials + Qualities.

Second Session. - 10-30 — 12-15.

Industrial Work with Low Grade.

Andrews, Lucy.
Baumgind, Clara.
Finch, Maude.
Fitzpatrick, Maggie.
Gleason, Katy.
Hewitt, Lizzie.
King, Hazel.
Krodger, Emma.
La Belle, Delia.
Nichols, Rosa.
Rothschild, Amelia.
Scott, Janet.
Shaar, Lena.

Third Session. 1-30 - 3-00.

Individual Work with Higher Grade in Reading, Writing & Numbers, with Industrial Work as Busy Work.

Brown, Mary.
Bauer, Katherine.
Cortias, Silvanus.
Christopherson, Hans.
Detring, Laura.
Hagin, Rhoda
Kelmer, Adolia.
Lamb, Dora.
Moore, Emma.
Schmidt, Mystha.
Thorsen, Ingeborg.
Marsh, Olivia.
Mc Laughlin, Mary.

Report of Work from Sept. to March.

Object Work.

In Object Work the pupils of this grade have studied. - First: - The parts of the room - The floor, ceiling, walls, windows, doors.

Different rooms of the house. - Schoolroom, Bedroom, sitting room, dining room, Kitchen.

The house - Cellar, roofs, roof, stoves, chimney, stairs.

The furniture. Table, chair, stool, sofa, cupboard, bed, stove.

School material. - Book, slate, paper, pencils, pen, ink, crayon, ruler.

The parts of the body and their structure & use.

The parts of the dress.

Half or three quarters of an hour daily has been spent in this work, and though not all, nor even the majority of the class know the work that has been gone over thoroughly, the class as a whole has gained decidedly by it. The tendency has been to develop observation, discrimination, and the power of expression. Especial attention has been paid to the common things of every-day life, and every effort has been made to induce the pupils to think independently - with fair success in some cases, - in others with little or none.

Explanation of Pictures.

The class has studied three pictures. - "The Lesson", "The Dog and the Goat", "The Two Dogs", and are now studying "The Rooster." The work is principally discription and discussion of the objects in the pictures, the object being to teach them to see, and to interpret and describe what they see. Most of the class can comprehend and enjoy a very simple story, but can reproduce, without help, only the outlines. The principal benefit derived from this work seems to be learning to use the eyes, and to think about what is seen.

Materials & Qualities.

See Miss Mc Carthy's Report.

Individual Report.

Industrial Grade.

Inez Andrews.

Has done little or nothing in General Work on account of her deafness and her decided disinclination for talking. Can read and write a little, but it has been almost impossible to teach her anything in the line of regular school work on account of her unfortunate habit of catching form or expression without the slightest reference to idea. So she does nothing except Industrial Work, but does that well. She does good plain sewing and braids straw fairly well. She crochets lace well, when the pattern is simple enough, and is always busy, but requires to have her work constantly changed as she tires of one kind.

Clara Baumgartner.

Has learned a few English words and can name a few objects & pictures. Has been tried with all kinds of industrial work, but little or nothing has been accomplished, principally on account of lack of inclination. Has a furious temper & lately has been so unruly that she has been kept down stairs in the play room.

Grande Finch.

Has done little or nothing in any line. Silk and matches puzzles most of the time. Think she could learn some sort of industrial work if an unlimited amount of time could be given her.

Maggie Fitzpatrick.

Has done something at the general work, but is too slow to do much. Sews a little, not very well.

Katy Gleason.

Have been able to teach her nothing but the preparing of straw for braiding which she does neatly and well. These four girls and Janet Scott and Laura Dieting have recieved thorough and faithful attention, but I do not feel that they have accomplished any-thing worth mentioning.

Lizzie Hewett.

Is usually confined and busy. Irons towels neatly and does not tire of them. Seems interested in the general work, and gains from it rather more than one would expect.

~~Dd~~ Harry King.

Decided improvement in every way. Came into the school in the fall, a fairly bright girl, but lazy. Beyond the power of words to express. Was perfectly contented to sit still looking at nothing all day long. She has recieved thorough attention both in and out of school, and at last was taught to weave straw. For three weeks she has given no trouble at all. She does almost as good general work as any girl in the class, and is always busy and interested in her work. Is much more particular about her personal appearance

and seems fond of her classmates and anxious to please her teachers. If she continues to improve probably another year something in the line of regular school work could be done with her.

Emma Kroeger.

A very peculiar but very interesting little girl. Knows enough English to express herself fairly well, but does not like to talk. Braids straw fairly well, but needs to be watched. Crochets, but not well.

Delia La Belle.

Came into the school in the fall nearly helpless because of her deafness, and extremely unhappy & bad tempered. Has learned to braid straw well and independently and has been much happier since. Still has fits of despondency at times, but they are not so bad, nor is it so hard to divert her from them.

Rosa Nichols.

Has accomplished a great deal, I think, considering her ability. Seems to think much better than in the fall, and, as a natural result, expresses herself better. Does fairly well in the general work, and braids well, though not independently.

Amelia Rathsloch.

Does fairly well in the general work,- seems to think better than most of the industrial grade. Sews,- hems towels,- quite well when she realizes that it must be ripped out if not well done. Braids straw but not well, and never puts in the straws in the right place.

Janet Scott.

Sews a little but not well. Have been unable to teach her anything.

Lena Schaar.

Sews a little, and lately seems to be trying. Seems to be capable of considerable improvement, but is so lazy.

Buary Brown.

Can read & write a few words. Is very hard to teach any thing because all the idea she has of learning is to repeat what has been said to her. Seems never to have had an original idea. Have tried very hard to teach her some industrial work, but with no success.

Catherine Baur.

Is improving in every way. Think her improvement would be rapid if she could be induced to talk freely. Is learning to read & write. - has read about twenty pages in "Webb's Word Method" and writes almost any word from copy, but has is inclined to catch the form without much reference to idea. Can tell number of objects given her &c. to four. Does good general work, but hates any thing that calls for talking.

Florence Eccles.

Seems to be improving slowly in every way. Thinks better than at the beginning of the year, and is learning to concentrate her thoughts upon whatever work she has. Has done considerable work with skeleton sentences, and a short time ago commenced a No 1. Language Tablet. Writes and spells much better than she reads. Writes a good letter, though it usually needs correction as to spelling punctuation and capitalization. Counts numbers to 13 but is very slow in this work. Braids straw well, and crochets lace and worsteds for busy work.

Karen Christopherson.

It is almost impossible to teach her any-thing in the line of regular school work on account of her deafness, and an unfortunate habit of calching form with no regard to meaning. Can read a little and write a little. Lately has been doing nearly all industrial work, and has been doing well, and enjoys it. Braids straw well, and is learning to crochet. Is always busy & contented.

Laura Detling.

Has done nothing in any line. Can write any thing from copy, but has no idea of what it means. Seems to have absolutely no power of concentrating her thoughts, and as little inclination. Has been the same trouble with industrial work.

Rhoda Hague.

Decided improvement. Thinks well and expresses herself well orally. Has finished Part I of "Webb's Word Method," but does not write nearly so well as she reads. Has been braiding straw and it has seemed to make her fingers

has stiff & awkward. Am trying very hard just now to bring up her writing, but it is hard to say how successful the attempt will be.

Addie Kilmar.

Has grown used to answering when questioned instead of staring blankly as at first. Can name the parts of her dress & body & tell their uses. Matches color & busies herself with pegs & tiles &c.

Lois Lamb.

Is doing fair general work and learning to read. Distinguishes color & knows the names of two.- white & red. Knows the difference between 1 & 2. Heartily dislikes talking. Her fingers are painfully stiff and awkward, so much so that I almost despair of ever teaching her to use them.

Emma Moore.

Mind seems to be failing,- not nearly so bright or interested as at the beginning of the year. Whines & whimpers over her school work, and don't accomplish it anyway, so lately has been doing only industrial work. She braids straw well and matches puzzles &c.

Lucy Belle Schmidt.

Has improved in every way. Does good general work, but seems to be rather afraid of the sound of her own voice & prefers not to speak aloud. Has read about half way through "The Model Second Reader", and has a little language Tablet. Has improved in her writing and spelling & can write a fair letter with a reasonable amount of help. Knows numbers to 5, ~~but~~ but is not always sure of them. Braids straw and at last has learned to do it neatly.

Ingeborg Thorsen.

Has ability, but thoroughly dislikes school and every-thing connected with it. Has read about 2½ pages in "Hall's Word Method" & has done some hemming braiding & knitting as busy work. Nothing stands in the way of her improvement but her obstinate dislike of school, but this seems to be an almost insurmountable obstacle.

Report for March.

Lucy Andrews.

Working away very consistedly. Has made about five yards of lace, and done a little sewing and weaving since last reported.

Clara Baumfriend.

Not in school.

Maude Finch.

No improvement.

Maggie Kelly Patrick.

No improvements.

Katy Gleason.

Always busy & contented, but not improving. Seems to simply be too low grade to comprehend any-thing, or even to use her fingers in any useful way.

Lizzie Hewitt.

Takes a little more pains with her sewing, and has had only one fit of bad temper this month.

Lessie King.

Going right along with her work. Has added to her straw-weaving, has been doing some hemming, and has done it well. Asked to be taught to crochet, and was told that she must do better hemming first, so she is really working hard at that. Has given no trouble at all this month. Is doing good general work. A good month's work in every-thing.

Emma Kroeger.

Has been ill and out of school most of the time. When present has been working away at her straw & crocheting. It seems as if she would never learn to do the latter well, nor the former independently.

Delia La Belle.

The same as when last reported.

Rosa Nichols.

Working away about the same as at last report. Tries hard, and does as good work as could be expected of her.

Amelia Rathstock.

Has been busy, and has accomplished a fair amount of work. Has begun a patchwork quilt and is perfectly happy over it. The improvement in this girl has been principally overcoming her laziness and making her willing to work.

Janet Scott.

No improvement.

Lina Schaar.

No improvement. Has ability, but is too lazy to apply herself.

Mary Brown.

No improvement. Have failed utterly in making this girl think, even enough to learn any industrial work.

Katherine Baier.

Improving in every thing. Talks a little more freely. Writing better, and can write a few words and phrases from dictation.

Florence Norlin.

A fairly good mouth's work. Has had a great deal of work with skeleton sentences, and putting words into sentences, and is improving in it. Has done good general work, and has done a fair amount of industrial work.

Karen Christopherson.

Slowly improving in her straw and crocheting. Very fond of her work. Always busy and contented.

Laura Detling.

No improvement. Seems to have no power of thought or attention.

Rhoda Hagens.

Doing fair work, and slowly improving. Can write a few sentences from dictation, and reads a little more readily.

Addie Klemer.

Is still doing much finger work. Am trying hard to teach her to think, but it is very hard work. She is inactive in the extreme, and seemingly

indifferent to every thing connected with school work.

Dixie Lamb.

Is learning to read faster than was expected. Has done little or nothing in writing, because of her stiff awkward fingers, and lack of idea of form.

Lucy Ethel Schmidt.

Slowly going on with all her work. Slow but steady improvement.

Ingeborg Thorsen.

Is doing some knitting and seems to enjoy it. Is going on with her reading though very unwilling. Expect open rebellion before long.

Report for April.

Lucy Andrews.

Has made about five yards of lace this month, and has improved a little in her straw braiding.

Elora Baumgartner.

Maude Finch.

No improvement.

Maggie Fitzpatrick

No improvement.

Katy Gleason.

No improvement.

Learrie King.

Has done good work in every thing. Took up crocheting, and would probably have accomplished something at it but about two weeks ago she went home for a visit, and has not yet returned.

Emma Krueger.

Has been braiding away at her straw and I think is doing a little better work, but there is still room for much improvement. This girl needs constant attention or her work is extremely poor.

Lizzie Merritt.

No improvement.

Delia La Belle.

Same as at last report.

Rosa Nickols.

Is doing pretty good work. Is interested and happy in school, and is trying hard to improve.

Amelia Rathsbock.

Has been busy with her sewing all the month, but does not do as good work as I had hoped she would do.

Janet Scott.

Is improvement.

Lena Schaar.

Have been trying to teach her to wear. She tries hard, but makes very slow progress

Daisy Brown.

Has been doing some sewing lately. Might do good work if she were not so lazy. If not constantly watched her work is in her desk, and she is asleep.

Florence Corbin.

Has been very homesick for a couple of weeks, but has done good work the rest of the time. She had read about half way through "Easy Steps for Little Feet." The lessons were growing hard and it was thought best to change her to the first reader in the "Natural History Series". She has read about 14 pages with considerable interest, and understands what she reads. For language work she has been describing objects in short sentences which she writes. In the industrial work she has made two pairs of slippers.

Katherine Baer.

Does not seem nearly so inactive and sullen as when admitted. Talks much more freely, and is more willing to do what is required of her. The latter part of this month she was given "Harper's First Reader," and she was very much pleased with it. Is improving rapidly in her reading, not so rapidly in her writing. Knows numbers fairly well to 5.

Laura Detling.

Is improvement in thought, attention, or regular school work of any kind, but have at last found some industrial work that she seems capable of learning. She has been trying to learn plain knitting work, and though the work is not at all good now, think that in time she will learn it.

Rhoda Hague.

Commenced Part II of West's Word Method a few days ago. Is reading a little better - is not so careless about omitting and inserting words. Her writing is wretched, and does not seem to improve. She can count + tell number of objects to 9, but is not sure of them.

Addie Kluwer.

Has learned to busy herself in school, and to answer when spoken to. She needs continual effort to wake her. She can name objects from pictures, and does not say that she hears with her eyes, and walks with her hands +c, any more.

Inie Lamt.

Slowly improving with her reading and is not quite so slow of speech as at first. Knows numbers 1 + 2, - is not sure of 3. Is doing much finger work, and is learning to match puzzles.

Ingeth Schneidt.

Has commenced "Easy Steps for Little Feet," - enjoys the new book + works hard with it. Can compose and work a sensible answer to a question about some object, as a jar or fox. This has been her language work lately. She is never sure of any thing in number work. Does fairly good industrial work as busy work.

Dagfrid Thorsen.

About two weeks ago she flatly refused to do the work assigned her, announcing her intention of never learning any more English. Her stubbornness was simply unconquerable, so it was finally decided to pay no attention at all to her. Do since that time she has simply sat there, doing nothing + looking savage.

Report for May.

Teacher sick & out of school for three months. Hence, unable to make out a report.

June. Industrial Grade.

Lucy Andrews.

Lucy has done good industrial work this year, but nothing in general work, or regular school work. At the beginning of the year I thought she would do well in both, but was mistaken. Her articulation is very poor, and she is also partially deaf.

She could could make quite a number of letters & figures, and could write almost anything from copy, but when given the objects did not know the difference between 1 & 2, nor could she read her own writing, except a few words.- "papa" "mamma" &c.

Attempts to improve her articulation and to teach her the ideas represented by the symbols she made resulted in pouting, tears, and sullen declarations of "I can't". In short, she readily catches form, but the idea is utterly dissociated from it, and she has not the perseverance necessary for the learning of anything but form.

Finally she was given nothing but industrial work, at which she has done quite well. She could do good plain sewing, knitting and crochet lace in a few simple patterns.

She has learned to braid straw, has done some sewing and knitting, and has learned some simple lace

patterns. This last is her favorite work, and she does it well, if closely watched She needs constant oversight in every thing that she does, as do most of the girls in this grade.

What she liked better than anything else is to start some wide lace pattern in points which she never does correctly. If a constant variety of work that she liked can be given her, she is pleasant contented, and her work good.

She is a pretty girl, very neat personally and in everything that she does.

On account of her lameness, she is always excused from standing, marching, &c

Oravilla Finch.

A very low grade girl. Articulation wretched. - in fact her speech is an almost unintelligable jargon. If left to her own devices, would be perfectly contented to sit and stare at her teacher by the hour. Has gained something - not much - from the general work but expresses herself very poorly. Dresses and matches puzzles most of the time.

I have given her all the time possible but do not think she has learned anything except the preparing of straw for the weaving. I feel sure, however that she could be taught some kind of work, if the necessary time could be given her. Probably weaving would be the easiest.

Our Maggie Filz-patrick.

Another girl who has accomplished little or nothing in the year's work. In trying to teach her, she hears the words and will repeat them if asked what has been said to her, but they seem to convey no meaning to her. Is extremely slow in everything that she does.

Sews a little, but not well, because she pulls the thread too tight. Has been told any number of times not to do it, and always says that she will not, but always does, seemingly from lack of power to grasp the idea.

Has some little power of thought and can answer a question in the general work sometimes, but forgets from day to day what what she has learned.

Katy Gleason.

Katy has learned nothing this year except the preparing of straw for the weaving. She is very neat about this, and seems to enjoy it. Matches puzzles, strings beads &c, but would be perfectly contented to sit still and do nothing all day long. Her wits seem to be thoroughly scattered. If she is when spoken to, she does not attend till the third or fourth repetition, and often when another girl is addressed she

responds. Can name objects from pictures, and describe, in a crude fashion just what she has before her eyes, but seems to possess little power of thought or reason. A quiet, inoffensive little thing, who is simply too low grade to ever accomplish any thing.

Lizzie Hewitt.

Has done some plain sewing, and has gained something from the general work. Is capable, I think, of doing pretty good industrial work, but is prevented only by her extreme laziness and slipshod, rebellious temper. If given work, is apt to drop it, and either go to sleep or sit and stare at her teacher. If the doing of the work is insisted upon, usually screams, cries, and misbehaves herself generally, all the time protesting, "I will be a good girl," and endeavoring to kiss & embrace her teacher, but not once touching her work. Then when she finally sees that the work must be done, she does it in the quickest time possible, regardless of neatness and every-thing else. Then when obliged to take it out, the weeping &c, is repeated. She is an extremely hard girl to do any thing with because these fits of bad temper occur every time she is given work.

Carrie King.

Has improved very much in every way. She is a fairly bright girl for this class of children, but more lazy than tongue can tell. As an example, her mouth used usually to be open, just because she was too lazy to shut it, and the front of her dress salivated with saliva. She was equally careless about the other details of her personal appearance. A volume might be written upon the efforts and devices made to interest her and make her ashamed of her laziness. At last, after being here for about three months, she actually tried to learn the straw-braiding, and of course, succeeded. From that time on, her improvement was steady. Of course there were lapses into her former habits, but no serious rebellion. She began to take pride in her work and in her personal appearance. But there was one thing she could not be persuaded to do. That was to keep her nails clean. One day ~~those~~ they were in a worse condition than usual, and she was sent for her wraps and told that she might go out to the pig-pen & live there and be as dirty as she pleased. Thoroughly

frightened she begged hard for pardon, went down stairs cleaned her nails & was particularly good for two or three days.

As to her work, she braids well, sews a little — not well — and has learned a little about crocheting. In short, she was working up to a good industrial pupil, and I was hoping that she would work up to the 6th grade by next year, when she was taken home. If she returns in the fall, will probably have all her old habits of laziness firmly fixed upon her once more.

If this girl could be roused to good honest work, I think she could accomplish a great deal. Much as she has improved this year, I do not think she has done more than half what was possible had she only exerted herself.

Emma Krueger.

Has done fair industrial work. Braids straw pretty well, and knows a little about crocheting. There is only one thing that she does well - imitating. She imitates everything that she sees. She takes blocks, arranges them like the desks in a school-room, and personates the teacher with much energy. She mimics the motions employed in any action, but cares nothing for what the result may be. Noticing this peculiar faculty I tried to teach her to write from copy. She mimicked the position & motions and the result was a mere mass of crooked lines that she could not be taught to improve.

Her only idea of learning is to repeat words & mimications, so naturally it was possible to do little or nothing with her in the line of regular school work. However she has learned enough English to express herself fairly well, but is strongly averse to speaking. She is a pleasant, rather mischievous little girl of a very affectionate disposition.

Grows interested in her work, but do not think that she will ever do anything but industrial work, and that never very well.

Delia La Belle.

A very unfortunate girl. Deaf, cannot express herself in intelligable language dumb, and sickly. Her temper is extremely variable, sometimes happy & industrious, then sullen and melancholy for days at a time. While in these latter moods, it is often amusing to notice what a trifle

will change "the spirit of her dreams" & make her as happy as she was miserable a moment before. She is very fond of nursing a sore finger, or carrying around a bottle of medicine, and this whim has often been used to make her happy.

One day she came in, in one of her deepest moods of melancholy. Work was utterly refused, and she seemed determined to be just as miserable as possible.

Noticing a slight redness about one of her fingers, I pretended to be much concerned about it, wound it up in a bandage &c. She sat and stared at it all the rest of the morning, with a countenance expressive of supreme bliss, and, of her own accord took up her work in the afternoon.

She has learned to braid straw, but and was very happy with it for awhile, but grew tired of it, and would neither do that nor any thing else, still she felt like it. I think she is capable of doing good industrial work, but when she won't, she won't. She shut up in herself as she is by her deafness, and feeble intellect, it is impossible to do much with her. She seems sick & suffering a great deal of the time.

When she feels inclined she works, and when not, she does n't. Her lameness excuses her from standing & marching.

Nora Nickolas.

A low grade girl, but one who is willing to work. Very awkward, - has never learned to march, and do not think that she ever will. Does not like to talk, but when urged to do so, can express herself fairly well. Has gained more from the general work than would be expected from so low grade a girl. Has learned to braid straw and makes a fine, smooth braid. She is fond of this work and does not tire of it, so works at it most of the time. Her sight is poor and this has prevented her from learning any finer work. A kindly, pleasant pupil who has never given her teacher one moment of trouble, except that she has the habit of going to sleep on any and all occasions when not hard at work.

Amelia Rathstock.

A girl of considerable ability and a corresponding amount of laziness. - Though the word "baby ishness" would express it better. An utter lack of application and ambition. Her favorite occupation is to go to sleep. However, she is much more industrious, - or much less lazy would express it

better. Braids straw but cannot put the straws in. – think she could if she would try. Sews better than any-thing else. Can hem a towel quite neatly if constantly watched, scolded, and made to rip out every stitch that is not right. Commenced a patchwork quilt some time ago, on which she is very fond of sewing. Lately she has been doing nothing but sewing, and when she has hemmed a couple of towels neatly, I usually allow her to sew upon her quilt for the rest of the time. I also use this piecework to teach some of the other girls to sew.

I do not think that Amelia will ever improve much more. The most that has been done with her this year, has been to partially rouse her from her lazyness and to keep her busy at plain sewing.

Janet Scott.

But little can be said of Janet. She is a good tempered, affectionate girl, with no ability nor inclination to apply herself to work. Watches puzzles &c, but likes to go to sleep better than any-thing else.

Sews a little, but so poorly that it can be turned to no account.

Lena Shaar.

Good-tempered, quiet, lazy, sleepy. If strongly urged, can do fair genteal, but does nothing if not given special attention all the time, and, of course this is impossible. She can use her fingers fairly well, works with pegs and tiles &c, sews a little – poorly.

The last three months she has seemed to take some interest in the school work, and is willing to apply herself. The easiest of the industrial work – weaving – was given her. As yet, she cannot do it at all, but think that in time she will, though probably she will never do much in any line of work.

School Grades.

Mary Brown.

One of the most peculiar girls in this grade. Do not think that she ever had an original idea in her life, and seems to have absolutely no power of application or reasoning. To illustrate - One day in the study of a picture the explanation had been thoroughly given and just at the last a rapid review was in progress. She was asked at what time of the year the snow comes. She said - "Summer." A murmur of disapproval from the class showed her that she was wrong, so she said "Winter." I said "Now, Mary you know when the snow comes, and you must think hard and tell me." Absolute silence for a moment and then the answer - "Midnight." When asked what she meant by midnight the answer was, - "I don't know."

I do not remember her ever being positive upon any subject except once. One day in "Materials and Qualities" she was given a few drops of the tincture of capsicum, and she was sure that it was not good.

If left to herself, she will sit smiling, muttering and twisting her fingers for about one hour & then go to sleep.

She was put into the upper grade because it was thought that she would improve much, but everything that she learned

was pure mouth work. Not an idea seemed to penetrate to her brain.

Then she was given industrial work at which she did nothing except ruin material, - not willfully, but from sheer lack of appreciation of the real use of the things. She sews a little but very poorly indeed.

Katherine Bauer.

When Catherine entered the school she could read a little, write a few words very poorly, knew colors, and the difference between 1 & 2. The greatest obstacle in the way of her progress seemed to be her sullen stubborn disposition, which is probably due, in a great measure to her epilepsy. Then, too, she was extremely disinclined to move, either physically or mentally. On passing to school she would move so slowly as to drop out of line, and then stand around in the halls for half a day if not noticed and taken to her proper place. She simply would not speak unless obliged to do so, and her mind seemed to be equally inactive. By constant attention, she was taught, in about six weeks to march and keep her place in the lines. The hardest task of all was teaching her that she must respond when spoken to. All sorts of plans were tried but the remedy was found to be a promise to take her to the other side where she could be as lazy as she wished. She does not yet speak freely, but upon refusing, if quietly taken by the arm and marched toward the door, she is usually in a state of tears and submission before half the distance is covered.

She read about 40 pages in "Hoffman's Word Method" and was then given "Harper's First Reader," in which she has read nearly 80 pages. Every device that her teacher could think of has been used to encourage her to think & talk: - all sorts of questions about the pictures, her doll, pets &c. Lately she has not seemed so sullen and has even shown some little interest, principally in her reading.

She can write almost anything from copy, but is strongly inclined to color form entirely dissociated from idea. She writes a few words, phrases & sentences from dictation, but forgets them if not drilled almost daily.

Can count or select objects to seven & combines them in simple little examples to 6; but is not always sure of them, and forgets very easily.

Catherine is one of the brightest girls in this grade, and if she were not so sullen and apathetic, might improve fast.

Florance Corbis.

Florance has done pretty good work this year, in every thing. She read a part half way through "Easy Steps for Little Feet" and was then given the first of the "Natural History Readers." In this she has read about 50 pages. Has aimed to read understandingly + can tell what she has read. - not in a connected story, but in answer to questions. She has done well with her spelling lessons, being able to spell the words, and with a little help to put them into sentences. Can combine numbers to 18, but not rapidly, nor without a slate + pencil. Has done the best general work of any girl in school. In the "Explanation of Pictures" is very fond of "playing teacher" and does it quite well. She grasps the main outlines of a story and can fill in the details from questions.

She could write a fair letter in the fall, the principal fault being long, loose sentences strung together with all sorts of impossible conjunctions. Her language work has been the filling in of skeleton sentences, writing answers to written questions, and finally writing short descriptions, of objects, - a box, pan &c. She cannot do this well independently, as yet, but she can do much better than at the first of the year. She seems to think much more clearly than in all things, and this shows in her letter-writing.

For about three months she has been taking geography with the next higher graded girls, and her teacher reports her as being attentive and doing good work.

Her industrial work is good. She has crocheted some slippers very neatly, also some lace. She sews neatly, and often does the difficult parts of work that the other girls commence.

She is capable of a good deal of improvement, but unfortunately is inclined to be indolent and discontented. Fond of sitting wasting her time in copying stories from her reader or writing mechanical notes to various people. Sometimes will work well and cheerfully for 4 or 5 weeks and then take a blue fit that may last two or three days or longer. The excuse is always pain of some kind, headache, tooth-ache, or if nothing else can be thought of, her shoes hurt her.

I think that she is not well a great deal of the time but of course there is nothing to be gained by constant complaining and moping. Do when she has been in school I have insisted upon her improving her time

and have tried to make her ashamed of complaining of trifles, and she seems to be a little more patient and womanly than in the fall.

Her worst time fit lasted about three weeks. During this time she worked under protest, and had an infinite series of headaches &c. Its termination was the writing of a letter home which was one long complaint of home-sickness and petitions to go home the next week. With the writing of this letter her home-sickness vanished, and she came into school the next day perfectly contented with herself and everybody else, & said that she intended to stay till school was out.

These discontented fits can often be driven away by a change of occupation, a visit to her teacher's room &c, any-thing to get her mind off herself and her troubles.

Karen Christopherson.

A quiet, good-tempered industrious girl. At the beginning of the year she was given schoolwork, entirely, but owing to her dullness and feeble intellect, it was almost impossible to teach her anything.

At her industrial work she has done well from the very start. She quickly learned to braid straw, and braids it well. Then she was given crocheting and after about three months practice she does good plain work.

She never tires of her work-will sit at it by the hour, looking up for an occasional smile or word of approval from her teacher.

Braiding straw is the only thing she has learned readily, but she works so hard and patiently, and is so delighted when she really has done something well, that I see no reason why she cannot be developed into a thoroughly good industrial worker.

Her sight is defective, her eyes being badly crossed, and she seems to have trouble in seeing any-thing small, as a needle or pin. This will probably prevent her from doing any fine work, but coarse crocheting, knitting and lace making, I am sure she can do as well as any one. A very pleasant pupil.

Laura Detling.

From the first of the year Laura has been given special attention as she seemed to be a girl capable of improvement if the right way could only be found.

But she was soon found to be so thoroughly inattentive and flighty in all that she did, that all she learned was a confused mass of by words that had absolutely no meaning for her. In her industrial work she did nothing but ruin material. One day when I was giving some knitting to one of the girls, she said. - "I can do that." I gave her the work and to my surprise, she did do it though not well, and despite all my efforts she has not improved at all.

I think that she must have learned it a long time ago when she was brighter than now. Heavy, coarse work that is purely mechanical, she can do. - They say that she does good work in the kitchen. But anything that requires any thought, or deliberation of touch is utterly impossible for her.

She is a rather intelligent looking girl, inclined to be noisy and disobedient in school. Utterly devoid of affection.

Rhoda Hague.

A girl whom the word "loose jointed" expresses better than any-thing else. When she walks, she shuffles her feet along, and her hands & arms hang loosely at her side. Her head moves from side to side, and her mouth is often open because it seems too much of an effort to keep it shut.

Her mind runs about the same. In reading, she often catches the idea, but transposes the words. Then again, she often gains precisely the wrong idea.

She would probably never have learned anything except for her industry which is remarkable for a child of this class.

Always attentive and willing to respond does good general work. Has read about half way through "Webb's Word Method," and has read understandingly

Numbers are very hard for her, because, I think, of her general uncertainty. She can combine numbers to three or four, but is never certain of being right.

Her writing is wretched. She has some idea of every letter, but cannot write them correctly, even from copy, and so far I have been unable to teach her to trace them correctly. She does not seem to grasp the idea of the letter as it really is, and then her stiff, awkward fingers must be very hard to control. This latter difficulty has been partially overcome by keeping her at sloyd & braiding all of her spare time. This work is chiefly valuable as good discipline for her much awkward fingers. Some days she is much brighter than others. At times she is extremely silly, - laughs all the time, then I reproved, cries. Some-times I think that Rhoda will improve much, and again I almost despair. It is hard to tell what she will do.

Addie Kleinar.

The most inactive child I ever saw. When she first came into school would sit all day long staring at her teacher - that is, if left to herself. If given work, would drop it unless her teacher was by her side urging her every moment. Could not, or was too pathetic to distinguish colors. - said that every thing was "black" and that black dress & white apron & plaid side by side looked just the same.

When asked a question usually would not answer at all. If an answer was insisted upon, gave the first one that entered her head.

By constant attention and urging she was taught to busy herself, and now when given a tile & pegs or any

any simple busy work, she does it. She has been taught to distinguish and match colors, but cannot tell the names, - every-thing is "red".

In the object work, she has been giving special attention in naming & giving uses of the parts of the body. At first she would say such things as "I see with my ears" & now she gives the proper uses.

I was about a month teaching her that sugar was good, and that salt was not. For a long time she would taste the salt, make faces, and spit declare that it was good. She can name common objects from pictures, and when addressed responds much more quickly than formerly.

She is a very pretty little girl, and as she is so young there seems to be considerable ground for hope that she will improve much. She is a busy little pupil, because she will not say or do one thing unless constantly urged.

Irvie Faust.

Awkward and clumsy in carriage and gait, slow and stammering of speech, extremely difficult to rouse to thought or action. If left to herself she usually turns around and laughs at the girl behind her, or goes to sleep. Very slow of comprehension. - seems to have no power of reasoning.

Has learned to march. - that is if started right she will keep it up.

Left - handed, but about equally awkward with both hands. She can trace simple lines, but has been unable to teach her to trace a letter. Has read about 40 pages in "Word Method", and can answer questions about a picture or an object that she has right before her eyes, but anything that calls for thought is beyond her capability.

In the object work, she has learned to give names and uses of the different parts of the body.

A pupil, who, if she is to accomplish any thing must have a great deal of her individual work.

Emma Moore.

For about the first three months this girl was given entirely ~~industrial~~ school work. At times she would appear to take a reasonable amount of interest in her work, and do fairly well at it. But most of the time it was whining complaints of "I can't." She seemed to grow less bright as time passed, till about two months ago, she was given nothing but industrial work. She learned to braid straw very quickly, can sew neatly and can crochet a little. Her latest work has been lace-making. She makes the first pattern well and independently, and does not tire of it.

In the general work she is good, & often makes little speeches that are amusing. In the study of the picture of the "Four Little Kittens" just a little of the structure of the cat had been taken, it is reckoned fat being mentioned among other things. One day in sewing she was asked why the cat could walk so softly, and she said:- "It's got pin-cushion on its feet."

I do not think that Emma will ever do much, if anything in school work, for she quickly tires of it, and really does not seem to have the ability. But there seems to be reason to think that she will work up to a really good industrial pupil.

Her disposition is good, as long as she has work or busy work that she likes, but when asked to do any-thing that she does not want to do, is thoroughly sullen and disobedient, and can never see that she is not the injured party.

Amy Schmidt.

Something like Rhoda Hague in carriage and general uncertainty, but much higher grade. Her disposition is fairly good, but changeable & flighty. Often laughs with little or no cause, and if reproved becomes sullen and tearful. While last she can be kept good. Unoccupied and busy most of the time. She had done mainly school work - had braided straw &c as busy work only. Has developed considerable power of thought but is never certain of anything. This has been her greatest difficulty, and has been quite a serious one, particularly in her number work which has been the poorest work that she has done. On this she can, with plenty of time combine numbers to 6, but forgets them very readily and is never sure of being right. Her general work is good. She cannot recite independently, but responds readily to questions.

The most marked improvement has been in her reading. At the beginning of the year, she was about half way through "Watt's Word method". She finished and reviewed this, then read about 100 pages in "Watt's Second Reader." Then it was thought best to transfer her to "Easy Steps for Little Feet," in which she has read 160 pages. She seems much interested in her reading lessons and when questioned about them, can answer quite sensibly. Her spelling lessons are usually good.

Her language work has been rather unsatisfactory, and just lately, the written description from oral questions, objects &c. In this, special effort has been made to make her think clearly and sharply, and to confine her attention to a single point at a time. She is very much inclined to be rambling and uncertain in her thoughts, and this tendency shows itself more in her language work, and letters than any-where else. The first drafts of her letters usually contain only the principal words of the sentences, and their arrangement together in any shape. She needs so much help in her letters that she has written very few this year, it seeming better to spend the time teaching her to think.

One thing about this girl's work is quite peculiar. With most of the girls in this class, those who are quick in school work, readily learn industrial work, but this is not the case with her. She is very nervous and uncertain in every-thing that she does, and this

nervousness is increased if there is a visitor in the room.

Ingrid has made, in the year's work, the most improvement of any of the girls in this grade. And there seems to be no reason why she cannot continue to improve in every way.

Dagfrid Thorsen.

In appearance, a typical Norwegian, in disposition, the most sullen and brutish creature it was ever her unfortunate teacher's lot to meet. Her temper is worse than that of her twin sister. When they were brought to this institution it took two men to bring Dagfrid into the house, and several times it has taken the same number to get her into the school. She is capable of doing good school and industrial work but she thoroughly hates every-thing English - school, teacher, books, and even the clothes that she wears.

She rebells upon nearly every occasion that presents itself, kicks over desks, chairs, strikes the other pupils and upon several occasions has struck her teacher. These outbursts have often followed a simple request to take the proper position in line or to march, both of which things she proves how she can do, but will not from pure ugliness.

She is not quite so rebellious as at first but our experience that it is purely from fear of physical restraint. Lately she has not been interfered with at all except when she becomes violent, and then she sits from morning to night, with her hands folded and a look on her face that says more plainly than words - "I hate every-thing and every body."

Alma Marsh.

Alma has been in school only a short time, but I think she will improve considerably. She is another of these uncertain girls. Her walk is shuffling & angular has not learned to march in the three months she has been here, although it is not from want of willingness to learn.

Seems to have considerable power of thought, but often, through sheer nervousness, says things that she knows are wrong.

She can combine numbers fairly well, and seems able to do better work in this than any other girl in the school which is peculiar for a child of her temperament. Has read 34 pages in "Word Method." She needs constant review and drill, or she forgets from day to day what she has learned.

She has been given a great deal of form and finger work. When first admitted, was so awkward as to be unable to thread a needle. There is no special improvement to report, for three months, particularly the first three months with one of these children, does not accomplish much.

She is always smiling and contented. Seems to enjoy her life here, and has not been homesick once.

Mary Ann Langhlin.

Mary has been under her present Teachers care only about three weeks. She is a lovable little girl, of a very sweet and womanly disposition. Very eager to learn, particularly to learn to read and write, but I fear that this is beyond her capability. She has a reader, and all the time in school she has studied the first page, but not sure of one word yet.

One day after laboring for ten minutes to make her see the difference between "cat" and "black" I appealed rather hopelessly to her. At the close of the lesson she put her little hand on mine, and in the most innocent, appreciating way said:- "You must excuse me if I don't know the words, never went to school before." Since that day, her stupidity, though it is a very real fact, has never called a word from her teacher.

She numbers she does rather better. She can distinguish colors, but cannot remember the names. She is very industrious and can imitate pretty well, so I think that she will, in time, make a good industrial worker.

In the object work this class began with the room - this room school-room. From that they took up the different rooms of the house, the house itself, the furniture, the school material.

Then the body - the house that the soul lives in - was studied, its parts named, and uses learned.

Then the parts of the dress were studied. And, beginning the domestic animals, the cow was taken first.

In the Explanation of Pictures they are now upon the fourth. "The Rat" came first, next, - "The Dog + the Goat," then "The Two Dogs," and they are now upon "The Four Little Kittens."

The object of this general work has been to cultivate the observation, and bring forcibly to their notice the common things of life - things that ~~some~~ normal children learn without help.

While every effort has been made to make all the work in this room thorough, the teacher realizes that it has fallen far short of its ideal. Not more than half these children can work at all independently. They forget easily, and even in the short time intervening between the school years, forget much that has been gained.



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