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Version 3
August 20, 2018

Grade One.

Boys.

September 1891
June 1892.

Miss McLean.
Teacher.

Grade B.

8:15 to 11:15 A. M. 1892.

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1	Cluka Henry	6 -	9	19
2	Calvert Charlie	10 -	11	44
3	Cartwright Theodore	12 -	15	22
4	Jamison Harry	16 -	18	32
5	Johnson August	19 -	22	21
6	Kalley Kjel	23 -	24	17
7	Langhoff Paul	25 -	26	19
8	May Samuel	27 -	29	22
9	Mc Donald James	30 -	32	22
10	Morinville Edmond	33 -	35	19
11	Noble Fred	36		22
12	Oaks James	37 -	38	21
13	Raking Willie	39 -	42	21
14	Rausch John	43 -		23
15	Salsbury George	44 -	45	32
16	Smith Albert	46 -	47	24
17	Solberg Christian	48 -	51	19
18	Subilia Sheridan	52 -	55	25
19	Urban Anthony	56 -	58	16
20	Welsh James	59 -	64	21
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22	Adolph Henry	65 -		37

Grade A.

11:15 to 12:15 A.M. 1:30 to 3:00 P.M. 1892

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1	Ball George	66.		21
2	Chambers John	67.	68	23
3	Coughlin Roy	69.	71.	16
4	Cox Sammy	72.	73.	16
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6	Green Charlie	76		22
7	Geldermann George	77.	78	17
8	Gibson Joseph	79.		19
9	Holmgren Oscar	80.	82	22
10	Hirsch Fred	83.		22
11	Johnson Theodore	84.		17
12	Kachmarek Martin	85.	86	15
13	Lockwood Charlie	87.	88	18
14	Lystad Eddie	89.		26
15	Martinson Martin	90.	91	22
16	Peterson Willie	92.	94.	21
17	Portner John	95.	97	17
18	Pierce George	98.		19
19	Raymond Wadsworth	99.		21
20	Sloggy Willis	100.		23
21	Snow Ray	101.	103	18
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Arithmetic Classes

A.	107.	108
B.	109.	110
Bb	111.	112

Reading Classes

A.	114
B.	115

Geography — General- 117

Program
Grade B.

8:15 to 8:30
Chapel Exercises
8:30 to 8:45
Assigning Work.
8:45 to 9:00
General Exercise
9:00 to 10:00
Individual Work.
10:00 to 10:30
Intermission
10:30 to 11:00
Individual Work.
11:00 to 11:15
General Exercise.

Program
Grade A.

11:15 to 11:30
Assigning Work - Study
11:30 to 11:45 - Alternate
A. and B. Reading
11:45 to 12:15
Object work with Miss B.

1:30 to 1:40
Memory Exercises
1:40 to 2:00
Geography.
2:00 to 2:15
Special Work.
2:15 to 2:30
B Numbers
2:30 to 2:50
A Numbers
2:50 to 3:00
General Exercises.

A Reading.
Chambers, John
Dickson, Charles
Green, Charles
Gibson, Joseph
Holmgren, Oscar
Lystad, Eddie
Martinson, Martin
Peterson, Willie
Pierce, George
Raymond, Wadsworth
Sloggy, Willis

B. Reading.

* Coughlin, Roy
Geldermann, George
Hirsch, Fred
Johnson, Theodore
Kachmarek, Martin
Portner, John
Snow, Ray
Vieau, Etienne
Lockwood, Charlie.

\+ Roy does not read well so has special work with Sam Cox when the other classes pass to the object room at 11:45.

Geography - Oral and by school.

B Numbers.	A Numbers
Coughlin	Dickson
Green	Gibson
Geldermann	Holmgren
Hirsch	Lystad
Johnson	Raymond
Martinson	Pierce.
Peterson	
Portner	
Sloggy.	
Chambers and Vieau.	

Special Work in Numbers.
Coughlin, Cox, Kachmarek, Hirsch
Lockwood, Snow.

Writing as a general exercise by school. No especial time for this. Letter writing Friday P.M. and Saturday A.M.

Henry Cluka. Epileptic

When first admitted to the Institution Henry was placed on the Custodial side, but at the beginning of this school year, he was transferred to the school grade. He is nineteen years old. Has a quiet, gentle manner and is kind and affectionate with the other boys. He is usually obedient; frank and truthful. He is rather neat in his personal appearance being careful of his clothing. Is not destructive with the school material, taking a pride in keeping his book clean, his slate unbroken, etc. Henry is very unobserving, slow to grasp or express an idea. He talks in a slow, hesitating monotonous manner. No matter how interested he is in anything he never becomes animated over it or changes the tone of his voice in conversation. He is weak is clumsy. He is not naturally indolent but is an epileptic and after a spasm it is hard to rouse him into activity. Sometimes he is stupid and indifferent to every thing for hours after one of his convulsions. He has been anxious to improve in every way and is very proud of the progress he has made. It is hard for him to concentrate his mind upon any work for more than a few minutes at a time. Sometimes Henry seems to have quite a good memory and then for a while he seemingly forgets everything. His power of imitation is not good. It has been hard for him to learn to write. His hand is unsteady and he complains of not seeing well. Says that when he looks steadily at his book or slate that everything grows dark. A peculiar feeling is that of his about darkness. He says he does not like to go through the hall where there are no windows as it makes him feel

Henry Cluka. Epileptic.

sick. He is very susceptible to the influence of the weather. On bright, sunny days he always appears more cheerful and does better work. Henry seemed to develop a new phase of his character after the admittance of a French boy last December. This boy could not speak a word of English and though Henry speaks English entirely he has not forgotten the French. He seemed greatly pleased that he had found a compatriot and he immediately took the responsibility of his behavior upon himself. From being mildly indifferent to the other boys he became actively attentive to this one. While Edmond was a stranger to the other boys, unable to communicate with them except as Henry acted as his interpreter, he was very dependent upon him and this reliance upon him seemed to afford Henry the keenest satisfaction. But his anxiety to have Edmond appear to the best advantage made him somewhat exacting and dictatorial - a condition of friendship not altogether pleasant to the volatile young Frenchman. Henry's great pride was in the rapidity with which Edmond learned to speak English but he was sometimes shocked at his choice of words. As Edmond's vocabulary and acquaintance increased he seemed to find Henry's supervision of him more and more irksome, but Henry clung to his protege refusing to believe that his authority and influence over him were growing less. But one morning recently his eyes were suddenly opened to the true condition of affairs. He was admonishing Edmond in a fatherly sort of manner when the boy turned upon him in the most impertinent manner and said, "Henry, I wish you would mind your own — business."

Henry's deportment in school has been excellent. I cannot remember an occasion

Henry Cluka. Epileptic

when he has given cause for reproof. He has been as studious as it is in his power to be. He has completed Butler's Chart and is now reading in Harper's First Reader on page 37. His reading is like his conversation - monotonous, but he seems to understand the little stories he reads. He can use the new words, which we explain before taking up the lesson, in good sentences orally but when he tries to write the same he will often omit one or more of the words. He can copy his reading lesson but his writing is not good. Does not always remember to use capital letters where he should but if his attention is called to their omission he can correct his mistakes. He counts objects to 100, but cannot always write numbers to 100. Does very simple examples in Addition, using objects to combine numbers. His great ambition has been to write a letter home. A few days ago he brought me the following sentences on his slate. " my dear mother I am glad I am going home this sumer I will have a fine time Henry Cluka." The spelling at least is original. He had learned to do the rope braiding when on the other side and he was helpful to me when I began to teach the other boys that work. I can trust him to watch a boy who is learning to braid and he takes entire charge of the rope, cutting it the desired length for use.

Charlie Calvert.

Entered the Institution Nov. 18-1890. He is now 44 years old. His hair and beard are white and his face is wrinkled until it would seem as though he were sixty instead of forty. His eyes are very small and the eyelashes so light as to be almost indistinguishable. He is short and heavy set. His sight and hearing seem to be good but his speech is very imperfect and stammering. He walks in a peculiar manner - holding the upper part of his body very stiff, turning in his toes at every step and treading as though he were afraid of stepping on something that would break. He is not particularly untidy in the matter of dress but he needs supervision always about it. He is extremely quiet and meek in his manner - sliding in and out as though the main object of his life were to avoid attracting attention. He is usually kind to the boys but will take his own part if teased or imposed upon. He is decidedly lazy - in school and out. He has a constitutional aversion to work and it is almost impossible to get him to do anything. If busy work of any kind is laid before him he shakes his head and says pitifully "No, no; me sick - sick in the throat." Sometimes he varies this formula by saying "sick in my stomach." But after some coaxing he generally will get to work and his throat and stomach never seem any the worse for his exertions. He is very affectionate often asking anxiously, 'Do you like me?" When assured that he is liked he seems pleased and gratified always responding with, "I - I - like you, too. I - li - li - like you ten pounds." This is the greatest compliment he can pay to anyone. He is not disobedient or impertinent though

Charlie Calvert.

he often seems so. If I speak to him from across the room he never pays the slightest attention except to shake his head and settle himself more comfortably in his seat. But if I go to him before I speak he generally responds quite willingly.

He strings the beads according to form and color. Will take the colored sticks and "build houses" using the sticks in regard to color. This is a favorite pastime of his as he always says that he is going to occupy these buildings with his most particular friends. He will put the pegs into the board with regard to color. Will take a box of letters and put all of one kind together but he does not know one from another. Will do the perforating in squares very neatly and carefully.

Theodore Cartwright.

Theodore is 22 years old. His sight and hearing are good but his articulation is very indistinct. It is hard for one not accustomed to hearing him talk to understand what he is saying. He walks well carrying himself erect and is not awkward in any of his movements. He is very particular about his dress and personal appearance. Is always careful to have hands and face clean, his shoes and clothes well brushed. He always looks neat even about his work. In this respect he is very different from some of the boys who are brighter than Theodore and of whom we might expect more. He has rather an independent manner and is sometimes disrespectful. He had been intrusted with some care of the horses and did a great deal of the driving. This of course took him out and gave him some unusual liberty and Theodore took advantage of this fact. He would sometimes stay out of school without permission from anyone and would give as an excuse that "he had to look after the horses". After a time he seemed to get the impression that his services were indispensable and he became so independent that he could not be relied upon. If he drove anyone to town he seemed to think that he should be the one consulted as to time of coming home, etc. He often kept one waiting for any length of time and when asked why he did so he would reply; "O, I wanted to see so-and-so" or something of that kind. At last the privilege of driving & having any care of the horses was taken from him. His manner and behavior soon underwent a decided change. He is usually respectful, kind and obedient. So very affectionate and fond of praise. He is active, fond of employment and a

Theodore Cartwright.

good worker. He is frank and generally truthful. His power of observation and attention is very limited. His memory is good in relation to some things. He need be told only once who lives in a certain place in town and any time after if asked to go there he will remember the location. He also remembers faces readily, but it takes a long time for a new word to make any impression upon his mind. As far as possible the words have to be associated with objects. At the beginning of this school year if Theodore were asked to write, "The boy has a new bat," by the time he had written two words the others had gone from him and he had not the faintest remembrance of what he began to write. He has improved in this respect as he can take sentences like the above from dictation and also form such simple sentences. He will use the words in his spelling lesson in sentences - not always forming complete sentences, though, without some help. For instance, I show him a picture of a squirrel and ask him to tell me something about it, by questions I get the following stories as we call them. "The squirrel is in the tree. He has a nut in his paws. The squirrel will crack the nut. A squirrel lives in the woods." But I have asked the following questions. "Where is the squirrel? What has he in his paws? What will he do with it? Where does the squirrel live?" In taking up this reading lesson I try to get the new words, which are, "squirrel, happy, paws, mouth, carry, care, nut, full" from Theodore by asking him such questions as, "How would you feel if your mother should come to see you?" He immediately

answers "glad" but soon gives the word I want "happy" This is written on the board and for days when I want to recall that word to his mind I ask the question which brought it up until he finally learns it. The words, "squirrel, paw, nut, and mouth," he learns from the objects, and will remember them much more readily than the others. To master such a lesson as he above, so that he knows how to spell, read and write every word, using it correctly takes him a week and sometimes longer. The reviews have to be very frequent. In numbers Theodore is very backward. He counts, reads and writes numbers to 1000. But I cannot say that he writes numbers independently. If I wish him to write the number 101, I show him the objects. For this work I use the sticks which are divided into bunches of ten fastened with rubber bands. Ten tens in one bunch with another band. I show him the hundred which he calls "ten tens and nothing" and so writes. Any number under 100 he writes without objects but if asked to write 20, 30, 40, 50, 60, 70, 80, 90 or 100 he cannot do it - unless I say "20 nothing, 30 nothing and so on". But he will write 25 and say "2 tens and 5," 64 and call it "6 tens and 4" and has no trouble. He combines simple numbers. I give him little stories like the following. "There are 6 eggs in one nest, 4 in another and 5 in another How many in all?" Will do such simple work as this without objects. He can tell time readily. Knows the Roman Numbers at sight to XII - but any higher than that he has the help of questions, as. XIV - X is ten - IV is four 10 + 4 = 14. XXV - He counts in the same way 10 + 10 = 20 + 5 are 25.

He writes very legibly and quite rapidly. He imitates well and it was not difficult for

him to learn to write. When he wishes to write a letter he tells me what he wishes to say and I write it on his slate. This he copies very neatly. He can dictate quite well but he could do nothing in letter writing independently. He does the rope braiding rapidly and well. He is now reading on page 124 in Harper's First Reader.

Harry Jamison Epileptic.

Harry is 32 years of age. He is tall and stoutly built. His eyes are grey, hair black and slightly tinged with white - complexion very dark. His face usually wears a scowling, irritated expression but one is surprised to see it brightened occasionally by a pleasant, winning smile. His sight and hearing are good but his voice is low and his articulation somewhat indistinct. This is perhaps, mainly due to the loss of all the teeth in his upper jaw. His shoulders are stooped and he walks with his head bent. He is quite neat in his personal appearance and is careful of his clothes. He is not affectionate but is fond of approbation and praise. He has an unpleasant disposition being cross and easily irritated by the boys. He is suspicious of them and is always ready to resent a fancied injury by a blow, consequently the boys are all afraid of him. His temper is violent and is sometimes roused without the slightest provocation. He is subject to fits of epileptic mania and is not responsible for his actions then.

He has a special aversion to Jim McDonald who is a harmless, inoffensive fellow, but who teases the boys sometimes. One day Jim was sitting by Harry in school and laid his hand on Harry's arm, shaking his head at him in apparent disapproval. Harry immediately struck at him and Jim ran crying to me for help. Harry then turned upon me saying, "I'll kill you! I'll choke you!" and I think perhaps he would have hurt me if the large boys had not caught him in time. As soon as his temper had cooled down he realized what he had done and seemed to think he would be punished. I talked to him and told

Harry Jamison. Epileptic.

him that I thought he ought not to be in school with the large boys as he evidently could not act in a gentlemanly way - He acted like a baby and should be put with the little ones. He was greatly humiliated and pleaded hard to be forgiven and not to be called a "baby" as he was a man and would try to act like one. I told him he would have to show me by his actions for a long time that he was a man before I could consider him such. For several days he would ask me constantly, "Do you think I am a man now?" and he really tried so hard to control his temper that I finally told him he was forgiven. Since then he has never caused the slightest trouble in school but he has in the sitting room several times. But aside from his attacks of mania he has been less quarrelsome and has controlled his temper much better.

I cannot say that Harry has made the slightest progress in school this year. He reads in Harper's First Reader on page 48. He acquires new words very slowly and has to review constantly to retain what he knows. He writes very neatly and will write from dictation all the words he can spell. He can not frame complete sentences. When he wishes to write a letter he tells me what he wants to say and after it is written on his slate he copies it; but he is able to read only the simplest words of what he writes. He usually can dictate quite an intelligent letter, answering

Harry Jamison. Epileptic.

all questions which may have been asked him by his correspondent. He can tell time readily. Does very simple number work - reading, writing and combining numbers to 20.

August Johnson.

August is 21 years old. He is short and heavy-set. Light hair, blue eyes and a fair complexion. His sight and hearing are good but owing to the fact that he has lost the front teeth from his upper jaw there are some letters that he cannot sound distinctly. Otherwise his articulation is good though his voice is low and monotonous. He walks in a swinging energetic manner. He is not particularly neat in his personal appearance though he never looks untidy. He is proud and wishes to make the best appearance possible. If he can have a clean white collar to conceal it, he is indifferent to the fact that his neck is dirty. If his coat looks well it may conceal whatever kind of shirt August may happen to have - clean or otherwise. He is quick-tempered, stubborn and cowardly. These characteristics he shows more plainly in the sitting-room than in school as there is not so much to bring out such tendencies in school. He never has shown any but the most amiable disposition in school. He is apt to cause trouble with a new attendant. When his present attendant, Mr. R. - came, August on two occasions resisted his authority, even to the point of threatening to strike him. But as soon as August found that Mr. R. was not afraid of him, he obeyed him. He is very peculiar about his work. If he is detailed to any regular work, he does not have to be told to do it when he once learns that that is expected of him. But if he is asked to do anything else, he will grow stubborn.

swear violently and finally yield. It does not make any difference if the work he is asked to do is lighter and pleasanter than his regular detail - he objects to getting out of his routine. He does well what he does, but would not work at all unless he had to. Like all lazy people he works under pressure. He works in the clothing room - sorting and putting away all the clothing. He will decipher any name on the clothing, no matter how faded and illegible the writing may be. He seems to have a penchant for names of people and can write the names with the correct initials of every person in the house. I should judge from the many names unfamiliar to me, that he remembers any name he ever heard. He is fond of inventing euphonious names and to such a writer as Charles Dickens, August would have been a mine of wealth. He writes rapidly in a free, upright hand, and can write as well with his left as with his right hand.

He has a younger brother in the institution but he never notices him in the slightest way. They seem to be mutually ashamed of each other. But August never has anything to do with any of the boys. He lives apart from every one. I think no greater punishment could be inflicted upon him than to force him to join them in any of their games. He would rather break stones or saw wood. He has decided objections to literary entertainments in the sitting room. If his attendant gathers the boys around him to read to them in the evening, August will

start off swearing, acting as though he considered a personal injury had been done him. August's relations with the boys are never unpleasant.

He does well in industrial work but his school progress is very slow.

Oct. 30.

Has reviewed Lessons on Chart to No. 25. It seems strange that with August's retentive memory for names that he learns words so slowly.

Nov. 20. Reads Lesson No. 28. Has been almost two weeks on this lesson. He can read it well but does not remember how to spell all the words. Does not seem to gain any idea of numbers.

Dec. 30.

Reads Lesson No. 31 - which completes all the lessons on Chart. Will write the words of spelling from dictation.

Jan. 20. Has been doing supplementary reading from Blackboard lessons. Makes sentences with the letters - doing this very rapidly.

Feb. 20.

Reviewed Lessons on Chart rapidly. Writes sentences using Capitals, period and question-mark correctly.

March 24.

August reads and writes numbers to 5 using objects. Has been very much interested in picture lessons.

April 20.

Is reading in Harper's First Reader on page 11. He cannot follow any one's reading and begin to read when any one ended, but always has to ask the place. He seems greatly pleased to have a book of his own. Will try to tell what the pictures mean.

August Johnson.

May 31. Reads on page 27 - Can now always take up the reading where the previous reader ended - I think the trouble about his doing so at first was from having read on the Chart and nearly always being asked to read the entire story.

June -

The work this month has been principally review - Reads on page 37 - Can spell all words in the lessons and will write simple sentences from dictation - Will use the "s" in such sentences as "Ned's ship is white," but does not use the sign of the possessive except as he is familiar with it from his reading - He will count objects and write numbers correctly to 13, above that he is at sea - He does the rope braiding well, but does not like to do it.

Kjel Kalley.

Kjel was in school very little this year as his health was very delicate - He often came in and staid a short time, even when he was not able to do anything - He seemed to enjoy being with the boys who were all very kind to him.

Kjel would soon have been 17 years old and was very small and slight for his age - He did not seem to be more than ten years old - His eyesight was very poor and his eyes were nearly always sore and inflamed - His hearing was good - He was learning to speak English very rapidly - He could express himself quite well - Was social and playful with the boys, with whom he was something of a pet - Kjel took a great fancy to Charlie S. and every thing he did in school was to please Charlie - If he approved of Kjel's work my disapproval amounted to nothing - By an understanding with Charlie I was able to take advantage of this and use Charlie's influence over Kjel for his own advantage - If Kjel were idle, or neglectful of his work in any way I only had to say "I wonder what Charlie thinks of lazy boys!" to have him get to work vigorously - He read to Lesson No. 25 on Butler's Chart - He spoke in a quick, jerky way and had some trouble about articulating distinctly the letters "b, d, p." He would sometimes become very impatient over the drill required to get them sounded correctly - He wrote the letters "i, u, w, e, a, o, d, t," and I think would have learned to write quite well if his eyes had not troubled him so much - He wrote and read numbers

Kjel Kalley.

to ten and could bring me any objects under that number. I would say," Kjel, bring me 4 pencils, two slates, 1 book." etc. He would bring them telling each time the number of objects that he had. He was not able to go to the industrial shop this year and was not urged to do work of any kind.

Died March 26th. 1892.

Paul Langhoff. Epileptic.

Paul would soon have been 19 years old. He was quite tall and slight. His sight and hearing were good but he spoke English with a foreign accent. His walk was rather ungainly. He was neat about his dress. Was very fond of gaudy jewelry and was delighted if he could wear a brass ring, chain or scarf-pin. The larger and showier these articles were, the more Paul was pleased. He was quick tempered and stubborn and sometimes he was very hard to govern. He was indolent and especially disliked to work in the industrial shop. He always went reluctantly and one day when the signal was given for the boys to pass from the school-room to the shop, Paul refused to leave his seat. He shook his head and said he "didn't like to make brushes and would not go." He was permitted to stay in school but was told that since it was only the girls who did not work in the shop, he must wear a dress like a girl. He put on the skirt and apron and sat in sullen silence but when he discovered that he had to go to dinner in the same garments, he suddenly relented and said he would work with the boys. He often after that tried to get out of his work by coaxing to be allowed to remain in the school-room but he would say "I don't want to be a girl, though." The production of an apron was always sufficient to make him decide to live up to the privileges of a boy. He was profane when angry. Was generally truthful but he would lie to escape punishment. He was greatly under the influence of one of the larger

Paul Langhoff. Epileptic.

boys, Oscar K-, and would do anything he told him to do. When this got him into trouble he would tell whatever story Oscar had prepared him with. Paul always had a little money and clung to it with miserly affection. He would not loan one penny of it to any one.

This year Paul was in school but very little. He was learning to speak English very rapidly. He wrote well and was fond of writing letters. He dictated and wrote from copy. Sometimes he was able to write quite a little of his letter without copy. He was quick at numbers. Read and wrote numbers to 1000. Combined without objects numbers to 20. Counted money and made change quickly and accurately. It was his favorite occupation to get a few boy money and he told a story to work out. He had completed the Lessons on Butler's Chart and was ready for the First Reader.

Died Feb. 11th. 1892.

Samuel May.

Samuel is 22 years old. He is very short but well proportioned. His face and voice show that he is older than his bodily development would indicate. He is exceedingly deaf and owing to this his articulation is very indistinct. He does not catch the sound correctly and I think he has forgotten the pronunciation of many words. He drags his feet in walking and has a swaying motion of his body to the left. He can keep time in marching but his movements are awkward and give one the impression that it is only by a strong effort that he keeps from tripping over nothing. He handles a pencil with difficulty as his hands are nervous. For this reason he never has used pen and ink though he writes quite well with a pencil. To help him to gain control over his hands I have given him for a short time each day such work as stringing beads, perforating, paper weaving, threading needles - etc. It has helped him greatly. He is quite careful of his clothes and is rather neat in his personal appearance. He has a good disposition never causing trouble among the boys or with any one. He is frank and generally truthful.

In school Sammie would be able to make much better progress if he were not so deaf. When he is undertaking any new work that requires explanation his inability to hear causes him to make many amusing mistakes and to answer questions very much at random. He is very inquisitive and if anything is said to

any one he is curious to know all about it and will look up and ask, "What did you say?" "I was not speaking to you, Sammie," I will reply. "I know that," he answers, "but I wondered what you were talking to James about. I would like to know." And he does not rest until his curiosity is gratified. He sometimes becomes very much discontented and will write to his mother that he has been here long enough. it is time he was going home where he could see all his friends and have a good time visiting. His mother writes that she has not the money to send for him just yet and then Sammie assures her that he will wait until she gets it but he wants her to hurry and get it. He takes great pleasure in writing and receiving letters. His most urgent request at Christmas was for a box of writing paper. He is fond of music and tries to sing. He is proudly satisfied with the discordant sounds he produces and imagines that his voice is seldom equalled and never excelled which is perhaps too true. He has copies of the song books which are used in Chapel exercises and they have no doubt helped him in reading as he is not satisfied until he can read all the songs he can sing. When his photograph was taken and given to him he was greatly delighted. He carried his photograph constantly and often took it from his pocket, removed the careful wrappings and gazed upon it in open delight. He is ambitious to improve so much that he can be transferred to the first grade. But he will always have to work alone on account of his deafness.

He does the rope braiding very neatly and quite rapidly.

Jan. 20.

Sammie has completed Harper's First Reader. Writes all words of the spelling in sentences. In numbers is learning to read and write numbers above 1000.

Feb. 20.

His work in reading this month has been a review of the Second Part of the First Reader with a written reproduction of the stories. Combines numbers adding simple examples when there is no number to carry.

March 24.

Has had some supplementary reading can give a good idea of what he reads. Will write from dictation any number in the period of thousands.

April 20.

Is improving rapidly in Numbers. Can work any example in Addition.

May 31.

Has taken up Harper's Second Reader. Has no difficulty with it at all. Will work examples in subtraction but cannot "borrow."

June 27.

Sammie can build all the multiplication tables but does not know them readily. When told a "number story" can tell whether he should add or subtract. Can tell time. In letter writing is almost independent. The composition is entirely his own but some corrections have to be made in spelling, capitalization or punctuation. Is now reading on page 39 of Second Reader.

James Mc. Donald.

James is 22 years old. Is of medium height with grey eyes, brown hair and dark complexion. His ears are unusually large. He sees and hears well and his articulation is good. But he seldom talks except to himself and he holds lengthy conversations with that individual. His walk is shuffling and awkward and he will not keep step in marching unless some one takes his arm and walks by him, then he keeps perfect time. He sometimes affects to be lame and limps in the most painful manner with every expression of agony. This always appeals to the sympathy of strangers. When he first entered the school he was very troublesome on account of his talking. He generally would select a seat by a window and in a few minutes he would enter into an animated conversation with some imaginary person outside. At first there appears to be a very friendly feeling between Jim and the outsider but soon, differences arise. Jim grows angry, shakes his head and first violently and finally with a sort of rage Jim would come to blows with his invisible antagonist. It would take several minutes to quell his excitement. By careful watching I was able to anticipate these attacks and as soon as I saw him enter into a conversation of this kind I would interfere and get his attention fixed on something else. He is fond of being in school and if told that he cannot stay here if he is troublesome will generally become quiet. Sometimes he amuses himself by grinding chalk and making powder of it. These powders he puts into little papers which he has previously torn into squares. Being

James Mc. Donald.

very exact in this part of the performance. These "medicines" he frequently insists upon giving to such boys as he thinks will be benefited by them. He sometimes takes a violent dislike to persons for no apparent reason and shows his feelings towards them very plainly. He showed his aversion to one of the teachers, who generally played the marches when the children were passing from school, by throwing something at her as soon as he was behind her back. No attention was paid to him for a long time until he began to carry stones in his pocket for the purpose of throwing at her. When he was told that he must go up on the stage and pick up the stone he had thrown, he flew into the most violent rage and threatened to strike me. He was induced to pick the stone up but he kept up a wrathful murmuring, swearing vengeance upon me. He was going to "tell his father, have me arrested and put in jail." I finally sent for Mr. M. of whom Jim stands in great awe and Jim became quiet in a few minutes. Not long ago he threw a stone through the window of the kitchen at Mrs. J. whom Jim hates most cordially, though she never has had anything whatever to do with him. He will sometimes pretend to fall asleep. Will nod and finally fall on to the floor where he lies perfectly still. I will go to him try to arouse him but his slumbers are the more profound for my efforts. I will say "how soundly Jim sleeps!" and he gives a cunning smile as much as to say, "I've fooled you again!" Jim usually objects to visitors in the school room; and sometimes these objections

James Mc. Donald.

are shown very forcibly. He does not pay much attention to ladies unaccompanied by gentlemen, unless they happen to have dark eyes and complexion; but if there are any gentlemen in the party, Jim immediately begins to talk and threaten them with all manner of evil. growing more excited the longer they stay. He is fond of children and always wants to speak to any child who enters the school-room. He is not quarrelsome with the boys and unless teased or annoyed is perfectly harmless. He does no school work except in the way of amusing himself. He has been given the care of the black boards and is to clean them thoroughly every morning. He is not content with doing this alone, but guards them with a jealous eye and frequent are the complaints, "Jim has erased all my work!" before the boy was ready to have him do so. Jim frequently amuses himself by work at the Board making lines and marks which he calls his name. He will string beads, build sticks, put pegs into the board with evident enjoyment.

Edmond Morinville.

Edmond entered school Dec. 17. 1891. When admitted could not speak or understand a word of English. He is 19 years old, short and rather heavy set. His eyes and hair are black and his complexion dark. His nose is short and broad with very wide nostrils. He has the most offensive habit of picking at his nose almost constantly. He sees and hears well but has some difficulty in articulating many English words though he speaks French very fluently. He is restless and mischievous. In school it seems impossible for him to sit still. He slips out of his seat and around the room before I notice and when spoken to gives some plausible excuse for his movements - "Some boy called him - he thought I wanted the window opened - the door closed" etc. If I speak to some one in the room or ask any one to do anything Edmond is on his feet at once, with "all right, I know how - I'll do it." When given any work to do he sets out in the most vigorous manner but in a few minutes he is tired of it and wants something else to do. He likes to be employed but wants constant change of occupation. When he learned to read a few words - I gave him the printed form and a box of letters asking him to make the word "boy." I first showed him how to put the letters together. But unless I sat by him he would not take the trouble to look and see if he had the right letters, but would use the first ones he picked

up and then came up eagerly inquiring for something else to do. As he copied the word from the chart I gave him a seat on the floor in front of it telling him he must sit there until his work was correct. Then the most pitiful pleading would begin. "The floor is hard. I'm tired. My legs ache. I will work in my seat. O please, please let me up!" But he would finally get the word correctly and would come saying, "Edmond is a good boy now. Here it is b-o-y- boy." It is surprising how soon he learned the English language. He expresses himself fairly well and understands every thing that is said to him. He talks constantly. In the sitting-room he is not quiet for one moment. He has picked up all the slang phrases and by-words and is very profane. When he had been here a little over a week, he came to school one morning after the children's dance the evening before and I asked him if he had had a nice time at the dance. He answered gleefully, "Yes, I had a — nice time, but I was going to ask you to dance and I got left." Lately he has been very destructive with his clothing - deliberately tearing his pants into pieces. He did it so that he might have a new suit. To punish him he had to wear an old skirt and apron to school. This seemed to humiliate him for an hour or so and when he found that his queer gait attracted attention and provoked the mirth of the school, he was in his

element - laughing and chattering and making elaborate bows to every one he met. Then the program was changed and he was kept in bed one day. This was too much for his social nature and even though his vanity craves new clothes he can not have them at such a sacrifice. He is always happy, cheerful, good-natured and kind to the boys. His principal school work has been to acquire our language. He will make a few words with the letters, writes the letter "a," and can separate the colored beads and sticks.

Fred Noble.

Was admitted March 3rd. 1892. He is 22 years old. Is tall, slight with light blue eyes. His sight and hearing are good. But he can say only a few words and those very indistinctly. He is very childish in his manner. Is very affectionate and wants to be petted. If any one notices him he puts out his hands in the most coaxing manner and wants to be played with and talked to as a child of two years might. He is neat about his clothing. Is very quiet in the sitting room and in school. Needs to be urged to walk or play or take exercise of any kind. He has not been in school much of the time since he came as he has not been very well. He does some busy work - such as stick building, stringing beads - form laying, and peg stocking.

James Oaks.

Was admitted March 3rd. 1892. He says he is 21 years old but his application papers do not give his age. He looks even older than the age he gives. He is rather short and heavy set. Has a clumsy, awkward walk. Sees and hears well but speaks a little indistinctly. He is not neat in his personal appearance but is not destructive to his clothing - he simply can not wear his clothes well. He has so far shown himself kind to the boys. Is very truthful and quite obedient. He is a little quick-tempered but his anger soon cools and he is eager to apologize for any rudeness on his part. He is quite a good worker but is very forgetful. He has to be told every day just what work he has to do. He always works willingly. He is very, very slow in his progress in school. He cannot remember what he does learn though he evidently tries very hard. His hands are so nervous and he has so little control over them that I have given him a great deal of hand-work to do such as, threading needles, perforating and stick laying. It would sometimes take him half an hour to thread a needle and as long to prick a piece of paper four inches square. He is very careful about his work and is not satisfied unless it is well done. He is conscientious and painstaking and is apt to reprove any boy whom he thinks is not so. He has been out of school on account of sickness several weeks. He reads to Lesson 4. on Chart and will make the words in these lessons with the letters. He writes

James Oaks.

the letters "i, u, a and e." Does better work on the black board than with pencil as the latter seems too small for him to handle well. He does the rope braiding quite well. Has a good idea of form, putting together all our sliced birds and animals. Will string the beads according to form and color but cannot name the colors - except primary or forms. I think Jame will do quite good work another year. He is so glad always to hear from home and is prompt to answer his letters. dictating quite an intelligent letter.

Willie Raking.

Willie is 21 years of age. Is tall and slight. Has a rather bright, intelligent face - which is a great deception. He sees, hears and speaks well. Has a quick, energetic walk. Always looks rather neat in his personal appearance but is careless of his clothing. Is very proud of his clothes when new and while they are new he is careful of them but soon the novelty wears off and his ardor flags. He is not quarrelsome and always gets along amiably with the boys. He is wilful - generally wanting his own way about everything, and when opposed flies into a passion, swearing, crying and stamping his feet. These fits of passion are generally aroused by calling on him to do some work which he thinks is not agreeable. Work of any kind usually disagrees with him as he is a very lazy boy. but when he does such work as scrubbing - carrying clothes watering the flowers and so forth, he does it quickly and well. He cannot be trusted to do much alone as he soon leaves his work and goes in search of something more congenial. He is quick to do errands and I have always found him prompt and trustworthy in that respect. When angry Willie is very profane. When he first began to work in the brush-shop this year an amusing scene took place between him and Miss B. Willie was brought to her from the shop with the complaint that he was spoiling all his work. He had at the time a couple of brushes in his hand and he showed their damaged condition to Miss B. with the most guileless expression 7

countenance - Upon her inquiring into the cause of the broken and twisted wire he assured her that it could not be helped. She suddenly agreed with him, told him he did quite as well as could be expected of him - He did not like this and began to differ at once. She said "No. You can't do any better. You don't know how I don't expect any more from you than from a boy from the Custodial side." This was accompanied by an ominous jingle of keys and with a despairing howl, Willie was on his knees to her with volubile assurances that he could and would do better if he could only have another chance. With many tears Willie was allowed to depart and he showed that his brushes could be improved upon. When he first came to my room I was very much pleased with his appearance and congratulated myself upon having a pleasant pupil. But I was soon undeceived. Willie would begin his work with such fervor as would make glad the heart of any teacher, but his zeal soon cooled. He could or would not remember the name of a single word. He would look at his book in the most cunning way and say, "now, that is boy or dog. which had I better call it-?" Or, "Say, Miss Mc L— I have forgotten what you said that was - I just can't tell 'them things' apart." One day he came into school with one of his own photographs which he exhibited with the greatest pride. I asked him whose picture it was and he said it was his own. How could he tell that it was?" Well, it looked like him and he had seen himself in the glass and he guessed

he knew." I took the photograph and putting it into the drawer of my desk I told him that if he could tell one face from another and knew his photograph when he saw it, he could just as well learn to distinguish one word from another and he would not see his photo until he could read. He cried and pleaded for the return of his beloved picture but I was obdurate and Willie yielded to my terms. In a few days he learned to read the first few lessons, knew the words in script as well as in print and would make the words with the letters from memory. He also wrote the word "cat" and some of the small letters. I was pleased with him and returned his photograph greatly to his delight but not to his advancement. He soon pretended as dense ignorance as before but in a different way. He would look at a word and begin to pronounce it - Jallie and stop and with an anxious look would say - "Yes, I think that is la- lar- yes that must be large;" bringing out the word finally with a burst of confidence. When given any busy work to do he would take it, listen most carefully to instructions and cheerfully set to work. He would sit for half an hour with his eyes intent upon his desk. his hands busy with every appearance of being busily at work without doing one thing. It must be a great deal harder for him to assume this than to do his work. When spoken to he would start as though he had been lost in thought and

Willie Raking.

give some excuse for himself. Sometimes I could get him to work well for a few days by telling him that he would have to go to the custodial school if he did not do better, but if he did improve in one respect he always did something to counter-balance the good. He is usually cheerful and good-tempered and in spite of every thing I found him a most interesting boy to work with. He delights to sit through an object-lesson or listen to a story with every appearance of careless indifference and then suddenly rouse up and show how much more he knows about what has been said than those who have had to listen well. He does the rope raiding but needs constant supervision.

John Rausch.

John is 23 years old. So tall and slight and has very drooping shoulders. Hears and sees well and can articulate distinctly though his voice is very low and rather monotonous. John is one of the best boys we have. He has been on the farm the last year and not in school regularly. He is not capable of making much progress in school though he is one of the best workers on the farm and in the Industrial shop. He is faithful, truthful and obedient. Kind and pleasant in all his relations with the boys and his attendants. He works well when in school and is very happy with what he has learned. He has almost completed his First Reader and has made a marked improvement in writing. Can write short sentences from dictation. Spelling is very hard for him and this has kept him back in his reading. He does not grasp numbers readily. Reads and writes numbers to 100. Knows the Roman letters to X.

George Salsbury.

George is 32 years old. He is tall and slight- blue eyes, fair hair and light- complexion. Sight and hearing are good but his speech is very imperfect. He speaks in a nervous, abrupt manner and cannot articulate distinctly. He has a quick, energetic walk but in marching has the habit of bringing his left foot down very emphatically - I suppose he contracted this habit when he was learning to march and it is almost impossible to break him of it now. He is extremely proud of his dress and personal appearance. Always wants to be neat and clean. He sometimes will neglect his work in ode. to keep his hands & clothes clean. He is truthful, trustworthy and obedient. He is very easily influenced by the boys and will sometimes do very silly things under their directions. He is nervous and very excitable. At our entertainments the applause is always led by George who will clap his hands and stamp his feet at every thing that amuses him and he is easily amused. He does not intend to be noisy but gets excited and forgets himself and if the boy next to him says "clap." George does so in the most hearty manner. He is never quarrelsome among the boys and yields a ready obedience to his attendants and teachers. He is active and fond of employment and can be trusted to do simple work alone. He usually attends to the arranging of the chairs in the chapel and remembers how they must be placed for the different occasions. He is quick tempered and is sometimes profane when angry. He is gentlemanly and respectful and shows evidence of good home training. He is very

George Salsbury.

attached to his home and is always greatly pleased to hear from his parents. He sometimes will write to them himself but as his letters were only copies of his own dictation I generally write for him. When he wrote himself I tried to have him use only such words as he could read himself and as those were very few indeed his letters could not be very satisfactory to his friends. He writes very well but so little originality has he that his hand writing resembles very much that of the person whose writing he sees most. He will copy almost any writing exactly.

George has a very poor memory and it has been very hard for him to learn to read. The first of this year I allowed him to read with the chart class though he could not do the work they did, but, when they had finished the chart, I gave George individual attention in reading and he has made some progress. He can spell, read and write from dictation all the words in the first six lessons of Harper's First Reader. Sometimes in writing a word he will forget how to make a certain letter - often writing "d" for "b" "p" for "q" and if his attention is called to it, I will not have to show him how to correct it as he seems to know that if the first way is not right the other is. He can remember and tell a story quite well. Does not grasp the idea of numbers. Can read and write and count objects to 10.

Christian Solberg.

Christian is 19 years of age. He tall and broad shouldered - He has a pleasant, agreeable face. He sees and hears well but speaks rather indistinctly. When he first entered the school last year, he could not speak a word of English and his work last year was principally in acquiring the language. Christian is always neat in his appearance and is not destructive to his clothing. He is also very careful of the school material. He is very quiet and retiring in his disposition and sometimes his shyness makes it hard to work with him in school. He speaks in a very low tone seeming to be afraid to let his voice be heard. I try to overcome this habit by having him read or speak to me across the room and Christian blushes and falters like a girl. He is a good boy in the sitting-room and is never quarrelsome among the boys. His attendant reports that he is a capable willing worker and thoroughly trustworthy. He always seems happy and satisfied with every thing. His father comes to see him often but although Christian loves him he never evinces the least desire to go home with him. This year Christian has done quite good work in school. Writing has been very hard for him as his hands are very clumsy and awkward. I have given him some hand work every day and he has gained much better control over them than he had some months ago. He does the rope braiding quickly and well.

Christian Solberg.

Oct. 30 Is reading Lesson 36 on chart which we have reviewed from the beginning. Writes and spells all the words in his lessons every day. His writing is rather cramped.

Nov. 20.

Christian has completed the chart and I have given him supplementary script reading from the board. Also drill in using new words. Will send him on errands and have him tell me whom and what he saw while gone. He is improving in writing. Has had considerable drill in writing to my counting. This makes him freer in the use of his hand.

Jan. 20.

Has been doing hand-work and numbers work. Can count objects to 5. but it is very hard for him to get any idea of the value of numbers. Have given him such work as stringing beads - two and two - three and one - Ect. Or building the colored sticks, 3 yellow and 2 green ones alternating; he pegs the same. He seems to enjoy doing this work. He can make the figures to 5 and can give me the number of objects corresponding to each one.

March 24.

Has had some supplementary reading from the word-method. Has used the letters to form words and sentences. Has written his lessons with lead pencil every day. Can count and combine numbers to 10. Will take the blocks or sticks and arrange them in different ways, e.g. 3-2-1=6 and will try to

see in how many different ways he can make the number six.

April 20th.

Has taken up Harper's First Reader and is delighted with the stories in it. He reads well and naturally and can tell the story in his own words quite well. Spelling is hard for him and if he did not have to learn to spell every word he would make much better progress in his reading. He often says, "I know that word but I can't think of the letters without looking at it." Is improving in writing.

May 31st.

Will read and write numbers to 20. He uses the sticks and every time he adds a stick to the pile he writes the corresponding number. When he has ten sticks he puts a band around it and calls it one ten. Then eleven sticks is one ten and one and so on until twenty, which is two tens. Without the sticks he cannot write the numbers correctly. He will, with questioning, use the words in the spelling in complete sentences and will write the same using his capital letters correctly. Knows when to use a period or question mark, and a comma when he has written the name of a person spoken to. Knows how to use the possessive singular.

June 30.

His work this month has been principally review. He is now reading on page 34. of Harper's First Reader and can write the story in his own words. Writes much easier and forms his letter quite well, but his writing looks a little stiff. He

has done quite well in numbers. Using always the sticks, though I believe he would not need to do so, he can write numbers to 100. Will arrange the sticks in different piles, write the corresponding numbers and the total result. Will put numbers on the board and tell a little story about them. For instance he will write 3, 5, 4 and will say John has 3 apples, George has 5 apples and Tom has 4 apples. The boys all have 12 apples. He thoroughly enjoys his number work.

Sheridan is 25 years of age. Is short, slight and fair. He is cross-eyed and speaks with a foreign accent. His head is small and rather peculiar shape. He is very vain of his looks and proud of new clothes. When he is shaved and dressed he is often found in front of the mirror looking at and admiring himself. He will not wear any but his best clothes without protesting. He has a violent, vicious temper and when angry is very destructive. Will tear up anything he can lay hold of but usually only his own things. He destroyed quite a good watch a short time ago in one of his fits of passion and also his hats and boots which had been sent him from home. As soon as his anger cools he begins to write to his father and beg him to send him a new suit or hat or what-ever he wants. He usually gets it and in the first moment of passion it is again destroyed. He is untruthful and untrustworthy. Delights in taking some boy younger than himself and telling him vulgar stories and urging him to do things he is forbidden to do. He is very cowardly. Will tease and annoy the boys smaller than himself and fawn upon the larger ones, making himself useful to them in order to be tolerated by them at all. He often pretends that he is having a spasm in order to rouse the pity of some one or to evade punishment. He has very severe spasms but sometimes the convulsion can be stopped if he is noticed in time. He carries a short rope with him and when he feels a convulsion coming on he calls some one to him. The rope is

put around his right leg just above the knee and by pulling hard on it and at the same time pressing upon his right foot, the convulsion is checked. He is easily frightened and that throws him into spasms. Sometimes the sudden opening of a door, the dropping of an eraser or any sudden noise will throw him into the most dreadful convulsions. For a while he could not work in the brass-room on this account. The hair with which they fill the brushes would sometimes prick his fingers and that was sufficient to throw him into a spasm. After one of his convulsions he seems lifeless, helpless and stupid. Will sleep heavily for some little time and is not easily roused.

Writing makes him very nervous, especially if he is trying to write a letter. He sometimes will spend several days in trying to copy a letter but he generally became so excited and nervous that the result was a severe spasm so lately I have written his letters from his own dictation. He never was able to write alone, but simply copied from his slate.

Dec. 30.

Has been reviewing reading lessons on the Chart. Sometimes can form simple sentences independently and again cannot use a single word correctly.

He can generally tell quite well what his reading has been about but cannot write even one sentence without

aid. Have tried to teach him the rope-braiding but it made him so nervous I gave it up. I really cannot tell how much of this nervousness is affected.

Jan. 20.

He is improving in his reading - that is he knows the words but he reads with little or no expression. Shows more interest and animation in his work. Is beginning to do something in numbers. His especial ambition is to know all the multiplication tables as soon as the boys in the first division. Some days he is bright and reasons fairly well, then he will have spasms and seems to forget all he knows.

Feb. 20.

Will combine numbers quite readily and can work simple examples in Addition.

March 24.

Can make the Multiplication tables to the 6's quickly without the use of objects. He has been very nervous and irritable for the last few weeks. His attendant reports that he has been destructive to his clothing and has been sullen and morose in the sitting-room. He does not accomplish anything in school when feeling like this.

April 20th.

Completed Butler's Chart and has had supplementary script reading. Has used the letters to form sentences from dictation. Knows the use of period and question mark and usually uses them correctly.

May 31. Reads to page 15 in Harper's First Reader. Has been out of school a number of days on account of

spasms. Can make the Multiplication tables to the 9's without objects. While he can build these tables readily he has not memorized them. Works quite difficult examples in Addition.

June 30.

Can build all the Multiplication tables. Has improved in writing. Can tell how to work examples. i.e. whether he must add, subtract or multiply but can not work an example in anything but Addition. His work in reading has been chiefly review this month, with some supplementary script work.

Anthony Urban.

Anthony was admitted Oct. 20th. 1891. He is tall, slight and walks with his shoulders bent. His walk is very ungainly - shuffling his feet, swinging his body and if he passes any one turning sidewise as though he were afraid to meet one directly. He has heavy drooping eyelids and his mouth is seldom shut.

He does not know enough to be untruthful or otherwise. When spoken to he drops his head and mutters unintelligibly. He laughs without cause and is very noisy. He does no work of any kind and in the sitting room he talks to no one but always seems happy.

Dec. 30.

Anthony is very troublesome in school. Will leave his seat and come to my desk talking in a confused manner to. I am not able to understand what he is trying to say and he becomes excited and nervous trying to make me comprehend. I call in Miss B. but she too is in the dark and Anthony for a while is unhappy. He is very noisy in the halls. running past the boys and laughing loudly. He does not seem to know what I mean when I tell him he must try to be quiet. He will listen to me and perhaps run off noisier than before.

Jan. 20.

He has been very annoying to the boys by calling to them and striking at them as they pass his seat. He does this in the most playful manner and does not seem to wish to hurt any one. He nearly distracts me by coming up to

Anthony Urban.

my desk and frantically pouring a tale of woe into my ears one word of which I am not able to understand.

Feb. 20.

Anthony is beginning to be more quiet. Will march into the school-room and take his seat without having to be told where it is. Does not mutter so much and is trying to keep his mouth closed. When spoken to it is amusing to see him close his lips and hold them with his fingers.

He does not so often get out of his seat but if I try to get him to do any work he will put his head down on his arms and refuse to look up.

March 25.

Has not been feeling well for several days and has been irritable and nervous. Will now take a slate and make marks on it like this SSS. This he seems to consider writing and proudly calls my attention to it and seems delighted with my approval.

April 20th.

Is beginning to want to do things. The bright colors of the beads attract and please him and he will separate them into their different colors. Will separate the colored sticks in the same way. Often brings an old sock into school and amuses himself by unraveling and making into a ball.

May 31.

The greatest improvement has been in deportment. Will pass out of school without getting out of line and is learning to keep step. He

Anthony Urban.

makes a great noise about it, though, bringing his left foot down as hard as he can. The more emphatic the sound he makes the greater pleased is he.

June 30.

Will amuse himself quietly with the beads, sticks and peg board. If given a sliced picture will try to put it together but cannot do it without help. Is not troublesome in school.

9-92

James Welsh.

James is 21 years of age. Is of medium height and rather slight. Sandy hair and complexion. He has only one eye having lost the right one through some sickness when a child. His eye usually is a little inflamed and he complains that he cannot see well. His hearing is acute but his speech is very imperfect. It is difficult sometime to understand him. He is not destructive to his clothing and usually looks quite neat.

He has a quick and rather violent temper but is always truly repentant when he gives way to it. He is one of the most peculiar and most interesting children I have ever met. He seems to realize his condition and to be made unhappy by it. He frequently asks, "Am I feeble minded? Will I ever go out and earn my own living?" He is thoroughly dissatisfied and unhappy at times and his complaints then are loud and long. "There are too many rules. When he was at home he did not have to obey rules" etc. He has been allowed a great many privileges at home in the way of being out on the street at any time he pleased and going any place he wanted to. So naturally he feels confined and objects to certain restrictions here. He is a devout Catholic and his religion gives one a strong hold upon James. He was very anxious to learn to read and write, but seemingly could not do so. He was promised that if he would learn to write his name he would be permitted to go to church alone. He was taken by some one almost every Sunday, but this did not satisfy him, as he thought it lowering to his dignity. He

be accompanied by any one. How we did labor over that boy! And how he struggled to hold the crayon and form a letter. We commenced with the letter "i" - as it was the easiest one. After weeks of the most discouraging work he could make it if I would stand by him and tell him how to start, when to turn and when to stop. If left to himself the letter would assume the most fearful and wonderful shapes. Next we tried the "m" and the futile and frantic efforts Jim made to get the first curve were wonderful. He never could do it without a "story" I would commence, "Now, Jim, what letter are we going to make now?" James answers with a despairing look, "m." "All right", I say, "a man started out for a walk among the trees, he first went up in this direction "/" then he turned a curve in the road and came down opposite to where he had started so, "\" then he went back over the same road for a while but soon he turned another curve, so, "/" and walked as far down as he had before, so, "\" then he went back on the same road, so "/\" soon making a turn and coming back even with the other roads - "m" when he made a different turn and soon his walk was at an end - so, "m." At last James got so he could make the letter if I said, "Now, the letter about the man that took a walk". The letter "s" was a great stumbling block and had to have its story. After a year's work he could write his name "James" but the capital "J" was a mountain which at first he could not climb - but when he finally reached the summit he was the happiest boy! His long desired privilege had been earned, but like all other things eagerly

longed for it did not bring him the pleasure he had anticipated - He wanted something else. He now resented that he had to get permission to go out. When he heard the whistle blow for the horse to be brought around, he would say wrathfully, "There, toot! toot! (you (meaning Dr. R.) can go down down whenever you please, but I have to stay here." While he was learning to write it was amusing to hear his criticisms of other writing. One day, Mr. M. sent him with a hastily written note to me. James held the paper in his hand and said in the most disgusted tone "He earns a lot of money every month, and can't write any better than that!" I can write my name better and I don't care any money at all!" It seemed impossible for James to learn to spell. He could not remember how many letters were in a word and he did not have the faintest idea of the sound of a letter. At last he adopted the plan of asking how many letters were in a word and counting off each letter on his fingers. In some occult way this helped him, but he can now spell without this aid. Sometimes he would be very careless about his writing and would say it did not make any difference if he wrote well or not and some letters he seemed to persist in forgetting how to make. The letters "p" and "t" particularly troubled him - and after I had tried every method in my power to help him to remember I was wicked enough to tell him as seriously as possible that "p" was the first letter of Purgatory. I only looked the rest and James never

never forgot how that letter was made. The letter "t" he never would remember to cross until I suggested that it must be a good catholic as it always carried a cross. This pleased him and raised the letter in his estimation. If James makes one a promise and gives the sign of the cross he will keep his word pretty well. He is truthful. That does not mean that he will not sometimes tell a lie, but if he does lie he will always come and acknowledge that he has and beg forgiveness for it. He is a strong Democrat and no amount of argument, coaxing or bribing can make him anything else. He has quite an intelligent idea of the political situation and always knows whom the different candidates are, and what their chances for election. City politics seem to especially interest him and the recent city election in St Paul interested him intensely. The Convention was deeply interesting to him too, he wanted to know all about the Chairman, the speeches, etc. and could scarcely wait to know who received the nomination. When told that it was Harrison he said, "Now, Cleveland will be nominated and it will be his turn to beat Harrison." He was disappointed that it was the Republican Convention that was held in Minneapolis - his home - and wrote to his father that he thought it would have been much better if the Republicans had gone to Chicago. He is pretty shrewd to take any advantage which his political faith may give him. Miss B. is also a very strong Democrat and that seems to form a bond of union

between them in his estimation. But as Miss B. is the principal and James is not wholly faultless he is sometimes brought into contact with her in a way not altogether pleasing to him. A few days ago James was restless and annoying in school and Miss B. said "Well, James, you may come out and sit on the floor in the Assembly Hall and meditate". James at first hesitated and while yielding a most reluctant obedience he said, "Well, I will sit on the floor for you because you are a Democrat, but I just would not do it for a Republican." I am afraid James did not have to sit there that time. He would not show any interest in numbers work until he was told that he would never be able to know how much money he earned, if he were working for wages, unless he could add. He immediately set to work with feverish anxiety to learn the mystery of combining numbers and his passion was to know the salary per month of every person in the house and find out how much for a year. If he thought some one he did not like was earning too much he wanted to go into the office and enter a protest against the injustice of the thing. He has very decided ideas of what is due to him. One morning he came into school very indignant because as he passed Miss B. in line she had not said "Good morning" to him. "That was her work. What was she paid for if it was not to say good morning to the boys. She was not doing right" and so on. I sent him to Miss B. and

James Welsh

he soon had the matter adjusted. Sometimes when he is unusually slow about doing his work - heedless and inattentive, I will say, "James, it is not justice to the school that you should occupy so much of my time without paying extra for it. I think I will have to make out a bill and send it to your father." That rouses his flagging interest as he does not want his father to be called upon to spend money for him in that way. He sometimes is very happy and cheerful and enjoys himself immensely - The next day he may come into school moody, cross and with averted, clouded face when spoken to. I said "Why, James, what is the matter? When has the sunshine all gone?" Jim will sullenly say, "Well, I am cross and you needn't expect a fellow to be happy all the time." He is ambitious to learn and I think another year will help him greatly. He has now finished the First Reader and has taken up the Second. Can write his lessons - well with aid, and sometimes quite well without help. Is a poor speller. Can tell time but not readily. Works examples in Addition and deserves the greatest credit for accomplishing as much as he has.

June 95 Reading in 2nd reader.

David Guernon - Epileptic

Adolph Henry.

Were admitted June 8th. 1892. As they have only been in school a few days and have done no school work, I do not feel sufficiently acquainted with them to make any report.

George Ball.

George is 21 years old. Is tall, slight and lame. This year he has been in school only when he wished to write a letter. He has had to help with the care of the horses and do some of the driving. He has proved himself faithful and conscientious about his work. always willing to do what was asked him. He has grown more manly and independent being very proud of the confidence shown in him by Dr. Rogers. He is paid a small sum per month and he says he works for that and his board and clothing. At Christmas when the boys were permitted to ask for the things that they especially wished for Christmas gifts, George could not be induced to make known any preference he had. He gave as a reason for not doing so that he was earning money and he did not think it would be fair to ask for anything to be given to him. He was very generous with the money he earned buying some little gifts to send to some of his friends at home. St. Valentine's day he also remembered his teacher and other friends with valentines which he selected and bought himself. He is greatly pleased that Dr. Rogers has given him the privilege of buying things for himself. He uses quite good judgment in the expenditure of his money. George is very industrious never seeming to care to play with the other boys perhaps thinking that it ill becomes a man to take part in boyish sports. He writes a neat, intelligent letter.

John Chambers. Epileptic.

John is 23 years old. Is short and rather heavy set. He sees and hears well and articulates distinctly. His walk is somewhat ungainly but rather energetic. He is generally quite active and is not averse to light work such as carrying clothes, etc. But the heavier work is not pleasing to him and if he can avoid doing any of it he will. He has a roving restless disposition and nothing pleases him for any length of time. When he goes home he craves excitement and amusement continually and because he cannot be indulged in every whim he is dissatisfied and discontented and wants to come back to the Institution. When here, in a short time he wants to go home again. He is seldom pleased with anything and is generally complaining about some fancied neglect. These complaints he will not make except among the boys among whom he likes to pose as a martyr. He is not quarrelsome but is sly and underhanded. Will steal anything he can lay his hands upon and will tell a falsehood to hide it. He may have some stolen article in his pocket and if any inquiries are made about it John will be the most innocent looking boy in the room and the most diligent in search of it. When he looks particularly guileless and is the most officious in looking up any stray property it is always safe to search his pockets first. He will often plead indisposition in order to remain in the sitting room alone. Thus having

John Chambers. Epileptic.

an opportunity to look through the boys' boxes and appropriate any little trifles that he sees to his own use. When these are discovered with him his inability to explain how they came into his possession is complete. "Some one wished to injure his reputation and make people think he was not honest and had hid those things in his box", and he wonders what he has done that he should be so imposed upon. He is not profane but what is much worse will use vulgar and obscene language among the boys. He is very sly about this pretending to be shocked at even slang expressions. He frequently boasts that no one can accuse him of disobeying any of the rules, and so on, but he will urge other boys to do so. In school he does not do more than retain what he has already learned. In some respects he makes some slight progress. He reads well and does Numbers, Language Geography and General work with the class. He does not keep up with his class in Numbers but in everything else he averages fairly well.

Roy Coughlin.

Roy was admitted November 11th. 1891. He is tall and slight. Has a bright, intelligent face. He is sixteen years old. His sight, hearing and speech are good. He holds himself erect, walks briskly and is graceful in all his movements. When he entered school he could read a few words but could not write, spell, do anything in numbers. In fact the little he could read was the full extent of his book knowledge. Roy's worst fault is that he does not want to apply himself to study. He is active enough in everything that pertains to the pleasures of life but he is lazy about learning. He takes part in all the out door games and sports and is a leader among them. He wanted to learn to dance and soon picked up all the round dances - was indefatigable in practice until he had learned the different steps. Entered the band and practices diligently and faithfully and is making rapid progress there; but when it come to learning how to spell a column of words, or committing the multiplication table Roy does not enjoy it and does not exert himself as he might. He is full of mischief but is not rude or mean with it. He is frank, polite and trustworthy. Is restless and likes frequent change of work. When he first came he had been in the habit of using tobacco but was soon induced to give it up, promising that he would not use it any more while in the Institution. This promise he kept but when he was at home he used it again, but told that he did so.

Roy is capable of making a

great deal of improvement if he will only exert himself. One can do a great deal with him by appealing to his pride and comparing what he does in school with what boys so much younger than himself do in the public schools. This never fails to stimulate him. He concealed his ignorance on many points wonderfully well. He could not tell the time when he entered school but did not proclaim the fact to all. He kept wonderfully quiet about it knowing that he would be teased by the boys if it were known - and paid the closest attention to the general exercises in time telling. As soon as I discovered that he was really trying to learn how to tell time without it's being known that he could not already do so, I helped him in every possible way, and it was only a few days until he had mastered the mysteries of the clock dial. He asked me to excuse him from black-board work as he did not know how to write or make figures. I did so until I saw that as long as his ignorance was undiscovered he made no effort to improve - then, I insisted upon his going to the board and though I pitied his confusion when he could only stand there without being able to do anything. I rejoiced in the effect when he began to apply himself to the task of learning to write. He will come very quietly to my desk to ask me how to do so and so, in order that he may know how if he is called upon in the recitation. He has learned to write but not well. Can do better in numbers than in anything else. He reasons fairly well. The multiplication tables have been a great stumbling block

to him but he is not familiar enough with them to do work without referring to them. He is greatly interested in the object work under Miss B. and is active in securing specimens for their collection.

Samuel Cox.

Entered School March 3rd. 1892. He is 16 years old. short and slight. He is neat in his appearance. Sees and hears well and articulates distinctly. He is quarrelsome and overbearing among the boys. Is quick to resent an affront and takes offense when none was intended. He is morose and sullen - not caring to play with or have anything to do with the boys if he can avoid doing so. He does not like to work and will not do so unless obliged to. He seemed to have a very important idea of his own abilities when he came here and this has hindered his progress. He said he had read in the Third Reader, but he cannot read even in the First. For a while I allowed him to remain in the Third Reader class thinking it might discourage him to be put in a lower one, but he was totally unable to do the work of the class so I have given him individual attention in reading and Numbers. He was able to write Numbers to 100 when he came, but he did not have any idea of their value nor was he able to make the simplest combinations with them.

April 30th.

He has been trying to work with the class in reading but cannot keep with the other boys. He is very hard to interest in anything - but is not troublesome. I wish he sometimes would cause some trouble if it caused him to exert himself in any way. He does not seem to make friends with the boys. Being cross and irritable with them, or holding himself aloof from them.

Samuel Cox.

May 31st.

Have given Sammie individual attention in reading every day, but owing to want of time have not been able to do as much for him as I could wish. I was afraid it would hurt his pride to be placed in a lower class than he had been, but was pleased to find that he was more relieved than otherwise. He is now using Harper's First Reader and has read the first few lessons. He can spell the words in these lessons orally but when writing them from dictation he often cannot spell the simplest word. He cannot write a simple sentences without omitting some of the letters or putting the words in the wrong places. For instance I ask, "What is the color of the boy's hat?" And he finally gives the answer, "The boy's hat is black". If asked to write that sentence he would write "The boy's black is hat." He sees his mistake as soon as his attention is called to it but will correct it with difficulty. He will build the Multiplication tables to the 6's and is trying to combine simple numbers. He is very shy and hard to work with.

June 30th.

Sammie has made some improvement in the way of writing from dictation but written work is very hard for him. He will tell the simple story of his reading fairly well. Is showing more interest in his work and now says that he wants to catch up with the other boys. Is more amiable in his relations with the boys.

Charles Dickson.

Charlie is 19 years old. He is tall, slight and very graceful in his movements. Has a quick, bright, alert manner. Is polite and gentlemanly but mischievous. He is nice looking but does not seem to be at all proud of his appearance. Is always neat in his dress and is not destructive to his clothing. He sees and hears well and can speak distinctly but in reading or reciting is apt to speak so low as to be hard to understand. Have tried very hard to break Charlie of this habit which perhaps arises from shyness as much as anything. He is kind and agreeable among the boys with whom he is a general favorite. Some of the smaller boys look up to Charlie as a model and take him as their standard. This has been used to make Charlie feel that he must always act in such a way that his influence will not be harmful to them. He is active and a good worker. Is always happy and good natured. Has a ready wit and is ready with an answer to every question. Is quite ingenious in many ways. A short time ago I was amused at a stroke of economy he displayed. He came into the school room with a couple of small clothes' brushes which he had just finished. They were different from the brushes that the boys were making and I asked him the price of such a brush. He said, "O, they don't cost anything. We found a dead horse out in the woods and cut his tail off and now I am making it into brushes." He also found the necessary pieces of wood so that he could say the brushes were entirely his

Charles Dickson.

own and he made several to give to his friends. He is generous and kind hearted and while he is an inveterate tease he will never annoy or abuse any one. He is on the farm and is one of the most reliable workers there. He has made quite good progress in school. The most noticeable improvement has been in his writing and composition. He can write a very fair letter. His spelling is not good but he can express himself quite well. Will tell the story of his reading lesson intelligently and of late is showing an interest in learning the meaning of words new to him and then trying to use the words himself. He has done good work this year. His school work is reported with the class.

Charles Green. Epileptic.

Charlie is 22 years of age. Is short and heavy set. He sees and hears well, speaks distinctly but so slowly as to make one nervous to listen to him. He is slow in all his movements, except when angry when he moves and speaks quickly. Would that his anger might leave that effect! He is always neat about his dress. Is truthful and trustworthy. He is quick tempered and his ange is violent when aroused. He is so easily teased that it is almost impossible to not tease him. A look, a word or an action is often construed into an attempt to annoy him and his wrath flames up at once. Is most unreasonable when angry. But when he is feling well he is generous and obliging. He is willing to share his most valued possessions with anyone. Will offer anything he has to the boys for their use. He is not careless of his things. Takes exceedingly good care of his books and other things that have been given to him. He is not profane and always resents it in the other boys. He is studious and interested in his work in school, but owing to his spasms he has not been able to do much more than to keep from forgetting what he has formerly learned.

George Geldermann.

George is 17 years old. Is tall and slight. Has a pleasant face. His manner is nervous and awkward. He is quite neat in his appearance and is not destructive to his clothing or school material. He is quick tempered and hard to manage. Has a jealous, exacting disposition. Cannot endure to see any one else receive any attention when he is near. He is sometimes as bright and cheerful as possible, working earnestly and diligently. Then some little thing will happen to annoy him and he is in a towering rage. Will bang his books and slate and sit with a face like a thunder cloud. If spoken to will scowl and mutter something under his breath. If very angry he will talk in the most impertinent manner threatening to do the most direful things. When the tempest has subsided I will frequently find that it has been caused by some fancied preference to some one else which has been shown by Miss B. myself, or some one else. Sometimes he will act in a very silly manner. Laughing, giggling and talking nonsense. It takes the greatest degree of patience to tide over an attack of this kind. He is so good natured with his silliness that I would rather see him in a rage than in this mood. It is so much harder to deal with him when he evades every thing with a silly laugh. He is affectionate and fond of praise. He is very imaginative and will tell the most wonderful stories of his own experiences. He is not altogether truthful. But when pinned down an

George Geldermann.

generally be depended upon to tell the truth at last. He has a decided talent for drawing and will amuse himself for hours in sketching. Is active and fond of employment. Is proud of being trusted and has generally shown himself worthy of any confidence shown in him. He is not quarrelsome among the boys. He has done good work in school this year. Am more pleased with the effort he has made to control his temper than with almost anything else. He often says "Are you glad that I have not been mad for a long time?" He writes home regularly, and is almost independent in his letter-writing. The spelling and punctuation have to be corrected. School report with Class.

Joseph Gibson.

Joseph was admitted May 6th. 1892. He is 14 years old, tall and slight. He is neat about his dress and his manners are agreeable and gentlemanly. He has shown himself so far truthful, obedient and reliable. Is kind with the boys. He was able to enter into the studies of the most advanced class and his progress is reported in the class work.

Oscar Holmgren.

Oscar is 22 years old. Is tall, slight and very fair. His sight and hearing are good but he speaks with a foreign accent and the construction of his sentence is sometimes very awkward. He is very neat and careful of his clothes. Does not like to do anything that will soil his hands or clothing in anyway. Is exceedingly proud of his appearance. Will sit and twist the ends of his moustache with the most self satisfied air imaginable. Is fond of jewelry and wears all he can of it. When he wishes to make a particularly good appearance he will borrow all the watch-charms and rings he can from the other boys. When he can get it he wears an immense buttonaire and his handkerchief must be drawn out of his pocket to show its gorgeous coloring. He has a peculiar gliding motion when he walks. When talking to one his manner is always respectful and humble. very humble. He likes to be noticed and is very sensitive if he thinks he is being neglected in anyway. But he is too proud to complain of want of attention. He is not openly unkind to anyone but he is cruel at heart and will not hesitate to annoy or hurt a boy who is unable to defend himself. For instance, the boys in his dormitory were kept awake some times by the snoring of one of them. This boy was much smaller than Oscar and spoke but very little. Oscar did not like to be broken of his rest in any way so resorted to the cruelest means to punish the boy who dared to snore in his presence. He would have another boy hold his hand over his mouth to prevent him from

Oscar Holmgren.

screaming, while he, Oscar, whipped him with a rope which he kept concealed for this purpose. When he was discovered in this act of gross cruelty he lied about it in the most down right fashion but finally admitted that he did it because the boy kept him awake. For a while he had a great influence over all the boys. There was scarcely one among them who would not do his bidding and then screen him in every way, often being punished themselves rather than say anything that would hurt Oscar. If they were brave enough to report him he always made them pay for it in some way. He is very ingenious in the use of tools and can make the things that delight a small boy's heart. The carts, wagons, kites, sleds and toys of every kind that he would make and give to his friends among the boys, kept them true to him. But after his treatment of the boy in the dormitory became known, the boys with one accord gave him the cold shoulder, and the brighter ones showed their contempt for him in every way possible. He was completely cut off from every one. Even the lower grade of boys felt that Oscar was mean, low and unmanly and he could no longer influence them as he had. This hurt Oscar but it was the very thing he needed. He has not been known since to indulge in any of the little amusements he used to, in the way of hurting the smaller boys, for he soon found that the boys who had formerly shielded him were the first to upset him and he could not bribe them to do anything else.

Oscar Holmgren.

In school he has never been troublesome except as he has influenced the other boys. He is ambitious to learn and has applied himself diligently the last year making good progress in his studies particularly in Reading and Arithmetic. He has quite a talent for drawing and does particularly good map work. He is not independent in his letter-writing. His composition is awkward and his spelling poor. He writes neatly and rapidly.

Fred Hirsch. Epileptic.

Was admitted Jan. 8-92. He is tall and rather slight. Has a disfiguring scar on his face - Has not much use of the right side of body. Can not use right hand at all. Is lame. He is exceedingly nervous and easily irritated - Complains of the noise of the boys at play. Does not do this in a fault-finding way but he does not seem to be able to endure any noise - Wants to be alone and quiet. Is not quarrelsome with the boys. He is truthful, frank and obedient. Is not able to study a great deal in school on account of severe headaches. Has not done class-work except in Reading. He reads fairly well but cannot spell the simplest words. Reads in Harper's Third Reader. Writes with left hand - Does not know how to form all the letters without a copy but he copies readily - He forgets how the letters are formed after he has seemingly learned them. He can dictate a letter very well but cannot write one without a great deal of help in spelling and punctuation. He can write but a little at a time as he becomes very nervous over work of this kind. Is very backward in Numbers. Reads and writes numbers in the hundreds but is only learning to make the simplest combinations.

Went home April 11th. 1892.

Theodore Johnson. Epileptic

Theodore is seventeen years old. Is short and rather slight. His right hand is paralyzed and useless. He is lame. He sees and hears well and articulates distinctly. He is sly and untruthful. Is delighted if he can disobey a rule or out-wit his attendant in anyway, but is pleased is he at having been able to do undetected that he has to tell about it afterward. He thinks it a very clever thing to do some mischief undetected and boasts of it afterwards. He will steal. He takes things that are not of the slightest use to him simply for the sake of having something that does not belong to him. Is profane and untruthful. Has a quick, violent temper and is destructive when angry. Has not been in school regularly this year as he has not been well. Is a fairly good student when he is feeling well. Does not like to have any one in his class get ahead of him. He is almost independent in his letter writing. Reads in the Third Reader and does good language work. Has quite a talent for drawing.

Martin Kachmarek.

Martin is 15 years old. Is tall and straight. Carries himself well. Has an erect carriage and a brisk walk. He sees and hears well and articulates distinctly. Is exceedingly neat in his dress and very proud of his personal appearance. He has a quick, violent temper and when his temper is roused it is most ungovernable. He is usually rather quiet and pleasant but if anything occurs to displease him his anger is fierce. He will cry at the top of his voice, jump, kick, and bite his hands. His anger does not last long and when it is over he is heartily ashamed of himself and does not like to have any reference made to his actions. He is sometimes very stubborn. Is not quarrelsome with the boys. He is not altogether truthful. If he has done wrong he does not scruple to shield himself behind a breast-work of stories, but he is not shrewd enough to tell a logical story so is always detected in his attempts to deceive. He will sometimes take things which do not belong to him. Not long ago he attempted to run away, but before he started he packed up all his clothes taking also such things from the wardrobe of his attendant as he thought would appear to advantage in his own. He is active and fond of sports. Is one of the best workers in the industrial shop. In school his progress in some branches is fairly good but he does not seem to be able to gain much idea of numbers.

Martin Kachmarek.

He has a good memory but he has no descriptive powers. He reads readily but cannot tell the story of his reading or answer any questions about it. But if told a story he will tell it again almost verbatim. In the endeavor to reproduce his reading lesson he will sometimes almost commit it to memory. We have worked very hard with him to have him grasp what he reads and he is improving somewhat. He writes beautifully and is a good speller. He writes letters almost independently but he does not make much change in his letters. He tells his friends that he is well what he is doing how he gets along in school etc. His letters are always very neat. In numbers he is very dull. He has learned to combine numbers readily and can work any example in Addition. He can hold all the Multiplication table and can multiply any number by one figure, but Subtraction is a great stumbling block to him. He does not grasp it at all. He is too sensitive and proud to work and fail before a class so he begs to have his number work alone. I think that in another year he will get a fair start. He has learned to tell time and is very proud of this accomplishment.

Charlie Lockwood.

Transferred from Mrs. Tanner's room March 21st. 1892.

Charlie is eighteen years old. Is short and slight. His sight is very defective as he has only one eye. Hearing is good and his articulation distinct. He is neat in his dress. He is quiet and obedient; frank and truthful. Is affectionate and kind to the boys. He is active and likes to be employed when out of school though he is not able to do heavy work. He does not work in the industrial shop on account of his eyesight. He does not study very much and I have always been afraid to urge him to do so as he complains of a pain in his eye when he uses it for any length of time. He does not seem to be able to give close attention to his work as he is always interested in what the other boys are doing.

March 21.

Reads in 2nd. Reader. Gives substance of reading lesson in good language. Spells fairly well the lessons he has studied. Writes very poorly and does not know how to form all the letters. Knows the Roman letters to X. Cannot combine the simplest numbers without objects. Does not reason. Writes numbers to 10. Knows use of period and question mark.

April 20.

Completed 2nd. Reader and has taken up Harper's Third. He is so defective in form that I have given him special drill in that. He worked for a long time before he could put together some of the simplest sliced

Charlie Lockwood.

pictures.

May. 31st.

Is improving in writing. Does good work in reading and spelling. Reproduces a story very well. Charlie has taken a great fancy to Charlie S. and he is so anxious to work up and be in C. S's classes that he accomplishes a great deal more than he did last month. Reads and writes numbers to 100. Knows the Roman ~~letters~~ to numbers to 15.

June 30th.

Reads to page 45 of Harper's Third Reader. Knows the Multiplication table of 2's and can build with use of objects the 3's. Will combine numbers under 10. Is beginning to reason. Can tell, when he hears a "story", whether he must add a "take away". Is interested in Geography and remembers it quite well. Continues to improve in writing.

Eddie Lystad. Epileptic.

Transferred from the farm to the school March 21st. 1892.

Eddie is 16 years old. Is not expected to make much advancement in school but he is much happier here than when he was on the farm. He has a great many books and is particularly interested in anything of a mechanical nature. He reads the "Scientific American" and other magazines and does school work with the A class. He stammers so badly that he does not read aloud. He had forgotten a great deal in Arithmetic but he is beginning to recall some of his former knowledge of that branch, though he now does not do any better work than any member of his class. He has quite a good deal of general knowledge and is fairly well read on current events.

Martin Martinson.

Martin is 22 years old. Is of medium height. Sees and hears well - speaks distinctly but with a foreign accent. He talks rapidly and talks a great deal. He has a habit of wanting to shake hands every time he meets one and make anxious inquiry as to the state of your health and that of all your friends. He is an inveterate reader, poring over every paper he can get. No greater favor can be done him than to give him the daily papers. He likes to get a paper and read to the boys. It makes no difference to Martin if his audience can comprehend any of what he is reading or not. an audience he will have if it is possible to find a boy who will listen to him. Martin is a thoroughly good boy. He is quiet, obedient, truthful, is not profane or vulgar and one of the best workers in the house. He never shirks any work and is perfectly trustworthy. Is kind and pleasant to the boys, although some of them tease him. They imitate his quick way of talking and though Martin may feel a little hurt, he never resents it unkindly. He is neat in his appearance and careful of his clothing. He does good work in school in Reading, Geography and General work, but he is very backward in Arithmetic.

March 21st.

Martin has never written a letter before as he had no friends with whom he could correspond, but he was finally persuade to write to Miss Teisen. His letter was neatly written and the composition was very creditable.

Martin Martinson

April 20th.

Martin is improving in his writing. As he is so backward in Arithmetic I have given him special attention in that branch. He can read and write any number in the thousands. Can tell time - Combines numbers without use of objects.

May. 31st.

Has been doing good work in Geography and all the oral work. Always has good reading and spelling lessons. Does not do so well in language work - tells a story very awkwardly at times. Reasons better than he did.

June. 30th.

Can build all the Multiplication tables without objects. Works readily examples in Addition - Can tell when he should add, and subtract. Does not thoroughly understand Subtraction yet. Multiplies with one figure.

Willie Peterson.

Willie is 2¹ years old. Is tall and slight. Sees, hears and speaks well. Has a careless, slouchy walk and is not particularly neat in his dress. Is rather inclined to be lazy, perhaps because he is not very strong. Last year Willie gave a great deal of trouble by his vulgarity among the boys, but this year his influence has been much better and he has really tried to be a better boy in this respect. He is not quarrelsome with the boys though he is inclined to tease and annoy them. In school he is quiet and obedient but very lazy. It is only by constant urging that Willie makes any preparation for a recitation. He is backward in Arithmetic and has had to give special attention to that. Is almost independent in his letter writing so far as the composition is concerned, but he is sometimes very careless about his writing. Uses good language work. Can reproduce a story orally fairly well. Has done fairly good work in all the oral lessons and has shown a particular interest in the lessons in Physiology. Willie is very fond of reading and is delighted with the S. S. papers which are given to him. He specially requested that his Christmas present might be a copy of "Ben-Hur", which he has read with great pleasure to himself - if not with the best understanding. That he does not grasp what he reads is evident by his remarks. He requested me not long ago to give him one of

Willie Peterson

the books which I was then reading. "Haddens of Warsaw" he said, "I used to live at Warsaw and maybe the book is about some one I knew there." He discovered his mistake before he had read much but finished the book nevertheless. Willie likes to take life as easily and comfortably as possible. When he was learning to skate he had some difficulty in retaining his equilibrium and sometimes came in contact with the ice with more force than was wholly agreeable to him. To avoid this unpleasantness he adopted the expedient of carrying his overcoat on his arm so that he might have it to fall upon should the occasion demand it.

Feb. 20th.

Willie can build all the Multiplication tables without objects. Knows quite readily the 2's and 3's. Works examples in Addition.

March 25th.

To-day Willie copied a letter five times before he got it without a blot. He is sometimes very careless about work of that kind. I told him to-day that he might have two sheets of paper for a letter and if he blotted the second one he would have to wait until the following week to write. As he is fond of receiving letters I am in hopes this will make him a little more careful. He is doing better work in Numbers. Is beginning to reason.

Willie Peterson.

April 30th.

Willie has not been very well lately and has not been able to do very much school work.

May 31st.

Is improving in Numbers. Writes much more carefully and neatly. Seldom has to copy a letter. Is more interested in his work. than he ever has been before.

June 30th.

Has done good work with his class in Reading, Language and General work. Can tell whether he must add, take away, or Multiply. Adds readily. Multiplies by two figures and Subtracts but does not altogether understand "borrowing."

John Portner.

John is seventeen years old. Is growing tall and slight. His sight and hearing are good and he speaks distinctly but in an undecided manner. He has an awkward, shuffling walk. His movements are stiff and ungainly. He is improving quite a good deal in this respect, showing an unusual interest in the calisthenic exercises and making a decided effort to hold himself erect. He is neat in his personal appearance and is not destructive to his clothing. Has a rather quiet disposition though he is inclined to tease. Is generally frank and truthful; is not profane unless very angry. John has done good work in school this year. He used to be so indolent that it was almost impossible to get him to prepare any recitation. He has been showing a great improvement in this respect. is deeply interested in all his work. He has made a marked improvement in every study. In Arithmetic he has gone in advance of his class. He reasons well and is accurate in his work but very slow. He is very much interested in the object-lessons and will write a synopsis of every lesson. He does not spell well but he follows out the line of thought in a logical manner, and remembers the details of every subject. He is the best letter writer in school. He is perfectly independent in his letter writing except in regard to spelling, and he is learning to look up the spelling of words for himself. He is anxious

John Portner.

to improve in composition, frequently writing out the same idea a number of times in order to find some new words with which to express his meaning. He will often ask "Please tell me some other words that means the same as —. I am tired of using that word so much." He has increased his vocabulary wonderfully in the last six months. He is very much interested in drawing and does very nice work. He should have special attention in this study as I think he shows real talent. He writes slowly but his letters are formed well and his writing is always neat. He has been interested in all the oral lessons and has done particularly good work in Geography and Physiology. He was sick with the measles in May and was out of school for three weeks. He had learned to build all the Multiplication tables but while he was absent he was afraid the boys in his class would get ahead of him so he spent the time of his convalescence in committing them to memory. When he was able to walk out again he would ask anyone he met to "see if you can catch me on any of my tables." When he came back to school he knew them perfectly - greatly to his delight and the mortification of some of the class who had not done so well. I wished that some others could have the measles or any other disease that would affect them in a similar manner. John has gone in advance of his class in Arithmetic -

John Portner.

He works examples combining Addition Subtraction, Multiplication and Short division - Can Multiply with any number while his class have only had Multiplication with one figure. Perhaps the accomplishment of which he is the proudest is dancing. He has learned to polka and Schottische within the last few months and anyone who had ever noticed John's awkward movements will not wonder that he is proud of the fact that he can dance.

George Pierce.

George is nineteen years old. Is rather tall and slight. He hears well but is very near sighted. Stammers so badly that it spoils his reading and recitations. Is neat in his personal appearance. He is on the farm and is one of the best workers here. He is conscientious and trustworthy. Is truthful and is not profane. Has a good influence over the boys with whom he is quite popular. He is particularly kind to the small boys. George has done good work in school this year. He has made a decided improvement in composition and letter writing. He has the most extensive vocabulary of any boy in school. He is studious and fond of reading and likes to talk of what he reads. He reasons well.

Wadsworth Raymond. Epileptic.

Wadsworth is 21 years old. Tall, straight and a very nice looking boy. Sight and hearing are good and his articulation is distinct. He carries himself well and is very neat in his personal appearance. He is quiet and gentlemanly in his manners. He never has caused any trouble in school. On one or two occasions he was seized with a fit of laughing and seemingly could not control himself. On the last occasion I asked him to come to my desk, take the floor and laugh for the benefit of the boys. He soon discovered that he could control himself and has not had an attack since. He has done the work with his class.

Killis Sloggy. Epileptic.

Killis is twenty three years old. Is rather short and slight. Sight and hearing are good and his articulation is very distinct. He is slightly lame. Is neat in his dress. His temper is violent and ungovernable when roused, but he tries very hard to control it. He is profane when angry. He is frank and truthful always. In School work Killis has not been able to as much more than to keep from forgetting what he had already acquired. He reads well and can always give the substance of what he reads. He writes an interesting letter and his letters are seldom corrected though he makes occasional mistakes in spelling and punctuation. He has only this year learned to tell time; and in Arithmetic he has made some progress. He is beginning to reason better than he did though he calculates very slowly. He works examples in Addition, Subtraction and Multiplies by one figure. Does not know all the tables perfectly, but has to refer to them. He has been trying hard to learn them.

Ray Snow.

Ray is years old and is short and heavy set. He sees and hears well but his articulation is not altogether distinct. He walks with his head down seemingly trying to avoid looking at any one. Is shy in his manner. Is rather neat in his dress. He is quiet and obedient in school but is an inveterate tease among the boys every place. He is untruthful - will deny any charge against him no matter how plain the evidence against him. He is not at all shrewd. For instance some writing was discovered on the wall which, from the turn of certain letters was thought to be Ray's. One word of the writing seemed to show the peculiarities of his penmanship more plainly than any of the others, so Ray was sent for and taken to Miss B's office, when he was told to write that word. He immediately began to deny having had anything to do with that writing. "I never wrote" - repeating the words he had written, "I never said such a thing at all." He was then told to write the whole thing again, and with many protestations of his innocence he wrote the sentence, not omitting a single word. He will sometimes take things from the boys in the play-room and if the loss of such things is reported in the school-room if Ray is really guilty he soon shows it by exclaiming, "I did not take John's knife from his pocket while he was asleep - some other boy must have done it." This is sufficient for we know that in a moment or two Ray, while continuing earnestly to deny his guilt,

Ray Snow.

will produce the article in question. One day I could not find my keys and I said "Have any of you boys picked up anything belonging to me?" Ray immediately answered "I haven't got your keys. I never took them at all. Some other boys must have them. I only had to ask for them when they were given to me. Ray does not seem to realize that he is doing wrong when he does anything like that. Though, he will sometimes say he is sorry he did it and promises sincerely not to do so again.

He is a very peculiar child to work with in school. For a long time he would not try to work or do anything if he thought that any of the boys were looking at him or listening to him. He was reading alone and would often stop & turn around to see if any one was watching him. If he caught the eye of any boy upon him, as he was very apt to do, he became angry and said he would not read any more, he did not want the boys to listen to him, they bothered him, and so on. I was troubled for a while to know how to have him overcome this habit, and finally adopted the expedient of not having him read at all. As he always studied his lessons and was anxious to advance. As soon as he began to complain of the boys looking at him I would close my book and send him to his seat. He at first would be very angry but he soon began to promise not to notice the boys if he could only read. At first he would look around and instead of saying anything he would give his body an angry shake

Ray Snow.

or two and then continue. After a while he managed to get through with a recitation without resenting an interruption of any kind. When he could do this he made more rapid improvement.

Feb. 20th.

Ray was transferred from Grade 2 to Grade 1. He is very much pleased with his promotion though he is a little shy about working before the boys. Reading is almost the only work which he does with a class. He is very backward in Numbers.

March 21st.

Ray is learning to tell time. It has been very hard work for him. He combines numbers quite readily.

April 20th.

Ray is improving greatly in language work. He writes quite a nice letter, but of course the spelling and punctuation have to be corrected always.

May 31st.

Can build the table of 2's and 3's with use of objects. Wants to write letters every day. He has been commended for his ability in that line too much.

June 30th.

Ray is improving in Numbers work though his progress is very slow. He has kept up with his class in reading and Spelling. Has made a decided improvement in his writing.

Ettienne Vieau.

Ettienne is nineteen years of age. He is rather short and is very heavy set with broad shoulders. His sight and hearing are good but he speaks English "like a Frenchman." He is rather neat in his personal appearance. Is gentlemanly in his manner. He has a violent temper but can control it very well. He seldom indulges in the fits of passion that he used to. He is not hard to govern although he is quick to take advantage. For instance, not long ago it happened that Dr. Rogers and Mr. Massey were both away and some little matter occurred between Ettienne and Miss B. She was reproving him for whatever he had done, when he looked up at her slyly and said, "I don't care. Dr. Rogers and Mr. Massey are both away. Did you know that?" Miss B. assured him that she did but that she could call the police in a moment through the telephone. The mere mention of a policeman was intimidation enough for Ettienne and he subsided. Ettienne is very impulsive often doing things on the spur of the moment that he afterwards regrets. He is generous to a fault. Will loan & give away anything in his possession. If he earns a little money he is in distress until he spends it - and he more frequently spends it for some one else than for himself. He is tender hearted and kind. With all his great strength he does not terrorize over the smaller boys. He is always ready to take the part of anyone who needs it. He is active and is one of the best workers on the farm. He takes a great pride in being able to accomplish more work than any other boy, and he does his work well. He has a happy, cheerful contented disposition. He is too volatile to be a good student. He will be industrious one day and the next he does not seem to be able to keep

Ettienne Vieau.

his mind on his work for five minutes at a time. He is easily discouraged and says it is no use for him to try to learn anything; but his pride is too great for him to allow the boys in his class to get ahead of him. In fact he wants to do the work for the whole class. He had the habit of answering every question that was asked. He will not even wait to hear the question finished but catching a word or two he answers and sometimes his mistakes are very amusing. To break him of this and his habit of asking useless questions I had a card put up on the wall with a hole cut through the centre & it. Ettienne was told that whenever he felt like talking he could talk to the hole. He does not like to appear ridiculous and soon learned that he could govern his tongue. He has improved very much in his composition and letter-writing. In Arithmetic, Reading and Geography he has done the work of his class.

Arithmetic.

A Class.

Charlie Dickson
Joseph Gibson
Oscar Holmgren
Eddie Lystad
George Pierce
Wadsworth Raymond

Jan. 20.

Drill in examples combining Addition, Subtraction, Multiplication and Short Division. Drill in such work as finding $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{4}{5}$, $\frac{1}{2}$ or $\frac{3}{5}$ of any number. Giving explanation as follows. Find $\frac{3}{5}$ of 375. To find $\frac{1}{5}$ of 375 I divide by 5. $\frac{3}{5}$ equals three times as much as $\frac{1}{5}$ and so on.

Feb. 20th.

Continued drill in Fractional parts of Numbers. Long Division with one figure. Constant drill on Multiplication tables.

March 25th.

Long Division with two and three figures. Analysis of examples. Such examples as—(1.) One-eleventh of 275 is how much greater than one-eighth of 192? (2.) A railroad 238 miles long, cost $37318.40: What was the cost per mile?

April 20th.

Drill in such examples as—
(1.) Multiply the sum of 148 and 56 by their difference; divide the product by 23.
(2.) Four men paid $1265 for land; the first paid $243; the second $61. more than the first; the third $79 less than the second; how much did the fourth man pay?

May. 31st.

Such work as 1. How many pints in 7 bu.
(2.) How many bushels in 192 pints?
(3.) 2 yds. 2 ft. 7 in. make how many inches?

Arithmetic

Have learned definition of Fraction, Numerator, Denominator, Mixed Number, Improper Fraction. Proper Fraction. Reduces Mixed Numbers to Improper Fractions, and Improper Fractions to Whole or Mixed Numbers. Can find L.C.D. of Fractions.

June 30th.

Reduce fractions to C.D. and Add. Have worked such examples as,

(1.) Add $\frac{3}{4}$, $\frac{5}{6}$, $\frac{3}{5}$, $\frac{2}{7}$ and $\frac{1}{3}$.

(2.) Add $\$16\frac{1}{2}$; $\$9\frac{1}{8}$; $\$5\frac{3}{5}$; $\$25\frac{4}{9}$.

3. To connect a pipe with a fountain it is necessary to have three lengths. One is $15\frac{3}{5}$ ft., another $9\frac{1}{8}$ ft. and another $14\frac{1}{3}$ ft. How many feet of pipe are required?

Arithmetic.

B class.

(a) George Geldermann
Theodore Johnson
John Portner
Hillis Sloggy.
Etienne Vieau

(b.) Coughlin, Chambers, Cox, Green, Hirsch, Kachmann, Montgomery, Peterson, Preston

Jan. 20

Drill in giving combination of numbers to 10. Reading Roman numbers to 100. Names and value of the different coins.

Feb. 20.

Continued drill three minutes daily on combination of numbers. Writing numbers to 1,000. Roman numbers to 200.

March 25.

Addition of simple numbers. The class is given such work as, (1.) Tell an "adding story" with the numbers 104 and 256. (2.) With 507 and 1,025. (3) John had $2.50 and his father gave him $3.75. How much had he then?

April 20.

Drill on Multiplication table of 2's. Subtraction without "borrowing". Changing money to the amount of $1. Drill on telling time.

May 31. Multiplication table of 3's. Subtraction with any number in the thousands. Changing money to the amount of $5. Examples such as (1.) Find the sum of $275. and $3,520 and from this

sum take $2,758. (2.) John has 3,054 marbles, which is 1,575 more than James has. How many marbles has James?

June 30.

Multiplication table 3 4's. Multiplying by one figure. Changing money to the amount of $20. Examples combining Addition, Subtraction and Multiplication. e.g. (1) A farmer raised 5,275 bushels of wheat. He kept 2,750 bushels and sold the rest for $2. a bushel. How much did he receive for the wheat he sold? (2) 7,234 + 2,103 − 1,596 × 4 = ?

Note

In this class John Portner and George Geldermann have done the best work. They have kept in advance of their class. Both know all the multiplication tables, Add, Subtract, Multiply and Divide. Can multiply with three figures - divide (short division) with one.

B Class

D. Roy Coughlin
John Chambers
Sam Cox
Charlie Green
Fred Kirsch
Martin Kachmarek
Charlie Lockwood
Martin Martinson
Willie Peterson
Ray Snow.

Jan. 20.

Of this division Charlie Green and John Chambers are a little in advance - They know all the Multiplication tables and can add, but Charlie is so very slow that he cannot work with a class. John is not accurate in any of his work.

Feb. 20. Sam Cox is very peculiar about his work - He does not like to work with the class. He probably could do better work than any other boy in it; but he will not.

March - 25.

Charlie Lockwood entered this room on the 21st. He has to have special work in Numbers. He does not seem to have the faintest idea of any number in the abstract, but can count objects to 10. Fred Kirsch combines Numbers to 10 with use of objects.

April - 2.

Fred went home on the 11th. of this month - Roy Coughlin has been doing

good work. He can readily tell whether he must add, subtract, x Multiply when an example is given. He can build the Multiplication tables of 2's and 3's.

May 31. John Chambers and Charlie Green know all the Multiplication tables and Charlie can Add, Subtract and Multiply, but he is exceedingly slow about his work. John Cannot subtract if he has to "borrow."

June 30.

On the whole these boys have all made some progress in Numbers, though it has been very slight indeed.

Reading

A Class.

Jan. 20. At the beginning of the year we had Fourth and Fifth Reader classes, but when the object class was organized it left so little time in school that they were again combined and all used the Fourth Reader. This class comprised the following boys.

Chambers, John
Dickson, Charlie
Green, Charlie
Gibson, Joseph
Holmgren, Oscar
Lystar, Eddie
" Martinson, Martin
Peterson, Willie
Pierce, George
Raymond, Wadsworth
Sloggy, Hollis.

The work is much harder for Dickson, Holmgren, Peterson and Pierce than for the others who have used this book for some time. In taking up a lesson, the new words are used in sentences, the definitions looked up. The story is read and must be told in the pupil's own language. Sentences are written from dictation. As much language work is brought in as possible. At the above date the lesson is on Page 28. Harper's Reader.

Feb.	20.	Page	57.
Mch.	25	"	78
Apl.	20	"	91
May	31	"	98
June	30	"	127.

Reading.

B Class.

Geo. Geldermann
Fred Hirsch
Theo. Johnson
Martin Kachmarek
Charlie Lockwood
John Partnu
Ray Snow
Ettienne Vicau

Jan. 20. Completed "Easy Step for Little Feet."

Feb 20. First Natural History Reader. p. 57.

March 25. Completed First Nat. History Reader.

April 20. Harper's Second Reader. p. 53.

May 31. Harper's Second Reader p. 100

June 30 Completes Second Reader.

Roy Coughlin and Sam Cox have had special attention in reading.

Samuel May completed Harper's First Reader. Reads in Second 6 page 39.

Geography-

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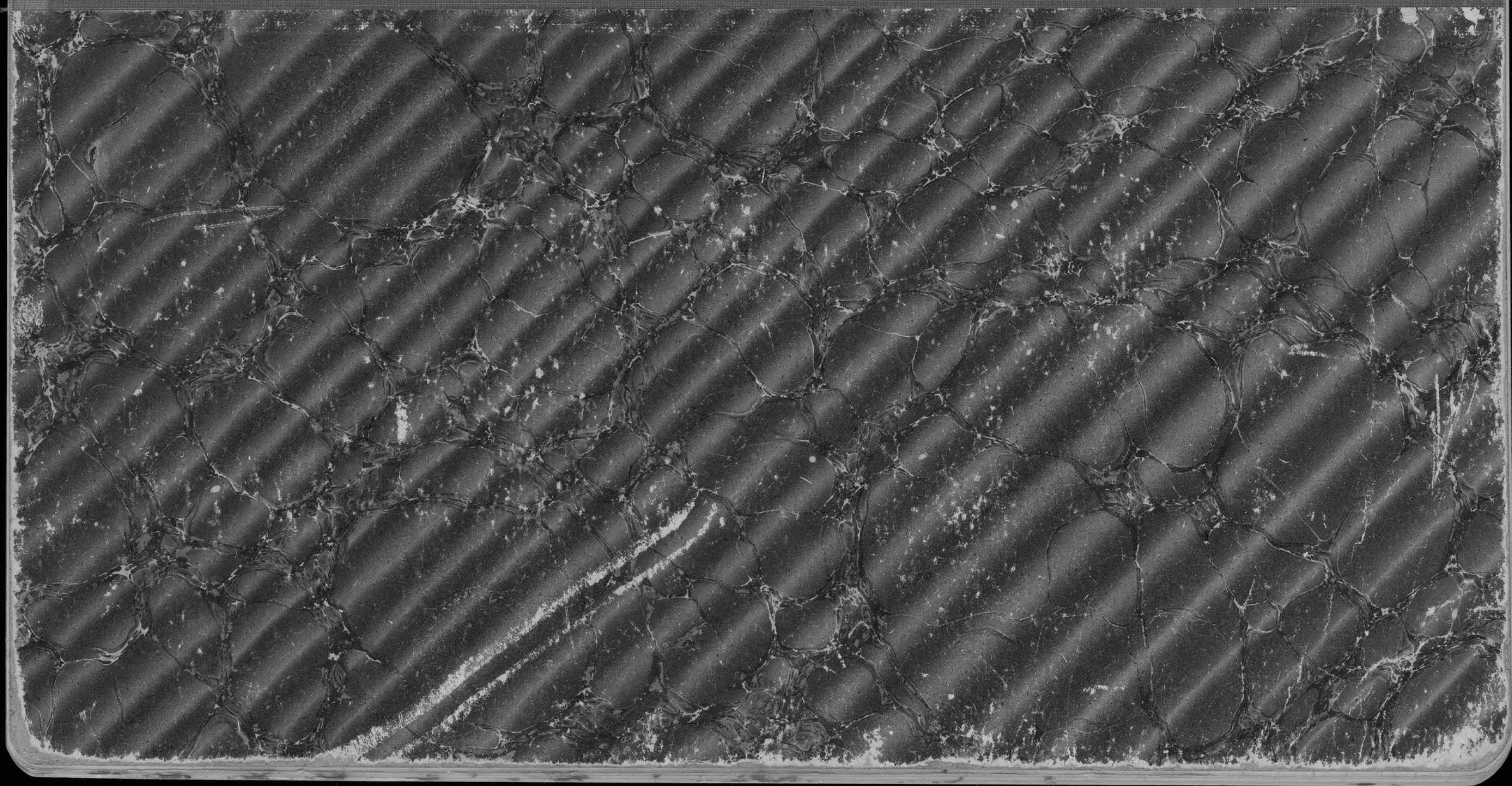
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