


# Faribault State School and Hospital. Individual School Records.

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TO Wilson

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# Albert Baker.

Albert is a child possessing a remarkably bright, pretty face, which is a great attraction to many persons.

He does not seem to be very healthy or strong — his ankles give out soon and he cannot walk up stairs without assistance. Often I will see him crawling on his hands and knees, showing that his ankles are tire him.

When first he came into school he was inclined to be idle, but if given any article to play with, he would instantly try to destroy it. In a fit of passion he will throw everything, within reach, as far away as possible.

He has evidently been humored at home and let have his own way in everything.

He has a spunky little temper and if any child crosses him, he will not hesitate to kick or slap.

Towards the last of the first month he was here, he would often get out of his seat, for the express purpose of walking around the room kicking and slapping the children.

During the month of October he has changed quite a bit. He can string beads nicely, use the peg board, use a slate & pencil, and sometimes begs for a book and will ask for

fifteen minutes at a time, pretending to read. He cannot talk at all Except to say Mamma & Papa, He will always answer when spoken to and says something which sounds like Mam.

Albert is of an extremely loving nature and will often leave his seat to come over and give me a hug and kiss.

When he first came he would not ask to leave the room when it was necessary, but now he puts up his hand in such a cunning way.

One peculiar trait is that he seems to know his own articles of wearing apparel as an illustration =

One day he came in and after some little time, Adolph took out a handkerchief to use, immediately, Albert, who was across the room began to cry and stretch out his hands towards Adolph.

After much inquiry and many mistakes I found that Adolph was using one of Albert's handkerchiefs.

Albert plays with the blocks nicely and makes some nice things. He is anxious to learn to sew and I shall try him this week and see what he can do with it.

During December Albert began a sewing card and did as well as

any bright child would have done, & took such pride in his sewing and was so neat and particular that I had great hopes.

But alas! these little midgets are as "fickle as the month of May" and as in many cases I was doomed to disappointment in Albert.

One day I gave him his sewing and quick as a flash he had the whole thing in his mouth & was chewing it. I made him take it out and I keep it now as a reminder to him that he must not destroy his work.

Since his mother came to visit him in February, he has changed a great deal. He is an extremely passionate child and takes now a delight in hurting the children when my back is turned. He is satisfied with nothing and throws everything away from him and then bursts out crying.

He is a blank and I am racking my brains to know what to do with him.

He can when his "nightmare desires" string beads, work colors, use peg board and sew, also tries to put puzzles together.

# Bloomquist Peter

Peter is a very affectionate little creature, ~~and~~ has at times a bright knowing expression, but generally looks as if he knew nothing at all.

He is very observing as is shown by his quick perception in seeing any new article of clothing worn by his teacher. He always asks who made the article and of what it is made.

He will report with great eagerness any misdeeds of his playmates and is very cunning in trying to cover up his own faults.

When I first took him he would, after playing for a few moments, push away the playthings given him and ask for something new. When I would explain to him that he could not keep changing his toys, he would bow his head down on his arms and rock to and fro in a passion of weeping.

At times he seems to have what might be called "crazy" streaks as follows.

He will call to me and say that some of the children are teasing him. This is untrue as the children have been paying him no attention whatever. When told that he is mistaken he will begin rocking to and fro, crying

and saying that someone is teasing him. These we called streaks, rather less frequently now and they may in time cease.

Peter can make forms of life with the cubes and oblongs, can string beads, pick colors although he is not sure of their names, lay sticks, use the peg board.

He can also sew a simple card, but does not keep it clean nor is he particular about keeping the wrong side looking as well as the right. In a fit of petulance he will exclaim "I can't do this", and jerk the thread through with such force as to tear the card.

His weaving is on a par with the sewing. He would do more with both, were he not so easily discouraged.

Does nothing at all with letters and very little with his slate. He can print Cat, but is just as likely to spell it t a c as the correct way.

He is certainly the quickest child in the room, he does everything in a hurry, and if I pick the window opened or the door closed he does it almost before I have finished speaking.

16.

~~Brehmer Henry.~~

Bendorf Flora.

Flora is one of the ten children in this room who have spasms, Zero occurring as often as two or three during school hours.

One side is partially paralized, making one hand helpless and producing a halt in her walking.

In spite of her infirmities she is quite a quick child in picking up anything new and would like to have something new every day.

In using the cubes and blocks she makes forms of beauty in preference to forms of life, although she can make quite a number of life forms.

Flora always keeps her hands folded upon the edge of her desk until she is told that she may use the article upon her desk.

Is one of the few children who do not care for our singing exercises. When we are having our music, she often grows restless and asks if she can sit on my lap and go to sleep. When told that children cannot sit on my lap unless they are sick, she will say "all-right" I love you, I do" in a bright cheery voice.

She has taken quite a fancy to the weaving and sewing, and this is surprising, as she works under the

great disadvantage of being able to use but one hand. In sewing she will push the card in between the thumb and the palm of her lame hand, thus holding it comparatively firmly.

In weaving she puts a box of blocks on the mat so that it will not slide.

Thus far she is not able to thread her own needle, which distresses her much as she is a very independent little thing. She will say "Will you please thread this, Miss, Miss Wiley?" After it is threaded she will say "Thank you Miss W.; someday I will thread it myself, I will".

She came to me after Christmas and for the short time, I think she has improved, and I hope by the end of the term that she will show up to great advantage.

Flora is very affectionate, often coming to me to tell me that she loves me, and asking if I love her.

# Capron Eddie.

Eddie belongs to the class of children called Cretenoids and is one who to me is very interesting.

He is without doubt the laziest child in the room, as he never wishes to work unless urged to do so.

When he began in September, I presume he knew as I was a new teacher that I would not have just cared to manage him, and he was correct, for I didn't, and moreover it took me a whole month to conquer him so to speak.

He would jump up across the room and take someone's material from him, and when reproved he would laugh and wink at the children and immediately proceed to some other mischief utterly dis-regarding any remarks I might have to say on the subject.

If given the cubes to make something with, he would just open the box and then just turn off the desk and sit there with the most injured expression of countenance.

Everything was done this way, till finally I came to the conclusion that something must be done.

As every time he got out of his seat, I would lead him back

and tie Lim in. Then I would give all the others something to do and would give Lim nothing at the same time explaining that the reason was that he must not destroy the material

Day after day he would come to school and would be given nothing to do and was obliged to sit still with folded hands.

This plan worked admirably, for he grew so tired of doing nothing that he began to beg and plead for something.

Finally after about two weeks of compulsary laziness, I gave Lim just what the others were having.

Eddie is now as delight a child as there is in school. He builds very neat forms of life with cubes, oblongs and the sticks, uses peg board, strings beads and in fact does fairly well in all of the Gifts. He has taken a particular fancy to weaving and sewing. He is very neat about this and seems to find no difficulty whatever in weaving. His sewing is not so well done, but as he is anxious to improve I am sure he will.

Eddie does nothing at all with slate work, in fact he dislikes a slate and pencil more than anything.

One peculiar trait, is his fondness for Cornelius, It is very amusing

to watch these two, who neither can say one word, entertain each other.

Cornelius is a frail child and if any of the other children attack him, Eddie immediately rushes to his defense, then will take Cornelius Lead on his shoulder and pack him for a while.

Filsett Eddie

Sept. Eddie does certainally seem to be the dullest child in the room in many ways.

He is a bright, healthy looking child with a well formed body and no apparent deformities of any sort.

He seems to have no motive power of his own as he will sit or stand for hours in any spot that he is placed.

He never obeys a command or a wish, and we always have to have some boy pull him out of his seat and keep him in line.

He is a great hand to call my name all day long and when he succeeds in attracting my attention he will ~~beckon~~ beckon to me with his finger. If I go over to his desk he will put one of my arms around him and then put my other hand on his head. He appears to be blissfully happy when I will rest his head for him.

At the Commencement of the year he would not use either the gifts or the recitations, neither would he answer a question.

He surprised me one day in January. He had been calling my name for some time, when I asked him what he wanted, much to my astonishment he said "I want a box of blocks."

Now in February he shows more interest in the material used in the room and strings beads, uses the peg board and the blocks. I doubt if he will ever sew or mean as whenever he gets hold of any paper or cloth he can't rest until it is torn in shreds.

Fleckenstein Eddie.

Sept.

Eddie is a child who seems to appreciate what is going on yet does not seem able to fix his eyes, seemingly, on anything.

When he first came he would kick and scream if he was asked to do anything, - would roam around the room hitting and pinching the boys. If he was given anything to play with he would instantly put it in his mouth. One day I gave him a slate and pencil. The pencil he bit off in little pieces and ate. The slate he would throw on the floor, then pick it up and throw it down, all the time laughing in a most insane fashion.

If I did not give him anything he would chew the backs of the chairs and try to bite the desks.

In Chapel he does not seem to be at all subdued, but strikes at the children near him and sings as loudly as he can without any regard as to whether the rest are singing or not.

He does not talk at all but mutters some unintelligible sounds, while the only words which we can understand at all are "Here" & "Gosh."

October.

October.

One month of schooling appears to have wrought some changes, as now Eddie never puts the blocks in his mouth and seemes also to have lost the desire to eat everything that comes in his way.

In the morning when we go to our schoolroom Eddie will walk up to the cupboard and jerk his hand toward it and say doodle-doodle-doo. This means that he would like to have the blocks to play with.

Having given him the blocks he will play contentedly with them for an hour at a time, frequently making houses etc, but more often he simply amuses himself putting the blocks in and out of the box. He likes still to go around hugging and pinching the boys, and enjoys just things more than a good shaking so he will laugh with evident enjoyment over such an operation.

Eddie is very affectionate - when asked to hug and kiss any one he will smile and do as he is requested.

He understands when spoken to, as I sometimes tell him to bring me the Childrens boxes of blocks and he does so with speed.

He has a bad habit of not liking to remain in one seat for any length of time, but wants to roam around.

November. ~~15th~~

Transferred to other side as he again grew so noisy and crazy that it was an utter impossibility to do anything with the other children with him in the room.

Before being transferred he was put in Miss. McCarthy's room, but she found him too noisy and unmanagable.

# Edith Friedland.

This child seems to live in a world far from this, peopled with persons who are at times first her loving friends and again her admonitors.

She will sit for hours holding "Converse each" with her images. Will kiss her hands to them for farewell, will scold them, smile at them and at times will become greatly excited over them.

When Edith is given anything to play with she will immediately personify it and arranging her blocks in the order for a quadrille will have them go entirely through the dance, never confusing them.

Edith can employ herself with all the occupations and can sew very well.

Her great peculiarity seems to be her powers of imitation, she will imitate one perfectly.

I taught her how to write her name on her slate, but if I ask her to write it, without a copy, she always spells it backwards.

# Minnie Hubbard.

Minnie is to me the most uninteresting child in the room. Gifted with the full powers of speech, she will not talk, never answers questions and if pressed to say something, will begin to cry.

When something excites her she will break out talking, very often scolding furiously.

Minnie is extremely nervous, her hands tremble all the time.

I have tried over and over again to get her to sew, but she will sit still simply holding the needle in her hand.

She plays with blocks, uses peg board, strings beads, lays sticks, and that is the extent of her knowledge.

She likes to have me draw pictures for her on her slate, but does not try to imitate them.

Lilly Jones.

Lilly is another one of the inactive, unimportant children in the room.

She employs herself with all of the gifts and on some occasions can work very nicely.

She never talks unless spoken to, and never sits idle. She is very dull about slate work and reading. As she does not imitate anything, she cannot make letters or figures.

No matter where you ask her to read she always begins, "The cat is on the mat". "Is the cat on the mat".

This seems to show that at some time she must have been taught out of the first reader.

She does not sing but takes part in all the motion songs, and enjoys singing exercises much.

## Addie Kluver

Often when entering the classroom, visitors will remark, "Why what is the matter with that child? she looks bright enough.

And indeed she looks as if she knows as much as any ordinary child, but appearances are deciettful and Addie's face is not an index to her character.

Listless and inattentive it is difficult to fix her attention upon anything a sufficient length of time for the accomplishing of a desired end.

She very seldom answers a direct question and it always takes some little time for her to understand a command.

On account of her lack of application she will not learn to sew, weave or fold paper.

She can use the peg board, and string beads, but when asked the color of anything, will invariably call it "green".

She is a very loving, affectionate disposition and since Flora entered the school and became the pet of everyone, she has exhibited the greatest jealousy.

If I let Flora kiss me, Addie will call out "How many babies have

you Miss Wilson? "Is" Flora and Addie? She will sometimes ask which I love best.

April To-day Addie surprised us all by sewing one line on her sewing card correctly. She had not any assistance from me or any of the children, so her work to-day is the result of six or seven months almost daily struggling.

She now can sort colors and when using the peg board she always fills it with the pegs of the same color. She recognizes red and green but seldom calls the other colors by their correct names.

Martin Lee.

# Cornelius Steindecker.

Cornelius looks like a little withered dried up old man of ninety years of age. Most of the day he spends sucking his hands, which are a sort of purple hue. He cannot do anything in school, but thread spools, and stick pegs, when not thus employed is a blotch upon the landscape.

Cornelius has no palate and for this reason he has not the power of speech.

If anyone is out of order in the schoolroom, Cornelius is the first to call my attention to the fact. He is very annoying at times for this reason, especially as I am trying to make the children keep quiet in the room.

I don't think anything can be done with him, as he does not absorb anything. And what he does know, has been acquired by several years of hard labor.

# Adolph Paukert.

Adolph is the brightest and the dullest boy in the room.

His great ambition is to go with the big boys and to wear long pants. With this ambition and desire ahead of him, I can get quite a little work from him.

He can use all of the gifts and some of the occupations. He is so very clumsy, with such big thick fingers that the paper work is a great trial to him. Adolph wishes to do everything but is too easily discouraged. For instance when he commences to weave a mat, he is so eager to see the strips in, that he will pull it hastily through, and of course the needle comes through without the thread.

In despair he will throw down his needle, exclaiming "Wilson, I can't do this." So it is a constant exertion to have Adolph finish a mat when once he begins.

Showing quite an aptitude for reading, he began in September to read in a Primer which Miss Baker gave to him.

Now, in February, he can read such sentences as "You can see

it is my doll" — "My Doll sits on a mat" — "I sit on a chair".

He knows the words which he has been taught anywhere although he only knows one or two letters in the Alphabet.

The word method seems to be the best way to teach these children reading.

Reading as well as Adolph does, I thought he would probably learn to write easily and to figure But here he exhibits the most astonishing stupidity.

I have day after day given him printed copies of letters words and figures, and have guided his hand over them, but all to no effect. He now cannot make one single letter word or figure and he has worked diligently since September.

Adolph is a good boy always trying to do everything which is wanted of him. He possesses a terrible temper, but seldom exhibits it, unless provoked by some of the children, when he seems to loose all control of himself.

66.

Willie Lewis.

Nathan Rice

# Paulina Sigurdson

Paulina is my star and quite a brilliant one, Considering Her surroundings. She is an Icelander and a comical little specimen of Humanity. Restless, ambitious and quick tempered, she is at once a source of Comfort and a trial.

When she came Here she could only say one or two words, it is difficult for Her to form words on account of an arched roof in Her mouth. During this year she has had especial lessons in Articulation and now Her Repertory is quite extensive, including such sentences as; "I do love Ella May."

She is very for a double-minded girl, the quickest child I ever saw, and is handy with everything

She knew absolutely nothing about writing or figuring. Now she will copy anything I give Her and can understand what she is writing. She recognizes Her name wherever she sees it and will point to it and say "Ah; Me, ah"

She wrote a letter to Miss. Baker which was quite well done.

She can express numbers up to 10 both by figures and with Her

fingers.

She writes, understandingly, the addition tables of 2 and 3

If Paulina could only talk, I am sure she could learn to read, as she shows such aptitude.

In Kindergarten work, she can use all the gifts and most of the occupations.

But she disdains all of the gifts as she prefers to have a lasting monument of her work, to making something which has to be destroyed.

Paulina is really to be congratulated on her remarkable improvement during this year.

She could not sew, could weave but a very little, could write absolutely nothing and in fact did nothing at all excepting in the sewing room.

Now she can sew any pattern or weave any pattern given her. Can braid strips, making baskets, picture frames, etc.

She can write after any copy read and write figures up to ten, and in fact gives promise of being one of the most useful children in school.

In the first of the

year, she used to be a troublesome element in school, would destroy the work of other children and make herself generally disagreeable.

This uncomfortable state of affairs, was I am confident owing entirely to her desiring work to do, to which she was in every way equal.

Supply Paulina with plenty of hard work and there is not a pleasanter child in school.

But give her something to do which is beneath her capacity and you may have a tartar on your hands.

Paulina is very affectionate to one whom she likes, but mean as an Arab to one whom she dislikes.

James Scanlon.

Jimmie is our Irishman, and true to his nationality he furnishes amusement for us all day.

He is extremely stupid about working, but appears to have his countrymens ability to see a joke and make a witty remark.

In the work he can string beads, stick pegs and that is the amount of what he accomplishes.

He resembles Edith, in that he will talk by the hour to his playthings, scolding and petting them by turns.

He does not sew, sew, read or write and it is difficult to tell exactly what he ever will do.

Jim is fond of the singing and would enjoy singing all day. His favorite song is the "Woodpecker".

I have taught him to say "excuse me" when he goes in front of me, and he often will take the pains to walk way around the room, in order to go in front of me and say "goose me".

If I stop in the middle of a song for some reason, Jim will call out "go ahead".

He was very anxious to

learn to speak a piece.

So I taught him a little nonsense rhyme, which he wishes to speak on all occasions, and which he precedes by a grand bow.

To show just how true an Irishman he is I must tell a little incident which occured one day. He always when asked who he loved best in the school, will answer "Miss. Wilson". But one day before some Company he was asked which he liked best, Dr. Rogers or Miss. Wilson. He looked at me and tipped me a mock expression wink and promptly answered; Dr. Rogers.

In February he began to act a little strangely. He left the line one day when we were marching out of school and walked up on the platform and stood by the Piano. When I went up after him he ran off the other side, across the Hall and up stairs.

Another day, he again left the line, went up and took a chair and I could not induce him to leave the stage

until Miss. Quick stopped playing.
He told me that he liked to hear the music. He is very fond of music and seems to be alert to everything, when listening to it.

# Bertie Shields

Bertie entered school the 1st of March.

He is another of the same class of children as Edith and Eddie C.

He is one of the sweetest children in the room and is very affectionate.

His powers of imitation are very good, enabling him to copy any words or figures. But he does not understand what he is writing about.

His speech is very imperfect and he only knows a few words which he always speaks singly, never in sentences.

He has learned to sew since coming here and does neat quick work.

Bertie does not use all the gifts to advantage, but builds forms of life from cubes and oblongs.

Although on account of his lack of speech he cannot sing, but he enjoys making the motions and hearing the others sing.

## Herman Stresau.

Herman is another one of the children that cannot talk, but can make plenty of noise.

Herman is a good boy when left to himself, but is very noisy when the other boys excite him.

Herman can string beads, use peg board, use lacing machine and that is the extent of his school work. He does not sew and shows no taste for it and of course he does nothing with drawing or paper lacing.

He is very fond of singing and although he cannot sing, he makes all the motions and thoroughly enjoys hearing the others sing.

Herman seems to comprehend and understand what is going on around him and a command given to another child. But when he himself is asked to do something, such as closing the door or bringing a chair, he will not move from his chair.

I don't think that there has been one particle of improvement in Herman in all the time he has been with me.

Emma Snyder.

This is one of the queerest girls in school.

From the time she entered school in October until January, she never spoke one word or made one sound except to cry when she felt homesick.

With the new year she evidently thought she would turn over a new leaf and one day, after I had been trying to get Edith to crow like a rooster, she called out in good English "Edith, show Miss Wilson, how the rooster crows."

To say that I was astonished, but mildly expresses the state of my feelings. For I had spent hours each day asking her question in German & English, thinking that if she could not understand one, she could the other.

At I am beginning to have some hopes of breaking Emma of the habit of chewing everything which falls into her possession. She now does not put kindergarten material into her mouth, but is still fond of chewing her hands and handkerchief.

Until February, she did nothing in school, but chew the articles

given her to use.

Day after day, I would give her a box of spools to thread and, day after day, she would chew up the string and as much of the spools as was possible.

But "Patience has its reward". and in February, one day, she straightened up and began to thread the spools and she now enjoys it very much.

She does not seem to be homesick at all now, and often laughs to herself as if she were very happy.

Henry Sauer.

## Bertie Talbot

There is but little to say about poor Bertie.

He is almost totally blind and an epileptic so between the two he does not learn much.

Bertie is very ambitious and anxious to learn but it seems almost impossible for him to learn anything.

I tried faithfully to teach him, but as no results seemed forthcoming I came to the conclusion that the most I could do for him was to make him happy, and let the improvement come as it might.

Bertie makes to sew and weave but has spoiled many cards and mats and with no result. He cannot learn it.

He is fond of singing and makes all the motions but does not sing.

He is happiest when stringing beads or talking about heaven.

A good story is told about him. One Sunday he was talking about Heaven and what he would do when he got there.

Then he asked "Do you think I could have an angel to ride on". Someone remarked that

if it were part of an Angel's duty to carry an imbecile around, that they thought they could no longer join in the old song. "I want to be an Angel and with the Angels live".

Ella White

Ella is our little African and a true specimen of her race.

Vain, fond of dress and jewellry she is more fond of adorning herself with trumpery, than to spend her time in the more arduous task of adorning her intellect.

In fact poor Ella is lazy. During the year she has tried hard to overcome this habit, which she has been constantly told is a bad one, and ~~with~~ with marked success.

She could not sew at all and she would ~~not do~~ not and could not learn.

Now in April she sews our most difficult cards and seams a mat over two and under two.

Ella has also learned paper-folding and although as yet her work is very simple, still it is very neat.

Of course she uses the gifts well, and although more fond of other things, yet does not grumble.

Ella is a good girl, rarely giving occasion for reproof.

True to her race she is quite a singer and always joins heartily and with a good voice in all our singing exercises.

Often when she is not otherwise

occupied, she will pretend she is playing the piano.

I think with a great deal of attention, that Ella will get along nicely in school.

She can already write such words as; cat, dog, rat, etc, and can also write Miss. Baker's and her teacher's name.

In figures she can express numbers up to ten, but does not add.

Walter Stapelton.

Walter is the most restless, epitable, irritable and nervous child in school

When he came and until in April he would express the greatest dislike to being questioned. If asked for his name he would say "I don't know". and in fact he would have that same answer for everything

He is at a disadvantage in working as his hands are stiff and clumsy, from a disease with which they are affected.

When he is in the right humor he will work nicely, but if he does not feel right - "no use to work".

His ability for making pretty forms with his blocks and rings and sticks is really astonishing.

He is so exact that he will work for half an hour trying to make his picture even on all sides.

Walter is very fond of drawing and will, without the aid of a ruler, make as straight a line as most children will with one. His drawing is all on straight lines and angles, he does not seem to be able to make a curve. For instance, he imitates

drawing well, and if I draw a house, table or any object which has straight lines in it, he will rub mine out and then draw an almost exact reproduction.

But if I draw him a cat or a butterfly. His imitation will represent the cat, an oblong box with a pumpkin candle for a tail, a dice for an eye, and sticks for feet set on like legs of a table.

The butterfly will have a body that looks like a coffin, and wings that have such sharp angles, that they resemble hatchets.

Walter Sivo will and keeps his work neat, he also wears a simple mat. If he could be depended on, he would accomplish much. But he can't be left alone with a piece of work, as he would just as soon tear it as not.

Unless provoked by the others he has turned out to be a quiet child in school. He has improved in many ways since coming here, as now instead of saying "Don't know" whenever a question is asked, he

will reply like an ordinary person.

He also has almost broken himself of making a disagreeable noise which he was very fond of.

Walter is affectionate, but shows it only to a favored few.

He is such a good mimic, that we have many a laugh over him.

If I recite a poem, making the inflections as ridiculous as possible, he will mimic me, even to the tone of voice.

He dislikes music much, never takes part in our songs, and sometimes his face expresses position pain. It was thought that perhaps his ears were injured, but examination proved that such was not the case, so that the pain in his face was simply due to dislike.

Benjamin Franklin Washington Ostrander.

In spite of this childs illustrious name, he does not in the least resemble his renowned namesakes.

Restless, nervous, full of life, and fun, he all day long bubbles over with mischief.

Bennie is a pretty boy and has a bright look, but alas again looks are deceptive, for he does not remember anything will except music. All day he is humming some tune and if he is asked to sing he will carry a tune well.

He was put into the singing class at the beginning of the year, but he was such a little rascal and behaved so badly that they soon put him out.

He is so very inattentive and restless, that it is difficult to fix his attention on anything long enough for him to learn.

I think I can safely say that there are only two things ~~about~~ which Bennie does well and those are to sing and stand on his head.

When he has the blocks, rings, or sticks he tires of them in about five minutes and then

He tries to destroy his material by chewing it.

When it suits "His Royal Highness" to comply with the desires of his instructor, he will do fairly well. He has done but one card during the school year and that is full of mistakes, and is very much soiled.

In summing Bernie's ~~character~~ report I would say that I think that if he could ever be made to pay attention and mind well, he could learn many things.

He has improved very much during the year in his behaviour, and is a real little gentleman in many ways.




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