

Faribault State School and Hospital. Individual School Records.

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Version 3
August 20, 2018

REYNOLDS' "CONSECUTIVE." 7½

Book No. 296

From Mrs Tanner 1892-93

To 18

PATENTED JUNE 22, 1875.

1	Bullard	Nellie
2	Boehland	Theodore
3	Demorest	Eddie
4	Orzo	Ida
5	Floyd	Flossie
6	"	Elba
7	Johnson	Bessie
8	Kellogg	Florence
9	King	Henry
10	"	Harry
11	Krause	Nellie
12	Saunders	Julia
13	Miller	Nena
14	"	Louis
15	Mc Graw	George
16	Mason	Albert
17	Leavitt	George
18	Peterson	Sidney
19	Plocker	Nellie
20	Prescott	Cordelia
21	Riles	Mary
22	Halstead	Thor
23	Ruth	Hendley
24	Albert	Enright
25	Bendrick	Flora
26	Stewart	Harry

Willie Bullard.

Sept. 1882 Willie Returned to school having been at home nearly all of last 9 year. Has not learned to pronounce any new words. Can say the words Papa and Mama.

He seems very happy and contented in school. Is taking quite an interest in the drawing class.

Oct. 4 Willie is in hospital sick with sore throat.

Oct. 10 Willie went home this morning.

Albert Grich

Oct. 1892

" 10 Albert began school to-day. I think that he will enjoy school as he seems quite contented and happy thus far. Does not know colors nor forms. Knows black from white. Can count to ten.

Still not speak aloud answers only in a whisper. I think that is due however to extreme timidity which he will no doubt overcome in a short time. Can give simple description of pictures in "First Steps in Reading."

Can not tell time. Does not know anything of the alphabet.

Can imitate very well. Makes figures to 10. Counts to fourteen.

Alfred seems very quiet and obedient, not destructive.

Has attended school some. Is very anxious to sit with the big boys. Has been coaxing me for some minutes in a pleasant way to let him sit with the "big boys."

Oct. 15 Albert, to my great delight has overcome his timidity to the extent that he answered aloud to-day instead of in a whisper. Albert is such a sweet child that I have already grown very fond of him.

Nov. 1 Albert has ~~laid aside~~ overcome the extreme ~~reserve~~ timidity which I thought so sad and is now coming out in his true colors, the principal lines

of which are, Selfishness, deceit and cruelty towards his play-mates in particular and every body (with whom he feels well acquainted) in general. I regret very much to be obliged to write like this about Albert as I was prepared to be very much in love with him but the late developments gave me great disappointment. He has such a sweet face, that one could scarcely think him one having such bad habits.

Albert has learned to recognize a number of words in First Steps in Reading. He knows very readily. Has learned the colors green and red. Will copy words in script from his reading book very neatly with slate or lead-pencil.

Can make up such problems as the following. "If I have ten apples and give two away I will have eight left." Has learned six numbers on clock face. Albert speaks in an ordinary tone now only whispering occasionally and then if any strangers are present. This morning Albert had dabbed ink over his hands after I had told him he must not touch it.

Albert was presented with a Jack-knife by Mr. Massey, and almost the first use that Albert made of it was to try and stab Albert Mason in the stomach. Miss Finch told me of this occurrence in the play-room. He is a boy who will slap and kick the children in the play-room every chance he has. I am fearful what the outcome will be if he shows any more evil ways" at the same rate of the last two weeks.

Nov. 15 Albert is improving every day. He is becoming more agreeable towards his playmates. Is obedient and studious in school. Has learned the names of all the colors red, green, blue orange, black, yellow, purple and orange.

Wrote a letter to his father which I first wrote for him to copy.

Dec. 1 Albert can memorize very well but forgets again as easily. While can remember some words and sentences he has not learned the letters which make up these words. I have been laboring with him to get the numbers to ten so that he could name them. He can name them by note.

Jan. The report from the play-room comes that Albert he is very kind and agreable to his play-mates, and generally obedient to his attendant, whom he has become to like very much. Albert has usually such a pleasant swell face, wreathed in smiles that one can not help loving him.

It is a pleasure to work with him.

Feb. Albert can read on page 25 in First Steps in reading does not know all the letters. He can not seem to remember anything.

In making numbers in combinations to ten. Can name all colors. In learning to tell time can tell whole hours.

Mar. I am having Albert review the First Steps in reading and in connection with this I give him supplementary from the Chart, where he reads readily the first seventeen lessons, and spelling almost all of the easy words. Albert continue to be happy in school.

Apr. Albert is very dull in comprehending numbers. thus far has learned to recognize the numbers to ten. Sometimes it seems as though Albert is not very ambitious and I am led to think that he can do much better if he would try. He has a very sweet disposition. If I tell him to stand by the black-board (which is my usual mode of punishment) he seems to think he deserves it, and never complains but takes his punishment gracefully.

Albert has improved in marching and I hope at the next writing I will be able to report that he is able to march as well as any of the others.

May. There is no improvement in numbers work. Albert appears like such a bright boy that one can hardly realize that he would be so dull when it comes to books. Sometimes he will be able to count to twenty and at other times he would surprise you by not being able to count to twelve even. If I tell him to bring twelve objects he is just as liable to bring me six. At one time he brought me twelve objects but it required about half an hour.

June

Albert can count to twenty each time without making a mistake and has learned to combine numbers to twelve by the use of objects. Can read to page 76 in First Reader. Will spell such words as boy, cow, dog, cat, He can spell these words readily, and by applying himself can learn to spell any word in his reading lessons.

Albert can copy anything in script and recognizes the small letters but not all of the Capitals. Can copy a letter very neatly with lead-pencil. I write the letter for him first just as it is to be copied. He has just begun using pen and ink and will be able to learn as he likes to use the pen. He is ambitious to do that which he sees older children doing. In other words he wants to be thought a "big boy". You can make him feel badly by telling him that he acts like a little boy. I have told him this sometimes when he did not seem inclined to study when he would immediately try to get his lesson rather than have me think he is a little boy. Albert can not bear to hear a harsh word from me. If I seem to speak in an impatient tone he will melt into tears at once. He is a very conscientious boy about telling a wrong story or taking that which does not belong to him.

He is extremely neat with his person, and can not endure being near the boys who are less careful about being clean. I have tried to teach Albert to tell time, and thus far he is able to name the hours by note only.

Theodore Boehland.

Sept. 1892 Theodore has been placed in the First Natural History Reader on trial.
He is trying very hard to keep up with the class and thus far is doing nicely. He copies the words of his spelling and takes them to the play-room to study. Is very industrious and if he could only articulate so as to be understood more readily his possibilites would be much greater.

Oct. 4th Theodore is trying use the pen instead of lead-pencil, and is doing nicely in his copy books.

Oct. 15 Theodore continues to try with the pen although he finds it very uphill work.

Nov. 1 I am afraid Theodore is too clumsy to use the pen. He is doing, as I call it, daubing and blotting this paper and every thing else.

Nov. 15 I have been obliged to make Theodore give up the pen, as he make such bad works with the pen.
There are indications that Theodore will be able to write a short letter independently by the close of this year if there are no interruptions to keep him from school.

Dec. 1 I am afraid that Theodore will never improve much in articulation. It almost impossible to understand a word he says.
He has improved a little in letter-writing. Usually has a good spelling lesson.

Jan. I have observed a little improvement in some words. He is happy in school. Always obedient, but as meddlesome as ever.

Feb. Has been in hospital during the past few days. Was very much pleased when I took a valentine to him.

Feb. 20 Returned to school.

Mar. I am encouraged in the hope which I entertained that Theodore would some day be able to write a letter independently.
Below is an exact copy of a letter written by himself and without any assistance whatever.

Faribault, Minn.
Mar. 1893

"Miss Grace Boehland.
Duluth. Minn.

My dear sister Grace,
I have not received your loving letter. I would like to see you. Please come and see me. I am in Third reader. I have a good time in play-room. All the boys have a good time.
Your loving brother
Theodore Boehland.

Apr. The above letter has been improved on this month in that that this able to write at greater length. Having written in his last letter something about gathering flowers on "warm days" and think of several things which have always been prompted him before. He is doing nicely in brush-room. He usually quiet and obedient and continues to be happy in school.

May. To-day Theodore filled out the following story accurately.

"One day in June a duck tried to cross a pond full of water. She — her foot in a crack and — could not get it out. She said — — and pulled very hard then it came out. That — did not go in the pond again till —. There — no ice — the — —.

I have observed that Theodore will not scruple to take pencils etc. from the desks of the children and then deny it for a time, at last confessing when I told him that I had seen him do it.

June. Has improved in letter-writing. He can not write independently, but I think he will be able to do so in time. He unusually pleased at the receipt of a letter and can always read them readily. I am sure can see much improvement in many ways. He is not so fond of teasing the boys as formerly.

Benjamin Ostrander.

1892

Nov. 17 Benjamin came to school this morning from the Ovatona school. Does not know color. can not match them. When I asked him what he did in the school where he was. he replied "I learned the Golden Text". He could count to two. Does not know any of the letters nor figures. Can describe simple pictures. knows use of his eyes. nose, mouth and teeth.

Nov. 19 Transferred to the kindergarten.

Flora Bendrock

Dec. 9 Began school. Knows nothing whatever of books. Can count to five but can not make the figures.

Flora is an epileptic. Lame and one arm paralyzed. Has a very bright way of answering when spoken to and when commanded to do anything will invariably say "All right" and in such a pleasant manner. Never forgets to say "please".

She seems to be very fond of me, in fact told me the first day that she loved me and liked to look at my face. Thus far (she has been in school four days) she has been very obedient. Recognizes neither form nor color. I am

Eddie Demorest

Sept 1882 Eddie began school Sept. 2nd. He is a bright pleasant looking boy with quite a fund of general information but when he comes to applying himself to his books his thoughts seem to be so scattered at times that he is a constant surprise to me. He seems to have no idea of the sound of letters in trying to spell. That is he is not guided by the sound of the word what letters to use. Writes very well with lead-pencil. Has never tried to write a letter.

He will no doubt find this work hard as he is such a miserable speller. He has a habit of nodding or rather jerking his head when given a question that puzzles him. It might be a simple question. I am trying to break him of this silly habit. He can make combinations in numbers to ten.

Can not tell time. Does not even know the numbers on clock-dial.

His mind seems very slightly at times,—will ask such strange questions and frown in the most dreadful manner. Very nervous. Not inclined to be industrious.

Oct 3d. I hope to see much improvement in Eddie this year, if I can be guided by present indications.

He enjoys school very much and I think is agreeable with his school-mates in play-room etc.

Oct. 15 Eddie is trying to overcome his extreme nervousness and succeeds to some extent. Continues to be happy in school, and says he is quite lonely when Saturday comes.

Nov. 1 When Eddie came here he could not read a line without missing every other word. This was owing to his extreme nervousness. Now he can read a paragraph through and scarcely mispronounces a word. He is learning to make up problems combining addition and subtraction to ten. Spelling is yet very hard for him. For instance when he asks how to spell a word in writing on his slate, it will be necessary for me either to spell it through several times or give him the word letter by letter.

Nov. 15 I do not see much for Eddie so long as he continues to be so — well I don't know what you would call it. At any rate he seems to talk and answer without seeming to think what he is saying, making such blunders as to make him seem very stupid and ridiculous to his class-mates.

In the spelling lesson the other day he had given the word "cord," each time he would say c-i-t and then pronounce it "cord." After analyzing the sound of the word and drawing his attention to it in many ways he finally succeeded in spelling it correctly. One would think from the above illustration that he is

very dull and stupid. He is when it comes to spelling words but on the other hand he has a fund of general information, which would to the casual observer give the impression that he is quite bright.

Dec. 1 There is no change yet in the manner in which Eddie will give the "wildest" answers to the simplest questions that I may put to him.

For instance after laboring with him a half hour in developing the different combinations in the number six, and answering correctly several times, yet at the conclusion of the less I said "now how many are 3 and 3 more" he said "3 and 3 more are ten" now while he really knows better than to give such wild answers yet he does so very often that it is more than discouraging to work with him.

Jan. I think there is some improvement in spelling and also in reading. Eddie has been writing some very neat language lessons in the tablet no. 1.

Feb. I wrote a very good letter, or rather copied one to his mother.

Can not write more than two or three lines independently.

I have tried every means that I can think of to make Eddie give better

Mar. Poor Eddie, what can I write about him in the way of encouragement? Nothing, unless it is that he reads a trifle better than when he came, but it is only a trifle and scarcely perceptible. There is no question that Eddie is a very indolent boy.

April. I am glad to be able to write that I am convinced that Eddie is a reliable boy, in so far as speaking the truth is concerned. After a thorough investigation upon several occasions I have found Eddie has proven himself a truthful boy. I do not see that there is any perceptible improvement in school work. He is too apt to take life easy to make much if any advancement. If I speak to him of his mother and how she would feel if she knew that he were wasting time, he immediately bursts into tears.

May. Eddie is very fond of taking life easy and never will study when he can help it. Can get a lesson when he applies himself. One Saturday, the regular day for writing letters, I asked him if he were not going to write to his mother, when he said "It is too much trouble to write every week."

I then told him if I had a mother I would be glad to write to her oftener than every week! etc. Eddie burst into tears at this and began writing his letter. Poor boy, I am afraid he will never amount to much.

June

There is not much improvement in any direction. Has been reading in Model Second Reader for about three months. He can read the lessons to page 50 and can spell the simplest words only. Words have not much meaning and he stumbles along in a rambling manner and when asked what he was reading about did not seem to know anything about it. I am sure Eddie is such a problem as would baffle any one to know just what to do with him.

Ida Erno.

Sept. 1892 Ida seems more interested in school work than she was during the first part of last year. She still has a fashion of "gigging" at every thing and I hope however that she will not continue this long as it is very distracting to the other children. I shall persevere in coaxing a little longer, then see what punishment will do in the way of breaking her of this most aggrabating habit.

Oct. 3 Ida is improving very much in reading and spelling. She was very anxious to return to school after two or three weeks of vacation at her home. Ida has had a perfect spelling lesson all the week not missing a single word. The lessons consist of from twelve to sixteen words selected from the reading lesson.

Ida is doing nicely in numbers work adding the work in the number chart all through in a minute and a half.

Oct. 6 To-day Ida wrote a very excellent story from the picture which I used in language work to-day. The story compares very well with one written by a normal girl of the same age as herself.

Oct. 15 Ida read eight lessons in the First Natural History Series in one half hour. I am having each one in the class try to see who

can read the greatest number of lessons in a given time preparatory to entering a new book. The class is very much interested in this exercise and all are striving to read the most and in the best manner.

Nov. 1 Ida has days when she seems extremely irritable and restless, not seeming to have any ambition for anything in the way of study. She is doing nicely in numbers work adding all the numbers on the chart in one minute, which is the best time "on record" in this schoolroom.

Nov. 15 Ida is beginning some of her old habit again, that is, when I ask any of her classmates (the girls I mean) she will stare at and try to make "fun" and so I need to speak very severely to them. Ida tryies to control the girls in the play room — making them do as she pleases and as the seem afraid of her, she takes advantage of that too. It makes me very impatient to think that a girl with such an evil and tricky mind should have so much influence among her associates.

Ida is not showing as much interest in her school work, and there are days when she is extremely trying.

I hope that I may be able to give a better report at the next writting. I have been obliged several times to send her to bed from the drawing class, on account of her gigling.

Dec 5 Ida is sick to-day. she has not been feeling well of late.

Has been making much improvement in reading. Ida commenced in the 3d reader with the rest of her class and seemed quite glad to think of being in the third reader.

Dec. 6 Ida returned to school.

Jan. Is doing very nicely in Third reader. Has improved very considerably in writing, and I think will continue to improve.

Feb. Ida has been giving me trouble by being disobedient and not trying to get her lessons. I also feel very much encouraged some days and often wish that Ida would do differently in school. Almost every Saturday morning when we write letters, Ida will be ready to find fault with pen, paper, ink and everything pertaining to her writing until it becomes most exasperating. I fear she will hurry through the last few minutes of the session when of course her letter will not present a very nice appearance and must usually be written over again, the following week.

Mar. Ida is doing much better in school during the past two weeks. Is more obedient. She

does however often give up to sudden outbursts of temper.

April. Ida has a great desire to become a good letter-writer. She has been taking much pains with writing and has written some very neat letters home. letters which would be a credit to a normal child of that age. Is improving in numbers work.

May. There is a general improvement in all her school work but more particularly in reading and letter-writing.

June At the close of school is able to take any lesson in 3d. Reader and read intelligently at sight. any lesson in Language tablets No. 2 and Numbers tablet to lesson 22. Writes a particularly good letter, having seldom a mistake either in spelling or punctuation. Takes especial pains to have her letter written neatly.

Understands the principles of the care of the body. Is capable of writing a good outline of story of lesson and is fond of giving an outline orally.

Flossie Floyd.

Sept. 1892 It is two weeks since school commenced and thus far Flossies school career has been characterized by the same indolent manner against which I had to struggle so persistently during the first half of last year. It will be necessary for me to be very firm with Flossie until she gets into the habit of studying once more. She has been having very poor reading and spelling lessons owing to her listlessness and seeming "I don't care" manner.

Oct. 3d. Flossie is gradually taking a little more interest in her work. She is now trying to be more industrious - will take her spelling lessons to the play room to study. I guess Flossie is growing tired of having me talk to her and thinks the easier way for her to do is to have perfect lessons.

Oct. 15 Flossie is improving in reading and I hope that she may be able to take up the new book when the class is ready for it.

Nov. 1 In the half hour contest in reading Flossie read but five and a half lessons while others read ten and twelve during that time. Unless Flossie works much better it would be useless to try her in a new book when her classmates are having theirs. Flossie is naturally very indolent and will not work unless driven to it by reminding her that she had better stay in from the dance. That would be the greatest punishment for her.

Nov. 15 Flossie is doing about the same in school. She is not very ambitious.

Dec. 5 I have allowed Flossie to come into the third reader class on trial. She will need to study pretty hard to keep with the class.

Jan. Flossie is still in third reader and I think she is trying to do a little better. When I remind her that she will be put back in the second reader it has the desired result as she will have a very fair lesson for several days after. Has not improved very much in articulation owing chiefly to the fact that she does not make use of her abilities, it is too much of an effort for her to try to talk plain.

Feb. I can not see very much advancement in any direction unless it is in reading script. For instance she will read a letter very readily pronouncing words that she would be certain to miss in her regular reading lesson. Evidently when reading a letter she fixes her attention upon the matter in hand and therefore can do so much better.

Mar. I am inclined to think that Flossie is taking more interest in her work than ever before. I think she can hear better too. Flossie is trying to improve in reading she dreads the thought of going into the second reader class again. Sometimes when I ask "how many times have studied over your lesson" she will reply "two times" I am sure I can read my lesson good" and usually I can depend on her.

Apr. Flossie is reading on pag 221 in Harpers Third Reader. She is capable of learning a list of 20 new words selected from the reading lesson, and giving the definition of the same. I can give a connected outline lesson of the reading.

Has improved very much in letter-writing. As is the case with all of us to a greater or less extent it seems to make considerable difference to Flossie as to whom she is writing, as for instance when writing to Mr. Massey, Flossie was able to write quite a lengthy letter, but when writing to her sister or brother could not seem to think of anything to say, and wished me to compose the letter for her, but this I refused to do, as I knew that if she tried she would be able to write a readable letter to any one with whom she might

happen to correspond.

Flossie is by no means a thoroughly conscientious child, as she has often feigned deafness when I knew she heard.

May I come to see more and more each day that Flossie is not so deaf as I had formerly thought her to be. For instance one day a gentlemen calling at the school room asked something in an ordinary tone of voice. Flossie repeated to me every word he said, notwithstanding she was at the time in the farthest part of the school room. I was surprised at this discovery, and I have concluded that lack of attention is the chief cause of this seeming defect. By the above statement I do not mean to say that I think there is no trouble in hearing. I think there is some.

June. Flossie has made improvement in reading and writing letters and in the latter there is a decided improvement since she is not now so dependent for help in composing and spelling. She wrote a letter to her brother last week almost independently. She writes a neat letter and sometimes is fond of letter writing.

Ella Floyd

Sept. 1882 Poor Ella seems just as deaf as ever and I have not much hope of her in the way of school work. It would be better if Ella could have more instruction in industrial work. Can read fairly well in First Reader and usually has good spelling lessons.

Oct. 3 Ella enjoys school and seems to be very fond of her new reading book.

Oct. 15 Ella is doing nicely in her reading book.

Nov. 1 There are indications that Ella will make more improvement this year than last. She is beginning to take more interest in numbers work. Combines numbers to ten, in addition and subtraction. Can usually spell the words of her reading lesson.

Nov. 6 Ella is improving in reading and numbers. I can see no improvement in articulation as yet.

Dec. 2 There is no improvement in articulation as yet. Ella usually has a good spelling lesson.

Jan. Ella is not improving any in articulation, although I think she is receiving special attention, and is being drilled every day for half an hour.

Feb. I can see no improvement in any way. Continues to be unhappy in school.

May Since writing the November report there has been decided improvement in numbers work, but as much as

Ruth Hendley

Sept 1892

Ruth returned to school being determined, as she says, "to learn this year so that she can remain at home, and not need to stay here all her days." The foregoing is what Ruth really meant when she said it a few days since when I had a talk with her about wasting so much time in school. Time will tell how well this resolution will be carried out. Thus far she sits in very much the same listless kind of way with a vacant expression on her face, her tongue filling the gap made by the parted lips. When assuming this position I can truly say she looks thoroughly idiotic. I am using severe means to break her of this habit of spowing her tongue in the way I have just described.

Oct. 9 I believe that Ruth is really making the effort she intended at beginning of term, but of course as yet there is no marked improvement.

Oct. 15 Ruth begins to answer more readily and I see indications of improvement. I am in hopes that this year she will be able to write a letter independently. I am trying to have her make this her aim.

I believe that it would be a great satisfaction to Ruth if she really felt that she could write without any help.

I do not think that Ruth is indifferent as to whether she learns or not. I had such an impression for some time however.

Nov. 1 There is a marked improvement in letter-writing and I hope that Ruth may be able to write a fair letter independently at the close of this year.

Whereas she could only write the date without assistance, she is now able to compose as much as the following viz. "Dear mama and papa I was very glad to hear from you and to know that you are well." The words thus far in her letter are usually spelled correctly.

Nov. 15 Ruth has improved in writing and I hope for more improvement in many ways. I have, and am still giving her special instruction in letter writing. Ruth is very slow and exceedingly dull.

Dec. 5 Ruth has for some time had the habit of allowing her tongue to project with her mouth part way open, which gives her a very idiotic expression. I have tried to break her of this and sometimes I think that I have succeeded when at the most unexpected times she would sit in the same way again. Ruth is very feeble-minded in some ways. I am quite discouraged with her at times. Ruth is very gentle in her ways and has a great many lovable traits, but she

seems to have no memory. Articulation does not seem to have improved although having received special training.

When reading will hesitate over the simplest words as for instance the word

it. She recognizes the word very well but does not have the power to pronounce at sight even though she knows the word ever so well. If you give her time enough she will be able to pronounce quite well.

Jan. There is still the same difficulty in pronouncing. She recognizes but is not able to pronounce words particularly those beginning with "f" and "t". Is very inattentive at times.

Feb. I was in hopes to be able to report some progress in numbers this month, but is the same old story. She will never be able to comprehend much in that direction. She is able to read and write numbers to hundreds and can find the pages in a book very readily. Can solve such questions as the following- if I have six apples and give half of them away I will have three left. Can give me all the properties of the number six. Can add numbers to 100.

Mar. I think that Ruth is beginning to read more intelligently that is she thinks of what she is reading and often her face will light up as though she had caught the meaning. Upon these indications I am very hopeful for the future as regards that intelligence expressed in her reading.

Apr. I was in hopes to be able to report at this writing that Ruth was writing letters independently. That is to a great extent but I am again disappointed when I can truly say that she has not made any progress to speak of since the last report.

May. Ruth seems to have scarcely any memory about some things and at others times she surprises me. For instance if she goes on an errand she seldom gives the message correctly even though it be only a few words. Then again she can in her slow way give an outline story of a lesson in her lesson in quite a connected manner.

June Ruth will not be able to finish the second reader this term.

Bessie Johnson

Sept. 1892.

Bessie has the same pleasant disposition and forgiving nature which has endeared her to all with whom she comes in contact.

Bessie has one great fault however — she is too fond of being idle, will lean back in her seat as if the greatest wish of her life would be to have a rocking-chair follow her around.

She has grown very fleshy, it seems an effort for her to rise in her class to read or answer a question, dropping down as though she were completely exhausted. Bessie is improving in reading and writing. Must depend on a lead-pencil as yet not having sufficient control of her hands to use ink. If I let her use ink the page might be an immense ink-spot.

Oct. 3 Bessie is brightening up some and I am in hopes to see much improvement during the year.

Oct. 16 Bessie has made marked progress in reading. She is still very slow in numbers work.

Nov. 1 I can see a little improvement in numbers work. Makes combinations to ten in addition and sub.

I am sorry to write that Bessie is not as truthful as she should be. This morning in reading her language lesson I noticed the words scribbled very much as though they were taken from the book, and I felt sure of it, but when I questioned her she denied having copied from the reading book, and to remove all doubt I put her to the test by having her sit at my desk where she would not have access to the book. Result — she utterly failed to write the lesson.

Nov. 18 Bessie was exceedingly delighted to be able to pass the First Natural History Ex, and is now ready for the Harper's Third Reader.

Dec. 10 Bessie Has been ill for several days.

Jan. Returned to school. Bessie is exceedingly dull in comprehending numbers. Can add simple numbers to twenty, by the use of objects.

Mar. I have not known of the offence being repeated of which I make mention in the Nov. report. I think in all probability that she did not realize what a dreadful thing it is to be deceitful. I talked very earnestly to her at that time, and I believe she has tried to do better.

Apr. Bessie continues to be a pleasant and obedient child in school. Never seems to have any difficulty with her playmates in the playroom.

May. Has improved in reading and is ambitious to finish her third reader this year.

June. Bessie reads intelligently any lesson in the third reader (Harpers) Can not give an outline lesson of story as yet but I think she is trying to. I wish that Bessie had some friend to write her and would like to have her correspond, I firmly believe she would make a great effort to learn to write letters to. She seems to feel very badly when all the rest are writing there is no one for her to write to. I sometimes ask her to write me a letter when she will say I want my letter to go on the ears the same as the others. She never refuses to write however.

Florence Kellogg.

Sept. 1892

Florence seemed glad to return to school, and she too has made a firm resolution to improve more this year than last.

If Florence could see perfectly well I have no doubt that she would improve in many ways.

She still writes very poorly. Can not seem to keep a pace with her class in reading and spelling.

Oct. 3d. Florence does not seem to have much memory. One day she is quite certain of something and the next day. Yes, five minutes after she has forgotten. She still has the habit of picking her fingers and winking very fast when asked a question about the lesson which she cannot answer. At such times she will look down as though thoroughly embarrassed.

Oct. 16 I am drilling Florence on the letters "i" and "t" which she makes very imperfectly. I hope to be able to be at report at this writing that she has mastered these letters.

Nov. 1 Florence would rather be comfortable than anything else. She will always assumed an attitude that would indicate that the chief end to be attained in this world is a comfortable position.

I am not able to report at this writing the improvement in those two letters "i" and "t" that I had hoped to. I see a little improvement in reading.

Nov. 18 I have taken Florence on Trial in the New Third reader class who have just finished the First Natural History.

I am afraid that Florence will not be able to continue in the class, but she felt so badly when I told her that she could not pass, and would only be a hindrance to the class in case that I should admit her, that I allowed her to come in on trial. I think that she could do much better if she only had a little more ambition. But I am sorry to say that Florence is to fond of ease for her own good.

Dec. Florence does not seem to "brighten up" any. She was utterly unable to continue in the third reader. Is now reading in Model second reader.

Jan. Florence complains considerably of headache. I think her sight is growing more defective. She holds her books quite closely. I understand Florence is not doing much in the sewing room. Poor girl lacks ambition which is one of her chief troubles.

Feb. Florence is one of the most discouraging children that I have in school. I believe that she

is thoroughly lazy. At any rate she it extrehely slow.

Has not improved any in articulation. Miss Pitch, her teacher says that she does not consider Florence bright enough to know when she makes mistakes and therfore how can she be expected to improve.

Apr. Still gives the sound t for k, as for instance boot for book, dod for dog the trouble being the same with hard g. I can compare her language to nothing but "baby-talk."

May. Florence is again in the Second Reader and she seems just as happy apparently as though she had been able to remain in the third reader.

She began when the class did in January, but has since proven herself as utterly unable to continue. She loves to be simply idle.

June Florence can solve problems to lesson 15 in Tablet No. 1. Still need to begin in Model 2nd. Reader next term. Has improved a little in letter writing. Poor Florence spells words just as she pronounces them and there

and there will always be a t instead k or hard g. but these are not all the mistakes by any means. I think Florence became discouraged last year when she lost so much time from school being sick in hospital nearly three months. Still I do not think that Florence was ever an ambitious girl. How much trouble it seemed to her to write a letter. When her mother would write she would not try to answer unless forced or urged.

Henry King

Sept. 1892

Returned to school, having spent nearly a year at home attending the public school, but seems to have made very little progress.

When he left school last Sept. he could read very poorly in the first part of Harper's First Reader. He is still plodding along in this book, and I fear I see no advancement in reading.

Can make combinations in numbers on the numbers chart, adding to ten quite rapidly.

Henry does not take much interest in school work, he would much rather be over to the brass-room working with a scroll-saw etc.

Can not spell very simple words like "dear" or "father" when he attempts to write a letter, needs to have nearly word spelled for him.

Henry has an idear that he need not attend school only when he wishes to do so and will when in school insist upon doing what he would rather do. Does not like to study his reading lesson, and nearly always misses his spelling.

Unless Henry is more willing to learn he will not make much progress this year.

Oct. 4 I am afraid that I will

have continual trouble with Henry. He is so conceited, and his treatment by certain others tends to make him more so. He is however a nice appearing boy, and it is not until one has to make him do work which he does not enjoy that he shows his true disposition.

Oct. 16 Henry is still very stubborn in school, and unless I let him do the work which pleases him most he will sit and pout and not try to do what I tell him. Henry has too exalted an opinion of himself. He has said several times that he knew more than anyone in my school.

Nov. 1 I am glad to report that Henry is more interested in school work, and is more willing to obey and do as the others do. I am in hopes that he will finish the First Reader this year and be able to write a letter independently. Henry wrote a letter last Saturday, but it was written through a great tribulation. That is, I was obliged to sit by his side and tell him each letter, as he cannot remember a whole word at a time. I think that Henry should remain school both sessions, as he can not be expected to make much progress when he is in school such a short time. I have placed him in the advanced numbers class on trial. If he were a better reader I would have no doubt but that he could keep with the class.

Nov. 18 Henry has improved some in reading and I am in hopes that he will be able to finish the first reader very thoroughly this year.

Last week Henry wished to write a letter when I had him first write the letter on his slate, and upon examining it I found he had every word nearly through the whole letter spelled incorrectly, and then I was obliged to write it for him, and when he was ready to copy from his slate, I was obliged to sit by his side and dictate it to him letter by letter, since if he tries to copy alone he will most invariably miss words, skip whole lines and he would never be able to finish a letter.

I think that Henry needs school work training more than to be in class-room the whole afternoon as he is.

Dec. Henry is fearful that I will not permit him to come into the second reader class which I have just formed of those children who have completed the first reader. Henry is not industrious in school. He must be continually reminded of his lessons and then he seems so unwilling too.

Jan. Henry commenced in the second reader last week and since then has been doing better. He is not

fond of study, and I must continually remind him of his lessons.

He has been trying to commit the multiplication tables, but does not seem to have any memory and so after trying several weeks does not know them yet.

Feb. Henry is trying to continue the work of both numbers classes.

He rather enjoys solving the simple problems of tablet No. 1 which the class have pursued as far as lesson 10.

Mar. Henry is not as fond of study as I might be were. He does not like to apply himself in the least unless urged and constantly reminded, much his mother would like to see him improve.

April Today Henry wished me to tell him if I thought he could possibly finish the second reader before the close of school and be promoted to the third book. I told him that by very earnest work he could accomplish it. I hope this is the turning point in his career and I shall wait to see the result of this seeming earnestness on his part in as much as he at last is concerned about his books. I hope by the close of school to report something gratifying.

May There is a decided improvement in letter-writing. He has been very faithful during the past three weeks in writing regularly to his mother who in turn sends him the dearest letters and almost invariably with an inclosure of some money "to buy candy" his mother would write but Henry would say "no I am going to save this ten cents." "I have now nearly three dollars.

June 26 I have observed that Henry meant what he said when he was going to surprise his mother by telling her the joyful news that he is in the third reader. He finished the Model Second Reader fairly well. In numbers was beginning Long Division, dividing with but one number or rather using but one number as a divisor. Has accomplished wonders in letter-writing. Is doing nicely in spelling and never misses a question mark or period when it is required.

It is surprising what attention he gives to these marks of punctuation.

Harry King

Sept. 1892

Harry is the same pleasant willing boy as he was last year.

He is improving rapidly in reading spelling and language work. It is so sad that Harry has not the free use of his hands, in that case he would learn to become a nice writer.

Now as it is he must always write with the greatest difficulty.

Oct. 3 To-day when he tried to write a letter his nervousness was so great that he jerked the paper several times to the floor before he was able to control his hands sufficiently to manage the paper.

Oct. 15 Harry wrote a nice little letter to his mother to-day.

Nov. 1 Harry continues to enjoy school work and is usually a good boy.

He is improving in numbers to the extent that I have placed him in the advanced class, but in this he has pretty hard work to keep up. Since writing last report Harry has made very great improvement in writing. I have observed that there are times when Harry is much more nervous, and consequently having less control of his hands than at other times. Harry is willing to make an effort and it is the more sad that he has scarcely any control of himself.

Nov. 15 Harry wrote a nice little letter to his mother to-day. He will never be a first-rate reader because he can not have control of himself when he tries to articulate the words, only come half way, so to speak, and he seems to be under a great deal of

Dec. 1 Harry has improved some in reading and numbers work. Continues to be happy in school.

Jan. 2 Most of the first reader class have been placed in the second reader Henry was hardly prepared but I allowed him to begin, as he seemed so in earnest to be in the class with the others. He has a very poor memory and it does seem as though he might remember better than he does. He can not spell the simplest words, and when writing a letter needs to be told repeatedly how to spell such words as "mother" "father" and will leave out words when copying what I have written for him.

He soon wearies of any kind of work after having it for a few minutes.

I am sure that Henry is very weak-minded in many ways, notwithstanding that he seems so bright to those who have little to do with him.

Feb. Henry does not like to apply himself, and I must often remind him "that he is idle" where he will

look up at me seeming to be very much surprised. If Harry has improved some in writing can copy a letter with less trouble and it will need but few corrections.

Mar. Harry is not growing any more studious than formerly and I am afraid that I will not be able to report much if any progress.

He is trying to commit the multiplication-tables. After having the "4's" for several days and then not being able to recite them, I told him "Harry if you could have them perfectly to day you will need to sit in the Assembly Hall all during recess with the dunce-cap low your head." This had the effect of his having a perfect lesson and hence I did not need to punish him.

Apr. Poor Harry is such an afflicted child that it pains me to speak cross to him for being so careless about his lessons. He has however improved in some ways which makes up in part - that is he is more truthful. I am sure he will be happier now as this habit was a fruitful source of much difficulty.

May Harry is at last through with multiplication, and says he is going to like division so much better.

June In spite of extreme nervousness and partial paralysis he has written several letters lately which are a credit to Harry. He will not be able to take up the third reader yet, but had better continue for some months in the Model Second R. Harry has been having good spelling lessons lately and I hope to see more progress generally next year. I am sure that Harry has the ability to do more than he has accomplished this year. I am afraid that I have been too lenient with him at times.

Willian Krause

Sept. 1892.

Willie was very much pleased to return to school.

He has the same happy disposition but is not inclined to be as studious as he was last year. Does not have such good reading and spelling lessons.

Is doing about the same in numbers work adding the figures on the chart quite rapidly for him, when you think how very slow he is in every other respect.

Oct. 4 Willie is growing more studious and I am hoping to see great improvement this year.

Oct. 16 I believe that Willie will be able to write a letter independently before the close of the year.

Nov. 1 Willie is improving in spelling that is he catches that sound much quicker than he did, and is guided by it when spelling.

Nov. 18 Willie can spell quite difficult words and is improving in reading also. I am sure there will be much progress this year.

Dec. I can note no special improvement in Willie. He still enjoys writing letters and would rather write than anything else.

Jan. Willie has soiled himself several times in school, he had not asked to be excused and I fear that he was unconscious of what he was doing.

I do not think Willie a very neat boy at any time. His face about his nose is t seldom clean.

Feb. Willie is as fond of letter writing as ever and he would like to write one every day. He has improved a little in writing in as much that he does not bear down so heavily with the lead pencil.

He has not been able to do anything with a pen. Willie is doing nicely in the Model Second Reader, and usually has a good spelling lesson. Can spell by sounds very readily.

Mar. 1 Has been sick during the last two days.

Mar. 6 Returned to school. Is improving in reading and spelling.

April Willie still continues to enjoy writing letters to his aunt and cousins. He received a black hat for a Christmas present from them and he has thanked his aunt in every letter and when I looked his weekly letter over today behold there was the oft repeated sentence "I got my black hat and I thank you very much for it."

Ofcourse I put a stop to any further mention of the hat.

May. Willie is distinguishing himself this year by practicing a most vile habit. The matron caught him several times, and each time he would promise to stop it. A short vacation among the Custodials gave him time to think seriously of himself, and I understand this mode of punishment had a good effect.

June Willie has been punished several times this month for indecent conduct in the presence of smaller boys. He also soils himself occasionally.

The progress this year has not been satisfactory on the whole. Perhaps I may say he has done more in numbers than I had expected, but in reading he has not come up to my expectations. He should have finished the Second Reader this year. Next term he will need to review the Model Second Reader very thoroughly. Can solve simple problems for lesson twelve of No. 1 tablet.

Willie can memorize very well. Last month he learned a selection of four pages in prose from his reading book, and recited it in a creditable manner. Is doing about as usual in letter-writing and writing in general.

Julia Saunders

Sept. 18 9[illegible]

Julia seemed very glad to return to school. I am sure that she is much happier here than she would be at home with her parents. She seems thoroughly satisfied to remain here always. Of course this is a natural outcome of being a general favorite with her playmates, never having any trouble with any of them.

Julia will soon be able to read in the third reader, towards which she is striving very hard.

Oct. 5 Julia has made marked improvement in letter writing in as much that she does not repeat the same sentence so often. Formerly she would ~~repeat~~ "I send my love to you." three or four times in the same letter. It required an earnest effort to break her of this.

Oct. 16 Julia is improving in numbers work. Making combinations on the chart very quickly, I only making marks on her slate occasionally.

Nov. 1 Since writing the last report I think I can speak favorably of her deportment as compared with the first month of school. Julia is not intentionally noisy in school, it is rather thoughtlessness, and she is easily governed.

Nov. 18 Julia is making a little progress in language work but owing to her deafness, it must necessarily be slow work for her. There is also improvement in number work and letter writing.

Dec. 1 I can see improvement in language, in reading, and numbers work.

Jan. 14 Julia continues to be the same sweet girl. I enjoy working with her, even though her hearing is so defective and articulation imperfect. She usually has good spelling lessons and fair numbers work. I could improve much more if she could hear well.

Feb. 3 In working on lesson 6 of No 5 tablet No. 1 and gives answers correctly but can not explain them. I think however that she understands but has not the language to express herself.

Mar. Julia is doing nicely in language work, giving a good outline of the reading lessons, and using the words of the spelling lessons in building sentences. She continues to be happy in school and is obedient. She is not so talkative as formerly, or rather noisy I should say. I am in hopes that Julia will be able to write a fair letter independently, before the close of the year.

Apr. Julia is making progress in reading and language work. She would be able to do so much more had she perfect hearing, but on the contrary Julia seems to be growing more and more deaf each day.

May Julia is reading on page 200 of Harpers Third R. Usually having a good spelling lesson.

She writes in a clear hand and it seems to be easy for her. She writes too rapidly I think which makes her grow careless, and often she must be made to try over many times, when she could have reached the same result by trying the first time.

June Has not quite completed the third reader. Is working on lesson 18 in Numbers tablet No. 1. Is able to give a fair outline of lesson story.

Writes a fair letter with but little assistance. Her improvement in letter is beyond what I had expected. Julia is not accomplishing much in sewing room.

Nena Miller

Sept. 1892.

Nena seemed very happy to return to school. I guess she can appreciate her pleasant surroundings here since here our home is not the most pleasant. I am delighted at the progress Nena is making in reading. She can read every lesson in the First Natural History with the ease of one who understands thoroughly what he is reading. Can give a very complete outline of the lesson story, the composition being fair, and showing indications that she will improve much in this direction. She writes a very good letter, usually there are but few corrections to be made.

Oct. 6 I see continued improvement in Nena in every way that is in regard to her school work.

Oct. 15 Nena read twelve lessons in her reader (First Natural History Reader) in one half hour. She will be able to pass on to a new book in a few days, when I conclude the examination of the whole class.

Nov. 1 Nena has been promoted to the advanced class in numbers. Since she is so good a reader I think that she will be able to keep her place in the class, although she is very slow in numbers.

Nov. 21 Nena passed to the third reader (Harpers) having completed the First Natural History about domestic animals.

Dec. Nena has continued to make steady progress, until now she can read readily and intelligently in the Harpers Third Reader. Always having good spelling lessons accompanying the reading of her lesson for the day.

Nena began with me Sept. 7th when she was reading very poorly in First Reader.

Jan. 15 I am having Nena commit the multiplication tables. She has learned them to nine times. and can do such problems as 3 4 9 2 x 9 and give the answer invariably correct.

I do not think that Nena marches as well as formerly, she being more nervous I think.

Feb. Nena has not done as well lately. I think she is growing more nervous.

Mar. Is still working on multiplication. Has good reading and spelling lessons. Writes letters home regularly, but has not improved much in writing, having so little control over her hands and body.

Nena still has Chorea very badly, and I am afraid she will never be any better.

Apr. Continues to have excellent reading and spelling lessons. Writes letters home regularly which would do credit to any child. She seldom has a word misspelled while the punctuation is always correct, that is in the use of period and question mark.

May There has been progress in numbers during the past month. She can solve problems as far as lesson 20 in Numbers tablet No. 2 For supplementary numbers work is learning the multiplication tables. I am in hopes she will be able to take up division before the close of school.

Nena can give a most excellent outline story of lesson. She has a remarkable memory. Nena has the unhappy faculty of being very meddlesome, which gives me a great deal of trouble as well as herself. Sometimes it does some good to talk to her about it, and at other times she seems obstinate.

June Will be able to take up division next term. Has commited the multiplication tables. Has finished Harpers Third reader. Will be able to take up geography next year. Nena has finished the No. 2 Language Tablet.

Louis Miller

Sept. 1892.

Louie continues to be the same restless boy that he was all of last year. It is very exasperating to be obliged to tell him constantly about the many annoying little things that he is evermore doing.

He is not all studious, but would rather have some "fun" going on. He seems to think that "fun" is the chief thing to live for.

I told him to-day that I would put a custodial suit on him unless he tried to do better, and this had the desired effect for a few hours.

Oct. 6 Louie has improved in writing, that is, you can more readily distinguish his "a"s from "o"s. He is writing a letter to Mrs. Fanning which he is very anxious should be a model small boys letter.

He requires much help both in the composition and spelling of his letters.

Oct. 17 Louie is very restless in school, always wanting to do something different from the regular work of the hour.

Nov. 1 Louie is ambitious to be in the History class (First Natural R.) He would not be convinced that he was not ready for the book until I gave him a trial. Thomas like he saw and believed.

I believe he is determined however

to succeed and get out of that little class as he called it.

Louie has improved in writing, in that it is more legible, making a distinction between his "a"s and "o"s.

Nov. 21 Louis is still in First Steps in Reading. His ambition spoken of in the last report did not amount to anything but talk. Louie is fond of talking about what he is going to do, but seldom ever does it.

Dec. 15 I can not note much improvement for Louie this writing. He still continues in a restless way, always having some excuse for a poor lesson, the excuse being as poor as the lesson.

Jan. 31 At last I am justified in placing Louie in Second Reader. He having read every lesson very well in "First Steps". I have found it best however to make him understand that I have taken him on trial only.

Feb. Louie is not doing very well in the second reader. I am obliged to remind him of his work constantly. He will often have strings and piece of different things for playthings that he will have under his seat and at the same time he will hold his book in such a manner as if he would give me the impression that he is studying

Mar. Louie Miller continues to be a very restless and annoying boy in school, Yes, and out of school too. I hear reports continually which lead me to believe that Louie gives his attendant very much trouble.

As may be supposed from such a course of conduct he is doing very poor work in school and not much of that either. His chief amusement were he to have his own way, would be to annoy the smaller children - play with strings etc.

Apr. Louie is still fond of play things during school hours, and needs to be constantly urged to study. Has such an exasperating habit of talking out in school, He is very restless always wishing for fun.

May Louies work thus far has proven very unsatisfactory. He is still plodding in the Second Reader and I fear that it will be some time before he is able to begin the Third Reader.

Has not made much advancement in numbers as he has been in the brass room during the greater part of the morning when we have these exercises

Can solve simple numbers to six. For instance "if I have six apples and give half of them away I would have 3 remaining.

June Louie has read to page 157 in Model Second Reader. He does not read very intelligently. I am certain that Louie could do much better if he would apply himself.

Bertha Maur

Dec. 16 Began school. A pleasant obedient child. Rather deaf. Sight good. Can read easy words, such as boy, cat, house etc. Can match colors, knows names of red and black. I gave her twenty-seven sticks to count, and after counting them once she told me there were twenty five. Bertha is an epileptic.

Jan. 30 Poor Bertha,—her hearing is so defective that I feel her school progress is and will continue to be very slow. She is now reading very poorly in First Steps in Reading. Can do such numbers work as 2+1=3 and work those numbers to 10.

Feb. Progress is necessarily slow since her hearing is so defective. Bertha is very much inclined to be idle—fond of staring around the room, and is quite meddlesome too. I find that she does not know all the alphabet. She is very forgetfull and heedless.

Mar. Is doing a little better in reading and has improved in numbers. She has also learned to make almost all of the letters and some of the capitals. Bertha is a very difficult child to interest or work with.

Apr. Bertha has made some improvement in writing. She is also making a very good attempt at letter writing.

May Bertha wrote a letter to her mother last week, with the result that there were several mistakes in each line. She also repeats sentences. "Come and see me" is interspersed all throughout her letters.

June Bertha is not ready for the Second Reader, she is still trying to finish the First Reader. She will need to review that thoroughly before being placed in a new book. If Bertha was as enthusiastic over her school work as she is of dancing I would be delighted. Bertha is extreme fond of play and can not seem to settle herself down to earnest work.

I am sure that she will improve more next term.

George McGraw

Sept. 1892

It is three weeks since school began and thus far George manifests the same nervous temperament and disposition which characterized his school career last year during the first two or three months of the term. I am in hopes that he will soon settle down to work, as he has a little stock of knowledge to begin on which he did not have to help him last year at this time.

Oct. 7 I have placed George in the New First Steps in Reading, he seems to work better since I have given him this book. He is trying to write a letter to his mother and father. I think he will succeed as he is trying very hard. It is surprising how nicely George can write. He is not nearly so restless as he was at the last report and I am hoping that he will be ever more studious than he was the latter part of last term.

Oct. 18 George is trying to overcome his extreme restlessness. He is making daily progress in reading and spelling, being guided by the sound of the word, but almost always spells correctly.

He is reading out page 36 in the new reader. George reads intelligently. It is such a satisfaction to hear him read.

Nov. 1 I am more than pleased with the progress which George is making, especially in writing and reading. He is not a poor speller by any means, often spelling words missed by Henry King, or Eddie Demorest. I am afraid that George will never be able to overcome his nervousness wholly.

While I know that he does not leave his seat with the intention of being disobedient or defiant, I can overlook much that I could not under other circumstances. I would not be surprised, from present indications if George were in the second reader before the close of the year.

Nov. 21 George is making daily progress in reading as well as any member of his class and better than some of them, who are much older and have been in the class for some time. George still finds it very hard to sit quietly in his seat, and unless he is very much occupied with work, he will get into trouble by leaving his seat without permission, and then when I stand him up at the B.B. he thinks it a severe punishment.

Dec. George continues to improve every day. It is wonderful what progress he is making in reading.

I think from present indications that George will be able to begin in the Model Second Reader some time next month. Continues to improve when writing to his mother.

Jan. 27 George passed a very good examination in First Stdrd in Reading so that now he is able to begin in Model Second. He continues to write very good little letters to his mother. Writing one every Saturday. It makes him very impatient when he does not hear from his mother equally as often, and last week he wrote like this – "I would like to know what you are doing that you can't write me a letter."

The above is very characteristic of him and allowed him to write the sentence quoted above, when he was ready to copy what he had written.

Feb. 1 George is doing excellent work. Arranging the works and filling out neatly lesson fourteen in Tablet No. 1. This is work which Eddie Demorest failed to do without considerable difficulty and much tribulation.

I have not dismissed George from the evening drawing class since he could not see well enough to draw by gas-light to warrant my spending any time with him.

George surprised me this morning by making all combinations with 20, for instance 6 + ? = 20 8 + ? = 20 etc.

Mar. I am surprised nearly every day at the progress George is making. He is improving in every way.

Apr. Is doing excellent work in Model Second Reader. When I have the class pronounce the words in concert (I mean the words of the spelling lesson) George is always ahead and often some of the others drop out but George never who continues to pronounce all the list through in a clear distinct manner and and with so much positiveness which indicates that knows what he is doing.

May Can do the work of the B. numbers class who have been working in Lange Numbers Tablet No. 1 to lesson ten. Can count indefinitely. I think he could count to 1000 but have never tested him to that extent.

June Has completed the Model Second Reader in a very satisfactory manner.

Will be able to continue the No. 1. numbers tablet with supplementary black-board work. Can continue the Language work in tablet 1.

George writes a good letter. The last one written this term I will write out in full just as he gave it to me, and before any corrections were made by me.

Faribault Minn.
June 10 '93

Mrs Alice McGraw
319 St. Croix Ave
Duluth, Minn.

My dear mama

continued

I have not received any
letter from you in a good long while
why dont you write to me I should
like to know. Have you got the
house fixed up yet. I guess
I wont come home this summer
because I will have a good time
here and next time it comes va-
cation maybe I will come. Now
write to me soon and give my
love to my father.

Yours loving son,
George McGraw.

Albert Mason

Sept. 1892 I have placed Albert in the "First Steps in Reading Normal Course" and I hope he will be inspired in trying to do something this year broad that he is in possession of such a good book as I beliive the abobe to be.

Oct. 3 Albert seems more contented and willing to learn this year. Has learned the words "top" "my" "box" "one" and can write them fairly well, which is remarkable for Albert.

Oct. 4 Albert is sick in hospital sore-throat.

Oct. 6 Returned to school yesterday.

Oct. 18 I believe that Albert will learn to read this year. He can recognize all the words to page 12 in First Steps in Reading and makes a fair attempt at copying the little lessons in script given in the same book.

Nov. 1 Albert is very slow still I can see hopes for encouragement. To-day I was much surprised at the manner in which Albert tried to write some words that I gave him for B. B. work. He wrote the words "mat" "dog" "mouse" "cat" and several others. This is a decided advancement for Albert.

Nov. 21 Albert has learned a few more words and will it is very slow work with him, still I can feel that he is doing something and after sometime it may amount to quite a considerable.

Dec. 1 I am not able to report any progress for Albert this month.

Jan. 31 Albert is very quarrelsom with his playmates in play-room. Disobedient to his attendant. I have so little to do with Albert in the way of school work, since he is with me one hour only during the day. The first half hour he is in Articulation class, the next hour with me and the remainder of the day is in Brush-room. Has learned to make brushes, but imperfectly as yet.

Feb. I am thoroughly discouraged with Albert. I can not report the least progress, not even in the way of being more obedient and willing to try to learn. I am coming to see more and more every day that Albert seems to have so little memory. He is struggling with the easy words in first steps in reading. Seems to know certain words one day and the next he has forgotten them.

Mar. Albert is making an attempt at writing. Copied the words in script from page 10 so that it was quite legible. I am in hopes that this is the beginning of more

substantial improvement. Albert is such a heidless boy.

April — Albert has the "bad habit". He practices it so excessively that it has become a part of his existance. He is not ashamed in the least and on one or two occasions when coming to ask a question has been caught in the act without seeming to realize what a dreadful thing it is.

I will not be able to do much for him while he continues in this dreadful way. I have had his pants-pockets I sewed up.

May — Having the pockets of his pants sewed up Albert has not found it so convenient to practice the habit mentioned above, and I have not observed his doing it lately. Spends the greater part of day in bush-town where he has learned to make bushes fairly well.

June — I believe that thus far Albert is certain only of the following words and they are the sum total of what he has accomplished, they are, viz; cat, dog, black, large, on, an, run, can.

Can write the words cat, dog, and a few others from copy but not without. The bad habit continues, but more in secret.

George Leavitt

Sept. 1892.

George is a very obedient and industrious boy, but he has not the capacity to make much progress in any direction. He is thoroughly dull.

I have labored faithfully with him in letter writing, but it is the same old story. He can only copy what I have written for him or write that which I dictate word by word, also spelling the words for him.

Oct. 7 I have also placed George in the First steps in Reading in hopes that the new book, which is easy and profusely illustrated would be a help to him. He likes the book and is showing great interest in the language lessons which I give every accompanying reading lesson.

Oct. 18 George is doing nicely in first reader and in numbers work. I still make and solve such problems as, "If I have ten apples and eat two I will have eight left."

Nov. 21 George is making progress in reading but is still very slow comprehending numbers work.

Dec. 30 I think that we need not hope for much improvement in the way of language-work. It seems almost impossible, after much individual work, for George to repeat a simple after me, one containing seven or eight words.

Jan. 31 A thoroughly dull, but quiet boy. Does not learn much from observation, as some children do, but whatever he acquires must be through hard individual training. — so dull in comprehending a simple command. George has been able however to finish the First Steps in reading and is now in Model Second Reader. Always has a good spelling lesson.

Feb. George is in the hospital, has a hard cold and cough to a great deal.

Mar. Still in hospital — He has quick consumption and can not possibly live long. Whenever I ask George how he is feeling, the poor boy's answer is always "better".

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April 9 George died this morning.

Sidney Peterson

Sept. 1892.

Sidney complains so much of headache since the opening of school, and to this I had better assign the cause of his unwonted restlessness in school. He is easily discouraged. If he makes one mistake in writing a letter he does not care to try again that day, but wants to wait until he feels like writing.

Sidney is certainly not so ambitious to learn as he used to be.

Oct. 8 Sidney seems more contented in school. Still has much headache and to-day is complaining of sore throat. He is working on page nineteen in the Elem. Arith. where is doing fairly well. Sidney usually has perfect spelling lessons as well as reading.

Sidney seems to be more resigned to school work and I hope that he will be more like himself before long.

Oct. 15 Sidney read twelve lessons in his reader in half an hour which I consider very good. He is ready for a new book. He can spell all the words in the History in which the class is reading.

Nov. 1 The class in which Sidney belongs are having their examination before having their new books.

Their test consists in writing a story about each domestic animal about which they have been reading. The lessons are arranged in topics, giving How they serve us, Description and general traits. Sidney writes a very good lesson and I only wish that a majority of the class could do as well.

Sidney wrote a very neat letter to his sister which is a credit to him.

Nov. 21 Sidney passed a very good examination in the First Natural History and has been promoted to the Third Reader where I am sure he will do good work. Sidney has also improved very much in writing. Last Saturday he wrote a very nice letter to Mrs. Fanning.

Dec. I have observed some peculiarities in Sidney that did not manifest themselves, or rather had not developed last year. For instance there are days when he does not care for school-work, and is restless, will laugh sometimes at nothing at all, and this makes him seem very silly. Occasionally he can not seem to write a letter, giving for a reason that he "does not feel like it". This is wholly unlike his conduct of last year. I think Sidney seems very impatient many times and grows discouraged very easily. His perseverence of last year has left him so to speak. I am sorry to be obliged to write such a report of Sidney, and hope at the next writing I can write something better.

Jan. I do not think there is quite so much restlessness as during the last of Sept. and the early part of Oct. It does not seem to me that Sidney is just as happy as he was last year. He is doing nicely in third reader work, giving a good outline of lesson, lesson, and usually has good spelling lesson sometimes consisting of 16 or 20 words selected from reading lesson, also giving definitions of words and making simple sentences containing those words.

Feb. The seeming discontent of which I spoke in my last report has entirely disappeared and Sidney is once more the cheerful contented and happy boy of last year. He is making daily progress in reading and language.

Mar. Sidney has been having much headache lately and I do not think it best to allow him to study as much as he is inclined to do. I am more and more impressed each day that Sidney is a very conscientious boy. It does not seem as though he could do anything very wrong.

He never seems to have any trouble with his play-mates is always thoughtful and helpful, and makes himself generally useful in play room by helping the attendant with the most helpless.

April Sidney continues to be the same sweet good conscientious boy that he has always been since I have first known him. Sidney will be able to begin the Fourth Reader next year.

May. Knows the multiplication tables so that he is able to apply them in practical work, seldom giving in an incorrect answer. I am sure that Sidney reasons well in problems that would be considered fairly difficult for a normal child of twelve. Recently Sidney has written some excellent letters and I think they would do credit to almost any boy not any older than he is.

At present Sidney is making a dictionary from words which he has learned. He takes great delight in this kind of work.

June Sidney has completed the multiplication tables so that he can apply them in practical examples involving multiplication and division.

Has completed the third reader satisfactorily. Has also completed language tablet No. 2. Can join the class in geography next term.

William Blocker.

Sept. 1892.

Willie will not be able to make as much progress this year that he did last, since his spasms are more severe and having them more frequently. Also not understanding English his progress must necessarily be slow.

Oct. 9 Willie, to my surprise has made marked improvement in numbers work. He can add and subtract all the figures on the numbers chart in two or three minutes. Has learned to spell such words as "nest" "cat" "boy" "dog" "cow" "chair" and a few more.

Oct. 18 Willie still enjoys school work and if he has spasms less frequently will make much improvement.

Nov. 21 Willie is learning new words very slowly, but he has learned to write and know script letters very well. In numbers work he is very quick making combinations to twenty and addition and sub. very readily.

Dec. Has read to page 12 in First Steps in reading and can understand nearly all the words in the lessons.

Jan. 30 Willie comes to school but part of a day, as he works in brass room during the entire morning session. He is learning English very slowly.

Feb. Can read intelligently the first three lessons on chart, and name the objects he sees in picture.

Mar. Willie is not fond of working in brass room, and asks and often to let him come to school all day. Willie does not seem to be as indistinctive as formerly. I think this is owing to the fact that he has more spasms than he had last year and they leave him feeling very depressed. A few times he has fallen from his seat very suddenly and without any warning of the spasm.

April I am sorry that I can not report much progress for Willie this month. He has been having spasms more frequently of late. Has learned to read 20 lessons in Primary Reading chart, and while he does not know the meaning of each individual word in the story, yet he has a general idea of the lesson so that he can reproduce it in his own broken way.

May 8 Willie has been absent all this month. Spasms.

May 11 Returned to school.

June We have been reviewing the 20 lessons in reading chart spoken of above. I think chart reading is better for Willie than the simplest book would give.

Prescott Cordelia

Sept. 1892

Cordelia seemed more ambitious at beginning at the beginning of term. During the last few days she had been having more spasms and I am afraid this is affecting her disposition as she has been more indolent even than formerly. If I give her work to do she will not make an attempt at it until I must needs force her. Her disposition is to sit idly watching the other children.

Oct. 9 Cordelia is reading on page 26 in Harpers First Reader. I can not report her any more industrious than at the last writing. Can make numbers to ten. Has had no spasms lately.

Oct. 19 Cordelia is not making as much progress as I had hoped she would in the beginning of term. She seems to have relapsed into that inanimate habit of sitting and staring at the other children. If I give her a copy on her slate or on the blackboard she will make no attempt to write the words. When I say "you may stand there until you try" she will stand the whole day, if I would permit her, and not make a mark.

Cordelia could accomplish so much if she would only try, and I shall insist upon her undertaking an effort if it takes up ever so much time from the other children. I have tried

by guiding her hand until she could imitate the word fairly well, and then leaving her to herself she would not attempt it alone. Cordelia is very defiant and not afraid of any one she says.

She has a delusion that she is not feeble-minded and does not belong here.

Nov. 1 Cordelia does not seem to have much life about her. She will go to sleep very often. I can not report any advancement.

Nov. 21 Cordelia is reading on page 61 in Harpers First Reader.

Dec. I concluded that Harpers First R. was too difficult for Cordelia and so I have put her in the First Steps in Reading, where I think she will do very well.

Does not make any attempt at writing. I give her individual instruction and help her form letters by guiding her hand, but all in vain.

I think there is a little improvement in writing marching I think she can do still better.

Jan. Cordelia is not very well. Has been absent several days this month. Spasms. Adds numbers to ten.

Is still very stubborn and quarrelsome in play-rooms. Would like to have her very in School rooms but she is afraid of Miss Baker.

Feb. Cordelia has certainly improved in two directions at least. She is more obedient and industrious in school. Has learned to read all the lessons readily to page 73 in First Steps in reading and also reads the first twelve lessons on primary reading chart. Adds numbers to fifteen.

Mar. Cordelia is improving every day. Is taking an active interest in the Clock-class. Can tell the whole and half hours never making a mistake.

Apr. Cordelia has from two to three spasms daily, being absent several days this month. She has about finished the lessons on reading chart and is nearly through First Steps in reading.

Still not try to make an effort at writing, unless as I guide her hand. I am sure she would be capable of learning if she would only make an effort.

She is familiar with the letters in script naming them all at sight when spelling a word.

May The spasms continue with the effect that Cordelia falls into a deep sleep after each spasm no matter how many times they may occur during the day. Sometimes she will

one at the opening of school in the morning and when going to sleep immediately often will often times not awaken until recess.

June While Cordelia has advanced in reading, she has done nothing whatever with script. can not make a single letter. To-day I would send her to the board to copy some word - for instance the word "eat" she would not make the least effort. I would tell her she could first trace my word and then show her how, taking her hand in mine, I did this repeatedly, and in the meantime gave her little work at her desk, thinking perhaps she felt timid at the B. board but at her seat it was the same she did not try. Often I told her at one time that she could not sleep with her mama if she did not learn to write she would try for that day only, and each succeeding day it was necessary to repeat this threat.

I do not like to threaten and think it is not at all a good plan but sometimes it seems as though that is the only resource.

Cordelia has finished the First Steps in reading, and writes numbers to ten. Can count to twenty. Can describe the pictures in her lesson.

Mary Riles

Sept. 1892

Mary was doing so nicely in in the First Steps in Reading that I put her in the First Natural History Reader. She is not making much effort to keep with her class. I am afraid that the chief trouble with Mary is that she lacks ambition. I believe that she has the capacity for doing better work.

Oct. 9 I can see no improvement in any way. Unless I am constantly watching Mary will sit staring about the school-room. She cares nothing for books.

Oct. 28 Mary has made a change in her program of daily performance. She told me about a two weeks since if I would let her try to read with the little history class that she would work very hard. I allowed her to join the class. For a few days she did very well taking her spelling lessons to the play-room, and studying her regular lessons in school. But the novelty of her new book soon wore off and I must again watch her closely to keep her at work. Mary read seven lessons in the reader during our half hour contest. Mary can do considerable if she would only try.

Nov. 2 Mary thus far has proven herself a very indolent girl, fond of being perfectly idle. Still not responding readily to a question, but will wait and wait to be asked again and again. This is owing to stubbornness. After considerable trouble I succeeded in having her give a very simple outline of a lesson.

Nov. 21 I have taken Mary into the 3d Reader on trial. She & so as well as Florence Kellogg seemed to feel so distressed when I told them that I did not think they could enter the new book, that upto their promising faithfully that they would do better, I took them on trial. I think Mary lacks ambition.

Dec. Mary is showing a little more interest in her work, but is still inclined to be very indolent.

Jan. Mary is capable of keeping on with the third reader class and when she tries she will have a good lesson. The great trouble is she has so little ambition, such a sleepy way about everything she does.

Feb. Wrote a letter with lead-pencil, her hand is not capable of controlling a pen. When she writes, it is necessary for her to guide the pencil with one hand and hold it with the other.

Considering all these difficulties I consider that Mary has accomplished in being able to write legibly as she does.

Mar. Mary is trying to use pen. She is making sturdy effort in this direction, as it wounds her pride to be reminded by the other girls that she can only use a pencil.

April So far Mary has not been very successful in the use of the pen, and I am afraid she will never make a "writer" since, as I have written before, she has not free control of her hands.

Last Saturday she recited a recitation very nicely.

May There is some improvement in writing. She is succeeding better in the use of the pen than I had hoped for. Mary is nearly through with the third reader. Has been having good spelling lessons. Can take sixteen or twenty new words in reading lesson and give definition.

June At the close of school Mary is prepared to take up a new reader having finished Harpers Third.

In numbers can go on with her work in No. 1 numbers tablet together with the supplementary object work. Wrote a good letter, used the pen. Can begin in Language tablet No. 2. Will also be able to take up the geography work next term.

Thor Walstead

Sept. 1892.

Thor seemed very much dissatisfied at having to return to school. He wished very much to remain with the Farm boys at the farm where he spent the summer vacation. He has grown very rough in his manner and has seemingly lost all interest in school work. It is a constant struggle with him to try to have him do any thing.

He became angry in school the other day and refused not try to control his anger. When I spoke to him about it afterwards, he said that he could not help what he did when he was angry.

The other evening he came to class feeling ugly over something which occurred in the playroom. During the exercises at the black-board he hit the board so furiously with his fist as to break the plaster and cut his hand, and then took his seat and thumped very hard on the desk. When I called Miss Baker his said that he could not help it that he gets mad.

When Thor is pleasant he is a nice looking and lovable child, but when the fits of passion overtake him he loses all control of himself.

Oct. 9 Thor is more resigned to school work, and I do not have as much trouble with him as at the commencement of term.

Oct. 18 I have tried to see what extreme kindness and much attention would do, and I find that it does not help me out very much, when Thor takes a notion not be stubborn and sullen he will simply be so no matter what I try to do.

For instance he will come to the evening school feeling all out of sorts, and will make no effort whatever to do any work, but will sit and frown in the most dreadful manner. Other times he will come and do so well that one hope rises only to dashed to pieces, when I least expect it.

Thor is anxious to have a new reader, but he is not ready for it, and I am afraid will not be very soon, as he makes so little effort to read. As he is so deaf and pronounces so poorly, I am afraid that he will never read well, even in the easy books. In the half-hours contest in reading, read but six lessons, and missed many words at that, while others of his class read ten and twelve lessons scarcely missing a word. Thor being at the Board room so much of the time, is another serious hindrance to progress in school work.

Nov. 2 I have the same old story to report, that is, unless Thor is fond of the work in hand he will not manifest any interest nor even try to do half his best, so to speak. I have ceased, (for a time at least) reporting him to Miss Baker, as that only tends to make him think that I dislike, and then in that case he is only the harder to manage.

Thor does not like language work, and so he does not try to take any interest. He could write a very interesting outline I know, as he has been familiar with each succeeding lesson

besides having perfect spellings, and then too he can write a four or five paged letter with very little help when he takes a notion. He wrote a long letter to Mrs Leib, his former attendant, it was well written, observing capitals, punctuation etc. There were very few words miss-spelled.

Nov. 21 Thor is improving in reading. He is more obedient and willing to do any work that I may give him.

He was very much pleased to have a 2d. reader having completed the First Natural History. He began the work in the third reader Monday morning.

Jan. 15 Transferred to class of large boys. Thor had the idea all this year that he ought to be classed with larger boys. He is constantly thinking about the farm and declares he will be so glad when summer comes so that he can go and stay at the farm all the time. He was there last summer and now he thinks the school deph is too confining.

