

Faribault State School and Hospital. Individual School Records.

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Version 3
August 20, 2018

Boys.

September 1892,
to
June 1893.

Miss M Lean
Teacher.

Grade One.
8:30 to 10.

1. Blakesley, Lawrence
2. Comstock, Carlos
3. Jamison, Harry - Sent to Rochester Jan. 6 '93.
4. Leppert, John
5. Morinville, Edmond - Given industrial work entirely - Feb. 15, '93.
6. Oleson, Gulle
7. Oaks, James
8. Rudewald, Henry - Home - Dec. 28 - '92.
9. Raking, Willie
10. Salsbury, George - Home May 12 - 1893.
11. Smith, Eddie
12. Winther, Laurith
13. Müller Willie - Admitted April 20 - 1893 -

Program.

A Reading - Blakesley, Jamison, Salsbury, Smith
B " - Comstock, Rudewald, Raking, Leppert.
C " - Winther, Morinville, Oaks.
Numbers - By the Whole Grade.

Assigning Work.	8:30 to 8:35
C Reading	8:35 to 8:50
B " and Writing	8:50 to 9:10
A " "	9:10 to 9:30
Numbers	9:30 to 10:00

On Tuesday and Friday - instead of the usual work in Numbers we have lessons on form, color or some other general exercise, such as description of picture.

Index to synopsis of each boy's work on page 156.

Grade Two.

Program.

Samuel May reads alone in 2nd. Reader.

A Reading
Henry Cluka
Samuel Cox
Grant Dennis
Alfred Erickson
Gulle Oleson
Christian Solberg
Sheridan Subilea
James Welsh-

B Reading
Frank Aldrich
Ralph Michie

Numbers
Henry Cluka
Grant Dennis
Christian Solberg
Frank Aldrich
Ralph Michie

Geography-
By the Whole Grade-

Grade Two.
10:30 to 12:15

1. Aldrich, Frank
2. Cluka, Henry
3. Cox, Sam
4. Dennis, Grant
5. Erickson, Alfred
6. Lockwood, Charlie
7. May, Samuel
8. Michie, Ralph
9. Oleson, Gulle
10. Solberg, Christian
11. Subilia, Sheridan
12. Welsh, James
13. ~~Winther, Laurith~~
11:45 to 12:15
14. Chambers, John
15. Green, Charles
16. Johnson, Theodore. Home Nov. 14, '92.
17. Lystad, Eddie
18. Martinson, Martin
19. Portner, John
20. Snow, Ray
21. Sloggy, Willis.

Andrew Warden
entered Nov 16 - 1892.
Thos Mallalieu
entered Jan. 15 - 1893
Went to Farm - June 3. '93.

Program.

B Reading and Writing	10:30 to 10:50
A " " "	10:50 to 11:15
Samuel May	11:15 to 11:25
Numbers	11:25 to 11:45
Geography	11:45 to 12:15.

Grade Three.

A Arithmetic.
John Chambers
Alfred Erickson
Charlie Green
Theodore Johnson
Martin Martinson
John Portner
Hillis Sloggy

B Arithmetic
Samuel Cox
Charlie Lockwood
Ray Snow
Sheridan Subilia
James Welsh

A Reading
John Chambers
Charlie Green
Martin Martinson
Hillis Sloggy
Eddie Lystad

B Reading
Theodore Johnson
John Portner
Ray Snow
Charlie Lockwood

Grade Three.
1:30 to 3.

1. Chambers, John
2. Cox, Samuel
3. Erickson, Alfred
4. Green, Charlie
5. Johnson, Theodore Home - Nov. 13 - 1892.
6. Lockwood, Charlie
7. Lystad, Eddie
8. Martinson, Martin
9. Portner, John
10. Sloggy, Hillis
11. Snow, Ray
12. Solberg, Christian
13. Subilia, Sheridan
14. Welsh, James.

Program

General Exercise	1:30 to 1:40
B Arithmetic	1:40 to 2:00
A "	2:00 to 2:20
A Reading	2:20 to 2:40
B "	2:40 to 3:00

Eddie Lystad recites in Arithmetic with the A class but is much in advance of them.

Grade One.

		Pages
A	Reading	7 to 17
B	"	18 to 28
C	"	29 to 39
	Numbers	40 to 50
	General Work	51 to 56

Grade Two.

B	Reading	57 to 67
A	"	68 to 78
	Numbers	79 to 89
	Geography	90 to 100

Grade Three

B	Arithmetic	101 to 110
A	"	111 to 121
A	Reading	122 to 132
B	"	133 to 143
	General Work	144 to 154
	Individual Reports	157 to 176
	Punishment	155 to 156

Grade One

A Reading.

Lawrence Blakesley
Eddie Smith
Harry Jamison Ralph Michie
George Salsbury.

October.

Although these boys have been reading in the First Reader for some times I have thought it best to give them a review of it. We began with the first lessons with which they all seem familiar and and read and spell all the words. George Salsbury can not keep up with the other boys, but he would do no better in any class. He does not seem to be able to remember a word any length of time after he has learned it. He writes very nicely. Can write any words from the print, but sometimes is confused about the making of the letters "C" and "e" writing one for the other. Harry Jamison has been in school very little, as he has had several attacks of epileptic mania and has not been permitted to be with the other boys. Lawrence Blakesley and Eddie Smith can work together very well. Lawrence can write a little better than Eddie and he never loses an opportunity to taunt Eddie with this fact.

Nov. 23rd.

I began work with the school boys on the farm at this date, and do not have chang

Grade One

of this grade - These boys are now reading the lesson on page 30. Lawrence and Eddie are able to use all the new words as they occur, to write sentences from dictation; and to form sentences with the letters. Sometimes in using the letters, if they are taking a sentence from script they will make a mistake about some of the letters - Putting the capital N - upside down - using an "u" for an "n" etc. But if their attention be called to any such errors they can correct them alone.

Grade One.

February 14.

Miss Baker going away made it necessary for me to give up going to the farm and take up the work with this grade again. Our regular work has been interrupted by the extra work we have been doing for the Waldo's Fair. While we have been doing this the children have been given busy work.

March.

Some changes have been made in this class. Harry Jamison has left school - Ralph Wiehe, not being able to keep up with his class in Grade Two, is now with this class and is doing quite well. They are now reading on page 40 of Harper's 1st Reader. For busy work they write sentences supplying omitted words, form sentences with the letters, copy reading lessons, etc.

April

Reading on page 50 of Harper's 1st. Reader. Have had supplementary readings from black-board. We will lay this Reader aside for a while now and use the primer of the Normal Course in Reading. The boys have improved in their writing, but do better work on the black-board than on their slates.

Grade One.

May.

Reading lesson on page 27 of the primer of "The Normal Course in Reading." They write the new words in each lesson from dictation, use the words in sentences - sometimes writing such sentences sometimes forming them with the word-builder. They have learned to know the difference between the "d's" and "p's" - "u's" and "n's," etc, and seldom put them in the wrong places. Although they know all the words in their reading lessons, and seem to understand the little stories they read, their reading is very monotonous.

June.

They are now reading on page 34 of the primer.

Grade One.

B Reading,
Carlos Comstock,
John Leppert,
Henry Rudewald,
Willie Raking.

September.

The work with these boys this month has been to encourage them to talk - ask questions - describe objects - pictures have not been used at all. Our first talks were about a bat. What is its use? Of what is it made? Color? Shape? Hard and smooth etc. The boys were encouraged to form complete sentences. They did different things with it and each told what he did. Carlos put the bat on the table and said, "I put the bat on the table" - under the table - by the table - near the table - John put it into the corner and says "The bat is in the corner" Some other boy says "I see the bat in the corner." Before the bat was completely worn out, a ball was introduced and formed the subject of conversation for several mornings - We found the ball to be white, round, smooth and hard - In what respects was it like the bat? Covered with leather - We roll it, toss it, throw it, catch it - and do many other things with it. One morning while John Leppert was playing with it he gave us the following sentence, "The ball is rolling," and when it stopped he exclaimed in great glee,

Grade One

"The ball is stilling!" In the same manner we have talked about many objects.

October.

We have begun to write such simple sentences as "I see a boy." "I see a girl" - a book, a bat, a ball - a cup - While using the words I - see and - a - repeatedly we have been able to introduce a new object word every day. As the children learn the script words and sentences, the printed form is shown them and then for busy-work they are required to make the sentences with the letters. They have not had any trouble in learning both the script and printed letters. Have not been required to spell except as they are asked to make as many words as they can without having them to look at.

Nov. 23rd.

We take new words very gradually. The children are becoming so familiar with the letters that they can name all the letters in the words that they know. No effort is made to have them learn to spell the words. In all our reading we have only such sentences as the boys give in describing the objects - e.g.

I see a white ball.
I have a white cup.
The ball is round.

Grade One.

I have one bat.
I see the white cup.
I have one book.

In forming such sentences with the letters they are very careful to use the capital "I" and capital "I". They have not been told anything about the period yet. They can all write the words "see" and "one". Henry Rudewald and John Leppert will learn to write much more rapidly than either of the other boys. Carlos forms the letters in the word "one" very nicely but cannot make the letter "s" without some help. Willie Rahing cannot be depended upon for anything. Some days I am in despair and think that he will never do, or know anything; and then he will seem to be doing as well as the other boys. Henry Rudewald writes a number of words.

Grade One.

February.

Some changes were made in this class. Henry Rudewald went home Dec. 28, '92. Carlos Comstock has improved so much that he can go in advance of this class, and for a while at least, I will work with him alone. George Salsbury can not keep up with the boys in the A class, so he will fall back into the B class which now consists of

John Leppert
James Oakes
Willie Rahing
Lauritz Winther
Geo. Salsbury.

We do not use any book or chart but continue the lessons from objects - reading from the blackboard. Their progress is very slow. They are improving in language work - but cannot describe any object without the suggestion of questions.

March.

Our regular work has been greatly interrupted this month - Some of the boys have been in the shop most of the day. While we did special work for the "World's Fair", the boys were given busy work of various kinds.

April.

Our reading lessons consist of talks about objects or pictures of objects. When the children have

thoroughly discussed any object, as "a cat", "a dog" etc- the name of the object is written until all are as familiar with the symbol as with the object itself. In talking of an object or a picture they are required to give complete sentences, as "I see a dog." "The dog is large" "The cat is black." In giving them busy work, I sometimes give them only the name of the object to copy. They do not write independently so they seldom write except at the black board under my direction.

May.

The children have improved quite a good deal in their ability to describe an object. They do different things and tell what they have done- As, one takes a book and as he puts it in various places he gives such sentences as, "I put the book on a chair." "I put the book on the table." "I put the book under the chair" " in the drawer of the red table - in the box on the white table". Or one boy will do certain things and the other boys will tell what he does- as "John shut the door." "Willie opened the window." "James made a mark on the board." "George rang the bell." They do not remember the words as they are written very well. We have had to drill and drill and drill on the same words. On the next page is a list of the words we have written for the class. Not all the boys know

all the words- Probably in a month not a boy would know a single word. Yet these words have been used by them nearly every day. James Oakes can form a number of them with the letters without having the written word to look at, and yet he sometimes cannot tell one word from another.

boy	run	the	and
girl	play	a	on
chair	catch	an	in
box	is	pretty	
table	are	white	
bat	has	red	
ball	have	black	
book	can	large	
cup	ring	small	
cap		this	
bell		that	
		one	
		long	
		short	

June.

Have not attempted to teach any new words this month. James Oakes has learned to write his name "James Oakes." Have drilled on the above words in language "work- ising each word in as many different relations as possible without introducing new words. The school work in all grades has been greatly interrupted by the operetta and outside work.

Grade One.

6 Reading. Louis Weither,
Edmond Morinville
James Oaks.

September -

Have spent a certain time each day in language work - The work has been precisely the same as that with the B Class except that these boys can not cannot go over the ground so rapidly. Edmond Morinville is learning to speak English and expresses himself very well. It is difficult to get a complete sentence from any of them. A great deal of time has been spent on having the boys obey such commands as, "Put the ball on the table - under the chair, near the door. Open the door - close the window."

October -

Have continued the language work - Have played with and talked about the bat and ball - Have given them the script form of the words, bat, ball and boy.

Nov. 23.

They are beginning to be able to give such sentences as "I see a bat." "I see a boy." "I see a ball." They can read the above sentences and make them with the letters. They are not always independent in reading even these few words and I sometimes think that they should

Grade One.

not be required to read. The principal effort should be to have them describe objects, actions etc.

February.

Class report on page 21. Classes were re-organized at this date.

Grade One.

Numbers.

Lawrence Blakeley
Carlos Comstock
Harry Jamison
John Leppert
Edmond Morinville
James Oaks
Henry Rudewald
Willie Raking
George Salsbury
Eddie Smith
Laurith Winther.

September.

Our work has been almost entirely oral. One or two in this grade could take up numbers more rapidly than the others; but, for want of time, I have thought best to have all work together. We use objects entirely. We first began with one objects. The children mentioned all the objects that they could only see one of. They did various things once, such as, clap hands once - bring one book - make one mark - ring the bell once and so on. Then we began to talk about two objects - They mentioned two of every thing they could see or had. Performed certain actions twice - Told stories about two objects, e.g. I take one book and put it on a chair, I get another book and I have two books. We had several small wooden balls and they represented eggs. The hen laid one egg to-day and one to-morrow we have two eggs. Mother wants

Grade One.

to make a cake and we go to the nest and take one egg - there is only one egg left. A bird had a nest with two eggs in it - A bad boy took one egg out - there is only one egg left. If I have two sticks of candy I can give two boys a stick apiece. Days and days are spent on the numbers one and two. Nearly all the boys can tell some little story about them.

October.

Have taken up the number three - The children delight to use objects and make stories about them. They build a nest and put eggs into it - take them out and dispose of them in various ways. A picture is drawn of a room and they furnish it with chairs, tables, etc.

November.

Little counting games with beans, grains of corn, blocks and sticks are very useful to the children. In using the colored sticks they enjoy such exercises from dictation as - Put down two red sticks, three yellow sticks, four green sticks. They have only studied to the number four.

February.

No written work has yet been attempted. We have work with four objects and with names of objects to four. With this class I have found many useful

Grade One.

suggestions in "Arithmetic for Young Children."

March.

We have introduced work with money. Have transacted business on a small scale, buying and selling articles costing not more than one cent. The children readily pay for two, three or four eggs at one cent each. Tell such stories as "Two sticks of candy at a cent each will cost two cents" and give the right change to pay for it.

April.

Have attempted written work this month. The boys read and write the numbers 1 and 2. The oral work has been carried to 5 objects.

May.

Read, write and combine numbers to 5. In writing and combining numbers the objects are always used.

June.

Can combine numbers to 5 without objects. They do simple oral work with 10 objects, know the cent, nickel and dime. Know that two nickels make one dime. Read and write numbers to 6.

Grade Two.

B Reading,

Grant Dennis,
Sheridan Subilia
Frank Aldrich
Henry Cluka
Ralph Miche

October,

Grant Dennis, Sheridan Subilia and Henry Cluka were reading with the boys in the A class at first, but they could not work to advantage with that class. They can, perhaps, do better work than Frank and Ralph, but I thought it might be an advantage to those two boys to be in a class with those brighter than themselves. We received the first pages of Harper's First Reader in September - and this month we have read from page 21 to page 28. A number of the boys forgt so quickly that it requires almost constant review to keep the words in their minds. I have made a great effort to have them read edsily and naturally, but it seems impossible to get them out of a monotonous habit. I have endeavored to have them tell the story of the reading lesson, but they cannot do it, except in answer to questions. Some time is spent everyday in writing sentences from dictation. Grant Dennis does better work in this way than any other boy in the class. Ralph Miche cannot remember a sentence of four or five words, but has to be told each word as he writes it. Sheridan, Frank and Henry are apt occasionally to omit a word.

Grade Two.

November 30.

Finished the review lesson on page 37. As each new lesson has been taken up, stories have been written on the board containing the new words. The boys give sentences containing such words - Every lesson is a language lesson. The picture is described - questions asked and stories told about different things which are suggested by the pictures. I find that constant review is needed to have the boys remember the words in previous lessons. Some have great difficulty in distinguishing "what" "from" "that" "was" "from" "saw" "here" "where" - "there" Grant Dennis seemingly could not remember the word what - so I wrote it on a card which he carried around with him - When he came to the word in his reading he had to be asked, "What word is on your card?" before he remembered it - He knows it now, but is struggling in the same way with the word "him."

December.

Reading on page 43. We take the words in each new lesson and use them in short stories on the black-board. I find that even when the boys seem perfectly familiar with certain words in a lesson, if those same words are used in a different relation they do not know them. So every new word must be given many times and in several relations. For this reason we take few new lessons.

Grade Two.

January.

Reading on page 55. We are now going to lay aside this Reader for a short time and take up the Primer of "The Normal Course in Reading."

February.

The last two weeks of this month has been principally given to the "World's Fair" work and other work has been at a stand-still. We have read to page 14 of the Primer.

March.

Ralph Michu has been transferred to Grade One, as he is not able to keep up with this class. The other boys are more than usually interested in their reading. They are beginning to study more than they did.

April.

Reading on page 31 of the Primer. For language work they use the new words in sentences, fill blanks in sentences, . Make with the letters sentences from dictation.

May.

Reading on page 45. As we begin to have words that they have not seen before in their older Readers their progress is slower. We have tried an exercise in the class this month that has had

Grade Two.

good results. Such sentences as
"Put the ball into the red box";
"Give me my clock";
"Put the nest under a chair";
and many others containing
similar directions are written
on the board, and the boy who
reads it the quickest can do
what it tells him. Sometimes
one reads it as quickly as another
and then there is a grand rush
to be the first to perform.
For busy work each writes a
story about what he did in
the class.

June.

Reading on page 50. The
last three weeks these boys have
not been in school. Grant and
Frank have been helping to
make the costumes. Sheridan
has been practising for the
operetta and Henry has been
detailed to outside work.

Grade Two.

A Reading,

Sam Cox
Alfred Erickson
Christian Solberg
Andrew Hasslen ent. Nov. 16th.
James Welsh
Sulle Oleson.

September.

We received the first twenty-eight pages of Harpe's First Reader. Special attention is paid to language work – sentence building etc. James Welsh is able to do class work this year – Always before this he had had to work alone. Sam Cox does not do any better work than the other boys in the class; but it is a great improvement for him to try to do anything.

October.

Have read to page 41. The boys are beginning to be able to make some preparation for a recitation. They feel very much mortified if they fail in their spelling. One corner of the room they have dubbed "The Don't Know Corner," and when an unlucky boy fails to spell a word, he is escorted to this corner, where he has to remain until he knows the word.

November.

The boys are now reading on page 51. They will all use the new words of each lesson in sentences – Write sentences supplying

Grade Two.

omitted words. They can tell the story of the lesson in answer to questions. And a few of them can tell it without any suggestions.

December.

We are now reading the lesson on pages 62 & 63. It is a review lesson and I find the boys do not have much trouble with the lesson. They have more difficulty in spelling than in reading so we have organized a spelling class and work for "merits."

January.

Lesson on page 77. We sometimes spend two or three days on one lesson. After we have read the lesson in the book I will give them several stories on the board, which calls into use all the new words we have had and gives them a review of other lessons. The plan of working for merit marks has worked very well this month. The boys study and that is a great point gained.

February.

Thor Walstead was transferred to this room Jan. 15. As he was in advance of our 1st. Reader class and not able to read with the 3rd. Reader class, he and Andrew Hasslen were put into a class together. We took up "Easy Steps for Little Feet." The boys in the 1st. Reader are now reading the lesson on page 98.

Grade Two.

March-

Our work this month has been hindered by the work we have been preparing for the "World's Fair." Some days we were not able to recite, but the boys were interested enough to study. They are now reading on page 109.

April -

Our lessons this month have been supplemented by black-board readings - Language work, describing pictures - writing complete answers to questions, etc. Reading on page 122.

May 31-

Have completed 1st. Reader and read to page 277 "The Normal Course in Reading." The boys are very much interested in their reading and seldom have to take a lesson over.

June.

Read lesson on page 47 of "The Normal Course in Reading." Sam Cox has not done anything this month. Has been very troublesome in school and every place else. Andrew has been out every day practising in the band & the operetta.

Grade Two.

Numbers,

Henry Cluka,
Grant Dennis,
Christian Solberg,
Frank Aldrich
Ralph Micke. (In Grade One)

September,

The work with this class will be almost entirely oral. We began with the number one. Recognize one object - write the number in Script - Make the figure 1 and one in Roman letters. The numbers 2 and 3 were taken in the same way.

October.

Have taken the numbers 4 and 5. Write them in Script, Arabic and Roman. Combine numbers to 5. Counting with objects to 10.

November.

Have always reviewed from the number one every day. Have such exercises as, 4 books and 1 book are 5 books - 1 book from 5 books leaves 4 books. I show the class 5 objects - have them close their eyes, I remove two or more objects and have them tell me what I have done - Sometimes I show them 2, 3, 4 or more objects and add 1 - 2 - or 3 to the group, and have them tell what has been done. They can tell quite readily with six objects.

Grade Two.

December.

Have gone over almost the same work but have had more written work than before. Sometimes we do not accomplish anything in written work even when the boys seem to thoroughly understand the oral work.

January.

Ralph Michie did not seem to be able to keep up with this class in either numbers or reading. So he was transferred to Grade One.

The class has performed simple operations with six objects. Have not done any written work this month.

February.

This month instead of having work in numbers we have devoted the time usually given to that to writing

March.

Have spent much time on reading Roman numbers. Some of the boys read the Roman numbers to X.

April.

It almost seems as though the time spent on Numbers work was wasted. The progress made from week to week is so little as to be imperceptible. We drill and drill and drill on the same things and yet no advance is made.

Grade Two.

May.

Have had such exercises as. Make 2 marks, make 2 more. How many have you?

Walk four steps. Clap your hands five times. Tie five knots in a string. Put down three yellow cubes and two red cubes. How many? Make the number that means that many.

Give me three cents. now how many more must I have to make six cents? Write the word — five times.

Put three pebbles on the table, write the number three. put two more pebbles. write the number two. How many pebbles have we? Write the figure that means 3 and 2.

The boys vaguely illustrate such stories as, "A tree growing in our yard had three large branches. One branch was sawed off. How many are left?"

"A nest had five eggs in it and three eggs were taken out. How many are left?"

June. Henry Cluka has been detailed to outside work almost every day this month. Grant Dennis and Frank Aldrich have been working on the costumes, so have not been in school the last three weeks. The school work has been so broken into that we have accomplished nothing

Grade Two.

Grant Dennis can combine numbers to 10 - by using objects. Will write out an exercise like this

.. $\frac{2}{4}{6}$ ... $\frac{4}{3}{7}$ or will write the numbers and combine them. We can not tell how many one and two are without the objects.

Grade Two -

Geography -

September -

Our lessons in Geography have been oral and all the boys in the grade have been very much interested in the work - Our first lessons were such exercises as would develop ideas of place. They distinguished between right and left hands, right and left feet, elbows, ears, cheeks, and objects to the right and left of them. When they could all readily distinguish right and left positions, they were taught the terms, front, back, rear, before, behind, above, over, below, under, near, by the side of etc. Objects were placed on a table in front of them and the boys would describe their position, as, The cup is in the middle of the table, The slate is on the right-hand end. The clock is on the left-hand end. etc - Sometimes all the objects were removed and different pupils were required to place them in their former position - Sometimes they placed them as directed, either by the teacher or some pupil - thus, Put the book in the centre - Place the cup on the nearest right-hand corner, The clock on the farthest-left-hand corner, etc - These exercises were begun with three objects and continued until we used as many as ten objects.

We next had exercises in Representing Position. -

When the boys were able to describe the position of objects - place them in position from descriptions - replace them from memory - they were taught to

Grade Two

represent their positions on the black-board and their slates. They were shown how to represent the surface of the table and the position of each object on it. I said, I wish to draw lines to represent the sides of the table or its boundaries, so that you can see on the board the shape of the surface of the table - I wish to represent the position of the table and the objects upon it as they would look to you if I should take the top of the table and place it against the board, as we take up a slate and place it against it. By questions the boys are able to tell me how the lines should be drawn to represent the sides of the table. They direct what I shall do. They have no trouble in marking the position of the various objects we place upon the table.

October.

After we had made several representations of the surface of the table, and marked the position of from 3 to 10 objects upon it, the boys were asked to make a copy of it upon their slates and to mark the position of the objects as directed. They marked the position of the objects from memory - Next they described the location of different objects in the school-room - e.g.

The door is in the right-hand corner of the room.

The teacher's desk is in the front part of the room.

The radiators are on the right and left sides of the room.

Grade Two.

Next the shape of the room was represented on the board. They learn that the walls are the boundaries. They marked the position of various objects that occupy space on the floor - located the doors, windows, etc. They then drew the boundaries on their slates and represented the position of the objects in the room.

November.

Our next exercises were to develop Ideas of Direction.

They had exercises to show the necessity of fixed points of direction. If I stood in a certain place, to walk to my table I must go to the right. If I changed my position I must go to the left. again the table might be in front of me - behind me, etc. They were shown that they must know when a person stands before they could direct him by the use of the terms, right and left, which way he must go to reach a given point. Our next exercise was to teach the points of the Compass. They were asked to show when the sun rises, that is east. where it sets - that is West. They named different objects on the east and west sides of the room. They told of buildings outside that were in those directions from our room - etc. They were then told that if they stood with the right hand toward the east, in front of them was North, behind them was South. Pupils were required to walk in these different directions and tell in what direction they had walked. They had numerous exercises of this kind until each could readily tell these four points of the Compass. They then learned the intermediate points - N. E., S. E., N. W., and S. W.

Grade Two.

They applied their knowledge of direction by telling the direction of objects in the vicinity of our school-room.

Our next lessons were to develop

Ideas of distance.

We talked about finding distances by measuring. The carpenter measures with a rule, the merchant uses a yard stick, etc. They were shown a foot rule and their attention was called to its twelve equal divisions. They learned that twelve inches make one foot. We next took a yard measure and learned that three feet, or thirty-six inches make one yard. We measured a rod and found that 5½ yds. or 16½ ft. make a rod. They had many lessons on estimating lengths of different things and then measuring to verify their estimations. They were provided with foot rules, yard sticks and cords which were 16½ ft. long and found the distance of different objects from our school-room. They were drilled on giving the relative distances. They named objects that were near and those that were more distant. They then began to represent on the blackboard the direction and relative distance of the objects they had named. They learned that the objects that are North must be represented at the top - those that are South at the bottom - those that are East on the right side, those that are West on the left side.

Grade Two.

December.

Exercises of a similar nature have been continued this month. Lessons have been given to develop ideas of Boundaries and Maps.

We began by drawing a map of the school-room. They knew that the line representing the north side of the room must be drawn across the top of the black-board; the one representing the east at the right hand side; the one representing the south at the bottom; and that representing the west at the left-hand side. They were asked to notice which way our room was longer - and to draw the lines to represent its length. They were told in what parts of the room the doors and windows were and made marks to represent them. They next represented the positions of the principal objects in the room. An exercise that pleased them very much was drawing an outline of the room on the floor and placing objects to represent the different articles of furniture in their relative positions within this drawing.

Grade Two.

January.

The idea of boundaries has been developed by questions - e.g. What do the lines that show the shape of the room represent? Its walls. How many walls has the room? Four. These walls are the boundaries of the room - they fix its size. How many walls bound this room? How do we represent the boundaries on the board? Fences, stone-walls, rivers, etc. as boundaries of fields, farms and towns were spoken of.

We then began to draw a map of the grounds, locating the wood-house, root-cellar, hospital, barn, stable, etc.

February.

To give some idea of the scale of a map we drew two maps of the school-room on the blackboard one small, and the other about three times longer and wider. The boys then told in what respects they were different. Their attention is particularly called to the fact that the two drawings are alike in shape, and differ in size only. We then measured the table and found that it was five feet long and three and one-half feet wide. We then represented the surface of the table on different scales - two inches to the foot and one inch to the foot. We then measured the school-room, and drew it on diffrent scales. The distances between the different

articles in the room were measured, and shown correctly in the map. It took several days to draw such a map of our school-room on the black-board. We did not draw a map of our grounds on any scale, as the grounds are so extensive the measurements were difficult to get.

March.

We began our first lessons in geography with talks on those features of land and water with which the boys were already familiar. We began by asking questions that all could readily answer. How many had sleds? What were they for? When can you ride on a sled when there is no one to draw it? The answer "when we go down hill" was forthcoming immediately. What do we call the highest part of the hill? The lowest part? The part on which you ride down? And we get the answers "the top" "the bottom" "the foot" and "the side". Then finally the definition of a hill.

We next talked about a river. The children know that a river grows larger by having other small streams flowing into it and learn the term branches for these. We speak of the head or source of the river and its mouth. the land along along its sides the bank.

In the same way we learned the definitions of island, valley, plain, mountain, lake, village, city.

April,

In a similar manner we proceeded to bring out definite ideas of a railroad, a canal, a strait, an isthmus, etc. until our lessons embraced all forms of land and of water.

We then talked of the size and shape of the earth. For illustrating the shape of the earth we used such objects as peas, marbles, balls, oranges and globes of different sizes. They notice that while the pea is small it represents the shape of the ball, the ball represents the shape of the orange - etc. All are alike in shape but differ in size. They know that each is a sphere. They are told that all the spherical objects; pea, ball, orange, etc - resemble the globe in shape and that the globe resembles the shape of the earth but differs from it in size. They know that the earth is a very large ball - so large that we can see only a small portion of its surface and that is the reason it appears to be flat. They were then told some of the proofs we have that the world is round. Constant review has been given all the time.

May.

The use of the globe was explained. That its surface represents the surface of the earth and we can see the shapes or boundaries of the land, and the water on the surface of the earth. They see that there is much more water than land and learn that the large bodies of land are called continents - the large bodies of water oceans. They find the oceans on the globe and learn their names. They also learned the names and location of the different continents. We next took up the different countries of the globe - finding them on the globe and map - associating them with such people, productions or animals found in them, as were familiar to most of the children. Africa - the home of the negro race. Asia - where is found the elephant Europe - where we find the homes of the Germans, French, English, Swedes, Norwegians, Scotch, Irish, etc. South America - where we get rubber and North America, the country in which we all live. They have learned the names of the countries in North America; the oceans surrounding it; the boundaries of the U. S. the names of its great rivers and lakes; some of its principal cities. The boundaries of Minnesota; its largest cities, rivers and lakes. Have drawn a map of Rice Co. locating Faribault, Northfield, Warsaw, Morristown, Prairville, Hazelwood, Dundas, Cannon City,

Richland - Fresh Lake, Cannon Lake, Robert's Lake and Cedar Lake. Straight River and Cannon River. The surrounding counties - Scott, Dakota, Goodhue, Steele, Waseca and LeSueur.

June. So many have been out of school this month that our Geography work has been principally a review of what we have gone over during the year.

Grade Three -

A Arithmetic,

John Chambers
Charlie Green
M. Martinson
Willis Hoggy
Eddie Lystad
Alfred Erickson.

John Portner.

September,

We have been using Franklin's Elementary Arithmetic. This month we have done the work contained in the first twenty-two pages - in addition to other work of the same kind. Have drilled on the multiplication table of 2's, 3's, and 4's. also in combination of numbers rapidly.

October -

Have gone over the work from page 23 to 33. This includes examples in Addition, Subtraction and examples combining Addition and Subtraction. Martin Martinson is not able to work with the class. He seems to have no power to reason. Alfred Erickson is not able to read any of the examples, but if they are read to him he is able to work them.

November 30.

The boys have had continued drill on the Multiplication tables and Addition Tables. They are at present working the examples on page 41.

Grade Three.

December.

In addition to the multiplication tables have drilled on the tables of U. S. Money, Liquid and Dry Measure. Have used the pint, quart and gallon measure - Also the pint, quart, peck and half-bushel measure. Have had a great deal of drill in buying and selling different commodities using these measures.

January.

The boys understand the principles of Addition, Subtraction and Multiplication - yet they require constant drill to acquire quickness and accuracy. Have drilled on the Time Table.

February.

Our work has been made as practitcal as possible. The only advancement has been in their being able to perform their work a little more accurately than formerly.

March -

Our class work has been hindered by the individual work we have been doing for the "World's Fair".

Grade Three.

April.

Alfie Erickson and Thor Walstad are working in Long Division. Alfie can divide with three & four figures - Thor has used only one figure so far. John Portner is very slow about taking up Long Division. The other boys have not attempted it.

May -

The first week of this month was spent in learning Long Measure. They were all provided with a foot-rule - and each built up the table for himself - Everything in and around our school-room has been measured. Distances from the school-room to certain places have been found in rods - then each found how many - yds - ft. and inches that would be, etc. The next week was spent in a review of the other tables we have learned including the multiplication tables.

June. Our work has been so interrupted by other things, as elsewhere reported, that this class has not visited as a class this month. John Portner has learned to divide with one figure by long division.

Grade Three.

A Reading.

John Chambers
Charlie Green
Martin Martinson
Willis Sloggy
Eddie Lyslad.

September.

Owing to lack of time these boys have had no regular reading lessons. They have taken turns in reading short stories to the school. or looking up a story and telling it to the school. This I found to be excellent practise for them. Willis Sloggy has done the best in this line.

Grade Three.

B Reading.

Theodore Johnson
John Portner
Ray Snow
Charlie Lockwood.

September.

Theodore Johnson and John Portner completed Harper's Second Reader last year and being ready for the Third they entered the class with Charlie Lockwood and Ray Snow who had read the first twelve lessons in the Third Reader. All began with the first lesson and so far they have studied well. They are now reading on page 49.

October.

The boys are now reading the lesson on page 78. John Portner is improving every day. There is a spirit of rivalry among the boys as to whom shall have the best lesson and so anxious are all to excell that they take their books to the play-room and study in the evening. Their progress shows the effects of this study.

November.

Theodore Johnson left school and went home the 14th. of this month. Samuel May has been reading alone

Grade Three.

until this month. He has been doing so well that he is now able to read in the Third Reader - At present he reads alone but I think will soon be able to read with the class.
The boys in the class are reading on page 133.

December.

This month I have allowed John Chambers, Willis Sloggy, Charlie Green, and Martin Martinson to read with this class as an incentive to the Third Reader boys. They are now reading on page 157.

January.

Samuel May entered the class this month and is doing well. Lesson on page 184.

February.

Have done supplementary reading this month. We have read some stories from "The Youth's Companion." "Wide Awake" and other magazines.

March.

We are now reading on page 229. This month we have allowed one boy to read the lesson to the class. As no one knew whom was going to be called upon to read all prepared the lesson. In

Grade Three.

a dialogue as on page 229, two boys have been required to take the parts.

April.

They are now reading on page 267.

May.

This last week we have completed the Third Reader - and for the next month we will have the classes arranged a little differently. Charlie Lockwood is handy ready to take up the Fourth Reader Nov. I think he might - if he would apply himself. Thor Walstead and Andrew Hasslin will try and see what they can do with these lessons. Andrew is showing a greater interest in his reading now, than he ever has before.

3rd. Reader Class.
Charlie Lockwood
Ray Snow
Samuel May
Andrew Hasslen
Thor Walstead. * Went to the farm June 3. 1893.

June - Thor was not in school after June 3. Andrew has been out nearly every day this month either practising in the band, operetta or doing outside work.

Grade Three.

Charlie Lockwood has also been out many times on account of the Dentista. So that our recitations have been broken up. Andrew shows that he can read in the Third Reader if he will study. I doubt very much if he would have the energy to study as hard as he must in order to keep up with the class. At present they are reading on page 24.

Grade Three.

4th. Reader Class.
John Portuen
Charlie Green
Hilli's Sloggy
Martin Martinson
John Chambers.

June. John Portuen has been doing very well so far but he has had to be out of school so much that this month has not been a fair test of what he will be able to do. They are now reading the lesson on page 32.

Punishments.

Feb. 14.

While I was out of the room this afternoon Andrew Hassler and Sam Cox were noisy. Sam reported making "a noise with his mouth" and "Andrew with his feet." Andrew stood on the floor for fifteen minutes to help keep his feet quiet and Sam held a piece of wood between his teeth for the same length of time. Both seemed sorry for what they had done and did not resent punishment.

April 4 For idleness Andrew had to take a seat under the table until he begged to be allowed to study again.

April 10. Grant Dennis is fond of flowers and on several occasions has broken off slips from one box of plants without permission. John Portner planted some apple seeds in a box which he has kept on the window of the school-room. One morning Grant pulled up the little sprouts and threw them away. To punish him he was required to carry two small sticks for a day.

May 4.

Andrew Hassler for two weeks has been idle and disobedient. I tried every means to interest him in his work and induce him to study but he seemed to only grow more listless, and indifferent. I took him to the Custodial and left him for an hour. Since he came back into school he shows a wish to do better.

Individual Report.

	Names	Pages
1	Aldrich Frank	157
2	Ackermann Andrew -	(Does no school-work.)
3	Blakeslee Lawrence	157 158
4	Comstock Carlos	158 159
5	Cluka Henry	160 -
6	Cox Sam	160 & 161
7	Chambers John	162
8	Dennis Grant	162
9	Erickson Alfred	163.
10	Green Charlie	163.
11	Killen Gussie	163 164
12	Kassler Andrew	164.
13	Jamison Harry	Dismissed
14	Johnson Theodore	164 - Home Nov. 14, '92.
15	Leppert John	165
16	Lockwood Charlie	165
17	Liptad Eddie	- Does no school work.
18	Müller Willie	166
19	Morinville Edmond.	Does no school work
20	May Samuel	166
21	Michie Ralph	166
22	Martinson Martin	167
23	Oleson Gulle	167
24	Oaks James	167
25	Portner John	168
26	Rudewald Henry.	168
27	Raking Willie	169
28	Salsbury George	169
29	Smith Eddie	169
30	Solberg Christian	170
31	Sublin Sheridan	170 171
32	Snow Ray	171
33	Sloggy Willis	171 172
34	Windher Faurith	172
35	Welsh James	
36	Walstead Thor	

Aldrich Frank.

Frank reads to page 50 in the primer of "The Normal Course in Reading." He does not do as good work as the other boys in his class as he forgets so quickly. He is a poor speller. He can describe the pictures with each lesson quite well, but when writing he is apt to omit words. Take the lesson on page 49 for instance. These are the sentences that Frank gives.
"I see a little bird. The bird is sitting on a nest. The nest is in a tree. The nest is made of sticks and hay. I think there are eggs under the bird. The bird can fly away. The bird can sing."
But of these sentences Frank can write only the first without help. He writes very well. He can count ten objects and read and write numbers to 10.

Blakeslee Lawrence.

Lawrence reads to page 34 in the primer of "The Normal Course in Reading." He can always tell the story of his reading lessons, and usually has many original thoughts to add to it. He spells all the words in these lessons, using them in sentences. He writes sentences supplying omitted words. Will take an object and write several sentences describing it. To-day he brought a tin box into school and these are his written sentences describing it.
"I have a tin box. It is a round tin box. I can put things in it. There is nothing in it now. I can

make music on it." He has a special preference for boxes and is fond of writing about the different kinds he would like to have. He will work hard for a worn out, battered old pasteboard box and perform prodigious feats for a good substantial tin or wooden one. His writing is better on the blackboard than on slate or paper. He counts to 100. Reads and writes numbers to 10. Performs simple operations with the objects and names of objects to 6. With abstract numbers to 3. Knows name and value of the nickel and one-cent piece. Knows that the nickel is worth five cents. Reads the Roman numerals to XII. Tells the hours, half-hours, and quarter hours on the clock dial.

Comstock Carlos,

Since last February I have given Carlos special attention in reading. His reading lessons consisted of sentences he would give himself and he learned several new words every day. For some time I made no effort to have him learn to spell such words, except to occasionally ask him to try and make such and such a word without having it to look at. He was delighted when he found that he could do this and often amused himself with the letters trying to see how many words he

could remember. The first letter he received from home gave us an opportunity to learn the following sentence, "I have a letter from my mamma." "Letter" and "from" were new words but very readily learned in this connection. He found a green leaf with red spots on it and brought it to me saying "This leaf is red and green." He wrote out his little story and he remembers the words "leaf" "red" and "green." In this way all his words have been acquired. When we began to write we almost gave up in despair; but after months of patient effort on his part Carlos is at last beginning to write. He can form a great many words from copy and in the last two weeks he is learning to write without copy. I think that from this time we will not consider a word learned until he can pronounce it, tell the letters, and write it without copy.

He had oral work in numbers until he could readily count ten objects and perform simple operations with objects to 10. He now reads and writes numbers to 5 and combines numbers to the same. Knows the one-cent piece and nickel. Knows that five pennies are equal to one nickel. He has used the "primer" of the Normal course in Reading and is now reading on page 26.

Clarka Henry.

Henry reads on page 50 in the primer of "The Normal Course in Reading." He reads slowly. It takes him a long time to learn a new word, but when he once learns it, he remembers pretty well. He is not quick to grasp any thought. If I write the sentence, "Henry, put the box on the table". he will be able to read every word, but it takes him a minute or two to realize what he is to do. He has improved greatly in his writing. He copies his reading lessons very neatly. Cannot make all the capital letters yet without copy. He uses the new words of his reading in sentences which he can write - and does other simple language work. Reads and writes numbers to 9. and performs simple operations with objects to 5. -

Cox, Sam

Sam has not improved as he should. He simply will not try to do anything - He is bright enough but too lazy to make any effort. For several months he has been nervous, irritable and quarrelsome to the extent of disturbing the school. Through the latter part of May and June he has been much pleasanter but it does not seem to make him want to work. He has written two or three letters home, but he had to have constant help with

Cox, Sam

them. He could not write even one sentence alone. He reads in the first reader of "The Normal Course in Reading" to page 47, and is an indifferent reader - stumbling over the simplest words. Yet he will pick up a newspaper and if there is any thing in it that interests him he reads it well enough to get the substance of it - particularly if it is anything that pertains to Duluth. If asked to work at the blackboard with the class, he does the poorest work - but if some one should ask me to show how to do such and such a thing and I do not immediately respond. Sam does with an air of great contempt for the boy who needed any information on that point. For instance, to-day we were practising on the capital "B." It seemed as tho' Sam never could learn to make it and I finally left him. This afternoon some boy was writing a letter and asked me to write a capital "B" on the board for him - I did not do so at once and Sam walked up made it perfectly and with a sneer at the boy who had forgotten how to make it took his seat. He knows the value of different coins and can count money and make change rapidly. Knows multiplication tables, understands the tables of "Time" Long Measure, Dry Measure and U. S. Money. Knows something of Geography - more particularly the geography of this county and state.

Chambers, John

John reads in Harper's Fourth Reader - but can read any paper or article on subjects he could understand. He has improved in his writing - his letters showing a marked improvement in neatness. He adds, subtracts and multiplies. Counts money and makes change readily - Knows something of Geography.

Dennis Grant.

Grant reads to page 58 in the primer of "The Normal Course in Reading." He can tell the story of his reading lessons; describe the pictures, using complete sentences; write words and sentences from dictation; build sentences with the new words, etc. He knows when to use period and question mark, and does it. This spring he has written four letters. His composition was entirely his own, but he had to have aid in spelling the words that he had not had in his reading lessons. He counts objects to 12. Reads and writes numbers to 11. Knows the value of the cent, nickel and dime. Can change a dime to nickels or cents, the nickel to cents. His writing is very good.

Erickson Alfred.

Alfie now reads on page 47 of the first book of "The Normal Course in Reading." His articulation is so imperfect that it is difficult to understand him, but his speech has greatly improved since he had special drill in articulation. He can give the substance of his reading lessons orally but when he writes he is apt to omit words. He is a poor speller. He writes home regularly, but has to have assistance. His writing is always neat and legible. He counts money and makes change readily. Understands something of weights, measures, distances, etc. Adds, subtracts, multiplies and divides.

Green Charlie.

Charlie reads in the Fourth Reader. He understands what he reads and enjoys reading books, papers and magazines. He writes home and to other correspondents and requires no assistance except occasionally in spelling. He is very, very slow about everything he does. He understands weights, measures, distances, etc. Counts and changes money. Knows something of Geography.

Keller Gussie

Gussie does very little in school except in hand and eye training. He has scarcely any control over his hands and I have given him such work as peg-sticking, stringing beads, perforating etc. He will now fill the peg board, selecting such colors as he is told - string beads, alternating

Keller Gussie

colors, etc. Perforating is hard for him as it is so difficult for him to hold the needle and use it.

Kasden Andrew.

Entered school Nov. 16. He has not been at all regular in his attendance since the first of April. Having to go to the farm to hand practice took him out of school, except for half an hour, during the morning session. Andrew is showing more interest in his work the last six weeks than he has at any time during the year. He is now reading on page 24 in Harper's Third Reader. He is a careless reader. He can give the substance of all his lessons and is a fairly good speller. He is quite independent in his letter writing - usually correcting any errors in spelling and punctuation when such an point out to him. He can build all the multiplication tables quite rapidly but does not know them yet. He adds, subtracts, multiplies and divides with numbers to 20. Can find fractional part of numbers to 20. Knows the names and value of the different coins, counts money and makes change for small amounts readily. Knows something of the geography of our state and county. Can draw a map of the school-room, play-grounds and Rice Co.

Johnson Theodore.

Has not been in school since Nov. 14, 1892.

Leppert John.

John reads from the blackboard a number of sentences and builds such sentences with the letters. He can not make many words without a copy. He can write his name and a number of words very nicely. He can count objects to 30, read and write numbers to 55, perform simple operations with 5 objects, knows the cent and nickel and that five cents are equal to one nickel. John has made a marked improvement in language. He will describe a picture or an object fairly well.

Lockwood Charlie.

Charlie has completed Harper's Third Reader this year and is now reviewing it with a new class. He reads intelligently and with good expression. Reproduces a story well. He has made a marked improvement in his writing. Composes and writes a good letter. He has a more extensive vocabulary than many of the boys who are more advanced than he. He can read and write numbers in the hundreds - add, subtract, multiply and divide with numbers to 10. Build the multiplication tables of 2's, 3's, 4's, and 5's. Can tell the hours, half hours and quarter hours on the clock dial. Knows something of the geography of our state - can draw a map of the school-room, play ground and Rice Co.

Müller Willi

Willi was admitted April 20, 1893. He could not speak a word of English when admitted and his principal school work has been to acquire the language. He has not talked very much, but he seems to understand a great deal that is said to him. He will obey such commands as, "Shut the door, Put the book on the table. Put the book on the floor. Catch the ball. Toss the ball to me. Toss the ball to John". He will put together a picture of a horse and one of a cow and tell the name of each. He distinguishes one color from another but can call by name only red and yellow.

May Samuel.

This year Sammy has completed the Second and Third Readers, and is now reviewing the Third. He spells fairly well. Writes a letter quite independently. His writing is neat and legible. He reads and writes numbers indefinitely; builds all the multiplication tables; works examples in addition.

Miche Ralph.

Ralph reads to page 34 of the primer of "The Normal Course in Reading." He spells all the words of his reading lessons - writes sentences from dictation - etc. He counts objects to 50; reads and writes numbers to 20. Combines numbers and performs simple operations with objects to 5. He is a good writer.

Martinson Martin.

Martin has been reading in the Fourth Reader this year. He can read and enjoy the books and papers which he gets from the library. He is fond of reading aloud to the boys. He is a good speller. This year he has written letters to a cousin. He is independent in letter writing. He does not make much progress in numbers being only able to build the multiplication tables and work examples in addition. He knows something of Geography but cannot draw a map without help.

Oleson Gulle

Gulle completed Harper's First Reader this year and is now reading on page 47 in the first book of "The Normal Course in Reading." He spells all the words, using them in sentences. He can write a letter with considerable help. His writing is good. He counts money and makes change for small amounts, tells time; builds the multiplication tables and works examples in Addition.

Oaks James.

James Oaks can read quite a number of sentences from the blackboard and make such sentences with the letters. He can make several words without copy. He writes his name "James" and the following words "on, in, at, an, and, one, to, into, the, see, and is." He counts 10 objects, reads and writes numbers to 5 and performs simple operations with 5 objects.

Portner John

John completed Harper's Third Reader this year and is now reading in the Fourth to page 32. I am not sure that he will be able to do this work. He will have to study hard to do it. So far his interest has not flagged and he takes his book to the play room to study. He does good language work, and is almost independent in letter writing. He is entirely so except for his spelling, which is a great stumbling block to John. He writes a good synopsis of any book he has gone over, and can give an excellent oral & written reproduction of any story he has read. His command of language has increased wonderfully this year. He understands the use of the period, comma, question mark, exclamation point and quotation marks. He does not always punctuate correctly but he generally can correct any mistakes if his attention is called to them. He is working in long division. He has not made so much progress in Arithmetic as I could wish. He reasons fairly well, but his work is slow and not always accurate. He counts money and makes change - slowly. He knows all the multiplication tables. Knows something of the geography of our state and can draw a map of any room. 4th Rice Co -

Rudewald Henry.

Henry has not been in school since Dec.' 92. He had learned to read a number of words and could write them from copy.

Rahing Willie

Willie is so uncertain about his work that I cannot say that he knows anything. Some days he reads a number of words - and again he does not seem to know one word from another. He will form sentences from the script with the letters, so that he must know the letters and yet he seemingly cannot tell one letter from another. For months and months I worked with him to teach him to write but he accomplished nothing. When I took my hand from his, he made the most aimless scratches. I told him one day that if he could not learn to write he would have to leave our school room and go to the custodial school. Since then he has done better and can write a number of words from copy and the following words without copy. "on, it, at, see, one, and, to, and can." He can count objects and perform simple operations with 5 objects. Reads and writes numbers to 5.

Salsbury, George

George has made absolutely no progress this year. He went home May 17, 1893.

Smith Eddie

Eddie now reads on page 34 in the primer of "The Normal Course in Reading." He spells all the words in these lessons, using them in sentences. He has improved somewhat in his writing, but he requires constant supervision or he is apt to form his letters imperfectly. He counts to 20 objects, reads and writes numbers to 6, and performs simple operations with 5 objects.

Solbery Christian.

Christian completed Harper's First Reader and is now reading on page 47 in the first book of "The Normal Course in Reading." He spells all the words in these lessons, writing them from dictation, using them in sentences, etc. His writing has greatly improved. He counts to 100; reads and writes numbes to 10; performs simple operations with numbes to 10. Reads Roman Numerals to XII, and can tell the hours, half-hours, and quarter hours on the clock dial.

Subilia Sheridan

Sheridan is reading on page 50 in the primer of "The Normal Course in Reading." Sheridan is not to be depended upon in his reading and spelling. Some days he reads well and other days he can not pronounce half the words in the lesson, even though he has apparently learned them all. He knows perfectly well how to write every letter and yet in writing a simple sentence, he sometimes mixes his letters all up, making "y" for "g," "i" for "u," and so on. Other days he does not do this. To-day, (June 14,) he has been trying to write a letter. I have written his letters all this year, as he became so nervous about writing that it caused him to have spasms. He began to write, "My dear papa." He told me how to spell "dear" correctly and then wrote it "tyre." It took him several minutes to write the word correctly. He had the same difficulty with some of the other words. He can build all the multiplication tables readily, but has not committed them all yet. He adds, subtracts, multiplies and

Subilia Sheridan

divides with numbers to 10. Works examples in addition. Tells times, counts money and makes change readily. He knows something of the geography of our state and can make a rough map of Rice Co.

Snow Ray.

Ray has completed Harper's Third Reader and is reviewing it. He can pronounce all the words correctly, but he reads with no expression whatever. He understands what he reads and can give an oral reproduction of his lessons. He is a good speller. His writing has greatly improved this year, but he holds his pen or pencil in the most awkward manner conceivable. He writes letters with some aid in spelling and punctuation. He reads and writes numbers to one hundred; combines numbers to 10; tells time. He remembers his geography lessons better than any boy in school.

Sloggy Killis.

Killis is the best reader in school. He is reading with the Fourth Reader class and is a great help to them. He is a poor speller, having to study hard to learn to spell the words with each reading lesson. He writes an interesting letter and his letters are often sent without any correction; though when that is done, there are generally some misspelled words in them. He can build all the multiplication tables, but has not

Sloggy Hillis

committees them all yet. He adds, subtracts and multiplies, has learned to tell time.

Writhe Lauritz

Lauritz has learned to speak English and expresses himself quite well. He understands everything that is said to him. He reads a number of simple sentences, as, "I see a bat," "I see a ball", "I have two hands." "I have one ball." and can build such sentences with the letters from script. He does not know the names of all the letters yet. He can write the words "on, it, is, one, and, see." He reads and writes numbers to five and can perform simple operations with 5 objects. I say "show me how many 3 sticks and 2 sticks are." He does so, and then writes on the board the figure 5. I have not taught any of his class the signs + and =. He can count objects to twenty and more, but after he reaches twenty he sometimes hesitates.

3/2

Welsh James.

Last year I had to do individual work with James entirely, but this year he has worked with a class and has done as well as any member of it. He has reviewed Harper's First Reader with the

Welsh James

class and is now reading on page 47 in the first book of "The Normal Course in Reading." He has read many of the lessons in the Second Reader to me, but I did not think it best for him to use that book entirely. He has greatly improved in articulation as he has had special drill in that. He can now give many sounds that he never could before; but he is careless about trying to give the correct sound unless his attention is called to it. He writes much better than he did, being able to use the pen; but he finds it a great deal easier to use the lead pencil and nearly all his writing, (except in his copy book) is done with the lead pencil. He has written several letters this year. I had to sit by him and help him with his spelling and occasionally show him how to make some capital letter. His letters were very simple consisting of only a few sentences; but they certainly would be appreciated if the receiver knew what a herculean task a letter is to James. He counts and changes money readily for amounts like $15, $25 or $50. etc. He reads and writes numbers in the hundreds; adds; subtracts numbers without "borrowing" and builds the tables of 2's and 3's.

Waldtead Thor.

Thor entered this room Jan. 15, 1893. and left school to go to the farm June 3. 1893. The latter part of February and the first of March was spent on the World's Fair work and Thor was in the shop during that time. He was improving in articulation and reading and was showing an encouraging interest in his work when he left. He was reading in the Third Reader and studied his lessons well. He is a good penman, writing rapidly. In letter writing he is almost independent making few errors in spelling. He understands the use of period and question mark and apostrophe. He counts money and makes change readily for amounts under $5.0. Works simple problems involving a knowledge of weights, measures and distances. He adds subtracts and multiplies — is quick and accurate in his work. He divides in long division with one figure in the divisor. In spelling he has been marked 10-(perfect) in every lesson. He has done well in Geography.

