

Faribault State School and Hospital. Individual School Records.

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Version 3
August 20, 2018



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Version 1
March 18, 2019

REYNOLDS' "CONSECUTIVE" No. 6½

Book No. 83-94

From Tanner 188

To 188

PATENTED JUNE 22, 1875.

Bapt + girls

Hardeeville

Theodore Boehland

Sept. '93. Theodore is able to go into the New third Reader. Allways having a good spelling lesson and is rather quick in numbers.

Has been working in lesson ten of Numbers tablet No. 1. I have also given him supplementary work on B. B. in connection with these lessons.

Sept. 11. Theodore is kept from school as one of the boys in his playroom is sick with Scarlet Feber.

Sept. 25 Returned to school.

Oct. 1st. Continues to like school work, much better than any than any thing else. Is doing nicely in Model Third Reader.

Nov. 13 Theodore is sick in hospital.

Nov. 27 Returned to school.

Dec. Can take the written work of the tenth lesson in numbers tablet. Theodore will never be able to articulate any better, I do not consider the time well occupied, trying to teach him articulation. Dr. Wilson says that he might be helped if certain operations could be performed and then there is nothing certain as to result of such operation.

Jan. 4 There is nothing special to report at this writing. Continues happy in school and has fairly good lessons.

Reading the last lesson in Model Third Reader. Is fond of reading. Can be depended upon to add up a column of numbers correctly not having found a mistake in his work for several weeks. I will have him begin subtraction to-day in connection with the work of tablet. Heretofore Theodore has been using only pencil when writing. I will try to have him learn to use the pen although I think he will go along unheeded work of it at first.

Feb. Is taking the written work from dictation of lesson 16 in numbers tablet number 1.

Has about completed the Third Reader. Has written his two last letters with pen and ink.

Mar. Theodore is continuing in school and seems to be as happy as ever. I think he has a very amiable disposition. Do not think he is as meddlesome as formerly. I am convinced that Theodore is the

Peter Bloomquist.

May 8. Transferred from Kindergarten. He is a small little fellow, but rather nervous and restless. Can read a few lessons from chart. Can not copy script. For further discipline see kindergarten report.

Albert Crich.

Sept. I find that Albert has forgotten much during vacation. To-day he could count only up to twelve without making a mistake, while at the close of last term he was able to count to twenty. I have been obliged to have him begin in first part of readers again. Can read only first 5 or 6 lessons. Has forgotten some of the names of the small letters of the alphabet.

Sep 11 Absent from school for the entire week as all the little boys are who it is feared may have been exposed to the Scarlet Fever.

Sept 25 Returned to school. Seemed to be very happy to return to school.

Oct. 2nd To-day I am positive that Albert knows all numbers from one to ten, and can make the combinations in examples like the following and read them to me intelligently: $\frac{6}{2}$ $\frac{8}{3}$ $\frac{4}{2}$ $\frac{5}{2}$ $\frac{8}{2}$. uses objects in making combinations.

Oct. 10 Is reading on page 12 in First Steps in Reading. I can not say that Albert has very much ambition to learn. Does not like to exert or apply himself in the least.

Oct. 24. Sick in Hospital. Sore throat.

Oct. 30. Returned to school.

Nov. 2 Albert is making nice progress in reading. Has all the addition tables to fifteen, and can do simple subtraction to twelve, with the use of objects.

Dec. 4 I think Albert will be able to finish his First Reader this winter. If he were only an ambitious boy, he would advance rapidly, but he does not like to make any effort whatever. Has no perseverence. Is always ready to say "I can't."

Jan. 4 Is very careless sometimes with his writing. I suppose it is rather difficult for him to change from a fine hand to coarser writing. He can begin a letter, writing the date and address independently. After that I must furnish the thought besides writing almost all the words.

He has improved some, as he could only copy what he had written. Was not able to read a word scarcely.

Now he can the letter which he has written as well as reading readily those received. Considerable progress for Albert.

C D E F G H I J K L M N O P Q R S T U V W X Y Z

Feb. 15 Can name all the objects he sees represented in a picture and tell a little story about them. Knows one, five and ten-cent pieces. Can count pennies to 1.00

Mar. Is learning to tell time by whole and half hours.

Can read and write numbers to twenty. This morning he brought his slate to class with 20 examples like the following. $+\frac{3}{4}$, $+\frac{2}{2}$ $-\frac{3}{3}$ $+\frac{5}{8}$, all of them were correct. He had worked independently. Albert has nearly finished the First Reader. He does not read all the lessons as readily as he should, but I am in hopes he can complete the book this. I think Albert reads intelligently, to be sure he has a slow and awkward way of reading but that is characteristic of everything that he does. He likes to do everything in a slow and easy way. He is never in a hurry no matter what the occasion, on the contrary, the more there is need of hurry the slower he seems to be. He is very exasperating at times. He has made no improvement in articulation, for the reason that he makes no effort whatever. When I announce the class, he will come with his head hanging and with a most doleful expression. I have thought that the child is bashful, when he would not take part in the exercises. Then I would take him alone in the Object Room but with no better results.

Albert can not sound "r" in the words "run" and "ring" but pronounces them like "uun" and "uing." There are two more words "snow" and "small" that he can not speak correctly. He says the latter words as though talking through his nose.

D E F G H I J K L M N O P Q R S T U V W X Y Z

Mary Cameron.

Nov. Transferred to Kindergarten after a few days in school here. A very feeble mind.

Agnes Christian.

April. Agnes is a feeble little girl, who would impress one that she had very little sense. She was admitted into the institution to-day. She can match colors which is absolutely all that she can do in the way of school occupation.

I thought that Agnes had very little sense if any, but she surprised me one day, in the gallery where I was about to take her picture she remarked in her piping voice that "I guess I would look better if I had a collar on."

Eddie Penorest

Sept. Eddie began on page 60 of the Model Second Reader. As is usually the case I find he has forgotten considerable during the vacation.

It would be much easier and more certain were I to tell what Eddie can not do. If I write that he can do certain things, he may be able to do it one day or several days in succession, and then when you least expect it he will utterly fail in a question which he has answered reasonably well several times. That his extreme carelessness is the cause of much of his trouble I doubt not. He began on lesson one in Nos 1 numbers tablet. Can tell time by the whole and half hours.

Sept. 11. Absent from school for the week.

Sept. 25 Eddie returned to school to-day

Oct. 2nd. One more case of Scarlet F. Hence Eddie, together with all the boys in this grade are kept from school.

Oct. 13. After another absence of two weeks, Eddie has returned to school. He seemed very glad to come back. I can report no improvement.

Nov. 14. I am more encouraged at this writing. There is some progress in one or two directions. He is more attentive in school, and especially has he improved in his conduct in class. Formerly he was so very restless and uneasy, being almost impossible for to concentrate any attention.

Dec. 4 Eddie is more industrious than formerly and I am sure will make some substantial progress this year. Has some ideal of the sound of letters when spelling a word.

There is improvement in reading. Wrote a very good outline lesson of this reading. Is very much interested in the study of crabs.

Jan. 3d. Can give outline of lesson story in a connected manner. Can talk at length upon the lessons about the insects he has been studying about in his reading lessons. He still confounds the letters in and in. Also b and l. I am giving him special drill in the use of these letters, having a list of words where he would use these letters.

Feb. 15 Knows all the different denominations of silver money but can not be relied upon to make change even for a small amount. Sometimes he can make change for a quarter and even more, and at other times it is only after making mistakes repeatedly that he can finally make the correct change.

This morning I placed the following problem on the board and it required five minutes to get the correct result. 4 — ? = 3. He has had considerable drill in work of this kind.

Mar. Eddie has made improved in one direction at least. He is able to begin a letter, and write independently a number of sentences, which are quite properly constructed. He always writes this sentence. "I hope you all are well and happy. I am happy too." and he never fails to say. "I hope the baby is well." Eddie is ~~well~~ affectionate and seems to think much of his Mother and home.

Spelling is the greatest trial on his long list of tribulations. He has as yet very little idea of sounds of letters in words.

I have been giving him especial drill in phonetics with very meager results.

If Eddie had only a little more power of concentration he would give more rational answers to simple questions.

He is beginning to see how to tell time. He never seems to be certain of anything. Eddie is a very sweet boy in many ways although he is very exasperating at times.

Apr. Eddie is a very careless boy and will never be of much account while he continues in this way. When he is spoken to about being more careful etc. he will usually cry most bitterly and say that I am always finding fault with him.

If they could make him see where he is in the wrong he will not admit it, nor does he say that he will try to better in the future.

His ambition now is to go home this summer and "get a job." Poor child he does not realize how thoroughly deficient and incapable he is. This school is and will always be the best place for Eddie.

May 25

I am not able to write anything more encouraging than I at the last writing. It is the same old story from day to day. Eddie can not be relied upon to do the simplest thing with any thought as to what he is doing. I have observed all during his school career what the outcome would be if he continued in the way that he's been doing. He is simply a good for nothing boy. Only he who works with him carefully realize this.

June

Knows Roman notation to 20. Can read fairly well in First book of Sea-sidd and U. S. Builds multiplication tables to six. A very poor speller. Seems to have no idea of sounds of letters.

Can tell time only by whole and half hours. Has had lessons in time telling nearly every day since December. I do not think one can ever depend upon Eddie for anything. If sent out and errand where it is necessary to remember a certain number he is certain to make a mistake. I believe that Eddie's greatest trouble is that he does not try to think and do his best.

Eddie will need to review the first book of the Nature Histories before beginning any work in the next number of the series. Phonetic spelling is still very difficult for Eddie and sometimes it seems as though he would never be able to understand it. In letter writing he still requires much help. There will be many mistakes in spelling, also when copying from his slate will skip whole lines or sentences, or repeat words, and I think may for there is no limit to the Mistakes he will make when trying to write a letter. One fault difficulty, and it is the old trouble with him more than any other child - he does not seem to think or care what he is doing.

When I speak of his mistakes he will cry or pout and call it fault finding.

He is ambitious to go out in the world and earn his living, but if they tell him no one wants a boy who will not think about what he is doing etc.

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Flossie Floyd.

Sept. Began in Stelle Model Third Reader, and seems very much interested in the little stories, giving a good oral outline of story of lesson.

The B. F numbers class of which Flossie is a member began numbers in No 1 tablet the first lesson. I wrote the example out in full on the B.B. which Flossie was able to read and solve the problem in a very satisfactory manner. I wrote a good letter to Mrs. Massey last week, had but two or three words spelled incorrectly in a letter of two pages. Flossie is in the geography class which I have organized this year.

I believe that Flossie seemed very happy to begin school, she appears so interested in all her work and I hope for much improvement this year, in every direction.

Sept 12 Flossie can solve sums like the following without the use of objects. 3 + 4 + 2 = 9 and 6 + 3 + 1 = 10

Sept 26 Flossie began her work in the sewing-room to-day. She had to begin to improve so much in numbers but now that she is in the industrial class half of the morning her progress will be slow.

Oct. 2 There is a good indication that Flossie will improve much in language work this year as she manifests such interest in these lessons, taking an active part.

Flossie is enjoying her correspondence with Mrs. Massey very much, writing her a letter every week, that would do justice to many normal children of her age. Flossie is fast becoming one of my best if not the best letter writers in my school. She will read a letter almost as readily as I can.

Oct 20 Flossie has improved so much, especially so, has she made progress in letter-writing. Her language lessons have also been very gratifying to me. She is manifesting a great interest in the lessons on Domestic Animals.

In numbers work she is able to write the examples from dictation and is usually the first one to have the answer. At present she is working on lesson ten of the No. 4 Numbers Tablet having completed in a satisfactory manner all the preceding lessons.

Oct. 28 Wrote an excellent letter of two pages to Mrs. Massey to-day. Had no help whatever with the same. Upon looking over the letter I found but six word-Handkerchief spelled incorrectly. The letter was

written in a clear round hand and the thought expressed her own. I can plainly see that Flossie has made great improvement in the way of writing letters. For instance, in the early part of last term, when requested to write a letter she seemed to have no thought to express beyond one one or two lines. It was just so in the language exercises. Now she can write a lesson covering two sides of her slate. There are usually but few mistakes. The lesson being written in a connected and intelligent manner.

Nov. 2nd. Has been writing some very good language lessons.

Can take the lessons on Domestic animals. Giving the classification, general characteristics, appearance and description of same, and the articles obtained from them.

Dec. 4 Returned to school having been in quarantine during the past two weeks. Seemed very happy to return to school to-day.

Dec. 20 I am glad to have Flossie in school again. She has become so interested in all of her school work. I am certain she will make much progres this year.

Jan. 4 Can give the classification, characteristics, general appearance, articles obtained from them or how they serve us of the following domestic animals, Horse, Cow, Sheep, Goat and Cat.

I can in no way better illustrate what Flossie is able to do in the way of language than by writing out in full one of her lessons written almost entirely without any help whatever. She writes from topics placed on the Black-Board and will often reproduce a story bearing upon the lesson and used in illustrating some characteristic of the animal about which she is writing.

Feb. Can take the written work from dictation to lesson 26 in numbers tablet.

Spelling correct in nearly every instance. Can solve the problems quite promptly, and usually without the use of objects.

Mar. Flossie is not so interested in her work in her work in the afternoon, since she has been going to the kindergarten exercises, the last half hour. Is improving in black-board writting, and

when she tries can write very nicely.

April — Flossie still indulges in occassional inapsi in school, not seeming to care much about her work.

May 1 — Has taken all the work in numbers tablet to lesson thirty. Can do all the little problems quite readily. May first began reading in Nature History No. 2.

June. — Has finished the second book of Sea-side and Wayside. Still need to review this book after vacation before beginning in numbers 3 of the same series. Knows Roman notation to forty.

Has finished number one numbers tablet. Has learned the first four tables in multiplication. Writes a very good letter. Flossie is very good in spelling seldom having a word spelled incorrectly either in language lessons or in her letters. Flossie is still inclined to be indolent and indifferent at times.

Ella Floyd.

Sept. — Is reading on page 50 of Model Second Reader. Began in lesson one of numbers No. 1. Could read and solve the example very well. I do not think it at all probable that Ella will ever make much improvement in articulation since her hearing is so very defective.

Sept. 26 — Ella began her work in sewing-room to-day. I think there is more chance for improvement in industrial work than in the literary department, owing to her extreme deafness.

Oct. 2nd. — Ella is improving in writing. Wrote a letter to her friend Mrs. Carlies, but needed much help in the composition. After writing the first two or three lines, which she can do quite independently.

Oct. 26 — I am becoming more and more convinced each day that Ella is not an ambitious girl. When I try to have her read aloud she will always tell me that it hurts her. I fear that Ella is growing more deaf each day.

Nov. 2nd. — Has made some progress in letter-writing. That is, she can frame a few more sentences independently. I am

Dec. 20 I am not in the least encouraged over the work which Ella is doing. In fact she is doing nothing to speak of. She has made very little progress in letter writing. There is also a very little improvement in articulation. Can sound ch as in church, chair, etc. much more distinctly than she did in the beginning of the year.

Ella does not put forth much effort in any direction either in literary or industrial work.

Jan. I have nothing encouraging to report this month. I think Ella would do more in industrial work. I think that in a few years Ella will be useful as an attendants aid. She is so fond of taking care of little children often taking charge of a child who is comparatively helpless in the way of dressing or feeding itself. I believe that she is very kind to little children.

Feb. There is no improvement in articulation. The great difficulty is that Ella makes no effort whatever in any direction. When I try to have her pronounce as distinctly as I think she can, I and I insist upon it she resents my efforts in her behalf by looking very sullen. This morning when I was trying to have her speak louder she informed that I was trying to make her feel bad all the time. Sometimes when she is in such a mood as this I do not urge her it would consume too much of my time as compared with any good results which might come from it.

Mar. Ella comes to school quite regularly and continues in the usual way. No progress in any direction.

April I can note no progress in any way.

May. The month of May, and nearly the close of the term finds Ella no farther advanced than she was months ago. She makes no effort in any direction. Will often stay away from class if she can.

G H I J K L M N O P Q R S T U V W X Y Z

June

Continues in school and is doing about as usual.

Reads poorly in first book. Of Sad sid and Way side.

Does not seem to grasp the thought of what she is reading. Does not try to answer the simplest questions. I think that if Ella were to show the same interest in her school work which she gives to dancing at the weekly dance her progress in school would be certain, but as there are no people so deaf as those who do not wish to hear, Ella must ever remain as she is so far as concerns her advancement in school.

I am convinced that Ella can read lips pretty well from that fact that when she is intensely interested she will watch ones lips closely and so she understands a person when speaking in an ordinary tone of voice.

Ella as I have noted before would much rather play with and take care of little children who are more dependent than she is. She is good to them and I believe Ella would make a good nurse girl. She cares nothing for school work.

Feb. 12

Began school. Knows absolutely nothing of books. Does not speak English at all. Can say and understand the words "yes" and no. Comprehends a simple command as "come here" "close the door" "bring me a book" etc. I asked her to get a piece of chalk but she did not recognize the word "chalk" until shown a piece. Does not recognize neither form nor color. Ella had on a blue dress she informed by motion that it was like mine. My dress was red.

Mar.

Ella is showing some indication that she will be able to imitate and copy script. Copied the word "cat" writing it on the black board in a neat way.

April

Ella is an interesting child I think she tries to do the best that she can. I am trying to have her name objects in school—now giving the answer in Eng. She will give name in German usually, but is willing to say it when I tell her how. Is obedient and quiet. In the first easy pictures of the chart tells me "There is a boy, girl dog, etc.

May. Ella will improve rapidly when she is able to understand and express herself in English.

Continued to be an obedient and pleasant child in school. Is learning to sort letters for busy work. Can match colors on chart, but does not know name.

June. Has learned all the colors to name them.

Has no idea of number as yet. I labored with her nearly ½ hour to have her understand what I mean by "one". I would tell her to bring me one piece of chalk & when she would go to the "board" and bring me all she could carry in her hand all the books on the table were brought me when I asked for one only. Has learned the names of nearly every object in school room, giving answers in English. To the question what is that she will answer in good Eng. "That is a chair" etc.

I always insist upon a full answer from a child when teaching them how to express themselves in Eng.

Ruth Kendley.

Sept. Ruth returned from her vacation ready to begin her school life again.

I am having her review Model Second Reader.

Ruth can combine numbers to twenty and understands what she it is doing. That is she can combine without the use of objects.

Sept. 26 I can not report any improvement in any direction unless perhaps she is more interested some days in certain exercises. Has committed the First psalm since the 11th of this month.

Oct. 2nd Ruth is improving in reading and numbers. Is often I found trying to read a library book surreptitiously in the playroom. In stead of reading in the Bibles.

Oct. 27. Ruth has improved some in reading and a little in numbers. I think she is able to see so much better with her glasses. I notice that she does not hold her books so near her eyes. Can take the written work of lesson ten in numbers from dictation. Is however very slow in arriving at an answer. Given time enough she will get it.

Nov. 2. Ruth continues in her slow way. She always proceeds with any lesson as though there were nothing more to do. For instance the girls in her class will take three sentences from dictation and have them nicely written while Ruth is still trying to write the first sentence. She can write if given time enough, so I am still in hopes she will work up to a better standing.

Ruth is not only slow in her school work, but it is so in all her work. In the sewing room, calisthenic class and Play room. She has a sweet disposition however and one can not help loving her.

Dec. 4 Ruth returned to school having been absent two weeks. All the girls in her class being in quarantine.

Ruth was very happy to return to school.

Jan. 9 Ruth, certainly is very lacking in application. She can not concentrate her mind on anything for minutes in succession. For instance I often find her gazing around the room with the most vacant stare. This is one of her habits, and is hard to break.

H I J K L M N O P Q R S T U V W X Y Z

Feb.

Ruth indulges in sullen spells or mobds, when it is almost impossible to persuade her to do anything.

For instance when asked to read louder she is likely to stop short and not read at all, but will begin to figit in the most disliked manner, twisting her hair, rubbing her forhead, which is sometimes covered with pimples until it is nearly reduced to a bleeding state.

When not given up to these seasons of stubbornness is one of the sweetest girls in school. I can not help being fond of Ruth. Sometimes she will be so agreeable and talk very interestingly about "Edithis Bungly this being of a book she received for Christmas. She has read it through and can tell the principal part of story.

Never takes an active part in any recitation. No matter how interested the others are, Ruth will continue in the most listless and unconcerned way as if dreaming, and when reproved. The results are not satisfactory, but is usually a repetition of the above scene.

Mar.

There is the same story to tell as in the report of last month. Ruth is not willing to make any effort.

There is no indication that she will ever be any different. I can speak ever so kindly to her either alone or in the presence of other children, she manifests the same nervousness that one would find in a very feeble-minded child. When I correct her, she will begin to twist her scatch or rub her forhead sometimes until it is quite red, and in other ways showing that she has not self control.

I have tried to shape Ruth's writing more by having her practice on blackboard.

She writes very crooked and when she I see the other children in her class make even spaces and write nicely she gets discouraged and often will not try to do her work over again but will stand immovable looking at her work. She does not like to erase B.B. work and I must always insist upon her making the board or her slate at least look clean before writing lessons. I believe in

neatness and accuracy in all the children's work. and it is surprising soon children will form habits according to the way in which they are trained.

April. Ruth has been complaining much of not feeling well this spring. I can not learn just what is the matter. I know she has had a hard cold much of the time which unfits her for study to a certain extent.

Ruth is on the other hand very far from being an ambitious girl. She needs to be urged constantly. I have been detaining her at recess in order to give her more time and special drill in reading. I am not satisfied with the results of this years work. I had hoped much more from Ruth.

I am sure that if there had been more effort Ruth would have made much improvement as I know she has the ability.

May. Ruth has complained all this month of not feeling well. She spends much of her time lying on the bench in principal's office.

June. There is nothing new to report. Still complains of "feeling badly all over."

Has not attempted to recite for several days. When I ask her to read she is apt sit perfectly motionless as though she did not hear me. After asking several times I request her to stand by the blackboard until she can give me some reason for such strange conduct. I should always stand but never come to line and explain why she refused to read. Ruth is an extremely difficult child to manage. She is very peculiar.

Now to sum up what she can do in school work.

Ruth will need to review the first book of the Nature History - Sea side and Way side.

She is a fair speller and can write a letter with some help in the composition. Has nearly finished number one numbers tablet and has begun building multiplication tables with objects. In this latter exercise I think she manifests more interest than in any other study. In the sewing room she is occupied one hour every day hemming coarse towels. Very poor work in calisthenics.

Gladys Hardy

May 29 Began school. Can not do any school work of any kind. When she first came would sit upon the floor and cry It would be necessary to lift her bodily as she would not move. After a few days she thought it better to stand when spoken to and march with other children She carries her dolly with her everywhere and hugs it close to her. She does not attempt to do any work no matter how simple Yesterday I gave her a box of sticks and told her to place them in a row. an equal distance apart After some effort on part and the promise of a lump of sugar the sticks were placed all right. She can talk, but is not inclined to do so. During the first few days Gladys was so homesick that she would not eat scarcely any food but she is beginning to be acquainted with the little girls and therefore is beginning quite happy

June Gladys does not sit on the floor when asked to rise and to-day. She took her place in line As there are no other little girls who carry dolls to school Gladys has ceased to bring hers.

She is becoming more obedient and has not dropped on the floor for several days. Gladys has a very sweet face and I am in hopes that she will develop into an industrious obedient and amiable girl. After two weeks in school she smiled at the children for the first time She has seemed quite fond of me since the first day of school.

Gladys does not ask to be excused from school so she has wet herself several times. - once while standing in line. Today I gave her some pictures of dolls to cut out since she is so fond of dolls I thought that would interest her but she failed in this. I will repeat this work in about two weeks.

June 20 Has learned to put pegs in color chart. Can name colors. Knows nothing of number. Can sort toy money. Can not say she can make successful in cutting out paper dolls. When left alone would cut paper in bits.

Aleda Hanson

June 9 Began school. A pleasant and interesting little girl of about ten years. Reads in second reader, counts to one hundred. Combines simple numbers to ten without use of objects. Names hours on clock-face. Knows primary and secondary colors.

Aleda has been in school four days and at this writing I can say that she has been a most obedient and lovely child. She is industrious and seems to be doing the best she can.

June 20 Aleda is an epileptic. Absent two days on account of spasms. Began to have spasms last Nov.

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Bessie Johnson.

Sept. Began in Model Third Reader. Having completed the Harpers Third R. I have given the class the Model 3d. not because it is any more difficult but because it makes a change and arouses a new interest, which of itself is an incentive.

Bessie is exceedingly dull in comprehending numbers.

To-day when I asked her to give me twelve pieces of chalk she had to try over and over again before getting the required number. To-morrow she will probably have the same difficulty again.

After an examination this afternoon I find that Bessie can tell time in whole and half hours, can give the quarter after but not before the hours. I will try to have Bessie join the B. C numbers class and will make every effort to have her continue in the class. Since she can read so well it seems as though she can learn more in numbers.

Sept 26 I am surprised almost daily at the absurd answers which Bessie gives to the simplest questions involving number and quantity.

She told me the other day that there were more than four

It is almost impossible to teach Bessie much of anything about numbers. I think Bessie very low grade in some respects. One can detect this at once in her tottering, inceilain gait and in the idiotic smile which always greets you at all times and places.

Bessie informed me to-day that Flossie had to comb her hair. This requires that the hair be simply pushed back and yet Bessie is not able to do this and make herself presentable. In her reading book, I am inclined to think it is simply an idle repetition of words conveying but little meaning to her.

Oct. 2. To-day Bessie made quite an attempt at language work.

She wrote six out line lessons of about six lines, and unless she copied it from some other slate (Bessie is so shy I am sorry to say) I will begin to think there is hope for her.

Oct. 26. There are no more "copied" language lessons as I have arranged to have her sit apart from the class while this exercise is in progress. Now that she is thrown upon her own resources for ideas, she gives much better attention while in class. To a casual

observer it would appear that Bessie was giving her attention. Be that as it may, there is this difference. Now she tries to grasp and hold ideas, since she finds that she must depend upon herself.

Nov. 2. Bessie wrote a letter to-day. It was her first attempt. It was written in lead-pencil.

Dec. Is trying to use pen. Bessie is very clumsy in everything she undertakes. It will be slow work teaching her the management of the pen.

Jan. 6. Bessie is extremely slow in comprehending numbers. It seems as though she could never comprehend beyond ten. Then again she will such strang answers that it would indicate that she does not even grasp combinations involving that amount.

Feb. 7. I am sorry to say that Bessie is not to be relied upon at all times. Yesterday when she came to class I found by examining her slate that the work was copied, as the arrangement was precisely like that of the slip which I had given her. At first she stoutly denied having copied a single sentence, but after talking to her, admitted. Having copied every word. She cried and seemed to feel very badly at being found in a falsehood.

I consider Bessie a very low grade girl in some things so she is not so conscious of what a dreadful thing it is to tell a wrong story.

Mar. I can see some improvement in writing. She does not write in such a cramped way. Last week she wrote a very good letter. The matter expressed would compare favorably with that of some of the brighter children in my school.

April Bessie still continues to improve in writing. Occasionally confuses i in and in in and it. For one who can read as well, Bessie is unusually dull in number work. Can only make simple combinations not exceeding 20.

May. Bessie began to read in book 2, Sea-side and Way-side. I think that she reads more intelligently than formerly. She continues

to have a most amiable disposition. Given any task to perform she always say "I'll do the best I can." and this with such a pleasant smile. When shown any mistakes in her work is always willing to correct them and is ever anxious for my approval. Bessie is growing so fleshy that she rather totters than walks, and she makes a very awkward appearance when marching with children who walk with ease and freedom. But unlike most children who are uncomfortably fleshy, Bessie has proven herself to be an industrious girl. She can not always see work to be done, but when given something to do is faithful in doing the best she can.

June Bessie has finished the second books Sea-side and way side, but I think it would be a good plan to review before beginning number three of the same series. Combines numbers to ten by use of objects.

It tells a letter almost independently. A fair speller.

Harry King.

Sept. Harry is about to complete his Model Second R. He will be a happy boy when he is ready for the Third book. I also have Harry review the multiplications. I find that he also has forgotten much during vacation.

Sept. 26. Has the above tables thoroughly committed.

Improved writing in his copy book. Has a decided improvement.

Oct. 2 Harry does not improve in reading as I wish he did. It seems as though he would never finish the Second Reader. His number is working in simple long-division.

Oct. 26 Harry continues to be happy in school. He is not so industrious as I wish he were. Wrote a letter to his mother to-day. I will quote a sentence from one of his more recent letters. "Mama I have received no letter from you but I know you like to hear from your boy so I will write you again." I think Harry has a very affectionate disposition, and he seems to be very fond of his mother.

Nov. 16 Harry receives letters very frequently from his mother, the receipt of which gives him very much pleasure, so that he is anxious to answer them. She reads the letters very readily, and always quickly discovers any mistake in them. One day he received a letter directed as Mrs. Harry King, and he smiled repeatedly over that, and seemed to be quite disgusted to think that any of his people should make such a mistake.

Dec. 4. Harry can write a fair letter. Sometimes he seems to enjoy writing at other times it is almost impossible to write even the shortest letter. I think Harry is growing more nervous. He has less control of his hands than formerly.

Jan. 6. Harry is taking more interest in his reading lessons. It is such an effort for him to speak that the other members of the class are quite impatient when he is trying to answer some question.

Harry can not be said to do good work in his class, because of his nervousness alone but because he is

not as industrious as he might be. I am very much discouraged at times.

Feb. There is no especial improvement in any way.

Mar. Harry receives several letters each week which gives him much pleasure. He reads them readily and will notice any mistake which may be in the letters. At one time he ~~received~~ laughed heastily over "My dear aunt". I think Harry is growing more nervous. I noticed that he can not hold his book as steadily but jerks it almost constantly.

He is reading about bees in Nature History series. Can fill in skeleton sentences from his reading lesson.

Usually has a good spelling lesson. Can write his letters almost independently. They usually consist of about two pages written in a very illegible manner, using a lead-pencil ofcourse. To-day he wrote a most excellent lesson about insects.

April. Harry has not been very well much of the time this month. He seem sad and discouraged. Yesterday when writing to his brother he said that when he saw other children run and skip about it made him feel sad to think that he could never be able to do that.

Harry has quite a bright mind, and writes his letters almost independently. He receives letters from home every week and reads them readily, even when they are poorly written. He is able to tell from the context what the words should be.

May. Harry is growing more nervous. He has been in the hospital the past week. Has not made much progress this month.

June Harry has been more cheerful this month since receiving a letter to the effect that he might come home to spend his vacation. Harry will need to review the first book of Sea-side and Way-side. Can solve problems in simple multiplication and can write a letter independently when he is not too nervous.

William Krause

Sept. — Willie is taking a thorough review in the Model Second R. He cares more about writing letters home than any thing else.

The B. numbers class of which Willie is a member have begun work in in first lesson of numbers tablet No. 1.

Sept. 11 — Is absent from school for the whole week, as he has been exposed to the Scarlet Fever. One of the boys in his class is sick at present of that desease

Sept. 25 — Returned to school.

Oct. 2nd — Another case of Scarlet F. having broken out, Willie, together with the rest of the boys in his grade are kept from school.

Oct. 13 — Returned to school, after another absence of two weeks.

Since the boys have missed a whole month of school, I find the girls are in considerably in advance of them, especially in numbers work. It is difficult for Willie to take the written work from dictation, in numbers work. The B. class are having the work on lesson eight.

work

Nov. — Taking the written from dictation on lesson ten in numbers tablet. Willie finds it difficult to do the regular work of the class. He is very slow and clumsy with the pencil. Will never be able to use pen.

Dec. — I am sorry to report at this writing that Willie has no regard for cleanliness. He has been told frequently that unless he improved in some of his habits that the above report would need to be written.

I hear reports that Willie is becoming quarrelsome in the playroom.

Jan. 4 — I can not report any special progress. In studying about birds in the "Nature" book. When he applies himself can give the principal parts in his lesson. Has not much power of application. Still fond of writing letters. Will often begin to write one when I have assigned him other work. During the next week I will give Willie special drill in writing. He does not connect his letters very well. I will give him some exercises to remedy this.

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Feb. 7. Has made some improvement in they way of writing and also in comprising his letters. Does not repeat so much. As beginning to see that it is not just the thing to write over and over again what he has written in other letters. At one time ~~when~~ he received a hat for a Christmas present. I think he would still continue to speak of this hat in his letters if I had not emphatically forbidden it after the 3 third letter acknowledging the same. He would always say "I thank you very much for the black hat. I like it very much".

Mar. I am sorry to say that Willie is not a truthful boy. I have known him to tell so many falsehoods that I can't no longer depend upon him. I can not report any progress in school work. As reading. Works in Nature History or Sea-side and Way-side. In one respect his reading might be called good as he gets some thought from it. on the other hand when one is listening to his feeble effort it is would not suppose that it conveyed any meaning to him.

April Since Willie has been helping with the dishes after dinner, he has been more anxious to work in the kitchen than come to school when the other boys are through. His attendant tells me that he likes to scrub so I think Willie's future happiness and usefulness will depend upon how much he is given to do in this line. It is very evident that Willie is not fond of books or anything pertaining to them.

May. Willie continues to enjoy his work in dining room and kitchen. He usually works down stairs during the whole afternoon session. As doing the work of lesson 28 in numbers tablet. Writes quite an interesting letter for a boy of his capacity.

June. Willie continues to enjoy work in the kitchen much better than school work. Reads very poorly in first book of Sea side and Wayside.

L M N O P Q R S T U V W X Y Z

Julia Saunders.

Sept. — Julia began the Model Third Reader. Is reviewing the lessons that she has been over in numbers tablet No. 1. Had studied as far as lesson 18 in. numbers tablet.

Sept. 26 — Julia is becoming quite an expert in combining numbers rapidly. Writes the written work in her numbers tablet from dictation, seldom asking for help in spelling a word.

Oct. 2 — Has completed all the numbers lessons to lesson 8 in tablet. Writing from dictation and solving same in an intelligent manner.

Oct. 25 — Julia has made some improvement in letter-writing. She is still apt to omit the little words like "on" "in" "the" etc. which usually taken from the significance of her letters. She will often confound the words "you" and "me". For instance she will write "I send your love to me"

Is doing very good work in Model Third Reader. Can give outline story of lesson. Readily having a good spelling exercise.

The number lessons in Tablet 1. of lesson ten do not seem in the least difficult for Julia being among the first in her class.

Nov. 13 — Can take the written work in numbers, to lesson ten in numbers tablet number one. Absent from school.

Dec. 4 — Can write a simple sentence from dictation, usually spelling the words and using the proper marks of punctuation, in the use of the period and question mark. Has been absent from school two weeks.

All the girls in her grade were quarantined. Julia returned to school to-day. She is very happy to be in school again.

Dec. 20 — Julia continues to be happy in school and every where. She has that happy disposition where nothing troubles her. Julia will soon finish the Third reader.

There is not much improvement in articulation.

Jan. 5. — Julia has less difficulty in pronouncing words beginning with "j" and "sh".

In numbers is doing the work of lesson 21 in tablet. Can write the written work and solve mentally, without the use of objects all lessons up to that number. Is improving in letter-writing. Writes her letters very neatly. If Julia were not deaf she would make more progress.

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Feb. Julia does not apply herself very much at times. She is very fond of play, and like Ella May, she would much rather help some little children get their lessons than shake any effort to get her own. She is always ready for some fun.

Mar. Julia has improved much in letter writing, both as to penmanship and composition. Her letters are models of neatness. She requires but little assistance in their composition. Seldom has a word spelled incorrectly.

April. Julia has developed certain capabilities in language work that rather surprises me. For some time I thought that she did not read intelligently, that it did not amount to much more than a mere pronouncing of words which conveyed no meaning. Now I am certain that I have reason to believe that she knows what she reads. For instance when I write a number of questions on the B. B. concerning a new lesson, Julia comes to class prepared to answer those questions by first reading them on the board and then turning to that part of the lesson which answers the questions.

May. Still doing good work in reading and language. Takes the written lessons from dictation to lesson 80 in numbers tablet No. 1.

June 6 Julia is sick in hospt. Swelling on her cheek.

June 11 Returned to school.

June Has nearly completed the Nature History reader No. 2. Is very much interested the lessons and can answer the questions readily.

Willie Lewis.

May 9. Transferred from kindergarten the same time that Peter came down. Willie is a good boy and I think that I will take much comfort with him. He can read a few lessons from chart.

M N O P Q B S T U V W X Y Z

Stillie Mondt

April

Stillie was admitted this month. Has never been in school. She has a round jolly face but is thoroughly lazy. She drags his feet & and has his hands constantly in his pocket. He knows nothing whatever of school work. I have been laboring with

Louie Miller.

Sept. Louie is reviewing the Model Second reader and I am in hopes that he will have completed it before Thanksgiving. He is in B. numbers class and I think he will progress in this class this yeter.

Can tell time by whole and half hour. The first day of school Louie informed me that he had changed for the better.

Now after a week of school I am not able to discover any of these changes. So far as I can see he is the same restless, mischievous boy as of old.

Sept. 11 Absent from school.

Sept. 26 Returned to school after an absence of two weeks.

Oct. 22. Another case of Scarlet F. having broken out in Louie's grade he is kept from school.

Oct. 13 Returned to school after an absence of two weeks.

Oct. 28 I am very much discouraged with Louie. It is very evident to me that he simply does not care whether he ever improves. He will often say "I am going to" but when it comes to doing he is "found wanting". I have searched the whole list of school work through, to find, if possible, where I might say there is progress, but all in vain. There is no progress, at least not in the right direction. He is growing more mischievous if anything. Hear like reports from the singing and calisthenic classes. Louie is extremely deceiving and sly. Will often tell the boys to do certain things which he is certain will involve them in trouble. His happiness seems to consist in making others unhappy. I have hesitated long before making the last statement, but it is only true of Louie.

Nov. 18 I believe Louie will always be rather "lawless" and mischievous. He is the most exasperating boy that there is in the whole school. He is constantly doing those little annoying things which disturb the order of the school-room. He is fond of telling tales of a startling nature and I am sorry to say he is not very particular about telling the truth. He enjoys playing with strings and always has many playthings in his pocket. Will have his book

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in front of him as though intent on study, but it is apt to be quite the contrary.

Dec. There is nothing of an encouraging nature to report this month. Continues to be as mischievous as ever. Seems to be entirely lacking in his power of concentration. Does not give his attention unless constantly reminded. Can write nicely but he is apt to be very careless.

Jan. No improvement.

Feb. 7. I am discouraged with Louie Miller. I can see no improvement. For instance in the "clock class" to-day I asked him to tell me half past twelve. He seemed to have no idea what was meant by "half" or where the hour hand should be to indicate the time. Louie began in the class three years ago with Flossie Nina Miller, George McGran- and a few others all younger than he, (Louie). They all learned to tell time perfectly the first year and can be depended upon now to tell the time accurately.

Louie has learned to give a few answers from the Nature Book, but they are given in such a disconnected manner as not to be of any real value.

Again I repeat that the chief trouble with Louie is lack of attention and application. And the next source of trouble he is not able to retain anything for more than five minutes sometimes. There is only one thing that I know of where Louie will apply himself. If I give him a Barbie piece to learn so he can recite it with his face blacked.

He will commit a 3 or 4 verse selection in a short time.

Mar. I have been giving Louie a thorough drill in lessons on telling time, with the result that he is able to give the time correctly in nearly every instance. He is beginning to see that he must think if he gives the right answer. If Louie would only concentrate his best efforts I think he would be able to accomplish considerable.

April

Louie can write neatly either on slate. B.B. or paper.

N O P Q R S T U V W X Y Z

George McGraw.

Sept. The first day of school George was determined that he would have a Third Reader. Can combine numbers like the following and without the use of objects. 8 + 2 + 1 = 11. Can tell time accurately. Will write a very good letter almost independently. There are usually but few words misspelled. Understands the use of period and question mark.

Sept. 11 Absent from school.

Sept. 26 Returned to school.

Oct. 2nd George has finally convinced me that he is fitted for the Third Reader. He does not recite with the class as yet, since they are many lessons in advance of him and I have thought it best for George not to pass over the first lessons in the new book. He has a good lesson every morning.

Oct. 10th Can take the written work in his numbers tablet from dictation as far as lesson 8. Doing the work intelligently.

Oct. 25 George is not so anxious to write letters home as formerly. He is growing discouraged because he has had no answer in so long a time. Having written every week since school began and no reply whatever is enough to discourage even an older person.

George is making a great effort to be polite. It is very sweet to see him sometimes. The other day when I asked him for his Reader. He was handing it to me when he suddenly drew it back, saying "Oh I must find the place first for you first."

Nov. 18 George is making daily progress. It seems to me that he is doing as good work as any child in Public School. Reads readily in his new reader— "Sea side and Way-side". and is very much interested in the stories about crabs, bees, and insects. Can take the written work from dictation in the numbers tablet to lesson twelve.

Nov. 27 To-day I excused George to go to the Slater C. Miss Baker found him abusing himself and so requested me never to excuse him from school again.

Dec. 4 George asks many times to be excused, but I can not let him go. Upon refusing he kicked the wall and acted badly. He is not doing so well in school since he commenced the bad habit again.

The night-watch finds him

N O P Q R S T U V W X Y Z

frequently sitting up in bed while in the act. I am very sorry that I am obliged to report such dreadful.

Jan. Is improving in every way but that in his conduct. He is quite exasperating at times and is not so willing to do his work at all times. Still be very careless about his writing, but when finds that he must rewrite his work until it is neatly done, he is apt to be more careful. George practices the "bad habit" almost constantly when he has an opportunity. Miss Baker caught him in the act in the closet about two or three weeks since and she did not wish George to be "excused" under any consideration.

Once he was known to indulge in this habit during school. He had just begun a letter to his mother when the thought seized him. One of the boys near him saw him and immediately reported it to me. For punishment he was put in a camera obscura one whole hour and "presented" to Mrs. Radcliffe which latter part of the punishment grieved him more than all. He is very fond of Mrs. R. and so he is very anxious to have her good opinion.

Feb. George is growing more restless in school. He wanders about the room and acts very indignant when I tell him to take his seat.

If I punish him by standing him in the corner he will usually kick the wall or try to annoy me in some way. George is exceedingly nervous at times and he is!

Mar. I am sure that George has improved in every way the past month excepting in drawing he has accomplished nothing to speak of. I think that his eyes are not strong enough to see to work by gas-light.

Then too the lessons in their books are of such a nature as to require the closest attention. I allow George to come to the drawing class more for the sake of amusement, as he enjoys coming to the school-room in the evening.

April. George is still improving in all his school work. Can explain the written work in numbers tables to lesson 28.

Continued on next Page.

N O P Q R S T U V W X Y

Nena Miller.

Sept 11 Nena returned to school to-day. She seemed very happy to be able to begin the school life again and to meet all her little playmates again. Nena has taken up the Model Third Reader. I am having her review the multiplication tables. Can solve such examples as the following. 643 × 4.

I have also placed her in the geography class.

Oct. 2nd Sent home for good last Friday.

George McGraw. — continued

May.

George is a wonderful letter writer. He can think of more to say in a given time than many older people and those too who are not feeble-minded. He writes neatly with pen. Observes the period and question mark.

June

George has completed the first book of the Nature History. He is able to write a good outline lesson about the different insects he has studied about in this book. Can take any lesson from dictation always spelling the words correctly and writing the lesson in a neat manner.

George is also quick in numbers, giving all combinations to 20 in an intelligent highe way. Has just begun to build multiplications tables using objects. George is a very bright boy for one of his age, and so far as I am able to judge I think his ability in school work would compare favorably with that of any child in Public School.

Certainly in letter writing he is far in advance of them.

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Albert Mason.

Sept. Began school with the firm resolution that he would do better this year. Poor Albert has not the ability to carry out any resolution. He can not seem to remember anything five minutes. He is very, very heedless too. Can count to twelve. Knows a few words, like "cat dog" and a few others.

Sept. 11 Absent from school on account of a case of Scarlet Fever which has broken out in his class. All the little boys are kept out of school for this reason.

Sep. 26 Returned to school.

Oct. 2 Copied a letter which I had written for him. It was to Hillie Slogg and contained about twenty words. The writing was quite legible. There is every indication that Albert will learn to write this year.

Oct. 24 Yesterday Albert copied the lesson about birds on page 24 of "First Steps". He was able to write all the words excepting the word "bird" he failed to make an "r". I believe that he will improve

Nov. 18. Albert is conducting himself in a more creditable manner. Can copy simple words so they are quite legible

Dec. 4

Writing is still very difficult for Albert. He is such a queer boy. One moment he seems so pleasant and perhaps the next he will scowl in a dreadful manner. One must use so much tact in managing Albert. It is always best to praise him I find. I have never had any good results from anything that even bordered on finding fault. Speak pleasantly, even though he is far from deserving it and you will always win a smile in return.

Jan. Albert is still a puzzle to me. I can not account for certain things. For instance when I am quite certain that he has learned all the words in a sentence so that he can spell them and write them very well at sight. I may place the sentence on the board another day and he will seem to know nothing of these words. And when he is reminded of how well he knew those words a day or two ago, he is liable

N O P Q R S T U V W X Y Z

to say in a pouting way "No, I never learned those words." When he is in such a mood it is best not to urge him, and he will usually be all right in a little while.

Albert has no power of application and scarcely any memory. He is improving in articulation and can speak the word "black" distinctly as well as several other words where he must sound this combination of the letters "b" "a" and "l".

Feb. There is more hope for Albert and yet he does that which is still a puzzle to me. To be more definite I will cite one instance which to me indicates a very feeble mind or want of memory. I selected for an object a common jack knife told him about the blade, handle etc. (I selected the knife as most attractive and interesting to a boy) and repeated this lesson several mornings. He wrote the word "knife" many times on the B.B. both from copy and memory. After an interval of three days he could not write the word neither spell it orally. This is only one instance of many which would write about.

Mar. Added to the above troubles Albert is afflicted with laziness of the most persistent kind. He must be treated with the most careful consideration on my part or he will pout "[illegible] half a day. On the other hand I am able to report something favorable also in as much that he is able to write a few sentences on the B.B. "The book is on the table" "A hat is on the chair." are some of the sentences he has learned to memorize from constant practice.

April. Albert is still adding words to his little stock, and I still have hopes that he will some day amount to something. There are times when I am very doubtful about his remembering anything more than a few days.

Again I must say that Albert is a strange child. It is so difficult to know just what to do with him. He has so many "moods and tenses."

One never knows how to find Albert. One moment he is sweet and pleasant and the next he may be pouting and seeming very angry and without any apparent cause whatever. Sometimes I tell him that I would like him to go to church with me, then he is liable to seeme pleased or sometimes he looks cross because I mention such a thing as going to church. Very often he asks if he may go with me for flowers.

The last time that I asked him to go, he told me in no very pleasant way that he did not like flowers and did not want to go. Albert is surely a very "uncertain quantity."

May. Albert continues as usual in school. There is no change in any way, unless I may say that he is as "rowdy" and sometimes worse than ever. He does not like to read in the presence of strangers and if I should ask him something that he knew ever so well he would be liable to say that he did not know, or perhaps would give me no answer at all.

June Albert is doing better in school than at any time since he has been under my instruction. He seems happier also, not indulging in those peculiar pouting moods so frequently as formerly. Number work is still very hard for Albert. Can count and write to 100. Makes combinations to twenty. Reads the first seventeen lessons from reading chart. Can tell a little story about each picture from which he has been studying. Can copy script in a neat legible manner, using lead-pencil.

If he undertakes to write a lesson from chart is liable to miss skip words or even whole lines. Knows all capital letters and can make most of them.

O P Q R S T U V W X Y Z

Bertha Maner.

Sept. Bertha is a little girl who is very deaf, and in consequence her progress in school will be very slow. She is equally as deaf as Ella May Floyd, being much like her also in disposition and intellect.

Oct. Reading very poorly in First Steps in Normal Method. There are so many words in this book of which she does not know the meaning. For instance it required several minutes to explain the word hang. I had to illustrate it objectively in different ways. Finally I hung the clock on my finger when she grasped the meaning and smiled as if pleased that she at last understood. From the above illustration I would not have it understood that she is very stupid, but she is not very familiar with the English language.

Nov. I am more encouraged at this writing and although Bertha can not hear any better, still I think she will learn to read lips to an extent that will be a great help to her. Is always pleased when she receives a letter from home. Can not read them without much help.

When trying to write a letter can only give the date and address independently. She can write a letter from dictation, when it is necessary to spell a word occasionally.

Dec. Was very much pleased with her gifts from home. A gold ring pleased her most of all. She seemed very thankful that she was so well remembered and was sorry that she could not send something home to her mother and sister. Bertha dances very gracefully, keeping time with the music. She waltzes as well as any one of the smaller children on the floor.

Jan. Bertha is about to be admitted into the Nature History class. This she is very anxious to do. But I tell her that she must first try to read louder, and then I would see what I would do about advancing her.

Bertha can copy anything very neatly and nicely.
That is anything in script. She is acquiring a very pretty running hand. She writes with comparative ease. Likes to write. Can add combinations to twenty quite rapidly.

Feb. Bertha began reading in the Nature Reader to-day. She is quite delighted to be in the class and says that she will try hard to be in the Third Reader next year. I think Bertha is quite ambitious. She writes home that she wants to be a smart girl some day. When I praise her it seems to make her very happy. Bertha is a bright looking girl, but acts rather dully at times. However on the whole she is quite a nice girl and I am quite fond of her.

Mar. Bertha has been having neuralgia of the face so that it nearly closed her right eye. She has not been able to do any school work this month

April. Bertha is able to resume her work in school again. Her eye seems entirely well.
Reading about spiders in her book Sea-side and Way-side. I am certain that Bertha is capable of much improvement.

May Bertha writes letters home every week which are models of neatness and accuracy of penmanship. Her letters in this respect would be a credit to almost any normal child of her age.
I wish something could be done that Bertha might hear better. She loses so much, hearing is so defective.

June Bertha continues very happy in school. Writes her lessons neatly on B.B.
Has a sore throat so much of the time that I have not been able to give her much drill in reading aloud. Can write letters with very little help from me. These she receives she can read, and enjoys them so much that her face is wreathed in smiles the whole time while she is reading. Began to build multiplication tables by use of objects.

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Sidney Peterson.

Sept. Began the term by reading in Model Third Reader. Sidney is really ready for the Fourth reader, and therefore I have given him supplementary reading. I do not think it best for him to be with the larger boys as yet. He is reviewing multiplication, not having forgotten them during vacation. He will soon be able to take up division again.

Sept. Sidney is absent, as are all the boys in his class on account of Scarlet Fever. I have only the girls in school.

Sept 26 Returned to school.

Oct. 2 Sidney is very much interested in Geography. Has been giving some excellent outline stories of lessons, that is his reading lesson story.

Oct. 26 His lessons in language have been very good.

There are no special improvements that I can note at this time. All of his work is generally good. It is a comfort to have Sidney about, he is usually so sweet and cheerful, and always truthful. I can rely on him.

Nov. 18. Has finished long division, and will begin fractions next week.

Dec. 4 Began fractions.

Dec. 7 Sick - Sore throat.

Dec. 11 Returned to school.

Jan. 3 Is doing nicely in fractions. Began addition of to-day. Has improved in letter writing in as much that he can write at greater length. His letters are a credit to him.

Feb. 7. Sidney wrote a lesson about the sheep, which was excellent in every way. I am not inclined to think that

Mar. Sidney is having more difficulty with Fractions, than I had anticipated. He is still puzzled with very simple problems. For instance I gave an example like the following has puzzled him not a little viz. - "If it take 12 5/5 hours to plough a field and 60 2/5 hours to plant it, how much longer does it take to plant than plough it?" Reducing mixed

P Q R S T U V W X Y Z

to improper fractions was quite puzzling at first. The last month Sidney has been complaining much of headache. She has been obliged to be excused from his studies many times.

April Sidney still complains much of headache and feels generally bad. He spends much of his time lying on the couch in the principals office. Is still trying to do the work in simple multiplication of fractions. Is very much interested in the new reading book, number 2 Sea-side and Way-side. He has had the book two days.

May. There is nothing special to report at this writing. Sidney has been having a hard cold for several days. He is very anxious to go home this summer. He tells me that he hopes he will not need to return next year. Sidney is growing very discontentedly. I fear his friends will have some difficulty in having him retain next year.

June. Sidney has been feeling miserable this spring and has not shown so much earnestness in his school-work as formerly. He is constantly talking of going home, and is fearful that his friends will forget him.

O B S T U V W X Y Z

Sept. Cordelia seemed very glad to begin her school life again.

She began reading in Model Second Reader, having completed First Steps in reading. Can combine numbers to eight without the use of objects. Can tell time by whole and half hours. Always recognizes "greater after."

I have one great trial with Cordelia and that is she will not make the least effort to copy any simple word in script that I may give.

She would stand during a whole session if I would let her, simply holding the pencil on the slate but never attempting to make a mark of any kind. This week I was determined she must try. I took the word "man" to begin with. She has been working on it a whole week with the result that she writes it fairly well.

It is not a matter of inability so much as one of pure stubbornness. Cordelia had the idea that she could not and would. I understand the child well enough to know that it would only need an earnest effort. I hope to be able to report other words as the next writing that she can print

Oct. 2 Cordelia continues to have spasms daily. They

Nov. Cordelia is reading nicely in Model Second Reader, but is doing no more in writing. I told her she would have to go back in First Reader unless she tried to write, as all the little girls who read in the second reader should write.

This punishment has had the desired effect as she has made an effort to copy some simple words, but not successfully as yet.

Her hand when holding a book or trying to write trembles considerably. I did not notice this trembling last year.

Dec. 4 Has been absent three weeks. All the girls in her grade have been quarantined.

Returned to school to-day.

Cordelia needs much individual attention. She likes to roam about the school room, and if she can see the opportunity will go to the other desks and take anything she may want. She like many others likes the "long" slate-pencils best, and never misses an opportunity to change her short one.

continued in letter R.

Fritz Peters.

Oct 2 Began school. He is 13 years old. Has had about three years instruction in Public School. About two years ago he left school; since which time he remained at home helping his mother about the house work.

Seems to be very fond of his mother and speaks of her very often. Fred does not understand English readily and besides he is very deaf.

He said that he had read in the Second Reader. I find that he is scarcely able to do the work in the First Steps in Reading. I don't understand how he could ever have been in Second Reader work. He recognizes but few letters. Will copy anything in a neat manner using the pen. Is very industrious and always obedient. I think he is trying very hard to improve, and it seems to please him very much, when I say to him that I think he will improve. I fear however that his progress will be slow since he has so much to overcome. If he could only hear I think he would soon acquire quite a vocabulary. Has a very amiable disposition and in consequence all his playmates are becoming very fond of him. Very neat & tidy. Always leaving his desk in perfect order. I think he is unusually neat for a boy. He has so many sweet winning ways that one can not help being fond of him. In numbers he can combine to ten. In German, he can reason out such examples as the following. If I had eight apples and ate all but three how many have I eaten. Fred has quite a little fund of information about domestic animals, and could talk at length if he could only express himself. The greater part he is obliged to tell me in German.

Can tell time by whole half and quarter hours. I think he will soon be able to tell time accurately, he gives his undivided attention while in class, and I can always feel that he has profited by the lesson.

Nov. 18. Has thus far proven himself to be a very industrious and conscientious boy. When he has a certain amount of he is anxious to finish that he may do some extra work. I think it is seldom one finds so many good qualities in a feeble minded child.

Dec. 4. Can tell time accurately. Has great power of application and exercises it. Is very much in earnest about his work. Has commenced to take lessons on the cornet is doing nicely in this work also. Can do any example in multiplication using but one number as a multiplier. Tells time perfectly.

Jan. Continues to be industrious and faithful in everything. He is the most conscientious child that has ever come under my observation or instruction.

Fred is a most interesting child to talk to or converse with. He expresses himself clearly and in a manner which impresses me that he has a good mind. He is observing. I could cite innumerable instances where he has shown remarkable ability in his powers of observation. In this capacity his mind is certainly normal.

Feb. With the exception of George McGraw I have never had a pupil who has made such rapid strides in all of his work. Surely this is the result of the strict and undivided attention, yes earnest untiring application which he has never ceased to give to his work, ever since his first week of school. He is very anxious to make up for lost time. He was sick three years and totally blind 1½ years. His eyes are so bright and expressive that one would never think for a moment he had ever been blind. However fine print that is, ordinary fine print is very trying, and at times his eyes grow very tired and somewhat inflamed. Fred has been here five months. He has completed the Normal First Reader, and will soon be through the first book of the Nature & History Reader. Is able to take the reading lessons from dictation, writing them as readily as any of his class mates.

Could not write the simplest words from dictation three months ago.

Will soon be able to write a letter from dictation. When reading or writing, if he makes the slightest mistake and is unable to continue without assistance he is very much distressed often weeping bitterly as he realizes so keenly his condition and that he is obliged to be in a school like this. Fred is thoroughly reliable, every one in the house speak of his honesty, amiability and polite manners. He has learned three lessons in music very quickly. The cornet teacher tells me that he learns as fast as any boy in his band in town.

continued at F.

O B S T U V W X Y Z

May Biles.

Sept. Mary seemed very happy to return to school.

Began to read in Model ~~Second Reader~~ Third Reader. Reads intelligently and in a clear voice. Understands the lessons of lesson two in No. 1 numbers tablet. Can combine rapidly such numbers as the following 3+2+1=

Mary is in the geography class and seems quite interested.

Sept. 21 Mary is learning to use pen which has improved in writing within a few days, more than she did in as many weeks last year.

Oct. 2 Continues to improve in writing. Is using a Spencerian Copy Book No. 2 in which she ~~writes~~ copies the exercises with accuracy and neatness. Mary writes a very good language lesson.

The class have taken up the Domestic Animals again. They seem to enjoy writing about them.

Oct. 26. Mary is growing to be a very sweet little lady - like girl. I am becoming very fond of her. Her language lessons are all that one could expect. There is decided improvement in reading.

In reading lesson 28 in the Model Third Reader. Wrote a letter to Mrs. Goodrich to-day. Flora is a friend at the Quatoma School.

There was but one mistake in her letter, which consisted of about one and one half pages.

Nov. 18 Has made good progress in numbers & work.

Dec. 4 Mary together with the other girls have been quarantined for two weeks. They returned to school to-day. Mary does not seem so happy as formerly.

Dec. 20. Mary is not doing as well since her return to school. Seems so impatient all the time. Indulges in sullen moods and cares nothing for study at times. I have talked with her repeatedly but she gives me no reason for her present conduct.

Jan. 4 I think Mary is more cheerful than she has been at any time since her return to school. Is more industrious and willing. Wrote a very good lesson about the sheep. That being the Domestic Animal about which the class are studying. In numbers I am giving

her drill practice in adding columns of number not to exceed 20.

Feb. While Mary is not particularly ambitious yet she manages to accomplish considerable in the course of time. She writes her language lessons neatly, and has improved in numbers work. Is adding numbers like the following- viz. $+\frac{2}{4}\ \frac{3}{5}$. Can find the answers to twenty examples in 1½ hours. Uses objects in counting when the number exceeds fifteen.

Mar. Mary has improved very much in reading. She reads intelligently and with the proper emphasis. Can give the substance of the lesson. Always has a good spelling lesson. I think she will be able to read in the fourth reader very soon.

April Mary writes her lesson neatly on black-board. There are times when Mary lacks ambition, and will sit perfectly listless. At other times she will take up her work without any urging. Can take the written work of lesson 80 in numbers tablet from dictation.

May Began multiplication. Is building the tables by use of objects.

June To-day Mary wrote a very good letter to Miss Teisten. She has improved in writing. Takes great pains but is very slow. It requires fully two hours for one 1/2 pages. I find that one can accomplish more by praising than finding fault. Mary has read through the Nature History no2. but she had better read it again before beginning a new number.

S T U V W X Y Z

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for a long, in the absence of the owner.

Dec. 20 Has been absent from school much of the time, having spasms more frequently and they seem to be growing more severe. Her hands tremble when holding a book or pencil. Has made a feeble attempt at writing a few simple words.

Jan. 4 Sick – Scarlet Fever. Has been absent two weeks.

Feb. 5 Returned to school.

Feb. 15 Does not attend school very regularly. Still often spends a whole forenoon sleeping after having a spasm in the early part of the session.

Mar. Spasms not of such frequent occurrence. Can read very well in First Reader. Count indefinitely. Knows small change, like five and ten-cent pieces. Can tell time readily. I can depend upon Cordelia to tell the time exactly.

April. Is more obedient in school. Has at last made a successful attempt at writing. Can write the following words which is a full list of all she is able to write up to date: cat, dog, cow, man, boy, black, see, house. These words were all written in a fairly legible hand. Is able to read readily and at sight any lesson in the First Reader. Her mother informs me that she can read all of her letters almost as readily as she can.

I know that she reads the script which I put on the board for the Nature History class. This book is about like the second reader. Cordelia is very anxious to be in the Nature History class but I tell her that she must first be able to write and spell many of the words in the above book. I let her devote most of her time now to writing as it is in this particular branch in which she is most deficient, and hence she would not be able to keep with regular class work. I think that Cordelia is very happy to think that she will soon be able to write.

S T U V W X Y Z

May 28 Cordelia can write her lesson, so that one can readily read it. I think that she will continue to improve in writing as she becomes more and more convinced that it is within her power to learn to write.

June I believe that Cordelia will be able to do good work another year in writing. She has just made a good beginning and I think when she finds that she is in a class with others, in which she will have to study; that she will make more of an effort, rather than be put back. It must be taken into consideration that Cordelia having spasms so frequently cannot make the progress she otherwise could, for one of her ability.

Fifty Letters — continued.

Mar. Continues to be faithful and industrious. Is the most earnest worker that I have ever had in school. If he could only hear better and could understand the English language more easily his progress would be much more rapid, for he is certainly very ambitious.

April. Fred has thus far proven himself a most remarkable child, in as much that he possesses nearly all the good qualities. He is "kind hearted, amiable, truthful, strictly truthful, neat, industrious, grateful and is always the same every day. In fact he is just such a boy as his face would indicate. I have watched him very closely and his whole daily life in all his actions bespeaks a most noble character. There is nothing small or petty about him. He always attends to his own affairs and thinks that others should do the same.

May

Fred has read through the First Nature Reader and will review it again the next month. Writes very neat and sensible letters home every week. Has help-

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Gusta Schwieger

May 11 Admitted.

June 11 When this report is written

A very pleasant looking child, but a most ungovernable temper. Has never been at school. Is the only child of parents who have allowed her to have her own way in everything until she is beyond their control. She has been in school four weeks, and thus far has proven herself the most troublesome child that has come under my instruction. She will not attempt any kind of occupation but that of taking from other children whatever they may have on their desk. When I try to persuade her not to interfere with the work of other children she usually screams and runs about the room, swearing and using the vilest language that one could imagine any rough man would use were he very angry. When given anything that she asks for and she seems quite anxious to have it, she will be interested but a minute or two when she asks most emphatically for a change of playthings. If I do not get them instantly there is the usual outburst of anger accompanied with screaming and ill language.

At a picnic the other day she had less pleasure because she could not monopolize two swings and two hammocks.

When passing the refreshments she would be waited on first and would have nothing but cake and the while past 7 eggs. The yolk she threw away although there were several girls asking her for it.

I think that I have written fully enough to show how thoroughly selfish Gusta is. She is not willing to keep her own seat, but roams around the room disturbing the children generally.

Last week She was in hospital the greater part of the week. Had two or three spasms each day. Has never had any in school.

Gusta has a good voice and I believe she will learn to sing readily as she is quite bright and could learn if she only would. Can count to ten and knows a few letters but does not read the simplest words.

U V W X Y Z

June 25 Augusta has improved in her conduct during the past two weeks. She does not indulge in such frequent outbursts of temper.

She has taken part in class exercises twice. Can match and name all colors on peg color chart, and give the number of pegs in each color. Augusta has great fear of a "shaking", and since the principal has given her one or two thorough shakings she is doing a little better. However it is very hard for her to give up and she still frequently tries to have her own way. Augusta thinks it a great trial to be obliged to keep her seat. She complains that they are too small for her, while much larger girls occupy the same kind and are comfortable.

In her angry moods Augusta will throw anything she may happen to have in her hands, and as she has been angry so much of the time I have not thought it best for her to have a slate or anything by which she could injure the children.

Esther Valentine

May — Began school. Has attended school at a convent. Can read poorly in Fuist Reader. Very dull in numbers. Can not find lesson given the page. She scarcely recognizes a number higher than six. Knows color and form. Knows nothing of telling time although eleven years of age. She is very neat in personal appearance, and I should judge inclinial to be very vain. Obedient but not very industrious. Can copy script but it is scarcely legible. Can spell only very simple words.

June. — Esther enjoys coming to school, and I think that she will improve much. I see that she is very anxious to be in the first book 7 Sea-side and By-side not so much because it is a higher book but because the children of her age are in this class. I have an impression that Esther could do considerable but lacks ambition. Now I am trying her in the above reader on condition that she will do her very best. I feel confident that she will be able to keep up with the class.

V
W
X
Y
Z

Nellie Williams.

Nov. 2. Began School. She is a sweet little girl. Hearing quite defective. Recognizes a few easy words in First Reader. Can count objects to ten. Can copy script, but does not spell the simplest words.

Dec. Nellie has been troubled much with her eyes. They seem very much inflamed at times. She does not do very much in school.

Jan 1. Sick in hospital.

Feb. Can not report any progress to speak of. I tried to have her memorize a little recitation of eight words to speak with ten little girls on the stage. After consuming much of my time it only proved a failure as she was not able to remember a word of it. Could not even remember her place in the semi circle.

She goes to the kindergarten exercises a half hour every afternoon. I hope she will improve in walking and marching while taking part in these exercises.

March. Nellie's eyes continue very sore, and I am afraid to have her do any school work. Dr. has forbidden her going to the sewing room and I think it will be equally injurious.

April Nellie enjoy the kindergarten exercises very much. She has improved in walking and marching. Her eyes are still very much inflamed.

May Dr. improvement. Sore eyes.

June 10 Nellie died very suddenly this evening. She was ill but 20 minutes. She seemed to have a terrible spasm.

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Ella White.

May 8 Ella was transferred from kindergarten room to-day. Can distinguish colors and give names of some. Reads some of the lessons from chart. Can pronounce some of the words from all the lessons. but is not familiar enough to read the lessons readily. Ella is naturally a very indolent child, and she must be watched constantly or she will spend her time in complete idleness. She likes to play but does not want to do anything that requires any effort. Can copy script.

June Continues to be as indolent must be urged to work. Ella does not like reading from chart. Has an idea that she is too advanced for such work. Can make combination in numbers to ten. Counts to one hundred. Can read and copy very simple words in script. Think Ella had better continue chart-work when the term begins

Clara Kroger

April — Clara was admitted to the institution this month. She has a very pleasant face, but it does not indicate much intelligence.

Knows nothing whatever of school work and can not seem to grasp anything. She likes to play all the time. Will leave her seat frequently and does not confine herself to any work one minute. Speaks German better than Eng. but her answers are no better.

June — Clara was transferred to kindergarten to-day. I have labored with her in many ways. I asked her to give me a book, when she proceeded to gather up all she could see. It is so in everything that I ask her to do. Clara is a very peculiar child. Others one would not be very much impressed that she is so peculiar until you begin to work with them then you see at once that she has no sence.

X
Y
Z

