

Faribault State School and Hospital. Individual School Records.

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Version 3
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REYNOLDS' "CONSECUTIVE." 7½

Book No. 2

From September 1893

To [illegible] 1894

PATENTED JUNE 22, 1875.

Boys + girls
1st grade?
1893 - 94

Daily Program. Sept. 1 — Jan. 1.
Morning session.

8.15 - 8.30 Chapel.
8.30 - 9. Word Method reading Class.
Ella White, Willie Lentz, + Adolf.
9. - 9.30 Use of Gifts.
9.30 - 10. Circle exercises.
10 - 10.30 Intermission.
10.30 - 11. Chart reading class. Peter, Flora
Nathan, Bennie
11 - 11.30 Busy work.
11-30 - 12 Numbers work.
12 - 12.15 General exercises
Afternoon Session.
1.30 - 2.00 Busy Work.
2. - 2.30 " "
2.30 - 3.00 Circle songs and games.

Daily Program. Jan. 1 — July 1.
Morning session.

8.15 - 8.30. Chapel.
8.30 - 9. Morning talk.
9 - 10. Individual work in reading.
10 - 10.30 Intermission.
10.30 - 11.30. Individual work in Numbers work.
11.30 - 11.45 General exercises
11.45 - 12.15 Circle exercises.
Afternoon Session.
1.30 - 2.30 Busy work.
2.30 - 3.00 Circle exercises.

Albert Baker.

Sept. 18

Albert has such a bright pretty face and understands every thing said to him, but is unable to talk. I believe in time he will learn however. A lively little fellow for a cripple trying to do every thing he sees the other boys do.

The most affectionate child in the room often beckoning me to come to him that he may kiss me and always throws a kiss with his hand for a good night.

Oct 1. Such a little mischief, always into something or that he requires close watching. More quiet, seldom calling out in school as formerly.

Oct. 15

There is little to say of Albert except that he seems well and happy.

Nov. 1. Can see no improvement in this child. He is just as cruel with his playmates as ever, pinching and biting them every opportunity he has.

Dec. 1

About the same. Perfectly well and happy however.

Jan. 1

Simply nothing to report.

Feb. 1

Albert remains about the same, except that he seems less inclined to destroy his playthings.

March 1

Nothing to report.

April 1.

Remains just the same. There is

anything to write of the child from month to month.

May 1.

Possibly Albert is a trifle more quiet than he was few months ago. and not so destructive. He will now work with the colored sticks and use the pegs in the peg board with out either breaking or chewing them as formerly.

June 1.

Ten months in school seems to have made little difference in Albert Yet his much more quiet never calling out as he used to and never leaves his seat. Then to he never destroys his work. Instead of breaking his sticks as formerly he sorts the different colors. Then the will string the beads and build with the blocks. He has not learned the different colors.

Peter Bloomquist.

Sept. 18

Peter tro has been taken from school but found him to be quite a bright little fellow. At present there is little to report.

Oct. 1.

Peter returned to school the 25th of Sept. and promises to do good work; has read three lessons on the chart and remembers all the words from day to day. Shows great interest in all the Kindergarten work. Strings beads by form and color. Also uses the Third Gift well. Always joins in the singing, but his voice is not at all musikal, always making a discord.

Oct. 15

Continues to improve daily. Now reads the 16th lesson on the chart, and begins now to have some idea of forming words with the "Word builder" altho' he has not yet learned any of the letters except "a"

In any busy work Peter works very rapidly; too rapidly to do it well; he could fold papers well, if he took a little more time but is always so impatient to get his work done first. In number work he does but little; makes the 4 and 7. Also counts to ten

Nov. 1

Gradually improves. Not so restless and noisy as formerly and continues to improve in his reading and number work. His busy work is not so good, not being a neat boy.

Dec. 1

December finds Peter reading on the 16th lesson of the chart. Has also learned

several new numbers, 2, 3 and 6. making them very neatly on the black board

Jan 1

Peter now reads the first twenty one lessons on the chart and makes all the figure from 1 to 10, knows their names and is beginning to understand their value. And by the 1st he is perfectly familiar with the cube, will divide it into halves and fourths and will tell very quickly how many of either it takes to make a whole. He also takes more care with his needle work.

Feb. 1.

The improvement in the past month is less than any other, however month He is learning to count numbers. Also counts to 30.

March 1.

Can now see that Peter has settled down wonderfully. Not nearly so restless and nervous as at the beginning of the year. Continues reading from the chart. But has not yet learned any of the letters.

April.

Continues doing good work. Has almost finished the chart. The circle exercises have benefited Peter more than any other child for he now sings quite well, while at the beginning of the term he could not sing the most simple little song.

May 1.

May 9th Peter was advanced to Miss Tanner's grade.

Flora Bendorf.

Sept. 18. The third week of school finds but little improvement in Flora. One cannot help expecting more from such a pretty bright-looking child. She lacks ambition, owing no doubt to the spasms. Up to the present time she has had nine during School hours.

It is extremely difficult to make Flora understand anything in numbers. She counts to twelve but if asked how many 4 and 1 more are she is unable to tell even with objects representing the numbers placed before her. Always records to counting. She makes the numbers 1-2-3-4 and has learned their names.

Since school began she has also learned several words such as, cat dog, black, white, plays, runs, book, cup, hat.

Oct. 1. Flora has learned a few of the colors red, green, yellow, orange but invariably calls purple, blue or blue purple. Of the the forms she is perfectly familiar with the ball and after some hesitation will select the cube from the cylender. Has also learned to make the figure 7. Can make 5 after a copy.

She has attempted some of the simplest sewing cards. Her work is very neat considering the helplessness of her left hand. She is unable to thread her own needle, a source of great annoyance to her.

Oct. 15. The last of September Flora began

with Peter on the chart and is doing well
Now reads the 16th lesson and recognizes
the words even more readily than Peter
but in using the "word builder" in forming
the words in each lesson, she requires
more help. She now makes all the figures
up to 8 but not all without a copy.
She has attempted the paper folding but
does not do well owing to her lame hand.
She also knows all the colors and forms
in the books.

Nov. 1.

Now reads the sixteenth lesson on the chart
having such sentences as "The boy and
girl will see Jamie milk the cow."
In number work there has been little
progress except that she has become
more familiar with the numbers she
has already learned. Flora, of
late has made some attempt at
singing and has joined the little
singing class.

Dec. 1.

During the past month a case of
scarlet fever broke out among the
class of little girls consequently the
whole class were quarantined, and
shortly afterward Flora was taken
with the fever herself. So at present
she is not in school.

Jan. 1.

After a six weeks absence from school
Flora has returned to school looking
as fresh and rosy as though she
had never been sick. In fact she has grown
fat. I feared she would forget all
she had learned since the beginning
of school but find much to my delight

that she is ready to begin just where
she left off.

Feb. 1.

Flora has finished the Reading
chart and is now using the Webb
Word Method, the first part. In
numbers work she is doing equally
well. Counts to 30 and writes all
the numbers from 1 to 10 and under-
stands their value. She makes
good figures unusually good for
a child so small, also counts
very small numbers. She now
knows the days of the week, the
months of the year and the seasons.
She has made some little progress in her
singing; her voice has grown stronger
and she pronounces her words more
distinctly. Flora takes an active part
in all the circle exercises.

March 1.

Flora continues to improve, although
slowly. In numbers she has done
little but her reading is much
improved; has begun the second
part of Webb's Word Method, learning
the letters with each word. A
delicate child and sick a great
deal.

April 1.

Flora has been sick much of the time
during the month, consequently has
done little in school.

May 1.

There is little to say of Flora since
she seems to have little ambition for
anything since the weather is growing
warm. She seems unable to apply

herself. She is restless and wants a constant change

June 1.

In summing up Flora's work, I find she has done quite as much during the past year as could be expected. She has almost completed the Second part of Webb's Word Method and now knows nearly all the letters in the alphabet. In numbers she writes numbers to 15 without a mistake and combines numbers to ten with objects.

Her greatest improvement is in her singing since at the beginning of the year she did not sing at all. She knows the name of each day in the week and how many there are, the number of months in the year and name of each. The four seasons and the number of months in each.

She has learned the six colors, red, blue, yellow, green, orange and purple.

She does the simplest weaving and sewing and is perfectly familiar with each step in the paper folding but can not fold them accurately.

Eddie Caprow.

Sept. 18

One of the worst children if not the worst, I found him to be the few days he was in school. Has been out since the first week.

So shy about everything he does the minute my eyes were turned from him, he was out of his seat in a flash, and reaching about to either disturb some other childs work or pinch him. Then he was so sorry when ever reproved. I judged he had never been made to obey a command.

Oct. 1.

Entered school again the 25th of Sept. and during the past week has shown great improvement in his behavior in school. Minds readily and when reproved for anything does not kick and scream as he did at the beginning of school.

Oct. 15

Gives little or no trouble in school now a much better child than I ever thought he would, be after my first few days in school. Of the general work there is little he can do; he strings beads and builds with blocks, also uses the peg boards but does not work in insert Then he is unable to talk

Nov. 1

There is really little to report. His conduct in school, is much improved to be sure, otherwise there is little improvement. He imitates very readily Can the circle he does better than many of the brighter children

and is almost graceful in his motions in the songs and games.

Dec. 1

Becomes more quiet - with all his work and does not annoy the other children as he delighted in doing a few months ago.

Jan 1.

Can see no improvement - during the past month.

Feb. 1

Eddie seems to make no effort to talk just mumbles. He has learned to weave the simples pattern in the mat weaving being very careful and neat with his work. He Recognizes well and is quite active on the circle.

March 1.

Eddie seems to be at a stand still He is perfectly quiet and obedient now never giving trouble unless some other child molests him.

April 1.

Nothing to write of Eddie. Just the same as he has been for several months the past perfectly well and happy and mischievous as ever but not so thoroughly bad.

May 1

Eddie seems perfectly subdued while under his teachers watchful eye but if another teacher substitutes and has him in charge he immediately tries to see what he can do to annoy her. Evidently he wants to taste everyone.

June 1

The greatest improvement in Eddie is in his general deportment, since he has become quite obedient, always quiet seldom giving trouble in any way. He will seperate the sticks into the different colors, then build with them Strings his beads both by form and color. Will weave very simple patterns and sew some of the simplest designs.

In the circle exercises he makes the motions but cannot sing. Neither has he made any effort to talk.

At first he was one of the hardest children to control. He had to be enquired, since then has given no trouble.

Eddie Tileth

Sept. 18.

Entered school the 18th of September and thus far have not been able to get one word from him. He is reported as being able to talk perfectly, however, and trust that in time he will talk readily enough. Occasionly he sings to himself but the instant he observes one looking at him, will stop. It is so with anything I give him in the way of occupation; if I ignore him altogether he will amuse himself with sticks blocks or beads but if I notice him by telling him how to work with them, he will not do one thing

Oct. 1.

Eddie is rather musically inclined I judge, as one afternoon while the piano was being tuned, one key being sounded again and again he pitched his voice with the key and carried the sound for a minute or so. One day during the past week I reproved some child for some misdemeanor, when Eddie drawled out "Shut up". Was delighted to hear him say it, as it is the first word he has said to me since he came. He will now amuse himself with blocks or beads and seems quite happy.

Oct. 15

This is a most peculiar child. There seems to be no way of getting him interested. Yet he observes everything going on in the school room. One day I had the children on the floor for a little

gymnastic exercise, while Eddie sat perfectly still, apparently not seeing or hearing anything; but after all were seated he began going through the same movements giving the remote just as I had, counting one and, two and, three and, four and.

Nov. 1.

Positively no improvement.

Dec. 1 Nothing to report.

Jan. 1 Cannot see the least change in this child since I took charge of the class.

Feb. 1.

Positively no improvement.

March 1.

Sometimes I think Eddie will show some interest in the work going on around him and if given something to play with will amuse himself for a while; then again he is perfectly stupid taking no notice of anything going on around him. Certainly the strangest child I ever knew. He has made no progress, in any way, during the past six months.

April 1

Eddie is just the same

May 1.

It is very evident Eddie will never improve. There has not been the least change in him during the past year.

June. The last of the school year finds Eddie just where the beginning found him. There is positively not the least change in him either for the better or worse.

Edith Friedland

Sept. 18. The little fuss budget I call her, for she is constantly scolding some imaginary person or her work what ever it may be. It is amusing to watch her put her blocks in line for marching, then stamp her foot and shake her finger at them for getting out of line.

Then too she is the most exasperating child I ever saw. If I want her to do some particular thing she is sure not to do it and no amount of coaxing, threatening or punishment even, (such as standing in the floor) can induce her to obey. Only once have I conquered her and that was in regard to sticking out her tongue. I tried every means I could think of to break her of the habit but all to no effect finally I told her Jack Frost would come some night when she was asleep and fringe it off. That seemed to have the desired effect, for only once since have I seen her with her tongue out of her mouth.

She is a great mimic and takes up very readily any little calesthenics exercises.

Oct. 1. I believe Edith is overcoming, to some extent, her stubborn disposition. At any rate she minds more readily than at the beginning of school. And tries to talk more. She is very systematic in all her work. If given a box of beads to string, and [illegible] being dictated to, she will first select all the balls, then separate the different colors and string them

so that contrasting colors will come together; then the cubes and cylinders in the same way.

Oct. 15.

Cannot say there has been much improvement in Edith during the past two weeks except that she is more obedient. She seems well and quite happy.

Nov. 1

Edith does about the same work she did last month.

Dec. 1.

During the past month Edith entered the calisthenics class and as getting ished every one with her work. She has taken up drills that the class have drilled on two or more years, but entirely new to her. She also attempts some of the round dances and does fairly well.

Jan. 1

Edith makes all the figures now from one to nine, from a copy, but does not remember their names or know their values. Recently she has sewed some of the simplest cards but is quite neat.

Feb. 1.

There is little to say of Edith. In any of the busy work she is very neat. She does some of the simplest weaving.

March 1

Another child who seems to be at a stand still. The only hope for Edith is that in time she may be able to do industrial work.
She makes no effort to talk.

April 1.

Perfectly well and happy and manages to take her daily nap in school every afternoon, which is of importance enough to make note of I presume.

May 1.

There is nothing new to say of this child. With the exception that she is more quiet and obedient there is not the slightest improvement in the child during the year.

June 1.

To sum up Edith's accomplishments, she strings beads by color and form, separates the sticks into the different colors and knows the colors, red, blue & green builds with her blocks in an intelligent way; Weaves some very easy designs in weaving, sews very simple cards and her work is always neat and seldom torn. Makes the figures from 1 — 10 but neither knows their names or values. Has made no progress in her speech.

Minnie Hubbard.

Sept. 18. I scarcely knew how to work with this child, so shy and timid. I first tried to gain her confidence and have succeeded fairly well. At first when I attempted to talk to her she would begin crying. Now at the end of two weeks, she looks up and smiles brightly when I encourage her in her work. Altho she is gifted with the power of speech, she talks but little owing to her shyness. Cannot think it stubbornness. I hope in time to break her of the habit of walking with her head down: by doing so she has made herself very round shouldered. Minnie knows all the colors, I find, but it is difficult to make her assort colors as dictated to.

Oct. 1. During the past two weeks I can see quite a little improvement in Minnie in more ways than one. In the first place she both stands and sits more erect, not allowing her head to hang down as formerly.

She is of an affectionate disposition but quite jealous of another child recieving more attention than she.

She knows the ball, cube, and cylinder also the different colors, and strings the beads as I dictate. At first she would call neither colors or forms by name, but does so now after some urging. Sometimes I have to make her talk for I find she is stubborn as well as shy. One day while singing some little song with the children I observed Minnie trying

to sing. Was not near enough to be positive about her carrying the tune, but evidently she was making an attempt which pleased me greatly.

Oct. 15

Minnie continues to talk more readily Sometimes she refuses to say one word, but always ends by saying what I require of her. She becomes very angry sometimes and once even slapped me because I insisted on her counting her blocks. After being convinced that I am not going to give up she yields very gracefully.

Nov. 1.

Have not had the time to give to Minnie that I wish I had. She is such a peculiar child and requires individual work wholly. She seems to take some interest in the circle exercises, often attempting some of the motions.

Dec. 1.

Was quarantined during the last month

Jan. 1 Not much improvement in such a short time.

Feb. 1

Minnie requires individual work but as there is no time for that, she has not made the progress she might have otherwise. She is perfectly quiet never giving trouble in school.

March 1.

Minnie is just where she was three months ago. She has not the least confidence in herself and need more undivided attention, which she cannot have in a crowded school room

April 1. Removed to another grade. April 27th.

Addie Klemer.

Sept. 15

Such a pretty bright little girl as Addie looks to be, ought to be capable of doing better work. She puzzles me, but believe it is lack of application. Surely she has the mind if she can only be taught to use it. But how to reach her am at loss to know. So far I have found little she can do. She amuses herself with blocks, sticks or beads but will not work by dictation unless I sit by her.

Oct. 1.

Have not been able to see any improvement since the beginning of school. Of the forms she is familiar with the ball and of colors red and yellow. Addie is very shy and requires close watching.

Oct. 15

A most discouraging child. Seems unable to do anything. There is positively no improvement. Perhaps there will be in time.

Nov. 1

Addie is just the same. There is nothing to say of her, either good or bad.

Dec. 1

During the past month Addie was taken ill with scarlet fever and is now in the hospital.

Jan. 1.

In school again, but have accomplished nothing with her.

Feb. 1

Have noticed recently that Addie was making some attempt at singing also knows the anthems to the

little Kindergarten songs. Can feel some encouragement now that she seems to show some interest in anything.

March 1

I find that Addie repeats the words to some of the songs and tries to carry the tune but fails. Perhaps after awhile she will succeed in catching the air.

April 1.

Addie will build with her blocks apparently with some object in view. for when finished will always call the structure by some name. Yet she does not seem to be able to apply herself. So far she has not done one thing in the literary work when she should do so much, it seems.

May 1.

Possibly in time Addie may be able to do some kind of industrial work and be some useful. She sometimes assists in wiping the dishes in the Kindergarten Saturday mornings and does fairly well.

June. 1

The last of June finds little change in Addie since last September. She will now string beads according to form + color, lay sticks seperating them into their different colors; build with the blocks intelegently, but will not attempt to do anything in the weaving or sewing. She grows more and more interested in the circle exercises sometimes catching tune and singing with the other children.

Martin Lee.

Sept. 18

Has not been in school since the first week, or have not been able to find out just what he can do. He can talk but only after a great deal of urging

Oct. 1.

Returned to school Sept. 25th after two weeks absence. Always quiet and orderly never giving trouble except on one occasion when he smuggled some beads in his pocket; but when reproved seemed so innocent that I believe he did not realize that he had done anything wrong.

Martin recognizes objects and speaks their names quite distinctly

Oct. 15

Martin has learned the forms, (balls cubes and cylinders) and strings the beads both by form and color.

When not being dictated to he will string them in just the order I always give - red, blue - yellow, green, orange and purple. During the past two weeks he has learned three or four words from the reading chart.

Nov. 1

Martin is making some progress in number work. Can make the figures 1-4-7 and knows their names

Dec. 1

Now reads the third lesson on chart and makes two new figures 3 and 6

Jan 1

During the past month Martin has sewed several cards and woven some of the more simple mats

but his work, is neatly done and he ex-
thoroughly enjoys doing it.
He does not make all the figures from 1-8
but finds it difficult to remember their
names. In the circle exercises he goes
through the motions quite well.

Feb 1.

Has not made much progress in the
last month; does about the same work.

March 1.

In the card sewing Martin does
about the best work in the school
room. He is very neat, never soiling
or tearing his work. He makes
little effort to talk.

April 1.

As quiet and demure as ever and works
diligently at any work given him and
takes real pleasure in it.

May 1.

Martin has not made the improvement
in his speech that I had hoped for
never using full sentences, but am
sure he will in time. He is
extremely timid which accounts for
his backwardness.

June 1.

In the past year I find Martin has
made not a little progress. He knows
all the colors and forms in the beads
stringing them in their order. Is
familiar with the third gift dividing it
into halves quarters and eighths telling
how many of each it takes to make
a whole. He weaves and sews well
but his paper foldings are not so good.
Has learned a number of words and
make the figures from 1-9.

Is familiar enough with the square
circle and triangle to draw them
on the black board.
Makes no attempt at singing but
enjoys the motions in the Kindergarten
songs.

Willie Lewis.

Sept. 18

Quite an active boy and learns readily but an impediment in his speech makes it very difficult to make himself understood.

He has not been in school since the first week, but when he returns will enter into a reading class using Webb's Word Method.

Oct. 1

Returned to school Sept. 25th but was taken sick Oct. 3rd with scarlet fever and removed to the hospital

Oct. 15

Still at the hospital.

Nov. 1 Has not yet returned from the hospital.

Dec. 1

Willie returned to school Nov. 10th and seems delighted to get back again and anxious to begin work. He is now reading in the first part of Webb's Word Method and does fairly well.

He makes all the figures from 1–11 and realizes their value. Does some simple weaving and sewing but it is not well done, owing no doubt to his lame hand.

Jan. 1.

Has made more progress in number than anything else. Does some work in simple addition but always resorts to making marks to represent the number to be added.

Follows a simple copy in writing but does not do very well. Willie enters into the spirit of the games and sings on the circle; goes through the motions nicely but his singing

if the noise he makes may be so termed, is something dreadful. And his voice can often be heard above all the others. I appreciate the effort he makes, or dislike to stop him, thinking that perhaps after a time he may cultivate a "voice"

Feb. 1

I find it is quite impossible for Willie to do good needle work, owing to his left hand being almost useless, and then too, his hands are always damp with perspiration, leaving the marks of his fingers on the cards. In the weaving he does better, being able to leave the work on the table instead of holding in his hands.

March 1.

Owing to Willie's defect in his speech he has been unable to make much progress in reading. He needs lessons in articulation more than anything else and believe he might be greatly benefited by it.

In numbers he does better, combining three or four numbers without having anything to represent their value.

April 1.

About the same as last month. Think in another year he will be advanced to Mrs. Tanner's grade.

May 1.

Removed to Mrs. Tanner's room May 9th.

Bennie Franklin Bstrander.

Sept. 18.

The first day of school I was thoroughly disheartened and Bennie was the chief cause, for he was the most unruly child I ever saw. The instant my eyes were turned from him he was either standing on his head or into some worse mischief.

The next few days he became more quiet and think when he is made to understand that he must obey he will be all right, for he is a bright active little fellow. Owing to the fever breaking out among the boys of little Hoye, Bennie, with others, has been taken from school.

Oct. 1.

Returned to school sept. 25th. I attempted having Bennie read with a little class but he failed utterly. If anything can be done in that line it will, it will evidently have to be through individual work.

Oct. 15

Bennie improves daily in his department. He truly tries to refrain from talking but sometimes the temptation is too great. Never the less he is a very much better boy. He now knows all the colors I think, and strings the beads both by form and color. Builds nicely with the blocks and is more careful with all his work, not throwing things on his table so carelessly.

Nov. 1

Bennie has attempted the very simplest weaving and card sewing but does neither well. He not nearly so restless and never leaves his seat

now without permission

Dec. 1

Recently we have taken up the exercises for the circle and there Bennie does his best work. He has a sweet voice and learns the songs and motions more quickly than I expected.

Jan. 1

Continues improving in the circle exercises otherwise he sinks at a stand still. He now sings a little song, called "Cherries ripe" all by himself

Feb. 1

Bennie improves daily in his singing and really has a very sweet voice. He is overcoming his timidity to some extent also.

March 1.

Bennie now does some of the simple weaving with little help from any one. He has become quite a leader in the singing.

April 1.

Bennie has improved so much in his singing that he has entered the little singing class recently. He not only carries the tune perfectly but speaks every word very distinctly.

May 1.

Have given Bennie several words to learn lately and I believe he will be able to do something in reading another year He begins to apply himself. He has learned the figures 1 and 2 and follows the copy quite well.

June 1

The change for the better in Bennie is more noticable ~~in Bennie~~ than in many other children since he was so very bad in the beginning of the year. He is able now to sit comparatively still now while in Sept. he was usually standing on his head or at least making a desperate effort to. He distinguishes one color from another but has only learned the names of two or three

He is quite musical and sings sweetly always speaking the words distinctly.

Adolf Pankert.

Sept. 18.

Among others Adolf was taken out of school the second week in September but the few days he was in school found him to be quiet and active boy and believe he will do good work.

Have planned to put him in a reading class for beginners, with two others. He talks, but his articulation is not good. One thing he speaks in such a low tone of voice.

~~Sept.~~ Oct. 1

After being quarantined two weeks entered school again Sept. 25th. Is reading in the Word Method and seems much interested. Seems anxious to learn to read so that he may enter the class of larger boys. Think he has improved some in speech.

Oct. 15

Adolf is slowly improving; he could accomplish more if he could be induced to apply himself; is rather inclined to be indolent - I fear. Then too he has so little confidence in himself. If given a new word he will immediately "O, I can't do that". And it is just so with everything given him in the way of new work. He spells the words in his reading lesson with the "word builder". I find it a great help in teaching these children. During the past two weeks Adolf has attempted the paper foldings and does fairly well.

Nov. 1

Adolf hopes to finish Part First in Webb's Word Method by Thanksgiving. He seems to take more interest

in all his work. He is naturally very untidy, consequently it is with difficulty that he does any of the busy work, and keeps it in any kind of shape.

Dec. 1.

In the past few weeks Adolf has succeeded in weaving the most simple designs and seems very proud of his work. He also succeeded in finishing Part First in his reading.

Jan. 3

Adolf has gone to his home in the country. Hope he will return for he was beginning to do good work and promises to do better. He had learned to make all the numbers from 1-8 and knew the names of each.

Feb. 1.

After a few weeks went Adolf returned to school again. Has made some little progress in his reading, and uses full sentences tho' short while formerly he spoke in monosyllables only.

March 1.

Now reads in the second part of Webb's Word Method, learning the letters with each word, and has taken them up quite readily.

April 1.

Continues to improve slowly not only in his school work but in every way. More obedient and more careful about his personal appearance. April 28th Adolf was removed to another grade having grown too large for the

kindergarten.

Nathan Rice.

Sept. 18.

Entered school the first of September but was taken sick with scarlet fever the last of the first week, so there has been little opportunity to find out just what he can do.

Oct. 1 Still in the hospital.

Oct. 15 Is still unable to return to school.

Nov. 1.

Nathan returned to school October 20th. Altho his one hand is almost useless he is always anxious to undertake and work the children do. He has learned all the colors by sorting sticks and stringe beads both by form and color. Uses the third and fourth gift well. Counts to ten, and makes the figures 1-4-7 and knows the names of each.

Dec. 1.

Since the last report Nate has sewed several simple cards and done some weaving, all done fairly. With a little thought he folds the paper squares quite accurately. Has learned several words, boy, girl, bat and ball. Also makes the figures 3 and 6 and 2.

Jan. 1

Now makes all the figures from 1-10 either with or without a copy. He now counts to twenty. On the circle he is quite a leader.

Feb. 1.

I believe singing has helped Nate speech as he stammers less than he used to; he sings quite well too.

Now reads on the sixth page of the chart. And combines small numbers such as 2+3. 4+2. 3*3

March 1

Nathan is now reading from the reading chart; has learned all the words in the first four lessons.

Nothing new in numbers. Does a little better in singing.

April 1.

Since Nate has learned to apply himself he has made rapid improvement in his reading. After the first three or four lessons were learned, then he had no difficulty in taking up several new words at a time.

May 1.

Nathan has almost finished the first half of Butler's reading chart. In numbers work, he writes numbers to 20. and combines them to 10.

June 1.

Nate finished the first half of the chart and does about the same work in numbers work. He knows the number of days in a week and name of each, the number of months in a year and name of each and principle event occurring in each. The different seasons and number of months in each.

Knows all the colors. Weaves quite well but his sewing and folding are not so good owing to his left hand

being almost helpless.

James Scanlan

Sept. 18.

James also is out of school just now. As yet there is nothing to report

Oct. 1 In the hospital with the fever.

Oct. 15 Not yet returned.

Nov. 1

Returned to school Oct. 20th but can see no improvement, in fact fear there is room for but little.

Dec. 1.

I can find little to say of the boy. He seems unable to do anything but sit and "gabber" and "make faces" from morning till night. He amuses himself with anything given him but does not play intelligently with anything

Jan. 1.

Of late have been taking James on the circle for exercises. He makes some attempt at singing and the motions and marches fairly well

Feb. 1.

About the same as last month.

March 1

It seems useless to write monthly reports of James, for there is absolutely anything to report.

April. 1.

Removed to another grade April 23rd.

Herman Streeter.

Sept. 18.

Another child who cannot talk. He make his wants known by motions. At present he is not in school

Oct. 1.

In school again; gives no trouble whatever and amuses himself with anything given him. The one interesting thing about Herman is his marching. He stands so erect and brings his left foot down with great emphasis. Never seems unhappy or troubled over anything

Oct 15

Always a good child but fear there is little room for improvement. Is always pleased with anything given him in the way of busy work and works diligently

Nov. 1

Nothing to report this month.

Dec. 1.

Herman enjoys the exercises on the circle and attempts every thing the other children do. but sing ing

Jan. 1

Not a very promising boy and think there is little to be accomplished with him.

Feb. 1

Positively nothing to report.

March 1. " " " " "

April.

Removed to an other grade April 19th

Emma Snyder.

Sept. 18

A very strange child certainly, but have not decided just what to think about her. Although gifted with the power of speech, she never answers questions addressed to her, but speaks up very promptly when some other child is addressed. She amuses herself with blocks, sticks and peg board, in a mechanical way, but never by dictation.

She give little trouble however except occasionally interrupting with her chattering as she talks a great deal to herself. She seldom talks of anything independently, but the other day as she came into the school room, her face full of animation she said "Miss Sharpe Mr. Massey said Flossy was his baby" She had observed Flossy being caressed I was surprised that she should remember well enough to repeat what she heard.

Oct. 15. One day after reproving Emma many times for talking, and fail to an effect I threatened to spank her hands. When she said very quickly "No you can't spank my hands; the first time she has answered anything addressed to her.

Nov. 1.

Nothing to report.

Dec. 1

Possibly Miss Emma is a trifle more quiet in school; otherwise there is positively no improvement.

Jan. 1. The same as last month.
Feb. 1.

Emma is just the same.

March 1.

Nothing more to report.

April 1.

Removed to Sunny Side the first of April.

Walter Stapelton

Sept. 18.

Not in school since the first week but found him to be a most peculiar child. Rather a good looking boy but for the frightened look about his eyes. Imagine he is extremely nervous. If questioned closely about anything he will first say "I don't know." to anything one may ask him, then will begin crying. He acts like he thought some one was going to hurt him.

Seems to have an ugly disposition as frequently I caught him pinching the other boys, he will even take the trouble to leave his seat to do so.

Oct. 1

Entered school Sept. 25th then was taken out again the following week, but is in again now. Seems some quiet in school.

Oct. 15

Seems to take more interest in the busy work, each day, and his conduct in school is much improved. Seldom disturbs the other children as he used to.

Nov. 1.

Walter in some ways is improving he has not attempted anything in the primary work, but is doing something in the kindergarten busy work; is extremely neat about anything he does; his paper foldings of the simple designs are very good. Has also done some of the simple weaving and sewing

Dec. 1

Walter now folds some of the most difficult foldings; does the best work in that line of any child in the school. In every way he is becoming a better boy; never has to be urged to attend to his work now; as at the beginning of the school year.

Jan. 1.

On the circle Walter does little, but seems to think it great fun watching the others. Never attempts singing but probably he will after while.

Feb.

Now will sometimes follow the children in their motions on the circle. He does the best work of any of the children in the paper foldings, and delights in doing it; would be quite happy to do nothing else all day long.

March 1.

Seems to take a little more interest in the circle games. but never attempts singing.

April 1.

Walter works diligently at any work given him. allways very neat and precise. but in the literary work he does nothing. Altho' he makes the figures 1-2-3-4-5-6-7, from a copy yet he cannot remember the name of one of them consequently cannot understand their value.

May 1.

There is really little to say of Walter. In industrial work in the kindergarten he does well. And his general conduct is much improved. With the boys he is yet sometimes rough and tries with but with the little girls he is always gentle and kind and will sometimes kiss them in the most affectionate way.

June 1.

Looking over the past ten months one can see a decided change for the better in Walter. More quiet and obedient and not so rough in his play. As he grows older he will doubtless do good industrial work but in the literary work he will probably do no more than he does now.

Harry Stewart.

Sept. 18.

Am unable now to say much about Harry Stewart. I find him unable to talk; he really appears to make an effort to speak so I think in time he will be able to. Not in School at present.

Oct. 1 Returned Sept. 25th. then taken from school again the following week and only returned Saturday morning. He talks more than I first thought and understands everything said to him.

Oct. 15th.

Harry is a very industrious boy always growing very impatient if there be any delay in giving him work. Put doing in his favor, he thinks he can do anything just as well as any other child. Has learned all the colors and will string the beads both by color and form. Builds blocks in many different forms.

Nov. 1.

There has been an noticeable improvement in Harry during the last two weeks. Consequently nothing to report.

Dec. 1.

I find Harry has a very stubborn disposition but is overcoming it to some extent.

Jan. 1

During the past month Harry has been doing something in number work. Can make the figures 1—3—4—6—7, but does not remember the names of each or understand their value.

Feb. 1.

Harry has done little in the past month except some very simple weaving. He attempts to sing a little, carries the tune but cannot speak the words.

March 1.

There is little to say of Harry. He is difficult to work with since he does not talk. He understands everything said to him and really tries to talk. Very quiet and obedient in school and always willing to do anything he is asked to do.

April 1.

I have found Harry to be quite mischievous but very shy; he is always very quiet and demure when he thinks he ~~is not~~ being seen by his teacher, but when her back is turned he often amuses himself by teasing some other child.

May 1.

Can see but little improvement in Harry since the beginning of School in Sept. He talks no better and probably never will owing the vaulted roof to his mouth. He carries the tune to all the little songs but is unable to speak the words.

June 1.

There is really nothing more to say of Harry. Perhaps if more time could be given to him alone, he might make some progress. He is very obstinate and timid making it difficult to work with him.

Bertie Talbot.

Sept. 18.

Poor Bertie has numerous afflictions
Can scarcely see anything as he is
so nearly blind, then to gether with
being partially paralyzed and an
epileptic makes it difficult for him
to do much of anything. He seems
ambitious enough, but lacks the power
of doing

Oct. 1

Up to this time Bertie has had no spasms
in school but he never seems well
Always looks so weak, and at times
fairly totters. Never gives any trouble
always amusing himself quietly
with anything given him.

Oct. 15th

Bertie was transferred to a grade of
larger boys the 24th of this month.

Ella White

Sept. 18.

Ellax ic quite a promising little girl Being unable to find out just what she had done last year in reading I let her take up Webb Word Method and find that she talke up new words very readily. Whether she has been over the same work before or not I do not know. The middle of September finds her reading on page 24. In number work she has got done as well. She makes the numbers from 1 - 11 and counts to 20 some time without a mistak and realizes the value of the smaller ones but does not associate the value with the character representing except 1-2-3.

In the Gifts Ella shows the greatest attention. In the busy work she is very neat. Weaves the simplest mats, such as under one + over one and over two + under two.

Of a very sensitive disposition and dislikes very much to be reproved In the inky work she does nicely Strings beads by form or color or both, with out hesitating in the least and gives the names of each very promptly

Oct. 1.

Ella is doing nicely and will soon be quite a little reader. I find she will copy quite well words of three or four letters. Now I think she knows the numbers 4 and five and realizes their value

Oct. 16th Is doing as well as could be expected

She reade with Adolf in the Word Method and is much the brighter of the two. She does less with numbers. In fact can see no improvement in that line.

Nov. 1.

During the past month Ellas work has been about the same. Little progress.

Dec. 1

In the past two weeks Ella with others was quarantined when finally she took the fever herself and is now in the hospital.

Jan. 1

Ella returned to school only a few days before Christmas. She is now doing good work. She succeeded in finishing part - 1st of Beb's Word Method and is now reading in Part - 2nd - taking up the letters. She now knows most of them. In numbers, too, she has advanced some, can write or read numbers to 13 without a mistake. In the circle exercise she is quite a leader. She sings sweetly; her voice is not strong but quite musical.

Feb. 1.

Has finished the Second part of the Word Method and is beginning to spell; is familiar with all the letters. Writes some better, following a copy. In the Kindergarten work she is doing better, more neat. She is indolent, and a real effort to make her study. In numbers she writes to 100, and can bruce numbers to ten.

March 1.

Continues to improve tho' slowly. Her indolence is more from ill health, I think, than ever before, since the swelling on her neck has never left her and must be painful it seems, yet she never complains.

April 1.

During the past month Ella has advanced but little in any of her work. As the warm days come she is less inclined to apply herself.

May 1.

May 9th Ella was advanced to the Intermediate grade.

Albert Johnson.
Elmer.

Sept. 18.

Such a quiet demure little kitten always wearing the most serious countenence, and gave no trouble whatever the week he was in school. He seems quite bright but have not had an opportunity to test him thoroughly.

Oct. 1 Has not yet returned to the school.

Oct 15th Still in the hospital.
Nov. 1. Not yet returned to school.
Dec. 1.

Returned to school Nov. 10 and find him an interesting little fellow. as well as mischievous. He seems a mere baby. As far as the Kindergarten work is concerned he does almost nothing except sorting sticks and stringing beads. But he does this little in an intelligent way.

Jan. 1.

Elmer marches better now and in the circle games seems much interested altho' does not attempt to sing

Feb. 1.

In the past month Elmer has learned to weave the most simple mats, is very neat with his work seldom tearing them. Marches better time than a month ago. Seldom talks, but speaks his words quite plainly.

March 1

Elmer is now able to lead the children in their march and make a cunning little leader carrying himself in the most dignified manner. He, as yet has never attempted to sing

April 1.

Elmer talks a little more, and has learned the words, ball, book. play and cat.

May 1.

Is doing about the same work as last month.

June 1.

I think another year Elmer will do good work. The past year he has just learned to apply himself.

Christopher Columbus.

Oct. 5-16.

Was transfered from the School for Deaf and Dumb, to this school the 5th of October, and placed in the kindergarten. He has no parents and was left in care of an uncle who deserted him, leaving him on the county without revealing his name. When taken to the Deaf & Dumb Sept. 1st he was christened Christopher Columbus.

He seems to hear sounds but evidently does not understand anything said to him. Very restless and noisy in the school room and fear he will make much disturbance.

He has a habit of rocking back and forth in his seat humming which is extremely annoying.

Oct. 15th

There is nothing to report of Christopher except that he is perfectly well. He is the most nervous child in the room never still one minute, unless he goes to sleep as he frequently does during school hours.

Nov. 1

No noticable improvement since the last report.

Dec. 1

Does not seem quite so restless, and more quiet. Will sometimes play with the blocks in an intelligent way and not throw them on the floor as when he first entered the school.

Jan. 1. There has been a decided change in Christopher of late. He has learned to

sort the different colors in the sticks and seperate the different forms in the beads then string by colors. He does this with some help from his teacher. Does not march well enough to do anything on the circle.

Feb. 1

Occasionally during the past month Christopher has gone with the other children into the circle for exercise and will manage to stand still but never attempts going through the motions.

He is never the less a bright little fellow observing everything around him. He has learned that Mrs. Baldwin keeps sugar and candy in her office drawer, and every day he leads his attendant by the hand and walks straight to the office knowing well he will not be refused. He is a great favorite with all and every child would fight for him. They call him the baby.

March 1.

Cannot say that Christopher has improved any in the past month but grows more lovable and interesting every day. I cannot call him feeble minded but since he is deaf and dumb I scarcely know how to reach him. And then he is such a nervous restless little fellow, never quite still a minute unless sleeping.

April 1.

Am trying to teach Christopher the Deaf and Dumb alphabet. He imitates very readily but am not sure that he can be made to associate the

sign with the letter itself or not. I believe however that it can be done for he seems so bright. He has learned the sign for scissors, and will bring them quickly when I make the sign to him.

May 1.

Have made little progress in teaching Christopher his letters, that is in associating the sign ~~with~~ the letter. Have given him but two letters A and E.

June 1.

There is nothing more to write of Christopher now but hope another year will find him much improved.

Michael Nickolay

Oct 13.

Was transfered from the Deaf and Dumb and entered school this morning. A very nice child and quick to comprehend more fitted for the school from which he came, for there they are prepared to teach him in his own language Doubtless he would take more individual work than most of their children but believe with patience and perseverance he could be taught a great many things, while here we are unprepared for such work. He knows all the letters in the alphabet making the letters quite rapidly with his fingers. Also makes all the numbers from 1—11, and understands the value of each; if asked to show five blocks will quickly pick out the correct number. Scarcely know how to go about finding out how much he does know.

Oct. 15th

A very interesting boy and quick to comprehend. I find he knows a number of words; names of objects and words denoting action; knows all the colors and spells them correctly. Writes without a copy.

Is very accurate in all his work. His paper foldings are folded perfectly also sews neatly.

Nov. 1.

Each day I am surprised at finding how bright the boy is. He counts by twos and threes; and adds columns of five figures or more, carrying and

figure to the next. Writes his reading lesson putting in all the captals and punctuation marks. Has done some very pretty work in the weaving and card sewing and pricking.

Dec. 1

Michael has just taken up subtraction not being able to hear makes it very difficult to make him understand me. but he is so quick, that he will have no trouble, I am sure.
Michael is very neat about his personal appearance, always coming to school with clean face and hands and hair combed carefully. He is extremely sensitive and stumbles at a cross look.

Jan. 1.

The first of the year finds Michael steadily improving. Is still working in simple subtraction but understands perfectly what he is doing and does not confuse it with addition. The complaint at the Deaf and Dumb, was his very poor memory; But a few days ago his brother and sister came to see him, whom he had not seen since October; he very readily wrote both their names on his slate, which was not proof of a very bad memory I think.

Feb. 1.

Michael was removed to a higher grade the early part of January.

John Jones.

Nov. 1.

John Jones entured school October 25th Unable to speak a word. A purely custodial case.

Dec. 1.

John seemed quite homesick after coming here but now seems quite happy. He amuses himself with block beads or sticks but does nothing in an intelegent way. An extremely untidy boy.

Jan. 1

At first John seemed unable to distinguish one object or color from another, but now if given the colored sticks will sort some of the most striking colors, such as red, yellow, and purple; blue and green are alike to him.

Feb. 1.

Just the same as last month. Nothing new to report.

March 1.

I think John has improved in more ways than one. When he first came he was extremely untidy but has changed wonderfully in that respect, and now appears quite as neat as any of the children. With busy of the busy work he does it in a more intelegent way.

April 1.

Just the same as last month. There can be so marked change in such a child in one month unless the whole undivided attention of the teacher was given to him alone

May 1. There is an marked improvement in John of late. He is perfectly well and happy and always obedient.

June 1. There is more improvement in John than in any other child in the school for the short time he has been here. His personal appearance is very much better. He seemed a plainly custodial grade when he first entered the school, apparently having no mind at all. Now he seems to understand everything said to him. He makes an effort to talk yet.

Esther Anderson.

Oct. 15th

Esther entered school October 9th. She seems quite bright but lacks ambition. Never seems to care whether she has anything to do or not; would just a little rather put her head down on the table and go to sleep. A book seems to interest her more than anything else. Since she came has learned three or four words and counts to ten but makes none of the figures.

Nov. 1

Am disappointed in Esther, finding her not nearly so bright as she appears to be. She talks intelegently but has no memory whatever.

Dec. 1.

In the Kindergarten work Esther does but little. She sorts sticks and strings beads, putting all of the same color together but does not know all the colors, only red and yellow. She has sewed some of the simple cards but her work is not neat and then she requires constant watching. Also attempted a simple weaving mat but made an utter failure.

Jan. 1.

In the past month Esther has learned to make the numbers 1-4-7. but neither understands their use or value. Would as quickly call either of them cat or dog, as any thing else.
Have been trying to teach her the days of the week, with others having seven children repres-ent-

the seven days. Gave Esther the name Tuesday but she invariably calls herself Saturday instead.

Feb. 1.

At last Esther has learned her day, Tuesday. She is an uninteresting child never paying the least attention to anything going on around her. Her mind seems to be constantly wandering. She attempts singing a very little, manages to repeat the words but there is little music in her singing.

March 1.

There is really little to say of Esther this month except perhaps, after many attempts and as many failures, she at last has managed to weave the most simple design in weaving without tearing the mat or breaking the needle.

April.

In the past month Esther has learned a few words, and that is all to be said this month.

May 1.

Am disappointed in Esther in more ways than one. She seems so bright but has no memory whatever. She has made an attempt at singing and does fairly well.

June 1.

Nothing more to say of Esther. This is her first year in the school, probably another year she will do better.

Floyd Wheeler.

Nov. 1. Floyd came into this class from a larger class of boys. October 24th, and the most unmanageable child I ever had to deal with.

Dec. 1 Removed November 20th to the other grade again

Henry Sauer.

Nov. 1

Henry did not return from his Summer vacation until October 30th

Dec. 1

In the past month I have had time to learn something of the boys ability and disposition. He is without a doubt the most indolent child in the school; is content sit the whole day with nothing to do. When working in concert with the other children his mind is constantly wandering from his work. Seems unable to concentrate his mind on any one thing long enough to become interested. He does little of the kindergarten work well. Strings beads both by color and form and does some of the simple sewing and weaving. His paper foldings are not at all good; he is perfectly familiar with each step in the foldings but is too lazy to fold them accurately.

Counts to ten or twelve above but does nothing in either reading or numbers work.

Jan. 1.

There seems little to report of Henry since there has been little or no improvement in the past month. He appears ev capable and I ~~could~~ believe he could accomplish a great deal if something could arouse him. He has learned to make the figures 1-3-4-6-7. Not without a copy however. Neither does he understand their value.

Feb. 1. Really there is nothing to report of Henry. He has no ambition to do anything.

March 1.

During the month Henry had quite an accident, falling over a broken chair making quite ugly wound in his cheek, then a fever followed so that he is now in the hospital.

April 1.

Henry has returned to school and is doing a little better I think than before his sickness. A trifle more ambitious. Is making a small attempt at reading having learned several words.

May 1.

With the warm weather Henry grows more indolent if possible. So that it is a real effort to get him to do anything. He does a little better in singing songs but still inclined to flat everything. Has one of the Kindergarten songs he sings quite well.

June

I think there has been less improvement in Henry than in any other child in the class. He simply has no memory at all. He is now making a small attempt at reading but no doubt be September he will have forgotten every word.

Mary Cameron

Feb. 1

Mary Cameron came into the schools several months ago but was first put into Mrs. Skinners room but was sent from there to the Kindergarten January 12. She is a very strange child and a perfect baby as far as the care of her is concerned. Very sly and requires much watching will steal things from the school room carrying them down to the play room. She has read the First-Reader through but associates no meaning to what she reads. Counts to 10 and makes the figures from 1 - 10 fairly well but neither knows their name or value. Will not attempt to follow a copy in writing And very disobedient.

March. 1

Now reading in Webb Wood Method. Thought if given something more simple she might get the meaning of what she was reading. But she reads as she does everything else in a perfect parrot like fashion.

April 1.

Continues the same. She amuses herself with any of the busy work in the kindergarten and that is about the extent of her work.

May 1.

Has been school more than three months but can see little change in the child except that she has more tidy habits. She does not require so much care as at first.

June 1. June finds Mary just where she was in February, intelectually. There is not one thing to say of her.

Mary Johnson.

Dec. Entered school the second day of December A very low grade child ; cannot speak a word, but understands what is said to her. An ugly disposition always fighting or kicking some of the children. She is smart enough to take advantage of the absence of either teacher or attendent and will take that opportunity to annoy some other child.

Jan.

Does nothing in the Kindergarten work Will not even amuse herself with the blocks or beads or anything in fact The most disagreeable child in the class. Will sleep agreeably in base but some other child has to lead her.

Feb.

Can see no improvement in the child in any way. and fear there will never be any.

March.

April

Just the same, neither better or worse

Removed to Sunny Side the first of the month.

Walter Deane.

April 1

Walter Deane entered the school April 3rd A very low grade unable to speak a word. He remained in the Training School department only a few weeks when he was removed to the custodial department for boys.

Eddie Cole.

April 1. and May 1.

Eddie Cole entered school April 18th He is seven years old but a mere baby in every way; had never been taught to feed himself or to walk up and down stairs. Evidently he had been petted a great deal at home and demanded the whole undevided attention of some one that of course could not be given him here so that he soon learned to have some independence. After being here some few weeks, his father came to take him home thinking they could do as much or more for him there as could be done here, since his mother was so lonely without him. But the boy kept him a short time when he was sent back again. He cannot talk, at least he never has since coming here, altho' his parents insist that he could say a number of words.

June 1.

Has been in school such a short time I can say nothing more of him.

Jargen Bertleson.

~~April~~
May 1. Came into the training school April 27th. Speaks only a few words in English and the most uncontrolable children I ever knew. One cannot rebrove him for misconduct in the gentlest manner without him screaming and kicking or even scratching and biting; he simply flies into a perfect passion Then he is so ugly with the children kicking and tricking them in the most cruel manner.

June 1.

Jargen is more quiet than a month ago. Will use the peg boards build with the blocks and string beads. When he is thoroughly conquered I think he will do good work.

Emma Hadler.

May 1

Emma Hadler came April 27th. A good child never giving trouble but little hope of much improvement I fear. Cannot speak a word.

June 1

Emma amuses herself by building with the blocks stringing beads and using the peg boards. When she came to the institution she had to be almost carried up and down staire but she is becoming quite independent and can go alone but very slowly.

Mabel Webber.

May 1.

Came May 9th. A little helpless baby unable to walk a step and extremely delicate, but quite bright. Will attempt nothing with her this year except in the way of amusements.

June

Is in the hospital.

Hellen Sophia Johnson.

May 1

Hellen came April 25. Another little helpless girl. She is said to be eight yeare old but looke and acte like a child of five. She is quet as sweet and fright as can be, and has already become a great favorite with all. She is quite musical and is never happier than when sitting by the piano and listening to the children sing, joining them herself sometimes.

June

Hellen was in the hospital quite a while and very unhappy all the time since she could not be in school. She missed the other children. A very restless child and requires amusement of some kind constantly

Edward Mundt.

May 1.

Edward came April 23rd. A german and does not speak one word of English and makes no atlempt to althe' he understands every thing said to him. He seems to make no effort to speak it. He is too obstinate and contrary to try.

June 1.

Eddie has made no progress since entering the Kindergarten. He is too contrary to try anything

Ralph Allen

May 1

Came May 9th. afflicted with a nervious trouble that prevents him doing many things he might do at home. Such work as folding, fabrics weaving or sewing, it is impossible for him to do owing to his nervousness only for his mind is bright enough to do it.

June 1.

Ralph builds with the blocks and strings beads by form and color. Has learned several words but can not speak them and make himself understood.

He is very ambitious and wants to do every thing. Can, with difficulty, draw the circle, square and triangle.

Malen Cline.

June

Entered the Kindergarten June 27th. Can talk but little but seems quite bright. Has not been in school long enough to find out just what he can do. The first morning he made a grand entrance into the Assembly hall by screaming and kicking causing quite a commotion

Rikka Gunness.

June

This child entered school the first of the month but is unable to do much since she cannot talk. I believe however, that she will learn to in time. She seemed inclined to destroy things at first but does not now.

M. M. IIII II — L 14 IIII

