

As time progressed I found that David had a good foundation of knowledge of mechanical things. David had a demonstrable knowledge of things within his realm of understanding that could be seen or operated. As an example of this one of the college students told me she had seen David show someone how to put a chain on a bicycle. Although he could not do it himself he knew how to do it. One day after Mr. Armstrong had been hunting, David demonstrated how to shoot a deer, how it could be tied to a pole and carried by two men, and a detailed explanation of how it could be dressed.

Toward the middle of the semester he began printing and reading readiness. This is when his traits of perfection and diligence became more noticeable. His determination was and is a sight to behold.

By the end of the semester he could make most of his letters well. All except the circle letters which he made in a nice oval shape, just the way I had taught him. After finding my error and correcting it, only a few days were required for him to unlearn the incorrect way and make them properly.

During the Summer months while their parents were away there was a very noticeable change in both David and Matthew. They were more restless, unruly and disobedient. They both, especially David, were more affectionate than any other time before or since.

This is where I learned how alert and observant David is. There was unlimited opportunity on the Tabernacle Grounds to observe nature. This David did with all his might.

When the breeze was cool we sometimes sat on the porch of the Tabernacle during recess and ate fruit. There was a big wasp's nest at the top of the building. David spent much of this time

watching them. He demonstrated how they would crawl carefully around, suddenly whir their wings and then fly away, soon returning with something in their mouth. I had not noticed this until then. It was like "pulling an eye tooth" to get him away from a cricket, grasshopper or frog. After being stung once or twice he could spot a bull nettle yards away. Anything that was new to him and could be handled- he would bring to me and ask what it was. If it could not be carried we all went to see it. He didn't remember the names but he always said them and seemed happy to know they had a name. Almost every morning on the way to the Spring he would find a flower or twig or something for me to put in my button hole.

When we couldn't go outside for recess we ate the fruit using a regular table setting in order to practice table manners. David took to this with an equal amount of enthusiasm as he did to the out of doors. He held his knife and fork properly for cutting, used his napkin properly and corrected Matthew when he did something wrong.

Much of the time was spent in matching words to pictures and vice versa, coloring, drawing and printing and printing letters to Mr. and Mrs. Armstrong.

There is much more concerning David and Matthew's development so far that could and probably should be written in another report. This much was written to show the varied and enthusiastic interests he has.

With this background, David was much more secure for the beginning of School. By this time, David especially was ready to begin first grade work. We started in the first grade Tag Series. In the beginning progress was slow and labored. David was able to make almost all the sounds but had never made them with under-

standing, except for a few memorized words.

He nasalized all his vowels and had a dead tone to the consonants. He worked long, hard and diligently at this. Once or twice, until I realized he would over work himself, he would suddenly take a deep breath and just lay his head down on his desk. After he had learned his long vowels, the short vowels which I had dreaded took only half the time the long vowels had taken. You know how easily the long vowels are seen--but the short vowels are made only by tongue position and slight movement of the lower jaw.

Mr. Lochner, there are so many things he has learned when I felt completely inadequate and helpless in getting it across. There have been times when we would both be concentrating so hard on one thing that it was almost as though our minds were communicating. Sometimes I would have to go over it thoroughly and intently with him three or four times and he would be just as intent trying diligently to understand. Then suddenly, somehow he would understand and his whole face would light up. These are exhausting and yet the most gratifying experiences in teaching that I have ever had and will never forget. I know God gave him that understanding--there is no other explanation for it. Then after he understood he would explain it to Matthew.

After learning the vowels and consonants progress has been much faster. He is, in essence, keeping up with two classes in reading. We are much further behind the first grade in reading. Yet when we cover something he has done weeks before in the other room he remembers exactly what to do. As an example there are several exercises of the following.

and showed something very close to anger, which I had never seen him do before in any situation. I told him to never get that look on his face. And showed him he should do it slowly, with patience and a pleasant, but firm look. This was the first time I have shown that much displeasure in an thing he has done. He felt it deeply and he was so humble. I could see the resignation (with dignity) to never do that again. He did not even think of pouting and he showed only respect toward me on his face. It was also very humbling to me for I had never had anyone look at me with that much respect. There was also a look there that I don't quite know how to explain. It is the same look he has that lets you know he likes you, he's glad to see you--but only you are to know it. It's also the same look he has in reply to "That's good David" when he has done something well. It is a deep feeling he has but one that is seldom expressed.

SUGGESTED ACTION

One of the reasons for David's accomplishments is he does not set limits for himself and he does not rebel against authority. So far he has reached no boundary because everything he does, he does with willpower and all his might. On rare occasions David will become momentarily discouraged. Just a few words of encouragement and assurance that he can do it is all that is needed to spur him on to success.

If this attitude and drive can be maintained in David along with yielding his life to God; as you said in the meeting, we have no yardstick to measure a person of this caliber.

He can remember the word to which the line is supposed to be drawn though he has covered many similar exercises since that one. In this particular one he remembered Mrs. Armstrong had brought me a fan from Spain though as far as I know he had only seen it twice this past summer.

He also gets a big kick out of secretly pronouncing the words Matthew is going to analyze. He cannot do this with all--but does occasionally. While Matthew is walking to the board; very shyly, David will look at me with a sly, knowing look, sound the word, pronounce it (all in a whisper with his hand to the side of his mouth so Matthew can't see or hear) show me what the word means and then grin from ear to ear.

David has been reading for some time. At the present time we are working on relaxing his throat (he reads with his whole body) and using expression. He can feel the difference in the way I read with expression and with dead tones. He can even see the difference now but it will take longer and more of an understanding of language for him to do this.

David is just beginning to do meaningful lip-reading. As soon as he realizes more fully that this is the way to communicate he will make much faster progress. I wouldn't be at all surprised if we are able to work on basic language concepts this summer that by some time next year he may begin simple sentence structure. He is sometimes "bursting" to do it now but doesn't have the understanding for it.

One other thing I wanted to mention is the way David takes correction. Once I had to sternly rebuke David on the manner in which he corrects Matthew. I had told him once or twice before but there were no results. He was becoming very impatient and