

SUMMER SCHOOL
COURSES

AT

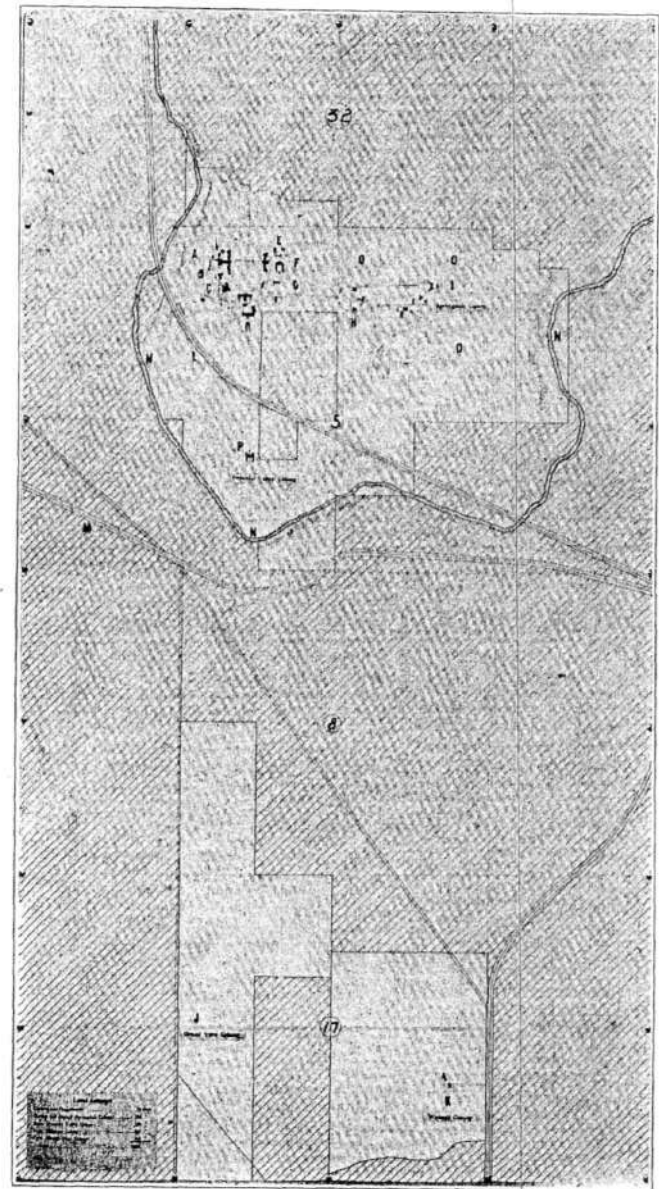
Minnesota School for Feeble-
Minded and Colony
for Epileptics

FARIBAULT

For Teachers, Physicians and Others Interested
in the Problems of Mental
Deficiency

ANNOUNCEMENT FOR 1913

- A. Administration, School Department, Home for High-Grade Girls.
- B. Central Kitchen.
- C. Home for High-Grade Boys, Light, Power and Heating Plant.
- D. Boys' Custodia.
- E. Cottages for Epileptic Girls.
- F. Girls' Custodia.
- G. General, and Tuberculosis Hospitals.
- H. Cottages for Epileptic Boys.
- I. Springdale Colony.
- J. Grand View Colony.
- K. Walcott Colony.
- L. C. R. I. & P. Railroad.
- M. C. M. & St. P. Railroad.
- N. Straight River.
- O. Gardening.
- P. Peaceful Valley Colony.



Buildings and Grounds

General Announcement.

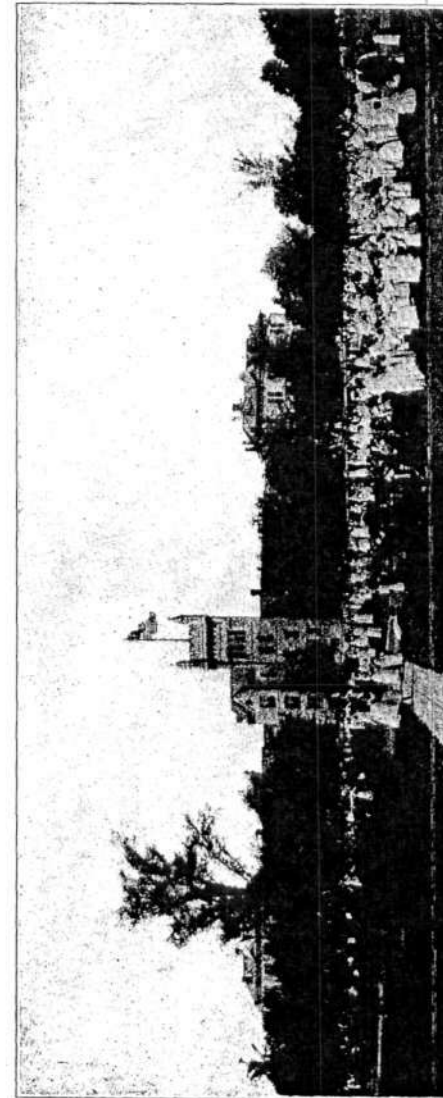
AIM.

The Summer School Courses on mental deficiency at the Minnesota School for Feeble-Minded and Colony for Epileptics are offered in response to repeated requests and inquiries in regard to opportunity for making observations and study at this institution. There are many problems connected with the immediate care and training of mental defectives when gathered into special institutions. Years of experience and study have resulted in much that is now generally accepted method and principles. But only a relatively small number, roughly speaking, about a tenth, are provided for in special institutions. The remainder must be dealt with, at least for the present, where they are found in society. Society and mental defectives come into contact at several points. The chief ones of these are the home and neighborhood, the courts, and the public schools. Mental defectives lack common sense, insight into moral situations and will power to resist temptation, or to control their passions. They are, therefore, easily misled into crime, and as potential or actual criminals, they are a constant menace. As delinquents the courts must pass judgment on their action, and dispose of them in a manner consistent with their individual rights and the protection of society. To do this wisely requires a knowledge of mental deficiency in many of its aspects. The higher, and many of the middle grade, cases spend from one to ten years in the public

schools. Here they cannot at present receive the training best suited to their capacities or which will be most useful to them later. They involve a disproportionate task upon the teacher and are a detriment to the progress of the normal children. How to deal with them in the public schools in the best manner is yet mostly a matter of experiment, the success of which will require much careful study and application of methods devised to meet these special conditions. Lastly, a eugenic interest centers around them. Their presence in society lowers the general average of human efficiency. For they are in any generation not only the chief cause of actual mental deficiency in the next, **but** also contribute to a low intelligence of normals to whom the defect is transmitted in only a minor degree.

From these various relations in which mental defectives stand to the home, society, state, race, there have arisen a number of problems. Some of these have been in a measure solved by the knowledge of mental deficiency that has gradually accumulated through the necessity of dealing with large numbers of individuals, and which has grown to be a considerable body of facts and technique. But progress in dealing with them must in the future, as it has been in the past, be based on further study and observation. Unusual opportunities for this are given in the special institutions for defectives, where large numbers of all grades and kinds are available for first-hand observation. The object of the Summer School is, in a word, to offer these opportunities to those interested in mental deficiency and who can best profit by them. The courses outlined in this announcement aim primarily to meet the needs of those who are or intend to deal directly with mental defectives in institutions or elsewhere, but provision is also made for those who have a more purely scientific or wider interest. They are intended mainly for the following:

1. Physicians, school principals, teachers and others connected with the institutions and schools for mental defectives.
2. School superintendents, medical inspectors, and teachers of the public schools.
3. Social workers and others interested in the eugenic **and** criminal aspects of mental deficiency.
4. Students engaged in research work on any of the problems connected with mental deficiency.



Lawn Band Concert

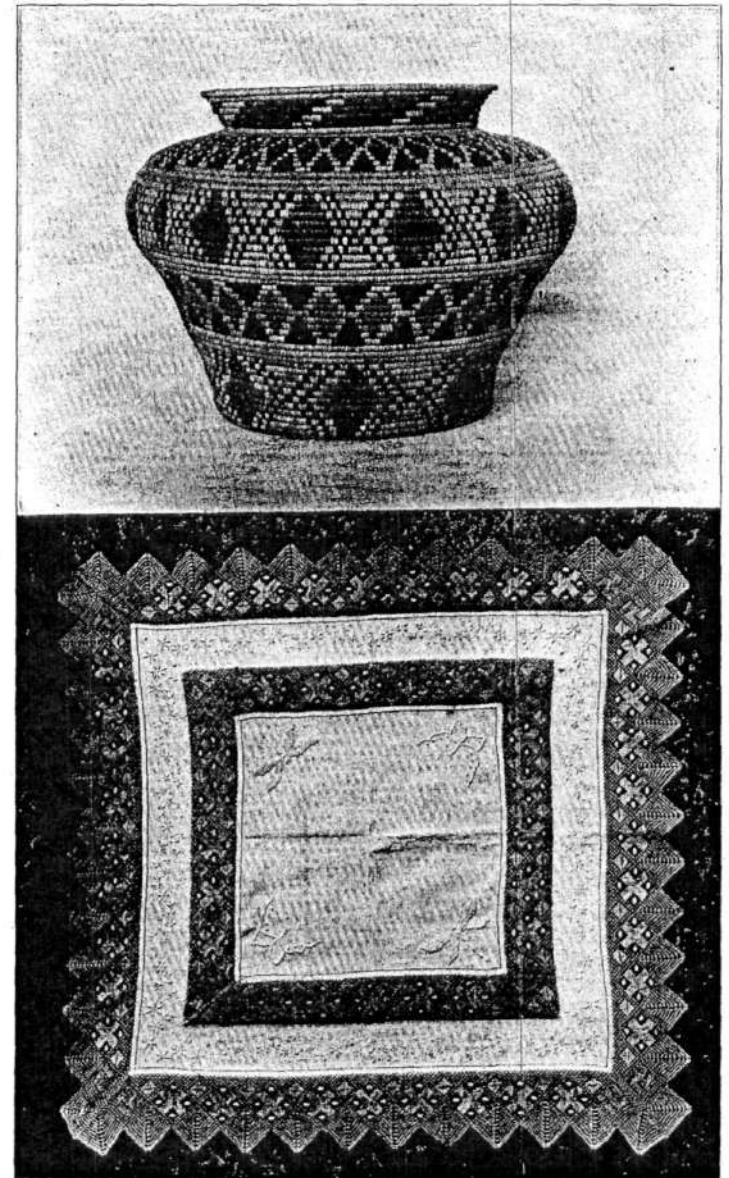
THE INSTITUTION.

The Minnesota School for Feeble-Minded and Colony for Epileptics is pleasantly situated along the crest of a hill overlooking Faribault, about a mile from its business center. The School for the Blind and the School for the Deaf, with various church schools for which Faribault is noted, are adjoining. The campus, with the main buildings and playgrounds, includes about seventy-six acres. Several farm colonies are removed some distance. The accompanying map of the buildings and grounds shows their location. The class rooms, custodial wards, and playgrounds are convenient, and readily accessible and are open to all students for observation and study under direction of the instructors. The institution library contains the important literature on mental defect, and is open to students from 8 A. M. to 10 P. M. Six rooms, including a workroom for the field workers with an abundance of charts and family histories, are available for laboratory purposes. The psychological and pathological laboratories are equipped for mental and physical examinations and for research work. A large assembly hall and lecture room is supplied with a stereopticon and reflectoscope.

REGISTRATION, TUITION, AND CREDITS.

Only a limited number of students can be accommodated for these courses, and those expecting to attend should consult with Dr. A. C. Rogers, Superintendent, or Dr. F. Kuhlmann, Director of Research, at least a month before the opening of the courses, stating their intention to attend, and the courses, as herein announced, that they wish to take. A statement of motive for taking the courses, their previous training and other qualifications for taking the work profitably, should accompany" this statement. They will then be informed as to whether they can be received.

A fee of ten dollars a week, payable in advance, will be charged each student. This will be the same regardless of the number of courses taken. This fee covers all expenses, except breakage in the laboratory, and includes board and lodging at the institution.



Children's Work

A certificate of attendance will be issued to all who satisfactorily complete Courses 1 to 4 inclusive. University credits, under the Extension Department, may be given for some of the courses, but have not yet been arranged for. A three-hour course for six weeks of the Summer School will be equivalent to a one-hour course for one semester of University work. Three hours of practice in making examinations or in class-room observation is equivalent to one lecture period. Those not desiring a certificate of attendance or University credit may elect any one or several courses, according to their interests.

TIME.

The courses will regularly cover a period of six weeks in July and August. Owing to the short time since the passage of the Act authorizing the Summer School, however, only Courses 3, 4 and 6 will be offered in 1913. These will begin on August fifth and close on August twenty-sixth, devoting six hours a week to each topic in place of three, as announced in the courses below.

This course was authorized by Chapter 261 of the Laws of 1913, and approved by the State Board of Control May 29, 1913.

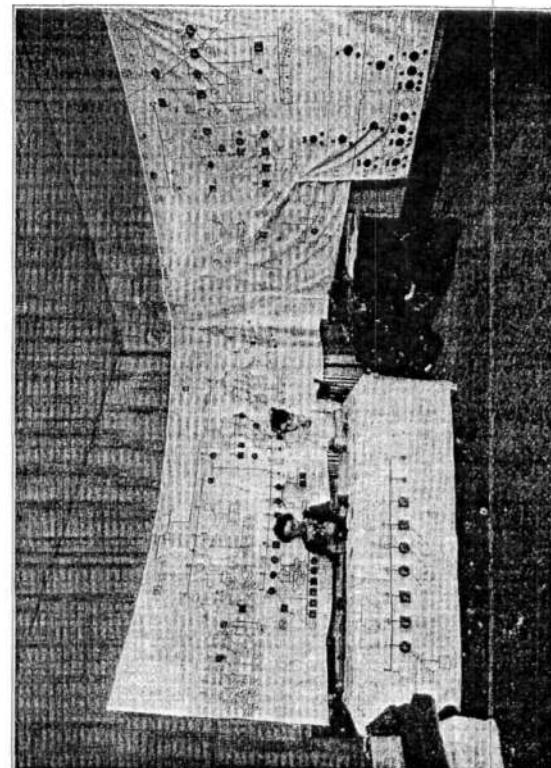
Courses.

1. SOCIOLOGICAL ASPECTS AND INSTITUTIONAL CARE.

Under the sociological aspects the frequency of feeble-mindedness, problems related to the presence of feeble-minded children in the public schools, feeble-mindedness and crime, and eugenic problems connected with feeble-mindedness, possibilities and limitations of eugenic efforts will be considered. Lectures on institutional care will cover the history of the care for the feeble-minded, different plans proposed and in practice, and the colony plan in detail.

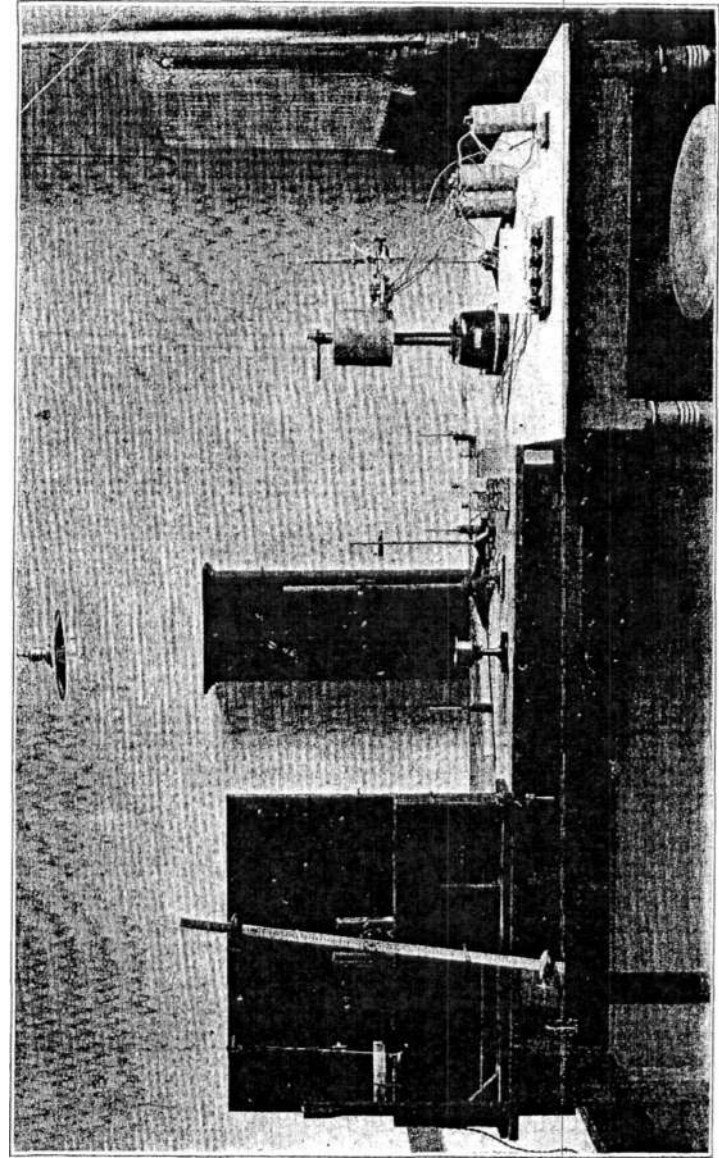
Lectures, readings, visits to wards and colonies.

Two hours a week, Dr. Rogers and Dr. Kuhlmann.



Fieldworkers' Work-Room

- A. Tachistoscope for testing attention and memory.
- B. Ewald chronoscope with some accessories for measuring reaction times and association.
- C. Apparatus for testing learning capacity.



A
B
C
In Psychological Laboratory

2. PHYSICAL DEFECTS AND CAUSES.

The diseases and physical defects frequent in feeble-mindedness, brain changes, medical examination and medical treatment of school children, methods of studying causes, general survey of causes, and heredity of feeble-mindedness, will be taken up.

Lectures, clinical demonstrations, readings, and outside papers.
Three hours a week, Dr. Kuhlmann, Dr. Rogers and Dr. Hong.

3. MENTAL CHARACTERISTICS AND TRAINING.

This course will give a general survey of the psychology of feeble-mindedness, with special emphasis on methods of mental examinations, and of the principles and practice in their training.

Lectures, demonstrations, readings, and outside papers.
Three hours a week, Dr. Kuhlmann and Miss McLean.

4. PRACTICE COURSE IN MENTAL EXAMINATION, CLASS-ROOM
OBSERVATION AND TEACHING.

Each student will practice in making mental examinations of feeble-minded children, in observing their characteristics in the classroom, the methods of teaching, and in teaching selected classes.

Six hours a week, Miss McLean and Dr. Kuhlmann.

5. SEMINAR.

Some limited topic will be studied intensively by each individual student who will report his results to the seminar, with discussion by students and instructor.

One hour a week, Dr. Kuhlmann.

6. RESEARCH PROBLEMS.

Opportunity will be given to qualified students for original investigation of psychological and pedagogical problems, with supervision by the instructor.

Six to twelve hours a week, Dr. Kuhlmann.

Address all Correspondence to
Dr. A. C. Rogers, Superintendent
or Dr. Fred Kuhlmann, Director of Research
Station A,
Faribault, Minn.