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Owatonna State School

The Minnesota State Public School was created by the Legislature in 1885 and was opened at Owatonna in 1886. Provisions of law provided that dependent, neglected and ill-treated children under fifteen years of age, who were of normal mentality and free from disease, were eligible to admission on the order of the Probate and Juvenile Courts of the State. In the legislative session of 1945 a bill was introduced, passed and signed by the Governor, which provided for a change in the services of the State Public School on a two-year trial basis. The provisions of this law designated that high-grade mentally deficient children, who had been committed by the Probate Courts of the State, were to be admitted for the purpose of providing academic, educational and vocational training. It was the intention of the Legislature that this training should point toward the eventual placement of as many of these children as possible so that these individuals could be given a trial in making a successful economic and social adjustment in community living. The dependent and neglected children in residence were transferred to the care and supervision of the Division of Social Welfare. All of the physical facilities at the State Public School thereby became available for use in providing training and care for the new population. The 1947 session of the Legislature passed the necessary laws to make the temporary change permanent. The Minnesota State Public School is now known as the Owatonna State School.

Kinney, Henderson ----- Superintendent
 W. Isackson ----- Business Manager
 M. Eidem ----- Principal of School
 Mercer ----- Psychologist
 Schwirtz ----- Guidance Supervisor
 McEnaney, M. D. ----- Part-time Physician
 Lundquist, M. D. ----- Part-time Ophthalmologist
 W. Stunkard, D. D. S. ----- Dentist

Number of institution ----- 380
 Number of patients June 30, 1950 ----- 369
 Acreage of grounds, acres ----- 649
 Acreage under cultivation ----- 553

Expenses:

	1948-49		1949-50	
	Amount	Per Capita	Amount	Per Capita
Operating expense -----	\$124,823.38	\$ 350.63	\$155,107.10	\$ 456.90
Repairs -----	291,858.68	819.83	315,671.98	933.94
Repairs and Improvements -----	7,223.89	20.29	11,569.27	34.23
	425.20	1.19	7,670.30	22.69
	7,027.98	19.74	12,047.69	35.64
Operating expense -----	\$431,359.13	\$1,211.68	\$502,066.34	\$1,485.40
Improvements -----	71,669.32	201.32	18,540.90	54.86
Expenditures -----	\$503,028.45	\$1,413.00	\$520,607.24	\$1,540.26
Population -----	356		338	

Number of officers and employees June 30, 1950:

Positions filled ----- 138
 Positions unfilled ----- 1
 Total approved positions ----- 139

To the Director, Division of Public Institutions:

I respectfully submit the following report for the years beginning July 1, 1948 and ending June 30, 1950:

The normal functioning of the Owatonna State School was suddenly disrupted by the untimely death of its Superintendent, Mr. Mendus Vevele, on October 30, 1949. During the four month interval from October 30, 1949 to February 22, 1950, when the vacancy was filled, Mr. H. Isackson, the Business Manager, was appointed to act as Superintendent on a temporary basis. Because of this important change in administration near the end of the biennium, this report may be lacking in some respects.

In this report it is our intention to place major emphasis on the teaching aspects of our program since we are in every sense of the word a school.

POPULATION

At the beginning of the biennium, July 1, 1948, our population was 411 and at the end of the biennium, June 30, 1950, our population was 369. There were 119 new admissions, 2 re-admissions and 9 received transfer from other institutions. The average population for these two years was 361. There were 171 discharges—17 of whom were under age of support (18 years), 72 capable of self-support; 12 capable of partial support; 5 incapable of productive work; 8 escapes dropped from the roll; 57 transferred to other institutions and there was one death.

SCHOOL DEPARTMENT

Our school department is staffed by a corps of 22 teachers and a librarian as follows:

- 1 Principal
- 7 Secondary Teachers
- 14 Elementary Teachers
- 1 Librarian

The teachers are distributed in terms of school subjects as follows:

- 12 Academic subjects
- 2 Physical Education (one man and one woman)
- 1 Chair Repairing (Man)
- 1 Elementary Woodwork (Man)
- 2 Girls' Craft (Woman)
- 1 Cooking (Woman)
- 1 Dress Making or Sewing (Woman)
- 1 Music (Woman)

Out of an average of about 370 children, who are on the rolls of the institution, all have been enrolled in school except two boys. These boys are older boys who had completed their school work but who were in need of further training in the vocational field and were, therefore, assigned to a job where they could receive on the job-training.

The school program is so organized that every child receives one half-day of academic training five days a week. The academic training is supplemented by formal class room instruction in one or more of the handcrafts and by an on the job vocational work situation. In addition an attempt is made to see that every child participates in two or more of the physical education and music classes each week.

Because the type of child we are attempting to train needs more individual attention than the normal child, the pupil load of each teacher is maintained at as low a number as practical, which in most cases ranges from 15 to 20 children per class.

The school also affords an outlet for extra curricular activities through weekly assembly programs and the Christmas and Spring operettas. Several times during the year the school sponsors a dance which is attended by the children.

All classes are co-educational just as they are in public school. In the term of 1949-1950 both boys and girls were allowed to go to and from school alone instead of having to be accompanied by teachers or house-parents as is the practice in most institutions of this type.

This program is adequate for the girls in that they are provided with a full day of training each week. Though there are fewer girls enrolled than boys there are four industrial arts teachers for girls while there are only two for boys. Naturally, there are some boys for whom training can be provided all day for five days a week. Some of the little boys have been out of school from one half day per week to three half days per week.

In order to provide a full day training five days a week for every child some alterations and additions in the teaching staff are necessary.

Attention has been made by the Legislature for the institution of a printing shop and a shoe shop for the boys and for a power sewing machine room for the girls where commercial type sewing is taught. Too, provision is being made to employ a man to teach the basic principles of farming to boys in the institution and the women who has been teaching industrial arts to the girls. But for the most part this situation will not solve our problem of providing a full day training for the younger boys. The printing teacher will be a man who is now employed as a combination wood-working and printing instructor, who will devote a half day to printing instruction and a half

day to wood-work instruction. In the final analysis this will reduce the number of boys who can be trained by this particular teacher since he can train fewer boys in printing than he could if he taught only wood-work. The other addition to our staff, provided for in the next biennium, is a shoe repairman. By letting him teach shoe repairing one-half day and hand-crafts to younger boys a half day, our ability to train the younger boys will be increased somewhat but not enough to take care of the problem completely. Even with these adjustments in our staff, there are a few boys who will have to be out of school at least one-half day a week. We need another teacher. But even if the teacher could be employed there would not be space for another class room after the classes already provided for are begun. Our need, therefore, is two-fold, a need for a teacher and a need for an addition to our teaching staff.

PSYCHOLOGICAL SERVICES

During 1948 the psychological services available at the State School consisted of consultation and testing by Dr. Grace Arthur on a part-time basis plus occasional studies made by members of the traveling staff of the State Bureau for Psychological Services. On July 1, 1949 a full-time independent psychologist was added to the staff and the activities in this field considerably expanded. The following paragraphs summarize the angles of this work:

Research: As a preliminary approach to the problems presented at the State School the psychologist made a statistical analysis of the mental testings of the total population of 370 patients. The median I.Q. was found to be 62 which is well within the limits of what it should be for persons whose I.Q.s range between 50 and 80. A further breakdown of data for the year 1949 revealed that 56 percent of the cases were of the familial type, 40 percent brain-injured with the remainder undiagnosed. Decisions with regard to these divisions was made on the basis of medical and family history presented prior to admittance. Ultimately it is hoped that a detailed analysis can be made for the whole group. The necessary data has been collected and recorded on cards so that it will be in usable form for detailed studies. The psychologist also cooperates with the Dight Institute at the University of Minnesota in its genetic studies of familial retardation. We are particularly interested in what percent of successes we can expect from our program of training for these persons at the moron level and what factors are conducive to either success or failure.

Approximately 65 percent of our students are given some form of outplacement in which they earn varying parts of their own support. Total support without supervision is rarely done on leaving and very rarely expected for it must be remembered that these individuals remain, except in a few instances, under guardianship as mentally deficient persons. More adequate data on capacity for useful living will be forthcoming as time goes on through the combined efforts of our psychological work and the follow-up facilities of the state office. About 30 percent of those enrolled are found to be more suitably placed in other institutions. Of this group some are found capable of institutional adjustment only while others, probably half, may ultimately make fair adjustments on the outside if understanding relatives are able to assume responsibility for their supervision. The remaining 5 percent are discharged for a variety of miscellaneous reasons.

Individual Study: Under the expanded program it is possible for the psychologist to make a much more exhaustive study of the individual patient than previously. This is done by tests and psychological interviews with the child and those who come in contact with him such as houseparents, nurses and others. The purpose of such study is to arrive at a better understanding of his potentialities and his current problems in adjustment. This means an analysis of the total situation in which the child lives and

Therapy: Many children at the State School present problems in adjustment. The duty of the psychologist is to analyze these problems and devise ways to ameliorate them. Since the ability to reason effectively about one's own difficulties is not very well developed in the mentally retarded, psychotherapy, in the sense of dealing solely with the individual, is widened to include dealing with his environment also. This means cooperation with the medical staff, the school, the guidance supervisor, the houseparent and any other person who may be part of this adjustment. Much of the psychologist's time is spent in explaining the nature of mental deficiency to the houseparents so that they will have a better understanding of what can and cannot be expected of the children under their care.

Intake: The psychologist reviews the social history on all cases before entrance by the Bureau for Mentally Deficient and Epileptic Children to determine suitable placement within the institution. She may ask for additional or more uniform history, for two reasons: (1) to insure better

understanding of the child's needs on entrance and (2) to secure the very important background data through which basic research in mental deficiency may be furthered.

Conferences: Beginning in the spring of 1950 conferences for the purpose of planning for the future placement of students old enough to leave the State School have been held with members of the staff here, the County Welfare Boards and the Bureau for Mentally Deficient and Epileptic. The psychologist participates in working out such plans. Sometimes it is necessary to refer a child to other institutions or agencies such as the Minnesota School and Colony, the Annex for Defective Delinquents or the University Hospital. In such case it is the duty of the psychologist to write a detailed report of the child's problem and to discuss it with the agency involved.

Public Relations: The psychologist gives talks to interested groups in the community, sees that news of the State School is adequately presented in the local press, and, with other members of the staff, acquaints visiting groups of educators, social workers and University students with the nature of the State School program. She also accepts an active role in the Minnesota Psychological Association.

MEDICAL SERVICE

A hospital is maintained with a trained nurse in charge. A physician from Owatonna serves the institution on a part-time basis. Until the few months of the biennium he visited the hospital only when called on; at this time he makes a daily visit to the hospital and, of course, is subject to call in case of an emergency. An ophthalmologist from Owatonna is on a part-time schedule, devoting one day per month to the examination and treatment of the children's eyes. And until June 1950, when a full-time dentist was employed, the dental service was on a part-time basis of one half day per week.

During the biennium it was necessary to take only two children to the City Hospital in Owatonna for major surgery. Our orthopedic cases are treated routinely at the Gillette Hospital for Crippled Children. When there is an extreme emergency or need for general hospital care other than that possible for us to give at our own hospital the services of the University Hospital are available. Our medical service is primarily preventative in nature. All illnesses even the most minor ones are called to the attention of the nurse and all children who need to be in bed are hospitalized. During the biennium our children have been exceptionally healthy. And

time there were 13 cases of chickenpox but this was prevented from spreading to other children. We believe that the healthfulness of our children during this biennium is due largely to the fact that they have had a more adequate diet than they formerly had.

Every child who was not vaccinated for smallpox before he came to us is vaccinated after he enters the institution. Diphtheria and tetanus inoculations are administered routinely. Every child on entering is also given the Mantoux test for tuberculosis. About once a year all of our children and employees are x-rayed by the State Health Mobile X-ray unit and where there are doubtful results they are re-rayed with a larger machine.

The routine necessary blood count, microscope work, sedimentation tests, basal metabolism, etc. are done at the office of the physician.

COTTAGE PROGRAM

The children are housed in 12 cottages, four of which are for girls and eight are for boys. The number of children assigned to a cottage range in number from 48 to 24. Except in the case of cottage sixteen where 48 girls live, three houseparents are assigned to each cottage. There are four houseparents assigned to cottage sixteen. In four of the eight boys' cottages a man and his wife are assigned as housefather and mother, with the expressed intention of providing a home-like atmosphere for the children.

In all cases the houseparent in charge of the cottage lives in the cottage with the children at all times. A great many of the housemothers also have a room in the cottages where they stay even when they are not on duty.

A Guidance Supervisor is in charge of all cottage activities. He supervises the houseparents and is responsible for all matters pertaining to the children in the cottages. It is the duty of the houseparents to provide the children assigned to them with the necessary training in personal cleanliness, hygiene, and manners. It is also their responsibility to provide recreation for the children when they are at "home" in the cottages.

All four of the girls' cottages are equipped with their own kitchens and living rooms, where their food is prepared and served. A cook is assigned to each cottage kitchen and girls assist in the preparation of the food under the supervision of the cook.

In September 1949 cottage ten burned and soon after cottage thirteen was condemned as a fire hazard. This, of course, reduced the capacity of the institution appreciably. The 1949 Legislature appropriated funds for the building of two new 40-bed cottages, one for boys and one for girls.

The five oldest cottages are badly in need of replacement. Cottage one, which was the first building erected in 1886, is still in use. The plumbing is bad in all of the older cottages and repairs are so expensive that it would be poor business to spend the necessary amount for repairs on a cottage that should be replaced in the next few years.

CULINARY AND HOUSEKEEPING

It was stated elsewhere in this report that all girls prepare and serve their meals in the cottages where they live. All of the boys eat in a central dining room in the administration building. One menu is maintained for both employees and children. A trained dietitian is in charge of making up of menus and the supervising of food preparation. The dietitian is in charge of the general housekeeping for the institution and the dining room. In addition to the dietitian, one Cook III, three Cooks II, one Cook I, two Food Service Supervisors, and a custodial worker are in charge of the preparing and serving of the food in the central dining room where the boys and the employees eat. This department also acts as a training area for 45 to 50 boys and girls. We feel the training that the children receive in the main kitchen is essential to a well-rounded program of education.

The bakery is also considered one of the best training programs for the boys. Usually about six boys are assigned to the bakery. This training has in fact been so successful that the boys have been able to do the necessary baking with a minimum of supervision. Boys and girls also receive training in the butcher shop, the store room, and the housecleaning program.

In order to stimulate good manners and make the eating program as home-like as possible, table cloths and cloth napkins are provided for the children. The food is served family style with a larger child at the head of the table to do the serving. An attempt is made to get every child to eat something of everything on the table even though there are some foods he might not particularly like. In order to make the food more attractive, foods are prepared well and are served attractively. New rose plastic dishes are used throughout. We feel that our food service is one of the over-all service that is superior in quality.

During the biennium it has been possible for us to purchase a considerable amount of new equipment for the culinary department thus making the preparation process much more efficient.

FARM

In January 1949 a nearby farm was purchased. This farm has a barn with a barn to house our cattle and has increased our farm income.

res, thus bringing the total tillable farm acreage up to 580. In February 1950 the dairy herd was increased from about 50 to 70 milk producing cows. At the end of the biennium we were not only producing enough milk to provide for the needs of our own institution but were supplying the Minnesota School and Colony with about 1200 pounds per day. In addition to the milk produced we raise about 130 head of hogs which provides all of the pork necessary for our tables. We also get enough turkeys for Thanksgiving and Christmas by trading hogs to the Rochester State Hospital for turkeys.

Since a great many of our boys are placed on farms when they leave the institution, it is felt that the farm, besides being an important source of food, also provides us with a valuable training ground for the boys. About eight boys are assigned to the regular milking crew and four other boys are assigned to do the barn chores and take care of the hogs. The farm work also provides regular on-the-job training for four boys. In the winter and summer months there are times when as many as twenty or thirty boys find employment on the farm for short periods of time.

In addition to the farm proper we have a garden of about fifteen acres. A gardener has the responsibility of keeping the grounds and managing the green house. This work provides work training in gardening, lawn-mowing, snow shoveling and other around the ground chores for eight or ten boys on a regular basis and as many as twenty or thirty during certain rush

WATONNA STATE SCHOOL FARM PRODUCTION
REPORT FOR YEAR ENDED JUNE 30, 1950

570,880	lbs.	\$20,659.48
36,130	lbs.	12,031.54
8,470	lbs.	2,701.22
2,361	lbs.	888.79
521	bu.	686.00
890	doz.	178.00
131	bu.	286.61
4,850	lbs.	94.50
9	bu.	13.50
75	bu.	131.50
45	bu.	45.00
11 1/2	bu.	29.38
65	bu.	203.00
565	qts.	328.83
245	bu.	514.50
610	lbs.	19.50
15	doz.	8.00
580	lbs.	31.70
82 1/2	bu.	195.62
450	bu.	81.00
408	bch.	57.12
385	only	30.73
25	ton	500.00
150	ton	3,600.00
380	ton	3,116.00
1,200	bu.	1,347.60
8,705	bu.	5,658.25
5,100	bu.	5,865.00

Cauliflower -----	50 lbs. -----	7.50
Pumpkin -----	12 bu. -----	12.00
Straw -----	100 ton -----	800.00
Rhubarb -----	54 bu. -----	67.50
Asparagus -----	60 bu. -----	240.00
Strawberries -----	189 qt. -----	78.00
Radish -----	4 bu. -----	4.00
Green Onions -----	10 bu. -----	10.00
Spinach -----	13 bu. -----	16.00
	Total -----	\$60,585.00

LAUNDRY

The laundry provides a good training for both boys and girls. In addition to learning all of the primary skills possible to be taught in modern laundry, such as press operating, sorting, shaking, folding, flat work ironing, etc., they become rather skilled in hand ironing which will be valuable to them wherever they may be placed when they leave our school. Boys get some practice in working with machinery through the operation of extractors, dryers, etc. Usually there are twelve children assigned to this work at one time.

RELIGIOUS TRAINING

The Owatonna State School does not have a full-time chaplain. Protestant and Catholic children attend church services each Sunday morning. In addition there is a religious instruction period of thirty minutes each week in which children of the principle denominations receive instructions either from ministers from Owatonna or from qualified teachers in the school department who are assigned to this work. There is both a Protestant and Catholic choir composed of the boys and girls who sing at the Sunday morning service. These choirs are rehearsed by teachers from the school department once or twice during the week.

MISCELLANEOUS

During the year automatic controls were installed on all of the boilers in the power house to safeguard them in case the flame should go out. In case of a temporary shutoff of gas or oil, the automatic controls cut the gas out completely and thus eliminate the danger of explosion.

In the spring of 1950 we had fifteen extra men assigned on a special project and the following jobs were completed with their help: repairs were done on the hospital, nursery, garage near business manager's residence, trim on the administration building was painted, most of the windows in the cottages and other buildings were changed to swing outward in compliance with the Fire Marshal's orders, the meat room was enlarged.

of the cooling and ice boxes were painted and quite a bit of painting was done in the culinary department; two children's bathrooms were installed in the nursery; complete rewiring was accomplished on the second and third floors of the main building and all of the wiring in cottage 13 was made to comply with the Fire Marshal's recommendations.

FUTURE NEEDS

The future needs of the institution are many. If we are to provide all the services necessary for a well-rounded program, we should have added to our staff certain essential key people who can direct the work along lines that will produce good results.

Among personnel needed should be listed a social worker who can be responsible for the children in their relation to their parents and the communities from which they come and to which they may be expected to return.

Since there is a great deal of speech difficulty with children who are mentally deficient, it is essential to a good program that a corrective speech specialist be on the staff.

One of the greatest needs of the institution is for another well trained psychologist and a psychiatric consultant. Many of the boys and girls who come to us possess behavior patterns that indicate a strong need for psychiatric and psychological treatment. Without this service it is impossible to get effective results with children who are emotionally disturbed.

Modern trends in youth conservation and rehabilitation lay stress on the recreational aspects of any efficient program. At this time we do not have a recreational director. The out-of-school activities are under the supervision of houseparents who are not trained in the field of recreation and cannot be expected to institute or carry out an adequate program by themselves.

We feel also that a chaplain on our staff of professional people would add much to our ability to provide the children with a well-rounded and efficient training program.

The need for new buildings is acute. Five of the twelve cottages are old and should be replaced. The laundry should be enlarged to provide adequate space for the new equipment necessary for meeting the demands made upon it. A vocational building would add greatly to our ability to provide a better training program.

I want to take this opportunity, Mr. Jackson, to express to you my deep appreciation for the assistance and encouragement given to me by you and

your fine staff. I would like to mention particularly Mrs. Hazel C. Daniel and Miss Mildred Thomson, who have been exceptionally sympathetic and helpful in many, many ways.

Without the fine cooperation of members of the staff at the school also it would have been impossible for me to have carried on with an efficient program. I want to thank each person who has labored with unselfish devotion to the task of serving the children who have been placed under the care of the Owatonna State School.

Respectfully submitted
C. M. HENDERSON
Superintendent

Minnesota Braille and Sight Saving School

This School (formerly known as the School for the Blind) is the third oldest of 19 institutions in Minnesota. Established in 1866, only eight years after our state's admission to the Union, it had enrolled a total of 1,237 children by June 30, 1950. Since the time classes for the adult blind were started in 1907, 651 men and women have attended.

Eleven months of instruction are provided during the year; nine for boys and girls, six to twenty years of age; two, for adults. The regular school year runs from September through May; summer school, during June and July. To residents of the state, there is no charge for tuition, board, room, laundry and ordinary medical care.

Eligibility requirements are: state residence, blindness or vision too defective to make progress in public schools, and the ability to learn. Out-of-state attendance is permitted on a tuition basis, which is equal to the per capita cost for the preceding year.

The present campus comprises five acres, well shaded by large trees, overlooking the City of Faribault. There are eight buildings.

C. Lysen	Superintendent
W. Butterwick	Business Manager
A. Berhow	Principal
H. Gammell, M. D.	Ophthalmologist
W. Nuetzman, M. D.	Physician

Capacity of school	120
Number of pupils May 26, 1950	118
Number of adults, summer school, June 30, 1950	45
Area of grounds, acres	50
Acres under cultivation	farm leased

Expenditures:

	1948-49		1949-50	
	Amount	Per Capita	Amount	Per Capita
Operating Expense	\$ 41,500.54	\$ 305.15	\$ 42,681.26	\$ 338.74
Repairs	188,023.58	1,014.88	148,738.92	1,180.47
Repairs and Improvements	3,994.96	29.37	7,882.16	62.56
Interest	989.61	7.28	3,677.20	29.18
Total operating expense	\$184,508.69	\$1,356.68	\$211,491.27	\$1,678.50
Permanent improvements	96,465.18	709.30	3,967.81	31.49
Total expenditures	\$280,973.87	2,065.98	\$215,459.08	\$1,709.99
Enrollment population	136		126	

Number of officers and employees May 26, 1950:

Positions filled	64
Positions unfilled	—
Total approved positions	64