

COMMISSION ON THE PROBLEMS OF MENTALLY RETARDED, HANDICAPPED
AND GIFTED CHILDREN

December 9, 1959

The meeting of the Commission on the Problems of Mentally Retarded, Handicapped and Gifted Children was called to order by the Chairman, Curtis B. Warnke, on Wednesday, December 9th, 1959, in Room 113 of the State Capitol at 10:15 A.M.

Roll was called and a quorum present as follows:

SENATORS

Fay George Child
Walter J. Franz
Karl F. Grittner
Stanley W. Holmquist
Clifford Uckelberg

REPRESENTATIVES

Moppy Anderson
Ernest Beedle
Lawrence P. Cunningham
George Wangenstein
Curtis B. Warnke

Guests Present: Dr. Francis Gamelin and Dr. Layton, Council of the Gifted; Mr. Jerry Walsh and Mr. John Holahan of the Minnesota Association of the Retarded; Mr. Al Berndt, State Placement Supervisor of the Employment Security Department; Mr. August Gehrke, Assistant Commissioner of Education; Mrs. Dale Burchell and Mrs. M. G. Piper of the League of Women Voters and Superintendent H. L. Morgan of Chaska, Minnesota.

DR. FRANCIS GAMELIN, Board of Directors of the Council of the Gifted. I think Dr. Layton has an opportunity to express to you last time the wide differences that are among children and our concern that children have an opportunity to show their potentialities whether he be an average child, a gifted child, a retarded child, an emotionally disturbed child or a child with any other handicap. In the Council for the Gifted we have been concerned with one group of these children. We are particularly happy with the steps that have been taken in Minnesota since 1957 in recognition of the need of children who are quite different from the most. We have been exceptionally pleased with the work that has been done by the legislature and the leadership that has been given in the State Department of Education with the handicapped child. I think think Dr. Layton went over some of the basic principles which underlie our thinking as we are concerned with the gifted.

In the sheet that I have passed out "Principles Underlying Legislative Program" I have tried to summarize three things. First, the basis upon which we have been doing our thinking, secondly, the kind of legislative program about which we are thinking, and third the cost that we would anticipate for such a program. If I may I would like to comment about each of the points that have been made.

I think most of us would agree that the richest human resources that we have in the State of Minnesota are our people, particularly those people who are so highly endowed that they are likely to contribute much more than most can to the community through their work in many different fields. These children number about the same as the number of handicapped children who are served

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in this State under the Special Education legislation of 1957 - about 18,000 children covered in that program. We would estimate about the same number of gifted children in Minnesota - we have about the same number as they have in the country as a whole. We feel that these youngsters deserve the same kind of investment that we have been making in our handicapped.

In dissecting various programs which might be developed to discover and adequately work with the gifted we have found a very, very complex proposition - the problem of identifying the gifted is not a simple one nor is the problem of guiding them toward an appropriate choice of careers, nor is the problem of counseling with their parents, construction of appropriate courses for them, wise use of community resources and the use of the ideas that are discovered in concentration upon this group of youngsters, the use of those ideas for upgrading the educational program for the majority of children in school. One of the interesting things about emphasizing work with the retarded, the gifted or any other special group, is that one discovers things that are applicable to the whole range of children. Really by attaching a specific problem like this we make hay for all of our youngsters.

In Minnesota we think perhaps the bottleneck in terms of developing effective programs for the gifted is leadership, the development of leadership at the State Department level and the development of sound leadership at the local level. Just like in many other fields, like work with the handicapped, local school systems are most likely to initiate special work, find leadership and work with the gifted as they have with the handicapped when they are assured that some kind of permanent program of reimbursement for the excess costs, perhaps an approach similar to that you have taken in the past with the handicapped children, for reimbursement for excess costs of essential personnel, materials, and activities is likely to be the crux of the problem.

We have been thinking about provisions for a legislative program for which we would stand and there are three provisions - you will notice that they are pretty much patterned after the kind of work that has been done by the legislature already with the handicapped. First of all we feel that the State Department position for a Consultant for the Gifted which was authorized by the 1959 legislature would make a very sound addition to leadership at the state level and if funds can be provided so as to establish that position at a level commensurate with that of similar positions in other states, we would be on our way. We have had remarkable leadership from the State Department. With people like Jim Geary, for example, who works with the handicapped, if similar leadership could be provided for the gifted I think you would see a rapid growth similar to the youngsters who are handicapped.

There are many things to be learned about gifted children and about programs who are sound for them and we think, therefore, that no program is going to be complete unless it includes research. We have been talking about the possibility, therefore, of appropriating a sum of money to the State Depart-

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ment's Division of Research which the State Department could use to contract for or conduct and publish research which would develop techniques of working with gifted children that are particularly applicable to gifted children living in rural areas, or would determine the value of special materials, facilities and projects for gifted children, or would solve some of the hundred problems that we think are significant to an effective program for the gifted.

The third element in our thinking has been the provision for special excess cost aids that has characterized our program for the handicapped, excess cost aids to local school districts which either individually or cooperatively would conduct programs for the gifted under the leadership of qualified personnel. We think that leadership of qualified personnel becomes almost the center of the matter in the local school district.

There are two kinds of excess cost that we would anticipate on the basis of experiences elsewhere and the thinking we have done. It would be first of all the excess cost involved in local school districts hiring consultants, psychologists or other qualified personnel that would be employed specifically to develop, coordinate and conduct programs for the gifted. We don't think that counsellors and consultants, etc. with general responsibility serving all children would logically come under the aegis of this act anymore than they do under the current program for the handicapped, unless they are hired specifically for this purpose to provide leadership for this kind of program. We are in a little different situation here than we are when we work with the handicapped in that the personnel we are thinking of are many fewer in number in that we would not be thinking of classroom teachers as reimburseable as they are in programs for the retarded, the emotionally disturbed, the visually handicapped and the like, we are thinking specifically of leadership positions and these leadership positions because they are somewhat different from the kind of positions that are reimburseable under current special education legislation would be many, many fewer in number, but their cost would be excess cost as far as the local school district is concerned. One of the possibilities would be that a minimum full salary for reimbursement purposes might be defined in the same way that it is in current legislation for the handicapped. I think the current legislation implies the full salary of \$5,400.00 because we say that we get 2/3 of the salary back up to a maximum of \$3,600.00.

Second, the excess cost that we see involved is the cost of special educational materials. If a youngster who is gifted is going to take a special science course in senior high school, this might be for example one of the so-called advanced placement program courses at the end of which he could take an examination and earn a college credit. The equipment that would be necessary for such a course would be of course different from the equipment that we would normally provide in our senior high school science programs, and one of the possibilities for defining excess cost for special educational materials would be on the same basis that they have already been defining special educational materials at 50% of actual cost and a maximum of \$50 per pupil.

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The third kind of excess cost that we would anticipate would be a variety of essential parts of local programs, such as construction of courses of study particularly suitable for these children, inservice training of teachers, because in the final analysis the teachers have to carry out the plans in the classrooms, and special seminars for students. Here there are many possibilities. I am sure, one of those that came to mind as we thought through this was the possibility of a minimum aid of \$25 per gifted child to encourage local school districts to provide the additional activities and services necessary to adequate programs.

Then we tried to summarize the potential cost of such a program to the State of Minnesota. We came up with the estimates that are outlined - for 1961-62 we would hope that 20 school districts would take advantage of the program and would hire leadership personnel and would hope that 1000 children would be served through the State Department leadership and the leadership in these 20 school districts. Here for 1961-62 we came up with a total cost of \$248,000. This is just about 1/10th of the money that was spent last year on reimbursement to local school districts for special education of handicapped children in Minnesota.

For 1962-63 we would hope that the number of school districts involved would double and we would anticipate that the number of children covered would quadruple, simply because when you get started on a program and you have few children involved and as you get going within a given school system you involve more and more of the children who are eligible for such help. If we were to cover this number of school districts, this many children (4,000 children) by the next school year we would anticipate a cost to the State of \$581,000 which is less than 1/4 of what we spent last year for handicapped children.

Our current estimate based on what we know about giftedness is that there are 18,000 gifted children in the State of Minnesota. I don't suppose we will ever reach all of those, but suppose we would get almost complete coverage, find them all, serve them all through effective programs, we would anticipate the cost to amount to approximately the same money per year as it cost us in 1958-59 to serve the same number of handicapped children. This is an estimate for the complete coverage of gifted children.

I think we have assumed that children regardless of their abilities and problems are entitled to the best education that we can provide and we are pretty much convinced that equal educational opportunity is not the same thing as identical educational opportunity, and where you have children with unusual problems or unusual gifts you must do unusual things for them. Minnesota, it seems to me, has done some remarkable work in the last two years with children who have unusual problems in vision, hearing, speech, physical handicap, mental handicap and the like.

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I think we have arrived to the point now that we recognize that the one group of children we can no longer afford to neglect in terms of a deliberate program of making complete use of their talents for the sake of their communities and our country are the gifted children and we hope that the Interim Commission will see their way clear to work out some kind of legislative program that will do well by these youngsters.

When Dr. Layton was here last time you invited him to write up something of what he was thinking. I have consulted with Dr. Layton on the materials that are in your hands and a number of other persons in the State that are interested in gifted children and people from some other organizations and our consensus is reported in these pages. If there are some things about what we have said here that are not clear, I would be glad to attempt to answer them on behalf of the Minnesota Council.

SENATOR GRITTNER: Looking at this figure of $\frac{3}{4}$ you talked about, you would assume there would be 18,000 of such youngsters of school age in Minnesota?

DR. GAMELIN: I am rounding out the population in the schools last year at 600,000.

SENATOR GRITTNER: Then just by quick addition there must be about 1500 pupils in each grade on the average in school, they would not all be at any one level, this gets down to be a rather small number per school system, and I am wondering what your cut off range is where you would talk in terms of truly gifted as we sometimes hear - what would be the IQ type of cut off point where you start considering the children that are generally gifted rather than what we sometimes know happens to a child where he is mediocre but gifted in one field - what is the background of this?

DR. GAMELIN: I think the point you made about children being gifted in one field and not another is a critical one because what we would be looking for would not be generally gifted children, these would be discovered too, but you do have giftedness of many varieties and part of your problem it would seem to me would be to discover giftedness of these many different kinds. Studies have been made of eminent scientists, for example, which indicate that IQ can drop as low as 115 to 120 but if they are remarkably gifted on an ability which the psychologist call space relations ability, they do exceedingly well in their field. We are, I think, psychologically getting away from the concept of IQ through the discovery of these specific talents. This, I believe, is what we are concerned with rather than general giftedness. Giftedness as it would be measured by competent students of human behavior. Generally in the past it has been thought of in terms of IQ not lower than 130 or 140 and now we know that an IQ is sort of a bushel basket which puts together a lot of different abilities and by using this one number you may miss youngsters who should be picked up as having remarkable talent in some one area and therefore a remarkable potential.

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SENATOR GRITTNER: If there are 1500 per grade and if we have about 500 school systems in the State that offer a course this would bring you down to about 3 1/3 per school system per grade, of course we know that is not accurate because of the larger groupings in some places, doesn't this tie in pretty deeply with this counseling program that proposedly we are inaugurating under the National Defense Educational Act?

DR. GAMELIN: I think that is very important.

SENATOR GRITTNER: Or would this testing program for the gifted almost have to get into the first grade at a level where the National Defense Educational Act is not designed to go.

DR. GAMELIN: I might say in respect to my own school system, for example, that the National Defense Educational Act program is quite inadequate to our purposes because if we don't discover them down there in the elementary grades it takes us 2 or 3 years in secondary before we really know what we have. The big problem is to identify them and help along. We are actually offering to test pre-schoolers to determine whether or not we should begin work with them in the kindergarten level. This we found very effective this year. We picked up 15 youngsters before they entered school who were gifted. The simplest thing available to us because we do not have at present the resources of an adequate program was simply to accelerate them one year. Admit them to school one year early. This is not the best program but in terms of what was available to us now in personnel and resources it is a start. I would say that you have to begin way back if you are going to do an adequate job.

SENATOR GRITTNER: That is why I am wondering about your cost estimate, because these estimates are mainly for leadership.

DR. GAMELIN: Yes.

SENATOR GRITTNER: The resource type of cost plus the excess maintenance and you can't have this kind of a program unless the identification has been made already which becomes another cost factor. Would you contemplate that the local school district should bear that expense? If you do bear in mind what you very well know that many of our schools have nothing in terms of a guidance program. They give a couple of aptitude or a couple of achievement tests from time to time throughout the child's school career.

DR. GAMELIN: This is one of the things that we anticipated in this third excess cost we mentioned where we thought if the school district had available \$25.00 per child there was a number of things that could be accomplished. One thing that could be accomplished for example would be that psychologists operating out of a center like they are operating out of St. Cloud could help the schools do the identification job. I don't think this can be done on a test that is given to every youngster in the second grade. I think it has to be an individual appraisal job. Such an appraisal would cost the school system about \$25.00.

SENATOR GRITTNER: So that the first year that they did it the \$25.00 would be used up for identification.

DR. GAMELIN: Yes. You would use it only for a small number of the youngsters.

MR. WANGENSTEEN: I think my question has been answered already. The program would begin because of its need early with the handicapped, but to relate it to the the Junior High School program - this is a program where you are operating a varied curriculum in order that students may explore their aptitudes and interests and considering it in relationship to that construction of our school system now, is it possible to do the job and again at a later date considering the differences between the gifted and the handicapped, with the handicapped you certainly must begin early with the fundamentals, whereas with gifted children it is primarily a problem of bringing out an excess type of aptitude.

DR. GAMELIN: I would say you can do a partial program beginning at the secondary level. Let me give you just a single illustration of the sort of thing you could miss. Suppose you had a very bright youngster coming into elementary school at the normal time and being put through the typical elementary school program, such a youngster may become a non-reader, may become rather indifferent to school work because they think it isn't challenging for them. This happens every day. We run into this sort of thing to the extent that once in awhile we will have a teacher asking us to check a youngster to determine his eligibility for a class for the retarded and at that point we will discover he is a gifted youngster, but there has been nothing in the program up to this point to make him feel his education is worthwhile, and we conditioned him for six years against the full use of his capacities. There is a real problem then at the secondary level in rehabilitating the youngster.

MR. WANGENSTEEN: Isn't this a criticism that would arrive primarily from what I would like to think as the old way and now I think most of the progressive schools are trying to individualize instructions even in the grades. In other words can this problem be solved within the grade by changing our concept of instruction.

DR. GAMELIN: Yes I think it can. You have essentially the same problem here as you have with the educable retarded in that in a self contained class room the ideal teacher would be able to individualize instruction and take care of everybody from the retarded to the gifted, but anybody working with 25, 30, 35 youngsters find this kind of adjustment just impossible. It demands more of the teacher than the teacher can possibly give, so you make adjustments. For example, you provide consultant help for the teacher which provides the teacher with special reading materials for these real slow learning youngsters or special materials for these real gifted youngsters, and encourages the teacher to work in that fashion. This is widely done with slow learners, it is widely done with the gifted, in school systems where help is available. The help is not widely available however.

MR. WANGENSTEEN: The ideas offered here have been very fine but might have financial limitations. If you had to make some kind of judgment as to where to start do you think it might be possible to inaugurate a program on the secondary level considering the fact that it would be a choice of having a program or not having one?

MR. GAMELIN: I see no reason why this might not be done. I think one of the factors that is going to determine this is the background of the qualified person you get - if you get personnel that can provide leadership better at the secondary level because they know the secondary education better, this would be the place to start. If you happen to find qualified personnel who know more about elementary education and could get you started there, that might be the place to start. I think it might be wise if a program was initiated in terms of the capacity of the personnel rather than nailing it down to one area of the curriculum.

MR. WANGENSTEEN: In terms of inaugurating this program would you see any need for research in terms of finding out the available personnel, in what areas they may have specialized whether elementary or secondary. In other words it is probably not enough just to estimate 3% of 604,000 or estimate the cost say in relationship to handicapped - shouldn't we precede this with some research before we inaugurate this program - or have we?

MR. GAMELIN: May I say one thing about that - we do not train people specifically to work with the gifted, but we hope that a person who has studied education extensively has learned one thing above all others and that is - how to learn - so that if he is turned loose on some specific problem like this he becomes a specialist in it - this is the way all professional fields have developed. Someone who has learned how to learn, he goes to work and develops his skill in that area and my guess would be that consultants that might be hired would come from a wide variety of backgrounds. One of the critical characteristics in these people would be that they have learned how to learn so that they can quickly get acquainted with all the research that has been done in this area and then proceed to develop programs in local systems. Actually this is what happens in developing university teachers in given areas. A man gets acquainted with a particular problem, he does research in that area, does some thinking about it, then he becomes a specialist in that area - not that he has been trained but he has learned how to learn and he probes the field and becomes a specialist. The same thing would happen here.

MR. WANGENSTEEN: Does the teacher's training institutions have programs in that area?

MR. GAMELIN: Very little training is available on work with the gifted child. There are some excellent courses at the University of Minnesota - one of the things that might be real interesting for the Interim Commission would be to discuss with representatives with the Teacher Training Institutions what their role in this program would be.

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The college people would welcome such inquiries and I know from my own work at the University and one College in the State that there are people interested in this and would like to discuss this matter.

Inasmuch as the schedule was for both Mr. Jerry Walsh and Mr. Gamelin at this meeting Chairman Warnke suggested that Mr. Gamelin come back again and that they hear from Mr. Walsh since he must leave.

MR. JERRY WALSH, Minnesota Association of Retarded Children. We very much appreciate this opportunity to talk to you this morning. We know that each of you are very much interested in the problem of mental retardation and that you have been placed upon this particular Interim Commission because of your interest in the handicapped, retarded and gifted. We know that we cannot come before you and say that we want you to pass legislation to help the retarded, we know that you want specific ideas and recommendations that you can study and this we hope to do.

I have several things to pass out to you - an outline and also the report on "Legislative and Governor's Commissions Concerned with State Legislation and Programing for the Mentally Retarded". It tells about the work of work of 20 similar Interim Commissions throughout the United States, the things they have studied, how they have been established, etc. and I think this is something you could read through sometime and get quite a bit out of it. I don't think you will want to spend time looking at it now but you will notice that many of the areas of study are similar to the areas that you people have talked about and will talk about. The other outline is the material that will be covered by Mr. Holahan.

I would like to introduce at this time Mr. John Holahan who is the Research Chairman for our Minnesota Association for Retarded Children. I think all of you are aware that our Association is composed of 40 chapters throughout the State of Minnesota and I am happy to see in correspondence with these various Chapters that members of this Commission have spoken on occasions to some of these Association. Senator Child spoke just a short time ago to one and other people here has spoken to these groups.

Mr. Holahan has been very active in work for the Retarded and I think many of you have met him on occasions here in the Legislature. He is the parent of a retarded child, he has worked with our Association for the past 10 years, had various offices, has served as Legislative Chairman, President of the State Association, on the Board of Directors of our State Association and National Association, professionally he is a research engineer for the General Mills Company so we find that as our Research Chairman some of the same techniques apply and he has been very helpful to us.

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MR. JOHN HOLAHAN: I have been appearing before various legislative committees for the past 10 years and while I am quite controversial I nonetheless always like to express my profound gratitude and thanks to you people for allowing us to talk to you and for the very real help that you have given the retarded over the years. In general I can regard legislators as some of the best friends that the retarded have. I also try to be practical. We are very well aware of the financial problems of the State and in my own private capacity I build plants, start them up and am accountable to management for monies spent and all the rest of it so for me life is one continual accounting of monies given and monies expanded all the time.

Before we get into the actual program I would like to voice our own support for the gifted children. We feel that this is an area too that deserves consideration. I would like to paraphrase for a moment a passage from the Bible that I frequently use to illustrate the basic fundamental nature of these problems. From St. John's Chapter IX the apostles saw a blind man and they came to Jesus and asked him why has this man been born blind, was it because of the sins of his parents, and Jesus answered "Neither this man nor his parents have sinned, but he was born blind that the work of God might be manifest." As you study the variability of the human race you are struck by this very precise plan more or less which describes human variabilities. We frequently cite the number of retarded as being equal as the number of gifted and this is a mysterious thing that nobody can quite account for, except that this is the way it is. Now we recognize and fully admit that the retarded represent a drain on the public purse which in the main is non-returnable - in other words our retarded children are truly an object of charity and as an object of charity, of course, we rely very heavily on tax monies for these charities. When we come to discussing on a long term basis how these tax monies are to be raised I think many of us feel that perhaps the best way to get tax monies for these charity problems, for these welfare problems, is from an expanded economy, and future progress in growth will depend very materially on the abilities and talents which will come from these gifted people who are properly trained and properly motivated. It is almost a basic necessity for us as we work and ask for help in our field to look forward and anticipate the great discoveries and inventions and progress that will come to America if we properly train our people who can contribute much more to society than they actually get back from us.

Now to talk about the least gifted of all the retarded and to tell you some of the areas of study which we suggest that you consider. We have here some of the basic needs for the retarded and we think they currently exist. In the field of institutions we feel these are the problems.

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I. Institutions

1. Adequate staffing
2. Alleviate overcrowding at Faribault (20%)
3. A long-term building program
4. Realistic budgets (submitted to you people)
5. Food handling

II. Planning for the Non-Institutionalized Retarded

1. Institution out-patient services
2. Guardianship
3. Community facilities

III. Research

1. Medical in institutions
2. Non-medical in institutions

IV. Division of Mental Retardation Within the Department of Welfare

- A. Headed by an M.D. with experience in mental retardation and hospital administration.
- B. Responsibility for institutions would include:
 1. Institution budget
 2. Staffing
 3. Standards of care and training
 4. Admissions policy
 5. Shifts in patient composition
 6. Utilization of institutions as training center for welfare workers, teachers, medics and medical scientists
 7. Long-term planning.
 - a. replacement of antiquated buildings
 - b. alleviating overcrowding
 - c. Future institutional planning
- C. General areas of responsibility would include
 1. Case work
 2. Psychological services
 3. Licensing of facilities for retarded
 4. Research
- D. Responsibilities for the retarded in the community would include:
 1. Evolving a total community program
 2. Utilization and administering state aid for boarding homes
day care centers, sheltered workshops
 3. Providing a life guidance program
 4. Community services consultation.

Adequate staffing, alleviate overcrowding at Faribault (20% a long-term building program), realistic budgets submitted to you people, and the food handling problem. There is an area for planning for the non-institutionalized child, research, and finally for you people to consider a Division of Mental Retardation within the Department of Public Welfare. This is one of the key points that we hope you will consider.

Now to go into some of these inadequacies in the present institutions with you to more or less to justify our position here as to why we think we need better planning and better consideration of the problems of mental retardation at the state level within the Department of Welfare. Some of you have seen this material before because this was presented at the last Session of the Legislature. We will try to be specific and pinpoint some of the most glaring deficiencies which we have come across in the program for the retarded. We emphasize the fact that Faribault does not have adequate staffing, does not have an adequate long term children's program. The following chart is presented in connection with Faribault.

SPOTLIGHTING FARIBAULT STAFFING INADEQUACIES

State Position	No at Faribault	No of Patients per employee Faribault	U.S. Average	% of U.S. Institutions with better than Faribault staffing ratio.
Aides	378	41	31	81%
Doctors	6	542	354	73%
Nurses	19	171	149	50%
Teachers	8	405	163	
Social Workers	3	1083	495	68%
Psychologists	1	1083	792	56.5%
	417			
Others	234			
Totals	651			

To meet U. S. Average Faribault needs 144 staff members

This chart breaks down the positions at Faribault.

SENATOR CHILD: One of the reasons we do not have as good a ratio as we should have is unfilled positions. What is the solution for that - is it better salaries?

MR. HOLAHAN: We have already stated two things, one is the matter of pay, salaries particularly at the top, and then we probably feel that Faribault or perhaps our state institutions in general just are not as facile at recruiting help as they might be. Frankly we are very uneasy over the \$175,000 which you

people have appropriated there and which has been turned back because their recruiting has not pulled in even the people you have authorized. You well know that when a person quits you just don't go out and get someone off the street to fill the position, so recruiting for positions in institutions is a problem and as I say we are embarrassed on the one hand to tell you that there are not enough employees there and also have to admit to turning back money authorized. I was down there about a month ago asking about this and made them very nervous because I was asking about it, but Faribault itself was experiencing a fairly satisfactory industrial expansion program within the town itself, it is quite possible that there is a somewhat restricted labor market in that particular area.

SENATOR UKKELBERG: Can you tell me which one of those categories are you having the most trouble filling? Doctors and nurses?

MR. HOLAHAN: Yes doctors and nurses, we are also having a lot of trouble filling the aides category which really again when you get down to the state problems I would rather see the aide positions filled than any other position because of the fact that you have to take care of the people and those that take care of them are the aides, when there is a shortage of aides it begins to snowball, the aides are overworked, they are working with these people many of whom are not the nicest people in the world to associate with, and finally it gets so much they quit. The more that quit the more vacancies there are and the harder it is for those that stay. I would rather have those aide positions filled first so we have a good solid base to start with and then keep going up, up to these other specialty positions which in the long run means a great deal to an institution. Right today there are a 100 people that need care and someone has to take care of them today not next year.

SENATOR CHILD: One of the things that we have learned since the Session on our inspection of the institutions, etc. is that in most hospitals where the adult patient can be cured the doctors and research are the most important. In a case like this where the patients that come in where there is practically no hope for them, the aides are probably.

MR. HOLAHAN: Going back to the history of Faribault the legislature showed extreme vision at Faribault in that, I understand at one time and this was before my time, Faribault did ask for a good hospital and one of the justifications for the hospital was that if they had a good hospital there it would be easier to attract doctors to the staff. I think the Legislature gave Faribault a better hospital than was asked for, as a matter of fact we have at Faribault one of the few accredited hospitals in the State, other than those at Rochester and the Twin Cities. The city of Faribault itself does not have an accredited hospital. It does have an excellent hospital. The medical staff relatively speaking are content that they have a good professional atmosphere to work in, so the problem at Faribault in regard to doctors is not quite as bad as it is elsewhere for that reason.

SENATOR CHILD: It might interest the Committee to know that Bill Shovell and I have been working together quite a bit and we have both come to the conclusion

that one of our main necessities to advance the mental health program is to put more emphasis on research and then to provide better pay for doctors to attract better men, and one of the things we are contemplating prior to the next Session, trying to work it out with doctors and others is a plan whereby instead of commissary privileges being compensated by an x number of dollars, they would just eliminate it entirely and raise salaries to a point where everybody is on an equal level so that they can use their own judgment as to where to buy. I think in those two areas we can make tremendous strides without upsetting the budget too drastically.

MR. CUNNINGHAM: It is my understanding that at Faribault they have the most serious retarded cases and I presume the work for the aides is unpleasant and I wonder if that isn't a factor in the difficulty of recruitment.

MR. HOLAHAN: It definitely is. I myself have schooled myself over the years to mix with these people and actually have worked some with them. I have run a test case as to what it takes to a person in order to spend a day with some of the worst cases, it takes a training period to get use to it. The first impression anybody has of an institution like Faribault is almost dramatic because you see 1,000 or 2,000 of these deformed people en masse and you feel squirmy and you definitely do not feel like hanging around any longer than you have to and yet in time you overcome this feeling and you begin to see some of the personalities and some of the very fine characteristics of these people.

MR. CUNNINGHAM: You speak of a training program - what kind do they have? Do they have a training program for aides?

MR. HOLAHAN: At Faribault a new employee coming in is given a very brief training program before they are actually allowed alone on the ship with the patient. Each building does have a supervisor who does keep very close check on the aides and patients so you don't have the situation basically where an untrained, unskilled person is hired at 8:00 o'clock in the morning and at 10:00 they are working with the patients, but they don't give them as much training as the staff there think they ought to have. They are watched and the people in charge of the different areas in the building have been in the business for years and I don't get too uneasy as to the way they are handling the aides. It is just the matter of work load.

SENATOR GRITNER: What is the salary of the aides?

MR. HOLAHAN: I don't have that. They run somewhere around \$250 or \$255. I would say that the salary program at the Institution is not grossly out of line at these lower level, the state retirement program is such and they allow husband and wife teams to work and the net result is that you do have a relatively stable core of employees in the institution. I have gotten the impression myself that this is not a too bad an arrangement for a couple. Many people have done quite well over the years. It is not way out of line. As a matter of fact, again I hate to say this before legislators, but sometimes the business men in Faribault complain when the state employees in the town are raised because this automatically means then that everyone in the town of Faribault has to get a raise. The institutions set the wage scale in the town of Faribault.

MR. CUNNINGHAM: You mention that there is fairly good stability, what about the turnover of aides.

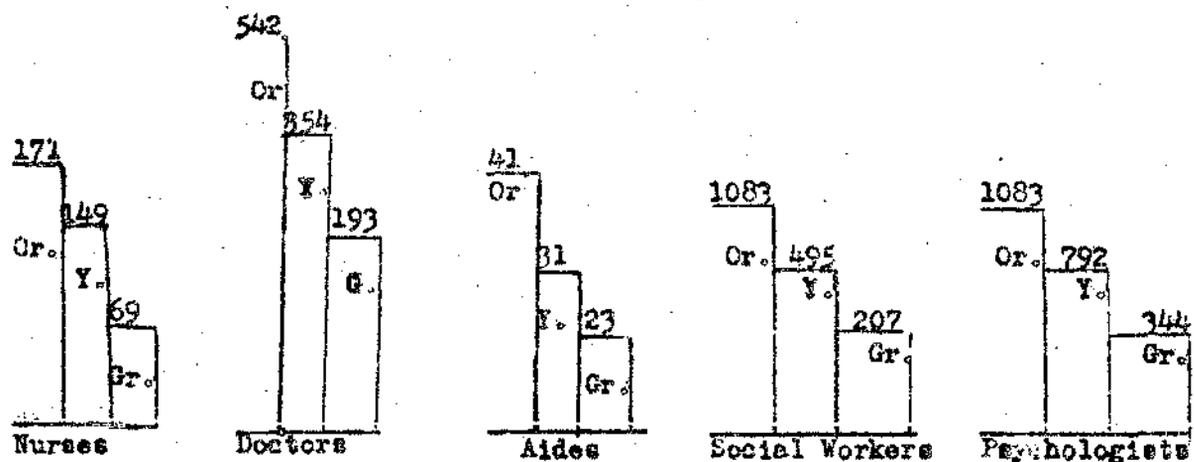
MR. HOLAHAN: I can't answer that honestly. I would say just from personal observation that there is a fairly high turnover amongst the beginning aides. The stability begins to set in when they are raised a notch or two above that and once they achieve that position which implies as much as anything the willingness to put up with the institution atmosphere - you find these people and they will advance fairly rapidly and then they tend to be fairly stable employees. We do have quite a turnover at the aid level.

MR. ANDERSON: Do you have trouble replacing them.

MR. HOLAHAN: Well that is the problem. We do have trouble replacing an aide when they quit. Our own feeling is that perhaps Faribault now does need some help in a recruitment program. We are citing some of these examples, they are things which if this commission wants to get into specific deficiencies of a institution these things are very pertinent, but they are also using these as examples of what we think a Division of Mental Retardation within the Department of Welfare could keep on top of better.

I have another chart here- the orange line gives the number of employees are handling - the yellow line is the national average. I might say that at Cambridge and Brainard we are using this sort of standard. The green is the number of patients which nurses, doctors, aides, etc. based on a survey that was taken on thousands all over the United States. They asked the question of the nurse - how many patients do you think you could handle. It is the opinion of the nurses, doctors, aides who are employed in the institutions throughout the United States. These are their opinions. Actually all we are asking at Faribault is that we begin to approach the standards that apply elsewhere, at Brainard and Cambridge.

PATIENTS PER EMPLOYEES



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SENATOR CHILD: I notice the other day that Minnesota is above national average on appropriations for mental health program.

MR. HOLAHAN: That is right.

SENATOR CHILD: Does that mean then that although we are appropriating more money we are not getting as much out of our dollar as other states?

MR. HOLAHAN: No. This actually means that again Minnesota, believe me, is classified as a liberal state or shall we say a generous state whose people have a high motivation and want to do right. It turns out that per capita we are taking care of more retarded children in this state than other states. Our mental health program on a per capita basis we are taking care of more people than we do, but unfortunately at Faribault the level of that care is down from what other people are getting - what we are doing at Cambridge or Brainerd.

MR. WARNEKE: Would you say that the national trend is away from institutionalizing?

MR. HOLAHAN: This is a very confusing subject. The figures in Minnesota show that we are committing per capita fewer people. In other words there is not a tendency to put more and more people in institutions. However, there is a trend of putting more of the lower level retarded in institutions. Again on our chart you will notice have this item - Shift in patient composition. The thing is slowly occurring all over - our large institutions are handling more and more of these low level retarded people and the higher level type are being kept more and more in the community. This is a change that is gradually occurring.

SENATOR CHILD: If that is true - I have always understood that it takes more doctors and psychologists to work with higher level, because there is room there for improvement, whereas those at a low level a certain type of staff it takes fewer. Could we have that broken down for the Committee - is it possible to get a breakdown on that - percentages?

MR. HOLAHAN: One service that we will offer to this Committee is that if you do have specific questions that you want data on we are prepared to a certain extent to do that. We are trying to hire a resource person who can be used just for these purposes and perhaps the next time we are here we can tell you whether or not we have actually succeeded in hiring him and if we had we would be very glad to make any studies that you might ask us to make. We will do it anyhow.

MR. WARNEKE: Do you know of any studies that have been made that correlate population growth with incidence of retardation?

MR. HOLAHAN: Not directly. I understand in the present census they are attempting to get some indication of that. Most sociologists and people in the field they simply will give a certain number and say, and I think it is right, the basic

composition of the human race doesn't really change, so as more babies are born, more gifted are born and more retarded children are born. This is just the way the human race is put together. We don't have any surveys. I think the last survey was conducted in the early 40s and there were two other prior surveys conducted around 1900 and 1910 in England. There has been no modern day large population survey to give us any facts or figures.

MR. WARNKE: What prompted my two questions, one in regard to the trend away from institutionalizing and the other the last one, was that I have been under the impression from some of the things that I have read that we definitely been moving toward this end of institutionalizing the more severely retarded and at the same time trying to concentrate, we are trying to come at this from two directions, channel the less severely retarded off into society in general. Is that the type of approach that you people would be advocating.

MR. HOLAHAN: Right. Furthermore I feel this way on that point, if I were a legislator I would find myself in a very difficult position always, because 4, 5 years ago certain theories are in the vogue and you are asked then to do certain things that takes 4, 5 or 6 years to fully implement, and then 6 years later experts now tell you what you did isn't right and I keep asking myself how in heavens name are these fellows really to know what to do if the experts themselves keep confusing the pictures. This is another reason why we would like to see a division of Mental Retardation within the Department of Welfare so that there could be some long term studies on these problems and you would not be subjected to all these theories. A longer term approach might be taken. For example, I have heard, after you people appropriated money for the Brainerd Institution, speeches at very high level of state government say that this was a mistake. This puts legislators, I think, in a very peculiar position - on the one hand you do something and four years later someone is telling you that it is a great mistake to do that. This is the sort of thing I think we should try to minimize.

This chart here is something I think should be included as part of a long term building program:

FARRIBAULT LONG TERM BUILDING NEEDS

<u>Reduction</u>		<u>Patient load</u>
<u>Replacement</u>	<u>Dormitory</u>	<u>No and type</u>
<u>Priority</u>	<u>Description</u>	<u>of inmates</u>
First	Grandview (5 miles out - isolated not fireproof - food trucked out)	70 old men.
Second	Three "Colony Bldgs. (Very poor shape - needs repairs. Day room and dining room in basement. Not fireproof	150 Men
Third	Two buildings - Skinner Hall Old very crowded - not fireproof	120 girls
Fourth	Hillcrest Old not fireproof - Frame Bldg. Day room in basement)	60 boys

Fifth	Sunnyside (Old very crowded - very limited play space - very inadequate yard space.)	300 boys and men
		700 TOTAL

We have these old buildings at Faribault.

SENATOR GRITTNER: Grandview - that is something I am not familiar with. When you say 5 miles out - what kind of a set if building is this.

MR. HOLAHAN: I don't know where it came from. It is about 50 or 60 years old, 5 miles out of town we have this building sitting right in the middle a farming community, there are 70 old men in the building.

SENATOR GRITTNER: Is this supposed to be a farm.

SENATOR CHILD: I may be wrong on this but I have sort of a hazy recollection that that was at one time (inaudible)

MR. HOLAHAN: The building is a very old one - there is a caretaker and his wife who live on the premises. The wife doubles as the cook and they watch over this facility. It is an old thing. It has an old basement that the patients live in. This is their day activity area and a very unsatisfactory arrangement. This is one place where frequently at night there is nobody in the building.

SENATOR GRITTNER: There must be some personnel for food service.

MR. HOLAHAN: I think they prepare their own food. She has help from some of the old men. It is trucked out and has to be taken out and served. I don't know too much about it. If this should catch on fire with noone around it would be bad.

SENATOR CHILD: Since this is about the only Committee operating that gets into the institutions on this type of operation, do you suppose you could have your Secretary write to the Superintendent at Faribault and ask him to give us a brief rundown on what this Grandview is - what type of personnel it has and what the whole operation is. I know that it is a little aside from what we are supposed to do. Possibly we should make a trip and actually get in there.

MR. HOLAHAN: One thing, we are very close to Dr. Engberg, that does annoy us a little bit is that when you people do go to those places you are only shown the nicest things. In other words they are proud of the institutions, and I can see their point of view, and they are grateful to you too, you go down to

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Faribault it is a rather inspirational sight to see all these buildings you have provided. I think they feel it is better to thank you for what you have done than to keep harping on the things that are not right. We try to take a middle path, if possible. I think, on this matter of budget, maybe this is a good time to discuss that -

SENATOR GRITNER: Before you get into the budget Mr. Holahan, I would like to request of the Association that their office draw up a list of suggested things to see at each of the institutions which care for the mentally retarded - things that you don't think we are likely to see. Without taking too much time I am against the idea of the legislative committees sneaking in unannounced. The Superintendent could be out - you take it pot luck if you do go in unannounced. They don't have anything really to hide. It is just like when people drop into your house, if you know they are coming your wife usually vacuums the rug. What is wrong with that.

MR. HOLAHAN: We will be glad to do that - give you a list like that.

Now on matter of budget - I am not going into any detail. I just want to make a general statement on the budget. The budgets that you people see are usually the so-called Governor's budgets and when the paper comes out, for example, complaining about the amount of money that is appropriated, you people appropriate about the amount of money you are generally asked to appropriate, but the institution itself prepares its own budget which is a need budget and which the head of the institution honestly feels he wishes he could have and that he really thinks that he needs, and these budgets come in and are given some attention, but the final budget that you see frequently is not what I call a need motivate budget. It is a fiscal budget which simply says this - the state has this much money which we think we can raise taxes with and get this much, and therefore each institution is whittled down and gets so much which is very much related to what it got last time. So, in an institution like Faribault that isn't getting what it really needs based on a needs evaluation, year after year will not get what it needs. I would like you people to see the actual budget that the heads of the institution submit and feels that he needs. These budgets would bring out pretty dramatically the health problem, for one, the maintenance problem for another. I feel, again I am a practicing, nose to the grindstone operating engineer, I have been a factory superintendent, etc. and I know what it takes to maintain and keep a factory running, and I feel that the maintenance budget at the institutions are extremely skinny and I often make this charge when people are complaining to me about lavish spending, etc. - that if our private companies had to get by with as stringent economies as are practiced at our state institutions, you would hear a moaning and a groaning that would deafen the City of Minneapolis, because I have never been in an organization that practices as stringent economies as we practice in our state institutions. It is frightful really, how far a bucket of paint is supposed to go.

SENATOR GRITTMER: Is this a false economy? Is it building up maintenance problems?

MR. HOLAHAN: I think so. For example the power plant at the Blind Institution went out years ago and they ran a steam line over from the Retarded Institution to furnish power for the Blind Institution - had no boilers on standby - so you had two institutions literally running off a patched boiler. This just is not right. We at General Mills could not consider risking the operation of one of our plants like that. We prefer to have one or two spare boilers so that if anything happens we can immediately throw in a spare boiler. For example at Cambridge there on this food problem. They have to haul the food at Cambridge overland. When you have to feed say 1500 patients and have a 6 inch snow storm, what do you do - how do you haul the food around. They start getting the people up at three or four o'clock and with shovels and brooms try and sweep off the streets enough so you can get the food hauled from building to building. They asked for a snow plow and could not get it and so they finally got a plow and stuck it on a truck. The truck broke down even more under the load of the snow plow on it. At Faribault for awhile it got so bad that one of the county lay operators, Dr. Engberg asked for help from the city or county to plow the streets at Faribault, they were told they can do it, we are the city or county, we cannot plow your streets. One of the maintenance men on the county crew he literally swiped a plow and would run into Faribault risking his job just to plow the streets for them. This was unauthorized but everybody gave up and did not do anything about it. This is some of the little things you run into that are very annoying to say the least.

MR. CUNNINGHAM: Surely they could make arrangements to do that on a contract basis.

MR. HOLAHAN: If they had money for it.

MR. CUNNINGHAM: I think money would be provided.

SENATOR CHILD: At Faribault, it seems to me that there was some information of the administration down there to utilize the overland procedure rather than using the tunnel available, it seems to me it was a matter of the time involved. A truck could take it over and unload it at a building faster than they could take it through the tunnel. Is that a correct assumption or am I not correct?

MR. HOLAHAN: It depends - some of the buildings there have not had tunnels provided. I have a report here that was issued in January 1958 to Mr. Hursh and Dr. Cammeron. It was a survey of the Faribault food distribution system by a Mr. Avery who is a food technologist and who was an expert on institutional cooking and he was asked by the Department to conduct the survey of Faribault's food handling system. This report is on file with the Department of Public Welfare. They asked for it. One of the things in the report says that the mono-rail underground system is grossly out-moded, unsanitary and unsatisfactory in maintaining prepared food in good condition during transport. Food is transported in uninsulated, unheated and uncovered, battered receptacles. The grease

and dirt from the mon-rail truck is dropped into the food. This is the worst food transport food system ever observed by the writer. Again these reports are made but we do not have any setup to do anything about it.

MR. HOLAHAN: You have provided in one of the new buildings a new kitchen but we still have the basic unsolved problem at Faribault. Why do we get these reports and then go down and see the same problem - what do we have to do to solve something like that. I frankly don't know but again this is a reason why we feel that if we had a Division of Mental Retardation within the Department of Welfare with very pointed responsibilities some of these things would be resolved. One of our members with Northwest Airlines has several times made the offer that he would be glad to show our State people a system they use in furnishing meals to the airlines - there is a possibility that that system might be applicable in some ways. They have the same problem - people flying all over. The airlines do it one way - some of the experts do it another way - we keep on doing it the same old way year after year.

SENATOR CHILDS: There should not be too much cost involved. It looks like that is an administrative problem.

MR. HOLAHAN: This gets back to your basic budget problem again where you people see basically what I call a fiscal budget and it isn't related really to usage. All your increases that you give basically go for salaries and for all these little touches something has to be thrown out of the budget. You have to pay people, that is number one I guess, and we do have to buy food for them. At Faribault, I think, something like 25% of the budget is operational expenses and food and 75% is salary and pay.

SENATOR CHILDS: Would you say the food is satisfactory?

MR. HOLAHAN: I have been authorized by the Department to use the expression, minimum, minimal, dull and uninteresting. I went over this with Dr. Wadsworth and Dr. Engberg, Mr. Hirsch and Dr. Commeron and told them that I wanted an expression to use which that they would support in describing food, so we say it is "minimal" meaning that it is adequate to support health. The diet is not nutritionally deficient and the people there are healthy and they get fat and everything else on the diet that is fed them, but it is minimal and dull because of the way the food is prepared and distributed, and because some of the little extras like fruit, fresh vegetables and that are not generally provided in the diet. We would like to give them an orange a day for example, if possible. We can't do that. Canned fruit juice is used. If you there on Sunday, the meal they get then is a good meal.

MR. WARNER: Did I understand correctly that you had to go?

MR. HOLAHAN: We have an appointment but I can stay and Mr. Walsh will go.

I am using some of these things to illustrate the fact that there is some long term planning and continuing attention that needs to be given to these institutions and in order to correct some of these things, this food thing I keep getting so irritated about it because every time I go down there and we talk

to these people and they complain about it and yet year after year nothing is ever done about it. How long do you have to put up with these things?

Getting back to budgets again - this is the request that Faribault has made each session to the Department of Welfare.

SPOTLIGHT HISTORY OF FARIBAULT STAFF REQUEST

	1955	1957	1959
Faribault Request	106	153	136
Welfare Department Request	11	86	70
Department Request to Legislature	11	24	30
Legislative Allowance	4	16	29

Actually the record of the legislature on these budgets has been good. You eventually give what you are asked to give. I feel that you people ought to be submitted the actual institutional budget so that you will have a little bit of feeling for some of these needs and deficiencies. It isn't right when they are after you people for not appropriating enough money because you appropriate what you are asked to.

MR. CUNNINGHAM: Would you say that Faribault is the worst of the institutions for the mentally retarded?

MR. HOLAHAN: Yes. When I say this term "worst" it is a very spotty thing - it is good in many areas, it is poor in other areas. I would like to see a little less famine there - some of those bad things removed.

SENATOR HOLMQUIST: The number of personnel in the Cambridge Institution was cut. Are they getting along all right with the reduced personnel?

MR. HOLAHAN: To be honest with you I would say that we did not feel that was bad - even with the cut they are in much better shape than Faribault. What was attempted at Cambridge was to give Cambridge the staffing that was adequate and acceptable, probably it is still pretty much that way.

SENATOR HOLMQUIST: Then would it be logical to conclude that Cambridge might be a goal to achieve.

MR. HOLAHAN: Right.

SENATOR HOLMQUIST: Would it be logical to conclude also that maybe the personnel patient ratio at Cambridge right now is about where it should be.

MR. HOLAHAN: Yes. On the chart of national averages that at Cambridge turns out to be about that. If we could see Faribault brought to the Cambridge level we would be quite happy about it.

I know that I would get a lot of disagreement on this but I would say that Cambridge could very well be the criteria.

SENATOR HOLMQUIST: One further question - is it your opinion, however, that that ratio should remain as is - just because some other institution has a poor ratio that Cambridge as a result should not be reduced any further.

MR. HOLAHAN: That is right. The object of staffing ratio that is achieved at Cambridge was to provide an institution that did have adequate staffing ratio and this was the objective that Dr. Cameron had in mind when he made his recommendations to you over the last four years.

MR. ANDERSON: How do the other institution stack up then?

MR. HOLAHAN: Owatonna - we don't feel any grave concern for Owatonna, Brainerd or Cambridge - it is basically at Faribault that we have this real serious situation.

SENATOR CHILD: Brainerd will have a temporary problem during transition. It will be resolved however. Brainerd will be quite adequately staffed when they reach their level.

MR. HOLAHAN: The plans for Brainerd and the response that the Legislature has given to Brainerd and Cambridge and these new buildings that have been added doesn't give us any concern at all.

SENATOR CHILD: The picture we see isn't quite as bleak as it may appear for the reason, Brainerd for example, they have a tremendous amount of public responsibility through what they call the Grey Ladies. These ladies come in and help at the institutions - even though they are the type of employees that cannot be counted on for regular hours they still lighten the load to a great degree. It is not a satisfactory thing to have to rely on.

MR. WARNEKE: This is only at Brainerd.

SENATOR CHILD: This is true in other institutions. One institution that it is not true in is at Walker and I think they have a TB section up there and people just don't want to wonder into it.

MR. UKKELBERG: At Fergus Falls we have over 700 people that are contributing time to work in the State Institution.

MR. HOLAHAN: I think that the policy that is being followed - one of our members a Mrs. Carlin who herself is the mother of a retarded child and a member of our Association and is also handling the program for volunteer workers for the State - she incidentally took this job as a public service, her husband is a very successful attorney and it is costing her a little more for housekeeping service and she is not making money by her employment - she is in charge of this program and they are trying to set up the different institutions, one at a time

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to get a good volunteer program going and they are just beginning now at Faribault.

MR. WARNKE: They have never had one at Faribault before.

MR. HOLAHAN: That is right.

I will now get back to the outline. We now have in the Department of Welfare the Medical Director who has an Assistant, another medical man, and they have within their jurisdiction the general responsibilities for all the institutions both for the mentally ill and the mentally retarded. It is the opinion of quite a few people who actually work in the Department that they would like to see a division of that setup so that we have a Director which concerns himself basically with the mentally ill and another department which concerns itself with the mentally retarded. The ideal would be to pull into this department of mental retardation the people who currently work for the State and who deal some with retarded, some with mental illness, some with this, that and the other thing and try and get the whole approach of the program for the mentally retarded in the State concentrated within one Department and under the head of one individual. Budgetwise this ought not cost too much extra money if any because Dr. Cammeron's job for example would still apply to the mentally ill and his assistant's job would apply to the Department of Mental Retardation so that you would not have to be adding another high salaried position in state government to do this, and the other people now in being on the State payroll would just be reorganized as it were and some would be in the Department of Retardation and others in the Department of the Mentally Ill.

SENATOR CHILD: Couldn't that be done by administrative action?

MR. HOLAHAN: I can't answer that.

SENATOR GRITNER: The reallocation of budgets could not be done at administrative level.

MR. HOLAHAN: Jerry Walsh is more expert than I am as to the exact personnel that might be involved in this. I have developed here the kind of job that this position would do. I have here institutions budget, preparation of, frankly Faribault staffing problem came as quite a surprise to Morris Hursh and Dr. Cammeron when we first presented this matter to them. It also came as quite a surprise to the Governor - none of these people were close enough to the problems to appreciate that this sort of thing had been going on and developing so that I would like to see somebody in St. Paul here in the Department of Public Welfare have a real feeling for not only the fiscal consideration of the budget but the real basic need, the people's need, which this money quakes out to. I feel that one of our greatest sources of dissatisfaction with the Department, and we have told Hursh this and he agrees with us, is this whole matter of budget preparation. It is strictly done on the fiscal reasons without any real deep thought involved as to how it relates back to the peoples problems that occurs in the institutions.

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SENATOR CHILD: Would it be helpful to the Welfare Department and to the institutions if after we get through considering the appropriation on line basis, which we have to, if we wound up by making the expenditure for that appropriation for these institutions a little more flexible so that money could be used from one account into the other with less rigidity than at present.

MR. HOLAHAN: It would seem to me that that would help but I am sure there are some complications in doing that.

SENATOR CHILD: The legislature loses a little control in that type of package. The IAC did provide some more flexibility on staffing especially for the training program.

MR. HOLAHAN: I do feel that some flexibility for example, take Faribault they are turning back \$175,000 because positions there haven't been filled and by the same token they may have a very severe maintenance problem there where they are tying something together with baling wire and if they could only draw out \$5,000 or \$10,000 that would help considerably.

SENATOR CHILD: That is what I mean. Your needs are not always constant year after year.

MR. HOLAHAN: The budget this year is very similar to last year - in other words it bears more resemblance to past history of appropriation than to any other single consideration. I will say that you appropriated what you were asked to appropriate. You treated Faribault, Cambridge, etc. just the way you were asked to treat them.

Staffing - we talked about staffing but again when I report to you that a problem has developed at Faribault - when you spell it out in detail come as a surprise to our administration people - it will illustrate the fact that we do not have today the attention to staffing problems that I would like to see.

Standards of Care and Training - again I will let my comments on the food problem illustrate why I would like to see more attention given to standards of care and training.

Admissions policy - This is a touchy one but again I believe in being very honest with you people. I feel that to a certain extent the waiting list so-called is something that is held as a club over your head, more so than it really ought to be. The admissions policy of our institutions is literally first come first served and as a result of that we parents are advised that if we think we want to put our child in an institution to go through the commitment proceedings and get our name on the list as soon as possible because it is going to take 2, 3 or 4 years before that child is admitted and yet 25% of the parents who are offered space finally turn it down and yet when you people are given a waiting list you are not given it on the basis that

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this is probably only 75%, realistic, this is presented to you as an urgent, soul tearing matter.

SENATOR GRITNER: We are aware of that.

MR. WARNEKE: That prompts another question - of that huge waiting list that we are always confronted with - the question always arises in my mind - how many of these should actually be institutionalized?

MR. HOLAHAN: Well this is another part of the problem, for example, many of these retarded child, let us say 5, 6 years old, up to that age, are no more trouble at home than any other child is and yet if you sort of give the parent this choice - you have got to get them on the waiting list and when you are offered space you have got to give it to them otherwise you might not get it again for two, three, four, five or six years, again this policy tends to force parents to seek for admission early and as you people build the institutions it tends to give us more younger people in the institutions than perhaps ought to be the case if our admissions policy was a little more flexible.

MR. WARNEKE: On this point would you care to make any comments in reference to liaison between the Department of Education or Special Education as such and the waiting list. Are there channels that are being gone through to use every possible means of getting at these people on the opposite end, on the education end rather than the institutions.

MR. HOLAHAN: The policy as it stands - you must take your turn when it comes up you may have to wait, three, four, five years before your chance comes up again, I think it tends to impose an institution alternative to the problem on the parent a little more so and a little sooner than might be the case if there was a greater degree of flexibility for the admissions policy.

SENATOR CHILD: Doesn't the social workers on the welfare boards screen out some of these applications.

MR. HOLAHAN: No, by law they can't do that. By law if you go through commitment proceedings and ask for space in an institution and you are offered this space when your turn comes up - - by law you cannot commit a person or call him mentally retarded or mentally deficient unless you go through a Court proceedings and this Court then makes this basic determination based on the evidence. When the Court makes the decision that you are retarded then you are entitled to whatever care has to offer, and then if the parents ask for institutional placement when it is offered to them they can accept it. Now the welfare worker can advise parents, they can say we honestly think your child will be better off in an institution or we honestly think your child would be better out of an institution, but the problem that comes up frequently, for example, is with

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that mongoloids, they are identifiable at birth, and many doctors tell the parents this child is a mongoloid you had better institutionalize him, forget about him, don't have the grief of trying to take them into your home. We are advised to put them into a boarding home, go through commitment and as soon as space is offered put them into the institutions, don't bring them home at all. Well we have this sort of thing going on too. We have at Cambridge - when the new building opened up there - I went down and there were something like 150 or 200 of these little babies, many of whom were very nice appearing little children, happy, bouncing up and down in their cribs. I can understand how they got there, but I just cannot necessarily see why society should encourage that, except in cases where there is genuine family problems. In Owatonna they had a group of babies like that for several years before Cambridge opened up. I know some of the people there commented to me on occasions, we just can't understand how parents could let children like this go. Well, some of these social pressures encourage people to do that sort of thing. The inflexibility of this admissions program also I think tends to do some of this. Now mongoloid babies are without severe physical deformities have the personalities - you have heard the expression "Happy as a little moran" - this expression very aptly fits the mongoloid. They are happy children and until they get older they are quite pleasant and very responsive to love and care and all the rest of it. I don't think it is right myself to encourage placing babies like that too early in the state institutions.

SENATOR GRITTNER: Would this be too simple a solution - continue the practice of having a waiting list but if a parent declines to place a child at that time instead of putting him at the bottom of the list hang it at the top of the list until such time as they would like to have their child institutionalized? That would take off a lot of pressure, wouldn't it?

MR. HOLAHAN: I think it would - some flexibility along that line is in order. Now at the other end of the scale too we have these very tragic cases, I think 6 years ago we brought a woman with us who lived in a trailer and she had two other children and then she had this retarded one, it was just a terrible situation she was confronted with - again the policy being inflexible tended to tell her that she had to wait just as long as somebody with a very lovely little mongoloid baby would have to wait. Actually our welfare people are pretty humane and they sometimes will look the other way on these things too and do something for these very tragic cases, but they are not supposed to. I think the policy is too inflexible and isn't doing the State and everybody as much good.

SENATOR GRITTNER: There is one point in favor of it then all these things like politics, favoritism are avoided. Human nature being what it is, if my child isn't taken and someone else's is, you might have a worse problem. How much more grief there would be in terms of this proposition - you would not be serving any more children in institutions. I don't know what the middle ground is.

MR. CUNNINGHAM: Would there be any advantage to provide for review after this waiting period before the child is institutionalized.

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MR. HOLAHAN: I am sure we could work out something that might be a little better than what we now have.

MR. CUNNINGHAM: Do you feel that sometimes with this early commitment date they might be better off at home and that a review would be to avoid this.

MR. HOLAHAN: Right. A parent can take his child out of the institution if he wants to and we have had that happen but then they go back to the bottom of the list again.

MR. ANDERSON: Are there cases where parent make application for their youngster to be institutionalized and then to find that the case is not as serious as it might be - they are not even retarded?

MR. HOLAHAN: This has happened - yes. I can cite a personal example. One party in our State Association had a child adjudged to be retarded and they put him in a private school down at Northfield. About 4 years later they decided it was more or less a hearing defeat and emotional rather than retardation so they brought the child back home and he is now back in the home. Last summer I was out visiting them and I asked - they have a resort out to the lake - the child how many years have you lived out to the resort, he was 9 years old, he said 5 years, you know for 4 years they thought I was retarded and they had me in an institution. These things happen.

I know another case, a mother had called me in great distress, the doctors had advised her to place her mongoloid baby in a boarding home, the child was placed there and she was told never to look at the child, never ask about it, never to do anything, put it there and forget about it - she took this advice but after about a year and a half the nurse who ran the boarding home started calling her up and told her that she thought she ought to come over and look at this child - this is a beautiful child, so much fun. She was upset for 3 or 4 months trying to remake her decision and the last I heard she was still sticking by her original guns, still had never seen her child, would never go over to the boarding home to look at it. These are all things that happened.

We have another fellow out to White Bear - the same circumstances - went over and looked at the baby, put him in the car and that was the end of the boarding home. There child is now 10 years old and they have had it at home now for about 7 years, the first 3 years was spent in a boarding home. Those are probably the three finest years that you can have a retarded child at home.

MR. WARNKE: You still have quite a bit to cover.

MR. HOLAHAN: We can defer this and continue this at the next meeting.

SENATOR GRITTNER: If we are going to have a further discussion, Mr. Chairman, for a proposal of a Division of Mental Retardation within the Department of Welfare, I would like to have at the meeting at which the presentation is continued, representatives of the Department of Welfare so that we don't have to go back and tell them what the Association proposed - if we are going to have further discussion on it I would like to have you set up a meeting and have

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the Welfare Department delegate someone to be here for the presentation and react to it.

Mr. Holahan said that that would be fine and it was decided that the next meeting they would have Mr. Holahan back along with someone from the Department of Welfare.

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Mr. Warnke said that the Committee had received a letter from Mr. Frank Starkey, Chairman of the Governor's Committee on Employment of the Physically Handicapped, asking in what direction the Committee plans on going in this area so that their functions do not overlap with ours.

MR. AL BERNDT, Employment Security and Executive Secretary of the Governor's Committee on Employment of the Physically Handicapped, explained that this Committee was strictly the advisory board with no official connection with any particular department - advisory to the Governor on the problem of employment of the handicapped and it's impetus comes from the President's Committee on the Employment of the Physically Handicapped. It's membership is composed of employers, labor leaders and their action was largely responsible for the appointment of the Interim Commission, initiating the Act, of two years ago so they have an interest in making a more intensive study of the problems of the handicapped, yet they have no financing to do this and so they were asking for an appointed Commission to make a study of this. The report carries out some of the studies that were made and we are wondering whether or not this Commission would be making similar studies related to the employment problems of the handicapped.

SENATOR HOLMQUIST: We employed experts in the field of research determining the various problems and we learned how many mentally retarded there were, the incidence, we learned what the problem was and we employed a person, an expert in the field of workmen's compensation and group insurance that gave us information.

SENATOR GRITNER: Are there areas in the report that you Gentlemen submitted to the legislature that you feel should still be enacted into law and is there much point in going forward with more recommendations if we have not taken care of the enactment of the basic recommendations?

MR. WARNKE: I would say that our prime recommendation was that because of its magnitude that the Commission be recreated. The Interim Commission did not dent the surface, it barely got started. You know what happened, they took that bill and combined it with others and we ended up with what we have here.

SENATOR GRITNER: What was your feeling coming into this Interim Commission as far as the part of the handicapped was concerned? Did you feel we should go forward with the program?

MR. WARNKE: Coming into this Commission as I reviewed the bill - my first reaction was one of alarm that there were so many areas and so much to cover that it was almost an impossibility with the amount of time and money that we have - we are right back to our original problem.

Your suggestion of a sub-committee is probably a good one - maybe we should pursue this thought - maybe we should have more than one sub-committee - maybe we should expand our operations.

SENATOR GRITNER: Since you encourage me - if it is a matter of money - perhaps by having a subcommittee appointed from within the ranks, an advisory committee or something, maybe they could have as their main job to identify investigating areas in which we should provide some research. If they are without funds to do it with maybe we could provide some research.

SENATOR HOLMQUIST: The Commission that studied this problem last year - we concentrated on the employment of the handicapped, that was our purpose during the whole year, we studied the effects of workmen's compensation, the effects of the second injury fund, the effects of fringe benefits, etc. so we were dealing primarily with economic things - in this Commission here we haven't even touched on that field, we are dealing with the problems of education, problems of taking care of these folks at a state level, the problems of organizing pilot schools to determine how well these folks could be taken care of outside of the institutions, the problems of reading, gifted children. This is a big area. There is really, although part of our responsibility is the study of the employment of the handicapped, we have not touched on that - the reason we haven't I think is because we spent most of our time on that study two years ago and two years ago one of our recommendations was this - that we felt that the second injury fund needed at least two more years of experience before we could determine whether or not it would have a salutary effect on the employment of the handicapped. The other bit of evidence that came out was that the employment of the handicapped is punctuated not so much by the influence it will have on workmen's compensation rates as the influence it has on these fringe benefits that are offered by industry. That seems to thwart industry more than workmen's compensation.

MR. WARNKE: We further suggested, in order to best make use of our vocational rehabilitation facilities, that we should at the minimum appropriate enough money so that we could make use of our Federal matching funds. That was done.

MR. GRITNER: MR. CHAIRMAN, I WILL MOVE AT THIS TIME THAT THE CHAIRMAN BE EMPOWERED TO SET UP A SUBCOMMITTEE OF SEVEN ON THE PROBLEMS AND PROGRAMS RELATING TO HANDICAPPED PERSONS AND THEIR EMPLOYMENT, THE MEMBERSHIP TO BE CHOSEN FROM AMONG MEMBERS OF THIS COMMISSION AND THE MEMBERS OF THE GOVERNOR'S ADVISORY COMMITTEE ON THE EMPLOYMENT OF THE PHYSICALLY HANDICAPPED. Seconded by Mr. Anderson. Motion carried.

(Mr. Beedle and Senator Holmquist appointed on this Committee by Chairman Warnke. Mr. Warnke also indicated that he would also attend.)

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MR. WARNKE: Do you think this is the type of thing that the Governor's Advisory Committee had in mind?

MR. AL BERNDT: I am sure that the members of the Governor's Advisory Committee would be happy to meet with members of your group to review some of the problems that they feel are most pressing, to help you identify the things that you might want to concentrate some attention on. I think they would be very happy to do this. As far as the extent to which they would be able to devote time as to the actual outlining of plans that should be submitted in form of perhaps legislation this might be a little difficult because these are non-paid people who volunteer their services. They meet only about twice a year, with possibly more frequent meetings of the Executive Board of that group. We hope to have a meeting of the full committee sometime after the first of the year.

SENATOR GRITNER: The last line of our bill says "This commission may appoint advisory committees, the members of which are to serve without compensation." It clearly opens it up to do just what I suggested - I said subcommittee, call it advisory committee, the reason I called it a subcommittee was that I felt we should have some members from our own group on it. I don't think we will get into any trouble. They are not going to be paid any compensation - we can check with Mr. Forweiler to see if they can get mileage and meal expenses like we do. One meeting would go along way and get the ball rolling.

At this point in the meeting Mr. Beadle and Senator Grittner were appointed by Chairman Warnke and he indicated that before members of the Governor's Committee could be appointed he would have to talk Mr. Starkey.

SENATOR HOLMQUIST: Someone has to initiate this, who is going to get us together. How is it going to be handled?

MR. WARNKE: I will take it upon myself to contact Mr. Starkey.

SENATOR HOLMQUIST: We appointees here can assume we will be notified as to the time and place of the meeting.

MR. WARNKE: Correct. I will plan on being there.

There is general discussion about the possibility of visiting some of the institutions. Mr. Beadle indicated that it would be difficult to get first hand grasp of many of these problems without visiting some of the places where the problems exist. Mr. Cunningham indicated that enough time should be allowed for the trips so they would be sure and see what they want to.

SENATOR GRITNER: There are some things we could do here through asking LRC to spend some time on it, along that line I would be interested to see what the requests were from the Superintendent to the Department of Welfare, what the Welfare did with that request, if there were such thing, what they did

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with it, and then at what point this renovation of the food moving service at these two institutions was cut out over the last several Sessions. It may very well be that they asked in 1953 and got absolutely nowhere with it so they had to renew their request. I know there was some talk once that the concrete in some of the tunnels had deteriorated - I think that is a request we can do here and have someone do a little research on the various budget requests.

In the general discussion it was felt that the Commission should visit an institution that is up to standard and one that is not, that the Commission should go announced and that the Superintendent should know what they want to see and what they want to know about. It was finally decided that they should visit Cambridge on the afternoon of January 13th.

There was general discussion on another subcommittee to be appointed on the gifted. It was pointed out that they had had various speakers - Dr. Gamelin, Dr. Bond and Dr. Boudrye. These people might be asked to serve on that subcommittee. Discussion was on the possibility of the gifted to develop individual and natural ability to the limit. Little time has been spent here.

MR. WANGENSTEEN: I MOVE THAT THE CHAIR APPOINT A SUBCOMMITTEE TO SPECIFICALLY INQUIRE INTO THE AREA OF THE GIFTED CHILDREN. SECONDED BY MR. HOLMQUIST.
Motion carried.

(The Chairman appointed Mr. Wangensteen on this subcommittee and Senator Ukkelberg.)

MR. GRITNER: I MOVE THAT THE CHAIRMAN BE EMPOWERED TO SET UP AN ADVISORY COMMITTEE SIMILAR TO THE TWO PREVIOUS ONES IN THE AREA OF THE RETARDED. SECONDED BY SENATOR HOLMQUIST. MOTION CARRIED AND SO ORDERED.

(The Chairman named Mr. Cunningham, Mr. Anderson and Senator Franz.)

Remedial reading was brought up and it was felt that Dr. Bond had brought out the facts clearly and that the way to pursue that program was to offer some kind of an aid to remedial teachers. Every school of any size should have a remedial teacher - to encourage this is to offer state aid that would help take care of the cost.

SENATOR HOLMQUIST: I have been thinking the question should be discussed as to whether or not this Committee should recommend a formula similar to that used with the handicapped.

MR. CUNNINGHAM: Perhaps it might be well to have the LRC staff do a little work on this and figure out what some of the other states are doing in that line or would the education people be more likely to have information along this line?

MR. WARNKE: I would think that somehow we can contact someone to find out if there is anything being done. Mr. Gehrke - would you know of any channels that we could go to to find out what other states are doing in the way of aids, or any program they may have in the way of remedial reading?

MR. GEHRKE: No. I think it could be obtain in the office Education.

It was pointed out that the matter of athletic districts in the matter of setting up programs for counseling and leadership was very good and should be considered further. The gifted could also come under this system.

SENATOR HOLMQUIST: I have come to a conclusion on this - this Commission should certainly have as one of its recommendations the pilot school program. I don't know what the number should be.

MR. GEHRKE: On this whole rehabilitation effort - I am wondering if this will get any real consideration any place any where - I would like to suggest that thought be given to some of the things that are going on nationally, for instance there is the Harrison subcommittee of the disability determination that is being conducted and they are recommending that the age be brought down or removed. Also the Elliot Subcommittee on Special Education and Rehabilitation, they are making a national study, and they are thinking of going out into the states and I have thought of making a suggestion that they be invited to come and make a study right here in Minnesota. This is a possibility and an opportunity, and if you are considering something like that I suggest you write them a letter. This is just a suggestion.

SENATOR HOLMQUIST: Mr. Chairman I think that is a wonderful idea. I think if we can be exposed to information that is being gathered nationwide I think we should take advantage of it. Unless there is opposition I would just as soon the Chairman go ahead with this.

MR. WARNKE: If that is agreeable with everybody I will do that.

SENATOR HOLMQUIST: This thought entered my mind - you suggested an out state meeting and it was also suggested that we listen to the remainder of the testimony from the Association of the Mentally Retarded, they are going to give us sort of a standard that we would use when we visit these institutions, I would also presume that that would take about a half a day, maybe we could have our first meeting in Cambridge listen to this testimony in the morning and visit the Cambridge State Hospital in the afternoon.

It was decided that Wednesday, January 13th, at 9:30 A.M. at Cambridge would be the next meeting date, possibly at the Court House. It was suggested that Senator Ralph Johnson be contacted to make the arrangements for use of the Court House or possibly another place if the Court House was not available.

It was decided that the Executive Committee would go over the applications on file for the position of Executive Secretary.

MR. GRITNER MADE A MOTION THAT THE EXECUTIVE COMMITTEE MEET ON JANUARY 12th FOR DINNER AND GO OVER THE APPLICATIONS AND MAKE RECOMMENDATIONS AS TO PERSONS TO BE INTERVIEWED. SECONDED BY MR. BREEDLE. Motion carried.

Mr. Grittner suggested that before the Executive Meeting a check be made of applications on hand as to their continued availability. All the letters, applications and credentials presented should be fully assembled for this meeting.

Mr. Grittner said he would make the arrangements for the Executive Committee Meeting and that notices would be sent out as to time and place of the meeting.

Meeting adjourned.

Respectfully submitted,

Mopsy Anderson

Mopsy Anderson, Secretary.

IW