

THE SCHOOL, IN THE INSTITUTION FOR FEEBLE-MINDED AND COLONY FOR EPILEPTICS.

A. C. Rogers.

First: ITS PURPOSE.

In an institution for feeble-minded; or as I prefer to call it, a Village Community for the Mentally Deficient,—the school organization stands in the same relation to the special community that the public schools and the various private educational institutions do to the community at large. Education must necessarily have for its principal function, the fitting of an individual for life. This definition, of course, while applying primarily to the preparation for performing his social, economic and civic obligations,—developing a capacity for self-support of those dependent upon him, and the assumption, of duties that fall to him as a citizen, to live as a member of a social community wherein he can contribute something of his personality to the general welfare of society; also implies a preparation to enjoy those things that produce legitimate pleasure and happiness.

In the village community for the feeble-minded and epileptic, the same principle holds good. The school is for the purpose of fitting the individual for his community life. The principle is the same, whether applied to the child who can only be taught, and that perhaps by much patient training, to wash his face, dress himself properly and comb his hair, or to the near-normal boy or girl who astonishes visitors by industrial feats in the brush shop, printing office, tailor shop or lace room.

The function of the school proper is three-fold.

First. To determine, in conjunction with the research department, the capacity of the child for education, and thus incidentally to learn the point at which his further education should begin.

Second. The systematic training of his mental faculties to know, psychological capacity to do, and his social reactions to develop good behavior, thus gradually transforming him into a useful and harmonious member of the community of his adoption, so far as his capacity will permit.

Third. To maintain a spirit and a standard with regard to the training of the inmates of the institution that shall radiate throughout all its departments, and by which the training work and social behavior in every field of activity about the institution shall be measured.

Second; ITS ORGANIZATION AND METHODS.

The organization at the present time consists of a principal and twenty teachers. They are classified as to character of work as follows:

Principal . . . . .	1
Kindergartners . . . . .	2
(Sense trainers.)	
Special teachers, ungraded classes . . . . .	2
Grade teachers . . . . .	5
Articulation teacher . . . . .	1
Gymnastic teacher . . . . .	1
Sloyd teacher . . . . .	1
Vocal music teacher . . . . .	1
Basketry, etc., teacher . . . . .	1

Weaver, carpet, etc. . . . .	1
Weaver, net, etc. . . . .	1
Sewing and lace teacher . . . . .	1
Band and orchestra teacher . . . . .	1
Librarian . . . . .	1

Then there are heads of departments and foremen of certain industries with whom a number of children are detailed. Such as the cabinet maker, shoe maker, mattress maker, laundry man and laundress, blacksmith, printer, painter, seamstress and tailoress, the dietitian, house steward (chief cook), store clerk, farmer, gardener, greenhouse man, poultry attendant, dairyman and swine herder, etc. The occupations, with heads of the departments outside of the school and training rooms proper partake more of the real industrial feature of the institution,—the things for which the schoolroom training forms directly, or indirectly, the preliminary preparation.

The chaplain's services contribute no inconsiderable amount to the results as a whole.

We are often asked to specify a course of study suitable for training the feeble-minded. The children in the various groups present so many differences between the individuals that the teacher must conform her work to suit special nature and temperament as well as average ability of the child.

A complete course of study really implies a listing of all the available exercises, mental and manual, that are applicable to the training of children of all mental ages from two to thirteen years. We have carefully worked out a scheme and list of exercises that have been found useful for various degrees of mental deficiency and the teacher must select the exercises for the children, grouping similars, of course, where possible.

The school classes include kindergarten, sense-training, first-grade, to fifth grade, inclusive. The following totals give the number of children in the indicated classes at the present time:

	Male	Female	Total
1. Kindergarten . . . . .	22	8	30
2. Sense-training . . . . .	39	23	62
3. First grade . . . . .	32	24	56
4. Second grade . . . . .	30	24	54
5. Third grade . . . . .	10	8	18
6. Fourth grade . . . . .	7	5	12
7. Fifth grade . . . . .	7	4	11

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(Seven teachers work with these classes, which alternate with industrial and manual training.)

8. Articulation . . . . .	31	24	56
9. Music—			
(a) Band . . . . .	25	...	25
(b) Orchestra . . . . .	12	...	12
(c) Vocal . . . . .	40	46	86
10. Gymnastics . . . . .	62	33	95
11. Sloyd . . . . .	33	...	33
(a) Brush making . . . . .	50	...	50

(b) Chair caning . . . . .			
(c) Copper, (small articles) . . . .			
(d) Rope braiding, for mats . . . .	35		35
12. Weaving (linen, rag carpet, etc.) . .		16	16
13. Weaving, net, etc. . . . .	03	47	150
14. Sewing and fancy needle work . . . .	8	217	225
(a) Lace . . . . .		30	30
Baking (helpers) . . . . .	5		5
Blacksmithing (helpers) . . . . .	2		2
Coal shoveling . . . . .	6		6
Dairying (helpers) . . . . .	16		16
Domestic science (change every 3 mos.) . . . . .		8	
Dress making . . . . .	.15		15
Electrical work and repairs (helpers) . . . . .	2		2
Farming (helpers, teamsters, etc.) . . . .	54		54
Floriculture and care of grounds . . . .	3		3
Gardening . . . . .	20		20
(In season all school children work in the garden for short periods, daily. The epileptic men are employed in gardens.)			
Horse barn and horses, care of . . . .	5	...	5
(Not including those on farms and dairy.)			
Ironing . . . . .	.100		100
Kitchen service (helpers) . . . . .	25	...	25
Laundry work . . . . .	12	...	12
Mattress making . . . . .	4	...	4
Mending . . . . .	.15		15
Painting . . . . .	9	...	9
Plumbing (helpers) . . . . .	2	...	2
Poultry, care of . . . . .	4		4
Printing . . . . .	9	...	9
Shoe repairing . . . . .	3	...	3
Swine, care of . . . . .	5	...	5
Tailoring . . . . .	.17		17
Matrons detail in training department . . . .	.100		100
Supervisors detail in training department . . . .	69	...	69

These matron's and supervisor's details are children who do not come into any of the school or manual training classes, having finished that work. The girls do house-work, ironing, etc. The boys are on various details, mostly on the grounds.

The following are some principles that should be observed by teachers and others in charge:

First. A person to be a successful teacher of the feeble-minded must make the pupil feel that she is his friend. For his recognized friend, he will always do his best.

Second. The very limitations of the children prevent the development of capacity for intellectual accomplishment, with rare exceptions, beyond its most elementary form. It precludes the

possibility of leadership. The individual, therefore, must be trained to usefulness and service largely. Thus manual occupations must receive the largest part of the educator's attention.

Third. As the senses are usually duller, the appeal must be stronger than with normal children. Objects handled must be larger, colors brighter, stimulations more numerous and more emphatic, etc.

Fourth. Owing to this general dullness of the sense reactions and often weak memory, there must be constant repetition until the act desired becomes a habit.

Fifth. The feeble-minded are imitators and quickly reflect in their conduct reactions the behavior and spirit of those who have charge of them; hence the responsibility of the teacher is shared by all others who have to do with the care and training of the same children; and the most complete team work is required to secure good discipline and develop character.

Sixth. The educational and training spirit should pervade every department and dominate every individual having to do with the care of the feeble-minded. One should never do for the child what it can do for itself, otherwise the tendency is toward helplessness and degeneration.

MINUTES OF QUARTERLY CONFERENCE OF BOARD OF CONTROL AND EXECUTIVE OFFICERS OF MINNESOTA STATE INSTITUTIONS AT OFFICE OF BOARD, ST. PAUL, FEBRUARY 9, 1915.

Present—Members of the Board: Chas. E. Vasaly, Chairman; C. J. Swendsen, R. W. Wheelock. Superintendents: Coleman, Yanz, Welch, Phelps, Kilbourne, Dow, Tate, Rogers, Merrill, Fulton, Reed, (Scott, Beach, Morse, Freeman, McGregor.

Present by Invitation: Winfield S. Hammond, Governor of Minnesota; George E. Vincent, President State University; W. H. Hollands, Stillwater; E. H. Schultz, St. Cloud; Rev. James Parsons, Rev. Wm. A. Shannon, Minneapolis; Drs. J. A. DuBois, Miss Vera E. Carson, Sauk Center; Mrs. C. J. Swendsen, Minneapolis; Miss Mary J. Howard, Red Wing; Miss Margaret McLean, Faribault; Miss Maud A. Merrill, Owatonna; Miss Mary R. Clark, Miss Ella Hudgins, St. Paul.

The meeting opened with a symposium on "The School," and closed its morning session with an impromptu address by the Governor.

The symposium on "The School," occupied the larger part of the afternoon session.

There was also an address by George E. Vincent, President of the University of Minnesota, entitled: "Co-operation between the University and the State Institution for the Dependent Defective and Delinquent."

Motion was passed that the Chairman appoint a committee to take up the suggestion made by Dr. Vincent with regard to the establishment of a psychopathic hospital adjoining the two cities and following up his idea to some practical point. The following is the suggestion referred to: