

# Courses in Mental Deficiency

AT THE MINNESOTA SCHOOL FOR FEEBLE-  
MINDED AND COLONY FOR  
EPILEPTICS, *Faribault.*

FARIBAULT, MINNESOTA  
JUNE 26, TO AUGUST 5, 1926

## INSTRUCTORS

A. C. ROGERS, M. D., L. L. D., *Superintendent, Minnesota School for Feeble-Minded and Colony for Epileptics.*

F. KUHLMANN, Ph. D., *Director of Research, Minnesota School for Feeble-Minded and Colony for Epileptics.*

J. B. MINER, Ph. D., *Professor of Psychology, Carnegie Institute of Technology, Pittsburg, Pa.*

F. L. BRUNER, Ph. D., *Department of Child Study, Chicago Public Schools.*

MARGARET McLEAN, *Principal of School Department, Minnesota School for Feeble-Minded and Colony for Epileptics.*

HENRIETTA RACKHAM, *Directing Teacher, Speech Department, Public Schools, St. Paul, Minnesota.*

## SPECIAL LECTURERS\*

C. G. SCHULTZ, *Minnesota State Superintendent of Education. Opening Address, June 26.*

S. A. CHALLMAN, *Acting Supervisor of Special Classes, Minnesota State Department of Education. Five lectures, July 24, 28, 31.*

E. A. MEYERDING, M. D., *Director of Hygiene, Public Schools, St. Paul, Minnesota. Four lectures, June 26, 27, 28, 29.*

HELEN M. REYNOLDS, *Principal Primary Department, Mankato Normal School. One lecture, July 10.*

\*All students working for a credit certificate will be required to attend these special lectures, and report on same. This will count for one credit hour.

Opportunity will also be given to take work in preparation of school lunches, under Mrs. Maude L. Dinscomb, Dietitian of the Institution daily, 4-6, July 10 to 22.

## General Announcement

### AIM.

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

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

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

1. **Institution** physicians and teachers.
2. **Public School** superintendents, medical inspectors, and teachers.
3. **Social Workers** and others interested in the economic, eugenic, and criminal aspects of mental deficiency.
4. **Research Students** interested in any of the problems connected with mental deficiency.

## THE INSTITUTION.

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

## REGISTRATION, TUITION, AND CREDITS.

Only a limited number of students can be accommodated for these courses, and those expecting to attend should consult with Dr. A. C. Rogers, Superintendent, or Dr. F. Kuhlmann, Director of Research, at least a month before the opening of the courses, stating their intention to attend, and the courses, as herein, announced, that they wish to take. A statement of motive for taking the courses, their previous training and other qualifications for taking the work profitably, should accompany this statement. This is important, and should be given in as full detail as possible to avoid delay and extra correspondence. Applications blanks are furnished for this purpose. They will then be informed as to whether they can be received.

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

A certificate of attendance will be issued to all who qualify on the preliminary requirements of the courses and who satisfactorily complete courses totaling twelve credit-hours or more. This must include courses 2, 3, 4, and 5 or 6. A credit-hour is one lecture period a week, or three hours a week of observation, practice work, or research, for six weeks. Students not qualifying on the preliminary requirements and not desiring a certificate of attendance will be received but preference in admission will be given to others. Such applicants will be notified after May fifteenth as to whether they can be admitted. They may attend as many or as few courses as they desire, and for as long or short a time as they desire, tuition being charged only during the time of actual attendance, excepting that any fraction of a week will be counted as a whole week for any total attendance of less than a week.

#### TIME.

The courses will cover a period of six weeks from June 26th to August 5th. Some of the courses are given for only part of this period as indicated below. Credit students desiring a certificate of attendance are expected to attend for the full period. No exception can be made.

## Courses

### 1. SOCIOLOGICAL ASPECTS. (2 credit-hours)

Preliminary Requirements: Two years of College or Normal School work, or equivalent.

The frequency of feeble-mindedness, distribution in society, laws concerning the feeble-minded, eugenic aspects, different methods of caring for the feeble-minded and the relation of feeble-mindedness to delinquency, particularly, will be discussed.

Lecture, readings.

Daily, 4-5, July 24 to August 5.

Dr. Miner.

### 2. FEEBLE-MINDED AND BACKWARD CHILDREN IN THE PUBLIC SCHOOLS. (2 credit-hours)

Preliminary Requirements: Same as in Course 1.

Special classes for feeble-minded and backward children in the public schools; history, organization, methods and results.

Lectures, readings.

Daily, 8-9, and 3-4, June 26 to July 1.

Dr. Bruner.

### 3. PHYSICAL DEFECTS AND CAUSES. (2 credit hours)

Preliminary Requirements: Same as in Course 1.

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

Lectures, clinical demonstrations, readings.

Mon., Th., 11-12, June 26 to August 5.

Drs. Rogers and Kuhlmann.

### 4. MENTAL CHARACTERISTICS AND PSYCHOLOGICAL PRINCIPLES IN CARE AND TRAINING. (2 credit-hours)

Preliminary Requirements: Same as in Course 1, including one semester of psychology.

This course will give a general survey of the psychology of feeble-mindedness and of the psychological principles applicable in their care and training.

Lectures, readings.

Tu., Fri., 11-12, June 26 to August 5. Dr. Kuhlmann.

#### 5. TRAINING IN TEACHING. (2 credit hours)

Preliminary Requirements: Same as in Course 1.

Each student will make class room observations on work with the children from sense training and kindergarten to the fifth grade, including music, defective speech, and physical training, and will teach selected classes.

Daily 9 to 11, June 26 to July 15. Miss McLean.

#### 6. TRAINING IN HAND WORK (2 credit hours)

Preliminary Requirements: Same as in Course 1.

Students will be given an opportunity to take work in brush making, braided rope door mats, net, sloyd, chair caning, metal work, weaving, sewing, bobbin lace, basketry, leather tooling, and stenciling, and will teach these to pupils.

Daily, 1-3, July 3 to July 15; 9-11 July 17 to July 22.

Miss McLean.

#### 7. MENTAL EXAMINATION. (2 credit hours)

Preliminary Requirements: Same as in Course 1, including one year of psychology, with some training in a psychological laboratory.

A detailed critical study will be made of the different methods of determining grades of intelligence with a special consideration of the Binet-Simon tests.

Lectures, readings.

Wed., Sat., 11-12, June 26 to August 5. Dr. Kuhlmann.

#### 8. PRACTICE COURSE IN MENTAL EXAMINATION. (2 credit hours)

Preliminary Requirements: Same as in Course 7, including Course 7 taken simultaneously or previously.

Each student will practice in making mental examinations of

feeble-minded children with the Binet-Simon tests and other methods.  
(This course is limited to twelve students)

Daily, 2-4, July 17 to August 5. Dr. Kuhlmann, and Assistant.

#### 9. SPEECH DEFECT IN SCHOOL CHILDREN. (2 credit hours)

Preliminary Requirements: Same as in Course 1.

This course will discuss the different forms of speech defects in mentally defective and other children, their physiology, psychology, methods of correction, and related topics.

Lectures and Demonstrations.

Daily, 8-9, except Monday, July 11 to 22. Henrietta Rackham.

#### 10. RESEARCH PROBLEMS.

Preliminary Requirements: Four years of College work, including one year of psychology with one semester of training in a psychological laboratory.

Opportunity will be given to qualified students for original investigation of psychological and pedagogical problems, with supervision by the instructor. Students will present their results in a formal paper. Anyone registered for summer school courses and working on a research problem may, with the approval of the Institution, continue as an intern after the completion of these courses.

Six to eighteen hours a week, to be arranged. Dr. Kuhlmann.

#### 11. INTERNSHIPS.

Preliminary Requirements: Same as in Course 10.

Interns are received at any time of the year for a period of not less than two month. They are expected to put in full time on some piece of research of their own choosing and approved by the Institution, or investigate some problem designated by the latter. The results must be reported in a formal paper presented for publication. Interns may reside at the Institution without charge for board and lodging.

All persons not qualifying as interns can be received only during the regular Summer School session.

## TIME SCHEDULE.

### FIRST WEEK (June 26 to July 1.)

	M.	T.	W.	T.	F.	S.
8-9	2	2	2	2	2	2
9-10	5	5	5	5	5	5
10-11	5	5	5	5	5	5
11-12	3	4	7	3	4	7
1-2						
2-3						
3-4	2	2	2	2	2	2
4-5	S	S	S	S	S	S
5-6						

### SECOND WEEK (July 3 to 8.)

	M.	T.	W.	T.	F.	S.
8-9						
9-10	5	5	5	5	5	5
10-11	5	5	5	5	5	5
11-12	3	4	7	3	4	7
1-2	6	6	6	6	6	6
2-3	6	6	6	6	6	6
3-4						
4-5						
5-6						

### THIRD WEEK (July 10 to 15.)

	M.	T.	W.	T.	F.	S.
8-9	S	9	9	9	9	9
9-10	5	5	5	5	5	5
10-11	5	5	5	5	5	5
11-12	3	4	7	3	4	7
1-2	6	6	6	6	6	6
2-3	6	6	6	6	6	6
3-4						
4-5	S	S	S	S	S	S
5-6	S	S	S	S	S	S

### FOURTH WEEK (July 17 to 22.)

	M.	T.	W.	T.	F.	S.
8-9		9	9	9	9	9
9-10	6	6	6	6	6	6
10-11	6	6	6	6	6	6
11-12	3	4	7	3	4	7
1-2						
2-3	8	8	8	8	8	8
3-4	8	8	8	8	8	8
4-5	S	S	S	S	S	S
5-6	S	S	S	S	S	S

### FIFTH WEEK (July 24 to 29.)

	M.	T.	W.	T.	F.	S.
8-9						
9-10	S				S	
10-11	S				S	
11-12	3	4	7	3	4	7
1-2						
2-3	8	8	8	8	8	8
3-4	8	8	8	8	8	8
4-5	1	1	1	1	1	1
5-6						

### SIXTH WEEK (July 31 to August 5.)

	M.	T.	W.	T.	F.	S.
8-9						
9-10						
10-11	S					
11-12	3	4	7	3	4	7
1-2						
2-3	8	8	8	8	8	8
3-4	8	8	8	8	8	8
4-5	1	1	1	1	1	1
5-6						