

MINNESOTA SCHOOL AND COLONY

FARIBAULT

PROGRESS REPORT OF SCHOOL DEPARTMENT FOR THE MONTH OF JANUARY 1952

1. As of January 15, 1952, testing and evaluations of school children are fairly complete. Classes were reorganised on the basis of groupings of children according to academic levels, level of motivation and interest, and extent of adjustment and maturity. The population of the academic department is as follows.

<u>CURRICULUM</u>	<u>ENROLLMENT</u>	<u>TIME BREAKDOWN (Daily)</u>		
		<u>Academic</u>	<u>Handicrafts</u>	<u>Music</u>
Trainable	14	---1 hour----		$\frac{1}{2}$ hour
Kindergarten	15	--- $1\frac{1}{2}$ hours----		$\frac{1}{2}$ hour
First Grade	16	$1\frac{1}{2}$ hours	1 hour	$\frac{1}{2}$ hour
(Divided into two levels, 8 each group, academics alternated with handicrafts)				
Second Grade	12	$1\frac{1}{2}$ hours	1 hour	$\frac{1}{2}$ hour
Second & Third Slow	9	$1\frac{1}{2}$ hours	1 hour	$\frac{1}{2}$ hour
Third & Fourth High, but emotional problems	10	$1\frac{1}{2}$ hours	1 hour	$\frac{1}{2}$ hour
Adult Blind	2 (tutor)	---1 hour----		$\frac{1}{2}$ hour
Young Adult (Fifth Grade)	2 (tutor)	$\frac{1}{2}$ hour	$1\frac{1}{2}$ hours	$\frac{1}{2}$ hour
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TOTAL	80			
Teachers on duty		3	$\frac{1}{2}$	$\frac{1}{2}$
Teach on sick leave		1	(borrowed from Patient Program Services)	

Plans for February

- (A) Reception class, pool of new admits until class space is available. Probably up to forty patients could be given 1 hour Academic and 1/2 hour Music daily. (This program depends on the return to duty of Mrs. McComb, probably February 1, 1952.
- (B) Adult classes taught by principal (probably two groups of six, 1 hour each group daily.) The plan is to attempt to train middle grade imbeciles to perform simple custodial tasks. The approach is to be similar to teaching academics; housekeeping tasks are to be broken down into component steps, sequences are to be developed and records of proficiency kept and used for placement referrals. The first groups seem to be of a type not previously thought capable of benefitting from industrial therapy. If success is attainable, there would seem to be two advantages: Providing a fuller program for a particular type of patient. Increased economy of energy of patients now occupied by tasks below their level and possible economy of management 14- they become skilled enough to become contributing members of the institution community.

3. Large-scale daily staff meeting are being abandoned in favor of individual contacts with staff members in dealing with specific problems. We are attempting to have each teacher work out new techniques for her present groups and each work closely with the principal on special educational or emotional problems among her charges.

William E. Roewer
Institution School Principal