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State Inst. - O. Watson

aide for the mentally deficient in the years 1950 and 1951, respectively, were winners of awards in those annual contests. Mr. Carl Norlin, our candidate in 1950, received the Certificate of Merit Award. His selection was properly recognized by the presentation of this award in our assembly hall on February 9, 1951. Mrs. Jesse Driessen, our candidate for 1951 received the Honorable Mention Award, which was presented to her by Governor Anderson as a part of the program dedicating the newly completed dormitory buildings on January 28, 1952.

E. J. ENGBERG, M. D.
Superintendent

Owatonna State School

The Owatonna State School was created by an act of the Legislature in its regular session in 1947. Two years prior to this time during the 1945 legislative session, the Legislature had temporarily made available the facilities of the State Public School for the academic education and vocational training for "feeble-minded persons" on a two-year trial basis with the understanding that it would again be available to use for dependent and neglected children if there was a need for it. By the creation of the Owatonna State School, Minnesota became a leader in the field of mental deficiency. This school, created for the purpose of giving "academic education and vocational training for all those feeble-minded persons who may through such education and training be prepared for return to society as self-supporting individuals," is the only such state institution of this kind in the United States as far as is known.

C. McKinney Henderson Superintendent
 Chester D. Barlow Guidance Supervisor
 Mary L. Mercer Psychologist
 Dorothea Putter Nurse
 Byron W. Stunkark, DDS Dentist
 T. McEnaney, M. D. Part-time Physician
 W. Lundquist, M. D. Part-time Ophthalmologist
 Dorothy M. Eidem School Principal
 Harold W. Isackson Business Manager

Capacity of institution 425
 Number of pupils June 30, 1952 341
 Area of grounds, acres 649
 Acres under cultivation 553

Capital expenditures from general revenue appropriations:

	1950-51		1951-52	
	Amount	Per Capita	Amount	Per Capita
Operating expense	\$ 175,375.97	\$ 544.64	\$166,645.92	\$ 539.30
Repairs	837,446.98	1,047.97	884,104.90	1,248.06
Capital repairs	11,718.44	36.39	14,807.87	47.92
Sub-total	\$ 524,541.34	\$1,629.00	\$565,558.19	\$1,830.28
Capital outlay:				
Repairs and improvements	\$ 42,888.56	\$ 133.03	\$ 10,031.35	\$ 32.47
Equipment	12,460.51	38.71	7,947.97	25.72
Total operating cost	\$ 579,840.41	\$1,800.74	\$583,537.51	\$1,888.47
Population	322		309	

Number of officers and employees June 30, 1952:

Positions filled 139
 Positions unfilled 4
 Total approved positions 143

Training Program

Every child at the Owatonna State School is of school age and every child attends school. Our pupils range chronologically from about 7 or 8 years of age to 21 years. They possess mental ages from about 5 to 12 years. Children with intelligence quotient ratings below 50 usually fail to meet the entrance requirements set by law of being capable of training for self-support; therefore the minimum IQ for admission has been set at 50. The school program is geared to the needs of mentally retarded children on high-grade moron level.

The training assignments are divided into two distinct parts. First there is the academic program to which every child is assigned for a half-day, five days a week. To accommodate both the brighter and the duller children, each teacher has a class of children who learn faster and a class of those who learn more slowly. Usually these groups are about the same ages chronologically.

The second phase of the training program is made up of at least a half-day, five days a week, of some sort of training other than academic. Some of this training is confined to school classes such as music, shoe repair, cooking, sewing, physical education, or woodworking. In the case of some older children, the second half-day is devoted to on-the-job training provided by several departments in the institution such as the bakery, the laundry, the farm, and the kitchen.

No attempt is made to teach children a specific trade or vocation. The reason for this is inherent in the child's capabilities and the circumstances which will surround him when he is returned to the community. Few, if any, of our children are capable of holding jobs on a level above unskilled. Most of the unskilled jobs can be performed by anyone who possesses reasonably good work habits, fairly good dexterity and adequate ability to manipulate the basic work tools used in unskilled jobs. For this reason our training program places its greatest emphasis on general areas instead of attempting to train children for specific jobs which might not be available when they are ready to return to their communities.

Because this is a school, our major emphasis in any institutional program is on the training the children receive. When a student becomes proficient in a given job he is then placed on another job so that he may have a well-rounded background of experience. Students cannot therefore be considered solely as laborers for the institution. They are essentially learners and are assigned jobs not only to assist in getting the work done but also to learn good work habits and skills by actually doing useful

Every employee who has children under his supervision is, in one sense of the word, a teacher.

The school principal is the director of all training for children. She assigns children to the school classes they are to attend, and to the job-training assignments in which they are to work. All classes are coeducational except where the subject matter restricts the sex of the child assigned to it. For example, only girls are assigned to the sewing classes.

Because of the lack of physical facilities, it is impossible to think in terms of any sort of expanded program. Every room in the school building is in use, and the kindergarten is housed in a room on the second floor of the administration building. The school principal does not have room for testing children other than in her office, which is too public for this purpose.

There has been a definite movement during the biennium to bring about improvements in teaching methods and curriculum development. The teachers have devoted a good many hours to curriculum study and work, and have taken the initial steps in putting the results of their work on paper. It will probably take several years to develop a complete curriculum and course of study. However, the teachers are to be commended for their enthusiasm in starting on this project; this is a field that needs much consideration, not only from the point of view of the Owatonna State School but from the point of view of the field in general.

In order to make the program meet the high standards that we wish to reach eventually, the following long-term plans should be considered:

1. Certain key personnel should be added to the staff who can assist the teachers in understanding and teaching children who have special educational problems or who cannot learn by the methods that are used in ordinary classrooms. An educational psychologist, skilled in understanding and correcting reading, speech and other defects, is strongly recommended as an addition to the staff.

2. More room should be provided through construction of an addition which would connect the school with the gymnasium. In this new structure there should be music rooms, an apartment in which home-making can be taught, additional and adequate dressing rooms for the gymnasium, other rooms to provide room for working with special problems, and additional classrooms for growth and expansion. Some of the classrooms in the building now do not have outside openings and are not recommended for permanent classroom use.

Religious Training

There is a Catholic and a Protestant service every Sunday morning.

The Catholic services are conducted by the same priest every Sunday; the Protestant services are conducted by a different minister from the community each Sunday according to a rotation plan in which each minister takes his regular turn. Once a month the Catholic children have confession on Saturday afternoon and Communion and early Mass the next morning.

All religious groups have a 30-minute instruction period during the week. The children are arranged in denominational groups or groups of similar denominations. Several pastors of Protestant churches participate in this program, and this way each child gets training in his own faith. The Missouri Synod Lutheran church near the campus of the school conducts an extra service one evening each week for the Lutheran children who care to attend.

Both the Protestant and Catholic choirs are trained and conducted by personnel from the school department.

Psychological Services

The psychologist contributes to the total program by making studies of individual children by means of tests, interviews with the child and with those who come in contact with him. She acts in an advisory capacity on problems related to the children's welfare. Psychological reports are made for showing development during the training period and for future planning when the child is ready to leave the school. Therapy is given in individual cases and the testing program is continuous throughout the child's stay.

The psychologist takes part in staff conferences within the institution and with other professional groups on inter-institutional problems of a psychological nature. She also participates in groups concerned with broader aspects of mental deficiency.

Looking to the future, it may be said that the program would be more effective with the addition of two persons: a psychological intern so that re-tests could be given more frequently, and a social worker to take up much of the necessary detail now done by the psychologist. This would free the psychological service so that a more rounded program of therapy and research could be maintained. Fortunately these needs have been recognized and plans are under way for their fulfillment.

Cottage Program

During the biennium there were some changes in the number of cottages open at any one time, but most of the time there were 12 cottages in operation. Four of these cottages are for girls and eight for boys.

essential difference is that the girls' cottages are equipped with dining rooms and kitchens. The boys eat in the central dining room in the administration building. There are five types of cottages at Owatonna State School:

1. Five cottages are very old. The plumbing is extremely poor and it is not economical to put them into good working order. The Health Department, after a rather complete survey, has recommended discontinuing the use of these cottages as soon as practical. There are no single rooms in them and the only places available for children's personal belongings are the lockers in the basements. One cottage has no lockers and no basement.

2. Four cottages are equipped with a variety of room sizes. There are single rooms, double rooms and rooms for from four to twelve beds. But in each case there are lockers in the bedrooms where each child may keep his clothing and personal possessions.

3. One cottage on the grounds has single rooms only. This cottage houses 25 boys.

4. Two new cottages have been built during the biennium. One of these cottages is for boys and the other for girls. They differ only in that the girls' cottage is equipped with a kitchen and dining room. There are 17 single-bed rooms and two 12-bed dormitories. A double locker is provided for each child.

5. One cottage was at one time a school building. There are four 12-bed dormitories and no single rooms. However, each child in this cottage has her own locker. This building is one of the few old cottages that are not crowded despite the fact that it is the main building housing children on the grounds. There are 48 in this cottage.

The cottages vary markedly in size. The largest cottage is equipped to take care of 48 girls. The smallest cottage houses 24 boys. There are two houseparents assigned to each cottage as regular and permanent employees. Another houseparent relieves on days off between two cottages. A guidance supervisor is in charge of all the cottages.

Many of the houseparents give much more time to the children than the 40 hours required of them. Twelve of the 43 houseparents live in the cottages with the children in a family relationship, and the houseparents living in the cottages are on call at any time. In three of the boys' cottages, the men and their wives are houseparents.

Two new cottages were constructed and occupied during the biennium. Each of them was designed to house 40 children. In February, 1952, when the new boys' cottage was occupied, it was possible to close cottages 1 and 2 since their space was not needed immediately. However, in view

of the long waiting list of mentally retarded needing institutionalization, it was not feasible to keep them closed permanently despite the Health Department recommendation that they should not be used to house children again. At the close of the biennium plans were being made to re-open these cottages.

Looking to the future, one must think in terms of abolishing the five oldest cottages in the next decade or so. Depending on the demands made on the state for space and the type of buildings which are to replace them, a program should be set up which will meet the demands of efficient yet economical care and training of mentally retarded children.

Medical Services

The Owatonna State School is proud of its medical record for the biennium. There have been no epidemics and no extremely sick children. This is attributed to the fact that a great deal of attention is given to the preventive side of medical care. The hospital is in the charge of a graduate pediatric nurse, who has been with the institution a number of years and has a good understanding of institutional children. This nurse is giving her services in an expert and highly professional manner. We have on the payroll a position for a second trained nurse, but so far have been unable to secure one. As a result, our nurse has been on 24-hour call over long periods of time.

There is a physician on the staff part-time who is in over-all charge of medical services of the institution. He makes a call once a day to the institution and is available for consultation by telephone at any time. He is also subject to call in case of need and has made his office facilities available for any emergencies. The Owatonna city hospital is always used when the physician performs operations, because we do not have adequate personnel or facilities for administering anesthetics. We do not maintain an operating room, since it is seldom needed. During the biennium there have been only five children given city hospital care. Conditions requiring specialized care are handled through the University Hospitals, Gillette State Hospital or Ancker Hospital. Psychiatric care and diagnosis have been available to us at Rochester and Hastings state hospitals, within the limits of their facilities.

Though average admission to our hospital is rather small, between 20 and 50 children are treated each day. No child receives any sort of medical treatment, even of a minor nature, at the cottage. He must go to the hospital and as a result all maladies are kept under very close supervision and control. An ophthalmologist from Owatonna comes for two half

each month to give visual examinations. He is also available at his office in case of emergency.

The dental work is taken care of by a full-time dentist, who examines each child at least twice a year.

Buildings and Farm

The business manager has under his supervision the following sub-departments:

Farm. There are three distinct phases to the farm. First, approximately 580 acres of land are under cultivation; second, there is a dairy herd of an average of 72 milking cows; and third, there is the garden. The land is planted each year in accordance with a rotation plan recommended by the U. S. Soil Conservation Commission. In addition, some land is devoted to pasture for cows and hogs. With the newly acquired hay baler and corn picker, the farm is now well equipped with modern machinery.

The dairy has received a great deal of attention, with emphasis on production and sanitary procedures. It has been somewhat difficult to employ herdsmen with adequate training to carry out a good program for the dairy herd and at the same time maintain a good training program for the boys assigned to the dairy.

However, despite these difficulties, we have produced enough excess milk to sell 276,886 pounds of milk valued at \$11,374.03 (farmer's selling price) to the Minnesota School and Colony during the fiscal year 1951-52. Pork production not only takes care of our own needs but enables us to have an excess to trade for turkeys on Thanksgiving and Christmas.

The over-all farm credits and charges are listed below for the fiscal year 1951-52. A total profit of \$15,004.01 is shown. This profit is in dollars and cents and does not indicate the value of the farm in training for the boys.

	Farm Charges
Citizen labor -----	\$18,690.70
Inmate labor -----	56.55
Feed, bought -----	4,508.78
Feed, home grown -----	23,486.02
Livestock -----	1,560.95
Machinery -----	2,360.70
Machinery & vehicles repairs -----	1,627.31
Tools and implements -----	650.07
Building repairs -----	3,929.06
Fencing -----	183.09
Seeds, plants, & fertilizer -----	1,912.38
Fuel, gas, oil, grease -----	1,607.98
Miscellaneous -----	2,421.14
Total -----	\$62,994.73

	Farm Credits
Milk -----	\$25,068.02
Dressed meats -----	14,317.36
Fruits & vegetables -----	4,755.51
Grain and hay -----	27,449.00
Livestock -----	4,378.85
Miscellaneous -----	2,035.00
Total -----	\$77,998.74

Physical Plant. The maintenance of the physical plant presents a very discouraging picture. With our present crew of men it appears to be impossible for us to catch up with the back work and at the same time keep abreast of the regular maintenance, in itself urgent since several of our buildings are old and need more than ordinary repair. It has proved to be poor economy to let maintenance go until major repairs are required. This matter is in fact such an urgent one that it should be given very serious consideration in any future planning.

We are attempting to meet this problem by indoctrinating the working crew with the idea that every moment saved is important. Also we are working with the foreman in an attempt to organize the work so that the most can be gotten from each workman, and are asking for the addition of an electrician to the maintenance crew. The addition of this one man will not solve the problem by any means but it will help the situation and in the long run save money for the state. One reason it has been necessary to neglect the regular maintenance is that some major jobs were authorized by the Legislature but labor for them had to be provided by our men. One example of this is the change-over from direct electrical current to alternating current. This procedure has been slow because our men have had to do the work whenever they could find time along with their regular work. At the same time much new equipment stood idle because it could not be used until the current became available. This is only one of many such cases which might be cited.

At the end of each year we have suggested to the proper authorities that we be allowed to hire maintenance men out of salary savings to assist in the regular maintenance work. In some instances this has been allowed but on such a short-term basis that it is difficult or impossible to get men who can and will do a reasonably good job.

We believe that if we could catch up on current work and if major jobs were not required of us over and above the regular maintenance we could keep up with ordinary repairs.

Store Room. The store room is so broken up into small rooms that it naturally lends itself to a certain amount of disorganization. More space is being wasted because there is a certain amount of dead space in each room. Where each room has to be arranged so as to meet standards

requirements, there is more dead space from several small rooms than there would be in a one large room. With some reorganization in the store room and the addition of recently acquired space, it is hoped that our store room will comply with all standards of good management.

Laundry. The laundry is badly cramped for space. This cramped condition has become more acute since the installation of a large flat-work ironer several years ago. Two new washers have been purchased but cannot be installed until alternating current is available to the laundry. The dry cleaning unit and one of the press units are antiquated and need replacement badly.

The volume of laundry for the biennium was as follows:

	1950-51	1951-52
Personal -----	98,070 pounds	84,282 pounds
linen -----	212,705 pounds	175,058 pounds

In addition to this, all the drycleaning for the children is done by the laundry.

Below is a listing of some of the more important improvements which were made during the biennium:

1. Two new cottages were built, one for girls and one for boys. These cottages were dedicated on February 6, 1952, and the boys' cottage was occupied on February 8. The girls' cottage was not occupied until several months later.
2. A new 10-inch water main was installed, which completely circles the grounds and connects with all old mains. A new well was dug and connected with the new main, and arrangements made to put an electrical pump on the well.
3. The switchboard was eliminated and telephones were put on single or party lines. This eliminated the necessity of keeping a switchboard operator on duty at all times and made the telephone service more efficient.
4. One of the most complete fire alarm systems in the entire country was installed. Every building is now equipped with fire alarm boxes. When one of these boxes is set off, there is an alarm in the building where the box is located and a code signal is heard in the city fire department, in the administrative offices and at the power house. This code signal identifies the building from which the alarm came.
5. The Legislature appropriated \$1,000 to excavate and build a floor in the space under the north wing of the administration building, and this was accomplished during the biennium.

6. Asphalt tiling was installed in two of the front offices and in the business manager's office.

7. New furniture was purchased for the reception room and the front hall of the administration building.

8. Quite a bit of playground equipment was purchased and installed.

9. The dairyman's house, the hog barn, the granary, and the machine shed at the Alexander farm were rewired to eliminate fire hazard.

10. A cement feed-mixing floor was put into one of the buildings at the farm.

11. Some of the stalls were lengthened in the dairy barn. The original stalls were made for Guernsey cows and were too short for our larger Holstein cows.

12. A gas line was laid from the city limits to the Alexander farm, thus making for safer and more economical fuel at the farm.

13. The south wing of the administration building was remodeled for the new business office.

14. The hospital and nursery (now Cottage 6) were reroofed.

15. A bungalow known as Cottage 9 was remodeled for use as living quarters. Several of the teachers live in this cottage.

16. Television sets have been donated and installed in all of the cottages that are in use.

17. A large opening has been cut between the two employees' dining rooms thus making them into what amounts to one room. This makes it efficient to serve the food and brings the employees together into better relationship.

18. A new ice cream maker has recently been acquired and installed. To provide adequate space for it, it was necessary to convert a part of one of the basement halls into a small room for the purpose.

Culinary and Housekeeping

The food service department consists of five kitchens and dining rooms in girls' cottages and a large main kitchen and dining room located in the administration building. All boys and most of the employees are fed in the administration building. Girls are fed in their own cottages, and some of the employees who work in the girls' cottages also eat there.

The children's dining room has been refurnished with metal chairs. These chairs replace old ones which were 20 or 30 years old and were uncomfortable. The addition of the new chairs and new nylon tumblers

has added greatly to the attractiveness of the dining room.

The dishwashing unit in the boys' dining room does not meet all sanitary standards and we are requesting a new unit in our biennial budget.

The bakery equipment is antiquated and does not lend itself to production of a good product. A new dough mixer has been purchased and should be installed shortly in the near future. A new oven is being requested to replace the present one estimated to be 40 years of age. In addition a new bread slicer and wrapper has been delivered. Wrapping will make our bread handling meet much higher sanitary standards than has been possible in the past.

Below are listed some of the major additions to the culinary department during the biennium:

- Power meat saw
- Meat tenderizer
- Dough mixer for bakery
- Food mixer for main kitchen
- Electric toasters for each cottage kitchen
- Nylon tumblers for children's and employees' dining room
- Outside awnings on the west windows of employees' dining room
- Large toaster for main kitchen
- Two steam-jacketed kettles for main kitchen
- Two retorts for cannery
- Ice cream machine

The housekeeping side of the dietitian's work has been improved by the purchase of a power floor polisher and a mechanical wall washer. The care of the floors and walls had been a continuous problem in the past.

C. M. HENDERSON
 Superintendent

- Power floor polisher
- Mechanical wall washer
- Large steam-jacketed kettle
- Food mixer for main kitchen
- Electric toasters for each cottage kitchen
- Nylon tumblers for children's and employees' dining room
- Dough mixer for bakery
- Large toaster for main kitchen
- Two steam-jacketed kettles