

FARIBAULT STATE SCHOOL AND HOSPITAL...REPORT OF THE SCHOOL DEPARTMENT
SEPTEMBER 15, 1961

1. CLASSES: Enrollment on September 11, of the 1961-1962 school year is 175_____divided among the following teachers in A.M. and P.M. classes:

	A.M.	P.M.	Total
E. Cloutier	10	13	23
A. Kirkpatrick	13	11	24
R. Brazil	13	10	23
M. Heyer	13	13	26
B. Knutson	15	13	23
E. Mahoney	11	11	22
C. Petersen	6		6
M. Roseland	11	12	23
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	92	83	175

J. Bjorklund..Phy. Ed.

E. Ruehling ..Music Ed.

2. FACULTY: Mrs. Marilyn Roseland of St. Peter's, Minnesota has been accepted as a replacement for Mrs. Gladys Sampson, who resigned. She will be available hopefully come October 1st., 1961.

Mrs. Rosella Brazil has not returned to her teaching position this year, and is still under medical care, due to eye-injury. Meanwhile four classes of approximately 50 children are waiting for school "to begin".

Elmer Ruehling has joined the staff as music instructor, and appears to be getting along well,

Mrs. Corrine Petersen, our teacher for the deaf-retarded children has returned after a years leave of absence, and we can again supply special services to the deaf-retarded,

3. EDUCATIONAL ADVANCEMENT: Mildred Heyer, Agnes Kirkpatrick, John Bjorklund, and Elmer Ruehling earned two college credits (either graduate or under-graduate) this summer through the Owatonna-Faribault Workshop. This course was listed as "Problems in Special Education". The Workshop was held the week of August 21 through 25, and was carried out by the Mankato State College teaching staff.

In addition to these acquired credits, Mr. Ruehling completed 'Teaching the Mentally Retarded', and "The Exceptional Child". John Bjorklund has completed the required courses for his Special Teachers Certificate and received the same. Mr. Bjorklund took the following courses, which gave him 15 credits on graduate level for the summer sessions: "The Exceptional Child", "Adaptive Physical Education", and "Introduction to Graduate Study", in addition to the aforementioned Problems course. Mr. Bjorklund has done all of his work on graduate level, from Mankato, and has acquired some 23 credits towards a Master's degree in Special Education.

4. A. Religious Vacation Bible School....June 10 through June 21. .. was a complete success for the Workshop personnel as well as for those children of our Institution who participated in demonstration classes. We were able to furnish two classes of children, ranging in ages from 3 to 15...the class size was 10 to 12 children. Four retarded children were brought in from the community, and were readily integrated ...which experience proved most rewarding. There were more than 40 adult observers who profited from these demonstration classes. A request was made to continue these workshops, and a tentative was established for next July 8th. to 20th.(1962).
- ... B. The Owatonna-Faribault Workshop was held August 21st. through August 25th. This Workshop featured "Problems in Special

Education" and was arranged in eight sections pertaining to Special Education. Eight demonstration classes were set up, five at Owatonna and three, here at F.S.S.H. The Owatonna classes dealt mainly with the "Educable" child, and the demonstration classes held here were for the "Trainable". An added feature was the Clinical Demonstration by Dr's. Thorson Smith, Heinz Bruehl, with Dr. Engberg concurring. Two college credits were given for those who enrolled and who completed requirements. Some 210 + registered, this being the largest workshop undertaken by Mankato State College to date. The Workshop proved such a success that indications are ...that they are desirous to hold another such type workshop next summer.

Dr. Meyering and his staff indicated that the Owatonna and Faribault State Schools would serve as ideal laboratory settings for carrying on courses in Special Education and that their desire is to extend this service into other fields of professional growth.

Mankato State College will continue to offer off-campus courses here at F.S.S.H. on a quarterly basis. The fall quarter of the 1961-1962 school year(1st. quarter) will begin Sept. 21., and a course in Testing and Measurements will be given. It is hoped that future courses offered will be extended to meet the needs of other disciplines.

The Educational-Rehabilitation Therapies Conference was held at Cambridge, Minnesota...September 7th and 8th. The conference was attended by Cloutier, Kirkpatrick, Heyer, Knutson, Mahoney, Petersen, Bjorklund, Ruehling, and myself. The conference proved to be both interesting and educational. Mr. Bjorklund, Mrs. Mahoney, and the undersigned contributed to the conference by giving papers, and symposiums. The conference provided

provocative incidences, in which there were indications of differences in philosophy and administration. However, no solutions were offered to this knotty problem other than to place all disciplines and services under the Rehabilitation Therapies Program. Other disciplines were to be reorganized and unified under Rehabilitation Therapies—irrespective of which discipline they represented. In the symposium directed to the question "How Can Special Education Relate to Rehabilitation Therapies in a Psychiatric Setting", I proposed unilateral action under a Clinical Psychiatrist or Psychologist... Educational Psychologist, who would serve as Program Director, or Coordinator. I do not oppose cooperative effort, or unification of services to the patient per se. but I oppose any and all usurpation of administrative power by one or a combination of like interests ...over other or similar disciplines.

I believe that constructive criticism, and progressive competition make for a stronger program and that equal recognition of disciplines will bring about better .."team " contributions. I believe that the chairman of such a "team approach" committee or organizational pattern must be sensitive to the nature of the disciplines comprising this team. be he called the Program Director or Coordinator. In an Institution such as oursbeing medically oriented...a Medical Discipline should head up the "team".. It is my opinion that this is being done at F.S.S.H. and that no better working relations can be found ...among the various disciplines than is presently being fostered here.

It is this writers opinion that unifying services under

one department head _____ may help break down certain "barriers"... status wise, but may destroy initiative and stifle "open and free" exchange of ideas. I believe that certain "checks" and "balances" are necessary in a multi-discipline team approach... and that a majority rule is more democratic and more inclusive than exclusive.

As we continue Case Conference Reviews, Evaluation Reviews, Building and Divisional Case Reviews, Programs and Discharge Committee Reviews _____ we will be giving wider coverage and better services to a greater number of patients. By continuing these services using the prescribed channels set down by our administration, and strengthening the team process....each one of us, can contribute positively to the treatment and care of all persons placed in our Institution.

5. PROGRAM PROJECTIONS:

- a. A more complete and effective program in music therapy will be realized with a full time music instructor in the School Department. This will allow for more individualized service and also more specialized service to our younger school children. New programs in rhythm, and dancing will be introduced. Together with the physical education instructor _____ there will be cooperative effort to provide more coorelated programs such as folk-dances, rhythm games and drills, dramatics etc.
- b. Deaf services are being planned to the adult deaf population, with the return of Mrs. Petersen. There will be greater opportunity to utilize the services of this Special teacher on an institutional basis for diagnosis and programming.
- c. Continued effort to "work up" more of the young mentally retarded, especially the Mongoloid type, and bring them into

a training program that will develop on a functional basis such areas as Self-Care, Social Adjustment, Communication, Physical development, Emotional development. This would mean stepping up our programs for Cedar, Pine, Maple, and Spruce.

- d. Continuing our working relations with Mankato State as a "laboratory annex". Using F.S.S.H. as a laboratory for training and research. To work towards establishing our school department as a practice-teaching laboratory ___ for multiply handicapped, emotionally involved retardates, and "trainables". (To use our Institution to carry out research projects in the field of mental retardation).

ITEMS OF INTEREST:

- a. Movement of School population: Pupils dropped or transferred:

1959-1960	55 children
1960-1961	48 "

Some 300 students have been involved in training and education in the School program ...during the last 2 years.

- b. Eight more students transferred to Owatonna State School, which again points up the evaluative procedures being used to help rehabilitate those who might profit from additional training, such as is offered at the Owatonna State School.
- c. A breakdown of the present School population as to classification and sex:

	I.Q.	No.	Approx.
Borderline	(70-84)	5	3%
Mild	(55-69)	20	11
Moderate	(40-54)	60	34
Severe	(25-39)	75	43
Profound	(-25)	15	3
Educational Classification:			
	Educable	35 students	20%
	Trainable	140 students	80%

School population as to sex:

Male 111

Female 64

d. A report of programming in Music, Phy. Ed., Library, etc.

<u>1959-1960</u>	school year....	15 Music classes		
		15 Library classes		
		15 Physical Education classes	Total	45
<u>1960-1961</u>	school year _____	15 Music classes		
		16 Library classes		
		16 Physical Education classes		
		4 Health classes	Total	51
<u>1961-1962</u>	school year _____	31 Music Classes		
		15 Library classes		
		20 Physical Education classes		
		6 Health classes	Total	72

Respectfully submitted,

Delbert E. Knack, School Principal