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# ELEVENTH BIENNIAL REPORT

OF THE

# Superintendent of Public Instruction

STATE OF MINNESOTA

FOR THE

School Years Ending July 31, 1899 and 1900.

J. H. LEWIS, Superintendent.

THIRTIETH REPORT IN THE SERIES.

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# SCHOOL FOR FEEBLE-MINDED.

## REPORT OF THE SUPERINTENDENT.

FARIBAULT, MINN., Nov. 10, 1900.

*Hon. J. H. Lewis, Superintendent of Public Instruction,*

DEAR SIR: I have the honor to submit the following report for the school for feeble-minded for the two years ending July 31, 1900:

The largest attendance for the biennial period at the school for feeble-minded was on June 6 and 7, 1900, when it was 725, distributed as follows:

	Males.	Females.	Total.
Center .....	115	119	234
Boy's custodia .....	164	...	164
Girl's custodia .....	...	183	183
Retreat (epileptic boys).....	63	...	63
Annex (epileptic girls).....	...	46	46
Farm .....	35	...	35
	377	348	725

In the center (or training department) the average attendance for 1898-99 was 212, and for 1899-1900 it was 216. The total number under training for the two years was 321.

As heretofore, the policy of the school has been to so interweave the schoolroom work with the practical occupations of every-day life as to produce the maximum development of physical and mental powers along the lines of greatest usefulness.

The children are grouped into "families" for home life, each group being under the care of an attendant during the hours when not in school. This grouping is arranged both according to age and congeniality. In the schoolrooms the groupings are arranged according to comparative mental ability. The following schedule indicates the arrangement of classes and division of time:

## FIRST DIVISION.

Sense Training.

Practical Exercises.

## KINDERGARTEN.

(Five hours per day.)

## SECOND DIVISION.

## LITERARY WORK.

## PRIMARY CLASS.

Section 1 .....  $1\frac{3}{4}$  hours  
 Section 2 .....  $1\frac{3}{4}$  hours  
 Section 3 .....  $1\frac{1}{2}$  hours

## CLASS B.

Section 1 .....  $1\frac{3}{4}$  hours  
 Section 2 .....  $1\frac{1}{2}$  hours

## CLASS A.

Section 1 .....  $2\frac{1}{2}$  hours  
 Section 2 .....  $2\frac{1}{2}$  hours

## INDUSTRIAL WORK.

## NET WORK.

Section 1 .....  $1\frac{3}{4}$  hours  
 Section 2 .....  $1\frac{3}{4}$  hours  
 Section 3 .....  $1\frac{1}{2}$  hours

## IRONING CLASS.

Section 1 .....  $1\frac{3}{4}$  hours  
 Section 2 .....  $1\frac{3}{4}$  hours  
 Section 3 .....  $1\frac{1}{2}$  hours

## SEWING AND LACE.

Section 1 .....  $1\frac{3}{4}$  hours  
 Section 2 .....  $1\frac{3}{4}$  hours  
 Section 3 .....  $1\frac{1}{2}$  hours

## SLOYD.

Section 1 .....  $1\frac{3}{4}$  hours  
 Section 2 .....  $1\frac{3}{4}$  hours  
 Section 3 .....  $1\frac{1}{2}$  hours

## MANUAL TRAINING.

Section 1 .....  $1\frac{3}{4}$  hours  
 Section 2 .....  $1\frac{3}{4}$  hours  
 Section 3 .....  $1\frac{1}{2}$  hours

## THIRD DIVISION.

## VOCAL MUSIC.

Senior class .....  $\frac{1}{2}$  hour  
 Junior class .....  $\frac{1}{2}$  hour

## INSTRUMENTAL MUSIC.

Violin ..... 1 hour  
 Piano ..... 1 hour

## BAND.

Individual .....  $2\frac{1}{2}$  hours  
 Concert ..... 1 hour

PHYSICAL CULTURE.— $\frac{1}{2}$ -Hour Daily.

- (1) Indian clubs.
- (2) Dumb bells.
- (3) Wands.
- (4) Swedish gymnastics.
- (5) Dancing.

The girls of the primary class when not in school are in sloyd, sewing and ironing classes; the boys in sloyd, net class and shop. Both do chart, primer and first reader work; learn vertical writing,

using first blackboard and pencil, then pen and ink; compose and write brief letters, with help in spelling and punctuation; learn to tell time, count money, and combine numbers to twenty, have science and nature study. Special attention is given to articulation. In reading and writing, as in numbers, drills and special exercises are given to help the children to overcome the obstacles which hamper their expression.

Class B is composed of the lowest grade of children who have literary training in the center department. The boys are in school from 8:15 to 10; girls from 10:30 to 12:15. When not in school the girls are in the ironing class, sewing room, or are detailed to housework; the boys are in the net class, shop, or work on the grounds outside. In the school they are taught to read, write, count money, tell time, dictate letters, combine numbers to ten, using objects.

Class A consists of the most advanced children in school. Girls are in school from 8:15 to 11:15, boys from 11:15 to 3:00. The girls alternate between sloyd, net class, ironing and sewing classes. The boys, when not in school, are in the sloyd, net class or shop. Number work consists of practical examples, involving the knowledge of the four processes and simple fractions. In Class A they have second, third and fourth reader work, and study primary geography, United States history, physiology and hygiene. In letter writing they are expected to be almost independent. They study weights and measurements. They learn to read well enough to draw books and magazines from our library and enjoy reading them.

The net class is composed of boys and girls who are not capable of taking the finer kinds of manual training. They are taught to make hammocks, laundry bags and tennis nets.

The ironing class consists of various grades of girls, who spend from three-fourths of an hour to three and one-fourth hours a day in this department. Their work varies from the ironing of simple, plain articles, such as towels, handkerchiefs, children's table napkins, etc., to that of aprons, skirts, dresses, shirt waists etc.

In the sewing room there are several classes of girls who work at different periods during the day. The girls are classified according to the work they are capable of doing, which ranges from sewing over and over on strips of cloth to taking measurements, cutting from models, fitting and making dresses, knitting, crocheting, hemstitching and torchon lace making. Much of the bedding, children's underclothing, etc., used in the institution is made in this class.

The knife course, as taught in this school, requires the production of some thirty models and mechanical drawings of same. Among the models made are the picture frame, ribbon winder, paper knife, letter opener, windmill and mallet. Each model introduces a new exercise, and reviews those of the preceding one. The tools used in this work are as follows: T-square, triangle, thumb-tacks, try-square and knife. The materials used are whitewood, bass and pine. In the public schools this course is supposed to represent three years' work, but our class of boys, giving more time to it each day than pupils in public schools do, complete it in a very satisfactory manner and begin upon bench work within seven months.

In the manual training class, or shop, the simplest occupation is that of braiding rope for floor mats and sewing them over a peg board. Wood turning and brush making are also taught. Over thirty different kinds of brushes are made,—clothes, counter, shoe, scrub, bottle brushes, etc. A few of the more advanced in the class do such simple practical work as making knee-pads, curtain rods, lace bobbins, sleds, work boxes, drawing-boards, towel-rollers, etc.

#### MUSIC.

A teacher has charge of the music, who gives the children drill in solo and chorus work. When a child's voice justifies it, individual attention is given to him in solo work. The Junior class meets for half an hour daily for drill in two-part singing chorus work. The senior class meets for half an hour each evening for song service. Here they learn suitable songs for chapel, etc.

The band master, besides giving the individual instruction necessary to prepare new boys for the band, has violin and cornet pupils. There are fourteen pieces in the band, and a variety of music is successfully played by it.

#### MISCELLANEOUS.

There are four reading clubs, which meet every evening from 7 to 7:30, except Tuesday and Sunday. Tuesday evening the weekly dance is held for an hour. The last Saturday evening in each month an entertainment is given of a musical or theatrical nature, or an illustrated lecture by the superintendent.

## SUNDAY EXERCISES.

On Sunday morning all assemble for Sunday-school, where simple exercises are conducted, consisting of praise songs, psalms, and responsive readings. Classes are then formed, and the teachers conduct such exercises in the line of developing ideas and habits of upright conduct, as the particular classes and individuals require. The international Sunday-school lessons are followed by the Bible class.

One-half hour is also spent by the children in the evening, under the tuition of an officer or teacher.

## CUSTODIAL CASES.

The work above outlined refers to that done in the center, or training department proper of the institution. In addition to this, in each of the custodial homes, the attendants are required to do all in their power to train the little helpless ones under their care, and one teacher gives her entire time to sense training, elementary school work, and simple manual exercises with these children.

## EPILEPTIC PATIENTS.

The epileptic children are provided for separately, and their training is similar to that of the feeble-minded, but is varied even more than that of the latter to meet the requirements of the individual cases, especial stress being placed upon the necessity of physical exercise and manual occupation to overcome the abnormal mental introspection that usually exists in these cases.

We have been able to do some work during the period in the psychological study of our children. Mr. A. R. T. Wylie, an earnest student of psychology, and who has been acting as pharmacist, has been able to devote considerable time to this very interesting line of investigation. Since the relation of the mind to the outer world is receptive, appreciative and reactive, there are three fields in which to seek for differences between mental activities in normal and abnormal children. In the first field, the endeavor is to ascertain to what extent the senses are dulled. Taste, hearing, touch, sight and smell are all subjected to measurement tests, and the results recorded. In the appreciative field, the memory receives special attention and tests. In the reactive field, the various

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\*The reports of Mr. Wylie's work are published in the "Journal of Psycho-Asthenics," Faribault.

manifestations of the will are studied, as rapidity of action, force, endurance, mental and muscular fatigue, voluntary motor ability, etc.

Only a limited number of children can thus be studied, but the results are always interesting, and, so far as they go, are a positive addition to our knowledge of physiological psychology.

Respectfully submitted,

A. C. ROGERS,  
Superintendent.