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FOURTEENTH BIENNIAL REPORT

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1905/06

OF THE

SUPERINTENDENT  
OF PUBLIC INSTRUCTION

STATE OF MINNESOTA

FOR THE SCHOOL YEARS ENDING  
JULY 31, 1905 and 1906.

THIRTY-THIRD REPORT OF THE SERIES.

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JOHN W. OLSEN, Superintendent.

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1907  
HARRISON & SMITH CO.  
MINNEAPOLIS

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# School for Feeble-Minded and Colony for Epileptics.

## REPORT OF SUPERINTENDENT.

Hon. J. W. Olsen,  
Superintendent of Public Instruction.

Sir: I have the honor to submit herewith a brief report of the school department of this institution, during the biennial year ending August 1st, 1906, as follows:

### POPULATION.

Movement July 31st, 1904, to August 1, 1906.

	M.	F.	Total
Present Aug. 1, 1904 .....	427	381	808
Absent for the time (summer vacation) .....	112	80	192
Admitted during the two years .....	135	106	241
Re-admitted during the two years .....	21	9	30
Totals .....	695	576	1,271
Discharged and dropped .....	23	12	35
Died .....	50	31	81
Absent for the time (summer vacation) .....	134	94	228
Present July 31, 1906 .....	488	439	927
Totals ...	695	576	1,271

The total attendance was: 1904-1905, 1,104; 1905-1906, 1,140.

The average attendance was: 1904-1905, 957; 1905-1906, 1000.9

## APPLICATIONS.

Applications have been received as follows:

	M.	F.	Total
1904-1905 .....	87	71	158
1905-1906 .....	106	90	196
	<hr/> 193	<hr/> 161	<hr/> 354
Applications previous .....	1,298	986	2,284
Total received to July 31, 1904.....	1,491	1,147	2,638

## ADMISSIONS.

	M.	F.	Total
To August 1, 1904 .....	1,087	810	1,897
During biennial period as above .....	<hr/> 156	<hr/> 115	<hr/> 271
Total to August 1, 1906 .....	1,243	957	2,168
Re-admissions, deducted .....	<hr/> 62	<hr/> 43	<hr/> 105
Totals, corrected .....	1,181	882	2,063

## CAUSES OF DISMISSAL.

August 1, 1904, to July 31, 1905.

	M.	F.	Total
Died .....	50	31	81
Cared for by parents or relatives .....	22	9	31
Removed from state .....	...	1	1
Sent to hospital for insane .....	1	2	3
Total .....	<hr/> 73	<hr/> 43	<hr/> 116

## DEGREES OF MENTAL WEAKNESS.

	M.	F.	Total
Feeble-Minded, high grade .....	123	200	403
Feeble-Minded, middle grade .....	126	130	256
Feeble-Minded, low grade .....	229	157	377
Idio-Imbecile .....	134	118	252
Idiots .....	19	11	30
Totals .....	<hr/> 622	<hr/> 533	<hr/> 1,155

For convenience of administration as well as promoting the best interest of the inmates, we have the following

## DISTRIBUTION OF POPULATION.

## Department for Feeble-Minded:

	M.	F	Total
School .....	203	200	403
Custodia .....	256	217	473
Farm Colony .....	50	...	50
Departments for Epileptics .....	113	116	229
<b>Total</b> ...	<b>622</b>	<b>533</b>	<b>1,155</b>

The tables above given apply to the entire population of this institution, which performs three functions:

First: A training school for the feeble-minded.

Second: A hospital for epileptic patients.

Third: A village community home for the permanently incompetent of both classes.

As a feeble-minded person can never become a normal person, and as only a small percentage of epileptic patients are entirely cured of their diseases, it is evident that the village community home function is the main and broad purpose of the institution. This, however, does not alter the fact that the other two functions are the most important in giving character and purpose to the organization. Considering only the feeble-minded children, the institution meets the public school by receiving those who from mental weakness are unable to make progress in them. There are two classes of children who drop out of the public schools: those who are simply slow in development, and those who are incapable of making continuous development. The former who are merely "backward" are capable of symmetrical but slow development. Ideas once acquired are assimilated and subordinated to good judgment, fitting them in due time for at least average success in life. The latter are incapable of more than very limited development, and usually this development is not symmetrical, and the ability to co-operate is lacking. They are perpetually dependent upon the judgment and direction of other and superior minds. The former under the average conditions of home, school and community life make a fair success. If they drop out of the public schools, they usually acquire knowledge of some productive industry that is sufficient to support them. Should they become inmates of this institution, they go out again in time, never to return. The typical feeble-minded child, if sent out from the in-

stitution, is generally unable to cope with the exigencies of the outside world for any great length of time. After drifting around from one thing to another, he finds the institution is the only safe harbor.

The school department of this institution has for its purpose, the special training of the most promising and hopeful of all who are sent to the institution. Its methods are not materially affected by the fact that the pupils may and probably will remain under the permanent guardianship of the institution. Its purpose is to develop into useful and happy citizenship, of whatever community the pupil may become a permanent resident.

We place especial stress upon all kinds of hand work and practical occupation. School classification is as follows:

Literary Work—

1st Kindergarten, 2nd Kindergarten, 1st Primary, 2nd Primary:

Class B.—1st Division—Primary

Class B.—2nd " First Grade

Class B.—2nd " Second Grade

Class A.—1st Division—Third Grade

Class A.—2nd " Fourth Grade

Class A.—3rd " Fifth Grade

In the Kindergarten, the dominant idea is free play with minimum direction from teacher. The Kindergarten work embraces first, elementary rhythmic movements, many of those representative; Second, simple songs and studies; Third, elementary lessons in color, number, form, direction, position and material; Fourth, beginning hand training with occupation materials; Fifth, sense games and plays and games of skill, such as games with balls, nine-pins, etc. One hour of each day is spent by the Kindergarten children out-of-doors, under the supervision of the teacher, engaged in such occupations and exercises as the occasion suggests. It is the aim of the teacher to develop the child symmetrically, to keep his senses alert, his heart sensitive and to prepare him for the broader life to follow.

First Primary—

Reading: Chart and primer, with drill in clear enunciation and spelling.

Writing: From copy.

Numbers: Children being required to estimate size, dimensions and weight of familiar objects.

Hand Work: With Kindergarten materials continued, especially cutting, folding, pasting, painting, etc.

**Second Primary—**

Reading: Primer and First Reader, with drill in phonetics.

Spelling: Oral and written words selected for special drill from reading lessons.

Numbers: Multiplication tables, addition, subtraction, division and multiplication of numbers to twenty. Application of practical problems.

**Sense Training—**

Estimating dimensions and verifying the same; counting to 100; adding columns of figures to 50; use of U. S. currency to \$1.00; telling time; drill on Roman numerals to C.

Writing: Black-board in connection with all work, copy-book Nos. 1 and 2.

Language: Reproduction of stories. Dictation of simple letters to friends which are copied by children once a month. Use of period and question mark and capital letters.

**Class B.—**

This class is composed of boys and girls from 12 to 16 years of age. They are in school for one hour each day. Their work is the primary second grade.

**Class A.—**

Reading: Third and fourth readers supplemented with stories from magazines and school classics.

Language: Reproduction of stories, conversational lessons, elementary grammar.

Arithmetic: Elementary.

Spelling: Words from readers and those in familiar use.

Penmanship: Books 2, 3 and 4.

History: Biographical sketches and studies.

Geography: In connection with history; commercial and industrial studies.

Physiology and Hygiene: Primary.

Music is an important factor in the school, particularly band, orchestral and concert vocal training.

Articulation: Many of our children have some defect in speech, some do not talk at all. We aim to give those who show possibilities of improvement, individual training. Infantile defects are often unwisely encouraged by parents, and as the child grows older, these defects become fixed impediments. It is the work of the articulation teacher to correct these so far as possible. Organic causes are first removed by den-



tist and surgeon so far as practical. The aspirate, nasal and high pitched qualities of voice are remedied by simple exercises in midriff breathing and voice culture.

**Sloyd:** This is especially for small boys who are occupied for one-half hour periods daily, the aim being to teach the child to be accurate, methodical, observing, self-reliant and neat, and to create a love for labor of the hands. The first work is with simple models, more complex ones following.

**Basketry:** This occupation is of advantage to various grades of mental ability. For those of lesser capacities, the work develops attention, concentration, neatness and firmness in handling material. The more intelligent children find much of special interest, besides cultivation of patience, industry and persistence, in studies in Indian lore and legends, of which they never tire.

**Net Work and Weaving:** This occupation includes the making of hammocks, tennis nets, laundry bags, shopping bags, fish nets, etc., and is especially valuable training for boys and girls not able to take up the more difficult sloyd or sewing. A girl whose fingers are too clumsy to handle a fine sewing needle, can hold the hammock needle easily. The articles made in the net class are all put to use and are of commercial value. Six boys have learned to weave carpet. The rags for the carpet are cut and sewed by the children, thus furnishing occupation to those who can be taught very little other manual work.

Among the occupations best adapted to the graduates of the school, or those more advanced, are the following:

**Printing:** Six boys are occupied in the printing office, which does all of this kind of work for the institution, publishes a monthly paper, the "North Star," devoted to the doings of the school; a quarterly magazine, the "Journal for Psycho-Asthenics;" and other work of an ambitious nature, very satisfactorily.

**Tailoring and Dressmaking:** These are carried on by the older girls, power machines being used for the different classes of work.

**Farms and Garden:** Not only occupies a large number of the older boys who permanently reside in this colony, but many school children are detailed during the season, to assist in the various occupations of the garden.

**Shop Work:** Including cabinet work, wood turning, mat weaving and brush making, is carried on especially during the winter months.

**Syrup Making:** Occupies quite a number of boys during the season of sorghum cutting and grinding.

Very respectfully,

A. C. ROGERS,

Superintendent.