

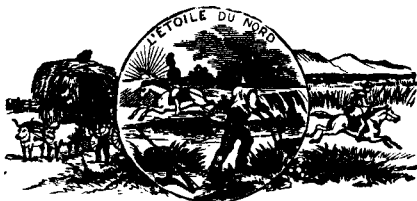
88-SUP-ACR

FIFTH BIENNIAL REPORT
OF THE
DIRECTORS AND OFFICERS
OF THE
MINNESOTA INSTITUTE
FOR DEFECTIVES.

1. SCHOOL FOR THE DEAF.
2. SCHOOL FOR THE BLIND.
3. SCHOOL FOR THE FEEBLE-MINDED.

LOCATED AT FARIBAULT.

TO THE GOVERNOR OF MINNESOTA,
FOR THE TWO YEARS ENDING JULY 31, 1888.



TRANSMITTED TO THE LEGISLATURE OF THE TWENTY-SIXTH SESSION:
BEING THE FIFTH BIENNIAL SESSION.

ST. PAUL:
THE PIONEER PRESS COMPANY,
1889.

SCHOOL FOR THE BLIND.

CLASSIFIED SUMMARY OF INVENTORIES FOR 1887 AND 1888.

	1887.	1888.
FIXED PROPERTY —		
Lands at cost.....	\$9,184 00	\$9,184 00
Buildings and fixtures.....	56,100 00	56,202 00
Total fixed property.....	<u>\$65,284 00</u>	<u>\$65,386 00</u>
MOVABLE PROPERTY —		
Food.....	\$67 00	\$86 00
Clothing and bedding.....	734 00	851 00
Laundry supplies.....	93 00	117 00
Fuel.....	234 00	105 00
Lighting supplies.....	2 00	4 00
Medical supplies.....	4 00	5 00
Postage and telephone.....	18 00	3 00
Books and stationery.....	1,204 00	1,582 00
Amusements and instruction.....	1,174 00	1,136 00
Household supplies.....	523 00	703 00
Furniture.....	1,583 00	1,599 00
Building material.....	46 00	213 00
Tools and machinery.....	140 00	167 00
Farm, stock and grounds.....	637 00	666 00
Industrial supplies.....	448 00	186 00
Total movable property.....	<u>\$6,907 00</u>	<u>\$7,423 00</u>
Grand total of property.....	<u>\$72,191 00</u>	<u>72,809 00</u>
Capacity (inmates).....	<u>55</u>	<u>55</u>
INVENTORY PER INMATE —		
Fixed property.....	\$1,187 00	\$1,189 00
Movable property.....	126 00	135 00
Total.....	<u>\$1,313 00</u>	<u>\$1,324 00</u>

SCHOOL FOR FEEBLE-MINDED.

REPORT OF SUPERINTENDENT

FOR TWO YEARS ENDING JULY 31, 1888.



MINNESOTA SCHOOL FOR FEEBLE-MINDED.

SCHOOL FOR FEEBLE-MINDED.

OFFICERS AND TEACHERS.

SUPERINTENDENT AND PHYSICIAN.

ARTHUR C. ROGERS, M. D.

ASSISTANT AND INDUSTRIAL MANAGER.

JOSEPH MASSEY.

TEACHERS.

MISS LAURA BAKER, Principal.

MISS JOSEPHINE MARCY.

MISS JENNIE PINCH.

MISS CLARA BOSSUOT.

MATRON.

MISS NAOMI PINCH.

HOSPITAL MATRON.

MRS. ELIZABETH A. ZIMMERMAN.

HOUSEKEEPER.

MRS. BELLE JACKSON.

STEWARD.

H. E. BARRON.

SECRETARY AND VISITORS' ATTENDANT.

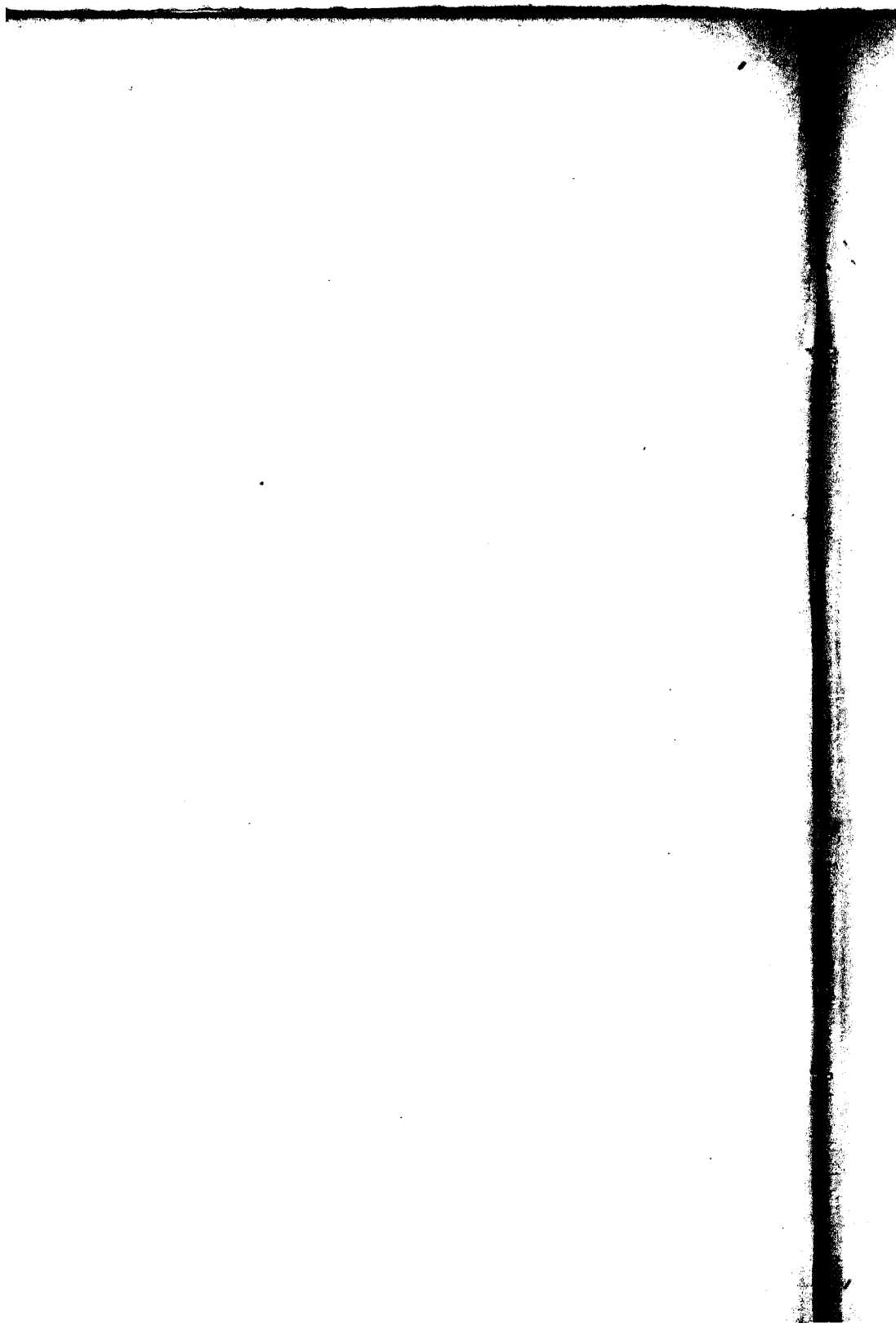
MISS LOLA COFFIN.

CLERK.

MISS MINNIE ESSLER.

ENGINEER.

E. B. DICKINSON.



SCHOOL FOR FEEBLE-MINDED.

REPORT OF SUPERINTENDENT.

POPULATION.

To the Board of Directors,

GENTLEMEN: The total attendance for the fiscal Attendance.
year ending July 31, 1887, was 167 and the average
attendance for the same time was 104.4. For the
fiscal year ending July 31, 1888, total attendance 192;
average attendance 157.2.

The average attendance for the two years was 130.8. Average for 2
years.

There have been 131 applications for admission dur- Applications;
ing the two years, of which 72 were for males and 59 relative num-
were for females, or of all 55 per cent were males and bers of males
and 45 per cent females. and females
for two years.

Of all applicants from the first 62 per cent have Same from the
been males and 38 per cent females. From this it first.
appears that the proportion of female applicants is in-
creasing, as compared with males.

The number of admissions for two years has been Admissions.
62 males, 49 females, with 2 males readmitted, making
a total of 113.

Since the organization of the school 347 applica- Sources of ap-
tions have been received from the following counties, plications.
viz.:

Anoka.....	4	Polk.....	5
Benton.....	2	Pope.....	1
Blue Earth.....	7	Ramsey.....	35
Brown.....	6	Redwood.....	2
Chisago.....	3	Renville.....	4
Carver.....	2	Rice.....	21
Clay.....	5	Rock.....	3
Cottonwood.....	2	St. Louis.....	3
Crow Wing.....	2	Scott.....	6
Dakota.....	6	Sherburne.....	1
Dodge.....	1	Sibley.....	2
Douglas.....	2	Stevens.....	2
Faribault.....	2	Stearns.....	2
Fillmore.....	8	Swift.....	1
Freeborn.....	3	Steele.....	2
Goodhue.....	12	Todd.....	3
Grant.....	1	Traverse.....	1
Hennepin.....	72	Wabasha.....	10
Houston.....	3	Wadena.....	4
Hubbard.....	1	Waseca.....	1
Jackson.....	4	Washington.....	6
Kandiyohi.....	4	Watsonwan.....	4
Lac qui Parle.....	3	Wright.....	10
Le Sueur.....	8	Winona.....	9
Lyon.....	1	Yellow Medicine.....	1
McLeod.....	4		
Martin.....	2	OUTSIDE OF MINNESOTA.	
Meeker.....	2		
Morrison.....	1	Iowa.....	1
Mower.....	1	Canada.....	2
Nicollet.....	3	Dakota.....	4
Nobles.....	2		
Olmsted.....	9	Total.....	347
Otter Tail.....	7		

Nationalities
represented.

Leaving out of consideration entirely all persons whose nationality is not clearly given in the applications, 81.9 per cent of all applicants were American born (in the United States and Canada), and 18.1 per cent were foreign born. Of those who were American born, in 49.4 per cent of the cases, one or both parents were foreign born, leaving 50.6 per cent of cases in which both parents were American born. Of the former, 35 per cent were Germans; 31 per cent were Scandinavians; 16 per cent were Irish; 9½ per cent were English, Scotch and Welsh; 3 per cent were French; 1½ per cent each were Russian, Polish and Dutch.

Estimated pop-
ulation 1888-9.

I estimate that the average population of the school for 1888-9 will be 230.

1889-90.

The same for 1889-90 will be 280, and for 1890-91

1890-91.

will be 290.

HEALTH AND SANITATION.

We are very glad to report general immunity from serious acute sickness during the biennial period. The deaths which have occurred during the two years, ten in number, have been with two exceptions confined entirely to the asylum classes. Two boys from the school class died of consumption. For eighteen months there was but one patient assigned to the hospital for treatment from the school — and that was for accidental fracture of the humerus occurring during a good natured scuffle between two of the older boys while playing on the campus.

General immunity from sickness.

Deaths.

The causes of the deaths were :

Two from consumption.

Causes of deaths.

One from congestion of the brain.

One from peri-typhilitis.

Three from epilepsy.

Three from marasmus ; in cases of low vitality and imperfect nutrition.

The ratio of mortality to total attendance by years was therefore 2.4 per cent and 3.1 per cent respectively. This remarkably good showing has resulted from three causes, (1) immunity from malignant contagious diseases, (2) less crowding of population after completion of centre building, and (3). The almost entire remodeling and largely increased capacity of our facilities for sewerage and ventilation. As you are aware, these last two items have been quite important factors in the expenditure for extraordinary repairs, but the improved sanitary condition is its own apology for the expense.

Ratio of mortality to attendance.

Improvements in sewerage and ventilation.

A light epidemic of Roetheln was experienced in the spring of 1888, but no special inconvenience was suffered from it.

Epidemic of Roetheln.

Three changes should yet be made at an early date.

Further changes suggested.
1, Removal of all water closets from interior of building.

1, Construction of tower on the west side of the south section of the north wing and the removal of all water closets in this section to the tower as they are in the other sections. While the plumbing here is first-class, there is unavoidably considerable odor through this portion of the building constantly.

The removal of the closets to the tower would also make the room now occupied by them available for occupancy by an additional number of children.

2. Construction of additional ventilation flues.
3. Drainage of ground about building and excavation below floors of north wing.

2. Construction of ventilation flues for all dormitories in north wing not provided with them last year.
3. The excavation of a sub-basement under the north wing and renewal of basement floors to correspond, and in connection with this the draining of the ground immediately east of the building. Experience has demonstrated the fact that the original damp condition of the ground east of the building, where we are told a running spring at one time existed, effects some of the rooms of this basement making the air in them very damp, so much so that furniture and clothing in those rooms become very moist and even covered with fungus if left a few days undisturbed. A similar arrangement to that which has already been made in the case of the south wing during its construction will doubtless remedy this difficulty for all time.

Location favorable to the highest health rate.

With these changes and the advantages of a naturally healthful location and plenty of the purest drinking water (as proved by official examination), there is no reason why our health rate already high should not be the highest experienced by any institution in the country with a similar population.

Duties of physician.

The major portion of the work of the physician has been directed toward the alleviation of chronic difficulties—especially epilepsy. We have had during the two years 48 persons, 32 males and 16 females under our care suffering from epilepsy and epileptoid affections. There have been about twenty of these causes under regular medical treatment. These duties together with the numberless minor ailments that our patients are heir to, especially when the physician must do his own dispensing, occupy as much of the physicians' time as can be spared from the less interesting but more exacting duties of the superintendent's office. The dispensary fitted out by you has been highly appreciated and has rendered the medical work much easier.

New dispensary valuable.

Drs. Rose and Wood, our consulting physicians, Consulting physicians. have always been prompt to respond to calls during the necessary absence of the superintendent, and faithful to the interests of our patients.

CLASSIFICATION OF THE POPULATION—THREE GROUPS.

I.—SCHOOL.

The three groups into which our population naturally divides, viz.: school, custodial and hospital, have all now grown to be of sufficient magnitude to demand each its peculiar accommodations and methods of treatment; and the completion of the south wing will enable us to meet these demands more perfectly than heretofore.

In the school department, which comprises the school proper and the manual training feature, is centered the principal activity of the institution. The plan of training, which we refer to as the co-ordinate system has maintained—that is, individual children under instruction are occupied during short periods at a time only at one thing, and these periods alternate between the school and manual training rooms, in which the work is being conducted simultaneously. The feeble-minded are very deficient in that first pre-requisite to mental growth, viz., power of attention, manifested especially in a feeble ability to concentrate and prolong mental or physical effort. Co-ordinate training. Manual exercises are themselves brain stimulants by reflex influence, and any exercise in the performance of which the eye and hand are compelled to act in concert are especially fitted to hold the attention and strengthen its powers, or, in other words, to strengthen the will. Constructive occupations are pre-eminently adapted to child training, as proven by the experience of kindergarten and manual training schools everywhere. Feeble-minded deficient in power of attention. Manual exercise a mental stimulant.

By a judicious division of the time of the pupil as indicated, too prolonged effort in any one direction is prevented. As the capacities develop, the assign-

ments can be for longer periods of time until one-half of the day can be occupied in one kind of work, these periods alternating between the school room and the shop, until finally we may hope to have a good percentage of our pupils capable of regular industrial occupations either in the shop or on the farm and garden where their labor will fully repay the cost of their care and maintenance.

Analysis of work. The following analysis will show partially what our children can do:

School room. In the school room, seventy-three can read some, as follows:

1. Reading. Twenty know words.

Twenty-one know sentences.

Fifteen read in first reader.

Six read in second reader.

Three read in third reader.

Eight read in fourth reader.

2. Writing. Fifty-seven write or copy some, as follows:

Sixteen copy letters (characters).

Ten copy words.

Five write words.

Eleven write sentences.

Fifteen correspond by letter.

3. Geography. Twenty-seven know something of geography:

Sixteen know residence and directions only.

One geography of Minnesota only.

Ten know more or less of general geography.

4. Numbers. Seventy-three know something of numbers:

Thirty-nine count to ten only.

Eight count indefinitely.

Twenty-four add and subtract.

Two multiply and divide.

5. Tell time. Seventeen tell time more or less perfectly.

6. Weights and measures. Twenty know more or less of weights and measures.

7. Music and Calisthenics. Thirty-six are in calisthenic classes.

Thirty-six know something of music:

Twenty-two sing in concert.

Nine sing alone.

Three sing parts.

Two play on the piano.

Twenty-eight are in kindergarten classes (youngest pupils):

Eleven do gift and busy work only.

Eight do sewing.

Six do weaving.

Three do drawing.

Twenty-nine hammer brass:

Fourteen do simple tracing.

Five do simple metal work.

Ten do complex metal work.

Thirty-three do brush making.

One does boring.

Thirty-two do sewing.

Five do scroll sawing:

One simple patterns.

Four on complex patterns.

(In the following some are counted more than once.)

Sixteen girls are in sewing classes:

Sixteen do plain sewing, hand.

Five run sewing machine.

Five do fancy embroidery.

Three do crocheting and knitting.

One does insertion.

Three do zephyr work.

Twenty-seven girls do housework:

Twenty-five make beds.

Seventeen sweep and dust.

Nineteen wash dishes.

Twenty-one do dining room work.

Eleven prepare food for cooking.

Two assist the baker.

The sewing class, with the assistance of an instructor and under her supervision have turned out the following work, the character of the articles indicating the nature of the work performed:

One hundred and seventy-one aprons.

Fifteen blankets.

One hundred and eighty-eight bibs.

Four bolster cases.

Four bread cloths.

Three hundred and ninety-nine buttonholes.

Four hundred and ten cases, pillow.

8. Kindergarten.

Manual and industrial training; brass hammering.

2. Brush making.

3. Scroll sawing.

4. Sewing.

5. Housework.

Work of sewing pupils.

Seventy pounds carpet rags.

Fifty dresses (six having been made by the girls' work alone).

Nine pair drawers.

Three hundred and thirty-one lunch cloths.

Four lambrequins.

Sixty-five pair mittens.

Ninety-six napkins.

Twelve pair pants, boys'.

One mattress.

Ninety quilt blocks.

One hundred and eighteen pairs suspenders.

One hundred and seven spreads, bed.

Four hundred and seventy-four sheets.

Forty-seven shirts.

Forty-one ticks.

Twenty-nine table cloths.

Five hundred and forty-two towels.

Five hundred and fifty table napkins.

Four waists, boys'.

Twenty-one wash cloths.

This work has nothing to do with the work of the employed seamstress of the school.

Assistance of girls in house work very valuable.

The housework performed by our girls has already become quite a feature on the domestic program of the school. A rough summary by hours of the detail assignment to various domestic occupations during the last year shows that about 19,800 hours of work have been done by our girls outside of the regular school hours, or as will be readily seen 1,980 days of work. Of course the value of the work would not equal that of intelligent children of the same age but the aggregate is really very important.

School boys up on the farm.

Our boys have been detailed upon the farm when the weather would admit of it during the season of growing crops. These details have been generally in groups of from 20 to 40 boys under an attendant. At this writing they have just dug and housed a crop of over 800 bushels of potatoes. The work referred to has been done in connection with the school work proper and by the school children.

All industrial employments for the children have been chosen with reference to their fitness as means of training and their practical every day importance.

Employments,
how chosen.

We endeavor to prevent idleness so far as possible and to furnish abundant opportunities for recreation and pleasure so that work does not become onerous.

Idleness pre-
vented.

In our experience the manual work has generally been a source of pleasure and delight to the pupils.

Work is enjoyed
by pupils.

As you are aware the school rooms are situated above the steam laundry and under the room (an attic) used for manual training. This arrangement, which was made as a temporary expedient only, is quite unfortunate. The noise of the machinery is a constant source of distraction, vexatious to teacher and pupil alike, and which tends to constantly embarrass the work. The attic room used for industrial work is much too small for the needs of our work and it would be much better every way to have a suitable room nearer the ground.

School and in-
dustrial rooms
unfortunately
located.

Industrial
room too
small.

The advantage of industrial training to our pupils is greater than that of any other one feature of our work, and it is earnestly desired that adequate facilities may be provided for it at an early date.

The industries
important.

The construction of two small additions in proximity to the rear of the main centre, one for the laundry and one for shop uses, would supply these pressing needs.

An addition for
shop and one
for laundry
needed.

2.—THE CUSTODIA.

As intimated the completion of the south wing will for the first time enable us to care for the custodial classes under favorable circumstances.

New quarters.

With facilities for good classification, isolation from the school classes proper in rooms well lighted and thoroughly ventilated, with bath tubs and closets in separately ventilated towers with separate kitchen and dining rooms and with a special training room and teacher, we feel that this class which has so long and so earnestly appealed to us for care, can be comfortably and happily provided for.

Special adapt-
ation to the
needs of this
class.

3.—THE EPILEPTIC HOSPITAL.

Provision for
Epileptics.

Epileptics can
be improved.

The requisites.

Small tuition
should be
charged to
them.

We have a few epileptic persons who will be provided for in the south wing. While we recognize the improbability of curing a very large number of epileptics, almost all, in whom there has not been a marked mental deterioration can be much improved and their sufferings mitigated by proper treatment. To accomplish this three things are essential: 1. Proper hygienic management. 2. Proper medical treatment and 3. Influence of and association with nurses or attendants who are especially fitted for their duties. There is no class of persons in the care of our institution whose misfortune calls for more sympathy, and whose peculiarities require more forbearance, than the epileptics. So long as there is a hope that the condition of epileptics can be improved an opportunity should be given them, but as the demands which they make upon the institution are so much more than those of the other classes, it seems to me but just to them and to the state that a small annual charge be made sufficient to offset this disparity. It would be just to them because it would thus secure the care and treatment they should have; just to the state because it would place the net expense of their care upon the same basis as that of their companions differently afflicted.

CHANGES IN OFFICERS AND TEACHERS.

Miss Julia and Miss Minnie Gilmore resigned their positions as teachers, the former in June, 1886, and the latter in June, 1887, leaving records of unremitting industry and faithfulness.

Miss Josephine Marcy and Miss Jennie Pinch, both experienced and accomplished teachers in this specialty, and Miss Clara Bossuot, who had previously spent one year in the Winona normal school as a student of kindergartening, were added to our teaching force.

Too much credit can not be given the faithful teacher, whose work can not be measured by her salary.

Miss Johanna Sweeney resigned her position as housekeeper, and was succeeded by Mrs. Belle Jackson, April, 1888.

MISCELLANEOUS.

Both for furnishing suitable employment during summer to our older boys and providing a source of supplies for farm and garden products, there should be an additional amount of land purchased at an early date. The amount of land we now have under cultivation is not only too small as it is, but a considerable amount of it will eventually be used for campus and lawns, as the building plant is increased.

More land
needed for
farming and
gardening.

As is well known, the road from the school to Fairbault is circuitous and long. By bridging the ravine north of the school for blind the distance could be much shortened, and a choice made between two or three routes. The necessity of this improvement is so evident to all that no discussion of the matter is necessary.

Route to city
should be
shortened.

SUMMARY OF RECOMMENDATIONS.

1. Construction of tower on west of north wing for closets and bath tubs. 2. Additional ventilation flues in north wing. 3. Excavation of basement of, and drainage about north wing. 4. Building for shops. 5. Building for laundry. 6. Extra charge against epileptic cases. 7. Additional land. 8. Bridge over ravine north of school for blind, and new route to city.

ACKNOWLEDGMENTS.

To the numerous friends of our children and the school we are indebted for an abundance of presents and money for supplying the many little wants that Christmas always brings, and thus insuring an especially happy time for the holidays.

Thanks are extended the Minneapolis Tribune Company for the *Weekly Tribune*, which has been furnished the school gratis.

The citizens of Faribault have manifested their kindly interest in and appreciation of our work by numerous courtesies; to you, gentlemen, for your valuable counsel and support I am especially grateful, while whatever of success has attended the school is due largely to the earnest co-operation of the officers and teachers.

Respectfully submitted,

A. C. ROGERS,
Superintendent and Physician.

SCHOOL FOR FEEBLE-MINDED.

(Circular.)

TERMS OF ADMISSION.

Any feeble-minded person, any idiotic person or any epileptic person who is now an actual resident of the state, if deemed by the superintendent of suitable age and condition, may be admitted to the Minnesota school for feeble-minded upon the required description and history of the case being filed with the superintendent and proper security given for the payment of clothing, postage and transportation expenses.

EXPENSES.

A deposit, not exceeding forty dollars (\$40) per annum, is required, in advance, for the clothing and traveling expenses of each child. Relatives of children not supported by the county are required to file with the superintendent a duly and properly executed bond for the subsequent payment of funds for clothing and traveling expenses, as may be required, not to exceed forty dollars (\$40) per annum.

When the parents or legal supporters of the child are not able to pay the clothing and traveling expenses, application should be made to the county, through the commissioners or judge of probate, and a certificate signed by the judge of probate guaranteeing the payment of said expenses, must be filed in lieu of a bond. For further information address,

DR. A. C. ROGERS,
Superintendent, Faribault, Minn.

APPENDIX.

FROM THE TRANSACTIONS OF THE FIFTEENTH
ANNUAL SESSION OF THE NATIONAL CONFERENCE OF CHARITIES AND CORRECTIONS,
AT BUFFALO, N. Y., JULY, 1886.

PROVISION FOR THE FEEBLE-MINDED.

Report of the committee on the care and training of the feeble-minded, by Isaac N. Kerlin, M. D., chairman.

Your committee on the care and training of the feeble-minded would respectfully call the attention of this, the fifteenth conference of charities and correction, to four somewhat elaborate reports already presented to the conferences of 1884 at St. Louis (pp. 246-263), of 1885 at Washington (pp. 158-178), of 1886 at St. Paul (pp. 288-302), of 1887 at Omaha (pp. 250-260).

The ground having been gone over pretty thoroughly in the aforesaid reports, it is the decision of the committee, or so many of its members as could be reached, to formulate a series of propositions which may represent to this body the status of this work in America, and to suggest the principles on which, in the opinion of your committee, its further development may be wisely directed.

1. It having been demonstrated that the great majority of idiotic and feeble-minded children are susceptible of physical and mental improvement wherever education has been granted to them, it is therefore claimed that they are entitled to public provision for such education and training.

2. As, by the common consent of all who are familiar with the facts, neither jails nor county infirmaries, nor hospitals for the insane, are suitable places for these unfortunates, it is

therefore urged that institutions and asylum homes be created as early as possible for those whose necessities demand such provision.

3. An approximate analysis of the distribution of this class has been made in certain communities, showing that one-fifth of it is never likely to be dependent on public or other means of support; that nearly three-fifths are distributed among families of the middle and poorer classes, and that the rest are of pauper origin. But the sadness and burden are found to be especially severe in the families of mechanics and artisans, who are bravely striving to keep themselves above pauperism. Toward the relief of these should earliest effort be directed.

4. The experience of the last thirty years proves that, of those who are received and trained in institutions, 10 to 20 per cent are so improved as to be able to enter life as bread winners; that from 30 to 40 per cent are returned to their families so improved as to be self-helpful, or at least much less burdensome to their people; and, further, and of greater importance, that one-half the whole number *will need custodial care so long as they live*.

5. It is also shown that the large number that need restraint and custodial care so long as they live are divisible into two groups: First, those who, by reason of physical infirmities, such as epilepsy and paralysis, associated with their profound idiocy, are so dependent as to need the same protection as we administer to infancy; second, those who possess excellent physical powers, and are trained to a high degree of elementary capacity, but are yet so lacking in judgment and in the moral sense as to be unsafe members of the community, and, if discharged into it, contribute largely to the criminal classes, or, falling victims to the depraved, are adding to the bulk of sexual offence and to the census of incompetency.

6. It is earnestly urged that the best disposal to be made of this large class of the permanently disabled is to place it in custodial departments of institutions for feeble-minded persons, in buildings judiciously remote from the educational and industrial departments, but under the same merciful system that inspires hope and help for the lowest of our humanity, and under a broadly classified administration that will admit of the employment of the so-called moral idiot, thereby diminishing greatly the burden to the charitable and the tax payer.

7. Your committee, while commending the enterprise which is establishing small and private institutions for the betterment of the condition of afflicted children of the affluent, would submit that all state institutions be managed on such liberal provision as not to repel or bar out the child of any citizen needing their fostering care.

8. Of the 30,000 in the United States needing the care herein referred to, there are now about 5,000 enjoying the advantages of special provision made by public and private charity. It is submitted whether the privilege of the few is not the right of all, and whether as a people we can afford longer to deny it.

The friends of the feeble-minded naturally look to this intelligent and representative body of philanthropists to aid in the diffusion in their states of right sentiment in regard to this cause. They have waited for years on your sessions, and have contributed the best of their knowledge to your proceedings; and now they would receive from this conference an explicit testimony of its sympathy and assistance by the passage of the following:

Resolved, That the conference of charities and correction, assembled in Buffalo, hereby urges on all states, where provision has not been made, the early establishment of institutions for the feeble-minded, as a prudential measure, both humane and just.

Resolved, That this conference commends the institutions already established, for the careful inquiry they are making into the causes of mental infirmity, believing that by contributing to the literature of the subject they will aid in diminishing this affective burden to both family and community, and will make a valued return for the public moneys used in their erection and support.

Vol. IV—22.

FUNCTIONS OF A SCHOOL FOR FEEBLE-MINDED.

BY A. C. ROGERS, M. D., OF MINNESOTA.

In approaching the subject indicated by this title, we have no theories to propose, no hobbies to ride. With those who are in earnest to find the right, we stand, not as a teacher, but a pupil, listening to the histories of the past, reading as well as we may their lessons, and hoping therefrom to obtain some indication of what the future may expect. Whatever of suggestion there may be in these few paragraphs has come to us by natural deductions from the actual experience through which the work for the feeble-minded has passed, and is passing to-day, and assumes nothing original or fanciful. We have employed the word "feeble-minded" in a general sense, the words "imbecility" and "idiocy" indicating specifically the extreme degrees of mental weakness. As we are led to conceive of it, then, the institution for feeble-minded should perform for the public certain definite functions, the most important of which are :

1. To make imbeciles, so far as possible, respectable, self-supporting members of society.
2. To improve and render efficient as helpers those who can not be made self-supporting.
3. To place and retain under proper guardianship the latter, and those who can not be improved, thereby relieving our American homes of the demoralizing influence of their presence, and limiting the reproduction of inherited idiocy.
4. To investigate the nature, distinctive characteristics, and etiology of feeble-mindedness.
5. To accomplish the purposes of these propositions under influences insuring a maximum degree of comfort and happiness and in a connection with efforts toward a moral development of the wards commensurate with the efforts for their general improvement.

In considering the first proposition, the question arises as to what per cent of persons can be expected to become self-supporting. This depends upon two things, the degree of mental and physical feebleness and the practical nature of methods em-

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ployed in training. All of our schools for the feeble-minded have succeeded in sending out a goodly number of persons who are bearing bravely their share of the burden of life; but no comparative mathematical statement of results is available, the circumstances of classification and training having been quite diverse in the different places. Scores of feeble-minded persons are to-day performing the work of regular employes in public institutions, and might under favorable circumstances earn a livelihood outside. But this is a busy, practical, money-getting age, when the satisfactory placing of children of normal faculties is no easy task, and only under favorable circumstances to be advised. This being true of normal persons, how small the field for those lacking in judgment and the higher qualifications for success!

Seguin, Wilbur, and others long ago proved to the world that idiocy was not an absence of intellectual possibilities, but an absence of intellectual development; and, having successfully applied the means for development, and transmitted the art to their followers and the world, they have for all time placed all degrees of uncomplicated mental feebleness, from that of the lowest idiot to that of the dullard who vainly attends our public schools, within the legitimate province of educational training. With this fact the members of this body are familiar. The schools in Germany and America have also demonstrated that our pupils are capable of accomplishing a large amount of work in the line of manual industries. The manufacture of boots and shoes, clothing, brooms, mats, baskets and brushes of all sorts, carpentering, farming, gardening, and stock raising have been carried on very successfully, and even profitably, where any effort has been made toward this end. The boys of the Kentucky school for the feeble-minded last year made over 2,000 pair of boots and shoes, besides other kinds of work which can not be so definitely specified. The work is done, too, by spending only half of the time in this way, the other half being spent in the schoolroom. From the reports from Kentucky, it would seem that about nineteen per cent of those who receive a course of training are discharged absolutely self-supporting, while about thirty-nine per cent in addition to this are markedly improved. It is true that in Kentucky none but the brightest minded are supposed to be in the school department, the idiots being "farmed out" under that most pernicious system which pays a premium upon this kind of misfortune. In fact,

however, a large number of the 1,100 children that are taken care of in families under state pay in Kentucky are comparatively bright cases, and capable of making records with the best in the training school; while, on the other hand, from communities where the "Idiot Law" has less influence, many children are received into the school who are found to be unimprovable, and this affects the published result. We can fairly assume then that the class of children in the Kentucky school is about the same as would be found in the regular school and training departments where strict classification is maintained, and the results in the latter about the same, though taking a different form, as already indicated.

The previous fact, however, remains, that idiots and idio-imbeciles will never, as a rule, and very seldom, as an exception, be sufficiently developed, under any system of training which can ever come into general application, to be safely trusted, either for their own good or the good of society, out from under strict and judicious surveillance.

The question of unimprovability then being once established, the only practicable thing to do is to furnish a home where, amid cheerful surroundings, in accordance with the state of our christian civilization, and in a manner consistent with an age of practical economy, the mediocre imbecile may lead a happy, harmless, and measurably useful life in assisting to care for his fellows.

The question of relieving our homes of helpless idiots needs only to be mentioned to be universally approved by philanthropy and public policy alike. To take them from the families of paupers is only to transfer the application of public aid and administer it under more favorable circumstances. To take them from the family of the wage worker or small property holder is generally to restore at least one person, and sometimes more, from bondage to freedom—a bondage it is true often mellowed by the tenderest of maternal or filial love and affection, but none the less inexorable and blighting. The homes that have been rendered desolate by the presence of idiocy are innumerable, and their sad stories would fill whole volumes.

The frequent occurrence of childbirth among unprotected idiotic women has already been forcibly referred to before this body, and needs no further attention in papers of this nature.

Some of our institutions have been able to do some work in the way of collecting data for the study of the etiology of idiocy.

While too much care cannot be exercised in drawing conclusions from such data, we believe the field a useful one, and destined to throw valuable light upon this very obscure subject. Its cultivation certainly should be considered one of the functions of the institution.

Now let us notice three principles which are the foundation of our work, and which must shape its organizations:

First, classification of imbecile and idiotic persons should be strictly and carefully maintained in such a way as to minimize the effect of all injurious influences and maximize the effect of beneficial ones. This does not necessarily indicate that only children of the same mental power should associate, for the mutual influence of those characterized by very different types of mental ailment is often the best. The sparkling activity of the bright, nervous child is a powerful stimulant to the weaker one; and it is wonderful how one feeble child can sometimes reach the soul of another, where a teacher or attendant can not.

Again, it can be stated as a matter of frequent observation that the birth of manliness and independence begins with a realization on the part of an imbecile child that there are other beings that know less than he does, especially if he has been the victim of ridicule or mistreatment on the part of brighter children.

Second, in the location of institutions, the construction and arrangement of buildings, the employment of service, and the adaptation of training and treatment, the best interests of the class for which they are intended, and the best interests of society with reference to this class, should govern every action. This principle is, of course, axiomatic, yet, we are sorry to note, not always observed.

The third principle is not so evident at first thought, but has been the outgrowth of experience, approved by philanthropy, and demanded by public policy. The idea of the principle involved may roughly be expressed by saying that our institutions for the feeble-minded should be open to *all* feeble-minded (using the term in its generic sense), including those cases complicated with epilepsy. To study the development of this idea is simply to study the history of every one of our schools, whether public or private.

In every one, it matters not how persistently the managers may have insisted upon classification and clung to the educational feature, they have been compelled to carry along a group

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of persons of variable numbers, composed of idiots and epileptics, and, in some cases, adult imbeciles. In theory, the differences between these classes are marked and distinct, and mutual association very undesirable; while, in practice, lines of separation are entirely indefinite, and the intermingling of members between the several groups of frequent occurrence. The position of the managers has been an anomalous one, and the difficulty of solution. Forced to admit incompatible elements, how to classify them and build to meet the requirements of each has been the question.

The first solution proposed was the entire isolation of the various groups; but this has never met with general favor, for reasons that are not far to seek. First, these groups do not develop with equal rapidity, and some two or more must for a time be under one administration for the sake of economy. Second, the attractive centre would naturally be the school, and only the most profound idiots and hopeless epileptics would be sent to their proper places at once; for many most hopeless idiots possess bright, attractive faces, and are all right in the minds of their friends. Nor would expert examination be satisfactory, for the assignment would be based largely upon prognosis; and in this in a large number of cases, the most proficient experts scarcely venture a committal until a course of training is completed. Third, depending upon this last fact, many will drift into the secondary groups from the school, and the influences which characterize the school are needed in them, and hence the departments should be in proximity. The colony plan seems to be the only practical solution of the problem; for it meets the indications without the objections, and is growing in favor generally.

This plan would make the school and training department the centre and essential feature of the institution. It would include those who would properly come from the other groups, and as soon as possible give them separate quarters, under a separate sub-management, the distance from the parent department depending upon the nature of the colony. For example, low-grade idiots can be cared for in some pleasant location on the institution grounds. Adult boys can operate a farm under a simple management at whatever distance the farm can most conveniently be obtained. Boys skilled in handicraft or girls in domestic work can have their respective colonies near the parent school, so that their supervision will be easy, and their work most advantageous to the general institution.

These are suggestions only, but we believe they are in harmony with the spirit of a progressive age and a christian philanthropy. We contend only for the principles, not for the details. We care not whether the enterprise is conducted by public or private capital, or whether managed by state or county; and to those who fear the growth of large and unwieldy institutions we only say that matters of that kind must be settled by the communities which are responsible for them. If this danger appears, stop the growth and build another institution, but do not warp the usefulness of any by a narrow comprehension of its functions.

INVENTORY OF THE PROPERTY BELONGING TO THE SCHOOL FOR
FEEBLE-MINDED, JULY 31, 1888.

FIXED PROPERTY.		
Land at cost.....	\$10,786 00	
Buildings and fixtures.....	113,580 00	
Total fixed property.....		\$124,366 00
MOVABLE PROPERTY.		
Food.....	270 00	
Clothing and bedding.....	1,612 00	
Laundry supplies.....	90 00	
Fuel.....		
Lighting supplies.....	4 00	
Medical supplies.....	511 00	
Postage and telephone.....		
Books and stationery.....	251 00	
Amusements and instruction.....	494 00	
Household supplies.....	2,182 00	
Furniture.....	3,757 00	
Building material.....	14 00	
Tools and machinery.....	383 00	
Farm stock and grounds.....	1,037 00	
Industrial farming supplies.....	401 00	
Total movable property.....		11,006 00
Total property.....		\$135,372 00