

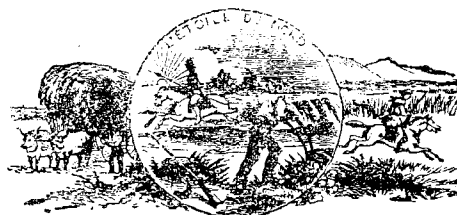
90-SUP-ACR

SIXTH 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.

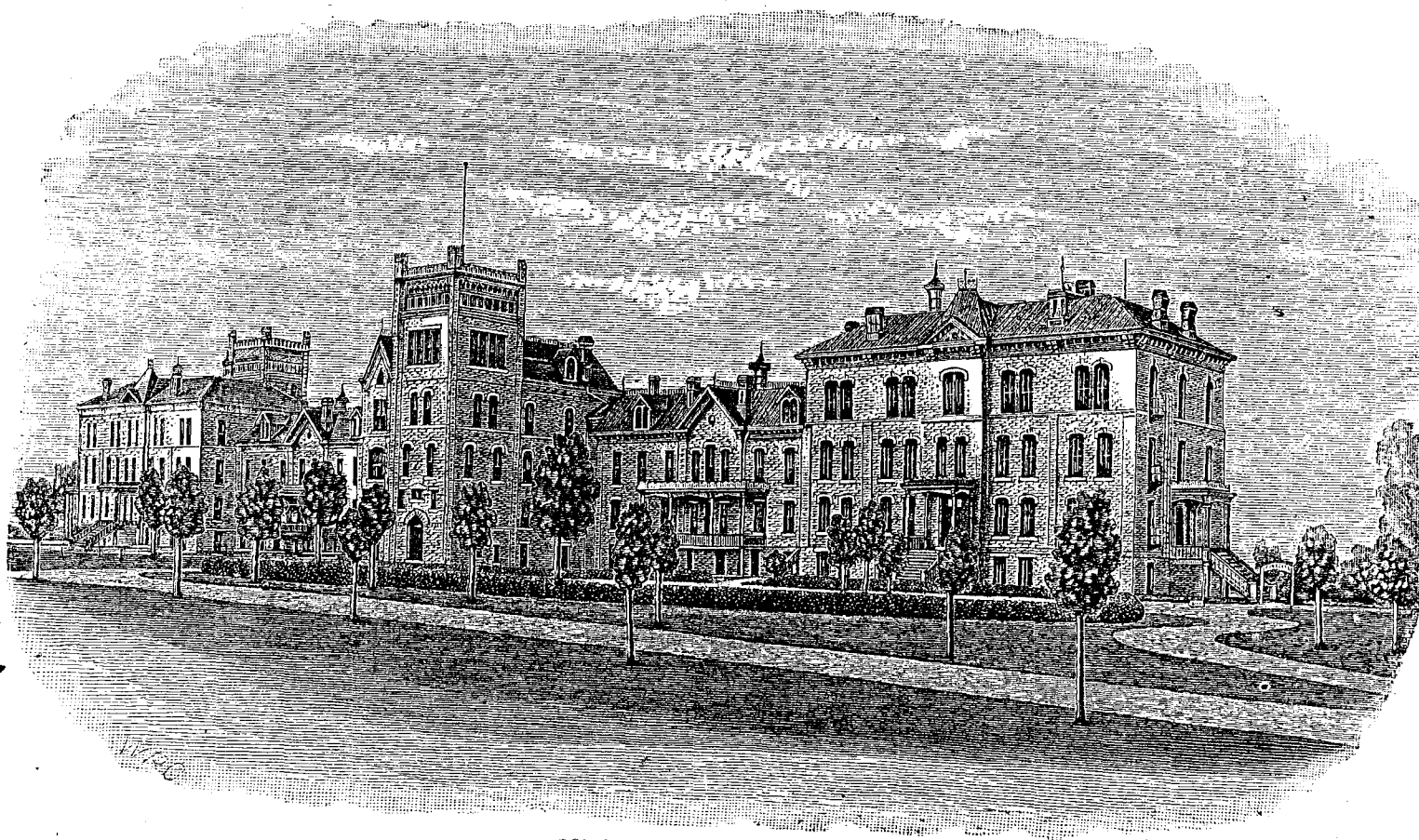
LOCATED AT FARIBAULT.

TO THE GOVERNOR OF MINNESOTA,
FOR THE TWO YEARS ENDING JULY 31, 1890.



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

MINNEAPOLIS:
HARRISON & SMITH, PRINTERS,
1890.



SCHOOL FOR FEEBLE-MINDED.

SCHOOL FOR FEEBLE-MINDED.

GENERAL.

Superintendent and Physician,

A. C. ROGERS, M. D.

Assistant Superintendent,

JOSEPH MASSEY.

Steward and Superintendent of Construction,

H. E. BARRON.

Matron,

MISS NAOMI PINCH.

Secretary and Visitors' Attendant,

MISS LOLA COFFIN.

Clerk,

A. M. HATCH.

Engineer,

E. B. DICKINSON.

Housekeeper,

MRS. BELLE JACKSON.

SCHOOL DEPARTMENT.

MISS LAURA BAKER, Principal Teacher.

MISS JOSEPHINE MARCY, Teacher.

MRS. E. REQUIER, Teacher.

MISS JENNIE PINCH, Teacher.

MISS ESTELLA ANDERSON, Teacher.

JOSEPH MASSEY, Manager Boys' Industrial Department.

MRS. E. RADCLIFFE, Instructor in Needle Work.

WM. HOLDEN, Instructor of Band.

CUSTODIAL DEPARTMENT.

Matron,

MRS. E. A. ZIMMERMAN.

Teacher,

MISS SUSAN HOOPER.

Supervisor Boys,

MR. LOUIS GRONDAHL.

FARM COLONY.

Farm Manager,

T. C. ADAMS.

Matron,

MRS. G. V. ADAMS.

ADVISORY.

DRS. ROSE AND WOOD, Faribault, Consulting Physicians.

DR. E. S. WOOD, St. Paul, Oculist and Aurist.

DED.

BIENNIAL REPORT.

POPULATION.

GENTLEMEN:—During the two years ending July 31st, 1890, the average attendance at the school for feeble minded was as follows:

1888-9.....	198
1889-90.....	268

Average at-
tendance for
two years.

The highest number in attendance at any one time was on June 13th, 1890, when there were 303—169 males and 134 females. These persons were distributed as follows:

Largest at-
tendance.

	M.	F.	T.
In school and training department.....	71	72	143
In custodia.....	84	62	146
At farm colony	14	....	....
Total.....	169	134	303

Population
classified.

The applications and admissions were as follows:

Applications
and admis-
sions.

Applications:	M.	F.	T.
Previous to Aug. 1, 1888.....	214	133	347
From Aug. 1, 1888, to Aug. 1, 1890.	95	80	175
Total.....	309	213	522
Admissions:			
Previous to Aug. 1, 1888.....	167	97	264
From Aug. 1, 1888 to Aug. 1, 1890.....	83	82	165
Total.....	250	179	429

There are several factors that conduce to effect the average attendance and make an accurate estimate of future attendance impossible in a rapidly growing institution.

Difficult to
foretell at-
tendance.

One very important factor is the uncertainty as to the extent accommodations will be furnished.

Net increase
lately.

The actual net increase during the last three year's was 53, 41 and 70 respectively.

Estimate for
two years.

Three hundred and sixty for '91 and '92, and four hundred and ten for '92 and '93 would be very conservative estimates if room is provided for those numbers.

artment.
k.

cians.

Number of
deaths.

HEALTH, SANITATION AND MORTALITY.

There have been 24 deaths during the two years,
from causes as follows:

Causes of deaths.	Cancerum Oris (malignant).....	1
	Epilepsy.....	8
	Inflammation of bowels.....	1
	Marasmus (low vitality).....	3
	Nervous exhaustion.....	1
	Phthisis.....	7
	Pneumonia (with la grippe).....	2
	Specific infection.....	1
Total.....		24

Greatest mor-
tality in
custodia.

All of these cases except five (5) were from the
Custodial department.

One helpless child was moribund when received
and charity suggested giving it hospital care for the
few hours it was to live rather than to send it home
to die enroute.

As our custodial department grows our mortality
list increases. The more hopeless and helpless the
cases for which applications are made, are, the more
urgently do their homes appeal to us and we have
never returned any child to its home because it could
not live long.

No serious
epidemics.
Roethlin and
varicella.

We have been free from any serious epidemic.

A few cases of roethlin and quite a number of
cases of varicella have required isolation and extra
care, but there has been nothing more serious.

Hospital for
contagious
diseases.

The wooden hospital building which was by your
direction fitted up for the care of contagious dis-
eases, would be of great service in the event of such
a misfortune.

Drain around
north wing
completed.

A drain has been completed around the north wing
of the main building which remedies in part the
dampness heretofore complained of, but there are
times still when some of the rooms of the basement
in this wing cannot be occupied during damp weather
when there is no steam in use for heating.

Recommend
sub-base-
ment and
closet tower.

I renew my former recommendations that (1) a
sub-basement be excavated under the north wing and
(2) that a suitable tower be erected on the west of
the south section of the north wing and the water
closets of that section be removed to said tower.

In the south wing where our custodial cases are
cared for, the ventilation and general sanitary con-

TY.
two years,

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ditions are good, though we have been required to tax the capacity of this department beyond theoretical limits. There are about 200 children cared for in this south wing and yet the successful operation of the ventilating system and its simplicity are evident to all who examine it.

THE TRAINING DEPARTMENT.

The methods employed in the school department have been quite fully discussed in previous reports.

We have been enabled to systematize our schoolwork more and improve the classification, as the increase in population has justified an increase in teaching force. The manual and industrial training feature has developed successfully.

I present below an analysis of the accomplishments of our pupils. The scheme followed is not a very satisfactory one. I have used it for the sake of uniformity with the reports solicited by the department of education at Washington. This analysis represents the status of our whole population whether under training or not.

Those under training in the school department proper averaged 100 and 142 respectively during the two years of the biennial period. Of a population of 300, 86 were not under training at the time to which this analysis applies. Of the latter number 39 had been under training but found unimprovable, while 47 never received any special training.

The figures represent the number that were either engaged in the exercises specified or whose capabilities are indicated by them:

1. KINDERGARTEN AND PRIMARY EXERCISES.		
a.	Simple manual exercises to overcome imperfections of movement, etc.....	58
b.	Exercises intended to develop the perceptive faculties.....	195
c.	Exercises to overcome imperfections of speech.....	215
d.	Regular kindergarten training and similar exercises	69
2. REGULAR SCHOOL WORK.		
a.	Reading.....	118
b.	Writing.....	96
c.	Grammar, (simple exercises).....	51
d.	Geography, (Minnesota principally).....	18
e.	Arithmetic, (fundamental operations).....	92
f.	History, (Primary of U. S.).....	29
g.	Vocal music.....	54
h.	Instrumental music, (brass band and piano).....	20
i.	Exercises in presentation, (recitations and operettas)	32

Excellent
ventilation
in south
wing.
Plan of ven-
tilation sim-
ple.

Training meth-
ods more
systematic.

Scheme of
accomplish-
ments.

Number un-
der training
Those not un-
der training

We need additional room for school purposes very much. A brass band has been organized about eighteen months and is playing very creditably.

3. INDUSTRIAL TRAINING.

A. House Work, Needle Work, Etc.

a. Sewing	69
b. Knitting.....	32
c. Baking.....	6
d. Chamber work.....	17
e. House cleaning.....	21
f. Nursing and care of children.....	2

B. Handcraft.

a. Farming and gardening by details from school.....	20
Farming and gardening regularly [farm colony].....	14
b. Carpentry	1
c. Brush making.....	58
d. Scroll sawing.....	6
e. Metal hammering.....	16

See stewards' report for financial result of industrial work.

Number of brushes made and other work.

In the Stewards' report will be found the financial statement of our industrial work [See pg. 11] for the two years just ended. We have a record of about 514 dozens of brushes of various styles, besides a large number of pieces of scroll work, hammered metal, etc., made by our boys during the two years. A considerable amount of work of this kind has been done of which no account has been made. During the summer a considerable detail work was done by the boys on the farm.

Sewing class

The girls in the sewing class have done 6,186 pieces of work, as follows:

Aprons	567
Bags.....	4
Bands	20
Bibs	53
Bread cloths.....	6
Blankets.....	6
Chemise	60
Curtains.....	10
Chair seats, canvas	39
Carpet rags	lbs. 115
Cases, pillow.....	385
Collars.....	43
Drawers	prs 141
Dresses	12
Dusters.....	2
Iron holders.....	20
Napkins	605
Napkins, children's.....	245
Night dresses.....	91
Sand bags	22
Shirts.....	62
Sheets.....	685
Skirts, dress	17
Skirts, under	20
Spreads.....	156

very
bout

Ticks	2
Towels	1,723
Tablecloths.	32
Sheets	292
Neckties.....	40
Iron holders.....	15
Waists, under	24
Waists, girls'	97
Waists, jeans	39
Mending.....	pieces 460
Emb. aprons.....	2
Emb. scarfs.....	5
Total.....	6,786

The girls have also done some fancy work by way of variety, as follows:

FANCY WORK.

Emb. tidies.....	3
Emb. aprons	65
Emb. pillow shams	3 pair.
Emb. splashers	23
Emb. scarfs.....	6
Emb. glove cases.....	3
Emb. cigar cases.....	1
Emb. cushion pin.....	1
Hem stitched handkerchiefs.....	6
Hem stitched splashers.....	2
Hem stitched scarfs.....	5
Emb. tray cloths	3
Crocheted baskets.....	5
Crocheted head wrap.....	6
Crocheted slippers.....	3 pair.
Crocheted bags	5
Crocheted match receivers.....	2
Crocheted collar boxes.....	7
Crocheted lace.....	14½ yds.
Darned napkins.....	15
Total pieces, pairs and yards.....	178

We feel some pride in what our children have done in the industries, not for any financial considerations but because it furnishes additional evidence of the ultimate capabilities of the feeble minded as suggested heretofore. It will be remembered that we are co-ordinating the school room and shop training. We know of no kind of manual training for older feeble minded pupils that, upon the whole, accomplish its objects so successfully as the shop training. As an experienced authority has stated in reference to shop work for normal children. "It is carried on under a sense of responsibility, and with a consciousness that penalties attach to failure in it, and, above all, it is real and earnest."

The newly equipped laundry building is serving

Industrial re-
sults en-
couraging.

School and
shops co-
ordinated.

Shops superi-
or for man-
ual training

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156

New laundry also for a boys' shop, and is in itself very complete used also for boys' purposes. The structure was, however, erected upon the girls' side of the building, so that eventually the girls could be instructed in ironing and other laundry work. The present location of the girls' sewing class is needed for quarters for employes and it seems very desirable that a shop for the boys be built south of the boiler and engine room, and connected to the present school rooms by means of a corridor. Such a building would also provide room for a carpenter and repair shop and a large store room for the institution for which there is an urgent need.

New building needed for the boys.

Larger store-room much needed.

THE CUSTODIAL DEPARTMENT.

Department filled. As suggested, all of the available room for the use of this department is occupied and we have for some time been refusing applications.

Applications refused.

The most urgent need of the institution to-day is for additional room for this class. The room provided for them during the last two years has served its purpose well within the limit of its capacity.

Among those who have given the most attention to this subject, in this country, there has been a growing belief that the best way to care for the "unimprovable" classes of idiots and the feeble minded that are over the school training age, is to colonize them in small numbers of 100 to 200 in a building or buildings near the training department where the inmates can have the advantage of the amusements and attractions of the center and the benefit of expert treatment and care.

Unimprovable classes cared for in detailed colonies.

The organization for their care under a general administration, can be made very simple and comparatively inexpensive. Large well ventilated day rooms and dormitories with a few small rooms for the excitable cases, and plenty of protected veranda space for use during inclement weather in connection with a building which offers the minimum amount of danger from combustion, are the most important requirements.

Character of building required.

Two stories high enough.

If the cost of constructing a two-story building is no more than that of constructing a three story building for the same number of persons and of the same

materials, everything else favors the low building, especially for these more helpless persons. They should live in the open air just as much as possible, and it is very desirable that their day rooms be located as close to the ground as possible after securing the necessary sub-basement room. The bane of public buildings generally is their height when located where ground room is no consideration. If the labor and energy which is now expended in ascending and descending stairs in our larger buildings, and in carrying helpless people up and down, day after day, could be reserved for that work which is essential rather than incidental, the state would secure better, though perhaps no more willing service at a less cost besides wrecking less of her servants' lives and healths. In my judgment, we should neither build to live too high nor bury our living and sleeping rooms below the surface of the ground.

As stated under the heading "population" we already have enough to fill a building designed for 150 and if such a structure were built at once, we could only just care for the present number in the south wing to say nothing of a number already refused and those for whom applications will be made during the next year.

Mr. Barron, our superintendent of construction, estimates that a building such as we have suggested to accommodate about 150 would cost about \$60,000.00.

THE EPILEPTICS.

During a portion of the time we have had as many as 50 epileptics under the care of the school, at once.

As stated in our last report, the care of this class adds to the expense of the institution. The epileptic problem is an especially difficult one for solution. All who have had any experience with these unfortunate people in schools for the feeble-minded, recognize the difficulty of attempting to care for them among the ordinary pupils of the school. Their influence is demoralizing in almost every way. Their mutual influence when with similarly afflicted associates is not good. Their individual peculiarities must be carefully studied and their surroundings adjusted

Public buildings too high.

Buildings should not be in the ground.

Enough now to fill new building.

Cost of proposed building.

60 epileptics under care.

Condition of epileptics can be improved.

to them. In some cases, school work seems to be of benefit, and in other cases it is positively injurious.

We can reaffirm however the former statement that the condition of the epileptic can be mitigated by proper environments and treatment. We find that the employment furnished by the farm and shops assists very much in bringing happiness and contentment to the hearts of our epileptic boys. There occupations fill a place for the boys that we cannot now altogether supply for the girls similarly affected.

THE FARM COLONY.

Fourteen boys in farm colony.

The organization of our farm colony with a family of 14 boys is already familiar to you. While the organization has not been completed long enough to demonstrate the financial phases of the subject, yet there can be no question of its success in this particular, under careful management. The larger quantities of milk and vegetables that must constantly be such prominent factors in the dietary of the school can be readily and economically furnished by the farm.

Farming by the feeble-minded profitable.

The states of Ohio, New York and Illinois have abundantly demonstrated this phase of the project. For example Dr. W. B. Fish of the Illinois school at Lincoln states that their farm people have produced and furnished the institution on rented land [for which the state pays annually \$1000 cash] enough to pay the rental, wages of help, improvements on the farm, and farm machinery and left an average balance of \$1200 annually to the credit of the farm. I believe time will amply justify your action in purchasing the Gilmore farm.

GENERAL.

After the state has furnished abundant means for the education of a feeble-minded person, and his intellectual development has been pushed as far as practicable; after his hands have been taught to be useful and his motives upright the question still presents itself what will become of him? or, what is to be done with him? So long as he has parents that are devoted to him he can leave the school and become useful and happy and be a comfort to their declining years, but the world does not have a place for the imbecile, however competent he may become in

the line in which his faculties develop, because his imbecility implies a lack of judgement, a narrow intellectual range, an inability generally to plan or manage, a lack of comprehension of the relation of cause to effect except in the particular thing in which he has been frequently instructed. For this reason we can never expect to send out a large percentage of our pupils to care for themselves. In my judgement it is not desirable generally to do so. The results of this experience have not been satisfactory in other institutions except in the case of a small number of persons. Whenever one of our pupils can go out and successfully maintain his independence by all means it should be insisted upon but for the larger number who can never do this it seems to me the institution must be their guardian for life and prepare them for and furnish them with that means of support which will keep them at once comfortable and happy and at the same time economically.

I would not modify for this reason a course of instruction. The same training that would be best suited to prepare our pupils for a life outside of the institution, would in my opinion be just the training that would best prepare them for the permanent institution life. There can be a diversity of useful employments provided, especially for boys among which farming, gardening and dairying must always be chief but supplemented by constructive industries that possess a charm for many that the farm does not, especially required in this climate of short summers. The school must not in any sense be subordinated to but rather co-ordinated with other training. Abundant recreations and variations in the routine programme are essential and in no sense should a feeble-minded child ever be employed to do routine drudgery. Other things being equal the institution when systematic and profitable employments are followed, furnishes the happiest and most contented children.

CHANGES.

Miss Clara Bossnot, who served faithfully for two years in the schools, resigned in 1888. Miss Josephine Marcy, a teacher of rare merit in this work, who has taught four years in this school resigned in July, 1890, by reason of ill health. Miss Minnie Essler, the faithful, conscientious clerk of the school since 1887, resigned in February, 1890, to assume a larger jurisdiction in a smaller institution, and will carry the good wishes of all her friends into her new home.

ACKNOWLEDGEMENTS.

We feel very grateful to the many friends that always remember our large family at Christmas time. From the cash proceeds, last year, over one hundred dollars were used to purchase lantern slides which have furnished material for several evenings of entertainment since and will continue to do so in the future.

The late Hon. Gordon E. Cole very kindly permitted the school to maintain the annual camp on his farm, Linden Park, near Cannon Lake, during last July and August.

The Minneapolis Weekly Tribune and the "Visitor" of St. Paul, have come regularly to our reading room, and as they are the only outside papers of the state which are furnished gratuitously, our older boys appreciate the kindness.

The public have manifested a very kindly interest in the school and its work during the period, which has helped to insure successful results.

With trifling exceptions the officers and employes of the school have been universally loyal and devoted to their duties.

I wish to express to you, gentlemen, my sincere appreciation of your support and counsel which have been constantly manifested.

Respectfully submitted,

A. C. ROGERS,
Superintendent and Physician.

A FEW CASES. ILLUSTRATIVE OF SCHOOL WORK.

I.

No. 291 (Age 9.)—When she entered school did not appear to understand anything said to her. Did not obey, but persisted in running around the room; cried and laughed without cause; did not grasp any object or let go readily. There was no evidence of any knowledge of form or color; could not keep in line when trying to march with the other children, but would wander off at random; could not speak. Has been under training eight months. She has learned two colors, red and green; will sit quietly at her desk and amuse herself with some play thing; will follow a line of march; can say the words "Oh," "Papa." "Dear" and "Baby"; obeys and will execute a simple command; strings beads and does other kindergarten work. Is affectionate and fond of approval.

No. 151 (Age 17.) When he came to the institution he spoke and understood nothing but French; had never been in school; was nervous, disobedient and violent in his temper. Has been under training four years. He has learned to speak English very well; reads in the second reader, and can frame sentences and do other simple language work; knows the use of the period and interrogation point; writes letters; combines numbers readily and can work simple examples in addition and subtraction; counts money and makes change; marches drills with clubs and dumb bells; sings well; plays baritone horn in the band; does good work on the farm and in the shop; is usually obedient and very gentlemanly and seldom loses his temper.

No. 455 (Age 16.)—When he entered the school he could read from the Second Reader; write poorly; count, write and add numbers; knew form and color; was quiet and obedient but indolent and without ambition. Has been under training one year. He now reads in the Third Reader, can read understandingly such magazines as "Wide Awake" and "St. Nicholas," enjoys "Anderson's Fairy Tales," "Robinson Crusoe," etc; in arithmetic does examples combining addition, subtraction and multiplication; writes quite rapidly and in a fair hand; knows the use of the period, comma and interrogation point; understands the use of capital letters; can write a letter without aid; has a fair knowledge of geography; marches and drills with dumb bells; sings; plays the bass drum in the band; does well in the shop and farm; is anxious to learn.

No. 239 (Age 8.)—When he entered the school he spoke but little and very imperfectly; when forming sentences he would use only the principal words; could form some letters; knew plain forms and some of the colors; knew nothing of numbers; was retiring and would not enter into play with the other children around him. He has been under training four years. His speech is much improved. He reads from the First Reader and writes well; can combine numbers readily and does simple examples in addition, subtraction and multiplication. Counts money and makes change. In language work writes from dictation, forms simple sentences, etc.; writes letters, knows the use of the period and interrogation point and understands the use of capital letters; tells time; can march and drill with dumb bells and clubs; plays a cornet in the band; in the shop he saws scroll work rapidly and beautifully and is quite expert at some parts of brush making. Is active and industrious.

No. 274 (Age 16.)—When she came to the institute only

spoke German; had never been in school; has been under training three years; has learned to speak English; reads in the third reader and writes well; can do simple examples in addition, subtraction and multiplication; in language work can reproduce short stories; does sentence building, etc.; has some knowledge of U. S. history; marches, drills with dumb bells and clubs; she sings well; makes her own dresses with some help in cutting; does chamber and dining room work well.

No. 241 (Age 6.)—When she entered school she spoke only a few words; did not know form or color; would not amuse herself with anything; was so inattentive that she had to be spoken to repeatedly before her attention could be gained, and for some time we thought her hearing must be defective; she has been under training four and one half years; she has learned to speak very well; reads in the first reader; spells, counts and writes numbers to one hundred; adds simple numbers; writes letters; knows forms and colors; marches, sings and drills with dumb bells and clubs; does plain sewing; makes her own bed; has learned to dress herself.

No. 166 (Age 8.)—He came to the institution from the hospital for insane; he spoke but little, and that imperfectly; knew how to speak and use correctly only the names of the most common objects, and could not tell their uses; had no comprehension of action words; a horse running and a horse standing still were to him the same things, so far as expression was concerned; he was just as liable to say "sitting" or any other word to express what it was doing; he had no words to express feeling; when attached to a person would use any word to express the emotion; the words "heat," "blue," or any other ones might be used to express affection; it was the same with any action he saw or performed, or any feeling he experienced; he had a violent temper; would close his eyes and become almost rigid when told to do anything he did not wish to do; he had never been in school; has been under training five years; he now speaks very well; reads from the second reader; spells, writes a letter very well; writes and adds numbers in hundreds readily; does simple work in subtraction; counts money and makes change for anything less than fifty cents; will reproduce a simple story; can take an object and write several sentences about it; marches and sings; plays a cornet in the band; drills with dumb bells and clubs; is usually very good natured; is proud of everything he does, and speaks of

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his improvement frequently and with much satisfaction; does very good work in the shop, especially in drawing brush fibre.

No. 304 (age 9).—When he came to the institution he spoke but imperfectly. Could count some and knew form and color. Had never been in school. Was of a mild disposition. Has been under training three years. He has improved in his speech. Reads in the second reader. Reads understandingly the stories in his Sunday school papers and simple story books. Does simple examples in addition, subtraction, multiplication and division. Writes letters without help. Can tell or write a story very well. Understands the use of capital letters. Can use the period and interrogation point. Counts money and makes change. Tells time. Marches. Drills with dumb bells and clubs. Sings. Plays a tenor horn in the band. Works well in the shop.

No. 84 (age 27).—When she came to the institution could read some. Could not write. Had very little knowledge of numbers. Could not run the scale. Has been three years under training. She now reads from the third reader. Reads understandingly the simple magazines and papers. Writes and reads numbers in thousands. Adds numbers readily. Does simple work in subtraction, multiplication and division. Writes letters. Can reproduce stories. Knows the use of the comma, period and interrogation point. Understands use of capital letters. Sings alto well. Has some knowledge of geography. Works in the bakery. Makes all her own clothes with some help in cutting.

No. 413 (age 11).—Could read very poorly and very little. Knew nothing of numbers. Knew form and color. Could make some of the letters and write her name. Could not spell. Was very inattentive. Had been three years in the Minneapolis public schools. Has been under training one and one half years. She has learned to read well in the first reader. Spells such words as are in the most common use. Writes. Can count and write numbers to one hundred, adds small numbers, knows use of comma, period and interrogation point. She understands use of capital letters. Does plain sewing. Makes her own bed, marches, sings very well indeed, drills with dumb bells and clubs, and will continue to improve in all directions.

INVENTORY, SCHOOL FOR FEEBLE-MINDED (EXCEPT LANDS AND BUILDINGS).

	AUG. 1ST, 1889.		AUG. 1ST, 1890.	
	Sub-class- ification.	Totals.	Sub-class- ification.	Totals.
1. ATTENDANCE.....				
a. Regular.....				
b. Transient.....				
2. FOOD.....		\$444.51		\$500.00
a. Breadstuffs.....	\$117.77			
b. Butter and milk.....				
c. Eggs.....	5.16			
d. Fruit.....	83.02			
e. Fish.....	10.10			
f. Meats.....				
g. Poultry.....				
h. Sundry supplies.....	203.87			
i. Vegetables.....	24.59			
k. Freight.....				
3. CLOTHING & BEDDING.....		3,876.96		5,300.00
a. Wearing apparel.....				
b. Materials and findings.....				
c. Bedding.....				
d. Freight, etc.....				
4. LAUNDRY SUPPLIES.....		96.02		87.00
5. FUEL.....		143.92		50.00
6. LIGHT.....		26.62		25.00
7. MEDICAL SUPPLIES.....		588.26		650.00
8. FREIGHT, ETC.....				
9. POSTAGE, ETC.....		14.61		20.00
10. BOOKS, ETC.....		504.26		510.00
11. AMUSEMENTS, ETC.....		743.26		710.00
12. HOUSEHOLD SUPPLIES.....		3,492.06		3,520.00
13. FURNITURE, ETC.....		5,216.58		5,400.00
14. BUILDING, REPAIRS, etc.....		425.86		500.00
a. Brick, etc.....				
b. Hardware.....	80.79			
c. Lumber.....				
d. Miscellaneous.....				
e. Painting and glazing.....	69.80			
f. Plumbing, etc.....	275.27			
g. Work by contract.....				
h. Freight, etc.....				
i. Labor on repairs.....				
15. TOOLS AND MACHINERY.....		1,166.24		1,230.00
16. FARM, GARDEN, ETC.....		1,242.80		2,740.00
a. Implements and vehicles.....	406.80			
b. Feed.....				
c. Harness, shoeing, etc.....	106.00			
d. Live stock.....	730.00			
e. Roads and fencing.....				
f. Seeds, etc.....				
g. Freight etc.....				
17. INSURANCE.....				
18. BURIAL EXPENSES.....				
19. EXPENSES NOT CLASS'D.....				
20. INDUSTRIAL TRAINING.....		684.73		632.89

PT LANDS

INVENTORY, SCHOOL FOR FEEBLE-MINDED (EXCEPT LANDS
AND BUILDINGS.)

1st, 1890.

Totals.

\$500.00

5,300.00

87.00

50.00

25.00

650.00

20.00

510.00

710.00

3,520.00

5,400.00

500.00

1,230.00

2,740.00

632.89

	AUG. 1ST. 1889.		AUG. 1ST, 1890.	
	Sub-class- ification.	Totals.	Sub-class- ification.	Totals.
a. Tools and material.....	30.91	.....	.....	.....
b. Manufactured articles.	21.85	.....	.....	.....
c. Mat making.....	18.13	.....	14.15	.....
d. Brush making.....	473.22	.....	380.40	.....
e. Scroll sawing.....	140.62	.....	62.36	.....
f. Sewing class.....	.....	.....	81.11	.....
g. Library.....	.....	67.75	.....	.....
h. Brass.....	.....	.....	59.92	.....
i. Tin shop, C. J. & T.....	.....	.....	34.95	.....
Totals.....	.....	\$18,734.49	.....	\$21,874.89

CIRCULAR.

DESCRIPTION.—LOCATION.

The school is situated upon the east bluff of Straight river, overlooking the city of Faribault, which lies to the west of the river. It is about two miles from the railroad depots, and forms the southern terminus of a line of six public institutions, which are arranged in the following order from the north, viz: Shattuck Military School (Episcopal), School for the Deaf (State), St. Mary's Ladies' Hall (Episcopal), Seabury Hall (Episcopal), School for the Blind (State), and School for Feeble-Minded (State).

OBJECT.

The school has for its objects the training of such feeble-minded children as are capable of improvement, and the care and comfort of such as cannot be improved. The former is accomplished by regular school and industrial work adapted to this class; the ultimate aim being to make each child self-supporting, or as nearly so as possible. To accomplish this, all of the training is of the most practical nature.

METHODS OF TRAINING SCHOOL.

The children are under the guidance of refined teachers, who, while they endeavor to impart the simple elements of an English education, are constantly on the alert to correct improper habits, develop the sense of right and wrong, teach

acts of courtesy, and to keep all hands busy at something useful. About six hours a day are devoted to school room methods and industrial occupations, which vary according to the capacity of the child, from stringing buttons and beads, or matching colors and form blocks, to recitations in reading, penmanship, numbers, geography, orthography, composition and other elementary work of the common schools. Music, dancing and calisthenics occupy a large portion of the time, and are of primary importance in arousing and maintaining the interest of the sluggish minds and strengthening their feeble wills.

MANUAL AND INDUSTRIAL OCCUPATIONS.

Properly adapted occupations and games of the Kindergarten are employed for the little children, while manual and industrial training is co-ordinated with the school work for the older ones. Experience has shown with this class, as with normal children, that definite physical effort to accomplish a useful object, if only to do an errand or button a shoe, tends to mental and moral development, effective in proportion as it involves complexity of movement and thought within the limit of ability to perform the same properly. The programme is so arranged as to keep all busy during the school hours, the time being divided between literary and industrial occupations. By this means, it is believed, maximum mental development can be realized and each child, at the same time, be rendered capable of the greatest degree of self-support.

Brush making, mat weaving, scroll sawing, repousse work, farming, gardening, and care of stock are some of the industries adapted to the boys and are followed by them at the school.

The girls are employed at plain and fancy needle-work, crocheting, baking, cooking, and general house work.

OUTSIDE OF SCHOOL HOURS

The pupils are under the care constantly of attendants. Abundant recreation is provided for all out of doors when the weather will permit. It is the earnest endeavor of the management to surround each child with good home influences in school and out. No employe can retain a position in the school whose influence, with the children is ~~known~~ to be detrimental to them.

Books and periodicals, of a suitable kind, are furnished for the use of the pupils.

SUNDAY OBSERVANCE.

On Sunday mornings, regular Sunday School exercises are held by the superintendent and teachers, and on Sunday evenings, the superintendent, or one of the teachers, instructs by "plain talks" in morality and good conduct. An effort is made to develop strength of character, and to cultivate purity of heart and purpose.

Any pupils, whose physical health or mental peculiarities do not render it inadvisable, may attend church services in the city with teachers or attendants, as approved by the superintendent.

The school is non-sectarian and the wishes of parents will always be observed in the selection of churches for attendance.

MEDICAL CARE.

The school is under the care of a medical superintendent and the needs of such as require ordinary medical aid are supplied. An oculist and aurist is also employed who gives necessary attention to the needs in this direction.

VACATION.

During the months of July and August there is a nominal vacation of the schools, and when it is deemed advisable by the superintendent, children may be returned to their homes for vacation.

DURATION OF ATTENDANCE.

Admissions are not made for any specified time. Applicants may be received at any time during the year, but the best interests of the pupils are consulted in reference to their discharge.

AGE OF APPLICANTS.

There is no age qualification required for admission, though the earlier a feeble-minded child can be received, after leaving the mother's arms, the better the chances for improvement in most cases.

CUSTODIAL OR ASYLUM CASES.

Such children as are not capable of improvement, or but slightly so, are cared for separately from those in school, and every effort is exerted to make their lives as comfortable and happy as possible. A school is maintained in this department so that no case will be neglected, however hopeless it may appear at first.

EPILEPTICS.

Epileptic persons whose minds are weak, or in whom this condition is threatened, are assigned a place in the institution and given medical treatment and mental and physical training adapted to their requirements.

CLASSIFICATION.

Pupils are classified by the superintendent and assigned to their appropriate departments of the institution

DISCIPLINE.

Sympathy and kindness on the part of officers, teachers, and attendants render government simple and easy generally. Cases seeming to require punishment are acted upon by the superintendent or an officer and corporal punishment is not delegated to any one. If in an extreme case it is required, the superintendent alone assumes the responsibility of such action.

TERM OF ADMISSION.

All feeble-minded persons, residents of the state of Minnesota, who, in the opinion of the superintendent, are of suitable age and capacity to receive instruction in this school, and whose defects prevent them from receiving proper training in the public schools of the state, and all idiotic and epileptic persons, residents of the state, may be admitted to their respective departments, and receive the benefits of the school free of charge subject to such rules and regulations as may be made by the board of directors.

Applications should be made to the superintendent for blank forms, from which, when filled out and returned, a decision can be made as to admission.

EXPENSES.

A deposit, not exceeding forty dollars (\$40) per annum, as fixed by the board of directors, is required in advance for clothing and traveling expenses of each child. Relatives of children 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.

For further information address:

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

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