

the average: coarse in fiber, unable to do movements which involve careful co-ordination, strength or endurance, even keeping in step being too difficult an operation for them. They are mentally totally unable to carry on any processes involving logical ability, for many the simplest processes in arithmetic, addition and subtraction, being quite beyond their ken. Their status morally may be inferred from their presence in the institution. These individuals were found not to be able to profit by the instruction in the class room, while moral instruction seemed to be perfectly fruitless. With great patience classes of the worst of these have been given suitable gymnastics, baths, special dietary, etc., with the result of starting a growth of intellectual and moral power which has raised their marks in the class room and materially shortened their average stay in the institution, as they were released on good behavior.

In closing I wish to call attention briefly, first, to the fact of the total inadequacy of such exercises as walking, rowing and the like for the treatment of these cases. They do not demand sufficient attention and co-ordination, and, however perseveringly they may be pursued, will not produce them. No form of exercise in which the will of the individual is not actively called into play can be of the greatest value in such cases.

Second, to the fact that in physical education, as in all branches of education, the work must be progressive in character, definite in its aims, simple in its steps.

Third, that education, as such, is not primarily connected with health, although health involves it, used in its usual sense. The case we have just seen is healthy, but is not normal.

If I were asked to give a single rule which should cover the prescription of exercise in such cases, I should say that those exercises which demand any quality or ability, will, if pursued perseveringly, produce those qualities, with the single caution that the work commence well within the ability of the individual and be made more difficult only as the individual improves.

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INDUSTRIAL EDUCATION FOR THE FEEBLE-MINDED.

The advantages of industrial training as an educational process are being more generally recognized. Even in the public schools and in institutions of higher learning, children are found who cannot profit by their methods, and whose only means of education is in the world of fact and experience. They demand concrete methods. This is particularly true of our children. The brightest soon reach their limit in the subjects of the schools. This knowledge soon decays, for it is not within the limit of their daily experience.

All children are, to a greater or less degree, creatures of habit. This, also, is especially true of our children. They dislike new conditions and new surroundings, for they feel in-

capable of meeting them. They find greater happiness in a routine to which they are accustomed and consequently can foresee. This, the psychologists tell us, is due, in great part, to lessened association which arises from fewness of associative paths in the brain; an infantile condition which with our children endures throughout life.

Such being the case, they are particularly adapted to routine employments. The educational world is more and more coming to the view that you must fit the education to the boy, and not the boy to the education. The rat teacher says he teaches the rats something that they can learn, not something out of their reach, and the skillful boy teacher can do no more. The first few years of a normal child's life are spent in getting a very important part of his education,—not from the schools,—the knowledge of his body and of things. In the case of the feeble minded child this education is in part wanting, and a successful education cannot begin elsewhere. Since our children are lacking in judgment and are unable to properly estimate a situation, the more routine employments relieve them of the effort and embarrassment of judging, and consequently are more acceptable to them.

Attention is continually exercised in the different operations of a trade. Again, the instinctive reactions of children, which are most easily called out by things, aid us here. The calling up of operations to be done and the picturing of those to follow exercise the memory and imagination. And the limited number of new situations which arise exercise their reasoning powers while not overtaxing them.

Thus, while protected from the distracting conditions of larger things of which they are not capable, they are educated to the limit of their powers: they are given an helping hand to that most necessary of all conditions, self-support.

Dr. C.B. Simcoe, formerly Second Physician to St. Joseph State Hospital for Insane, Missouri, has been appointed to the Missouri Colony for Feeble-Minded and Epileptics, at Marshall.

BOOK NOTICES.

"Mentally Deficient Children, Their Treatment and Training," by G. E. Shuttleworth, B. A., M. D., London: K. K. Lewis; Philadelphia. P. Blakiston's Son & Co.

The second edition of this admirable handbook is issued. Every physician, and every teacher of the feeble-minded should possess a copy of this little work'. The author has told the whole story in a concise manner, and yet nothing is lacking to make the subject clear. The method employed of denoting important words and phrases by bold-faced type adds to the value of the work.

Considerable attention has been given also to the work of the special classes in England, and a compilation of the special laws governing the examination and training of defectives will be found a valuable feature.

Dr. Ireland is getting out a new edition of "Mental Affections of Children." Churchill is the publisher. P. Blakiston's Son & Co. will handle the work in this country.