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## EDITORIAL.

### HONORS TO DR. W. W. IRELAND.

Our readers will be interested in the following account of a meeting of ; medical men from all parts of the country, at the Library of the Royal College of Physicians, Edinburgh, to do honor to the author of "Mental Affections of Children," "The Blot Upon the Brain," "Through the Ivory Gate," etc. The occasion was the fiftieth anniversary of his medical graduation. Dr. Playfair, President of the College, presided and the presentation was made by Dr. Clouston who said:

On the occasion of the fiftieth anniversary of your medical graduation, and in token of our admiration of your half-century of strenuous work, we desire to utter to you our hearty congratulations, and to ask your acceptance of the accompanying gift.

"You entered your profession at an epoch when modern Medicine was laying its foundations on a scientific basis. Your teachers in the University of Edinburgh were men of the highest and, catching their spirit, you have yourself worked hard for the advancement of Medicine and the abatement of human suffering in many important ways. Severely wounded at the outset

of your career in gallantly doing your duty during the Indian Mutiny, and suffering from the effects of that wound ever since, you have not taken life easily or spared yourself the fatigue of special brain effort. In Literature, in Science, and in History you have made your mark on your time. You have opened up a new path in Biography by your application of Medico-Psychology and studies in heredity in the elucidation of the lives of men who have made History. Showing how well you hit the mark, one of those studies of an Emperor of Russia was excluded from circulation in that country. These studies were not only scientific, but were also vivid and interesting to all intelligent readers. "The Blot upon the Brain" and "Through the Ivory Gate" will, we feel assured, hand down your name to coming generations.

In that department of Medicine which you have made especially your own you have built up world-wide reputation. The "Mental Affections of Children" is our standard work on developmental defects of the mind. Combined with your practical work in this department at Laibert, that book makes the profession of Medicine and humanity your debtor. Your original papers on mental and nervous disease and on many other departments of Medicine, scattered in many journals, are all of much interest and value. Your numerous translations and abstracts of important papers in foreign journals have been of great use to your readers, and showed that you were willing to undertake even the drudgery of Science on their behalf. Many foreign Scientific Societies have shown their appreciation of your work by conferring on you their honorary membership.

Your life has been one of steady effort. Your stores of knowledge, through your extensive reading, have always been willingly placed at the disposal of your professional brethren. To few of their profession could they go with such a certainty of help for valuable references.

Above all those merits, your personal character combining modesty and genial humor, earnestness and truthfulness, have won our respect and affection. We desire most cordially to express to you our wishes for a long and happy life of still further usefulness. We believe that you will always enjoy the happiness of the man who "keeps himself simple, good, sincere, grave, unaffected, a friend to justice, considerate and strenuous in duty."

The Journal extends hearty congratulations to Dr. Ireland whose American friends, both those who have had the pleasure of a personal acquaintance and those who have not had this pleasure, hold him in very high esteem.

### THE TRAINING SCHOOL.

That which gives character to the American institutions for feeble-minded—and what is true of American institutions is equally true of those in foreign lands—is the training feature of which the organized school department is the highest exponent. Not infrequently the question is raised as to the advisability of expending money and energy in the training of children who never can be capable of maintaining independent citizenship. This question is not, however, raised as often as it formerly was, and the liberal financial support given to our State training schools and the hearty expressions of satisfaction on the part of the great majority of intelligent observers concerning the methods and policies pursued in these training schools, are ample evidences of the fact that they have a just and proper reason for existence.

It is useless to discuss the reasons for and against the plan of taking care of defective children and making their lives happy and wholesome as possible as compared with the idea of their extermination. Their existence is a sad fact. The promotion of their welfare and happiness on a plan consist-

eat with the best interests of society not only appeals to the enlightened conscience of this age, but any other scheme would not be tolerated. After all is said and done the golden rule is a very safe guide for directing the affairs of life. The intelligent normal minded parent into whose family a defective child is born, finds his affection as warm and his attachment as strong for the unfortunate child as they are for his normal brothers and sisters, and he will not willingly accept any plan for the life of that child that does not secure his best welfare and greatest happiness. He yearns to realize a restoration to normal on the part of his child, and eagerly embraces every opportunity that promises improvement in his condition. What is true of the parent of the unfortunate child is equally true sympathetically on the part of his normally constituted neighbor. In this feeling lies the foundation of the support which the public gives to the training schools for defectives.

The fact that a truly feeble-minded child never can be made normal by any kind of training or medical treatment, as some erroneously have been led to believe, does not alter the general proposition, but it does involve a careful consideration of the methods of training and the direct purposes of such training. Whatever the child's limitations may be, so far as he is susceptible of being trained, character and capacity to think and do are the objects to be attained whether he is to be retained permanently in a colony of his kind or go out into the world and assume the responsibilities of life. Owing to the personal equation of the parent, the preparation for colony life can be made best under the direction of the unbiased teacher.

The feeble-minded child's training should certainly be as practical as possible and it is almost axiomatic that his best mental development is attained by the constant mutual training of the hand with the special senses. One thing, however, that is so often overlooked is that training must be adapted to the age and characteristics of childhood. Just as the school for normal children is the preparation for the later practical life whether it be that of a profession or trade or other occupation, so the feeble-minded child during his period of growth requires a preparation for the final practical occupation before he is ready for the latter. If the boy is to become a helper around the farm and garden, his kindergarten training with all the diverse occupations and games are fundamental preparations. The hand and eye well trained by kindergarten exercises are better prepared to pull weeds and pick peas. Exercises in sloyd training do not make a finished carpenter or cabinet maker, but taken in connection with the other properly arranged training in the school rooms, they lay a foundation for a good workman later whether it be in shop or in field. The best teamsters, plowboys and workers generally among the feeble-minded that I have ever seen have been those most thoroughly trained in the schools. As stated, the teacher must not lose sight of the practical side of the training, but above all things she must not waste her time in the mere verbal transfer of dry facts to the ears of the child. The "doing" method must always be employed instead of the "telling about it".

In procuring material for training purposes it is important to select that by the use of which results are produced; not necessarily the most expensive, very often the most inexpensive in the hands of an intelligent teacher is the most satisfactory. But the fact that some expensive material may be destroyed by the pupil while he is being trained is not the most important consideration. It is results that are desired and all material must be employed for this definite purpose.

Two other facts are often overlooked in considering the question of training the feeble-minded, namely: That all human beings who do not co-operate in the life immediately around them degenerate, and the work and influence of every employe in an institution for the feeble-minded should stimulate the inmates and pupils under their immediate care to a proper degree of physical and mental activity, according to the capacity of such pupil or inmate.

It is folly to attempt accomplishments beyond the capacity of the pupil; but it is exceedingly gratifying to see our so-called custodial children develop, by training, into lives of usefulness which are also productive of their greatest happiness.

— A. C. R.

We are informed that Dr. Arnold has a new book in preparation, "The Life of Sir Henry Vane". It is to be issued in October by Eveleigh Nash, London.

The JOURNAL has received a re-print in leaflet form entitled "Home Relief to the Mothers of Mentally Affected Children of School Age", by John Thompson, M. D., Physician to the Royal Hospital for Sick Children at Edinburgh. This free leaflet presents some excellent advice to mothers.