

or the child who can not learn, are equally the victims of incapacity, and it is from this class that the morally unsound develop. Heretofore these children have been considered entirely from the point of view of the manifestation of their unfitness in their conduct. That is, we have dealt with results only; ignoring the fact that the conduct is the reflex of all of the activities of the organism, and that the physical endowment of the individual is the basis for his mental capacity. The child who lacks capacity can not do things without undue effort and fatigue, and this undefined discomfort makes him resentful. His lack of capacity for restraint makes his resentment manifest in his conduct, and shows itself in restlessness, irritability, insubordination, or in dullness and confusion. Because he can not understand why he is different from others, and the teacher does not understand, he attributes his failure to want of consideration— and out of this feeling grows the mental attitude that produces the un-uly child, who gives way to temper, resents control, and who can not apply himself. Again the danger is just as great for the precocious child. Here the mental potentiality is used up taster than the physical capacity to maintain it is developed. These children break down at puberty or during adolescence; lapse into mediocrity; become chronic invalids; commit suicide; make some moral lapse, or furnish their quota of degenerates, whose mental breakdown is said to be due to overstudy. Unless the individual can take advantage of the opportunities that are offered to the average, he gets no real training; so that the machinery for our public education becomes a menace to the future of the child, and to the stability of society as well. However, properly directed and applied training in the public schools, that shall be adapted to the needs of the individual, may be equally well the means of strengthening and developing a limited mental capacity. In the development of the public schools, if they are to successfully meet the conditions growing out of modern civilization, the laboratory method must be adopted; that is, the systematic study of the individual from the standpoint of development, so as to appreciate his capacity to adapt himself to the conditions in his environment. The necessary training must have for its basis the cultivation of the physical well being of the child, so that he may be able to do without undue fatigue whatever is necessary for his welfare, and he must be taught how to co-ordinate the activities involved, so as to get the best from his efforts. This co-ordination and direction of effort may be described as the capacity for restraint, or, if you choose, character."

Chas. Halvorson, Chairman State Board of Control: I shall call upon any one now who is willing to give his services to the discussion of Dr. Dow's paper.

J. N. Tate, School for the Deaf: Mr. Chairman: It seems as if I am, in a way, drafted this time. Most of the propositions in Dr. Dow's paper are matters that appeal to, and are matters of experience with us.

In this connection I would state that there is no question as to what disposition should be made of the adult deaf who have finished their course :i our school. They are practically always good people able to support themselves. Owing to the handicaps of blindness, quite a large per cent of the graduates of the School for the Blind are, of course, not able to support themselves.

"Borderline" is a question that has caused as many gray hairs to grow on my head and face as any other one. For some reason—I don't know what it is—a great many people who have dumb children seek their admission into our school, and in almost every case the dumbness is the result of mental defect, and not of deafness. By the way, I should mention the fact that a *very* small per cent of the deaf are defective mentally. They are fairly normal. They may seem not to be quite so bright at the corresponding age as seeing and speaking children, but that is due largely to the fact that one of their avenues for gaining information has been closed.

The old idea of schools for the deaf was that they were schools for the deaf and dumb. That name was generally used in the early history of schools of that kind. Schools for the deaf are fast growing to be no longer schools for the deaf and dumb at all, but simply schools for the deaf, because methods of instructing the deaf have so-changed that a very large per cent—perhaps 70%—of pupils of schools for the deaf in this country are taught speech or by speech, so that there is great revolution in that respect and the word "dumb" has been eliminated practically from the name of all our institutions.

Going back to the question at issue—borderline limitation. It is sometimes difficult for us to determine whether a child is really deaf and dumb, or whether he is dumb because he is mentally defective. In my experience of many years I have never yet found a child whose organs of speech were intact who was dumb unless he was mentally defective. Many children are brought to us by doting parents who claim that they have been sent to us by the physicians of their neighborhood, their family physicians. They say, "Our family physician says that this child ought to be admitted to the School for the Deaf and Dumb." Of course ours is a somewhat more hopeful institution than the School for the Feeble-Minded, but, as I say, I have never yet found a child who had not a cleft palate or some defect in the organs of speech who was dumb unless that child was mentally defective, so that the trouble with most of us in managing our 'institutions is not that we are unable to draw the line in these matters, but that we are unable to impress upon the individuals personally interested in these cases that our-conclusions are right. It is difficult to convince a man, or a woman either, of something he does not want to believe. They come to us with children dumb because mentally defective, and not deaf at all. They say they have been sent to us by the best authority in the state, and they practically demand admission for the child. You might as well try to talk effectively to the wall as to try to talk to such people, but, after a period of honest talk I take them out and show them our children, and call attention to what they can do. "I want you to compare your child with these children I know to be deaf, and I want you to see if you discover any difference between your child and these." That argument always reaches such people. They will admit that their child seems to be different from my children. In that way I generally get people to carry their children over to the School for the Feeble-Minded to have them examined by the very courteous authorities of that institution, and get them in line for admission 'here. But it has been advocated by some persons that our school is better adapted to the development of dumb children than the School for the Feeble-Minded, because the dumb can be reached through the medium often

used in educating the deaf, that is, the sign language. I think there is something in that argument. I think it is entirely probable that the sign language would reach quite a per cent of dumb children and mentally defective children that could not be reached otherwise, but at the same time I think it not best for the feeble-minded child and the deaf child to be associated in the same institution or under the same management.

Dr. A. C. Rogers. School for Feeble-Minded: I am glad that Mr. Tate's genial countenance and the disappearance of some of those gray hairs from his face indicate that those troubles do not bear upon him as they used to.

It is a fact that many children go to the School for the Blind and the School for the Deaf who really are feeble-minded, and there have been some transfers lately that were extremely interesting. The thought should be kept in mind that a part of this confusion comes because of the fact that these institutions at Faribault have been known as departments of The Institute for Defectives. Even some of the State authorities in the Capitol still have the erroneous idea that they are one institution.

One thought concerning classification. I think we are sometimes mistaken in the idea that all of the same temperament and same ability ought to be thrown together. This sort of association may tend to increase congeniality, but it is not educative or stimulative towards reformation. With those who think or act illy close mutual association tends to intensify these things that we want to get rid of, but it seems to be the only way available when numbers are involved. The best teachers of children in the world are children when directed by a more or less unconscious leadership of intelligent and ethical qualities. In our experience many feeble-minded children who have been neglected in the community, discouraged by teachers in public schools, and scolded by their relatives because of their stupidity, develop their first ambition when they are associated with children not nearly so bright, by which they realize their superiority as compared with their associates. I think we shall have to revise somewhat the idea that the same kind of defective and delinquent people should always be thrown together, when it can be avoided; that is those who have the same kind or degree of defect.

C. E. Vasaly, State Board of Control: Have you many feeble-minded who are deaf and blind?

Dr. Rogers: I could not say offhand, but possibly half a dozen.

I should like to say here that I do not quite agree with Mr. Tate on his one proposition that the use of signs would be any advantage to a dumb child who is feeble-minded, because if the child really hears, there would be the best; that is, through the senses of sight and hearing. It would be the best; that is, through the senses of sight and hearing. It would be the best; that is, through the senses of sight and hearing. It would hardly seem to me to be rational to reach that child by an artificial system when he cannot be reached by the natural system. I can see readily how there ought to be some little adaptation of our methods to his methods for training the minds of the children who are somewhat defective. I think that is one of the problems deserving attention.

Mr. Tate: In this case just a word. I spoke of the sign language as a means of appealing to persons defective mentally. There is a something in motion that awakens interest. I have seen crowds of people pass the

most expensive exhibits which were perfectly still after giving them but a glance, and have seen them stand fascinated around a seventy-five cent table with a little machine wound up on it, a monkey dancing, or something of that sort. That illustrates the fascination of motion. What I think is that, if one skilled in the use of the sign language should appeal to these mentally defective children who are dumb because mentally defective, he would awaken an interest in them that could not be excited in any other way; and this is the explanation of the theory I hold in the matter.

Dr Rogers: I question its educational value. It reminds me of the story of a little girl who went to a Fourth-of-July fireworks for the first time. She was wonderfully excited, and the ride home—it was beautiful moonlight night—was too prosaic to suit her repressed feelings and, after gazing intently upon the moon, she suddenly exclaimed, "I wish it would go off!"

Adjourned.

Reconvened.

Chairman: We should be pleased to hear from you, Mrs. Morse.

Mrs. F. F. Morse, Industrial School for Girls: I had something to say and think it was in connection with the paper of Dr. Tomlinson on the feeble-minded, and a discussion which brought out the point of view of Dr. Rogers on that paper—it was Mr. Tate's discussion—the question of whether it was advisable to intensify the quality of one by placing those of like quality together. I found this true when I went into the work, that while it may not always be best to get together those of absolutely like quality, there is oftentimes strength in segregation. For instance, in the cottages as I found them in our Massachusetts School for Delinquent Girls would find two or three girls, borderline cases so-called, feeble-minded—perhaps not definitely feeble-minded—sprinkled around among other girls of higher mental quality. It seemed to me that there was great disadvantage in such arrangement. In the first place, the average cottage officer dealing with the borderline case would not understand the quality of the girl; the teacher possibly was giving her best thought to one or two of these exceptional cases which demanded special attention; and the girl herself was done an injustice by being with girls whose capacities were such that there could be no competition for the girl of inferior mental quality. There was a real loss all around. Very soon I made an arrangement whereby these girls of the feeble-minded quality were brought together in a group I had a cottage and equipped it with officers adapted to the situation, who understood the problem, who grasped the need. I also made the regime in that cottage such that would develop the abnormal child. There was greater freedom of life in every way, thereby bringing out the point which Dr. Tomlinson made of the necessity of great physical activity for the mentally defective. I do believe in getting together in an institution such as I have spoken of a certain quality of feeble-minded girls, and adapting the processes in that group to the need of the girl. I found a large number of such among our delinquent girls there. Here I am finding fewer.

Dr. Rogers: This discussion illustrates how difficult it is always to generalize, but I think Mrs. Morse has sounded the keynote in that. It is better to group children with regard to the influence that will do the most good; that is common ground, I think, for all of us.

To illustrate what I had in mind this morning when I said I did not believe in putting those of the same predilections, those who had the same peculiar failing together. A girl who belongs exactly to the class that Mrs. Morse has specified, who has been delinquent—spent two years in Red Wing—but who is a high grade feeble-minded, when taken away from the girls who had the same thoughts and the same tendencies that she had, and given some definite responsibility among lower-grade children, seemed to be perfectly satisfied. She not only has a definite something to do that she is interested in, but she finds no encouragement to her natural disposition to act or discourse in an evil or immoral manner.

I have in mind another case. One of our brighter feeble-minded girls, who would be classified as a high-grade moron, almost normal, yet could not attend the public schools successfully, has certain accomplishments. She is a good singer, of a pretty strong personality, but lacks in self-control. She always created a disturbance when placed with the other girls of her grade, and became something of a leader, inciting them to mischief and all kinds of trouble. We placed her in charge of certain gymnastic work which she had learned to do very well, but had no discipline. Of course, she was under the supervision of the gymnastic teacher, but if she gave her time to other individuals, this girl was likely, through her lack of judgment, to irritate the children, and have insubordination on her hands. We finally transferred her to the training of low-grade children under a strong teacher. She is now happier and does that particular work under supervision as well as a trained teacher, though she is liable to give way to her own impulse almost any time and thus destroy her newly acquired standing. These two cases illustrate the point I had in mind, yet I think Mrs. Morse and I are agreed on the fundamental principles.

Mr. Vasaly: I should like to ask Dr. Rogers how much change in those girls he attributes to the fact that they were given some responsibility.

Dr. Rogers: That is the principal thing, I think. In the case of this girl's helping with the custodial children, she was ambitious always to be a leader, but she could not lead those as bright as herself, except in mischief. They could take enough advantage of her, while they recognized her as a leader, to annoy her and have her lose her temper, make her unreasonable, but with the low-grade children the maternal instinct comes in and she recognizes them as children who need her help, so that leadership in that way is what makes the difference; yet she has to be directed by a still more intelligent mind.

F. L. Randall, State Reformatory: I noted that the first paper presented indicated among the blind a probable mental abnormality of about ten or twenty per cent, and a subsequent statement indicated a lower percentage of mental obliquity among the deaf. I do not know as anybody indicated why there should be a difference, but it seems probable that this same thing might be true in other places. Possibly the disability of blindness may more often be accompanied by mental lack, than is deafness, but, however that may be, if among the blind who have not been gathered together because they have overstepped the laws of man, there is a percentage, from ten to twenty, of incompetents, that fact would seem to bear out the claim, or fear, that among delinquents there is a heavier per-

centage. I have heard it stated in this room, by a man\*\* who has had more experience with delinquents than any of the rest of us, that in his opinion from thirty to forty per cent of all adult delinquents in confinement were either insane or incorrigible degenerates. Leaving out of question the insane between incorrigible degenerates and the normal man there must be a great many individuals, and, quite naturally, many of them would be found among the convicted violators of the law. In the first place, their judgment being not good, would lead them to commit crime; in the second place, their judgment being not good, the crime would not be well covered; in the third place, they would not be skillful in defense, and, besides that, they would be likely to have friends much interested in protecting them from confinement, which in itself is a protection to such people.

From the standpoint of the custodial institution, the study which is brought to our attention by the paper of Dr. Tomlinson, supplementing that of Dr. Dow, is a most interesting and important one. The subject raises one of the most important questions with regard to the care of delinquents. It seems now to be recognized that, between the normal person and the one who is so incompetent that his lack may be determined by ready observation, there must be scattered along the line persons filling every possible description of partial ability or inability, and that it is about time, in the matter of our criminal jurisprudence and our medical jurisprudence, that we should so order matters that we would no longer have men in penal confinement because they are legally sane, when at the same time they are declared and well known to be medically insane. Then there are persons who are only partially responsible. They may be called semi-sane or semi-insane, but some of them may be more than half insane, and some less.

We have spent a great deal of time in trying to determine how much of a certain kind of harshness should be administered, in the name of the people, to persons whose mental condition was awry—persons who saw only darkly, and whose condition we see still more darkly. In fact we have never attempted to determine, or, if determined have not been authorized to act upon.

Those considerations and others seem to argue in favor of dropping the word and idea of punishment in dealing with social offenders, and to treat them on the basis of their folly and obliquity.

We maintain a standing army of judges, sheriffs, policemen and bailiffs to contend against the delinquents, thereby indicating that in our esteem they are a distinct and considerable class of more or less worthy antagonists. This course attracts attention to the game and sport, and detracts attention from the unhappy incapacity of those against whom we contend. It enables them to enlist recruits, who would scorn to join them, if they knew their status.

When the time comes that the population of prisons will be popularly known to consist of incompetents, derelicts, and unfortunates, instead of strong and aggressive non-conformists with our arbitrary rules of action, we may be enabled to give them treatment that is Christian-like; and substitute for the unsuccessful, punitive and repressive measures of the past and present, a course that corresponds with their condition, and their need.

\*\*Warden Wolfer.