

Childrens' Clubs and activities should be evolved in such a direction that the vision of the children will be wider and more distant.

It is hoped to start a physical education scheme that will make all young people enjoy games and plays that require physical activity and cause the substitution of relaxation and recreation for general entertainment.

The plan of the study as applied to the 1921-22 enrollment beginning with a total enrollment of eight hundred and twenty-five children.

825 Children Enrolled 1921- 1922	95 absent 20 days or more	63 Overage	10 High I. Q.	2 in unsatisfactory Homes def.
			15 Av. I. Q.	
			53 Low I. Q.	
670 not absent 20 days	25 At Age	7 Underage	9 High e	9 in unsatisfactory Homes def.
			15 Average e	
			1 Inferior ef	
From Pre- vious Years Enrollment not included in 825	9 absent 20 days	55 Legitimate absences including Transferred Cases Quarantined Cases.	5 High e	27 in unsatisfactory Homes def.
			2 Normal e	
			0 Low ef	
670 not absent 20 days	362 At Age	139 Overage	19 High d	16 in unsatisfactory Homes def.
			56 Normal d	
			66 Low	
From Pre- vious Years Enrollment not included in 825	9 absent 20 days	169 Underage	130 High	9 in unsatisfactory Homes
			153 Normal	
			79 Low f	
From Pre- vious Years Enrollment not included in 825	9 absent 20 days	169 Underage	130 High	9 in unsatisfactory Homes
			35 Normal	
			4 Low f	

THE MENTAL DEFICIENCY PHASE OF SOCIAL PROBLEMS

May E. Bryne, Director, Classes for Sub-Normals, Minneapolis

Mr. Mayo has very ably and graphically shown the different types of Social Problems found in "Peaceful Valley."

I have been asked to speak for a few minutes on the Mental Deficiency Phase of Social Problems.

According to Tredgold, the best known authority on this subject, mental deficiency is of two types—amentia and dementia. The cases of amentia are quite universally known as "feeble-minded," while the cases of dementia are known as the "insane." It is of the aments or the feeble-minded that I shall confine my remarks, as my experience has been almost entirely with that type of mental case.

Every person present here today is in all probability familiar with the meaning of the term feeble-minded, as defined in the statutes of the State of Minnesota, which reads as follows:

"The term 'feeble-minded persons' means any person, minor or adult, other than an insane person who is so mentally defective as to be incapable of managing himself and his affairs and to require supervision, control and care for his own or the public welfare."

In terms of this definition it will be universally admitted that every feeble-minded person is a social problem. Every feeble-minded person, however, is not actually a social problem, but potentially every feeble-minded person is a social problem. The feeble-minded are classified in three groups—the idiot, imbecile and moron. Many, classified as idiots, are too low grade to be a serious menace to society. It is the high grade imbecile and the moron that causes the most trouble. Some of these may never become social problems because of the care and supervision given by parents and other relatives or by the supervision authorized by the state.

The State Supervision, as most of you know, is being carried on by the Children's Bureau and its agents. The organization of the County Child Welfare Boards has been, I believe, a big step in the right direction. The Hennepin County Child Welfare Board has been functioning for about three and one-half years. During that time approximately four hundred and seventy-five (475) feeble-minded cases have received attention. About two hundred and twenty-five (225) of this number have been pronounced feeble-minded by the examining board, which means that everyone has been a social problem of the gravest type. Not all of the cases committed are placed in the state institution for the feeble-minded. Some are allowed to remain in the home under careful supervision.

Besides the supervision carried on by the Child Welfare Boards, the state carries on another form of supervision, through the State Department of Education. The Board of Education of Minneapolis has made provision for mental examinations of public school cases for the past ten years. About three thousand (3,000) cases have been so tested. With very few exceptions all these cases were diagnosed as feeble-minded. The mental examination of one thousand (1,000) cases has been made during the past two years. During that same time all cases have been registered with Confidential Exchange; five hundred

21-MDP-MEB

and four, (504), or a little more than one-half of these cases are known to one or more social agencies in Minneapolis. Some of these are among the two hundred and twenty-five (225) Commitment of the County Child Welfare Board. The remainder help to swell the long list of social problems for which there seems to be no adequate solution because of crowded conditions in the state school, and because of lack of proper supervision.

Over four hundred (400) subnormal children will be cared for in the Special Classes of Minneapolis during the coming year. There are about three hundred (300) or more on a waiting list, who will have to remain in the grades because our budget is not sufficient to care for more. On the basis that two per cent of a school population is subnormal, Minneapolis should have twelve hundred (1,200) children in the special classes. About three hundred and fifty (350) children were cared for in the special classes during the year 1921-22. Of this number, one hundred and forty-two (142) or forty per cent were known to Confidential Exchange.

Toward the maintenance of these classes the local community receives State Aid to the amount of one hundred dollars (\$100.00) per capita. If the local community sees the need, the state then supervises the feeble-minded until they become sixteen years of age—the limit of compulsory education. With a few exceptions then, these children, for children they will always be in mind, are then turned loose upon the community to do the best they can. Those hopelessly lacking in ability to manage their affairs and minus proper supervision, become known to the officials because of their behavior and if it can be proven in a hearing that the case is a menace to society the state again assumes the supervision of the case, through the State Board of Control. There is then this woeful gap which should be bridged. The public schools keep careful records which would be of much value if made use of when the child becomes sixteen years of age. Some adequate system of follow-up work should be devised for keeping in touch with each and every case.

This should be the age of prevention. I believe many could be kept and have a place in the routine places in industry, but that they should be in small groups, under supervision.

Last year, I carried on a follow-up study of one hundred and three (103) cases which have left the Special Classes of Minneapolis; those who had been out of school three years or more. The following table gives the status of the entire group.

	No.	Per cent	
1. Cared for at home.....	5	4.9	
2. Employed for wages	43	41.7	} Closely supervised at home
3. Employable but out of work	6	5.8	
4. Left city	2	2.	
5. Penal institutions	5	4.9	
6. State School for Feeble-minded.....	14	13.6	
7. Married	2	1.9	
8. Unmarried mothers	1	.9	
9. Not located	20	19.4	
10. Deceased	5	4.9	
Total	103	100.0	

Thirty per cent of these cases were known to one or more social agencies.

There is another problem that I should like to lay before you before I close, and that is the problem of the child too low grade to attend school. It has been our policy in Minneapolis to exclude from school all children whose Intelligence Quotient is below fifty. The child with an Intelligence Quotient below fifty is not educable and I doubt very much if he is trainable to any degree. Some agree that it is not the duty of the public schools to care for these pupils as it is not a matter of education. Others say that the school has a social obligation to meet and should provide day nurseries for these people. At the present time, one hundred and fifty-eight (158) have been officially excluded from school in Minneapolis. Of this number, thirty-eight (38) are social problems and this even among the low grade cases.

Many of the mothers of these children, because of economic conditions, are forced to work at day work. During that time the children are on the street. Habits formed there can never be eradicated with this type of child. I have discussed this problem with many; if anyone here can offer any suggestions they would be most welcome. I believe social workers will bear me out when I say that mental deficiency greatly complicates the problems they are trying to solve.

In conclusion the points I hope I have made are:

1. Gap between the Special Class and supervision by the State Board of Control.
2. Facilities for supervision inadequate.
3. Low grade children neglected.
4. Mental deficiency greatly complicates the social problems.