

94-CII - ACR State Inst Gen Rogers

elected an active member of the Association. Voted.

A paper by Miss Bancroft on Physical Training was read by Mrs. Barrows, [page 426] who followed it with a few remarks on the advantages of the Ling or Swedish system of gymnastics for the class of inmates in institutions for the feeble-minded. Physically it is of special help in securing an erect pose, a better gait and a fuller chest capacity. Mentally it helps to develop attention and quick response to commands. The Swedish system has been adopted in the Massachusetts School for Feeble-Minded with much satisfaction. The piano is used for marching and the more advanced have other forms of exercise besides the free-hand movements.

Adjourned at 6 P. M.

#### EVENING SESSION.

*Thursday night, May 31.*

The evening session was held in the chapel with music interspersed in the exercises. Many interested persons were present from Fort Wayne. The collection of the work of the feeble-minded in eight state institutions which was made for the National Conference of Charities and Corrections held in Nashville, May 23-28, was exhibited and a paper on "Manual Training for the Feeble-Minded" was read by Mrs. Isabel C. Barrows. [Page 441.]

Dr. Stewart was asked to open a discussion on manual training.

DR. STEWART. This is an elegant industrial display, one well worth study. I have more knowledge of the practical industries than of this finer work which you see here. Our school in Kentucky has introduced practical work. We produce shoes, mats, mattresses, brooms and things of that kind. The girls do a great deal of fancy work but I have thought that teaching practical work to the feeble-minded would be more useful to them and for that reason I adopted these simple trades.

MR. JOHNSON. The beauty of work should not consist so much in intricacy of design as in neatness of workmanship. I cannot imagine anything more educative than just the constant effort to do a thing well.

DR. ROGERS. We believe in Minnesota in keeping the children occupied. Sometime ago we were somewhat discouraged about the discipline of our boys. There was

too much mischief going on in the day room after school hours, and we could not find suitable occupation for the boys. They had had their work in the shops but they were still full of spirit and it displayed itself in mischief. We had always held that scrubbing floors was not dignified enough for boys and that the girls must do it but our girls were rather over-worked while the boys had not enough to do. So we set the boys to scrubbing and dish washing. When the matron told them they were expected to do this work they laughed quite heartily over it. But they began and it would have done your hearts good to have seen those boys scrubbing the large dining-room. The result was in every way satisfactory. They enjoy it as they have enjoyed all their other manual training and to-day you could hardly get those boys out of that department. Meanwhile the girls are set free to do lighter work and to be more out doors. We have made no brilliant discovery in this but it has proved a good thing. Mrs. Barrows referred to a bright "feeble-minded" boy of small stature who induced others to thrash his enemies for him. We have a boy of that kind, a moral imbecile. We call him Joe. We have a great deal of trouble with that boy for he has a wonderful capacity for having things of value stick to his hands. The thing to do is to keep him employed and so keep him out of mischief. One day we sent him out in the yard to help the boys shovel dirt to fill up a ravine and we thought this was something that Joe could not avoid and that he would really have to work. About half an hour afterwards some of us happened to look out of the window. Joe had succeeded in getting his barrow filled by the other boys, had mounted it and the boys were wheeling him on the top of the dirt. Moral imbeciles you see make first-class foremen!

HON. R. A. MOTT. One day one of the boys in the School for the Feeble-Minded at Faribault pulled me by the coat and said he wanted to show me something. I followed him up stairs and in the corner of the room was a box from which he took a package which he unrolled and brought out a little nubbin of corn and said triumphantly, "I raised that!" I enquired and found it was true. In the summer he had asked for a hill of corn for himself and he was told to pick one out. He picked one out on a corner where they used to drive the oxen. One day the oxen browsed the corn and de-

stroyed the whole hill except one little stalk. But this boy had hoed and hoed at it all summer till he gathered this one little ear of corn which he harvested and hid away and he was as proud of it as Cæsar ever was of his crown. You can make the application.

DR. FISH. The ground has been so thoroughly covered by Mrs. Barrows' most excellent paper that there remains but little to be said. I have been long interested in manual training. In the Illinois school about sixty-five per cent of the inmates come from families too poor to furnish clothing and transportation. It seems to me that in the selection of employment for these children who are practically destitute as well as feeble-minded such employment should be given as will enable them in a measure to earn partial support if they are ever obliged to leave the institution. While I was engaged in state work that end was steadily kept in view. The great majority that we have in state institutions are not naturally inclined to mechanical trades. The larger percentage will inevitably find work on the farm. I regret that we cannot display an Illinois farm to show how it has been cultivated by the larger boys. The food for the institution is largely raised there so that we are sure of a market. It is a "home market" in every sense of the word. We should not lose sight of the beautiful and artistic but we should thoroughly realize that the expense of maintenance is great. Shoes and clothing should be made in the institution; stockings should be knit there. That turns idle labor that would otherwise go to waste into something of value to the state. So far as my experience goes in all of our state institutions due regard is now being paid to manual training: But I must stop before I get mounted on my hobby-horse.

THE CHAIRMAN asked Mr. Mott to speak on the relation of state institutions to politics.

Mr. Mott responded in an address of which the following is an abstract:

#### THE RELATION OF PARTY POLITICS TO STATE INSTITUTIONS.

What is politics? It is not the science of government; that does not make politics. It is the science of government reduced to practice. It is the art of managing communities of men and things for the purpose of promoting public material interests. The state has nothing to do with the relig-

ious and intellectual training of any child within its borders except so far as that training is connected with public interests. He should be taught righteousness but not party religion, not sectarianism. There should be complete divorce of church and state.

Now I do not know of any practical politics except party politics. Men cluster around certain principles and policies. They come together and enunciate them and invite the people under a republican form of government to take their choice ; to support this set of principles, this policy or plan, or the other, and the majority must rule. The minority cannot rule ; it is not according to the theory of our government. The power of the state is lodged in the hands of organized majorities to make or unmake all the public institutions in the state. They represent the people and the people support our institutions of learning and our charities by voluntary gifts. *You cannot compel them to support a single charity unless they choose to do so, though we educate them in such a way that their consciences will not let them fail.*

Now I do not know any way to carry on a republican government only to have the majority rule through organized parties. When they do not suit us we give the majority to the other side.

The party in power is responsible for the government and to carry on the government they have a right to choose their friends rather than their enemies. He would be very foolish who was responsible for carrying on a great enterprise who should entrust it to his enemies.

Now it might seem that the party which gets into power had the right to kick everybody out and take in new people. To a certain extent it has. There are barnacles to get rid of as well as to keep clear of. The presidents change and the president has a right to make up his cabinet of his friends, but when a political party enters the spoils system that is another thing. When he gives all these places of trust, emolument and power to men for the work they have done to help elevate this party to power without regard to the merits of the work that is a different thing. The spoils system and the legitimate right of a party to have its friends help to carry on the work are two separate and distinct things. The spoils system, I am sorry to say, has been in vogue more or less in the government of many of our states and

good men have been wrecked in life and in character because their party got out of power, and it is a burning shame. It is an outrage on the country. The people have demanded civil service reform and they are going to have it. The party that refuses to obey the behests of the people will be abolished forever some of these days.

What do I mean by that? That no faithful servant of the people shall be removed without cause; that is all. The time I hope will never come when men shall be retained when there is cause for their removal, and men unfit for position shall be placed there because of party political service.

That I suppose is what our friends mean by civil service reform. They do not mean that there shall be no removals. A man has no more right to hold an office forever than he has after being once elected to hold a place for life. But at the same time each man who enters these special fields of labor has a right to be protected when he has showed himself a proper kind of man for the work. It is a monstrous crime to remove good, competent and faithful men for the mere reason that they do not agree with you in politics when their politics have nothing to do with the kind of service they are called upon to perform. The time is coming I firmly believe when some of our leaders will mount a platform which contains a solid plank of civil service reform. Lincoln said, and it is true, that you can fool the people once and you can fool them a good many times but you cannot fool them all the time. Some time the people will insist upon obedience to the mandate that faithful servants shall not be removed except for cause.

Now the one practical question before an assemblage like this is: What can we do to hasten that day? It is a very delicate question for superintendents and managers of institutions. There are a few things that I would suggest.

In the first place be honest with the people. You are going to erect a building for a certain purpose and you send in an estimate for fifty thousand dollars and it costs seventy-five thousand dollars. Now that is not honest and the people do not like it. They have a right to find fault. In this institution work we ought to tell the people what we want and let them give it or not. When you have once made your estimates you should build according to your estimates. A deficiency bill—not always, but generally—is a sure sign

of dishonesty somewhere. There should never be a deficiency bill unless there has been some unforeseen exigency.

In the next place I don't think the manager of any state institution has any business to make his face familiar in the legislative lobby. I think it is bad policy. Let your institution stand on its merits and the people will take care of it. Wear your politics like a man, but don't lobby, don't go and button-hole legislators to make them give you appropriations. There is nothing that the American people will do so readily, so cheerfully, so gladly, as to relieve stricken American homes and lives. You can trust the people.

DR. KNIGHT. It is not a question of what ought to be: it is a question of what actually is. Now I agree with Mr. Mott in certain things, but I have noticed that no one gets anything unless he goes for it. If a superintendent of any public institution in any state simply sits calmly down at home and looks after the routine work of the institution and does nothing to help himself, in the words of the small boy, he is "going to get left." This matter of political interference in every state is getting to be a serious question. The question with every legislator seems to be "What am I going to get out of this thing?" I do not believe in going down to the legislature with your pocket full of money but I do believe in going down and looking after your affairs and bringing your influence to bear on your own work and in bringing the influence of your friends to bear for the benefit of this work. I believe we have got to do it now. But as soon as the time comes when civil service shall be thoroughly carried out by both parties just so soon we can sit down and wait, but until that day comes we must look after our own affairs.

MR. MOTT. Oh, you lack faith.

DR. KNIGHT. I have noticed that it is a good thing for faith and work to go together.

Adjourned at 9:30 P. M.

#### FOURTH SESSION.

*Friday morning, June 1, 1894.*

The Association was called to order by the Chairman at 9 A. M.

DR. KNIGHT. The committee on Time and Place report that they have decided in favor of the city of New Haven.

Conn., as the place where we shall hold our next annual meeting and that the date of the opening of the meeting be on the day which shall be given to us by the Conference of Charities and Correction in which to hold our general session.

On motion the report was adopted.

The committee on Nominations reported as follows :

DR. FISH. The committee on Nominations report : For president, Dr. A. W. Wilmarth ; vice president, Dr. S. J. Fort ; permanent treasurer and secretary, Dr. A. C. Rogers ; official reporter and editor, Mrs. Isabel C. Barrows.

On motion the nominations were confirmed and these persons were declared elected.

On motion it was voted that the treasurer be authorized to collect five dollars annually from each active member.

A committee of three, consisting of Dr. Knight, Mr. Johnson and Mrs. Barrows was appointed by the Chair to confer with the Executive Committee of the National Conference of Charities and Correction to make arrangements for the joint session in New Haven and to secure a suitable time for general and sectional meetings.

A paper on "Thoughts on Evolution in the Instruction of the Feeble-Minded," [Page 434] was read by Dr. Miller, who prefaced it by saying that it had been incited by an article in the *Alienist and Neurologist* on instruction in feeble-minded schools. The article stated that Kansas had abolished instruction in her institution for the feeble-minded. The reason which seemed to justify such action was that the teachers were simply normal teachers and not teachers after the type of Seguin, Wilbur and Kerlin.

#### DISCUSSION.

MR. MOTT. We outside fellows do not understand your technical language—we talk plain United States, but we know that the greatest thing in the universe is mind and that the function of mind is thought and that the fruit of thought is ideas and that ideas rule the world. But suppose we hadn't any mind to start with? If I had a lot of feeble-minded children sent to me to care for I would say, go to the doctor first and when you have got the machinery all right then go to the school teacher. Physiology should precede psychology.

DR. MILLER I have made that provision in my paper.

DR. FISH I have listened with interest to Dr. Miller's admirable paper. I suppose that anyone who has ever had anything to do with the work would hardly contemplate the possibility of abolishing the schools. They have demonstrated their right to exist time and time again. Associated with school work comes manual training. There is no reason why the two should not go hand in hand. Place the feeble-minded child in school to receive all the training it can but do not begin and end there. There is no sense in sending a boy from childhood up to 18 to school and after he has received all the schooling of which he is capable keeping him then for the balance of his natural life. When he has received all that he is capable of acquiring then put him to work. Let him work in the shop or on the farm and you will have a happy, healthy and contented boy in the majority of cases. The principle upon which the earlier workers proceeded was that of physiological instruction. Those who have read Dr. Seguin's book need not that I should say anything further, but there is always a chance for development in our school methods. We shall never get to a point where there will be a standstill. Our motto must be advancement, excelsior. Many of the thoughts in Dr. Miller's paper point to a course which may be profitably pursued.

DR. ROGERS I do not think there is any disagreement between the members of this Association and their friends as to the importance of industrial training. I should only supplement Dr. Fish's remark by this that school and industrial work should begin together. The important thing to recollect in the training of the feeble-minded child, as well as in the normal child, is that labor of all kinds is not only legitimate and honorable but is equal to mere acquisition of knowledge. The idea that industrial education must accompany intellectual instruction is growing and to the extent that that idea is developed and carried out it will be a success among all classes. I believe in making our boys and girls feel at first that they must learn how to do simple work, how to assist their companions, how to make themselves useful generally and to feel that that is an honorable thing and the highest thing they can do. We have had the co-ordinate plan in Minnesota, not only because we wish to elevate the position of industrial training, but because we find

this mutual association aids in intellectual development. The child can spend an hour in manual training and then another in the school room more profitably than two hours in either alone. I speak now of the younger children. After a child has learned some industry so that he can follow it continuously then he can be placed at a trade.

MRS. BROWN. In experiments with normal children it is seen that if a certain amount of time is taken for manual work those children learn faster than those who learn only from books.

DR. FISH. The Washington school at St. Louis is established on that plan.

MR. JOHNSON. Our teachers have shown much if not all of the enthusiasm of the early apostles of the work. I have been delighted and a feeling of gratitude and love has come into my heart as I have seen the work of some of the teachers with these children. A sympathetic insight into the needs and quality of the minds of the children has developed in the most striking and useful ways their dormant intellects. I do not see how we could do without the school. We believe that the school should begin at the kindergarten and go right up from there; that the training of the hand and eye and brain should go together. The fact that we have done such things in these schools has probably helped the outside educator. I think the science of education is similar whether you apply it to the feeble-minded or the normal child. I hope we shall not decrease our schools but do in them more than we have ever done before. This is the line we are tending to, not only to accomplish more, but to vary the work. Then of course we adopt the plan of Mr. Squeers, who had a boy spell horse and then go and curry the horse. We learn how to spell potato bug and then go out and pick the potato bug off the vines.

DR. ROGERS. I would suggest that it is better to go out and catch the potato bug first and spell it afterwards!

DR. STEWART. The persons who are most interested in this discussion are right here with us. Can't we get some of the teachers to say something?

MISS ELEANOR WRIGHT. I was delighted to hear what Mr. Johnson had to say. I think very few teachers employed in this work, even if they do not come in with a feeling of interest, fail to develop an increasing interest in the condi-

tion of the children and sympathy with them. Unless there is this feeling of kindness and sympathy the teachers cannot succeed. I think it is a most interesting work, indeed fascinating, because we realize that these children are helpless and all that we can do for them after all is to make their lives happier and to help them to do what they can for themselves and others. We realize that they are here for life and if we can we make them happy. In the public schools it is an entirely different thing. The fact that the children are helpless and will always remain so brings us into touch with them and we work harder for them than in ordinary school work, and with more sympathy.

Other teachers being called on, Mrs. Mary Flemming said that Miss Wright had expressed her views. Mr. John Tate said that he thought the children should be kept steadily in school till they had acquired all they were capable of doing. The more perfectly developed the mind is the better they can learn their trade afterwards. They should be kept in school till they are 14, perhaps 18. They should be in school at least half the time till then.

Mr. Edward R. Johnston thought it a very good suggestion that each teacher should know as much of the past history of each child as possible. From his own experience in that direction he had seen the advantage. It had helped him to employ certain methods. He thought mental and manual training should go hand in hand. He disagreed about the potato bugs; he thought they might be picked up and spelled at the same time. That was the method he adopted in all kinds of teaching.

DR. ROGERS. I accept the amendment.

MR. JOHNSON. So do I. We must not misunderstand Mr. Tate. Our school work takes half the time and the industrial work half the time from the first.

MISS ALICE SCOTT. I think it is a great help to teachers to know all that is possible about a child's history.

MR. JOHNSON. Tell us why you preferred to teach the grade you do now rather than the grade you had before.

MISS SCOTT. I had been with one school three years and then I thought that the boys were more interesting.

DR. STEWART. Always. (Laughter.)

MISS SCOTT. Little boys.

DR. FISH. It is a curious psychological fact that in our

institutions the teachers like to teach best a class of little boys.

MR. JOHNSON. I have heard people say to teachers: "How can you spend your time over these children? They will be imbeciles all their lives anyhow. I don't see how you can take such an interest in them!" On the contrary the teachers take more interest because all that the children can ever have is what they are giving them now.

MR. MOTT. Suppose a child stays here till he is sixty, don't you keep him in school after he is eighteen?

A CHORUS OF VOICES. No. No.

MR. MOTT. Why isn't it a part of his daily pleasure?

MISS MAY HILLARD. I think the most interesting children are the custodial. I have worked with both classes and I think I have the lowest school grade but I find it more interesting than the higher grade children because if you see the least improvement it is a great encouragement. You know in advance they can do but little. I am very much interested in imbecile work.

DR. FISH. I think if we could get the author of that article in the *Alienist* here he would get a lesson that would convert him in less than five minutes.

DR. ROGERS. I do not feel satisfied to sit still with the imputations abroad that the teachers in our schools to-day are not as devoted as in the time of Seguin and Wilbur. It is a mistake. I have visited all the schools for the feeble-minded in this country except the one in California, and I can testify that the teachers are loyal and devoted to their work. They give all their energies to it.

MR. JOHNSON. I want to hear from Mrs. West, of Fari-bault.

MRS. WEST. I have long been interested in the lovely characteristics that have been developed by coming in contact with these unfortunates. The mind of a little child is like an open book but as soon as the normal child begins to develop there come sealed pages to the most intimate friend. It is the perpetual infancy and childhood of these children that makes it possible to come so into sympathy with them and that in a reflex way draws out the mother instinct in both the men and the women who come in contact with them. I think a mother of little children can see what a ground for sympathy there is better than one who has simply taught in

public schools and who has come only in contact with children who have begun to live their independent lives. One must come into sympathy with those who look to us for help.

DR. ROGERS. Dr. McDonald in "Abnormal Man" says that whatever method succeeds in this work will succeed anywhere and the implication is that educators everywhere are looking to these schools for methods.

MRS. MARY ORR. I must say that I think the teachers in feeble-minded schools are more interested in their work than any teachers I have ever known and I think that our teachers show more interest than any I ever knew. I believe the educational and manual training should go hand in hand.

A paper by Dr. W. E. Fernald on "Care and Training of Lower Grades, etc.," was read by Dr. Rogers [page 450] and was referred to the committee on Printing.

On motion of Dr. Knight it was voted that the reading of the reports from states should be dispensed with and that in printing they should be limited to five hundred words each.

No reports on "School Training and Hospital Care" were presented.

In answer to the request for "Clinical Reports," Dr. Carson spoke as follows:

DR. CARSON. When I became superintendent at Syracuse I saw the need of hospital provision for the sick. There was no place to care for the sick and ailing except in a separate room and no place for isolating contagious and infectious diseases. The very first year I made an application to the legislature for an appropriation to erect a hospital and we secured a small amount. I intended to have a small frame building which could be burned if necessary but after further consideration we applied for an additional appropriation to make a more substantial building and the following year a small hospital for eighteen beds was erected of brick. Almost as soon as it was completed and furnished we had a case of diphtheria and it was at once occupied. We placed there a trained nurse and gave her some assistance and full responsibility for the care of the children. Once having occupied the hospital we felt its value and we have occupied it ever since. Two years ago we secured another appropriation and made an addition so that now we have a hospital of forty-four beds, of two floors, each floor containing one or more single rooms. We have placed in this hospital nurses in uni-