DISCUSSION

Dr. Beaton: This paper by Miss Jacob has an important bearing on the training of feeble-minded children, and perhaps it will be well to have the discussion now. We are open for any discussion or remarks.

Miss Hannon: I listened with a great deal of interest and pleasure to Miss Jacob's very able paper, from which, no doubt, every one of us will get valuable information. I should like to ask one question, if I may: How far do you think physical culture ought to be carried in the line or entertainment work?

Miss Jacob: I really don't feel quite capable of answering that question. We do not make our entertainments a feature of our school work. 1 understand that one of the reasons for giving drills is to catch the public. We don't work for the entertainment of the public. We do some fancy marching, but the children are never required to memorize. We do not believe ha drill work. We have two teachers, and there are twenty-six children. We work five hours a day, and have plenty to do.

Prof. Johnstone: 1 think there has been one thing just brought out by Miss Harmon's question that it is well for us to keep in mind. In a small institution, as Miss Jacob says, with two teaehers for twenty-six children, they may be able to say that they don't need any drill work for entertainment purposes. 1 think that in none of the large institutions are gymnastic drills given as part of the physical culture. We have our gymnasium downstairs and our hall upstairs with dumb bells, wands and brooms, where we do our fancy work for entertainment purposes. We find that very necessary. But Miss Jacob has given us a thought which I think we should observe very carefully. Physical culture work that requires memorizing and close attention is harder than any other school work, excepting mathematics, and therefore should have the place in the work for feeble-minded, that arithmetic has in the higher departments of learning. Now in our large institu-' tions we have to find something to take the place of this individual work, which we cannot give, because of lack of time, money, et.. and it has struck me that perhaps the thing which is going to give this apparently individual physical work is to be done on the play field as play, and that in the larger institutions we must begin to have definite lines of play which will develop the same muscles in exactly the same spirit, and I believe a little better spirit, possibly, than can be given in any gymnasium. We have taken our first step by the two graded plots of laud which you see here, which we call the girls' gymnasium and the boys' gymnasium. They are now nothing but a fiat piece of ground. Prof. Nash and 1 have already decided what we are going to do on it. The idea is to begin definite lines of gymnastic work, and therefore get this freedom that the children require to make physical training take its place, for the physical work and not for the mental work: that goes with it, in other words, to send the blood to the muscles, instead of sending it to the brain, to make the muscles do the work.

Miss Jacob: I should like to ask Mr. Johnstone a question. The work

that you do in the gymnasium takes in your higher children. Now, those same children are the ones who are going to play when they go out-of-doors. How do you reach your lower grade children?

Prof. Johnstone: I must confess to my shame that it is entirely true that the ones who need it most get the least training. These are circum. stances over which we have not yet control.

Miss Jacob: The physically perfect children are the ones who take hold of the games, while the slow children are generally left out. 1 think that question will have to be settled some time in the near future if gymnastic work is going to hold the place that it should.

Dr. Bernstein: There are two sides, the school side and the custodial side. A good many of us believe that all these cases should be custodial cases sooner or later. We are trying to make all the use of the individual that we can. Now, if in the private schools they are going to do all they can, and we are going to do the same in our state schools, are we not working to the same end? The question occurs whether or not it is better to make these people automatic entirely, and lead them along the line of industrial work as soon as possible. Let them do it without much mental effort and study.

Prof. Johnstone: I would rise to protest very strongly.

Miss Gundry: Something ought to be said about the different classes of people that are being educated. In the private schools they are very different from those in the public schools. The private institutions get the class, the parents of whom require much more than the public ever require, and we have to strive for that all the time. We do not always get it, but we have to Strive for it all the time; therefore when Dr. Bernstein makes a comparison with the Seguin School I don't know what to think of it, because we are trying to do for our children what some of the public institutions never would think of doing, what it would not be advisable to do.

Dr. Bernstein: I don't know that Miss Gundry grasps the point. I think they should not be educated to a point where the parents think they are no longer feeble-minded.

Dr. Mogridge: I think Dr. Bernstein has entirely the right idea in regard to feeble-minded children, that is, the custodial care of them. I certainly believe that the feeble •minded child has no place in the outside world, that is, if it is not to be cared for custodially by its parents or guardians. We in institutions are gathering children from all classes of society, rich and poor alike. Those of wealthy parents possibly may be removed and cared for, nevertheless, I believe the higher principle of training as well as custodial care of feeble-minded children is the one that the Association ought to advocate. That has been brought out, and I want to endorse this idea. This opinion seems to prevail. In the State of New Jersey there is, I believe, a law that no child shall be removed from the institution unless the superintendent certifies that the child is "cured". I wish we had such a law id Iowa. We have children in our institution now whose mothers and fathers were there years and years ago.

Miss Gundry: I do not want to be missunderstood about custodial

cases, because I believe in custodial care very decidedly, but I do want to say that the private institutions have to do different work,—they are expected to do it. They have smaller numbers, and the parents expect a great deal of individual work, and a different class of work. We meet a great many parents who have a perfect horror of their children being taught manual work. This is not so in all private institutions. These are only individual cases. It depends entirely upon the people. For this reason I say comparison is so difficult between the purely private schools and public.

Dr. Beaton: There is no comparison at all.

Prof. Johnstone: Mr. President, I think we are in danger of taking an extraordinary view of this matter. 1 don't believe there is any person in this Association, nor anyone who is present here, who does not believe that every really feeble-minded child must have, if we are going to do our work properly, permanent care, but when custom says that every child who goes to an institution for the feeble-minded shall have all that he *can* be taught, I object to that very much. 1 don't think that the feeble-minded child should have all that he *can* be taught, because we can, as found in the history of this institution, teach children more than they ought to know. We have trained them until they cannot be kept in the institution. However, we should take the intermediate stand that the child should have permanent custodial care, and should be trained until he learns all that he *should* know. We have five or six children in this institution who could go to school, but we all believe that they have learned all they can use to good advantage in the institution. That is, what they are fitted for, if they stay in the institution all their lives. After all that has been said in the last fifteen years, I am sure none of us should be mistaken as to what should be done.

Dr. Knight: I should like to inquire if you believe permanent custody should be made for all feeble-minded children? What do you do with your boys? Would you keep them here forever? I don't think so. It would be a mistake.

Dr. Wilson: This discussion is getting to be very interesting. I had hoped that I might hear something along this line. This is a business proposition. Does the amount of money that is spent for these children do any good, all that it should? What are we teaching them for if they are to remain here for life? What is the result?

Dr. Rogers: 1 think there is no difference of opinion when we get down to the bed rock. We are teaching and training them to be useful and to make them happy. 1 think there can be no difference of opinion as to that whether they are in the institution or out of it. Our whole experience suggests the village community life. The abnormal child does not belong to the normal population. Even our boys. Dr. Knight, have made absolute failures in trying to work outside. They get into bad society, form bad habits, get to drinking, and lose their positions that they may have had for a while, especially when the hard times come. If you hire a man to take care of your horses, you want the best man you can get. If he is a carpenter, you want the best mechanic you can obtain, and these boys cannot stand the

In the end they drift back into the institution or into jail, with very few exceptions. Therefore the thought is that we must provide the system will make permanent institution life attractive and satisfying. This can be realized only in that system that involves the largest development of individual character, and personal initiative in the social and industrial activities of their necessarily restricted community life. It is character making that we are after. (Applause) I cannot endorse this suggestion of my esteemed friend, Dr. Bernstein, that the feeble-minded should not be educated. We should not put up any bars across a pathway already narrow and full of obstructions. Are not our simple people entitled to the privilege of forming ideals toward which, according to their respective limited abili-*WKS,* they shall work with as much sincerity and earnestness as we who attribute to ourselves superior wisdom?

Dr. Bernstein: I firmly believe that no feeble-minded person should be taught to read and write, because I know some of the results of that teaching I have seen any number of feeble-minded children, who, if they had Hot been taught to read and write, would have been happy in an institution. They are making their patents unhappy when they come to visit them. As I say, if they are to be made custodial cases, they must not be made unhappy in an institution. We get a great many who have been educated, and those who have not been educated. We are sorry that we ever taught any of them to read and write, because they find what they are losing in the world and are constantly hankering after it, and it makes them miserable and their friends miserable and they oftentimes run away and make the community miserable.

Dr. Rogers: I think there is a real difficulty sometimes as suggested by Dr. Bernstein in the matter of reading, in determining the proper course with regard to certain details of education and training. But here again I must differ from Dr. Bernstein as to excluding the privilege of reading from "all feeble-minded children, though we certainly should be exceedingly careful in selecting the reading matter used by them. I am not willing to concede that because we have made mistakes in our methods, as we all have, that we should deprive the children of the results of better methods, for such better methods on our part would produce the desired results without the undesirable complications. Libraries and periodicals afford today indispensable adjuncts of higher and technical education, but they are accomplishing present day results because they are managed by competently trained librarians who know how to direct students in the selection of the literature desired, so in institution life proper books and periodicals bring into our children's lives the mental and moral pabulum required for character forming, and the stimulation of mental activities in ways that are attractive to the children and that cannot be provided in any other manner. The very fact that the child can acquire the information and can exercise his imagination in the picturing of the incidents described by his own efforts and initiative adds to the particular value of this kind of education. Therefore we should be critical of our methods of supplying material and of selecting its character

rather than to condemn such a valuable auxiliary because of defects of application which are not inherent in it. In the first place no reading matter should ever be allowed in a public institution the influence of which is detrimental to the child; then in selecting reading during the course of training it is exceedingly important that that reading be adapted so far as possible to the nature of the child. Much reading that is helpful to one person is harmful to another. Efforts should be made to supply the child with the class of reading adapted to his comprehension that will tend to counteract this nature. This problem is not different from that involved in the training of our normal children only that it is a much more difficult one to solve because of the size of the family and the inability to keep all who have to do with these children in harmony with its purposes and spirit. Then, parents, as a rule, are naturally the last to recognize the necessity for the special community life for their defective children and they are often inclined to supply the child with that class of literature and periodicals that is hurtful. In my own case I must frankly admit that I have allowed the introduction pi newspapers without much restriction, before I realized as fully as I believe I do now, the impropriety of the same. However, with only three or four marked exceptions, the boys who have been determined not to stay in the institution and yet who very evidently should do so, have really found our institution life more attractive than the outside world and have returned to it for final refuge.

This subject of the selection of reading matter I think worthy of a very extended discussion, but as we have already gone beyond the legitimate discussion of Miss Jacob's paper, I will only add that I believe that if all people who have to do with the training and care of the feeble-minded were fully possessed with the idea that the primary object of their work should be to make the most of the child in character building as well as economic utility, methods would take care of themselves.

Prof. Johnstone: 1 just want to ask, if the institution is to be custodial, what place has any of the outside world in it? I object to some of the teaching that is being done in Dr. Rogers' institution and in Dr. Knight's institution because they are introducing knowledge of the outside world, that is not to appear in the children's lives. Let their reading be purely imaginary, and their training based on the things that can come into their physical, mental and moral life on the few acres on which they are to live all their life. The newspaper has no possible place in the institution for feeble-minded. Of course, if we give in our institution and in our training things that will be permitted out of the institution, we must expect by all means that we have to fight that evil hard. If we confine our children to our own grounds, then we are giving our children an intimate knowledge of their own environment, and the things that they must see in their own environment. They will fill their world right full, and they will fill themselves right full of their world, and you and I can spend twenty years of study and be pretty broad men from the standpoint of custodial men, in doing just that. (Applause.)

Dr. Rogers: 1 agree with Dr. Bernstein that the children who are

Oral imbeciles should never learn to read and write, but they are a small rcentage.

Dr. Murdoch: It seems to me there is a very happy summing up of is matter in the motto of the institution which we are visiting today.

"The true education for boys and girls of backward or feeble minds is to tesch them what they ought to know and can make use of when they become en and women in years."

Dr. Keating: I want to tell you about the Kentucky institution. We 3re comparing the two institutions, his and mine. About eight or ten years ago they abolished the schools and do not teach the children anything except little manual training. Now, when Dr. Hill came to my institution and saw the children on the farm, he said: "Where are your attendants?" I id: "One over there, and possibly another somewhere in a different part ofthe place." He said: "Why don't the children run away?" I said: "They don't want to run away." "Why," he said, "I have to keep a guard over ten or fifteen boys. They want to get out and run away." Now, 1 don't allow my children to select their own books, but 1 encourage them to ad, and yet we don't have them run away. Now, we do have a few boys ho are getting restless, but that is due to the parents, not the intelligent parents, but parents who are feeble-minded themselves. They want to take the children away, but we find that if the parent dies or moves away from the children, they will be perfectly satisfied to stay with us all their lives. If we did not teach them to read and write, it seems to me that it would take the little pleasure that they get out of their lives, from them.

HYDROTHERAPY IN THE TREATMENT OF FEEBLE-MINDED CHILDREN

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has been spendidly said, "The truly great stand upright as columns of the temple whose dome covers all". Hippocrates, the father of medicine, was truly great, but if he could wake from his long sleep of 500 years, and look over the various therapeutic agents in use at this stage the world's history, he would doubtless be astounded. Every available pace in the medical journals teems with advertisements of the so-called Baling agents. Patent medicine venders grow rich on the credulity of the people. Truly of making many drugs "there is no end", and some, if not all of us are led to exclaim with one physician: Medical men are tired of the many new hypothetical systems that are thrown aside as rubbish, only to be replaced by similar ones".—Virchow.