Care of the feeble-minded / Walter E. Fernald.

FIFTY-SEVENTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1904.

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TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 13, 1904.

To the Corporation, His Excellency the Governor, the Legislature, and the State Board of Insanity.

The trustees have the honor to present their annual report for the year ending Sept. 30, 1904.

The number of feeble-minded persons of every description who have been present at the school at Waltham or the colony at Templeton during the year has been 900. There have been discharged during the year 24 males, 11 females, — a total of 35. There have been admitted 65 males and 35 females, — a total of 100. The number of applications has been 240. The number of feeble-minded persons of every description now present at the school at Waltham is 720, the number of large boys and men at the colony at Templeton is 127, — a total of 847. Of these, 256 are supported by the Commonwealth in the school department and 162 in the custodial department. There are 334 inmates supported in the custodial department by cities and towns; there are 32 beneficiaries of other States, paying, under the statute in such cases provided, $300 each per year. There are 48 private pupils, supported in whole or in part by parents and guardians. The corporation supports 15 inmates designated by name on the records of the school. The income of our private funds is spent for a few old inmates, who but for it must be sent to the almshouse of their settlement. Although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, all sharing equally so far as may be the advantage derived from

the entire income. Of course this is not strictly accurate in individual cases. For instance, an average school pupil costs more than an average custodial case, since the average salaries of the teachers amount to a larger sum than the average wages of the attendants, and the average school pupil must be charged something for care and attendance outside of the schoolroom. In the custodial department there are extreme cases, — of the sick, depraved, helpless idiot, who comes here to die, and requires ceaseless supervision of considerable skill, and the big girl who half pays her way in the laundry.

The whole number of paid persons of every description living on the premises in charge of the 900 inmates, either at Waltham or at Templeton, at the close of the year, Sept. 30, 1904, was 168. The new dormitories at Waltham and the buildings for the new colony at Templeton will allow us to care for 250 more inmates than heretofore.

We have received from the Commonwealth for the year beginning Jan. 1, 1904, and ending Dec. 31, 1904, for the support of State inmates in both the school department and the custodial department, $66,348. We have received from cities and towns for the support of inmates in the custodial department for the school year beginning Sept. 30, 1903, and ending Sept. 30, 1904, $55,250.95. We have received for private pupils during the school year, $7,273.63. We have received from other States than Massachusetts for their beneficiaries, $10,633.51. The treasurer has paid to our current expense fund, or transferred thereto from interest received on our invested funds, for the support of 15 inmates, the sum of $5,591.85, of which $726.07 has been due on account of the 15 inmates for the present year, the remainder being an amount which should have been transferred in previous years on account of inmates supported by the corporation. The current expenses of the school year have been $150,453.49, or $3.53 for each inmate per week. These are financial facts; but, since our own accounts are kept by the school year, which ends September 30, and there is always a large sum due at that date and not paid by cities and towns, and since by State direction we pay our bills monthly, while the State makes its appropriation for the current year, made available some time in June, running from January 1 to January 1, upon a system of averages made up in November

of the preceding year, it is impossible to present at the close of the school year a statement of our receipts and expenditures that will balance.

The marked event of the year in the school life has been the death of our much-beloved and highly respected president, Samuel Hoar, who died April 11, 1904, in his fifty-ninth year. His familiarity with business matters, his habit of giving attention to details, his tenderness of heart, eminently fitted him to be at the head of a corporation like this. He had been on the Board of Trustees for nineteen years, and for nineteen years had been a leading spirit in regulating the course of procedure of the school. The trustees' appreciation of his worth and their sense of the loss sustained by the corporation and themselves by his death will be found in a statement entered upon the records of the school at the quarterly meeting of the trustees, held July 14, 1904, which will be printed with this report.

The year just now passed has been at Waltham a busy year. Two new dormitories to accommodate 200 inmates, and two dormitories for female attendants accommodating 21 each, a manual and industrial training building, and an enlargement of the bakery and kitchen in the administration building, have been substantially completed. The addition to the electric lighting plant, involving new boilers and engines and an addition to the laundry building, and the new wiring of nearly all the buildings, new and old, has also been substantially finished. Work upon the superintendent's house has so far progressed that it can be finished in the early winter. The money for the dormitories for inmates was appropriated in 1902. When asking for it in 1901 we said that two additional dormitories would be eventually required at Waltham to complete our plant at Waltham. Accordingly we ask this year for a special appropriation of $85,000, to be expended in the erection of two dormitories at Waltham, of sufficient capacity to accommodate 200 inmates. These buildings will be completed in 1907. We shall then, with slight additions to our heating and lighting plants, have a fully equipped plant for 1,000 inmates. This will be our limit, unless from time to time as the years roll on we shall erect new dormitories for feeble-minded women who have come to old age, when they can no longer be economically employed at any labor. We

ask this year for a special appropriation of $8,000, to be expended in alterations of the administration building when the superintendent and his family shall have removed therefrom, and in building fire-proof drying rooms over the new engine room in the boiler house and laundry and for fire proofing the West building. We ask also for Templeton a special appropriation of $16,000, to be expended in buildings for a new colony.

It must be borne in mind that these appropriations are asked for nearly a year before the money will be placed at our disposal. In the nature of things we cannot get from mechanics proposals for doing the work in advance of our petition to the Legislature. We can only guess at amounts of future expenses by sums expended for similar work heretofore, and that method of guessing in the present condition of the labor market and building material market is very uncertain.

Under a special appropriation of 1903 we have built a side track on the Boston & Maine Railroad at Clematis Brook, upon which coal pockets will be provided for the permanent use of the school. By this track we have already received a full supply of coal for the coming year, purchased in one lot upon most favorable terms. The appropriation was upon the condition that it should not become available until the owners of the land to be occupied should convey to the Commonwealth the right to construct, maintain and use tracks, coal pockets and trestles thereon, and a right of way from the public streets thereto. This conveyance was duly made by the owners of the land, the understanding being, although not expressed in writing, that the owners of the land, who have a greenhouse in the vicinity, should retain the right to use a sufficient length of the side track to establish for themselves coal pockets of a capacity sufficient to enable the owners to procure and receive at one purchase about 1,000 tons of coal. Our pockets were to be at the extreme end of the side track, and those retained were to be between our pockets and the main line of the railroad, a proper fence and gate separating the two premises. The location of this fence is named as a westerly bound in the deed to the Commonwealth which was recorded. But now that the side track is completed, it is found that the grade over the land reserved to the owners is such that cars will not stand upon it to deliver coal, and that only a very small quantity of coal

can be stored beneath the trestle on the land reserved to the owners. The owners of the land have accordingly requested us to extend our end of the trestle still further out from the main tracks of the railroad, they to convey to the Commonwealth the same rights over the new land required for this purpose, and the Commonwealth to release, so far as it consistently can, the rights hitherto acquired over an equal amount of land and trestle thereon to the east of said fence or location. This request seems to the trustees to be equitable, and they therefore hereby petition the Legislature for authority to extend, as aforesaid, the trestle already built, and that an exchange of rights over the new land and the old be authorized. This can be done within the original appropriation of $7,500.

The colony at Templeton fully answers all our hopes. The boys are contented and happy. With the exception of a few cripples, they work under intelligent supervision as if work were a pastime. One is at once struck with the freedom from care that is everywhere evident in their faces. Strangely enough, the compassion we often feel for those whose lot it is to labor for themselves and their families day after day through the years, without hope or thought of getting on in the world, is not excited here. All is enjoyment, and Saturday afternoons all is merriment. They are kind to one another; an excited word is rarely heard, a blow is rarely struck. They are fond of animals, and never cruel to them. The dumb cattle follow the boys about in the fields.

We speak of the colony at Templeton, and then again we speak of the colonies. There are in fact three of these colonies, or camps, they might be called, except for their permanency. We find that it has worked admirably to put the boys by fifties, under the charge, each fifty, of an intelligent working man and his wife, or under the charge of a sympathetic working matron and a working man, the two not being married, depending for more scientific supervision upon weekly visits by our superintendent or some one of the three doctors upon his staff. We have no disposition at present to employ permanent or resident high-grade supervision at the colonies. We have proceeded upon the family plan. Care is taken that the matron shall be an honest, plain cook, and shall be of a temper and disposition to make her family love and respect

her. The boys have been so thoroughly trained at Waltham that all goes on easily within doors at Templeton. Their behavior at meals is exemplary. They always clean themselves up in the wash room of their dormitory before going to the dining room in the farm house where live the matron and her assistants. Their evenings are spent in the presence of the matron and assistants, at quiet games or reading story books. They rise early, — those who assist in the care of the cattle very early. By day their life is that of a farmer's boy, — ploughing, planting, hoeing, harvesting, getting wood, pulling stumps, building walls and roads, all under the supervision of the farmer or paid working man and his assistants. In doors and out these young farmers require the help and oversight in the fields of one suitable paid person to about a dozen boys. They are good boys, but need a master. Without supervision, fifty of them would not in a fortnight accomplish work that could be done by two of them in two days.

The school at Waltham and the colony at Templeton are carried on together as a systematic whole. The advantage of the school as a preparation for life at the colony cannot be better stated than by quoting from an annual report, written twelve years ago, before the establishment of a colony was thought of, when we were congratulating ourselves upon the removal to Waltham a few months back of the last group of inmates from South Boston; when we were beginning to feel that it would be best for all concerned, that it would be for the economy of the Commonwealth and for the welfare of many of the inmates, to retain them at the school for an indefinite period. Then we had at Waltham 95 acres of land; then we had erected or had in contemplation of erecting accommodations for 400 inmates. To-day we have at Waltham buildings for 800 inmates, with generally superb accommodations for 150 paid persons to care for the 800 inmates. And we have at Templeton unlimited resources for the custody of boys and men whom it is now the determined policy of the school to keep upon its roll till death.

Twelve years ago we said: —

> The principal feature in the school department has been the introduction of a system of manual training known as the Russian system.

It was brought to this country from Moscow, in the form of an educational exhibit for the Centennial Exposition at Philadelphia, where it was discovered by one of the leading educators of this State. It has lately been adopted in a large number of the public grammar schools in several States as a part of the regular course of instruction. Its object is solely the development of the child, and it does not concern itself with the thing created by its work. It is thus to be distinguished from industrial training, in which it is sought to make the work done by the pupil of some pecuniary advantage either to himself or to the person, corporation or government at whose charge he gets his instruction. The peculiar adaptability of this system of manual training to the education of the feeble-minded will be recognized after reading the superintendent's report. The name implies the mere training of the hand, but every movement of the hand results from, or is accompanied by, a movement of the mind. Yet the mind is not at any time taxed beyond the easy comprehension of the child. He is not at the beginning mystified or overcome with a shadowy idea of construction. He learns to saw straight. He comes to know when he saws straight. He knows when he saws crooked. He knows the difference between the two. He learns to plane a surface to a level. He comes to know when the surface is level. As he saws straight and planes straight, his muscles become more and more accurate in their movements. If he has no organic defects, he gets to see straight, to walk straight. It may take a long time before he can saw straight and plane to a level. He is given a chisel. With it he cuts to lines. Then he himself draws the lines. He makes measurements. By gradual steps he makes a mortise without the faintest idea of anything to be done with it. At length he fits two pieces of wood together; and he does not do this without having a pretty fair understanding why they fit, or at least a pretty accurate comprehension of what he must do to make two pieces of wood fit together well. The poor fellow's brain has kept company with his hands.

Industrial training in shops may follow to some extent; and if our boys remain long enough, we may, perhaps, have work shops to a considerable measure self-supporting. We do not, however, expect much in this direction.

Now, instead of the workshops we have the farm; and the poor fellow whose brain has kept company with his hands at Waltham makes a good farm hand. Unconsciously his brain has continued to improve. He has absorbed something of the theory of farming, — probably as much as is within the comprehension of one-half the farm laborers in the country. He has gained some knowledge of the work of the stone mason

and the carpenter. He at least knows the object of his work, when he helps the stone mason or the carpenter. When these boys are digging a cellar or a well, they know what they are doing and why they do the work. They know and remember that they are repeating what they did for their own colony, and have since done for another. When they see batter boards raised up at one place two feet from the ground and at another ten or twelve, they know that the foundations of the building are to be carried up to the level of the batter boards, and that they must get a large amount of stone for one side of the building and little at the other. They know that sooner or later there will be completed houses for a colony just like those of their own colony, and that finally a group of boys will come up from Waverley and live in them. These are the feeble-minded boys that sixty years ago were utterly neglected. Truly the preparatory life at Waltham is essential to the life in the colony; and the life in the colony is an ideal life for those who must remain a charge to the public till death.

The advantage of the partnership between the colony and the school is not wholly on the side of the colony. There is a noticeable improvement in the health and general appearance of the inmates at Waltham, resulting from the products of the farm sent to the school. And this partnership extends to matters of finance. For instance, it is expected that the coming year an ample supply of milk for the use of the entire school will be sent to Waltham from the farm; and apples, potatoes, beets, cabbages, etc., will be sent in great quantities. The saving in the milk bill alone will amount to several thousands of dollars; and the inmate who eats his proportion of potatoes, beets, cabbages, carrots, etc., will consume less wheat bread or oat meal porridge, or articles of food which must be purchased. In return, the money saved in the milk and flour bills will be expended at the colony, in keeping up or renewing the stock, for farming implements, for fruit trees and vines and shrubs, and for fertilizers for the ensilage fields.

There are still but three of these colonies. The buildings for a fourth, following the general plan of the other three, will be ready for occupancy before winter. It was our intention to send to Templeton the fifty boys who are to form this colony in the early spring last past, sheltering them in tents, that

they might do the foundation work and grading necessary for their future home, themselves, but we found that the boys were needed at Waltham for the immense amount of similar work to be done there; therefore we have kept them back, and have let the boys of the other colonies do their work for them.

In the early days of these reports they filled an important place in literature. They treated of matters new in this Commonwealth and new to the country. They and an occasional magazine article written by their authors contained all that was known in the community upon the subject of idiocy. The object for which they were written was not so much for a record of what had been accomplished, as to awaken in the Legislature, and through the Legislature in the people, a sense of moral responsibility for the condition of idiots. We cannot to-day realize the brutish condition to which these helpless people had been allowed everywhere to fall. Before the agitation in their behalf was started, the idea of establishing a school for the relief of idiots would have been rejected and ridiculed by the community at large as an illusion of visionary and unpractical minds.

That the school succeeded was due to these reports. The beginning was with the true idiot, the mere animal in human form, as may be seen in the report of the commissioners appointed by the Governor in 1846 to inquire into the condition of these people throughout the Commonwealth. This report of 1846 set forth that: —

> Common observation, the official report of the various town officers, and the research of commissioners appointed for the special purpose, all concur in showing that there is a large number of idiotic persons in the Commonwealth who live in a state of brutish ignorance, idleness and degradation, and go down to the grave like brutes that perish, without a ray of religious moral intellectual light; and experience has shown that, where such persons are taken at a proper age, they may be trained to habits of decency, industry and sobriety, and lifted up from the slough of mere animal existence to the platform of humanity; and the State admits the claims of every one of its children to a share in the common blessings of education, and provides it by special enactments and at great expense for those who cannot be taught in common schools, such as the blind and mutes; and idiots,

the most helpless and wretched of all, are most in need of skilful instruction; and that religion and humanity demand that a fair trial should be made of their capacity for improvement.

No better statement could be made of the condition of affairs which it was the design of the experimental school, then authorized, to remedy.

The good work progressed. In 1851, when the school was incorporated, the joint committee of the Legislature on public charitable institutions reported: —

Your committee have visited this school and been highly gratified by what they saw; the experiment seems to have succeeded entirely. The capacity of this unfortunate class for improvement seems to be proved beyond question, . . . and, considering that other classes of the unfortunates who can be taught have had special provision made for their education, therefore, your committee respectfully submit the following resolves.

During all this time the work was tentative. Four or five years later, in the report of 1855, it appears that the trustees, considering the limited means at their disposal, were of the opinion that only those should be admitted to the school whose age and condition gave chance for improvement. The school idea prevailed. The nearer the child was to the child fitted for ordinary common school instruction, the more welcome he was as an inmate. But the trustees or their superintendent could not always tell. Since it was difficult in many cases and impossible in some to ascertain at sight whether the child was capable of improvement, some were admitted to be soon discharged as incapable of improvement, which meant incapable of improvement by school instruction.

Says the report of 1855: —

The chief objects aimed at have been, first, to put the pupils into the best possible condition of health and vigor; to develop strength and activity of body; and to train them to the command and use of muscle and limb. Second, to check inordinate animal appetites; to correct unseemly habits; to accustom them to temperance, cleanliness, and order; and to strengthen their power of self-control, so that they may be at least less unsightly or disagreeable to others. Third, to train them to some habits of industry, so that they may be at least less burdensome to others in after life. Fourth, to develop

as far as possible their mental faculties and moral sentiments, by exercises and lessons suitable to their feeble condition and capacities, and thus to elevate them in the scale of humanity.

In 1855 the school had been opened to girls, and the unexpected result had followed that the school had been of greater advantage to girls than to boys.

Such was the life at the school at this time (1855) and for some twenty-five years thereafter. The school increased in numbers to somewhat over 100 pupils (there were 90 on the average in 1879, and 108 on the average in 1880), who remained at the school for some five or six or seven years, and then were returned to their homes. There was no custodial department.

During all this time we were a private corporation, receiving from the Commonwealth an annual appropriation, always upon the condition that we would support and train a stated number of idiotic persons designated by the Governor. We were economical and thrifty and made some money, but we always dealt fairly by the State in return for her appropriations, supporting at the school from 30 to 50 per cent. more indigent inmates on her account than we were required by the appropriation. We did even more than this. In 1880, when we were required to support 55 inmates on the part of the State, we had at the close of the year 104 State cases out of 120. We had a few private paying cases, including beneficiaries from other States. The law required us to take children of parents who were not wealthy at a charge not exceeding the actual average cost of all the inmates. To the receipts from wealthy cases and beneficiaries from other States and a few legacies the private funds of the corporation may be credited. The Commonwealth has always been represented on the Board of Trustees, at first having four of the twelve, and since 1878 having six out of the twelve.

About 1880 some of the more recently appointed or elected trustees began to agitate the subject of a custodial department. Whatever might be the merits of the school proper, they felt that there was urgent need in the community for an institution which should train the hopeless idiot, who had been rejected at our doors for thirty years as unimprovable. The early

experiment had shown, as we have seen, that he could be vastly improved. The arguments of these new members found favor with the old members, some of whom had been on the Board from near the beginning of the school; and the result was that the custodial department was established, not by law, but by the trustees or corporation under their general power. Then came the retention of our large girls, who had no home to which they could be sent on finishing at school. Then came the experiment at the Howe farm.

And finally, in 1883, the custodial department was established by law; but by the same act by which it was established our school department so far as State cases were concerned was pauperized, all State inmates being put upon the same footing; and the charges for the support of all cases, whether school or custodial, with the exception of our private cases and cases from other States, were laid upon the inmates themselves, or, in case of poverty, upon the places of settlement, and when the settlement was not known, upon the Commonwealth.

Up to this time the indigent idiot who had no settlement in the State could only be sent, by the court or trial justice having jurisdiction of his case, to the State almshouse, there to be supported, governed and employed in the same manner as persons sent to any almshouse by the overseers of the poor. If he had a settlement, he was placed in the almshouse of his settlement, like any other pauper. In 1883 the power to commit to the school was given to judges of the probate and municipal courts, probably for the benefit of the school rather than for the inmates or for the community at large; since authority was given to the trustees to receive the person committed, or to send him to his own home, or to the State almshouse, or to the place of his settlement, if in their judgment he ought not to be received into the institution. The taking of school cases from other States and the Provinces was legalized by the statute of 1883, and we could still take private cases on any terms we saw fit. We were still a private institution, largely assisted by the Commonwealth, which depended upon the trustees appointed upon the part of the State and the same annual Board of Visitors, as at present, to look out for its interest in the inmates. We were independent of any other Board.

In 1886 we were still a private corporation, located on our own premises at South Boston, the home of the institution from the beginning of the school. In 1887 the State gave us, in response to our prayers, the sum of $20,000 to purchase land for our removal to a more extended field of operations; and the next year we were given $200,000, to be expended under the direction of the trustees in the erection of new buildings on the estate we had in the meantime purchased at Waltham, but on the condition that we should deed the newly purchased land to the Commonwealth. This we cheerfully did. Indeed, when we came to sell our South Boston estate, we spent the money obtained for it in building on the Commonwealth's land at Waltham the plain but beautiful dormitory for women, which has been the type of all our dormitories erected since that date, and has been copied far and wide by other institutions. We recognized, as stated in a report a little later, that there was —

> a partnership for charitable purposes between the State and the corporation, each being represented by six trustees. The State provides nearly all the money required by the trustees for the active management of the school, and holds the title to a large proportion of the property in use; while the corporation through its membership gives to the trustees the assistance of a large number of intelligent men and women, who, some through inheritance or association, others through a sense of duty, and all through a feeling of compassion for human suffering in its most degraded and loathsome form, take a deep interest in promoting the welfare of idiots and feeble-minded.

We recognized, too, that, although we held the title deeds of the South Boston property, that property had been given to us by the State in trust for feeble-minded persons of the State. We rendered unto Cæsar the things that are Cæsar's.

By the act of 1886 the Commonwealth again assumed the cost of the education of the pupils in the school department. The Legislature recognized the force of the plea made at the beginning of the school, to put the indigent idiot upon the same footing as the indigent blind person and the indigent deaf mute, so far as he was capable of benefit from school instruction. The original petition, we will say in passing, had been for all idiots; and we still are of the opinion that the

Commonwealth in its majesty should require the training of all idiotic persons within its domain, according to methods substantially as practised at this institution, either at the expense of the place of settlement or at its own expense, as a matter of right possessed by the individual.

No provision was made in 1886 as to the number of persons we were to take in the school department on the part of the Commonwealth; but we were allowed the sum of $20,000 for the maintenance and education of such persons as should be designated by the Governor, upon the recommendation of the secretary of the State Board of Education. For the State custodial cases we received the sum of $3.25 per week, and the same charge was made to cities and towns for their custodial cases. Beneficiaries of other States and the Provinces were to be charged $300 each per year, and we could take private pupils at our own terms.

The power to commit to the school was continued to judges of a probate or a municipal court; and this was probably still a provision in favor of the school rather than for the inmate or the community at large, for although authority was not given to the trustees to reject a case so committed as in the act of 1883, they were still given the authority to discharge any pupil or other inmate either to his home or the place of his settlement.

By the act of 1886 the trustees were directed to make an annual report to the State Board of Education of pretty much all matters that had been contained in our reports to the corporation and Legislature; and we were also directed to submit our accounts for the support of inmates in the custodial department by the Commonwealth to the Board of Lunacy and Charity for approval. To the State Board of Lunacy and Charity was also given the power to transfer to the school from the State Almshouse and certain other institutions any inmate whose condition would be benefited by said transfer, upon the certificate of a physician that he is a proper subject for the institution.

Thus, by this act of 1886 for the first time some other person or board of officers than the corporation and the trustees of this school and the Governor was authorized to be interested in any way in the care and custody of the feeble-minded in this

Commonwealth. Up to 1886 all reports had been made direct to the Legislature. Our work at that time had been mostly tentative.

Since 1886 there has been no substantial change in the law relating to this school. Since 1886 year after year we have reported the result of our work to the Legislature, occasionally making recommendations regarding our future growth, which have been approved. Dr. Eliot and Dr. Tarbell, of our Board of Trustees, were well-recognized authorities in all matters concerning the feeble-minded. The State had unlimited confidence in those great philanthropists.

We got valuable suggestions from the boards which were associated with us by the act of 1886, just as we did later when we founded our Templeton colony from the department of health and other departments in the service of the Commonwealth. In 1898 the duties of the State Board of Education and the State Board of Lunacy and Charity were given to the Board of Insanity, with which Board our relations have always been most cordial and intimate. But we believe that we ourselves are wholly responsible for the conduct of the school, although under their supervision. The founding of the custodial department, and its extension to include the care of grown feeble-minded women and the colony at Templeton, have been our work. Members of the corporation it is feared take less interest in our life than in early days, but this is to be expected, for matters are on a firm foundation; the corporation and the trustees recognize that we are for the most part a State institution, doing State work, but we claim the credit of having built up for the Commonwealth a model institution, of which she may well be proud.

This is a somewhat extended review of the past. It is made for the information of the Legislature, an ever-changing body, who cannot be expected to know much about pre-existing provisions for the care of the feeble-minded persons of the Commonwealth. It may also be regarded as a preface to the following opinion regarding the future of the school: —

It is the opinion of the trustees that it is for the best interest of the feeble-minded themselves and for the good of the Commonwealth that the school should be conducted mainly upon the lines upon which it has been conducted in the late past.

There should be, as now, a school department, in which there shall be admitted yearly a large number of feeble-minded children capable of being benefited by school instruction, who shall for five or six or seven years be trained to habits of order, obedience, cleanliness and industry, and then as a rule be returned to their homes. The present custodial department should be continued for boys and men and girls and women, and in connection with it the colony at Templeton for boys and men. To the custodial department should be admitted, first, cases, that as a general thing must remain until death, — the most disgusting cases of idiocy, the sick, the deformed, — cases that it is for the absolute good of the community from which they are taken that they shall be banished from sight forever. Second, feeble-minded big boys and men and big girls and women, who are too old to learn from books, who will remain here, the males until they are fitted for Templeton, where they are destined to spend the remainder of their lives; while the big girls and women, including such as, having finished in the school department, have no homes to which they can be sent, will be kept here indefinitely, probably for life, in order that they may not become mothers.

As we have said several times of late, the most notable departure from the original design of the school has been the admission of these big girls and women of feeble intellect, and the retention of large girls who have been pupils in the school proper. This is a feature in which we take pride, even more than we take in the colony at Templeton, although the visible results are not so striking. It is the feature of our institution which appeals most to the hearts of the people of the Commonwealth. It is a feature which could not exist except in an institution of the comprehensive nature of our own. That the life of these females is on the whole a happy life, we have often shown. They exhibit few signs of discontent. This feature of the school should be preserved.

We have gone further in this direction. We have sought to extend our protection over women who have gone wrong or may go wrong in their sexual relations, and yet, owing to mental weakness, are morally irresponsible for their conduct. These women are moral imbeciles; and it is the sentiment of the people at large, and we ourselves believe, that protection

should be given them, — that they should be kept permanently away from men, both for their own good and for the good of the community. But there should be absolute mental defect as well as moral obliquity before they are received in this school. We can go on building dormitories for the protection of our grown up girls indefinitely, and care for them in great numbers at little expense, especially if the Legislature shall at some time not too remote cause to be removed to the Hospital for Epileptics our inmates who are afflicted with epilepsy; but women with none of the obvious characteristics of feeble-mindedness, — such as defective speech, awkward gait, unnatural make-up, — women in whom it is difficult to detect any mental defect, unless an unusual development of sexual passion be attributed to mental defect, are ill-adapted to mingle with our good-natured simpletons. Such women must be kept under lock and key, — they need constant, wearisome watching. As against her guardian, the female moral imbecile is an artful foe within herself. We object, however, and this is an objection we have often made, to receiving from other philanthropic institutions, either reformatory or charitable, public or private, girls whose real offence is want of chastity, but who have been sent from their homes as wayward, stubborn girls, who have needed institutional care and restraint, but instead of receiving this have been placed out in country homes, to become the plaything of a hired man employed at the same house, or of half the idle men and boys of the village, until finally, hardened and well seasoned in crime, they are thrown back into the hands of the well-meaning philanthropists who have corrupted a community. We have often said no one woman is able to safe-guard a girl or woman who has strong inclinations to go wrong, and no amount of professional or purely philanthropic visiting will keep her in the paths of virtue.

A notion largely prevails in the community that pretty much all crime is evidence of moral imbecility on the part of the offender, and more particularly that the birth of an illegitimate child is evidence of moral imbecility on the part of the mother; and women who should be sent as criminals to a reformatory for a term of years are sent here on a sentence for life. To us there is something abhorrent in shutting up a girl in an asylum

for idiots, to be released only by death, simply because she is lewd.

Most women who offend against chastity are anything but feeble-minded. Prostitutes at the beginning of their career are neat and orderly. As a rule they are kind-hearted, generous, honest and truthful. They rarely at any time are instrumental in bringing a sister into their fold. They are more or less repentant; yet no one understands better than they that their offence against society will not be forgiven by society. They mostly come from the country, and have mostly fallen from virtue by reason of the too free intercourse between the sexes existing in country life. Some are city-born and lead a double life, pursuing a lawful and remunerative occupation in addition to that which is illicit. The downward course of all these women is rapid, but they are not feeble-minded. The law interposes, as is the case with all other females, only for the protection of those who are under the age of sixteen. This school is not an institution for the amelioration of the condition of fallen women of any age.

We note with satisfaction that an attempt is being made in large cities to care for such feeble-minded children of their own as are capable of improvement by school instruction, in schools especially devoted to such purpose, apart from schools for normal pupils. This will relieve a pressure for admission to our school department. But great care should be taken by the city authorities in permitting children to be sent to a school for the feeble-minded without the consent of parents. The matter is even more important than the commitment of a child to our custodial department. No ordinary schoolmaster or ordinary schoolmistress is capable of judging whether a child is feeble-minded within the statute. We have known boys, who have been deemed by their teachers stupid to the last degree, to suddenly wake up, go to college, do well there, and afterwards prove to be eminent citizens. Only the judge of a court, upon the certificate under oath of a duly qualified physician, should have the power of committing a child to any feeble-minded school without the consent of its parents.

For further details regarding the condition of the inmates under our charge and work accomplished by them during the year, we refer to the report of our superintendent, Dr. Fernald,

the value of whose labors for the past eighteen years, in behalf of the feeble-minded of the Commonwealth, both those under his direct care and many remaining at private homes with their parents, cannot be too highly estimated.

CHARLES FRANCIS ADAMS, 2d.
FRANCIS J. BARNES.
FRANCIS BARTLETT.
ELIZABETH E. COOLIDGE.
JOHN S. DAMRELL.
THOMAS W. DAVIS.
FREDERICK P. FISH.
WILLIAM W. SWAN.
CHARLES E. WARE.
FRANK G. WHEATLEY.
CHARLES F. WYMAN.

Samuel Hoar of Concord, president of the Massachusetts School for the Feeble-minded, died at his home in his native town of Concord, Monday, April 11, 1904, in his fifty-ninth year. He was the second Samuel Hoar of Concord to die a trustee of this school, his grandfather, of the same name and town, having been one of the originators of the school and having held the office of trustee at the time of his death in 1857. His own father, Ebenezer Rockwood Hoar, son of Samuel Hoar, senior, succeeding his father, had also been a trustee until his promotion to the bench as a justice of the supreme judicial court of the Commonwealth had rendered the holding of the office of trustee incompatible with the higher duty. Judge Hoar had been succeeded in the office of trustee by his sister's husband, Robert Boyd Storer, who in turn upon his death was succeeded by his son, William Brandt Storer, an own cousin to our Samuel Hoar. In the mean time George Grosvenor Tarbell, a near kinsman, had for six years been superintendent of the school, and upon the death of William Brandt Storer in 1884, resigning the office of superintendent, had been appointed trustee, and in 1898 had been made president. Samuel Hoar was appointed trustee in 1885, and in 1902, upon the death of George Grosvenor Tarbell, had been elected president. Thus by inheritance the interests of the school were dear to our late president.

Since his death the town of Concord, the Unitarian Church and Harvard University have all expressed their recognition of the deep obligations they are under for services rendered to them by Samuel Hoar, and their appreciation of his noble character. The Suffolk bar, the supreme judicial court of the Commonwealth, and social clubs of Concord and Boston have offered their tributes to his memory. Many letters of a personal nature descriptive of his character have been written, and some of them have been published. We, too, the trustees of this school, claim a part of him, and would record our sense of the loss sustained by the school and ourselves by his death.

Samuel Hoar was an earnest, self-reliant, straightforward

man. He had a strong personality. He had unflinching courage. He was generous and benevolent. He had much common sense. He was a man of large affairs, and had a profound knowledge of human nature. He was a distinguished private citizen; an able lawyer, with a large professional practice. To us, his associate trustees, an observable trait of his character was the facility with which he came to a decision in any matter under consideration. To this faculty, no doubt, was due the amount of work he was able to give to matters of a philanthropic and public nature outside of his profession.

Of the educational and charitable institutions to which he gave the benefit of his legal and business experience, this school in his estimation was not the least in importance. At the time of his death he was the third trustee in length of service. In nineteen years he had given to the cause of the feeble-minded much study. More and more was he pained at the thought, which more and more came upon him, that there is no cure for the mind that is wanting. More and more did he believe in the necessity of the school for the welfare of the inmates and for the good of the community from which the unfortunate children are withdrawn. The charity had ceased to be repulsive to him. He looked upon it philosophically, with the aim to do the greatest good with the greatest economy. He had a happy faculty of impressing his views upon the Legislature. That we have this beautiful home at Waverley and the extensive colony at Templeton is largely due to his representations to that body.

We shall miss his cordial greeting at our meetings. We shall miss his counsels in our deliberations; his effective statement of a proposition. We shall miss his humor. We shall miss the bright, cheery member of this little band of co-workers. The entire school felt the influence of his sunny disposition.

His labors are over. He rests in peace. With wounded hearts we go on with our task.

SUPERINTENDENT'S REPORT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1904 : —

	Males.	Females.	Totals.
Number present Sept. 30, 1903,	482	318	800
Admitted during the year,	65	35	100
Whole number present,	547	353	900
Discharged during the year,	24	11	35
Died during the year,	10	8	18
Number present Sept. 30, 1904,	513	334	847
Average number present,	489	326	815
School cases admitted,	36	12	48
Custodial cases admitted,	29	23	52
Private pupils now present,	30	18	48
Massachusetts school beneficiaries,	175	81	256
Custodial cases supported by State,	97	65	162
Custodial cases supported by cities and towns,	182	152	334
Beneficiaries of other New England States,	20	12	32
Number at the Templeton colony,	127	–	127
Applications for admission during year,	–	–	240

Of the 100 admissions, 31 were young, teachable pupils; there were 16 females over fourteen years of age; 8 were juvenile epileptics; 8 were paralyzed; 10 were very feeble,

physically; 3 were insane, and were taken away by their friends; 2 were blind.

Of the 35 discharges, 9 were kept at home for various reasons; 1 was kept at home to attend public school; 6 New England beneficiaries were withdrawn to make room for younger pupils; 4 insane boys were taken home by their relatives; 4 boys were taken home to work for wages; 3 boys, pronounced moral imbeciles, ran away and were not returned; 1 girl of seventeen was abducted by her relatives; 1 girl, a moral imbecile of seventeen, was taken away by her guardian, to be committed to Sherborn Reformatory as a stubborn child; 1 was taken away by overseers of the poor; and 1 boy was killed by a railroad train while at home on his summer vacation.

There were 18 deaths during the year, — less than three per cent. of the average number present. Of these, 3 resulted from organic heart disease, 3 from acute pneumonia, 2 from epilepsy, 2 from organic brain disease, 2 from pulmonary tuberculosis, 2 from general tuberculosis, and 1 each from acute miliary tuberculosis, pyæmia, intestinal obstruction and acute gastritis.

The general health of the inmates has been excellent throughout the year. With the exception of a prolonged series of cases of mumps, there have been no cases of infectious or contagious disease among our inmates.

There were 240 applications for admission during the year. Of these, we were able to admit only a small number, the majority of the admissions being applicants of former years, who have long been on the waiting list.

The parents of these children pathetically plead for an opportunity for the training and education of their children while they are young and capable of improvement. It is a striking fact, however, that the reason for the great majority of the applications is based upon the relief needed for the mother, the family or the neighborhood, with the prospective educational benefit to the child himself as a secondary consideration.

The great majority of these applicants are the children of parents in moderate or straightened circumstances. Few laboring men or mechanics or small farmers are able to pay any appreciable rate for the care and education of the defective child, without depriving other children of proper food or clothing or opportunities for ordinary education. These cases can

be trained or cared for only at public expense in some form. A very large proportion of our applicants expect the State or the town to assume the cost of the future support of the child. If State support should be extended to the feeble-minded, as is now done with the insane, the number of applicants would be greatly increased.

The current expenses have amounted to $150,453.49, or $3.53 per week for each inmate. This per capita cost is a little higher than usual, for several reasons. The average price of standard supplies for the institution has been much higher than for many years past. The long, severe winter caused us to use a large amount of coal. The extensive alterations and additions to our service plant necessitated various unforeseen expenditures, not properly chargeable to the new construction. At the new coal trestle we have a stack of over 2,000 tons of coal, paid for out of this year's account. We have also added four outside hydrants for fire protection, with the connecting water mains.

In our school and training classes we have an unusually able and enthusiastic staff of teachers in every department. We have everything needed in the way of appliances and equipment. Our school department, as a whole, was never so well organized as at the present time. The pupils in the various classes have shown definite and satisfactory improvement.

The new manual training building is completed and in use. On the basement floor are the shops for the repairing of shoes and general repairs to furniture, etc. On the first floor are the sloyd class room, the class room for general manual training, a small printing office, and the room for band practice. On the second floor are the girls' class room for beginners in needlework, darning, mending, etc., and the large sewing room. These new class rooms are well lighted and ventilated, and give us fine facilities for carrying on this most important part of our work.

Here at Waltham and at the colony we have had eleven new buildings, or additions to buildings, under construction during the year. These building operations have greatly added to the duties and cares of the entire staff; and it gives me great pleasure to testify to the willingness and fidelity which the officers and employees have shown in meeting these extra

responsibilities, in addition to the regular work of the institution. Without this co-operation it would have been impossible to complete our buildings within the sum appropriated. Our regular force of employees and our splendid corps of working boys have excavated the basements, dug and teamed stone for foundations, dug trenches for sewer and water pipes, mixed concrete, cut and handled pipe for the steam fitter, done all the painting and varnishing inside and outside the buildings, graded around all the buildings, and teamed much of the building material. The educational value of this constructive work for our boys has been very noticeable. One big, strong boy of twenty, for years destructive, idle and vicious, has worked with the steam fitter for over a year, cutting and threading pipe on a machine as well as a skilled mechanic would do it, and doing a full day's work every day.

The farm colony at Templeton is one of the most successful and satisfactory departments of the institution. The three groups of farm buildings now accommodate 128 adult, able-bodied male inmates, who lead a natural, happy, country life, with a minimum of restraint and all the liberty they can properly use. They are kept busy with the farm work, the development of the estate of 2,000 acres, and the rough work connected with the construction of new buildings. This year they have excavated the basements for the fourth group of farm buildings, teamed the stone for the foundation walls, made trenches for water pipes and sewer, and dug a fine well for a water supply.

This year we had about 50 acres under the plough. We had 21 acres of corn for ensilage and fodder, and 20 acres of potatoes. We shall harvest over 2,000 bushels of potatoes, 400 barrels of apples, and other bountiful crops, all used as a part of the food supply of the institution. The products of the farm not used at the colony are shipped to the home school at Waltham. The boys picked and sent to the school over 1,000 boxes of blueberries. The fruit and vegetables from the colony have enabled us to make the inmates' dietary much more varied and palatable.

The bread for the colony is baked at the school at Waltham and sent to Templeton in barrels. These barrels are filled with fruit and sent back to the school. The freight charge for

a barrel of bread is less than the cost of an empty barrel at Templeton.

We are developing a fine herd of milch cows, and within a few years we expect to supply the school at Waltham with pure milk, raised on our own farm largely by the labor of our boys. The old worn-out farm land is being gradually ploughed and put under good cultivation. The boys are kept busy all the time. They are rugged and stalwart, and full of life and good humor. They are the happiest class of our inmates. Farm work, under homelike conditions, is the ideal occupation for this class of defectives. The fourth group of farm buildings will be ready for occupancy within a few months.

Respectfully submitted,

WALTER E. FERNALD, M.D.,
Superintendent.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
in account with RICHARD C. HUMPHREYS, *Treasurer.*

October, 1903–October, 1904.

To payments during the year, viz.: —

New buildings and improvements: —		
Manual training school,	$13,631 82	
Dormitories,	74,663 66	
Addition to bakery,	4,000 00	
Improvements at Templeton,	7,499 76	
Coal trestle,	5,709 23	
Nurses' homes,	5,500 00	
Electric plant,	3,023 43	
		$114,027 90
State of Massachusetts, expenses to W. E. Fernald, superintendent,		159,316 39
Collections at school sent to State Treasurer,		79,741 37
Board of inmates paid from income,		7,500 00
Wright & Potter, printing,		42 61
Edgar G. Fisher, professional services,		10 00
Balance in hands of treasurer,		8,778 75
		$369,417 02

October, 1903–October, 1904.

By receipts as follows: —

Balance on hand,		$13,269 01
Income from funds,		3,062 35
State of Massachusetts, new buildings and improvements: —		
Manual training school,	$13,631 82	
Dormitories,	74,663 66	
Addition to bakery,	4,000 00	
Improvements at Templeton,	7,499 76	
Coal trestle,	5,709 23	
Nurses' homes,	5,500 00	
Electric plant,	3,023 43	
		114,027 90
Amount carried forward,		$130,359 26

Amount brought forward, ...		$130,359 26
State of Massachusetts, for expenses, ...		159,316 39
Collections at school: —		
Public board, ...	$65,896 57	
Private board, ...	12,865 86	
Farm products, ...	236 90	
Clothing, ...	422 88	
Miscellaneous, ...	319 16	
		79,741 37
		$369,417 02

RICHARD C. HUMPHREYS, *Treasurer.*

BOSTON, Oct. 11, 1904.

I have examined the above account, and found the same correctly cast and properly vouched, and showing a balance in the hands of the treasurer of $8,778.75.

CHAS. F. WYMAN
Auditor.

ANALYSIS OF EXPENDITURES,

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1904.

Salaries, wages and labor: —		
Pay roll,		$56,981 09
Food: —		
Butter,	$1,867 16	
Butterine,	962 25	
Beans,	821 71	
Bread and crackers,	397 90	
Cereals, rice, meal, etc.,	1,341 74	
Cheese,	114 01	
Eggs,	594 69	
Flour,	5,214 80	
Fish,	899 85	
Fruit,	664 06	
Meats,	7,775 07	
Milk,	7,284 28	
Molasses,	364 39	
Sugar,	2,258 13	
Tea, coffee, broma and cocoa,	420 35	
Vegetables,	1,413 18	
Sundries,	834 20	
		33,227 77
Clothing and clothing material: —		
Boots, shoes and rubbers,	$1,964 21	
Clothing,	1,307 27	
Dry goods for clothing and small wares,	1,339 64	
Furnishing goods,	1,090 03	
Hats and caps,	141 63	
Leather and shoe findings,	242 45	
		6,085 23
Furnishings: —		
Beds, bedding, table linen, etc.,	$1,837 79	
Brushes, brooms, etc.,	287 57	
Carpets, rugs, etc.,	239 66	
Amounts carried forward,	$2,365 02	$96,294 09

Amounts brought forward,	$2,365 02	$96,294 09
Crockery, glassware, cutlery, etc.,	400 07	
Furniture and upholstery,	1,709 31	
Kitchen furnishings,	1,263 59	
Wooden ware, buckets, pails, etc.,	395 47	
		6,133 46
Heat, light and power: —		
Coal,	$14,989 86	
Oil,	539 62	
Sundries,	147 64	
		15,677 12
Repairs and improvements: —		
Bricks,	$1,256 27	
Cement, lime and plaster,	1,439 07	
Doors, sashes, etc.,	15 05	
Electrical work and supplies,	288 90	
Hardware,	972 75	
Lumber,	900 82	
Machinery, etc.,	43 74	
Paints, oil, glass, etc.,	1,377 54	
Plumbing, steam fitting and supplies,	2,215 83	
Roofing and materials,	714 18	
Mechanics and laborers (not on pay roll),	2,195 51	
Sundries,	52 98	
		11,472 64
Farm, stable and grounds: —		
Blacksmith and supplies,	$876 20	
Carriages, wagons and repairs,	754 38	
Fertilizers, vines, seeds, etc.,	1,550 48	
Hay, grain, etc.,	5,451 10	
Harness and repairs,	240 65	
Horses,	1,016 75	
Cows,	26 00	
Other live stock,	139 50	
Tools, farm machines, etc.,	1,087 81	
		11,142 87
Miscellaneous: —		
Books, periodicals, etc.,	$148 65	
Chapel services and entertainments,	510 93	
Freight, expressage and transportation,	1,492 60	
Funeral expenses,	106 00	
Hose, etc.,	99 92	
Ice,	555 09	
Labor (not on pay roll),	126 04	
Medicines and hospital supplies,	612 69	
Medical attendance, nurses, etc. (extra),	373 25	
Manual training supplies,	184 27	
Amounts carried forward,	$4,209 44	$140,720 18

Amounts brought forward,	$4,209 44	$140,720 18
Postage,	279 95	
Printing and printing supplies,	1 50	
Return of runaways,	55 48	
Soap and laundry supplies,	875 24	
Stationery and office supplies,	668 99	
School books and school supplies,	470 64	
Travel and expenses (officials),	447 17	
Telephone and telegraph,	664 35	
Tobacco,	3 50	
Water,	2,044 30	
Sundries,	12 75	
		9,733 31
Total,		$150,453 49

I certify that the foregoing is a true statement of expenditures of the Massachusetts School for the Feeble-minded for the year ending Sept. 30, 1904, as shown by the analysis book.

WALTER E. FERNALD, M.D.,
Superintendent.

CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse are the adult males who are regularly emloyed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the schoolrooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the

stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the schoolroom more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and

women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horribles, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

Laws relating to the Massachusetts School for the Feeble-minded.

[Acts of 1850, Chapter 150.]

An Act to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

Section 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

Section 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*

[Revised Laws, Chapter 87.]

Section 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

Section 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the object of the institution is carried into effect; and that the members of the general court for the time being shall be, ex officiis, visitors of

the institution, and have the privilege, during the sessions, of inspecting it.

Section 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

Section 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

Section 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

Section 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon the certificate of the judge by the county in which such application was heard.

Section 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding

section shall first give notice in writing to the overseers of the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions registrar or to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

Section 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

Section 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

Section 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

Section 123. The state board of insanity may from time to time

transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

. . . . . .

Section 127. An annual appropriation shall be made for the support of . . . the Massachusetts school for the feeble-minded. The amount of the appropriation shall be determined by estimating, at the rate of board fixed by law, the cost of the average daily number of state patients for the preceding year, increased by a number equal to the average annual increase in the number of such patients for the preceding five years.

[Resolves of 1900, Chapter 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*

[Acts of 1902, Chapter 434, Section 2.]

From said loan expenditures may be made as follows: —

. . . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

[Acts of 1903, Chapter 414, Section 2.]

From the loan aforesaid expenditures may be made as follows: —

. . . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding forty thousand dollars, for the following purposes: For a group of farm buildings at the colony at Templeton of

sufficient capacity to accommodate fifty inmates, a sum not exceeding twelve thousand dollars; for enlarging the bakery at Waltham, a sum not exceeding four thousand dollars; for a house at Waltham for the superintendent and his family, and for furnishing the same, a sum not exceeding eight thousand dollars; for a building at Waltham to be used for manual and industrial training, a sum not exceeding sixteen thousand dollars.

[Resolves of 1903, Chapter 72.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding seventy-five hundred dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for procuring a side-track and coal-pockets on the Boston and Maine Railroad at Clematis Brook, for the permanent use of said school: *provided*, *however*, that the amount herein stated shall not become available until the owners of the land to be occupied shall convey to the Commonwealth, the right to construct, maintain and use tracks, coal-pockets and trestles thereon, and a right of way from the public streets thereto, all such rights to continue for the benefit of the Commonwealth for so long a time as the premises shall be used as aforesaid. [*Approved May 5, 1903.*

[Acts of 1903, Chapter 323, Section 2.]

From the aforesaid loan expenditures may be made as follows: — By the trustees of the Massachusetts School for the Feeble-Minded, a sum not exceeding forty-five thousand dollars, for the following purposes: — For constructing and furnishing two houses for attendants, a sum not exceeding thirty thousand dollars, and for an addition to the electric lighting plant, a sum not exceeding fifteen thousand dollars.

[Resolves of 1903, Chapter 82.]

Resolved, That the trustees for the Massachusetts School for the Feeble-Minded are hereby authorized to expend, out of the Massachusetts School for Feeble-Minded Fund, a sum not exceeding one thousand dollars, for the purpose of furnishing the superintendent's house, this sum to be in addition to any amount heretofore authorized for the same purpose. [*Approved May 20, 1904.*

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two

white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessaries, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

Matron. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

Visitors. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

Tobacco. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, about one-half mile from the Clematis Brook station and about one mile from the Waverley stations of the Fitchburg and Massachusetts Central railroads. Electric cars leave the subway, Boston, for Waverley every fifteen minutes. A public carriage may be found at the *Waverley* station. Friends of children may visit them on Wednesday, Thursday and Saturday afternoons. No visiting on holidays.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

FIFTY-EIGHTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1905.

BOSTON:
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18 POST OFFICE SQUARE.
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Approved by

The State Board of Publication.

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TRUSTEES FOR 1905-1906.

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PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE,
CHAPLAINS OF BOTH HOUSES,

AND MEMBERS OF THE GENERAL COURT.

OFFICERS FOR 1905–1906.

Superintendent.
WALTER E. FERNALD, M.D.

First Assistant Physician.
GEORGE L. WALLACE, M.D.

Assistant Physicians.
JOSEPH H. LADD, M.D.
GEORGE S. BLISS, M.D.
ANNIE M. WALLACE, M.D.

Matron.
MISS AUGUSTA DAMRELL.

Teachers.
MISS L. L. MOULTON.
MRS. S. E. SHAFFER.
MISS ELLA L. STEWART.
MISS ELIZABETH SHAW.

Director of Physical Training.
MISS CLARA B. ELLIS.

Sloyd Teacher.
MISS BERTHA JOHNSON.

Teacher of Domestic Training.
MISS BELLA J. ROSS.

Training Teachers.
MISS RUBY McPHEE.
MISS SARAH L. CRABTREE.
MISS CASSIE G. CHAMBERS.
MISS MELLIE EISNOR.

Bandmaster.
MR. GEORGE M. SMITH.

Instructors in Manual and Physical Training.
MR. ERNEST W. RAY.
MR. A. D. CROWELL.
MR. JOHN EISNOR.

Bookkeeper.
MISS LOUELLA C. TAINTER.

Storekeeper.
MR. WESLEY JACQUES.

Matron of Farmhouse.
Miss CLARA McPHEE.

Matron of Girls' Dormitory.
Miss OBERIA McDONALD.

Matron of Boys' Dormitory.
Miss CLARA BLOIS.

Matron at West Building.
Miss MILDRED HELMS.

Matron at North Building.
Miss GERTRUDE VANDERGRIFT.

Matron at North-west Building.
Miss MARGARET MEEHAN.

Matrons at Templeton Colony.

Mrs. BELLE HEDMAN.
Mrs. LAVINIA DONNELL.
Miss ELIZABETH H. BARNES.

Supervisors at Templeton Colony.

Mr. JOHN HEDMAN.
Mr. JOHN J. DONNELL.
Mr. WELLINGTON HANSELL.

Members of the Corporation.

Charles Francis Adams, 2d, Concord.
Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Francis J. Barnes, M.D., Cambridge.
Mrs. Isabel Barrows, New York.
Rev. Samuel Barrows, New York.
Francis Bartlett, Boston.
John L. Bates, Boston.
Charles P. Bowditch, Jamaica Plain.
Miss Ida Bryant, Boston.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Eliot C. Clarke, Boston.
Charles R. Codman, Boston.
Franklin L. Codman, Dorchester.
Mrs. Elizabeth E. Coolidge, Boston.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
Mrs. Emily T. Damrell, Boston.
John S. Damrell, Boston.
John E. S. Damrell, Boston.
Thomas W. Davis, Belmont.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Boston.
Edw. W. Emerson, M.D., Concord.
Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
Frederick P. Fish, Brookline.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Mrs. Helen P. Hoar, Concord.
Miss Abby P. Hosmer, Concord.
Richard C. Humphreys, Boston.
Thomas L. Livermore, Boston.
John Lowell, Boston.
Arthur Lyman, Waltham.
Frederick Goddard May, Boston.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna May Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Frederick W. Peabody, Boston.
Mrs. Elizabeth B. Perkins, Boston.
Miss Laliah B. Pingree, Boston.
William Taggard Piper, Cambridge.
James J. Putnam, M.D., Boston.
Mrs. Laura E. Richards, Gardiner, Me.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
Fred'k C. Shattuck, M.D., Boston.
George B. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Henry R. Stedman, M.D., Brookline.
Mrs. Mabel W. Stedmen, Brookline.
Mrs. Elizabeth Stone, Waltham.
Mrs. Helen G. Swan, Brookline.
William W. Swan, Brookline.
C. B. Tillinghast, Boston.
Mrs. Annie P. Vinton, Boston.
Gilman Waite, Baldwinville.
Erskine Warden, Waltham.
Charles E. Ware, Fitchburg.
Mrs. Mary G. Ware, Lancaster.
Joseph B. Warner, Boston.
George A. Washburn, Taunton.
Mrs. Kate Gannett Wells, Boston.
F. G. Wheatley, M.D., N. Abington.
Mrs. Edith Prescott Wolcott, Boston.
Henry A. Wood, M.D., Waltham.
Chas. F. Wyman, Cambridge.
Miss Caroline Yale, Northampton.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 12, 1905.

To the Corporation, His Excellency the Governor, the Legislature, and the State Board of Insanity.

The trustees have the honor to present their annual report for the year ending Sept. 30, 1905.

This year has been a busy and an eventful one, in that much new building has been in progress, resulting in a large increase in the number of our inmates, and that for the first time in the history of the school the total number of inmates has passed the 1,000 mark. The number of feeble-minded at Waltham is 893, and at the colony in Templeton 135, making, all told, 1,028 present inmates. For details of the different classes, admissions, discharges and deaths, we refer you to the table contained in the excellent report of the superintendent, submitted herewith.

We are fast approaching the time when, in the opinion of this Board of Trustees, the reasonable limit of numbers at Waltham should be reached. What that number should be has been practically fixed as 1,000. If, however, such a limit is established, the demand for admission will not be satisfied, and steps will have to be taken by the Legislature to meet that demand and satisfy it. It seems to us wise that another institution, along the same lines as this, should be established at a place geographically separated from us, as, for instance, in the western part of the State. It should not be restricted to any one class of feeble-minded, but, like us, it should admit both male and female; in short, it should duplicate, in another neighborhood, the care and training we give the feeble-minded here. We would respectfully suggest that this matter receive the earnest consideration of the Legislature.

In response to the request of the trustees, contained in the last annual report, the Legislature this year has made special appropriations for the school, as follows: for constructing one-story buildings of wood for 50 patients, at the Templeton colony, a sum not exceeding $14,000; for furnishing the same, a sum not exceeding $2,000; for the construction at Waltham of two dormitories of sufficient capacity to accommodate 200 inmates, a sum not exceeding $77,000; for furnishing the same, a sum not exceeding $8,000; for the construction of an additional story for the dynamo building, with fireproof drying room, for fireproofing the west building and for altering and repairing the administration building, a sum not exceeding $8,000; for the construction of a new barn (to replace one destroyed by fire at Templeton), a sum not exceeding $3,000; for the construction of a new shed, a sum not exceeding $300; for the construction of an ice house, a sum not exceeding $400; and for the construction of a silo, a sum not exceeding $300. Work under the authority of these appropriations has begun, and part of it will be completed this year. Work upon the superintendent's house has progressed slowly, for the reason that the men have been called off to finish other work for the institution, so that it is only now practically ready for occupancy.

The Legislature has also given authority (by Resolves of 1905, chapter 105) for a conveyance to the heirs of Elisha N. Peirce of the right to use forty-five feet of the coal trestle, heretofore conveyed to the Commonwealth, in exchange for an additional forty-five feet at the further end of the trestle. Deeds to accomplish this purpose have been executed and placed upon record. The new trestle is now completed, and the pockets filled with coal.

In accordance with authority given him by the trustees, the superintendent has appointed a female physician on his staff, Miss Annie M. Wallace, M.D., who, prior to taking up the study of medicine, had been the successful matron of one of our large buildings for girls, so that she returns to us especially well qualified to serve here in the higher position of physician.

We desire at this point to endorse and emphasize all our superintendent says in his report of the faithful and intelligent service of his staff.

At Templeton the buildings for the Brook colony are now completed, and will soon be occupied by 50 more boys, who will be sent from Waverley.

The year has been favorable for our farming, and our crops have been prolific. Thirty-six acres of the finest ensilage corn to be seen in Massachusetts waved upon our hills, and now is being stored away to feed our hundred head of stock the coming winter. Our potatoes, too, have furnished a splendid yield, and will last the institution for nearly all the coming year.

The executors of the will of the late Frederick W. G. May, for many years treasurer of the school, turned over to the corporation a legacy of $100 left by Mr. May, with the expression of a wish that this small legacy might be held as a fund, or added to a fund already in existence, the income of which should be used for the entertainment of the children.

One of the most serious problems that now confronts us is that of the care of the criminal imbecile. As the institution has grown, these cases have increased. From time to time we have been asked by the Lancaster school to receive girls, some of whom turn out to be girls of criminal tendencies, if not of criminal instinct. From other sources, too, girls and boys of this type come to us. They are cases that require more watching than we have been in the habit of giving our inmates, and they should have more restraint than our present accommodations afford. We have always cared for the distinctly feeble-minded cases, and, although some are more troublesome than others, we have hitherto had few of those who could justly be called *criminally* inclined. An influx of such cases works mischief with our weak-minded children. They are crafty and sly, ever plotting mischief, — usually no more harmful than plans for escape, but they have an unsettling effect upon the rest. They boast of what immoral things they have done, and the pictures they paint of their own wrong-doings have a fascinating influence upon the average feeble-minded child which is utterly demoralizing. It is a question whether these cases should not be eliminated from this school and confined in a separate institution, provided with means of restraint which our buildings and our method of care and instruction lack. We have already been obliged to take one step this last year toward greater restraint, by placing guards on the windows of two of the dor-

mitories. These guards are sufficient for what they were intended, viz., to minimize the chances for escape; but they do not constitute perfect protection against the efforts of a criminal who is strong of body. And this is a protection against escape only. We have not adequate protection against the criminal tendency of a disordered brain to work harm to person or property. The danger to property is slight, for there is little that can be injured without instant detection. The danger to the other inmates, however, is a real and serious one. A startling instance of what might happen in any one of our twenty-six dormitories, where 25 to 50 children sleep in one large room together, has occurred while this report was being prepared. One of our feeble-minded charges, who was more or less restless at night, pounding her head and arms on her bed, was taken out of bed by two other inmates and drowned in a bath tub. When the night attendant came into the ward from the ward below, where she had been on her round of duty, all was quiet, and the girls who had done the deed were feigning sleep in their own beds. Every reasonable precaution is taken to prevent accidental drowning, by the removal of the key to the faucets and the stoppers in the tubs. In some way these girls got the key to the faucet and stuffed a towel into the escape pipe, filled the tub and put in the girl who had disturbed their sleep. They did not seem to be conscious of the crime they had committed. Now, are we prepared to care for this class of cases? And is it a question whether the parents of our innocent feeble-minded children will feel that they are receiving fair treatment while they are subjected to the risk of bodily injury from these immoral imbeciles? We therefore suggest the query of whether this school should not be relieved of the care of the criminal male and female imbeciles, for the reason that we have not sufficient accommodations for their care; that we doubt whether we have the power to shut them up in separate cells; and that, if we have such power, whether it is not inexpedient to make a prison of any part of our institution, in view of the effect upon the parents of the truly feeble-minded in our charge? We do not wish, however, to shirk any part of our responsibilities; but we feel that this problem is a different one from any that has before confronted us, and so requires new methods of handling. Methods that before sufficed do not suffice to satisfactorily deal

with this class of cases. Only a few years ago this class of cases would have gone to the house of correction, been turned out on the expiration of the term for which they were sentenced, and again committed. We realize that until some radical step can be taken we must keep such cases as are now here, and so we have made temporary provision for their care.

We ask the Legislature for an appropriation sufficient to build three more homes for our employees, — one for men employed outside in the mechanical and farm department, and two for female attendants at Waverley; and an appropriation for two cow barns, with silo and hay shed for each, at Templeton. We also ask for an appropriation of $1,800 for the purchase of a mangle.

We cannot close this report without expressing publicly our sincere regret at losing from our Board Mrs. Elizabeth E. Coolidge, who for many years has so faithfully and intelligently performed the duties of a trustee of this institution. We quote from the words of our president in announcing Mrs. Coolidge's withdrawal,— an expression of opinion in which we all agree: —

I think she was the first woman to serve on a Board of Directors of any State institution. At the beginning it was not an easy place to fill, coming, as she did, the only woman on a Board where the others were eleven men; but by her ladylike ways she soon made herself appreciated, both by the trustees and the teachers and officers of the school. She showed great tact. She did not interfere in any matter simply because she was a woman. She left to the men on the Board things that men can best attend to. In time she came to look upon most of the matters that we have to attend to just as a man looks upon them. She recognized that this great work must mostly be done by men, and she gave us the support of a woman of understanding and discretion.

CHARLES FRANCIS ADAMS, 2d.
FRANCIS J. BARNES.
FRANCIS BARTLETT.
JOHN S. DAMRELL.
THOMAS W. DAVIS.
FREDERICK P. FISH.
WILLIAM W. SWAN.
CHARLES E. WARE.
JOSEPH B. WARNER.
FRANK G. WHEATLEY.
CHARLES F. WYMAN.

SUPERINTENDENT'S REPORT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1905: —

	Males.	Females.	Totals.
Number present Sept. 30, 1904,	513	334	847
Admitted during the year,	167	115	282
Whole number present,	670	449	1,129
Discharged during the year,	49	17	66
Died during the year,	14	21	35
Number present Sept. 30, 1905,	617	411	1,028
Average number present,	557	377	934
School cases admitted,	99	44	143
Custodial cases admitted,	55	57	112
Private cases now present,	35	19	54
Massachusetts school beneficiaries,	245	118	363
Custodial cases supported by the State,	116	80	196
Custodial cases supported by cities and towns,	198	169	367
Beneficiaries of other New England States,	17	18	35
Number at Templeton colony,	135	–	135
Applications for admission during year,	–	–	370

Of the 282 admissions, 109 were young, teachable pupils; 52 were females over fourteen years of age; 8 were committed from the State Industrial School for Girls and 5 from the

Lyman School for Boys. The remainder of the admissions included a large proportion of very delicate and feeble children. Of these, 31 were so helpless or really ill as to require immediate and continued treatment in bed; there were 30 cases of spastic diplegia, 8 of spastic hemiplegia, 3 of microcephaly, 3 of hydrocephalus, 2 of sporadic cretinism and 18 of so-called "Mongolian" idiocy; 1 was insane, 3 were totally blind and 4 were totally deaf. Many of these cases have required hospital care and nursing from the day of admission. The relief to the families from which these cases were received cannot be estimated.

These pupils were selected from our waiting list according to the order of application and the relative urgency of the individual cases.

Of the 66 discharges, 37 were taken away by their parents for various reasons; 2 were kept at home to attend public school; 5 New England beneficiaries were withdrawn to make room for younger pupils; 5 boys went to work for wages; 5 boys ran away and were not returned; 2 were removed by overseers of the poor. Four adult females, who had conducted themselves properly at the school, were allowed to go home, at the earnest solicitation of their friends; 3 of these cases report regularly, and have apparently done well at home; the fourth case became pregnant within three months of her discharge from the school. Two males and 5 females were committed to an insane hospital; 6 of these were insane when admitted to the school, and 1 was an insane idiot, too violent to be kept with feeble imbeciles.

For the first three months of this year there were few cases of illness among our inmates. Early in January we were visited by an epidemic of over 80 cases of influenza. The disease attacked both inmates and employees, and was characterized by alarming prostration and rapid exhaustion. Four feeble inmates died as a direct result of this disease; 1 employee died of septic endocarditis, following influenza. Immediately following the influenza we had a series of 61 cases of acute pneumonia of most malignant type, distinctly infectious, affecting both inmates and employees; 51 inmates and 10 employees were attacked, and 5 inmates and 2 employees died from the disease. The care of the many feeble inmates admitted during this period

added to the difficulty of management of so many sick people. For more than three months the capacity of our hospital wards and the resources and endurance of our medical and nursing staff were severely taxed. Extra nurses were employed, and Drs. Wood and Worcester of Waltham were frequently called for consultation and advice. The epidemic ceased as suddenly as it began, and since April the general health of our inmates has been good.

Considering the well-known predisposition of the feeble-minded to tuberculosis, it is rather remarkable that with an average of 934 inmates there were only 6 deaths from the various forms of this disease. At least 3 of these cases had the disease distinctly developed when they were admitted. The relative immunity of our inmates to the disease is probably due to the nutritious dietary, an abundance of sunlight in our houses, good ventilation, and the active out-door life.

For many years our death rate has been very low. We have been accumulating a large number of feeble cases. The larger number of our inmates will probably remain here as long as they live. The expectation of life for the average feeble-minded person is generally considered to be below that for normal persons. In the near future we must naturally expect a largely increased death rate, especially among our helpless feeble cases.

Of the 35 deaths this year, 11 occurred in feeble cases, who had been admitted within a year, and who had been ill from the day of admission; 11 occurred in low-grade cases, who had lived here for many years, all of whom had reached the well-known condition of precocious senility of idiocy, when any acute disease is apt to be fatal. Four of the cases who died were helpless idiots, who had never been able to help themselves in any way, and had been in bed all their lives.

Of the deaths, 9 resulted from acute pneumonia, 4 from influenza, 4 from epilepsy, 3 from organic heart disease, 2 each from abdominal tuberculosis, pulmonary tuberculosis, general tuberculosis and cerebral apoplexy, and 1 each from endocarditis, intestinal obstruction, general paresis, erysipelas, exhaustion of idiocy, accidental burns and homicidal drowning.

The death from accidental burns occurred to a male private patient, who had been temporarily admitted for observation and

diagnosis, and who had proved not to be feeble-minded, but to be suffering from the first stages of general paresis. His family had made plans to transfer him to an insane hospital. His mental condition was such that it seemed best to place him in a ward where the boys usually had access to the toilet rooms. Early in the morning he went into the bath room, drew a bath tub full of hot water, and fatally scalded himself. The case was at once reported to the medical examiner, the trustees and the State Board of Insanity.

The death from homicidal drowning of an inmate occurred under the following distressing circumstances. The inmate, a female thirty-two years of age, a very feeble-minded person, lived and slept in a second-story dormitory ward in the custodial building. At night this ward and the ward beneath on the first floor were supervised by a night attendant. After the patients on this ward were in bed and apparently asleep, this night attendant went to the ward below to attend to her duties there. When she returned she found the patient dead in a bath tub full of cold water, in the toilet room adjoining the dormitory.

Two of the other inmates on the ward, both moral imbeciles, one fifteen and the other thirteen years old, confessed that they had secured the key to the cold-water faucet, stuffed the waste outlet of the bath tub with a towel, drawn the tub full of water, taken the patient from her bed and held her under the water. They said they did not mean to hurt her, but that they became frightened when she suddenly became very quiet, and ran back to their own beds.

We have an invariable rule that the key handles to all water faucets in the inmates' rooms of this building shall never be out of the possession of the attendants. The day attendant of this ward confessed that her faucet key had been mislaid or lost since the noon of that day, and that she had not reported it.

A report of this case was at once made to the trustees, and after investigation the day attendant was discharged for gross carelessness in allowing the two inmates to have access to her faucet key. This most deplorable occurrence would not have been possible but for her neglect of duty. The State Board of Insanity were also notified, as well as the medical examiner for

this district, who investigated all the circumstances and ordered an inquest, which was duly made by the court, who made a report of homicidal drowning in accordance with the above facts.

This most unfortunate case emphasizes the difficulty and danger involved in caring for this class of moral imbeciles in an institution with ordinary feeble-minded persons.

We have only begun to apply our knowledge of obvious defectives to the study and treatment of juvenile incorrigibles and adult criminals. Reformatory teachers, chaplains and keepers have certain definite convictions concerning the mental soundness of their prisoners as a class, which have not been thoroughly formulated from the standpoint of the alienist.

A level-headed warden of a prison with 800 inmates was recently asked, "How many of your men are defective mentally?" He replied, "At least 60 per cent. are *not all there.*" He then told in detail of the weak will, the poor judgment, the imperfect power of attention and observation, the willingness to risk great privileges for trivial immediate benefits, and the absolute lack of real moral perception, — all of which are also the striking characteristics of the brighter class of so-called moral imbeciles.

The boys and girls in truant schools and in industrial and reform schools include a rather large proportion of defectives, where the intellectual defect is relatively slight, and is overshadowed by the moral deficiency. The history of a case of this sort during infancy and early childhood, from a medical and psychological standpoint, is that of an abnormal child. While they generally present definite physical evidences of degeneracy, they are physically superior to the ordinary imbecile. Their school work is not equal to that of normal boys of the same age, but they are often abnormally bright in certain directions. They may be idle, thievish, cruel to animals or smaller children, wantonly and senselessly destructive, and lawless generally. They are often precocious sexually, and after puberty almost always show marked sexual delinquency or perversion. They are often wonderfully shrewd and crafty in carrying out their plans for mischief. They instinctively seek low company, and quickly learn everything that is bad. They have little or no fear of possible consequences in the way of punishment. They

acquire a certain spurious keenness and brightness, and possess a fund of general information which is very deceiving on first acquaintance. They are apt to be accomplished liars. The great army of police court chronic criminals, vagrants and low prostitutes is largely recruited from this class of "moral imbeciles." These children are not simply bad and incorrigible, but they are irresponsible by reason of the underlying mental defect. The mental defect and the moral lack are alike the visible effects of incurable affection of the cerebral cortex. No method of training or discipline can fit them to became safe or desirable members of society. They cannot be "placed out" without great moral risk to innocent people. These cases should be recognized at an early age, before they have acquired facility in actual crime, and permanently taken out of the community, to be trained to habits of industry, and as far as possible contribute to their own support under direction and supervision. They are not influenced by the simple system of rewards and deprivations which easily serves to control the conduct of the feeble-minded. They do not class well with the rather simple types of ordinary imbecility. When the actual number of this dangerously potential class of moral imbeciles is fully realized, they will be given life-long care and supervision in special institutions, combining the educational and developmental methods of a school for the feeble-minded and the industry and security of a modern penal institution. Such provision would only be a rational extension of the principle of the indeterminate sentence, and, if safeguarded by careful and repeated expert examination and observation, could do no injustice and would greatly diminish crime in the immediate future.

There is a growing public sentiment in this State in favor of making adequate provision for the legal recognition, commitment and permanent detention of this class of moral or criminal imbeciles. There are scores of such cases now in our insane hospitals and penal institutions. In our own school we have about 15 typical cases of this sort, of each sex. Some of these cases have a long court record. They are our most troublesome inmates. They have a most demoralizing moral influence upon the easily influenced feeble-minded people. They bitterly resent being classed and housed with "fools and imbeciles." The

strict discipline which they require unconsciously tends to harden and deaden the sensibilities of our attendants towards all their charges, and to lower the morale of the school.

We shall always have a certain number of these moral imbeciles among our inmates. Some of them will be received here as young children, to grow up in the school; others will be recognized among the adult cases admitted from time to time. Whatever further provision may be made elsewhere for this class as a whole, we shall always need here an entirely separate ward or building for each sex, where these cases may be properly controlled and isolated. They should eat, sleep, work and live entirely separate from the other inmates.

This has been a very busy year for all the officers and employees of the school. The two new dormitories, one for males and one for females, have been completed, furnished and occupied. The reception of 282 new inmates, their classification, care and training, presented many trying problems.

The two nurses' homes, each providing single rooms for 21 nurses or attendants, have been put in service. The cubicles formerly used as attendants' rooms on the wards have been removed, and the responsibility for the night care of the children now devolves entirely upon the night attendants. We have one or more night attendants in each house. In all we have 12 persons on active night duty. This increased night service should ensure the best of care and supervision.

At the west building, under the special appropriation of last year, the ceilings have been wire-lathed and plastered, windows giving egress to fire-escapes replaced by doors, and ten tinned fire doors erected through the building.

Nine outside hydrants have been added for fire protection, with the connecting water mains.

At the colony the buildings for the fourth colony group are practically completed and furnished, and will be occupied this fall.

One of our old barns at the colony, at the Eliot House, was destroyed by fire on April 20, from an unknown cause. Seven horses, a cow, harnesses, tools, a silo, tool shed and ice house were included in the loss. This barn was near the old farmhouse used as a dwelling, and it was fortunate that a favorable wind

prevented the destruction of the other buildings. The Legislature at once granted an appropriation for a new barn, silo, sheds, etc., and they will be ready for use before winter. Two other large, old barns at the colony, located too near dwelling houses, have been moved to more suitable locations.

From the beginning, all of the construction work at the Templeton colony has been done by day labor. We have also purchased all of the building materials used in the construction. Many of the additions to our service plant here at Waltham have been of such a nature that they could not be done economically by contract, and have been done by day labor. In this way we have also been able to utilize the old material taken out, and to obtain the benefit of the boys' work. This day work, and the purchase of building materials after getting competitive prices, involves much extra work for the officers of the school. For several years past, owing to the rapid increase in the price of labor and materials, it has been very difficult to complete and furnish our buildings within the sums appropriated. We have been compelled to proceed very slowly and cautiously. To build cheaply is to build slowly. We have never failed to complete a building within the sum appropriated.

The current expenses for the year amounted to $171,442.48, or $3.52 per week for each inmate. The older buildings have received a general overhauling and repairing. We have made extensive repairs to our boilers, which had seen from fourteen to sixteen years of hard service. The continued alterations and additions to our service plant and the opening of the new buildings have called for various unusual expenditures, which could only be charged to our maintenance account. The horses, harnesses, tools, etc., purchased to replace those lost by the fire at Templeton, made an unusual item of expense. The added number of employees, made necessary by the reduction in the hours of service, has also added to the cost of maintenance.

The schools and training classes were considerably interrupted by the illness among the children during the winter, but the year's work in the classes was satisfactory on the whole.

The old sewing room has been thoroughly equipped as a domestic training school, and this most important class has been placed under the charge of Miss Bella J. Ross, a graduate of

the domestic training department of the Framingham Normal School. We expect to teach our girls the rudiments of plain cooking, ordinary domestic work, washing, ironing and housekeeping generally, in a much more systematic and thorough manner than we have been able to do heretofore.

The instruction for beginners in plain sewing, darning, mending, use of the sewing machine, etc., will be conducted by Miss Mellie Eisnor, as for several years past.

In this connection it is a pleasure to report that the parents bringing children home from vacations generally express appreciation of the practical usefulness which they show, as a result of our training.

The most satisfactory and successful department of the school is the farm colony at Templeton. The boys continue to be happy, and in the most robust health. A most significant fact in connection with the colony is the remarkable one that but one boy has been seriously ill there during the year. In the five years since the colony has been established no case of tuberculosis has developed there.

We have had a most successful year in our farming operations. Our barns and silos are filled to overflowing with the harvested crops. The old farm lands are gradually becoming smooth and fertile. We have this year reclaimed thirty-six acres of rough land, formerly worthless. The older boys at Waltham are anxious to be sent to the colony, and none of the boys at Templeton wish to be returned to the school.

In closing this report, I wish to record my appreciation of the efficiency and the loyal, willing service of our staff of officers and employees.

I cannot refrain also from expressing my appreciation and gratitude for the kindness and consideration which the Board of Trustees have shown me in the most trying and difficult year since my connection with the school.

Respectfully submitted,

WALTER E. FERNALD, M.D.,
Superintendent.

TREASURER'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, *in account with* RICHARD C. HUMPHREYS, *Treasurer*, OCTOBER, 1904, TO OCTOBER, 1905.

Payments during Year.

New buildings and improvements: —		
Nurses' homes (Acts 1904, chapter 323),	$24,499 86	
Superintendent's house (Acts 1903, chapter 414),	7,797 61	
New electric plant (Acts 1904, chapter 323),	11,853 74	
Dormitories (Acts 1902, chapter 434),	5,563 76	
Templeton (Acts 1903, chapter 414),	7,658 16	
Manual training school (Acts 1903, chapter 414),	2,368 18	
Coal pockets (Resolves 1903, chapter 72),	990 63	
Templeton (Resolves 1900, chapter 36),	330 73	
Boys and girls homes (Acts 1905, chapter 444),	3,295 66	
Silo at Templeton (Resolves 1905, chapter 85),	300 00	
Barn at Templeton (Resolves 1905, chapter 85),	1,310 91	
Fireproofing west building (Resolves 1905, chapter 85),	194 80	
		$66,164 04
State of Massachusetts, expenses to W. E. Fernald, superintendent,		162,956 24
Collections at school sent to State Treasurer,		83,794 48
Board of inmates paid from income,		2,389 48
Balance in hands of treasurer Oct. 1, 1905,		8,825 91
		$324,130 15

Receipts during Year.

Balance on hand Oct. 1, 1904,		$8,778 75
Income from funds,		2,336 64
State of Massachusetts, new buildings and improvements: —		
Nurses' homes (Acts 1904, chapter 323),	$24,499 86	
Superintendent's house (Acts 1903, chapter 414),	7,797 61	
New electric plant (Acts 1904, chapter 323),	11,853 74	
Dormitories (Acts 1902, chapter 434),	5,563 76	
Templeton (Acts 1903, chapter 414),	7,658 16	
Manual training school (Acts 1903, chapter 414),	2,368 18	
Coal pockets (Resolves 1903, chapter 72),	990 63	
Templeton (Resolves 1900, chapter 36),	330 73	
Boys and girls homes (Acts 1905, chapter 444),	3,295 66	
Silo at Templeton (Resolves 1905, chapter 85),	300 00	
Barn at Templeton (Resolves 1905, chapter 85),	1,310 91	
Fireproofing west building (Resolves 1905, chapter 85),	194 80	
		66,164 04
State of Massachusetts, for expenses,		162,956 24
Collections at school: —		
Public board,	$72,906 30	
Private board,	9,844 45	
Farm products,	147 29	
Clothing,	394 36	
Miscellaneous,	502 08	
		83,794 48
Legacy from estate of Frederick W. G. May,		100 00
		$324,130 15

RICHARD C. HUMPHREYS,
Treasurer.

Boston, Oct. 10, 1905.

I have examined the above account, and found the same correctly cast and properly vouched and showing a balance in the hands of the treasurer of $8,825.91.

CHAS. F. WYMAN,
Auditor.

Invested Funds, Oct. 1, 1905.

	Par Value.
2 bonds Boston & Maine,	$2,000 00
3 bonds Boston & Lowell,	3,000 00
1 bond town of Belmont,	1,000 00
5 bonds city of Waltham,	5,000 00
6 bonds Illinois Central,	6,000 00
3 bonds city of Newton,	3,000 00
1 bond town of Stoughton,	1,000 00
5 bonds Nashua Street Railway,	5,000 00
10 bonds Baltimore and Ohio,	10,000 00
4 shares State Street Trust Company,	400 00
50 shares Trimountain trust,	5,000 00
Note and mortgage, C. S. Judkins, South Boston,	13,743 00
	$55,143 00
Amount in hands of superintendent as working capital,	$2,000 00

RICHARD C. HUMPHREYS,
Treasurer.

BOSTON, Oct 10, 1905.

I have examined the above statement of invested funds, as also the certificates representing the same, and find them to be correct.

CHAS. F. WYMAN,
Auditor.

State Appropriations for New Buildings and Improvements.

	Expended.	Balance.
Templeton buildings (Resolves 1900, chapter 36), $50,000,	$42,902 65	$7,097 35
Laundry and hospital, administration building (Resolves 1901, chapter 81), $25,000,	25,000 00	–
Waltham land (Acts 1902, chapter 434), $35,000,	30,842 00	4,158 00
Dormitories, addition electric plant and administration building (Acts 1902, chapter 434), $95,000,	94,835 43	164 57
Coal pockets (Resolves 1903, chapter 72), $7,500,	6,699 86	800 14
Templeton farm houses (Acts 1903, chapter 414), $12,000,	11,801 61	198 39
Addition to bakery (Acts 1903, chapter 414), $4,000,	4,000 00	–

State Appropriations, etc. — Concluded.

	Expended.	Balance.
Manual training school (Acts 1903, chapter 414), $16,000,	$16,000 00	-
Superintendent's house (Acts 1903, chapter 414), $8,000,	7,797 61	$202 39
Nurses' homes (Acts 1904, chapter 323), $30,000,	29,999 86	14
New electric plant (Acts 1904, chapter 323), $15,000,	14,877 17	122 83
Boys and girls homes (Acts 1905, chapter 444), $77,000,	3,295 66	73,704 34
Barn at Templeton (Resolves 1905, chapter 85), $3,000,	1,310 91	1,689 09
Silo at Templeton (Resolves 1905, chapter 85), $300,	300 00	-
Fireproofing west building (Resolves 1905, chapter 85), $2,500,	194 80	2,305 20
Templeton farm houses (Acts 1905, chapter 444), $14,000,	14,000	14,000
Furnishing Templeton farm houses (Resolves 1905, chapter 85), $2,000,	2,000	2,000

ANALYSIS OF CURRENT EXPENDITURES

FOR THE YEAR ENDING SEPT. 30, 1905.

Salaries, wages and labor: —		
Pay roll,		$65,308 76
Food: —		
Beans,	$701 02	
Bread and crackers,	298 62	
Butter ($2,817.17) and butterine ($1,242.91),	4,060 08	
Cereals, rice, meal, etc.,	1,436 29	
Cheese,	145 55	
Eggs,	960 02	
Flour,	8,768 13	
Fish,	1,077 22	
Fruit,	885 35	
Meats,	8,651 64	
Milk,	9,612 31	
Molasses,	442 31	
Sugar,	2,695 39	
Sundries,	759 65	
Tea, coffee, broma, cocoa,	565 34	
Vegetables,	1,370 40	
		42,429 32
Clothing and clothing material: —		
Boots, shoes and rubbers,	$1,204 82	
Clothing,	1,284 10	
Dry goods for clothing, and small wares,	2,214 54	
Furnishing goods,	642 07	
Hats and caps,	90 38	
Leather and shoe findings,	331 35	
		5,767 26
Furnishings: —		
Beds, bedding, table linen, etc.,	$3,283 44	
Brushes, brooms, etc.,	211 20	
Carpets, rugs, etc.,	307 94	
Crockery, glassware, cutlery, etc.,	378 03	
Furniture and upholstery,	1,306 19	
Amounts carried forward,	$5,486 80	$113,505 34

Amounts brought forward,	$5,486 80	$113,505 34
Kitchen furnishings,	934 90	
Sundries,	50	
Wooden ware, buckets, pails, etc.,	408 50	
		6,830 70
Heat, light and power: —		
Coal,	$11,549 71	
Oil,	505 99	
Sundries,	14 70	
		12,070 40
Repairs and improvements: —		
Bricks,	$378 39	
Cement, lime and plaster,	986 65	
Doors, sashes, etc.,	119 75	
Electrical work and supplies,	1,764 53	
Hardware, iron, steel, etc.,	2,215 37	
Lumber,	1,454 39	
Machinery, etc.,	330 17	
Mechanics, and laborers (not on pay roll),	1,708 97	
Paints, oils, glass, etc.,	2,187 07	
Plumbing, steam fitting and supplies,	3,908 87	
Roofing and materials,	94 23	
Sundries,	17 11	
		15,165 50
Farm, stable and grounds: —		
Blacksmith and supplies,	$728 68	
Carriages, wagons and repairs,	410 83	
Fertilizers, vines, seeds, etc.,	1,461 09	
Harness and repairs,	449 97	
Hay, grain, etc.,	5,072 58	
Live stock: —		
Cows,	3 00	
Horses,	1,109 50	
Miscellaneous (other live stock),	600 26	
Tools, farm machines, etc.,	1,338 47	
		11,174 38
Miscellaneous: —		
Books, periodicals, etc.,	$243 49	
Chapel services and entertainments,	567 07	
Freight, expressage and transportation,	1,997 51	
Funeral expenses,	132 85	
Gratuities,	22 35	
Hose, etc.,	344 50	
Ice,	552 46	
Labor (not on pay roll),	239 31	
Manual training supplies,	67 66	
Medical attendance, nurses, etc. (extra),	781 16	
Amounts carried forward,	$4,948 36	$158,746 32

Amounts brought forward,	$4,948 36	$158,746 32
Medicines and hospital supplies,	1,087 21	
Postage,	533 93	
Printing and printing supplies,	169 55	
Return of runaways,	41 50	
School books and school supplies,	234 47	
Soap and laundry supplies,	1,659 47	
Stationery and office supplies,	910 86	
Sundries,	15 25	
Telephone and telegraph,	683 46	
Travel and expenses (officials),	635 04	
Water,	1,777 06	
		12,696 16
Total,		$171,442 48

I certify that the foregoing is a true statement of expenditures of the Massachusetts School for the Feeble-minded for the year ending Sept. 30, 1905, as shown by the analysis book.

WALTER E. FERNALD, M.D.,
Superintendent.

CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building and at the north-north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse and at the east building are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building, and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into eight comparatively small families, each with distinctive and peculiar needs, and all under the same general management. This plan retains all the benefits of a small institution, and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the schoolrooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher

gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ulti-

mate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size and capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at

once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries, but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds, children must be alert; and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller

yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horribles, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

LAWS RELATING TO THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED.

[Acts of 1850, Chapter 150.]

AN ACT TO INCORPORATE THE MASSACHUSETTS SCHOOL FOR IDIOTIC AND FEEBLE-MINDED YOUTH.

Be it enacted, etc., as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECTION 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*

[Revised Laws, Chapter 87.]

SECTION 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

SECTION 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the object of the institution is carried into effect; and that the members of the general court for the time being shall be, ex officiis,

visitors of the institution, and have the privilege, during the sessions, of inspecting it.

SECTION 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

SECTION 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

SECTION 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

SECTION 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon the certificate of the judge by the county in which such application was heard.

SECTION 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding section shall first give notice in writing to the overseers of

the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions registrar or to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

SECTION 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

SECTION 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECTION 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

SECTION 123. The state board of insanity may from time to time

transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

[Resolves of 1900, Chapter 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*

[Acts of 1902, Chapter 434, Section 2.]

From said loan expenditures may be made as follows: —

. . . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

[Acts of 1903, Chapter 414, Section 2.]

From the loan aforesaid expenditures may be made as follows: —

. . . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding forty thousand dollars, for the following purposes: For a group of farm buildings at the colony at Templeton of sufficient capacity to accommodate fifty inmates, a sum not exceeding twelve thousand dollars; for enlarging the bakery at Waltham, a sum not exceeding four thousand dollars; for a house at Waltham for the superintendent and his family, and for furnishing the same, a sum not exceeding eight thousand dollars; for a building at Waltham to be used for manual and industrial training, a sum not exceeding sixteen thousand dollars.

[Resolves of 1903, Chapter 72.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding seventy-five hundred dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for procuring a sidetrack and coal-pockets on the Boston and Maine Railroad at Clematis Brook, for the permanent use of said school: *provided, however*, that the amount herein stated shall not become available until the owners of the land to be occupied shall convey to the Commonwealth, the right to construct, maintain and use tracks, coal-pockets and trestles thereon, and a right of way from the public streets thereto, all such rights to continue for the benefit of the Commonwealth for so long a time as the premises shall be used as aforesaid. [*Approved May 5, 1903.*

[Acts of 1903, Chapter 323, Section 2.]

From the aforesaid loan expenditures may be made as follows: — By the trustees of the Massachusetts School for the Feeble-Minded, a sum not exceeding forty-five thousand dollars, for the following purposes: —For constructing and furnishing two houses for attendants, a sum not exceeding thirty thousand dollars, and for an addition to the electric lighting plant, a sum not exceeding fifteen thousand dollars.

[Resolves of 1903, Chapter 82.]

Resolved, That the trustees for the Massachusetts School for the Feeble-Minded are hereby authorized to expend, out of the Massachusetts School for Feeble-Minded Fund, a sum not exceeding one thousand dollars, for the purpose of furnishing the superintendent's house, this sum to be in addition to any amount heretofore authorized for the same purpose. [*Approved May 20, 1904.*

[Acts of 1905, Chapter 175.]

Section 1. Annual appropriations, in addition to unexpended receipts, shall be made for the maintenance of each of the state hospitals and insane asylums, the Massachusetts hospital for dipsomaniacs and inebriates, the Massachusetts hospital for epileptics, the Massachusetts state sanatorium, and the Massachusetts School for the Feeble-minded. All accounts for the maintenance of the

above institutions shall be approved by the trustees and filed with the auditor of accounts at the end of each month, and shall be paid out of the treasury of the Commonwealth. Full copies of the pay rolls and bills shall be kept at each institution, but the originals shall be deposited with the auditor of accounts as vouchers.

SECTION 2. All money received by said hospitals, asylums and other institutions shall be paid into the treasury of the Commonwealth as often as once in each month. The receipts from each institution shall be placed to its credit, and shall be used for its maintenance during the following year.

SECTION 3. The provisions of the two preceding sections shall not affect the powers of the trustees of said institutions under the provisions of section twenty-three of chapter eighty-seven of the Revised Laws, section three of chapter eighty-eight of the Revised Laws, chapter one hundred and fifty of the acts of the year eighteen hundred and fifty, and acts in amendment thereof, nor their right to regulate or control the expenditure of any funds held by them under the provisions of said acts.

SECTION 4. Sections one hundred and twenty-seven, one hundred and twenty-eight and one hundred and twenty-nine of chapter eighty-seven of the Revised Laws are hereby repealed.

SECTION 5. This act shall take effect on the first day of January in the year nineteen hundred and six. [*Approved March 14, 1905.*

[ACTS OF 1905, CHAPTER 444.]

SECTION 2. From the aforesaid loan expenditures may be made as follows: —

. . . . . .

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding ninety-one thousand dollars, for the following purposes: For constructing one-story buildings, of wood, for fifty patients, at the Templeton colony, a sum not exceeding fourteen thousand dollars; and for the construction at Waltham of two dormitories of sufficient capacity to accommodate two hundred inmates, a sum not exceeding seventy-seven thousand dollars.

[RESOLVES OF 1905, CHAPTER 85.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty-two thousand dollars, to be expended at the Massachusetts School for the Feeble-minded, under the direction of the trustees thereof, for the following purposes: For the construction of an additional story for the dynamo building, with fireproof drying room, and for fireproofing

the west building and for altering and repairing the administration building, a sum not exceeding eight thousand dollars; for furnishing the wooden buildings at Templeton for fifty patients, a sum not exceeding two thousand dollars; for furnishing the dormitories at Waltham, a sum not exceeding eight thousand dollars; for the construction of a new barn, a sum not exceeding three thousand dollars; for the construction of a new shed, a sum not exceeding three hundred dollars; for the construction of an ice house, a sum not exceeding four hundred dollars; and for the construction of a silo, a sum not exceeding three hundred dollars. [*Approved May 18, 1905.*

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character;

and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however,* that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessaries, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

Matron. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

Visitors. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

Tobacco. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

Massachusetts School for the Feeble-minded.

The Massachusetts School for the Feeble-minded is located at Waltham, near the Clematis Brook station of the Fitchburg Division of the Boston & Maine Railroad, and about one mile from the Waverley stations of the Fitchburg and Massachusetts Central divisions. The railroad fare from Boston to Clematis Brook is fifteen cents each way. The distance from Boston is eight miles.

Electric cars leave the Park Street subway, Boston, for Waverley, every fifteen minutes; five-cent fare. Electric cars leave Waverley station for Waltham every hour, passing the entrance to the school grounds. A public carriage may be found at the Waverley station; fare, twenty-five cents. Clematis Brook is the nearest railroad station, but there is no public carriage at this station.

The post-office address is Waverley, Mass. Telegrams should be sent to Waverley. Express packages should be sent to Waverley. Packages for the children should be addressed to the school at Waverley. Always put the child's name on the outside of the package.

Friends of the children may visit them any Wednesday, Thursday or Saturday afternoon. No visiting on holidays.

Templeton Colony for the Feeble-minded.

The farm colony of the Massachusetts School for the Feeble-minded is located in the town of Templeton. The colony is about three miles from the Baldwinville station of the Fitchburg division of the Boston & Maine Railroad; it is about two miles from the Templeton station of the Ware River division of the Boston & Albany Railroad.

The cars of the Athol & Gardner electric line go within one-half mile of the colony. The distance from Boston to Baldwinville is seventy-one miles, and the railroad fare is $1.71 each way. A public carriage may be found at the Baldwinville station.

The post-office address is Baldwinville. The telegraph address is Baldwinville. Express packages should be sent to Baldwinville. Packages for the children should be addressed to the school at Baldwinville, and the child's name should always be put on the outside of the package.

The Education of the Feeble-Minded

BY

KATE GANNETT WELLS

Illustrated

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The Education of the Feeble-Minded

By Kate Gannett Wells.

"FUN Home" is Freddy's name for the School for the Feeble-Minded at Waltham, Massachusetts, where he has lived for years, often answering in impromptu rhymes when challenged in conversation.

> "I like to sit under the grapery
> Clad in Japanese drapery,"

was his instant reply to a visitor, who asked him why he did not go indoors one hot day, when he was sitting in an arbor overhung by grapevines. Not one of the attendants supposed he had ever heard of Oriental fabrics. He has an ardent admiration for a boy named Walter, and once when told to be very good and amuse himself, pleaded in trembling tone:

> "If you'll only let me
> play with Walter,
> Truly then I will
> not falter."

Yet Freddy is only one among thousands of children who present in themselves problems which must be solved by processes of education as well as by the intuitions of philanthropy. There is no more interesting phase of psychology than that of the development of a low-grade, feeble-minded child into an intelligent, self-guiding person, with due regard for the rights of others.

It was as an "Experimental School" that the first state institution in America was established at South Boston, Massachusetts, October, 1848, "for teaching and training idiotic children," though the repulsive adjective was in time modified and it is now

THE FIRST HOME FOR THE FEEBLE-MINDED AT SOUTH BOSTON.

merely called the Massachusetts School for the Feeble-Minded. Before this period, in 1818, a few idiots had been received at the American Asylum for the Deaf and Dumb in Hartford, Connecticut, out of pity for their condition, notwithstanding the first known attempt to educate an idiot in France, in 1800, had proved futile. Not until Dr. Seguin's fame as an instructor of idiots began, in 1837, and his "Treatise on Idiocy" had been crowned by the French Academy, in 1846, was serious attention bestowed upon these defective persons.

SCHOOL BUILDINGS AT THE HOME FOR FEEBLE-MINDED AT WALTHAM.

In the same year, 1846, on motion of Judge Byington of the Massachusetts House of Representatives, a board of three commissioners was appointed to inquire into the number and condition of idiots in the Commonwealth. Dr. Samuel G. Howe was made chairman of this commission, and in his first report (1847), which became so famous that it was translated into many languages, included a letter from Hon. George Sumner concerning Dr. Seguin's school in Paris. This famous missive glowed with hope, quoting the reply of M. Vallee, teacher at Bicetre, France, that "patience and the desire to do good are all that is necessary," and stating as a certainty that "the reflective power exists within them (idiots) and may be awakened by a proper system of instruction." Like a fresh assurance of immortality fell this report upon the transcendentalism of the day and upon the hearts of clergymen, one of whom, Dr. E. S. Gannett, later stood reverently in the school at South Boston saying: "The soul then never dieth except sin kill it." "Say rather," added the transcendentalist, "that God is in every human being."

The practical result of the letter and the report was the annual grant by the legislature—first made May 8, 1848,—of $2,500 for an Experimental School, with a board of trustees, under

GIRLS' BUILDING.

the care of Dr. Howe, whose first pupil was received in October of the same year. Dr. Seguin came from France, organized classes, introduced his method of training, and aided in establishing similar schools in other states. In July a private institution for idiots was opened in Barre, Massachusetts. New York, Pennsylvania and Ohio followed as pioneer states in this direction, until in 1874 seven states had under training over one thousand pupils.

Never did Dr. Howe lose faith in his two working principles: (1) that a school for the feeble-minded is a link in the chain of common schools, the last indeed, but still a necessary link, in order to embrace all the children in the state; and (2) that such a "school should not be converted into an asylum for incurables." Before he served as a redeemer of idiots these were consigned to neglect and deterioration. Yet only thirty-two out of the state's one thousand two hundred were sent to him; and though the majority of those who came were too old for much improvement, he pleaded for their betterment in words which showed the tenderness and strength of his well reasoned faith in their possibilities. He became personally responsible for any excess of cost over the receipts, and for nearly two years gave up the rooms in the Institution for the Blind, which were assigned to him for his own family, to the use of the school until it was removed to a house of its own.

SCHOOLHOUSE AND GYMNASIUM.

Proudly reads Dr. Howe's last report, for 1875-76, of the work he began twenty-nine years before. "I examined all candidates, engaged all its officers, prescribed diet and regimen, rules and regulations, discipline and exercise in the school and gymnasium, and made all the examinations in person. I also travelled a good deal in search of pupils. I visited other states and brought before their legislatures the plan of having

their idiotic children sent to our school, proper payment therefor being provided. I incurred considerable expense in all this without remuneration, and it was not until about seven years ago that I consented to receive a nominal allowance for my travelling and personal expenses."

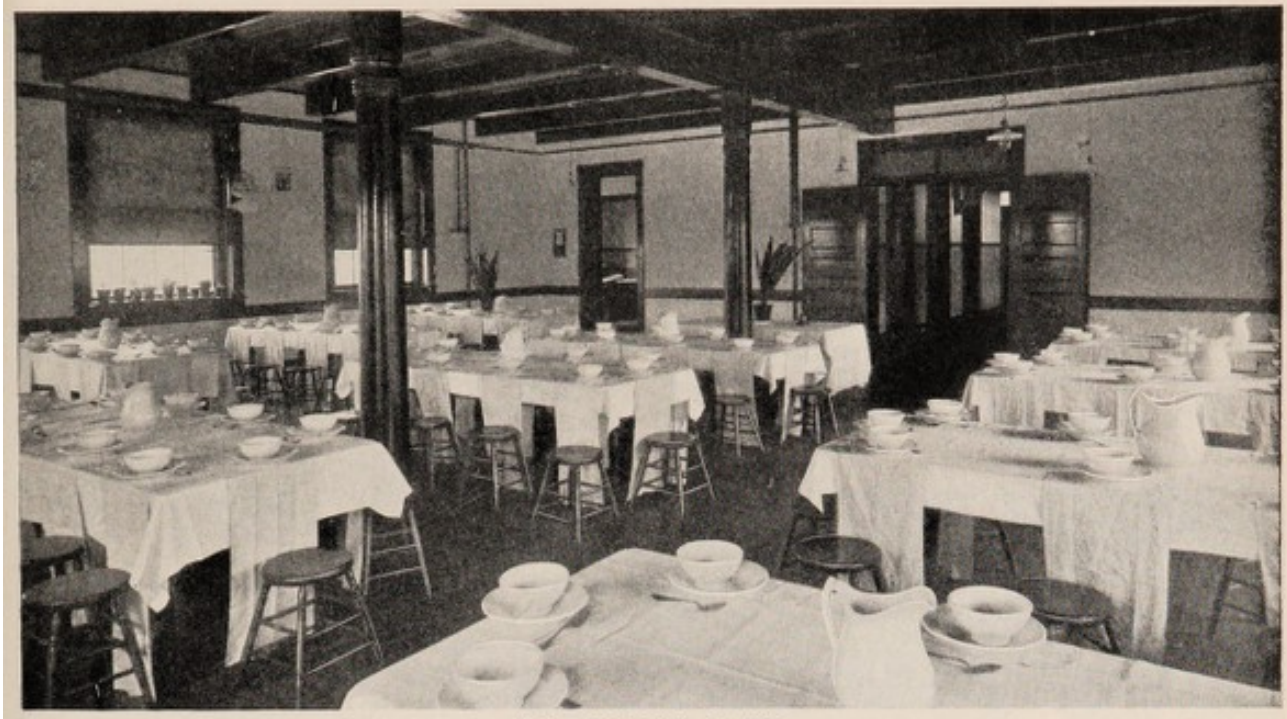
THE FARMHOUSE.

THE HOSPITAL.

Honored and dear still are the names of the school trustees and officers, those of George B. Emerson, Edward Jarvis, Stephen Fairbanks and Samuel Eliot. For twenty-one years Dr. Eliot was president of the trustees, giving to the school richly of his time and wisdom, a large part of its growth having been due to his labors on its behalf. In 1855 additional funds were given by the state and private friends, and a larger and more commodious building was erected, the public beneficiaries and the private pupils remaining in it on the same terms as before.

In 1891 the work of moving the school by detachments to Waltham began, as the necessity for country life as well as for larger accommodations became more apparent. Yet the ninety-two acres have already become insufficient for farm work and buildings, since with increasing yearly force the questions press: What is to be done with the adult feeble-minded? Shall they be allowed to return to the world to multiply their kind, or shall they be perpetually housed and supported by the state? Where shall the danger line be drawn below which a feeble-minded person is a public menace? How far shall their educa-

BOYS AT WORK.



THE DINING ROOM.

tion extend? When a mother has the right to refuse to commit to the school her defective daughter, lest it disgrace the family, and then a few years later brings her child there for perpetual custody because she is the mother of three illegitimate children supported in three almshouses in three different towns at public expense, has the public no rights in the matter,—is it purely an individual question?

In actual practice, few of the adult inmates are discharged, and those who do leave, capable of self-support and self-management after careful training, are generally under twenty years of age. But the number of young children seeking admission is

THE PLAY ROOM.

steadily increasing, so that the state is still confronted with the necessity of maintaining some adequate permanent shelter for its feeble-minded, which shall not interfere with the requirements of a school; else the educational plan will be merged in that of a charitable asylum,—which, however, many experts believe should be the outcome of the original school plan.

No one is better fitted to cope with these difficulties than the present superintendent, Dr. Walter E. Fernald, who assumed charge in 1887. He is ably seconded in all he does by the matrons, clerks and teachers, who have unusual originality, patience and wisdom. In October, 1899, Dr. George G. Tarbell, who at one time had been assistant superintendent, and upon his resignation of that office had yet remained for years as one of the most active of the trustees, was appointed president of the board, a most worthy successor of Dr. Eliot, who died the previous year.

Perhaps the best general view of the school, at once the most pathetic and inspiring, is furnished at the hours for meals. First to enter the dining room are the shambling, shuffling, big, stupid, weak children—that is, men and women. The stronger among them push the paralytic in their wheeled chairs, guide the epileptic or carry the deformed, puny ones to their high seats. Gently is borne the long basket in which lies a boy who never sits up, the children vying with one another in the care with which they drop the food into his mouth. Then come the stalwart pupils, who use bibs and eat off stout crockery; and then the well bred (all is comparative), who have napkins and knives and forks instead of spoons. Almost every table has its flowers, gathered by the children. Bad manners are considered by all as a public disgrace, and the code of awkward politeness is strengthened by the mutual tenderness with which it is observed, for the feeble-minded eagerly protect each other.

KINDERGARTEN EXERCISES.

More apparent still is this tenderness in the large, well-lighted play rooms, one for boys and one for girls. In the latter sits in her wheeled chair a young woman, to whom Waltham is "as good as heaven," for she has been sent back and forth from town and state institutions as belonging nowhere until sheltered here, where she has her heart's desire in caring for babies. One rests on her soft shoulders, another lies on her broad lap, while a third is cuddled upon the floor close to her chair, so that she can pet it all day long. When there is a disturbance in the room the attendant pushes her chair towards the scufflers, and somehow the loving touch and mumbling words of this happy defective one soothe the irritated children, and they become quiet or sleepy under the magnetism of her affection.

PUPILS AT STUDY.

Up and down the floor is drawn a block of wood, on which sit those taking an imaginary drive. Others push about circular high stools like cages, in which are placed the bandy-legged, who thus learn to stand. Like the chorus of a miniature race-course sound the ejaculations of the healthier ones to their feebler companions: "Go it!" "Don't be busted!" "Bully!" —and in a few months the weaklings of five to ten years can walk instead of crawling, cheered by the praise of their comrades.

There is no need of other playthings than dolls for this grade of defective children. To see the older women, still more the men, hugging their dolls with a fervor that quiets their feelings, murmuring to them as if

A GROUP OF SMALL GIRLS.

they were human, or punishing them as they themselves have been corrected,—shows what is meant by potential fatherhood and motherhood. One rag doll had its hands tied behind its back because its owner had had hers treated in the same way in order that she need not stick pins into her companions; but seldom is such a penalty inflicted upon either doll or child.

On all but very stormy days the inmates, young and old, are out of doors in squads under the charge of attendants. Each division has its own grove. Many do nothing save exist

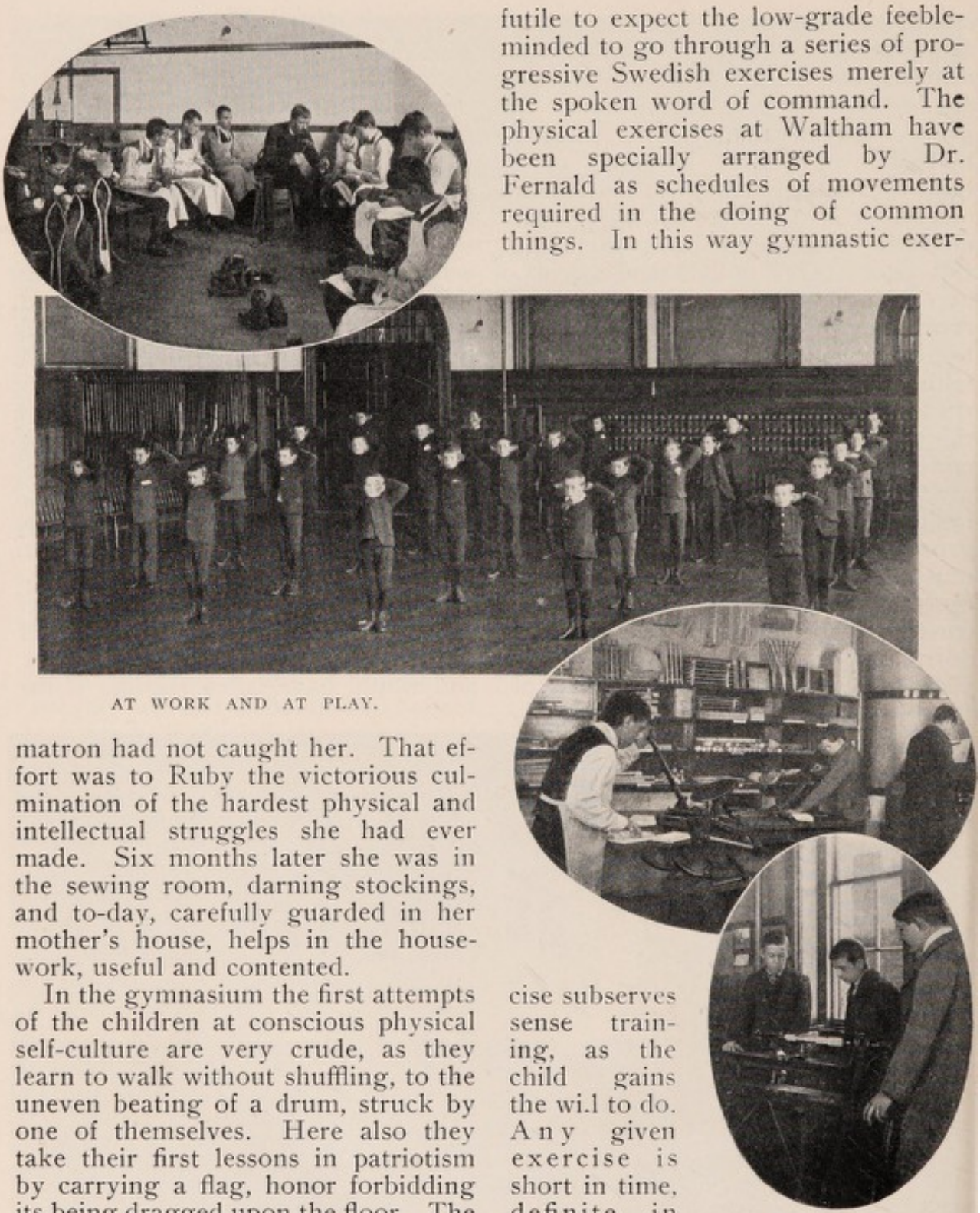
A GROUP OF ATTENDANTS.

happily. Cleanliness is an acquired art; once gained, the child's vanity is aroused, and smooth hair, ribbons and collars become greater incentives to good behavior than books, while a belt with a buckle is equal to a diploma in its effect.

The various houses in which the children live, at a cost, including tuition, of three dollars and twenty-two cents a week, are grouped around the central administration building, where Dr. Fernald resides with his family. The many houses permit classification and separation of the pupils according to their age and condition. The brighter boys and girls are by themselves. At the north building are one hundred and eleven grown men of the custodial class, who must be cared for like children. At the farmhouse are the few helpful, trusted workers. In still another dormitory are the boys under twelve years of age and women and girls of feeble intelligence and untidy ways. In the school classes proper there are about one hundred and ten pupils; in the kindergarten and practical training classes about one hundred and seventy-six. But all the other inmates are also to be trained, or at least protected, for the sake of the state, if not for their own sake! Therefore household and outdoor occupations are essential.

In the laundry, which is as important a factor in manual training as in cleanliness, all the girls who are capable of making any exertion work in turn. Ruby was one of this number, so fat, heavy and sluggish when she was first received at the West Building that she waddled rather than walked. At the end of many months she knew how to be cleanly and happy. Then the matron said: "She is still too fat and too weak to work hard, but she must do something; let her fold towels in the laundry." For six months did Ruby try to fold a towel in halves, and then, one morning, with face growing paler and eyes brighter, slowly, painfully, awkwardly, she brought the four corners together with an expression of rapture on her countenance which transfigured it, and would have fallen fainting if the

THE COMPANY DRILL.



AT WORK AND AT PLAY.

matron had not caught her. That effort was to Ruby the victorious culmination of the hardest physical and intellectual struggles she had ever made. Six months later she was in the sewing room, darning stockings, and to-day, carefully guarded in her mother's house, helps in the housework, useful and contented.

In the gymnasium the first attempts of the children at conscious physical self-culture are very crude, as they learn to walk without shuffling, to the uneven beating of a drum, struck by one of themselves. Here also they take their first lessons in patriotism by carrying a flag, honor forbidding its being dragged upon the floor. The athletes of the "Gym" straighten the arms and legs of their feebler classmates, outwards and downwards, and with sudden thrusts poke at the chins and heads of the lazy who will not look up. As a lesson in self-control, a halt is quickly called, when all sit still with folded arms for a few moments. Strongly accented music stimulates their dormant energies, since it is futile to expect the low-grade feeble-minded to go through a series of progressive Swedish exercises merely at the spoken word of command. The physical exercises at Waltham have been specially arranged by Dr. Fernald as schedules of movements required in the doing of common things. In this way gymnastic exercise subserves sense training, as the child gains the will to do. Any given exercise is short in time, definite in execution, performed first by the teachers, then imitated by the class, until at last, by unwearied training, many of the children are able to execute the orders when only spoken. But one must have faith in the value of such gymnastic training to make it of real value to the most unintelligent.

The hospital is plain and comfort-

able, as are all the buildings. It is curious to note the children's recognition of death as something natural and to be expected, and yet not one of them looks forward to it for himself.

In the three big kitchens for the buildings the children shell peas, pare potatoes, wash dishes, and do simple cooking. Here as in the laundry there are matches in skill and swiftness. An ironing match often furnishes an evening's entertainment.

Long before the children are ready to enter even the kindergarten, they are practised in sense training in the classrooms of the dormitories. From a glass case filled with toys the teacher takes out a miniature hen. "Have you any feet?" she asks of the gaping, wondering group before her. Most of them do not know. "What do you eat with?" she next inquires. Then they know; and she talks about the hen's bill, its eggs and chickens, as her pupils learn to recognize pictures of the barnyard and to cluck and crow. Toy kitchen stoves and tea sets furnish a dolls' tea party, imparting knowledge of the names and purposes of everyday objects. Such exercises would be needless for normal children of ten years, the average age of those in this class.

The recognition of different pieces of wood by their shapes constitutes an advanced lesson. The instructor holds up a longitudinal bit, and with a seraphic grin and a chuckle of delight, a boy matches it from the pile lying on the table, while another child tries to make a square piece fit a circular one, and becomes wofully disturbed thereat,—a hopeful sign. "When do you see stars?" is asked, as a star-shaped piece of wood is held up. Often it is two or three months before there is any comprehension of this question. An unusually bright boy, when asked to find a ball like the one shown him, found its double on a dumb-bell.

AT WORK IN THE SEWING ROOM AND LAUNDRY.

Earlier than all this teaching and its accompanying moral lessons is the hand training. "Put your hands to-

gether; put your fingers in and out; put hands in a circle; clap them; put up thumb; close other fingers; open them; wiggle them!" This last they love to do. For each of these simple exercises the teacher daily, weekly, monthly, takes the flabby, nerveless hands of each child in her own and goes through these manœuvres of progress with them. When the hands are partially trained, the members of the class are taught to pick up pins from the floor. It is as if hippopotami were trying. Then they wind string from one ball to another, and put little sticks into a board pierced with holes, —both being difficult feats to accomplish. They learn to recognize objects enclosed in a bag by feeling their shape, and to tell the differences in sound between tin trumpets, reed pipes, etc. They acquire a sense of taste and smell through spices and bottles of various liquids.

This long fundamental training of the senses, united with physical exercises, yields better results than could be obtained by any other method, as the children slowly realize that there is a purpose in all that Dr. Fernald directs them to do. Their relation to him is so personal, that the old man of seventy, the middle-aged and the puny toddlers alike feel that they owe him love and obedience.

His underlying motive of utility in all his teaching is strikingly shown by such a simple operation as the lacing of a boot. Instead of having it taught theoretically on two perforated, upright pieces of wood, as in Sweden, the Waltham children learn on a real boot, often on one worn by a fellow pupil. The art of buttoning and unbuttoning, however, is acquired on strips of cloth, and then transferred to each other's garments. It is all slow work, demanding energy and animation from the teachers, who must not merely hold, but create attention in the children, by a brisk manner and clear voice. No wonder they are weary as each class leaves them in squirming lines, the members helping each other out of the room.

The personal duties of daily life, just because they are necessary, are also taught as educational. There is a toilet class, a bed-making class, a sewing class. The color sense too must be trained, since the feeble-minded are often color blind. One boy drew a lobster in blue crayon; another sketched asparagus in brown chalk.

In the kindergarten itself the occupations and games are largely modified to suit the nature of the children. Pet animals, birds, toys of all kinds, especially wagons and carriages, are employed as instruments. A hack is the "funeral wagon." It follows naturally that at Waltham there is not such a marked division between the kindergarten and the primary school as among normal children. Nowhere also is a teacher more free to follow her own wise devices; therefore with each step gained, both pupil and instructor have the joyful sense of victory.

Notwithstanding queer bits of obtuseness, the grown-up children of the primary grade are very bright in seeing words in disconnected letters written on the blackboard: *h c t a c* is quickly resolved into *catch*. They learn the days of the week by pictures drawn against their names. Sunday has a church, Monday a wash-tub, Tuesday a flatiron, Wednesday a loaf of bread. So far the children agree; but the other days are indeterminate periods divided between pies, sweeping and marketing. Paper folding is very significant; dexterity in imitation is easy compared with memory of how to fold the paper. If a child can recall the order of the creases, she is considered intellectual and will make rapid progress in her drawing. But here again curious freaks are seen. A certain boy sees upside down. Drawing correctly, he yet begins at the bottom of a leaf or at the outside of a spiral. In spelling, he puts the correct letters upside down; in arithmetic, he gives the right

answer, but reverses the number; 19 is written 91.

The children are passionately fond of making collections of beetles, grasshoppers, etc., handling the creatures with tenderness and studying their habits. To be allowed the privilege of feeding the animals in the "Zoo" is high honor. In the grammar class the pupils seem very much like other children, saving the difference in age and their evident painstaking, which, with all that is angular and awkward, is still sincere. They have some knowledge of current events. When some of them were asked why they liked President McKinley, one fellow answered: "Cause a silver dollar is worth only fifty-three cents, and lots of 'em would weigh down my pocket so I couldn't get round."

On their entrance to the grammar class the problem of their future education has narrowed itself to a definite point, the utilizing of their so-called intellectual education in industrial ways; for it is cruel as well as foolish to lead them into departments of knowledge which will develop them in a one-sided manner. A boy with a phenomenal memory may have no moral sense; a girl who computes figures quickly in her head may be incapable of self-respect. The industrial training begun by hand, sense and object training, by drawing by the eye, not alone by rule and compass, is still further developed by sloyd. After the half day of school work the pupils pass into the workshops and learn cobbling, brush-making, carpentering and house painting. Not long ago the boys themselves used several hundred pounds of white lead in painting the inside of all the houses, besides doing the varnishing of the woodwork. They assist in bricklaying and mason work, and are fair farmers. These outdoor occupations include the training of the lowest grades of the defective persons, who dig ditches and make roads, or are saved from paroxysms of excitement by carrying stones from one pile to another and back, or by walking on a circular track. They are as eager about this as if their labor were useful to others. The inert among them sit between the potato hills, picking off potato bugs as happily as if they were berrying.

The previous school education has fitted the higher grade inmates for manual work in the same way, if one may compare small things with great, that the four years at Harvard helps its graduates as they become business men. Only on this ground can the education of the feeble-minded beyond the rudiments of reading, writing and arithmetic be justified. If their intellectual training is carried too far, they become unhappy doing manual work; while if not carried far enough, they cannot get the most out of their later industrial work, and regard it as beneath their dignity. As Waltham accommodates but ten per cent of the feeble-minded of the state, a disproportionate part of the expense should not be bestowed upon the higher book education of a few, for with all the progress that might be made only a small fraction of the inmates can ever exercise independent judgment or spend money wisely.

To gain an intimate knowledge of Dr. Fernald's wisdom and sympathy in caring for the children, young and old, one should see them at their games. All the legal holidays are joyously observed, and every pretext for special occasions is eagerly seized. Last Halloween, as most of them gathered in the gymnasium for games, the thought that they were feeble-minded would hardly have occurred to a careless observer. With full tumblers of water, they ran round the hall, vying with one another in having the fullest glass at the end of the race. "Wabbling tumblers" they called it. They tried to bite apples floating in a pan of water or dangling from a pole, or, blindfolded, to feed each other from a saucer of sugar held between them; and when the sugar ran down each other's necks in-

stead of into their mouths, how they shouted! A race in winding up strings showed their insensibility to pain, the cords cutting into the flesh, so tightly and swiftly were they wound round their hands in their excitement.

On Fourth of July, the day begins early with the "Horribles" procession, arranged by themselves. All lunch out of doors, each ward having its location indicated by flags. They run sack and pig races, and close the day with fireworks. None but their guardians are tired.

Christmas is less noisy, but gayer. Each one has gifts from the tree, supplied by home friends or the school. A little play or concert is given, or pieces are spoken or carols sung. As at meal times, one then sees the sadness and affection, the hopefulness, patience and dignity of the school. Grotesque is not the epithet for these unfortunates. In comes the old man of the school, wrapped as if he were a bundle, the cripples on crutches, the paralytic in baskets, the repulsive-faced and those with the yearning gaze of womanhood and manhood. If the sight makes one's heart ache, it also holds out promise of redemption. There is neither confusion nor roughness in the crowd as Santa Claus appears, but there are hearty laughs, feeble ejaculations and travesties of smiles. The appropriateness of the gifts shows the personal consideration given to each inmate. Normal children, educated up to toy machinery, and girls who crave the luxuries of a doll's wardrobe, would not care for the rag babies, the iron toys, the suspenders, cravats and neckties which these children value.

On the ward attendants, who seem actuated alone by the desire of loving service, falls the physical care of these inmates, more repellent in many ways than the insane. Generally on their first arrival, the children are flabby and poorly fed, owing to home ignorance more than to poverty. The odor peculiar to them is due to want of cleanliness, long months of care being necessary to destroy it, while decayed teeth are extracted,—which they deem a special privilege, enjoying it as others do gymnastics.

Though the two thousandth patient since the school was incorporated was received October 13, 1899, only thirty-six per cent of those applying for admission in 1898 could enter. Yet the number of applicants will doubtless increase, for town authorities, recognizing the need of custodial care for defectives, are more and more willing to pay the board of such persons to an institution.

Therefore in order to have a permanent home for graduates, trained, but not capable of being at large, and still too old for school life, and also to be able to receive a larger per cent of applicants at Waltham, the trustees of the school have lately bought some two thousand acres at Templeton, Massachusetts, where Beaver Brook runs through the land and where one of its hills has been gratefully called Eliot Hill. Several cottages are to be built, that these grown-up children may live in families; the rough land is to be redeemed, and the good farming land to be cultivated.

Yet with all this outlook into larger space, the problem remains, what should be the future of a school for the feeble-minded? In 1896 there were ninety-five thousand such persons in the United States. Has the state a right to confine them as it does its criminals, though the feeble-minded are usually the sufferers for others' wrongdoing, rather than for their own? Unless this right is conceded, they will marry or bear children outside of marriage,—in either case inflicting upon the state the growing burden of the neurotic, epileptic, insane and criminal; for all the various phases of abnormality can begin in feeble-mindedness. Even if the estimate of eighty per cent as that in which mental deficiency descends from parent to child is an over-estimate, the per cent is vastly higher than in any other cases. Moreover, it

has already been proved beyond dispute that "a large per cent of all the illegitimacy occurring in the country is to be charged to those whose mental condition makes them partially or totally irresponsible for the evils which they produce."

Certainly on any such reckoning the state is directly responsible for the prevention of the further increase of the evil. If, therefore, a child is once committed to Waltham, shall it remain there as long as it lives, passing from one department to another? Shall the state consider as its beneficiaries all those committed there, because they are under its authority? Has a parent no right to retain a child in his home if he guarantees to the state that no evil shall be inflicted upon the public through its existence? These are the questions pressing for settlement as the conviction grows that, since the state is ever trustee to the future, it should assume the perpetual care and custody of the feeble-minded, parents contributing to their support in proportion to their means, and a board of experts rendering decision in each case as to the degree of defectiveness which should justify such retention. That the years of those so restrained can be made useful and happy is abundantly demonstrated by the daily life at Waltham, since on the colony plan, adopted there and elsewhere, tenderness and self-control are engendered, which largely atone for the deprivation of outward liberty.

Mentally Defective Children

in the

Public Schools.

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MENTALLY DEFECTIVE CHILDREN IN THE PUBLIC SCHOOLS.

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PUBLIC school classes for mentally defective children were opened as early as 1867 in several German cities. In Prussia since 1880 these special classes have been obligatory in cities of twenty thousand or more inhabitants. Norway, Sweden, Denmark, France and Switzerland have made similar provision.

In England a class for defective children was established in London in 1891 in accordance with the suggestion in the report of the Royal Commission of the Blind, Dumb, Deaf, etc. Afterwards other classes were opened in Leicester, Bradford, Birmingham, Bristol, Nottingham, etc. General interest in this subject was awakened by the remarkably able reports of Dr. Francis Warner in 1889 and 1894 concerning the mental and physical condition of one hundred thousand school children, which showed among other things that at least one per cent of these children were so deficient mentally as to need special instruction.

The report to Parliament in 1898 of the "Committee on Defective and Epileptic Children" discussed the question in great detail and recommended certain definite legislation, which finally crystallized into the Parliamentary Elementary Education Act of 1899 which provides power to determine what children are defective; provides for an extra grant of money for the maintenance of special classes or schools for defective children; provides for compelling feeble-minded children to attend these special classes and generally provides for the management of these schools by the local school boards.

A few quotations from the admirable 1898 report will illustrate the sharp distinction made in England as to the use of the term "imbecile" and "feeble-minded."

"Throughout this report the word 'feeble-minded' denotes only these children who are not imbecile and who cannot properly be taught in ordinary elementary schools by ordinary methods."

"That children exist who, on the one hand, are too feeble-minded to be properly taught in ordinary elementary schools by ordinary methods, and, on the other hand, are not so feeble-minded as to be imbecile or idiotic, is assumed in the terms of reference to us. With this assumption we are in entire agreement. From the normal child down to the lowest idiot there are all degrees of deficiency of mental power; and it is only a difference of degree which distinguishes the feeble-minded children, referred to in our inquiry, on the one side from the backward children who are found in every ordinary school, and, on the other side, from the children who are too deficient to receive proper benefit from any teaching which the school authorities can give. The great majority of the thirteen hundred children whom we have seen in special classes have been tried in the ordinary schools, and have been shown to be incapable of receiving any proper benefit from the instruction, having for the most part learned little or nothing beyond certain habits of discipline. On the other hand, these children show themselves capable of receiving considerable benefit from the individual attention and the special instruction given in the special classes. By the age of thirteen or fourteen they may sometimes arrive at a stage of elementary instruction, equal perhaps, to that attained by ordinary children of eight or nine years of age, and they often show themselves capable of being trained in some manual occupation. Thus there is a fair prospect, that, with favorable surroundings, they may take their place in the world and may not become inmates of workhouses, asylums, or prisons."

"Though the difference in mental powers is one of degree only, the difference of treatment which is required is such as to make these children, for practical purposes, a distinct class. Public feeling would revolt, and rightly, against the permanent detention of these educable children in institutions, and therefore it is better that they should not be sent to institutions during their childhood, but should become familiar with the world in which they have to live, and should, if possible, by individual teaching and suitable training be put in the way of making their living. They would obviously take harm from association with low-grade imbeciles and ought to associate with ordinary children as much as is consistent with their receiving the special and individual care and training which they require. Feeble-minded children should therefore be considered a distinct class from those imbeciles whose mental deficiency is such that their seclusion for life in institutions is highly to be desired in the interests of society as well as in their own. The treatment of low-grade imbecile children requires to be directed, not towards enabling them to take their place in the world, but towards making them as happy as their affliction permits. They do not suffer from association with other imbeciles, and the individual teaching which is required for feeble-minded children would be wasted on them." * * *

"Thus the feeble-minded children referred to in our inquiry exist as a distinct class from imbeciles; they are not, in fact, certified as imbeciles; they are not provided for as imbeciles; they are not classified as imbeciles by

most scientific authorities; and they differ, both from ordinary children and from imbeciles, in the treatment which they require during their school life."

In England the institutions for mental defectives supported from the public funds, like Darenth, make provision for the legally "certified" idiot or imbecile, but not for the feeble-minded. It is felt that it would be a great injustice to "certify" a merely feeble-minded person. With the exception of several large schools like Earlswood and the Royal Albert Asylum and a few small homes for the feeble-minded, all supported largely by private benevolence, for many years there was practically no provision in England for the education and care of the class of mental defectives above the grade of the "certifiable" imbecile. Indeed, so far as I was able to judge, there is now in England very little public sentiment in favor of state care and support for the merely feeble-minded boy, girl or adult.

At the time of my visit to London in the spring of 1901, through the kindness of Dr. R. E. Shuttleworth, the medical examiner of the special classes for defective children for the London School Board, and of Mrs. E. M. Burgwin, the superintendent of these classes, I was given every facility for visiting and observing the classes and for studying the system of management.

At that time there were in London fifty-six special schools, or "centres," for feeble-minded children, with one hundred and twenty-three teachers and a total of two thousand and nineteen pupils. These "centres" are located in populous areas of crowded London, where the defective children selected from two, three or more large school districts are collected into one group or "centre" of two or three classes. These day classes generally receive their instruction in a detached building adjacent to one of the regular school buildings.

By vote of the Council on Education, the school-rooms for these classes must be constructed and arranged in accordance with certain definite requirements in order to obtain the special money grant. The premises must be approved by the education department. There must be twenty square feet of floor space for each pupil. There must be suitable play-grounds, drill rooms, lavatories, school-rooms and entrances, all for the exclusive use of the children in the special class. All rooms must be on the ground floor. Each child must have a separate desk. The cost of the new school-rooms, constructed as above, has been about one hundred dollars per pupil.

The selection of the pupils for these "special classes" from the various schools, and the organization and management of these "special centres" are in accordance with exact regulations laid down by the London School Board under the special Act of Parliament cited above.

The defective children are formally designated by the teachers in the ordinary schools if unfitted for promotion after two years in one grade. No child is so nominated under seven years of age. They are then examined by a medical expert who certifies to the mental defect and the need for instruction in the special schools. Children so certified are excluded from the regular school classes.

Proper records must be made at the time of admission and afterwards:—

(*a*) As to the child's capacity, habits, attainments, and health.

(*b*) As to the family history of the child.

(*c*) As to the progress of the child in the special school or class.

The children must, from time to time, be inspected by a medical officer appointed for the purpose, and records of such inspection must be kept. Provision must be made for the examination, from time to time, of every child, in order to ascertain whether he has attained such a mental and physical condition as to be fit to attend an ordinary class in a public elementary school. Such examination must be made on request of the parent. In such cases the decision of the board is not to be appealed from. Provision is also made for excluding children unfit for these classes.

The school authorities are empowered to compel a child's attendance at a special class where available, up to the age of sixteen.

Every special school or class must have managers specially appointed who visit the class from time to time.

The children must not for any lessons be mixed with the children of the ordinary elementary schools.

Each class has a separate teacher. There are generally three teachers and classes in a "centre." The principal teacher, at least, must be a certified teacher. Only female teachers are employed. The teachers receive a larger salary than the other teachers. His Majesty's Inspector must annually approve of all the teaching staff. At present they receive no special training to fit them for this work. It is suggested, however, that the equivalent of the following training would help to qualify a teacher for the work, viz:—

I General school training and kindergarten methods.
II A course of physiology and school hygiene.
III Gymnastics, or some rational system of physical training.
IV Instruction in articulation and voice production.
V Sloyd and other manual occupation.
VI Two month's work under a qualified teacher in a special class.

The prescribed course of instruction for the pupils provides for:—

I Instruction in the elements of reading, writing and arithmetic.
II Singing and recitation.
III Object lessons.
IV Drawing.
V Needlework for girls.
VI Physical exercises.
VII Manual instruction, not less than six hours weekly to each child. For the older girls practical housewifery, needlework, machine sewing, cooking and laundry work are the forms most in use. No class for this manual training may have more than eight pupils.

FORMS OF MANUAL INSTRUCTION

(*a*) Suitable for younger children:

Paper mat-making.
Clay-modeling.
Macrame-work and various other forms of string work.

Pricking, coloring, and kindergarten sewing.
Basket-making.
Paper-folding.
Bead-threading.
Paper-cutting and mounting.
Building with cubes.
Worsted-work.
Needlework.

(*b*) Suitable for older boys:
Wood-work of various kinds.
Shoe-making.
Basket-making.
Modeling in pasteboard (the German pappé work).
Chair-caning.
Mat-making.
Tailoring.
Gardening and Farm-work.

(*c*) Suitable for older girls:
Cookery.
Laundry-work.
Practical housewifery.
Needlework.

N. B.—Out of the minimum six hours per week of manual instruction not more than two hours may be devoted to needlework.

The number in average attendance in the special class must not exceed twenty for each class, except if there are more than two classes in a "centre" there may be an average attendance of thirty in each class after the first two.

The hours during which a special class is opened must not exceed two and one half in the morning and two in the afternoon. An interval of at least an hour and a half must be interposed between morning and afternoon sessions.

Boys and girls under fourteen are taught in the same classes. No pupil under seven is received. Pupils may be kept in these classes until sixteen years of age.

Corporal punishment is used "when necessary."

Pupils who live at a distance from the "centre" are often provided with a conveyance or "guide" to and from school at the expense of the school funds. A large majority of the children are able to go to school unattended, but several accidents, one of which was fatal, are recorded as having happened to the children on the way to or from class. Certain pupils not otherwise provided for are "boarded out" near the special classes at public expense.

Parents who are able are expected to pay a certain sum for the special instruction of their children.

In some of the poorer districts the children are provided with a substantial midday meal or a glass of milk midway of the morning session.

The act of 1899 makes provision for the institutional care and training

at public expense of certain feeble-minded children not otherwise provided for, in certain "certified" schools, similar to the training homes for feeble-minded girls associated with the Society for Promotion of the Welfare of the Feeble-Minded. I believe there are no training homes of a similar character for feeble-minded boys.

In this connection the following quotation from the 1898 Report is of interest:—

"Generally speaking we do not consider that large institutions are the best form of provision for the education of feeble-minded children. Dr. Walmsley in his evidence has referred to some of the improved cases in Darenth and to the disadvantages of retaining them in such a place; and these disadvantages apply only in less degree to the system of retaining feeble-minded children in institutions by themselves. Mr. Colvill has well expressed the disadvantages of institution life when applied to children who will have to try to earn a living in the country. Defective children in the country are better fitted for their future by living at home in family life, and seeing all the sides of rural life and labour among their own people than by being drafted away to an institution necessarily very different in its arrangement from the ordinary rural home. In the institution all the manual work is of a more specialized type and under constant supervision, and the child is returned after a few years to things which have become unfamiliar and to people who have ceased to be his friends."

"Moreover, when once school authorities begin to set up institutions for feeble-minded children, there is a risk that the line of discrimination may be drawn too low, in other words, that they may send to such institutions children who are not merely feeble-minded but imbecile, and may thus undertake work which lies outside their province, and may interfere with provisions made for imbecile children by other means. There are, however, cases of children admissible to the special classes as feeble-minded for whom an institution may be for a time preferable by reason of bad general health, or unsatisfactory home surroundings: or, again, by reason of some disabling physical defects, which prevent a child from attending day classes."

In the schools I visited the school-rooms were well lighted and ventilated and decidedly cheery and attractive. There seemed to be a good supply of appropriate school material for object teaching, manual training, apparatus for special sense training, pictures and picture books, etc.

The teachers had evidently been selected with great wisdom. As a class they impressed me as superior teachers well equipped for their work, with enthusiasm and zeal and great personal interest in their pupils. The teachers keep in touch with the homes of the children and try to secure the co-operation of the parents.

I was told that the prejudice and disfavor toward the special classes, which is almost universally shown at first by the parents, usually disappeared when the child began to show improvement. As a rule, the classes are assembled and dismissed a few minutes before or after the classes for normal children in the nearby schools. There seemed to be an entire absence of any teasing or any other interference with the pupils on their way to and from school, although the popular name for the special class is the "silly class."

In the schools that I examined the pupils seemed distinctly inferior, both mentally and physically, to the pupils found in the school departments of the American institutional schools for feeble-minded. I saw very few pupils of the same degree of intelligence as the brighter school classes at Elwyn, Syracuse and Columbus; and the standard of nutrition and bodily vigor seemed decidedly below that of pupils in American institutions or in the English institutions.

From the records of individual cases and the admirable school reports it was evident that a good deal of mental and physical development was obtained with the majority of pupils, but here again I could but feel that the tangible results were no more satisfactory or practical than those we expect and generally obtain by institutional school training.

I made many inquiries as to how large a proportion of the pupils trained in these special classes became self-supporting or earned regular wages after leaving school. In the annual report of 1899 the special classes for mentally and physically defective children, Mrs. Burgwin reports that "ninety-two children have left the classes, being over fourteen years of age and have found some kind of employment; fifteen girls as general servants with an average weekly wage of sixty-two cents; six girls work as laundresses; twelve work at home; one is a dressmaker's apprentice (doing well); eight boys are regularly employed as errand boys; six flower or fruit sellers; eight van boys; eight in factories; one cabinet maker; two harness makers; one wood carver; one in brick field; two in iron works; one printer; one cigarette maker; one milkman; one farm laborer. The highest wage for boys is two dollars per week and the lowest sixty-two cents."

This report was made before the *physically* defective were separated from the *mentally* defective and there are no means of determining how many belonged in each class. It should be understood that in England the scale of wages for normal workers is much lower than in America. The specific inquiries which I made of the teachers in 1901, when only the mentally defective were considered, did not make so favorable a showing. I was told of only a few cases earning more than a few pence a day, and these cases seemed to be mostly employed in washing dishes or scrubbing floors in restaurants, running errands or some other precarious form of the lowest sort of unskilled labor.

The fact that in England labor-saving devices and machinery are used much less than in America, makes it comparatively easy to obtain this kind of work. It should also be considered that the standard of living of the poorer classes in London is much below that of similar classes in America, so the few pence earned daily by those boys and girls may go a long way towards furnishing the food and shelter which would satisfy their requirements. When these classes have been in operation for a longer period and a much larger number of children have been graduated, more definite information on this point will be available.

From all the information that I could gather it seemed to me that the nearly ten years' experience with the special classes have not proved that a large proportion of feeble-minded children can be so educated and trained in the special classes as to be able to support themselves by their own efforts

and wages; or that they become wholesome or desirable members of a modern community.

I believe that careful observation and study of the life history of large numbers of these specially trained pupils will show the need of life-long protection and assistance.

One result of the existence of these special classes has been to make evident to the teachers themselves the need of much more extensive institution provision for the feeble-minded people past the school age.

The history of the treatment of the mentally defective in America differs in many respects from that in England and on the continent. In America custom has gradually sanctioned the popular use of the term "feeble-minded" to include all degrees and types of mental defect from that of the simply backward boy or girl unable to profit by ordinary school instructions to the helpless idiot a hopeless, speechless, disgusting burden. This inaccurate use of the term "feeble-minded" is largely in deference to the popular prejudice towards the harshness of the terms "idiot" and "imbecile."

The cardinal features of idiocy and imbecility, the inferior physical organization, undeveloped special senses, defective muscular co-ordination weak will, feeble power of attention and observation, moral obtuseness and obliquity, all of these are as truly the essential condition of mere feeble-mindedness as of imbecility or idiocy. It is a difference of degree and not of kind.

The causes of idiocy and imbecility are the causes of feeble-mindedness. The pathological conditions found in idiocy and imbecility differ only in degree and extent from those found in the brain of the feeble-minded.

Practically all of the American institutions for mental defectives were organized as strictly educational institutions. In one of his earlier reports Dr. Howe said, "It is a link in the chain of common schools, the last link indeed, but still a necessary link in order to include all the children in the state." From the beginning in 1848 to the present time, in nearly, if not all, of these schools in admitting new pupils, preference has been given to the cases with lesser degrees of mental defect as offering greater opportunity for useful development.

The admission and retention of low grade idiots and imbeciles to these institutions and custodial care of adults in large numbers came about slowly and gradually.

There has been a general belief that even the slightly feeble-minded could be successfully trained and educated only under institution conditions, where not only the proper school instruction could be given, but where the child's whole life could be controlled and regulated. At the same time it has been recognized that in institution life, notwithstanding the many advantages not to be obtained elsewhere, there is more or less loss of the opportunity for profiting by the teaching of experience obtained in normal family life in the home and in the outside world. It is possible, however, that on the whole the child gains more than he loses.

"In a well regulated institution the child's life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and

he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school-room."

The hopes of some of the earlier leaders in this work that a large proportion of the higher grade cases could be educated to the point of supporting themselves, have not been realized, although each year a certain proportion of the trained cases leave these institutions and lead useful, harmless lives, supporting themselves by their own efforts. Of the great majority of these trained cases it has well been said that they may become "self-supporting but not self-controlling."

The one great deduction from the sixty years' experience in the education of the feeble-minded, is that under the best conditions only a very small proportion even of the higher grade cases become desirable members of the community. They need protection and care and the family and community should be protected from their certain tendency to drift into pauperism, prostitution and crime.

Notwithstanding the opportunities for the instruction of feeble-minded children in the existing American institutions, there are certain reasons justifiying the organization of special classes in the public schools of the larger cities of this country.

It has been fairly well proved that Dr. Warner's estimate holds good here, and that at least one per cent of the children in the public schools under fourteen years of age are defective mentally.

I can readily understand that a parent with a refined, comfortable, well-regulated home, would greatly prefer the special classes to an institutional school. One of the greatest benefits would be the relief which these classes would afford to the normal children in the public schools, who are annoyed and hampered by the presence of defective children.

Every child has the right to receive education suited to his need and capacity.

It is a great hardship to the child and parents to send a child of tender years away from home to a distant institution to be cared for by strangers.

In spite of the great advantages to be obtained in the institution the child is deprived of normal home life, the moral and social influence of the mother and the wholesome relations with the community. As a rule the pupil would be put under special training much earlier if such classes were available. Many pupils would receive training who would not be sent to an institution. Under present conditions many cases are entirely deprived of opportunity for education.

The suspicion of pauperism would not be felt in the special classes.

These special classes can be quickly and easily organized and increased

in number, making a very flexible system of providing and extending opportunities for training defectives. They do not involve the expenditure of large sums of money for construction of buildings. The actual expense of such teaching is directly assessed upon the community receiving the benefit.

It is a striking fact, however, that the reason for the great majority of the applications for the admission of pupils to our institutions is quite as much for the relief of the *mother* or *the family* or the neighborhood, as for the benefit which the child himself is expected to receive. A feeble-minded child is a foreign body in a family or modern community. Countless loving mothers have been worried into nervous breakdown or insanity by the ceaseless anxiety and sorrow caused by the presence of the blighted child in the home. Many fathers have been driven to drink and daughters to the street to get away from the unnatural and unpleasant home conditions caused by the defective one.

Unfortunately a very large proportion of the feeble-minded children come from homes where the class training would not be supplemented by the good hygienic conditions and the desirable moral and intellectual influences which are quite as necessary as the strictly scholastic training.

Another practical obstacle would be the unwillingness of the average American parent to publicly admit the fact that his child was mentally defective, when the defect seemed slight. The tendency is to blame the teacher for the lack of results.

It is doubtful if the few hours per day under school instruction will accomplish satisfactory results with the average defective pupil. The necessarily small classes or groups of classes do not afford the opportunities for desirable and important classification of the pupils according to age, mental ability, etc.

It should be remembered that under the most favorable conditions hitherto, a very large proportion of feeble-minded persons, even of the higher grades, eventually becomes public charges in one way or another. No one familiar with the physical and mental limitations of this class can believe that any plan of education will ever materially modify this fact. Any relief as to public support to be obtained from public school training can be only temporary. Feeble-minded *children* may be tolerated in the community, but it is a great responsibility to inaugurate any plan on a large scale which does not withdraw from the community the defective adults. The feeble-minded are powerless to resist the physical temptations of adult life and should be protected from their own weakness.

"The brighter class of the feeble-minded, with their weak will power and deficient judgment, are easily influenced for evil, and are prone to become vagrants, drunkards and thieves. The modern scientific study of the deficient and delinquent classes as a whole has demonstrated that a large proportion of our criminals, inebriates and prostitutes are really congenital imbeciles, who have been allowed to grow up without any attempt being made to improve or discipline them. Society suffers the penalty of this neglect in an increase of pauperism and vice, and finally, at a great increased cost, is compelled to take charge of adult imbeciles in almshouses and hospitals; and

of imbecile criminals in jails and prisons, generally for the remainder of their natural lives. As a matter of mere economy, it is now believed that it is better and cheaper for the community to assume the permanent care of this class before they have carried out a long career of expensive crime."

"The fate of the average feeble-minded girl out in the world is only too well known. A feeble-minded girl is exposed as no other girl in the world is exposed. She has not sense enough to protect herself from the perils to which women are subjected. Often bright and attractive, if at large, they either marry and bring forth in geometrical ratio a new generation of defectives and dependents or become irresponsible sources of corruption and debauchery in the communities where they live. There is hardly a poorhouse in this land where there are not two or more feeble-minded women with from one to four illegitimate children each. There is every reason in morality, humanity, and public policy that these feeble-minded women should be under permanent and watchful guardianship, especially during the child-bearing age."

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SHOULD THE SCOPE OF THE PUBLIC-SCHOOL SYSTEM BE BROADENED SO AS TO TAKE IN ALL CHILDREN CAPABLE OF EDUCATION? IF SO, HOW SHOULD THIS BE DONE?

DISCUSSION BY WALTER E. FERNALD, M.D., SUPERINTENDENT OF MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED, WAVERLY, MASS.

Until within a comparatively few years it was believed that feeble-minded children could be successfully educated only in special boarding schools or institutions. All such schools were recognized as strictly educational institutions. Dr. Howe said of his school: "It is a link in the chain of common schools, the last indeed, but still a necessary link in order to embrace all the children in the state."

The methods of training found necessary with the feeble-minded were radically different from those then used with normal children. Object-teaching, nature study, gymnastics, special sense-training, manual and industrial training, music, directed games, training in habits and morals, etc., were the sheet anchors of this work, years before the era of the kindergarten and the dawn of the new education. Outside of these special schools suitably equipped teachers were not to be found.

Special public-school day classes for the feeble-minded have been in operation in various continental countries for more than twenty years. There are many reasons why such classes should be established as a part of the public-school system in large centers of population in this country.

Every American child has the right to be educated according to his need and capacity. It is a great hardship for the parents to send a child of tender years away from home to be educated. Parents with a comfortable home would naturally prefer a public-school class to an institute. Many defective children who now receive no training would be placed in these special classes. The special training would be begun much earlier than is now possible.

These special classes can be quickly and easily organized and increased in number, making a very flexible system of providing and extending facilities for training defectives. They do not involve the expenditure of large sums of money for construction of large institution plants. The actual expense of such training is largely assessed upon the local community receiving the benefit. The admirable special classes in London may well serve as models for classes in this country.

In organizing these special classes, the pupils should be selected under expert medical advice, and should be the merely "backward" or slightly feeble-minded, and not imbecile or idiotic, for the merely backward should not be classed with the actually feeble-minded.

The training and instruction of these children may begin on a much lower plane than with the lowest grades in the public school. It must begin with what the child already knows, and the successive steps should be made very gradual and progressive. The physiological education of the special senses and the training of the muscles to accurate response to directions must precede and prepare the way for so-called intellectual training.

Hand-work and manual training in great variety is of great importance. Object-lessons and familiar nature study should be emphasized. The beginnings of ordinary primary work should be based upon the best modern methods. The progress will be slower, and the pupil cannot be carried so far.

The study of the life-history of these persons has evolved some generalizations which

must not be ignored in considering this subject. All degrees of congenital mental defect, from the merely feeble-minded child to the profound idiot, are the result of certain definite structural defects or inferiority of the brain, or the result of brain disease or injury. These brain abnormalities are permanent conditions. No really feeble-minded person ever was, or can be, entirely "cured." It is a question of how much improvement is possible in each individual case.

The hope of the pioneer teachers in this work that many of the slightly feeble-minded could be educated and developed to the point of supporting themselves, and of becoming desirable members of the community, has not been realized. A certain very small proportion do actually leave the schools and lead useful, harmless lives, supporting themselves in a precarious way by their own efforts. Of the great majority of these trained pupils it has been well said that they may become "self-supporting, but not self-controlling." By far the greater number need oversight and supervision as long as they live.

A very large proportion of the feeble-minded persons, even the well-trained higher-grade cases, eventually become public charges in one way or another. No one familiar with the mental and physical limitations of this class believes that any plan of education can ever materially modify this fact. The brighter class of the feeble-minded, with their weak will-power and defective judgment, are easily influenced for evil, and are very likely to become prostitutes, vagrants, or petty criminals. They are powerless to resist the physical temptations of adult life, and should be protected from their own weakness and the cupidity of others. Especially should they be prevented from marriage and the reproduction of their kind.

Feeble-minded children may be tolerated in the community, but it is a great responsibility to inaugurate any plan on a large scale which does not provide for withdrawing defective adults from the community.

EDUCATIONAL TREATMENT OF THE FEEBLE-MINDED.

By Walter E. Fernald, M. D.,

Superintendent Massachusetts School for Feeble-Minded.

[Read before the Boston Homœopathic Medical Society, Feb. 6, 1902.]

[*Reprint from New England Medical Gazette*]

I feel greatly honored by the invitation to address this society.

In the limited time at my disposal I can only touch upon some of the more important points concerning the educational treatment of the feeble-minded, after a brief consideration of the frequency, nature and varieties of feeble-mindedness.

The census of 1890 shows a total of 95,571 feeble-minded persons in the United States. It is certain that this enumeration did not include many cases where the parents were unwilling to admit the mental defect of their children or where the defect was not recognized. Over 3,000 were enumerated in this state alone. I am confident that if every case was included there would be at least two to every thousand of the population in this state.

Feeble-mindedness may be defined as "mental deficiency depending upon imperfect development or disease of the nervous system, occurring before, at, or after birth, previous to the evolution of the mental faculties." That is, a feeble-

minded person was born one or became one in early childhood. An insane person is one where the more or less developed mind is afterwards impaired or lost.

It was formerly believed that in many cases the defect was due to simple functional arrest of development of the mental faculties from unfavorable conditions similar to the aborted development of a plant when deprived of sun, air, water and other necessary conditions, and that, under proper environment, with appropriate training, the retarded processes might be so stimulated as to practically make up the deficiency.

With the increase of our knowledge of physiology and pathology, it is now believed that the mental deficiency generally, if not always, is the result of definite cerebral abnormality or defect, or the result of actual disease or damage to some part of the central nervous system.

There may be absence, deficiency, or excess of certain brain tissues, or convolutions, perhaps a hardening or softening of certain areas, or even a cavity resulting from destructive disease of some portion of the brain. In other cases the microscope may show that the ultimate brain cells are few in number, incomplete in structure, or perhaps are not properly connected with other cells or groups of cells.

In a certain sense each area of the cortex, the grey matter of the brain, probably has a certain definite function. We know, for instance, the exact localization of the brain centres presiding over the movements of the various parts of the body, the senses of sight, hearing, smell, etc. But memory, attention, volition, and the reasoning power, have never been definitely localized. Indeed it is now believed that the higher intellectual processes are the result of exceedingly complex association and combination of perhaps widely separated cortical cells or groups of cells, and that the mental capacity of a given individual depends largely upon his relative ability to make these combinations. Thus mental lack may depend upon absence of brain cells, inferior, damaged or undeveloped cells, or incompleteness or disease of the indescribably deli-

cate and intricate association fibres that bind together the different parts of the brain.

These causative pathological conditions may have their origin early in fetal life, or may occur at birth or in early childhood. The period when they occur, the nature and extent of the abnormality, determine the nature and degree of the resulting mental deficiency and the possibilities of improvement.

It is evident that mental deficiency resulting from incurable organic defect, or disease, is practically a permanent condition. In the light of our present knowledge, no idiot or really feeble-minded person ever was or can be entirely "cured." It is a question of how much improvement is possible in a given case.

In a large school or institution with pupils of every degree of mental defect, from the profound idiot unable to walk, or to speak, helpless and untidy, to the good looking boy or girl only slightly below the normal standard of intelligence, with cases illustrating every degree of deficiency between these extremes, it is obvious the indications for training and treatment must vary in like ratio.

While the various schemes of classification are interesting and important from a purely scientific standpoint, the practical assignment of our pupils into the various grades and classes for care and training is quite a simple matter, and can generally be accurately determined by the relative condition of the personal habits as to cleanliness or otherwise, the degree of muscular control present, as shown by the ability to walk or to use the hands, etc., and the ability to intelligently understand or use spoken language.

Nearly all these children have a complete, though feeble, outline of all the human faculties. It is a difference of degree and not of kind. Nearly all of these faculties can be more or less educated and developed by exercise.

After studying large numbers of these idiotic and feeble-minded persons, it is soon seen that idiocy in many, if not in

most cases, is not simply a deficiency of brain power, but a more or less pronounced affection of the whole organism. To a trained observer the average feeble-minded person presents marked evidence of physical as well as mental deterioration or degeneracy — and these abnormalities of structure and function, or excessive variation from the normal type, are quite as constant and pronounced and are almost as much a test of mental feebleness as the mental defect itself.

Defective motor ability is common to all grades and at all ages. It is difficult for them to do anything calling for precise muscular movements. Almost without exception they learn to walk much later than normal, say at two, three, or even four or five years of age. The gait of a feeble-minded person is apt to be awkward and shambling. The higher grade cases show this muscular incoördination by their awkward walk and blundering ways, their difficulty in threading a needle or catching a ball, or in performing any other sequence of movements requiring precise muscular coördination. The lower grade cases manifest this defect by being unable to walk, or perhaps only to run, to put on or take off their garments, to button their shoes or to tie their shoe strings.

Feeble-minded children are prone to indolence. This no doubt is largely due to the faulty innervation and the fact that they fatigue easily. Delayed or imperfect speech or even entire absence of spoken language is another pretty constant feature. They may speak their first word at three, four, or five years. After the age of six they seldom learn to talk. The lack of speech is generally the simple expression of the mental condition. They may have no definite ideas to express, and, consequently, no words are necessary.

Aside from the direct results of the mental dullness, the speech defect may be variously due to defect of the auditory sense organs, the word hearing center, the word comprehending center, the motor speech center, the vocal organs themselves, or some of the connecting fibres between two or more

of these regions. That is, the difficulty may exist in the receptive or the emissive speech mechanism. Any part of this physical basis of speech may be affected and the result will depend upon what part of the mechanism is impaired. He may be able to understand but not to talk, or he may understand nothing which is said. If the word comprehending center is undeveloped, the intellect will be much impaired. A defect in the emissive speech mechanism is not so serious as regards intelligence as one in the receptive, for idiots of considerable intelligence may not be able to talk at all, while others very inferior may speak with readiness. The development of language and intelligence is not always parallel, as normal children begin to talk at widely varying ages. At the same time, in the majority of cases, the child's ability to correctly use spoken language is a pretty fair test of his mental ability. It is safe to assume that a child of six years of age, without deafness or defect of the vocal organs, who cannot talk, is actually feeble-minded. Even the higher grade cases are conspicuous for their scanty vocabulary and their imperfect and faulty speech. They are apt to omit the articles and connecting words and to shorten words to one syllable. The delayed and imperfect speech impresses the parent more than any other evidence of feeble mind. They insist that if the child could be made to talk, he would be like other children.

The special senses are more or less defective or undeveloped, although it is not easy to distinguish between sensorial defect and dullness of attention and perception.

Various evidences of physical inferiority or degeneracy are found to a greater or less extent in nearly every case of mental defect. Not that all of these abnormalities are found in any one individual or that every feeble-minded person exhibits a majority of these defects. As a rule, however, if the mental feebleness is at all pronounced, it is generally found that the child did not take notice at the usual age; that he did not learn to walk until he was two or three years old; that his teeth are more or less decayed and did not appear at

the proper time; that his muscular movements generally are clumsy and uncertain; and that he presents one or more cranial or facial abnormalities. And in a general way there is a pretty constant ratio between the mental lack and the degree of physical inferiority.

In the great majority of cases *class work* with these pupils is far more satisfactory and successful than individual training. The pupil seems to quickly tire of instruction aimed at him alone. The power of attention, always weak, flags under the inevitable monotony. The child has nothing to awaken the spirit of emulation or sympathy. All of our pupils are classified into well defined grades. In forming classes, age is no test. The big are classed with the little, and the young with the old. There is a regular progression from the lowest to the highest grades, and pupils are promoted as soon as they are qualified.

Under the best conditions, attempts to educate the feeble-minded under home influences are not very satisfactory. The influence of the mother under the same roof is usually a hindrance to the child's advancement.

Parents often fear that the development of their child will be retarded by association with other feeble-minded children. This is not so in practice. It is a real advantage to the child to escape from the feeling of inferiority always shown and felt in his contact with normal children, and for the first time to associate with his peers, whom he understands and who understand him.

Special training is most successful when it begins at the age of six or seven. The modern methods of teaching and training the feeble-minded are based upon a full recognition and appreciation of the physical conditions which cause and accompany the mental dullness. The first indication is to put the child in the best possible physical condition by seeing that he has the most nourishing food, regular outdoor exercise, bathing, ample sleep, and careful attention to the bodily functions and habits. The mental awakening resulting

from an improved state of nutrition and bodily vigor alone is often quite marked.

One of the most troublesome features in the care of these low grade cases is the frequency of untidy personal habits. They keep up the infantile habit of voiding urine and feces whenever the desire is felt. The bladder and rectum have not been trained to periodical retention and discharge under the control of the volition. This may be due to dullness of sensation, lack of will power, general atony of the muscular apparatus, especially of the sphincters and hollow muscles, or to other causes. In many cases the indolence of the child is a potent factor. We must cause the child to lose the habit of being untidy and to acquire the habit of being cleanly and decent. The general raising of the physiological standard, both mentally and physically, which results from the regulation of the diet, the careful bathing, the outdoor exercise, and the physical and other training, often correct the untidy habits without special treatment. In the way of special training, the first thing is to accustom the child to being habitually dry and clean. Whenever he wets or soils his clothing or bedding, he should at once be bathed and dressed with clean, dry garments. He soon learns that this adds greatly to his comfort.

These untidy children are regularly detailed in squads for duty in the toilet room, the first thing after rising in the morning, the last thing before going to bed at night, and at regular and stated intervals during the day. The night attendant has a list of the cases who are to be taken up once, twice, or oftener during the night. They are kept in the toilet room from twenty to thirty minutes or more each time, and they soon learn that they are expected to accomplish the desired result before they are allowed to return to the ward. We have found that the constant access to the closet does not accomplish the same results as the periodical "excusing," as it is called. This method, patiently and thoroughly carried out in conjunction with the other training, generally produces very satisfactory results.

With the feeble-minded, the badly nourished body, the sluggish special senses, the inert muscular system, feeble power of attention and observation, the dull perception, weak will power and almost absent power of judging and reasoning, delay and prevent natural mental development. Control of the body and its functions and familiarity with the simple properties of matter and force which a normal child seems to acquire most intuitively, can only be gained by the feeble-minded after quite a process of training.

In many, if not most cases, it is evident that the instruction must begin on a much lower plane than with the lowest classes in the public schools. It must begin with what the child already knows, and the successive steps should be made very gradual and progressive. The physiological education of the senses and the training of the muscles to directed, accurate response, must precede and prepare the way for so-called intellectual training. The intelligent use of these senses is the basis of all knowledge. The inactive special senses, the obstructed avenues of approach to the central intelligence, must be opened up by a series of carefully arranged sensorial gymnastics.

The sense of touch, for instance, is developed by blindfolding the child and placing his hand on substances that are rough, smooth, soft, hard, hot, cold, round, square, small, large, wet, dry, sticky, etc.; he is also caused to touch familiar things, as a spoon, cup, hat, an apple, ice, etc. Contrasting qualities are presented, as a large ball and a small one, heat and cold, rough and smooth, etc. At first we simply wish him to notice the different tactile sensations produced by these contrasts and to give him a wide experience in the mere appreciation of the different impressions. Gradually, the exercise is extended and he is asked to select by the sense of touch alone, the spoon, ball, apple, etc., from the other objects. Then he is told the names of the different qualities, and later asked to select something soft, smooth, cold, etc. New and less familiar objects are presented to him and he is

asked to describe or to name them. Given a certain object, he is asked to name other things which feel like it.

The senses of sight, hearing, smell and taste are systematically isolated, exercised, and trained in the same general way. At first vivid colors, loud sounds, strong odors and pronounced flavors are presented in deep contrast, to arouse the unused sense organs and the corresponding brain cells. Afterwards they are taught to appreciate and differentiate slight differences and resemblances, and to make practical application of the newly acquired capacity. The senses are developed first as functions and then as faculties.

When a child is made to feel, see, hear, smell or taste, he is compelled to use the part of the brain presiding over these functions. After the cells of these areas have been stimulated many times, they acquire the power of reproducing these sensations in the form of ideas which are analyzed, compared, and finally become a part of thought. Nerve cells grow and develop through nutrition and functional activity. It is an axiom in physiology that proper use of a part develops and strengthens it, and that disuse causes weakness and atrophy. Sensorial impressions are the fundamental and normal stimuli of all brain cells, and such impressions are absolutely necessary in order to secure the structural and functional evolution of these cells and their connections, essential to any sort of intellectual power.

To appreciate slight differences in color, form, touch, sound, smell, or taste, the child must to a certain extent be attentive, he must observe, he must discriminate and judge, in fact you have compelled him to think. The ultimate aim of these exercises is to train the child to acquire knowledge from sensations.

Next in importance to the sense drill comes the discipline of the muscles, not only for muscular growth and practical coördination, but with reference to the now well recognized relation of thought to muscular movement. These children are so dull mentally and have so little motor ability that at

first it is not easy to interest them in formal gymnastic exercises. The doing of simple movements incidental to the common play and occupations of childhood, are better adapted to their capacity and tastes. They are taught to kick a football, to throw a hand ball, jump a rope, to run races, to wheel a barrow, to use an axe, hammer, or shovel, and in general to perform large movements calling for the natural use of the various parts of the body, and involving the uses of the fundamental muscles.

The well known fact that feeble-minded children are pleasantly aroused and stimulated by music, and the fact that they are prone to imitate even habits or actions which they do not at all understand, can be directly applied in the way of practical physical training. A noisy, unruly group of very low grade children can be got to march in line and more or less in step for a long time to the music of a piano or the beat of a drum, showing real interest and pleasure. Children will do this who have previously shown little idea of precision, either of mind or body. This orderly marching can be gradually made more complicated, single file, double file, slower, faster, then walking on tiptoe, jumping over hurdles, etc., all to strongly accented music, and all in imitation of the teacher or skillful leader. These movements call for the natural use of the various parts of the body, the doing of common things, etc. Then the teacher stands before the class and performs certain movements, calling upon the class to imitate her. At first we help the child to use his volition with reference to a very simple muscular movement. By degrees we can bring his will to bear upon combined movements requiring the use of a more complicated muscular apparatus. In these early lessons the child's consciousness becomes more active and he learns, perhaps for the first time, *to will to do* certain definite things. His wandering power of attention, observation and comprehension, and his feeble will, are aroused and strengthened by the combined influences of the music, the spoken command and the action performed before him. He learns

to see what he looks at, to hear, to understand, to obey, and *to do.*

After the connection between the spoken command and the desired movement is thoroughly understood, the teacher omits the action and the class perform it from dictation alone without the music. This is a much more complicated process than the imitative drill. The child must be closely attentive, he must hear and understand the command, he must will to do the action, he must send out the correct nervous impulse to move certain groups of muscles in a definite manner.

What has been said of physical training in general applies with special force to the training of the finely coördinated muscles of the finger, hand, and forearm. There is a very imtimate relation between what a feeble-minded child *knows* and what he can do with his hands. And inversely, mental development is almost always preceded by, and proportionate to, increase in manual dexterity. Hand training in great variety forms an important part of the daily exercise of every pupil, according to his ability. The lower grade pupils are taught to pick up pins or marbles, catch a ball, to button or unbutton garments, to tie a knot, etc. The work done by the more advanced pupils in technical manual training, compares very favorably with that done by pupils in the public schools. The mental discipline, and the hand and eye training resulting from the accurate doing, could not be obtained in any other way.

The feeble-minded of all grades have a very imperfect command of spoken language. As the child's special senses are developed and his general intelligence increased, his command of words is apt to increase as fast as do the ideas he wishes to express. The methods of teaching the child to talk are the same as are unconsciously used with normal children. Names of things, of persons, of favorite toys, of familiar objects, are acquired first. The most familiar objects, perhaps a lifelike toy dog, or a horse, a ball, or a cat, are shown a class. They become interested, and the teacher says, "This

is a *dog*," repeating the words many times, allowing the pupils to watch the movements of the lips and tongue as closely as possible. Soon the child associates the sound of the spoken word with the object itself, as he perhaps would never do in the infrequent and casual use of the word at home. After the sound of the word is recognized the class are asked to name the object, the children being placed in a small circle so that they can see each other's lips and faces. One after another the class may learn to pronounce the word. Then another object and word are used in the same way, always taking an object of interest to the child. After *names* of things are acquired, descriptive and action words are introduced in the same way. These lessons are disguised as play, and are really very interesting to the children. Much tact and patience on the part of the teacher are required, but the final results are well worth the effort.

The extraordinary fondness of the feeble-minded of all grades for music, has already been mentioned. In the school exercises and other assemblies, children who cannot speak six words distinctly, will sing or hum song after song in fairly perfect time and tune, approximating the correct pronunciation of the words as they are able. They undoubtedly acquire the use of many new words in this way. We have taken advantage of this by arranging a series of musical articulation exercises, taking many of these same familiar melodies and substituting for the usual words of the songs, the different vocal sounds of our language.

The common properties, qualities, varieties, sources and uses of familiar things are taught them successfully only by exhibiting actual samples of the fabrics, food products, metals, etc., and allowing them to see, feel, smell or taste for themselves. We have a very comprehensive collection of these objects; also, many minature utensils and implements, articles of furniture, vehicles, life-like models of animals, etc., for daily observation and study. These are supplemented by many large, bright colored pictures and graphic charts, cov-

ering the same ground, for comparison with the actual objects. This object teaching, or practical instruction in every day matters, is one of the most necessary and valuable parts of our school work. Memory exercises are of little benefit to the feeble-minded. They do not *study* as normal children are supposed to do. "The mentally feeble child is specially incapable of comprehending abstractions; all instruction, therefore, must be presented in concrete form which he can not only see or hear, but when possible grasp in the *hand* as well as in the mind."

The instruction of the higher grade children in the school rooms proper, does not essentially differ from that now given in the lower grades of the public schools. The graphic and attractive methods of the "new education," now so fully appreciated and adopted in the early training of normal children, are especially adapted to the education of the feeble-minded. Object teaching has a wide application in the teaching of pupils of every grade. Boys and girls of twelve or fourteen, who have been in the public schools for years, and who have not been able to distinguish or remember the names of the arbitrary characters that we call the alphabet, after their power of attention and observation has been properly cultivated, may soon learn to recognize the word "horse" when they see it in large letters pinned on a picture or model of a horse, and so on with other words. We generally expect these higher grade cases to learn to read and spell, and perhaps they go as far as the Third or Fourth Reader.

They can be taught to write, and tell time by the clock. In geography, as a rule, they understand only what can be shown them from the school room windows or graphically illustrated in a sand garden, or shown them in a picture. In arithmetic they are dull. It is almost impossible to give them much of an idea of number in the abstract. All number lessons are worked out with actual objects, such as buttons, pins, blocks, etc. They may learn to count consecutively, but few can practically compute above ten. A boy who cannot tell

you how many 5 and 5 are, will slowly count out 5 blocks, and then another 5 blocks, and placing them together will laboriously count them all, probably keeping tally on his fingers, and at last triumphantly give you the correct answer. The brightest may learn to add, subtract and multiply, but division is usually beyond them.

Education, as applied to the development of these feeble-minded children, is now understood in the broadest sense, not as mere intellectual training, but as uniform cultivation of the whole being, physically, mentally, and morally. The end and aim of all our teaching and training is to make the child helpful to himself and useful to others. As compared with the education of normal children, it is a difference of degree, and not of kind. With these feeble-minded children the instruction must begin on a lower plane ; the progress is slower and the pupil cannot be carried so far.

These principles of physiological training of the senses and faculties, of exercising and developing the power of attention, perception and judgment by teaching the qualities and properties of concrete objects, instead of expecting the child to absorb ready-made knowledge from books, of progressively training the eye, the hand, and the ear,— these were the methods formulated by Seguin, and elaborated and applied by Richards, Wilbur and Howe, years before the era of the kindergarten and the dawn of the new education. It would be difficult to properly estimate the influence of these original and successful methods of instructing the feeble-minded in suggesting and shaping the radical changes that have been made in the methods of modern primary teaching of normal children.

CARE *of the* FEEBLE-MINDED

By WALTER B. FERNALD, M.D.

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CARE OF THE FEEBLE-MINDED.

By Walter E. Fernald, M. D.,

Superintendent Massachusetts School for the Feeble-Minded.

Just twenty years ago, at the eleventh Conference of Charities and Correction at St. Louis, Dr. Isaac N. Kerlin formally and eloquently presented the claims of the feeble-minded and idiotic. His report graphically stated the number and distribution of the defective population, explained the various degrees and grades of feeble-mindedness and showed how much was possible in the way of improving and developing these different types. He insisted upon the obligation of society to these defective members, showing the close correlation of mental defect and insanity, pauperism, prostitution and crime. He then gave a synopsis of the conditions and principles involved in the institutional treatment of these wards of the commonwealth.

This prophetic report of Dr. Kerlin, as authoritative to-day as when it was written, has become a classic, and probably has been quoted more frequently and effectively than any other similar paper on this subject.

That report for 1884 and the reports of this conference since that time, may well serve as a complete record of the progress of the movement for the care and training of the feeble-minded in this country. The educational, philanthropic, medical, sociological and economic aspects of the problem have been exhaustively considered. The various steps in advance have been presented to and discussed by this body before becoming operative. These papers and discussions have perhaps been the most powerful factors in arousing the strong public sentiment which has compelled state after state to make provision for their defectives.

There are now 25 public institutions for the feeble-minded in 20 different states, as follows:

1.	California Home for Care and Training of Feeble-Minded Children	Glen Ellen.
2.	Connecticut School for Imbeciles	Lakeville.
3.	Illinois Asylum for Feeble-Minded Children	Lincoln.
4.	Indiana School for Feeble-Minded Youth	Ft. Wayne.
5.	Iowa Institution for Feeble-Minded Children	Glenwood.
6.	Kansas State Asylum for Idiotic and Imbecile Youth	Winfield.
7.	Kentucky Institution for Feeble-Minded Children	Frankfort.
8.	Maryland Asylum and Training School for the Feeble-Minded	Owing's Mills.
9.	Massachusetts School for the Feeble-Minded	Waltham.
10.	Michigan Home for Feeble-Minded	Lapeer.
11.	Minnesota School for Feeble-Minded	Faribault.
12.	Missouri School for Feeble-Minded	Marshall.
13.	New Hampshire School for the Feeble-Minded	Laconia.
14.	New York State Institution for the Feeble-Minded	Syracuse.
15.	New York State Custodial Asylum for Feeble-Minded Women	Newark.
16.	Rome Custodial School	Rome.
17.	Randall's Island Hospital and School	N. Y. Harbor.
18.	New Jersey Home for the Education and care of Feeble-Minded Children	Vineland.
19.	New Jersey State Institution for Feeble-Minded Women	Vineland.
20.	Ohio Institution for the Education of Feeble-Minded Youth	Columbus.
21.	Pennsylvania Training School for Feeble-Minded Children	Elwyn.
22.	Pennsylvania State Institution for Feeble-Minded	Polk.
23.	South Dakota State Institution for Feeble-Minded	.....
24.	Washington School for Defective Youth	Vancouver.
25.	Wisconsin School for Defective Youth	Chippewa Falls.

The older institutions have grown in size very rapidly during the past two decades. The new institutions have been crowded with inmates as soon as opened. In several states the waiting list of applicants for admission now more than equals

the entire present capacity of the institution. These applications are endorsed by teachers, physicians, judges, legislators or other prominent citizens who are apt to be very impatient at the necessity for delay in the admission of their candidates. The parents pathetically plead for an opportunity for the education of their children while they are young and capable of improvement. In every well informed community there is now a strong public sentiment demanding as a right that every American child, however defective, should be educated and trained according to his need and capacity.

It is a striking fact, however, that the reason for the great majority of the applications for admission to our institutions is based upon the relief needed for the *mother,* the *family* or the *neighborhood,* with the prospective educational benefit to the child himself as a secondary consideration.

A feeble-minded child is a foreign body in a family or a modern American community.

"Who can estimate the waste of money and energy and heart in the extravagant home care of the feeble-minded and idiotic children! There is no greater burden possible in a home. The feeble-minded child becomes the silent yet awful skeleton in the closet of many an otherwise happy home. It is the innocent and helpless cause of an agony of grief to maternal hearts through long, weary days and months and years, as the mother sees her helpless offspring become the butt of jest and ridicule and a greater burden and care as the years add to its life." Thousands of sorrowful homes with thousands of susceptible brothers and sisters are shadowed with the presence and the influence of these imbeciles.

Countless loving mothers have been worried into nervous breakdown, or insanity, or an untimely grave, by the ceaseless anxiety and sorrow caused by the presence of the blighted child in the home. Many fathers have been driven to drink, sons to the "gang" and daughters to the street to get away from the unnatural and intolerable home conditions caused by the defective one.

This home care of a feeble-minded child consumes so much of the vitality and energy of the wage-earners of the family, that

often the entire family becomes pauperized. It is a public duty to relieve these families of their unbearable burdens.

The problem does not lessen when adult life is reached. The adult males become the town loafers and incapables, the irresponsible pests of the neighborhood, petty thieves, purposeless destroyers of property, incendiaries, and very frequently violators of women and little girls. It is well known that feeble-minded women and girls are very liable to become sources of unspeakable debauchery and licentiousness which pollutes the whole life of the young boys and youth of the community. They frequently disseminate in a wholesale way the most loathsome and deadly diseases, permanently poisoning the minds and bodies of thoughtless youth at the very threshold of manhood. Almost every country town has one or more of these defective women each having from one to four or more illegitimate children, every one of whom is predestined to be defective mentally, criminal, or an outcast of some sort.

The modern American community is very intolerant of the presence of these dangerous defectives with the desires and passions of adult life, without the control of reason and judgment. There is a widespread and insistent demand that these women be put under control.

The great majority of these defectives are the children of parents in moderate or straightened circumstances. Few laboring men or mechanics or small farmers are able to pay any appreciable rate for the care and education of the defective child without depriving other children of proper food and clothing or opportunities for ordinary education. It follows that the great majority of these cases can be trained or cared for only at public expense in some form.

Feeble-mindedness may be caused by any condition interfering with the normal development of the unborn child. Most potent of all causes is heredity. In a large proportion of cases either insanity, idiocy, epilepsy, inebriety, or the evidences of inferiority or degeneracy are found in the parents or their immediate families.

But the terrible misfortune of having a feeble-minded child is liable, and often does occur in families without a mental,

moral or physical taint for generations back and where no cause can be assigned. The rich and the poor, the great and the humble are alike liable to this dreaded visitation.

An institution for the feeble-minded is in the nature of an insurance organization. The taxes paid by any individual for its support are only small premiums which insure training and life care to any member of the family who may need it in the future. No family is absolutely secure against such need during its period of growth.

We have briefly enumerated some of the principal reasons for the widespread and insistent demand for the education of these defective children and for the life long care and protection, at public expense, of low grade idiots and adult imbeciles of both sexes.

Up to the present time, these results have been accomplished largely under some form of institutional organization.

The last census showed a total of about 95,000 feeble-minded persons in the United States. It is probable that the actual number is at least 150,000. The existing special institutions now have under training and care, only about 8,000.

It is not surprising that the managers of these institutions are appalled at the probable cost of housing and supporting the vast numbers now seeking admission.

Economists realize that this question of properly providing for the defective is one of the great financial problems of modern times.

It has been well said, however, that under any conditions these defectives must always be supported by the public. The people really have no choice in the matter. It may be through the charity of neighbors and friends, it may be through the township overseer of the poor, or in the town poor-house, or in the jail or reformatory — *but the public always pays the bills.*

As a simple business proposition no state can make a better investment, or one actually paying larger dividends, than to insure that the feeble-minded women of child-bearing age are prevented from bringing defective paupers into the world to go on reproducing themselves in geometrical ratio. The direct money

saving from this result alone in a few generations would represent a sum equal to the cost of maintenance of the entire feeble-minded population of the state. The much quoted history of the Jukes family showed that in seventy-five years the community paid over one and one-quarter millions of dollars for caring for the paupers and prosecuting the criminals who were the direct descendants of two feeble-minded sisters.

We have only begun to apply our knowledge of obvious defectives to the study and treatment of juvenile incorrigibles and adult criminals. Reformatory teachers, chaplains and keepers have certain definite convictions concerning the mental soundness of their prisoners as a class which have not been thoroughly formulated from the standpoint of the alienist.

A level-headed warden of a prison with 800 inmates was recently asked, "How many of your men are defective mentally?" He replied, "At least 60 per cent. are *not all there.*" He then told in detail of the weak will, the poor judgment, the imperfect power of attention and observation, the willingness to risk great privileges for trivial immediate benefits and the absolute lack of real moral perception — all of which are also the striking characteristics of the brighter class of so-called moral imbeciles.

To a trained observer the class of boys and girls in truant schools and in industrial and reform schools include a rather large proportion of defectives where the intellectual defect is relatively slight and is overshadowed by the moral deficiency. The history of a case of this sort during infancy and early childhood, from a medical and psychological standpoint, is that of an abnormal child. While they generally present definite physical evidences of degeneracy they are physically superior to the ordinary imbecile. Their school work is not equal to that of normal boys of the same age but they are often abnormally bright in certain directions. They may be idle, thievish, cruel to animals or smaller children, wantonly and senselessly destructive and lawless generally. They are often precocious sexually and after puberty almost always show marked sexual delinquency or perversion. They are often wonderfully shrewd and crafty in carrying out their plans for mischief. They instinctively seek low

company and quickly learn everything that is bad. They have little or no fear of possible consequences in the way of punishment. They acquire a certain spurious keenness and brightness and possess a fund of general information which is very deceiving on first acquaintance. They are apt to be accomplished liars. The great army of police court chronic criminals, vagrants and low prostitutes is largely recruited from this class of "moral imbeciles." These children are not simply bad and incorrigible but they are irresponsible by reason of the underlying mental defect. The mental defect and the moral lack are alike the visible effects of incurable affection of the cerebral cortex. No method of training or discipline can fit them to become safe or desirable members of society. They cannot be "placed out" without great moral risk to innocent people. These cases should be recognized at an early age before they have acquired facility in actual crime and permanently taken out of the community to be trained to habits of industry and as far as possible contribute to their own support under direction and supervision. They are not influenced by the simple system of rewards and deprivations which easily serves to control the conduct of the feeble-minded. They do not class well with the rather simple types of ordinary imbecility. When the actual number of this dangerously potential class of moral imbeciles is fuly realized they will be given life-long care and supervision in special institutions combining the educational and developmental methods of a school for the feeble-minded and the industry and security of a modern penal institution. Such provision would only be a rational extension of the principle of the indeterminate sentence and if safeguarded by careful and repeated expert examination and observation could do no injustice and would greatly diminish crime in the immediate future.

In England and on the Continent the public institutions for defectives make provision only for the grosser types of idiocy and imbecility. In these countries there are practically no institutional schools for the slightly feeble-minded and no provision for state care and support of the merely feeble-minded boy, girl, or adult of either sex. In these countries the slightly feeble-minded pupils are provided for only in special day classes

in the public schools. Within a few years similar classes have organized in connection with the public schools in several American cities, and are now being conducted with great success.

There are many reasons why such classes should be established as a part of the public school system in large centers of population in this country. The institutional schools require a very large initial expense for buildings and grounds. The present schools are nearly all overcrowded, with hundreds of applicants awaiting admission. It is a great hardship for the parents to send a child of tender years away from home to be educated. Parents with a comfortable home would often prefer a public school class to an institution. Many defective children who now receive no training would be placed in these special classes. These special classes can be quickly and easily arranged and increased in number, making a very flexible system of providing and extending the facilities for training defectives. They do not involve the expenditure of large sums of money for construction of elaborate institution plants. The actual expense of such training is directly assessed upon the local community receiving the benefit.

During the past 60 years, thousands of feeble-minded children have been educated and trained in the institutional schools, the special private boarding schools, and under private tutors with every advantage which experience and money could provide. The study of the life history of these persons has evolved some generalizations which must not be ignored in considering this subject.

All degrees of congenital mental defect from the merely feeble-minded child to the profound idiot, are the result of certain definite structural defects or inferiority of the brain, or the result of brain disease or injury occurring before, at, or soon after birth. These brain abnormalities are permanent conditions. No really feeble-minded person ever was, or can be, entirely "cured." It is a question of how much improvement is possible in each individual case.

The hope of the pioneer teachers in this work that many of the slightly feeble-minded could be educated and developed to the point of supporting themselves, has not been realized. A certain

very small proportion do actually leave the schools and lead useful, harmless lives, supporting themselves in a precarious way by their own efforts. Of the great majority of these trained pupils it has been well said that they may become "self-supporting, but not self-controlling." The reports of the English public school classes so far show only a very small proportion of pupils prepared to earn their own living from the American standpoint. Under the best conditions, feeble-minded persons do not become desirable members of a modern American community.

A very large proportion of feeble-minded persons, even the well-trained higher grade cases, eventually become public charges in one way or another. No one familiar with the mental and physical limitations of this class, believes that any plan of education can ever materially modify the fact.

The brighter class of the feeble-minded with their weak will power and defective judgment, are easily influenced for evil, and are very likely to become prostitutes, vagrants or petty criminals. They are powerless to resist the physical temptations of adult life and should be protected from their own weakness and the cupidity of others. Especially, should they be prevented from marriage and the reproduction of their kind.

Feeble-minded *children* may be tolerated, but it is a great responsibility to inaugurate any plan on a large scale which does not withdraw the defective adults from the community.

Great as this burden is, no state which has undertaken this work has failed to respond to the deep and strong public sentiment which demands steady, progressive extension of the facilities for the training and permanent care of these defectives. It does not seem probable that American public opinion will be satisfied with any substitute for some form of permanent segregation of the great majority of this demoralizing class under government supervision and at state expense. Many progressive states have already adopted this policy in the care of the insane. The feeble-minded have an equal or greater claim in every way.

The plan of training and education of the feeble-minded should not be based upon the expectation of making an inherently parasitic class self-sustaining. The individual should be developed to the highest possible standard, physically, mentally and

morally. He should be taught to be orderly, cleanly and obedient. He should be given opportunities for recreation and enjoyment suited to his capacity, and as much liberty as he can properly use. His training should be largely manual and industrial. Aside from the direct disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

He should be given the opportunity to utilize this trained capacity for productive labor by contributing to his own support as far as he is able to do so.

The relative cost of providing for these defectives has been reduced by the evolution of the modern type of inexpensive detached homelike buildings of moderate size and simple business-like construction. The extreme step in this direction is the housing of able-bodied adult defectives in ordinary farm dwellings at a very low per capita cost for construction.

For many years New England has lagged behind the Middle and Western states in enacting legislation for the benefit and protection of the feeble-minded. There are good reasons for the hope that a new erea is approaching.

In 1902 the state of New Hampshire opened its school for the feeble-minded at Laconia. This school was the direct result of a most intelligent and irresistible campaign of education conducted largely by the State Federation of Women's Clubs, endorsed and encouraged by the Board of State Charities.

In Rhode Island an earnest movement for the organization of a State School and Home is steadily gaining ground. This movement has the strong and active endorsement of the State Medical Association and it is probable that it will soon be successful.

In this grand old state of Maine for several years past, the friends of the feeble-minded have strongly urged the claim of this helpless class. Frequent articles in the newspapers all over the state have voiced the great and natural interest in the subject and have specifically recited the pitiful need of case after case. Enthusiastic public meetings for the discussion of the question

have been held in different parts of the state. The State Medical Association has formally urged the legislature to take action. The last legislature after a formal hearing, authorized the governor to appoint a committee to examine the whole question and to make a report at the next session. These indications are undoubtedly expressions of a strong public sentiment. It is truly a "psychological moment."

This conference bids "God speed" to the efforts of the devoted and self-sacrificing men and women who have labored so earnestly and so well for the right of the helpless feeble-minded children and for the relief of grief-stricken mothers, unhappy homes and burdened neighborhoods of this state of Maine.

The History of the Treatment of the Feeble-Minded

BY

WALTER E. FERNALD, M.D.

Reprinted from the Report of the Proceedings of the Twentieth National Conference of Charities and Correction

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THE HISTORY OF THE TREATMENT OF THE FEEBLE-MINDED.

The first recorded attempt to educate an idiot was made about the year 1800, by Itard, the celebrated physician-in-chief to the National Institution for the Deaf and Dumb at Paris, upon a boy found wild in a forest in the centre of France, and known as the "savage of Aveyron." "This boy could not speak any human tongue, and was devoid of all understanding and knowledge." Believing him to be a savage, for five years Itard endeavored with great skill and perseverance to develop at the same time the intelligence of his pupil and the theories of the materialistic school of philosophy. Itard finally became convinced that this boy was an idiot, and abandoned the attempt to educate him.

In the year 1818 and for a few years afterward, several idiotic children were received and given instruction at the American Asylum for the Deaf and Dumb at Hartford, and a fair degree of improvement in physical condition, habits, and speech was obtained.

In the year 1828 Dr. Ferret, physician at the Bicêtre in Paris, attempted to teach a few of the more intelligent idiots who were confined in this hospital to read and write and to train them to habits of cleanliness and order. In 1831 Dr. Fabret attempted the same work at the Salpetrière; and in 1833 Dr. Voisin opened his private school for idiots in Paris. None of these attempts was successful enough to insure its continuance.

In 1837 Dr. E. Seguin, a pupil of Itard and Esquirol, began the private instruction of idiots at his own expense. In 1842 he was made the instructor of the school at the Bicêtre, which had been

reopened by Dr. Voisin in 1839. Dr. Seguin remained at the Bicêtre only one year, retiring to continue the work in his private school in the Hospice des Incurables. After seven years of patient work and experiments and the publication of two or three pamphlets describing the work, a committee from the Academy of Sciences at Paris in 1844 examined critically and thoroughly his methods of training and educating idiot children, and reported to the Academy, giving it the highest commendation and declaring that, up to the time he commenced his labors in 1837, idiots could not be educated by any means previously known or practised, but that he had solved the problem. His work thus approved by the highest authority, Dr. Seguin continued his private school in Paris until the Revolution in 1848, when he came to America, where he was instrumental in establishing schools for idiots in various States.

In 1846 Dr. Seguin published his classical and comprehensive "Treatise on Idiocy," which was crowned by the Academy and has continued to be the standard text-book for all interested in the education of idiots up to the present time. His elaborate system of teaching and training idiots consisted in the careful "adaptation of the principles of physiology, through physiological means and instruments, to the development of the dynamic, perceptive, reflective, and spontaneous functions of youth." This physiological education of defective brains as a result of systematic training of the special senses, the functions, and the muscular system, was looked upon as a visionary theory, but has been verified and confirmed by modern experiments and researches in physiological psychology.

Dr. Seguin's school was visited by scientists and philanthropists from nearly every part of the civilized world, and, his methods bearing the test of experience, other schools were soon established in other countries, based upon these methods.

In 1842 Dr. Guggenbuhl established a school upon the slope of the Abendenberg in Switzerland, for the care and training of cretins, so many of whom are found in the dark, damp valleys of the Alps. This school was very successful in its results, and attracted much attention throughout Europe. At Berlin, in 1842, a school for the instruction of idiots was opened by Dr. Saegert. In England the publication of the results of the work of Drs. Seguin, Guggenbuhl, and Saegert, and the efforts of Drs. Connolly and Reed, led to the establishment of a private school at Bath in 1846, and later to the finely appointed establishments at Colchester and Earlswood.

The published description of the methods and results of these European schools attracted much interest and attention in America. In this country the necessity and humanity of caring for and scientifically treating the insane, the deaf and dumb, and the blind had become the policy of many of our most progressive States. The class of helpless and neglected idiots who had no homes, as a rule were cared for in jails and poorhouses. A few idiots who had been received at the special schools for the deaf and dumb and the blind showed considerable improvement after a period of training. Other cases who were especially troublesome had been sent to the insane hospitals, where it was shown that the habits and behavior of this class could be changed very much for the better. In their reports for 1845 Drs. Woodward and Brigham, superintendents of the State Insane Hospitals in Massachusetts and New York respectively, urged the necessity of making public provision for the education of idiots in those States. On the 13th of January, 1846, Dr. F. P. Backus, a member of the New York Senate, made the first step toward any legislative action in this country in behalf of idiots, by moving that the portion of the last State census relating to idiots be referred to the committee on medical societies of which he was chairman. On the following day he made an able report, giving the number of idiots in the State, a brief history of the European schools, with a description of their methods and results, and showed conclusively that schools for idiots were a want of the age. On the 25th of March following he introduced a bill providing for the establishment of an asylum for idiots. The bill passed the Senate, but was defeated in the Assembly.

In Massachusetts, on the 23d of January in the same year, 1846, Judge Byington, a member of the House of Representatives, moved an order providing for the appointment of a committee to "consider the expediency of appointing commissioners to inquire into the condition of idiots in the Commonwealth, to ascertain their number, and whether anything can be done for their relief." This order was passed, and, as a result, a board of three commissioners was appointed, of which Dr. S. G. Howe was chairman. This commission made a report in part in 1847, which included a letter from Hon. G. S. Sumner, in which he described in glowing terms the methods and results of the school of Dr. Seguin in Paris. In March, 1848, the commission made a complete and exhaustive report, with statisti-

cal tables and minute details, and recommended the opening of an experimental school. This report was widely circulated and read throughout America and Europe, and furnishes to-day the basis of cyclopedic literature on this topic.

By a resolve passed on the 8th of May, 1848, the legislature appropriated $2,500 annually for the purpose of establishing an experimental school, with the proviso that ten indigent idiots from different parts of the State should be selected for instruction. This act founded the first State institution in America. The first pupil was received on the 1st of October, 1848. The direction of the school was undertaken by Dr. Howe, and for several years was carried on in connection with the Perkins Institution for the Blind, of which he was the director. Mr. J. B. Richards, an able instructor, was engaged as teacher, and went to Europe to study the methods of the foreign schools. The school was considered so successful that, at the end of three years, the legislature doubled the annual appropriation, and by incorporation converted the experimental school into a permanent one under the name of "The Massachusetts School for Idiotic and Feeble-minded Youth."

Two months after the legislature had authorized the establishment of the Massachusetts School, a private school was opened at Barre, Mass., by Dr. H. B. Wilbur, the first pupil being received in July, 1848. In the modest announcement of the project Dr. Wilbur says, "This institution is designed for the education and management of all children who by reason of mental infirmity are not fit subjects for ordinary school instruction." The school was organized on the family plan. The pupils all sat at the same table with the principal, and were constantly under the supervision of some member of the family in the hours of recreation and rest as well as of training. This private school has been continued on the same plan, and has been very successful and prosperous under the administration of Dr. Wilbur and that of his able successor, the late Dr. George Brown.

In the State of New York the legislative attempt defeated in 1846 was renewed in 1847, and this bill also passed the Senate, to be again defeated in the Assembly. The necessity for action was urged in the governor's annual messages in the years 1848, 1850, and 1851. Finally, in July, 1851, an act was passed appropriating $6,000 annually for two years, for the purpose of maintaining an experimen-

tal school for idiots. A suitable building, near Albany, was rented and the school opened in October, 1851. The trustees selected for superintendent Dr. H. B. Wilbur, who had so successfully organized and conducted the private school at Barre, Mass., for more than three years previously. In the first annual report of the trustees, published in 1851, the aims and purposes of the proposed school were summed up as follows: —

We do not propose to create or supply faculties absolutely wanting; nor to bring all grades of idiocy to the same standard of development or discipline; nor to make them all capable of sustaining creditably all the relations of a social and moral life; but rather to give to dormant faculties the greatest possible development, and to apply these awakened faculties to a useful purpose under the control of an aroused and disciplined will. At the base of all our efforts lies the principle that, as a rule, none of the faculties are absolutely wanting, but dormant, undeveloped, and imperfect.

This school attracted much attention from educators and others, and was frequently and critically inspected by the members of the legislature and other State officials. On the 11th of April, 1853, the legislature authorized the erection of new buildings. The citizens of Syracuse donated the land, and the corner-stone of the first structure in this country built expressly for the purpose of caring for and training idiots was laid Sept. 8, 1854. The school at Syracuse continued under Dr. Wilbur's direction until his death in 1883. In this school the physiological method of education has been most thoroughly and scientifically carried out, and a high degree of success attained.

Pennsylvania was the third State to take up the work. In the winter of 1852 a private school for idiots was opened in Germantown, by Mr. J. B. Richards, the first teacher in the school at South Boston. This school was incorporated April 7, 1853, as the Pennsylvania Training School for Idiotic and Feeble-minded Children. The first money received for its support was raised by private subscription, and the State contributed an equal sum. In 1855 the present site at Elwyn was secured, and the foundations laid for the present magnificent institution village with nearly a thousand inmates.

The Ohio Institution at Columbus was established April 17, 1857, and pupils were received the same year. The State of Ohio has

from the beginning provided for her feeble-minded children on a more liberal and generous scale than any other State. The Columbus Institution, with its substantial buildings and splendid equipment, its admirably conducted school and industrial departments, has been made one of the best institutions in the world devoted to the care and training of this special class.

In Connecticut, in 1855, a State commission was appointed to investigate the conditions of the idiotic population, and to consider the advisability of making suitable provision for the education of this class. The report of this commission resulted in the establishment of the Connecticut School for Imbeciles at Lakeville, in 1858, under the superintendency of Dr. H. M. Knight. This school, although aided by the State, has been largely supported by private benevolence and payments from private pupils.

The Kentucky Institution at Frankfort was opened in 1860. For many years previously the State had granted an allowance of $50 per annum to each needy family afflicted with the burden of a feeble-minded child. In Illinois an experimental school for idiots and feeble-minded children was opened in 1865 as an offshoot of the school for deaf-mutes at Jacksonville. In the course of a few years this school obtained a separate organization, and new institution buildings were constructed at Lincoln and occupied in 1873. The Hillside Home, a private school, was opened at Fayville, Mass., in 1870.

Thus, up to 1874, twenty-six years after this work was begun in America, public institutions for the feeble-minded had been established in seven States. These institutions then had under training a total of 1,041 pupils. There were also the two private institutions in Massachusetts at Barre and Fayville, with a total of 69 inmates.

The early history of these pioneer State institutions in many respects was very similar. They were practically all begun as tentative experiments in the face of great public distrust and doubt as to the value of the results to be obtained. In Connecticut the commissioners found a "settled conviction of a large majority of the citizens of the Commonwealth that idiots were a class so utterly helpless that it was a waste of time even to collect any statistics regarding them." Very little was known of the causes, frequency, nature, or varieties of idiocy, or of the principles and methods to be employed in successfully training and caring for this class of persons.

The annual reports of the early superintendents, Drs. Howe, Wilbur, Brown, Parrish, and Knight, exhaustively considered the subject in all relations, and graphically presented to legislators and the public convincing and unanswerable reasons as to the feasibility and necessity of granting to feeble-minded children according to their ability the same opportunities for education that were given to their more fortunate brothers and sisters in the public schools.

All of these schools were organized as strictly educational institutions. In one of his earlier reports Dr. Howe says, " It is a link in the chain of common schools,— the last indeed, but still a necessary link in order to embrace all the children in the State." Again he says, "This institution, being intended for a school, should not be converted into an asylum for incurables." Dr. Wilbur, in his seventh annual report, says, "A new institution in a new field of education has the double mission of securing the best possible results, and at the same time of making that impression upon the public mind as will give faith in its object." With the limited capacity of these schools as established, it seemed best to advocate the policy of admitting only the higher-grade cases, where the resulting improvement and development could be compared with that of normal children.

It was hoped and believed that a large proportion of this higher-grade or "improvable" class of idiots could be so developed and educated that they would be capable of supporting themselves and of creditably maintaining an independent position in the community. It was maintained that the State should not assume the permanent care of these defectives, but that they should be returned to their homes after they had been trained and educated. It was the belief of the managers that only a relatively small number of inmates could be successfully cared for in one institution. It was deemed unwise to congregate a large number of persons suffering under any common infirmity.

Nearly every one of these early institutions was opened at or near the capitals of their various States, in order that the members of the legislature might closely watch their operations and personally see their need and the results of the instruction and training of these idiots. No institution was ever abandoned or given up after having been established. In all of the institutions the applications for admission were far in excess of their capacity.

In the course of a few years, in the annual reports of these institutions we find the superintendents regretting that it was not expedient to return to the community a certain number of the cases who had received all the instruction the school had to offer. When the limit of age was reached, it was a serious problem to decide what should be done with the trained boy or girl. It was found that only a small proportion, even of these selected pupils, could be so developed and improved that they could go out into the world and support themselves independently. A larger number, as a result of the school discipline and training, could be taken home where they became comparatively harmless and unobjectionable members of the family, capable, under the loving and watchful care of their friends, of earning by their labor as much as it cost to maintain them. But in many cases the guardians of these children were unwilling to remove them from the institution, and begged that they might be allowed to remain where they could be made happy and kept from harm. Many of these cases were homeless and friendless, and, if sent away from the school, could only be transferred to almshouses where they became depraved and demoralized by association with adult paupers and vagrants of both sexes. It was neither wise nor humane to turn these boys and girls out to shift for themselves. The placing out of these feeble-minded persons always proved unsatisfactory. Even those who had suitable homes and friends able and willing to become responsible for them, by the death of these relatives were thrown on their own resources and drifted into pauperism and crime. It gradually became evident that a certain number of these higher-grade cases needed lifelong care and supervision, and that there was no suitable provision for this permanent custody outside these special institutions.

Once it was admitted that our full duty toward this class must include the retention and guardianship of some of these cases who had been trained in the schools, the wisdom and necessity of still further broadening the work became apparent. It was found that more than one-half of the applications for admission, and those by far the most insistent, were in behalf of the "unimprovables," as Dr. Howe described them. This lower class of idiots, many of them with untidy, disgusting, and disagreeable habits, feeble physically, perhaps deformed and misshapen, often partially paralyzed or subject to epilepsy, cannot be given suitable care at home. There is no

greater burden possible in a home or a neighborhood. It has been well said that by institution care, for every five idiots cared for we restore four productive persons to the community; for, whereas at home the care of each of these children practically requires the time and energies of one person, in an institution the proportion of paid employees is not over one to each five inmates. The home care of a low-grade idiot consumes so much of the working capacity of the wage-earner of the household that often the entire family become pauperized. Humanity and public policy demanded that these families should be relieved of the burden of these helpless idiots. From the nature of their infirmities it is evident that the care of this class must last as long as they live. As nearly every one of these low-grade idiots eventually becomes a public burden, it is better to assume this care when they are young and susceptible of a certain amount of training than to receive them later on, undisciplined, helpless, destructive, adult idiots.

The brighter class of the feeble-minded, with their weak will power and deficient judgment, are easily influenced for evil, and are prone to become vagrants, drunkards, and thieves. The modern scientific study of the deficient and delinquent classes as a whole has demonstrated that a large proportion of our criminals, inebriates, and prostitutes are really congenital imbeciles, who have been allowed to grow up without any attempt being made to improve or discipline them. Society suffers the penalty of this neglect in an increase of pauperism and vice, and finally, at a greatly increased cost, is compelled to take charge of adult idiots in almshouses and hospitals, and of imbecile criminals in jails and prisons, generally during the remainder of their natural lives. As a matter of mere economy, it is now believed that it is better and cheaper for the community to assume the permanent care of this class before they have carried out a long career of expensive crime.

Dr. Kerlin has ably presented to this Conference the special subject of moral imbecility. This class of moral imbeciles may show little or no deficiency of the intellectual faculties, but in early childhood manifest a marked absence or perversion of the moral sense, as shown by motiveless, persistent lying and thieving, a blind and headlong impulse toward arson, and a delight in cruelty to animals or to young, helpless companions. These children, if they live, are predestined to become inmates of our insane hospitals or jails, and

for the good of the community should be early recognized and subjected to lifelong moral quarantine.

Dr. Kerlin, in his report to this Conference in 1884, says: —

There is no field of political economy which can be worked to better advantage, for the diminution of crime, pauperism, and insanity, than that of idiocy. The early recognition of some of its special and more dangerous forms should be followed by their withdrawal from unwholesome environments and their permanent sequestration before they are pronounced criminals and have, by the tuition of the slums, acquired a precocity that deceives even experts. Only a small percentage should ever be returned to the community, and then only under conditions that would preclude the probability of their assuming social relations under marriage, or becoming sowers of moral and physical disease under the garb of professional tramps and degraded prostitutes. How many of your criminals, inebriates, and prostitutes are congenital imbeciles! How many of your insane are really feeble-minded or imbecile persons, wayward or neglected in their early training, and at last conveniently housed in hospitals, after having wrought mischief, entered social relations, reproduced their kind, antagonized experts and lawyers, puzzled philanthropists, and in every possible manner retaliated on their progenitors for their origin, and on the community for their misapprehension! How many of your incorrigible boys, lodged in the houses of refuge, to be half educated in letters and wholly unreached in morals, are sent into the community the moral idiots they were at the beginning, only more powerfully armed for mischief! And pauperism breeding other paupers, what is it but imbecility let free to do its mischief?

The tendency to lead dissolute lives is especially noticeable in the females. A feeble-minded girl is exposed as no other girl in the world is exposed. She has not sense enough to protect herself from the perils to which women are subjected. Often bright and attractive, if at large they either marry and bring forth in geometrical ratio a new generation of defectives and dependants, or become irresponsible sources of corruption and debauchery in the communities where they live. There is hardly a poorhouse in this land where there are not two or more feeble-minded women with from one to four illegitimate children each. There is every reason in morality, humanity, and public policy that these feeble-minded women should be under permanent and watchful guardianship, especially during the child-bearing age. A feeble-minded girl of the higher grade was accepted as a pupil at the Massachusetts School

for the Feeble-minded when she was fifteen years of age. At the last moment the mother refused to send her to the school, as she "could not bear the disgrace of publicly admitting that she had a feeble-minded child." Ten years later the girl was committed to the institution by the court, after she had given birth to six illegitimate children, four of whom were still living and all feeble-minded. The city where she lived had supported her at the almshouse for a period of several months at each confinement, had been compelled to assume the burden of the life-long support of her progeny, and finally decided to place her in permanent custody. Her mother had died broken-hearted several years previously.

Modern usage has sanctioned the use of the term "feeble-minded" to include all degrees and types of congenital defect, from that of the simply backward boy or girl but little below the normal standard of intelligence to the profound idiot, a helpless, speechless, disgusting burden, with every degree of deficiency between these extremes. The lack may be so slight as to involve only the ability to properly decide questions of social propriety or conduct, or simply questions of morality, or it may profoundly affect every faculty. In theory, the differences between these various degrees of deficiency are marked and distinct, while in practice the lines of separation are entirely indefinite, and individuals as they grow to adult life may be successively classed in different grades. "Idiocy," generically used, covers the whole range referred to, but is now specifically used to denote only the lowest grades. "Imbecility" has reference to the higher grades. "Feeble-Minded" is a less harsh expression, and satisfactorily covers the whole ground.

We have learned from the researches of modern pathology that in many cases the arrested or perverted development is not merely functional or a delayed infantile condition, but is directly due to the results of actual organic disease, or injury to the brain or nervous system, occurring either before birth or in early infancy.

The work of caring for this class in this country has been greatly aided by the active influence of the Association of Medical Officers of American Institutions for Idiotic and Feeble-minded Persons. This society was organized in 1876, during the Centennial Exposition at Philadelphia, and held its first meeting at the Pennsylvania Training School at Elwyn. The object of the Association is the consideration and discussion of all questions relating to the manage-

ment, training, and education of idiots and feeble-minded persons. It also lends its influence to the establishment and fostering of institutions for this purpose. The Association meets annually for the reading of papers and the discussion of the various phases of this work.

The material growth and separate history of the older institutions and the numerous public and private schools that have been opened in this country since 1874 are too comprehensive to be considered in detail in this report. The accompanying table shows the name, location, date of organization, and capacity of the various public institutions as existing at the close of 1892: —

Name.	Location.	Date of Organization.	Capacity.
California Home for Care and Training of Feeble-Minded Children,	Glen Ellen,	1885	259
Connecticut School for Imbeciles,	Lakeville,	1852	130
Illinois Asylum for Feeble-Minded Children,	Lincoln,	1865	536
Indiana School for Feeble-Minded Youth,	Fort Wayne,	1879	421
Iowa Institution for Feeble-Minded Children,	Glenwood,	1876	456
Kansas State Asylum for Idiotic and Imbecile Youth,	Winfield,	1881	102
Kentucky Institution for the Education and Training of Feeble-Minded Children,	Frankfort,	1860	156
Maryland Asylum and Training School for the Feeble-Minded,	Owing's Mills,	1888	40
Massachusetts School for the Feeble-Minded,	Waltham,	1848	450
Minnesota School for the Feeble-Minded,	Faribault,	1879	332
Nebraska Institution for Feeble-Minded Youth,	Beatrice,	1887	154
New York State Institution for Feeble-Minded Children,	Syracuse,	1851	502
New York State Custodial Asylum for Feeble-Minded Women,	Newark,	1885	345
Randall's Island Hospital and School,	New York Harbor	1870	364
New Jersey Home for the Education and Care of Feeble-Minded Children,	Vineland,	1888	154
New Jersey State Institution for Feeble-Minded Women,	Vineland,	1886	65
Ohio Institution for the Education of Feeble-Minded Youth,	Columbus,	1857	822
Pennsylvania Training School for Feeble-Minded Children,	Elwyn,	1853	851
Washington School for Defective Youth,	Vancouver,	1892	25

At the close of the year 1892 these nineteen public institutions for the feeble-minded had under care and training a total of 6,009

inmates. The buildings and grounds in use for this purpose represent an outlay of more than $4,000,000. The annual public expenditure for the instruction and maintenance of these defectives now amounts to over $1,000,000. There are also nine private schools for the feeble-minded in the United States, caring for a total of 216 pupils.

The recognition of the characteristics, limitations, and needs of these various classes, and the results of experience in their training, care, and guardianship, have materially modified and broadened the scope and policy of our American institutions for the feeble-minded. To-day the advantages of these public institutions are not confined to the brighter cases needing school training especially, but have been gradually extended to a greater or less extent in the different States to all the grades and types of idiocy. With all these various classes pleading for admission, it is not strange that many of these institutions have become far more extensive than their founders dreamed of or hoped for. Successive legislatures have been ready to enlarge existing institutions when they would not grant appropriations for establishing new ones. The evil effects feared from congregating a large number of this class have not been realized, or have been minimized by careful classification and separation of the different groups. In fact, we find we must congregate them to get the best results. In order to have companionship, that most necessary thing in the education of all children, we must have large numbers from which to make up our small classes of those who are of an equal degree of intelligence.

The essentially educational character of the earlier institutions has been maintained, but the relations of the different parts of instruction are now better understood. The strictly school exercises, in the early days the most prominent feature, still perform their necessary and proper functions, but now in harmony with and preliminary to the more practical objects of the institution. Education, as applied to the development of these feeble-minded children, is now understood in the broadest sense, not as mere intellectual training, but as uniform cultivation of the whole being, physically, mentally, and morally. The end and aim of all our teaching and training is to make the child helpful to himself and useful to others.

Sir W. Mitchell says, "It is of very little use to be able to read words of two or three letters, but it is of great use to teach an im-

becile to put his clothes on and take them off, to be of cleanly habits, to eat tidily, to control his temper, to avoid hurting others, to act with politeness, to be truthful, to know something of numbers, to go with messages, to tell the hour by the clock, to know something of the value of coins, and a hundred other such things."

As now organized, our American institutions are broadly divided into two departments, the school, or educational, and the custodial. In the school department the children are instructed in the ordinary branches of the common schools. As compared with the education of normal children, it is a difference of degree, and not of kind. The progressive games and occupations of the kindergarten, object teaching, educational gymnastics, manual training, and the other graphic and attractive methods now so successfully applied in the education of normal children, are especially adapted to the training of the feeble-minded. These principles of physiological training of the senses and faculties, of exercising and developing the power of attention, perception, and judgment by teaching the qualities and properties of concrete objects instead of expecting the child to absorb ready-made knowledge from books, of progressively training the eye, the hand, and the ear,— these were the methods formulated by Seguin, and elaborated and applied by Richards, Wilbur, and Howe, years before the era of the kindergarten and the dawn of the new education. It would be difficult to properly estimate the influence of these original and successful methods of instructing the feeble-minded in suggesting and shaping the radical changes that have been made in the methods of modern primary teaching of normal children. With these feeble-minded children the instruction must begin on a lower plane: the progress is slower, and the pupil cannot be carried so far. In a school with several hundred children, a satisfactory gradation of classes can be made if a small proportion of classes showing irregular and unusual deficiencies are assigned to special classes for instruction through individual methods.

Most of the pupils of this grade learn to read and write, to know something of numbers, and acquire a more or less practical knowledge of common affairs. Careful attention is paid to the inculcation of the simple principles of morality, the teaching of correct habits and behavior, and observance of the ordinary amenities of life.

The most prominent feature of our educational training to-day is the attention paid to instruction in industrial occupations and man-

ual labor. In this "education by doing" we not only have a very valuable means of exercising and developing the dormant faculties and defective bodies of our pupils, but at the same time we are training them to become capable and useful men and women. The recent reports of these institutions show in detail the large variety and amount of work done by these children. Carpentering, painting, printing, brick-making, stock-raising, gardening, farming, domestic work, the manufacture of clothing, boots and shoes, brooms, brushes, and other industries, are now successfully and profitably carried on by the pupils in these schools, in connection with the strictly mental training.

Each year a certain number of persons of this class go out from these institutions and lead useful, harmless lives. Some of the institutions where only the brightest class of imbeciles are received, and where the system of industrial training has been very carefully carried out, report that from 20 to 30 per cent of the pupils are discharged as absolutely self-supporting. In other institutions, where the lower-grade cases are received, the percentage of cases so discharged is considerably less. It is safe to say that not over 10 to 15 per cent of our inmates can be made self-supporting in the sense of going out into the community and securing and retaining a situation and prudently spending their earnings. With all our training we cannot give our pupils that indispensable something known as good, plain "common sense." The amount and value of their labor depend upon the amount of oversight and supervision practicable. But it is safe to say that over 50 per cent of the adults of the higher grade who have been under training from childhood are capable, under intelligent supervision, of doing a sufficient amount of work to pay for the actual cost of their support, whether in an institution or at home.

The custodial department includes the lower grades of idiots, the juvenile insane, and the epileptics. Some of these children are as helpless as infants, incapable of standing alone, or of dressing or feeding themselves, or of making their wants known. Other cases are excitable and noisy, with markedly destructive tendencies. The chief indication with these lower-grade cases is to see that their wants are attended to, and to make them comfortable and happy as long as they live. But even with these cases much improvement is possible in the way of teaching them to wait on themselves, to dress

and undress, to feed themselves, in attention to personal cleanliness and habits of order and obedience. As a result of the kindly but firm discipline, the patient habit-teaching, and the well-ordered institution routine, a large proportion of these children become much less troublesome and disgusting, so much so that the burden and expense of their care and support are materially and permanently lessened.

In the custodial department are classed also the moral imbeciles and the adults of both sexes who have graduated from the school department, or are past school age, but cannot safely be trusted, either for their own good or the good of the community, out from under strict and judicious surveillance. For these classes the institution provides a home where they may lead happy, harmless, useful lives.

The daily routine work of a large institution furnishes these trained adults with abundant opportunities for doing simple manual labor, which otherwise would have to be done by paid employees. Outside of an institution it would be impossible to secure the experienced and patient supervision and direction necessary to obtain practical, remunerative results from the comparatively unskilled labor of these feeble-minded people. In the institution the boys assist the baker, carpenter, and engineer. They do much of the shoemaking, the tailoring, and the painting. They drive teams, build roads, and dig ditches. Nearly all of the institutions have large farms and gardens, which supply enormous quantities of milk and vegetables for the consumption of the inmates. This farm and garden work is largely done by the adult male imbeciles. The females do the laundry work, make the clothing and bedding, and do a large share of all the other domestic work of these immense households. Many of these adult females, naturally kind and gentle, have the instinctive feminine love for children, and are of great assistance in caring for the feeble and crippled children in the custodial department. These simple people are much happier and better off in every respect when they know they are doing some useful and necessary work. Some of the restless moral imbeciles could hardly be controlled and managed if their surplus energies were not worked off by a reasonable amount of manual labor.

The average running expenses of these institutions have been gradually and largely reduced by this utilization of the industrial

abilities of the trained inmates. At the Pennsylvania institution the per capita cost for all the inmates has been reduced from $300 to a little over $100 per annum, largely from the fact that the work of caring for the low-grade children in the custodial department is done to a very large extent by the inmates themselves. Dr. Doren, of Ohio, after an experience of thirty years in this work, has offered, if the State will give him a thousand acres of land, to guarantee to care for every custodial case in Ohio without expense to the State.

Nearly all of the States making provision for the feeble-minded have practically followed what is known as the colony plan of organization; that is, starting with the school department as a centre, with the various subdivisions of the custodial department subsequently added under the same general management. Thus at the present time in nearly every one of our institutions there will be found custodial departments for each sex, industrial departments, hospitals for the sick, farm colonies, and in a few, buildings especially designed for the care and treatment of epileptics. In his report to the Nineteenth Conference of Charities Dr. G. H. Knight says: —

> Legislatures to the contrary notwithstanding, it is not because superintendents covet large buildings, large grounds, and all the care and watchfulness that come from the proper management of what we call a colony, which makes them urge the gathering together of great numbers of this class of defectives, but because they have learned in the hard school of experience that they must have large numbers from which to draw children enough of equal mental endowments to do even the simplest thing well. They have found that, even for money, it is difficult to get suitable people who are willing to come into contact with the lowest grade in the right spirit, — a spirit which demands patience, cheerfulness, and affection. But they do find that what is called "the imbecile" will share his pleasures and attainments with his weaker brother with a sense of high privilege in being allowed to share it; that none make tenderer care-takers nor, under supervision, more watchful ones; and that the bond of fellowship so engendered is of lasting benefit. This is why the colony plan recommends itself to us as superintendents. Experience has taught us that these children, under careful direction, are happier, better cared for, more trustworthy when trust is given, more self-sacrificing and self-contained, and in every way benefited by the training and occupation and amusement which a large institution makes possible, and which it is impossible to gain when there are few in number.

The colony plan divides the institution into comparatively small families, each with peculiar and distinctive needs, and each group under the immediate and personal supervision of experienced and competent officers, who are directly responsible to the medical superintendent. This arrangement retains all the good points of a small institution, and secures the manifest advantages of a large one.

In the additions made to existing institutions and the new institutions built during the past twenty years, the detached or so-called "cottage" plan of construction has been pretty generally adopted, in order to secure the necessary classification and separation of the different classes of these defectives.

The experience of these institutions in these enlargements has been that plain, substantial, detached buildings can be provided for the custodial cases at an expense of not over $400 per capita. These detached departments are generally supplied with sewerage, water supply, laundry, store-room, and often heating facilities from a central plant, at relatively small expense compared with the cost of installation and operation of a separate plant for each division.

In New York a radical departure was made from this plan by the organization of the Custodial Asylum for Adult Feeble-minded Females at Newark, under a separate management. It was held that in that populous State, with its thousands of feeble-minded persons needing training and care, it would not be desirable or possible to attempt to provide for all classes of the feeble-minded in one institution. A similar special institution for imbecile women has since been organized in New Jersey.

The census of 1890 shows a total of 95,571 idiotic and feeble-minded persons in the United States. It is certain that this enumeration does not include many cases where the parents are unwilling to admit the mental defect of their children. It is safe to say that, taking the country as a whole, there are two feeble-minded persons to every thousand people. Of this vast number only 6,315, or six per cent, are now cared for in these special institutions.

The public appreciation of the educational, custodial, and preventive value of the work is shown by the willingness and liberality with which these institutions are maintained and supported. The remarkable rapidity with which in the Western States the public institutions of this character have been built and filled with pupils within the past two decades is proof positive of the necessity for the

organization of such institutions and of the desire of the parents and friends of this class of defectives to place them under intelligent care and instruction. This special care is now recognized as not only charitable, but economical and conservative. Each hundred dollars invested now saves a thousand in the next generation.

Sixteen States have now opened institutions for the feeble-minded. The State of Michigan, at the last session of the legislature, authorized the establishment of a school for this class. Active efforts have already been made to establish similar institutions in Wisconsin, Colorado, Missouri, Texas, Delaware, Virginia, and Georgia. It is not unreasonable to hope and expect that in the near future an institution for the feeble-minded will be provided in every State in the Union.

FEEBLE-MINDED CHILDREN.

BY

WALTER E. FERNALD, M. D.

Superintendent Massachusetts School for the Feeble-Minded.

Read before the
New England Association of School Superintendents,
Boston, 1897.

Feeble-Minded Children.

BY WALTER E. FERNALD, M. D.

Last year there were 196 applications for admission to the Massachusetts School for the Feeble-Minded, and at least one-third of these applications were made by or at the suggestion of teachers or superintendents of schools. In many cases the defect is not recognized or at least not acknowledged by the parent until detected by the teacher.

The census of 1890 shows a total of 95,571 feeble-minded persons in the United States. It is certain that this enumeration did not include many cases where the parents were unwilling to admit the mental defect of their children or where the defect was not recognized. Over 3,000 were enumerated in this state alone. I am confident that if every case was included there would be at least two to every thousand of the population in this state.

Among this vast number are included all degrees and types of congenital mental defect from that of the simply backward boy or girl but little below the normal standard of intelligence, to the profound idiot, a helpless, speechless, disgusting burden, with every degree of deficiency between these extremes. The lack may be so slight as to involve only the ability to properly decide questions of social propriety or conduct, or simply questions of morality, or it may profoundly affect every faculty. In theory the differences between these various degrees of deficiency are marked and distinct, while in practice the lines of separation are entirely indefinite.

The term "idiocy" generically used covers the whole range referred to, but "idiot" is a cruel word and in this country the expression "feeble-minded" has come to be used in a broad way to include all cases. Our Massachusetts School was organized in 1848 as the "Massachusetts School for Idiots," but in 1886 was given the less repellant title of "Massachusetts School for the

Feeble-Minded." Various euphemisms are used, especially in England, to express the less pronounced forms of defect—as "backward," "mentally feeble," "feeble mentally," "feebly gifted mentally," &c.

Idiocy may be defined as "mental deficiency depending upon imperfect development or disease of the nervous system, occurring before, at, or after birth, previous to the evolution of the mental faculties." That is, an idiot was born one or became one in early childhood. An insane person is one where the more or less developed mind is afterwards impaired or lost.

It was formerly believed that in many cases the defect was due to simple functional arrest of development of the mental faculties from unfavorable conditions similar to the aborted development of a plant when deprived of sun, air, water and other necessary conditions, and that, under proper environment, with appropriate training, the retarded processes might be so stimulated as to practically make up the deficiency.

With the increase of our knowledge of physiology and pathology, it is now believed that the mental deficiency generally, if not always, is the result of definite cerebral abnormality or defect, or the result of actual disease or damage to some part of the central nervous system.

There may be absence, deficiency or excess of certain brain tissues, or convolutions, perhaps a hardening or softening of certain areas, or even a cavity resulting from destructive disease of some portion of the brain. In other cases the microscope may show that the ultimate brain cells are few in number, incomplete in structure, or perhaps are not properly connected with other cells or groups of cells.

In a certain sense each area of the cortex, the grey matter of the brain, probably has a certain definite function. We know for instance the exact localization of the brain centres presiding over the movements of the various parts of the body, the senses of sight, hearing, smell, etc. But memory, attention, volition, and the reasoning power, have never been localized, even approximately. Indeed it is now believed that the higher intellectual processes are the result of exceedingly complex association and combination of perhaps widely separated cortical cells or groups

of cells, and that the mental capacity of a given individual depends largely upon his relative ability to make these combinations. Thus mental lack may depend upon absence of brain cells, inferior, damaged or undeveloped cells, or incompleteness or disease of the indescribably delicate and intricate association fibres that bind together the different parts of the brain.

These causative pathological conditions may have their origin early in foetal life or may occur at birth or in early childhood. The period when they occur, the nature and extent of the abnormality, determine the nature and degree of the resulting mental deficiency and the possibilities of improvement.

It is evident that mental deficiency resulting from incurable organic defect or disease, is practically a permanent condition. In the light of our present knowledge, no idiot or really feeble-minded person ever was or can be "cured." It is a question of how much improvement is possible in a given case.

The typical idiot cannot speak a word, does not understand what is said to him, cannot attend to his bodily wants, cannot feed or dress himself, in fact is as helpless as an infant. Happily this extreme condition is comparatively rare. Nearly always there is a complete outline of all the faculties; compared with the intellect of a normal person, it is a difference of degree and not of kind, literally "feeble-minded."

As a class the idiotic and feeble-minded of all grades from the highest to the lowest, exhibit in varying degree certain well marked mental characteristics. One of the most constant and striking peculiarities is the feebleness of their power of voluntary attention. They have weak will power. They are especially deficient in judgment and reasoning power. In mere memory exercises they sometimes excel but their memories are uncertain and irregular.

Their moral sense is dull. They lack the power of self-denial. Their ideas of *meum* and *tuum* are very vague. They invariably go in the direction of least resistance. They are very affectionate in an animal-like way. They are profuse in expressions of love to those who are good to them, but in a day easily transfer their affections to a newcomer. They show little real sympathy for suffering or sorrow in others. They are seldom quarrelsome,

indeed their good nature is proverbial. They are generally willing and anxious to please. Their love of approbation is strongly marked. They are easily influenced and led by their associates. Their wants are few and easily satisfied. They have no regret for the past or thought for the morrow. If happiness meant mere bodily content, they would be the happiest class of people in the world.

They enjoy games, but do not play naturally and spontaneously like other children. Even the brightest seldom start a game of ball or tag of their own accord, although with a little suggestion they play games well and thoroughly enjoy them; but the moment the suggesting and directing hand is withdrawn, the definite game or play ceases. This lack of spontaneity is very constant.

Given a pretty toy horse or watch, a feeble-minded boy at once proceeds to reduce it to its lowest terms—not to investigate its construction, but to get it apart—he then has little interest in it and perhaps does not even wish to have it restored. This destructive tendency is something more than the natural curiosity of all normal children to "see the wheels go round," and is often mischievous and troublesome.

They are extremely fond of music, both vocal and instrumental. Many of them sing very well. They are strongly imitative. They have few resources—little power of entertaining or amusing themselves. They are very social, fond of being among people and great talkers. It is easy to get their confidence and they easily can be induced literally "to tell all they know." The fact is the mental condition is essentially childlike, confiding, unreasoning and heedless.

The existence of mental defect is often evident in infancy. The child does not take notice at the usual time and the normal spontaneous movements of the limbs may be feeble and infrequent. He lies inert when he should sit erect on his spine. He does not grasp objects with his fingers and his feet do not respond with a kick when touched to the floor. Light, movements or sounds are not noticed owing to the inactivity of the special senses. He grows less rapidly than normal and lacks the appearance of vitality of a sound-minded infant.

After studying large numbers of these idiotic and feeble-minded persons, it is soon seen that idiocy in many, if not in most cases, is not simply a deficiency of brain power, but a more or less pronounced affection of the whole organism. To a trained observer the average feeble-minded person presents marked evidence of physical as well as mental deterioration or degeneracy —and these abnormalities of structure and function or excessive variation from the normal type, are quite as constant and pronounced and are almost as much a test of mental feebleness as the mental defect itself.

Defective motor ability is common to all grades and at all ages. It is difficult for them to do anything calling for precise muscular movements. Almost without exception they learn to walk much later than normal, say at two, three, or even four or five years of age. The gait of a feeble-minded person is apt to be awkward and shambling. The higher grade cases show this muscular in-co-ordination by their awkward walk and blundering ways, their difficulty in threading a needle or catching a ball or in performing any other sequence of movements requiring precise muscular co-ordination. The lower grade cases manifest this defect by being unable to walk, or perhaps only to run, to put on or take off their garments, to button their shoes or to tie their shoe strings.

Feeble-minded children are prone to indolence. This no doubt is largely due to the faulty innervation and the fact that they fatigue easily.

Delayed or imperfect speech or even entire absence of spoken language is another pretty constant feature. They may speak their first word at three, four or five years. After the age of six they seldom learn to talk. The lack of speech is generally the simple expression of the mental condition. They may have no definite ideas to express and, consequently, no words are necessary.

Aside from the direct results of the mental dullness, the speech defect may be variously due to defect of the auditory sense organs, the word hearing centre, the word comprehending centre, the motor speech centre, the vocal organs themselves, or some of the connecting fibers between two or more of these regions. That is, the difficulty may exist in the receptive or the emissive speech

mechanism. Any part of this physical basis of speech may be affected and the result will depend upon what part of the mechanism is impaired. He may be able to understand but not to talk, or he may understand nothing which is said. If the word comprehending centre is undeveloped, the intellect will be much impaired. A defect in the emissive speech mechanism is not so serious as regards intelligence as one in the receptive, for idiots of considerable intelligence may not be able to talk at all while others very inferior may speak with readiness. The development of language and intelligence is not always parallel as normal children begin to talk at widely varying ages. At the same time, in the majority of cases, the child's ability to correctly use spoken language is a pretty fair test of his mental ability. It is safe to assume that a child of six years of age, without deafness or defect of the vocal organs, who cannot talk, is actually feeble-minded. Even the higher grade cases are conspicuous for their scanty vocabulary and their imperfect and faulty speech. They are apt to omit the articles and connecting words and to shorten words to one syllable. The delayed and imperfect speech impresses the parent more than any other evidence of feeble mind. They insist that if the child could be made to talk, he would be like other children.

The physical inferiority of these children is plainly shown by their general appearance. There is generally some evidence of defect in the figure, face, attitudes and movements. This defective appearance is largely due to the motor inco-ordination and deficiency.

As a class they average about two inches shorter and nine pounds lighter than sound minded children of the same age. They are often anaemic and badly nourished.

One or more cranial and facial developmental defects are generally found. The head may be too small, too large, asymmetrical, obviously misshapen or badly proportioned. The forehead may be low and bulging, perhaps hairy and often inclined. The ears may be badly shaped, abnormally large, outstanding or dissimilar. The face is generally dull and stupid, owing to the muscular inertness and the absence of the muscular attitudes resulting from the frequent repetition of certain intellectual pro-

cesses. This absence or simplicity of the fine lines of expression of the face can only be compared to the normal infantile condition.

There may be excessive and meaningless play of the features such as over smiling and grinning, scowling, making faces, &c. The mouth may be too small, too large or half open with teeth protruding. Certain abnormalities in the cavity of the mouth are quite constant and significant. There is some intimate connection between defective mental condition and the healthy nutrition of the teeth. The teeth appear later than normal and become discolored and decay early. Special deformities of the hard palate are frequent.

The special senses are more or less defective or undeveloped although it is not easy to distinguish between sensorial defect and dullness of attention and perception.

These various evidences of physical inferiority or degeneracy are found to a greater or less extent in nearly every case of mental defect. Not that all of these abnormalities are found in any one individual or that every feeble-minded person exhibits a majority of these defects. As a rule, however, if the mental feebleness is at all pronounced, it is generally found that the child did not take notice at the usual age; that he did not learn to walk until he was two or three years old; that his teeth are more or less decayed and did not appear at the proper time; that his muscular movements generally are clumsy and uncertain; that he did not begin to walk at the usual age; and that he presents one or more cranial or facial abnomalities. And in a general way there is a pretty constant ratio between the mental lack and the degree of physical inferiority.

Nearly every case may be classified into one of two distinct groups.

1. Congenital. Often hereditary and generally due to developmental defects originating early in foetal life.
2. Acquired. Resulting from disease or injury to the brain, occurring at the end of foetal life or in early childhood.

In the one case we have a badly or imperfectly made brain; in the other a damaged brain. The congenital cases usually present well marked physical evidences of their defect. The acquired or

accidental cases where the foetal brain was fully developed, but before, at or after birth or in early childhood, met with some disease or accident which then interfered with the structural integrity of the brain, do not so uniformly exhibit the characteristic physical signs of inferiority and degeneracy. Contrary to the general opinion upon the subject, the congenital cases, with imperfectly formed brains, are more amenable to improvement and training than the acquired cases where there is more or less damage or injury to the brain. "The prognosis is inversely as the child is comely, fair to look upon and winsome."

"In normal children the extraordinary activity of the special senses and an innate motor spontaneity enable the child to rapidly acquire a wide experience. Their acute powers of attention, observation and perception, spurred on by the ever active special senses impelling them to closest scrutiny and investigation of each new thing, and their countless experiments in physics which we call play, are the means adopted by nature to exercise and develop the faculties."

"With normal children experience teaches what direction volition should take, what mechanism should be started in order to articulate distinctly or to perform any other bodily movement. New and more complex combinations and co-ordinations, mental and muscular, are spontaneously added in regular sequence."

With the feeble-minded the badly nourished body, the sluggish special senses, the inert muscular system, feeble power of attention and observation, the dull perceptions, weak will power and almost absent power of judging and reasoning, delay and prevent this natural development. This control of the body and its functions and familiarity with the simple properties of matter and force which a normal child seems to acquire almost intuitively, can only be gained by the feeble-minded after quite a process of training.

The modern methods of teaching and training the feeble-minded are based upon a full recognition and appreciation of the physical conditions which cause and accompany the mental dullness. The first indication is to put the child in the best possible physical condition by seeing that he has the most nourishing food, regular outdoor exercise, bathing, ample sleep, and

careful attention to the bodily functions and habits. The mental awakening resulting from an improved state of nutrition and bodily vigor alone is often quite marked.

In many, if not most cases, it is evident that the instruction must begin on a much lower plane than with the lowest classes in the public schools. It must begin with what the child already knows and the successive steps should be made very gradual and progressive. The physiological education of the senses and the training of the muscles to directed, accurate response, must precede and prepare the way for so-called intellectual training. The intelligent use of these senses is the basis of all knowledge. The inactive special senses, the obstructed avenues of approach to the central intelligence, must be opened up by a series of carefully arranged sensorial gymnastics.

The sense of touch for instance, is developed by blindfolding the child and placing his hand on substances that are rough, smooth, soft, hard, hot, cold, round, square, small, large, wet, dry, sticky, etc.; he is also caused to touch familiar things as a spoon, cup, hat, an apple, ice, etc. Contrasting qualities are presented, as a large ball and a small one, heat and cold, rough and smooth, etc. At first we simply wish him to notice the different tactile sensations produced by these contrasts and to give him a wide experience in the mere appreciation of the different impressions. Gradually the exercise is extended and he is asked to select by the sense of touch alone, the spoon, ball, apple, etc., from the other objects. Then he is told the *names* of the different qualities and later asked to select something soft, smooth, cold, etc. New and less familiar objects are presented to him and he is asked to describe or to name them. Given a certain object he is asked to name other things which feel like it.

The senses of sight, hearing, smell and taste are systematically isolated and exercised and trained in the same general way. At first vivid colors, loud sounds, strong odors and pronounced flavors are presented in deep contrast, to arouse the unused sense organs and the corresponding brain cells. Afterwards they are taught to appreciate and differentiate slight differences and resemblances and to make practical application of the newly ac-

quired capacity. The senses are developed first as functions and then as faculties.

When a child is made to feel, see, hear, smell or taste, he is compelled to use the part of the brain presiding over these functions. After the cells of these areas have been stimulated many times, they acquire the power of reproducing these sensations in the form of ideas which are analyzed, compared and finally become a part of thought. Nerve cells grow and develop through nutrition and functional activity. It is an axiom in physiology that proper use of a part develops and strengthens it and that disuse causes weakness and atrophy. Sensorial impressions are the fundamental and normal stimuli of all brain cells and such impressions are absolutely necessary in order to secure the structural and functional evolution of these cells and their connections essential to any sort of intellectual power.

To appreciate slight differences in color, form, touch, sound, smell or taste, the child must to a certain extent be attentive, he must observe, he must discriminate and judge, in fact you have compelled him *to think*. The ultimate aim of these exercises is to train the child to acquire knowledge from sensations.

Next in importance to the sense drill comes the discipline of the muscles, not only for muscular growth and practical co-ordination, but with reference to the now well recognized relation of thought to muscular movement. These children are so dull mentally and have so little motor ability that at first it is not easy to interest them in formal gymnastic exercises. The doing of simple movements incidental to the common play and occupations of childhood are better adapted to their capacity and tastes. They are taught to kick a football, to throw a hand ball, jump a rope, to run races, to wheel a barrow, to use an axe, hammer or shovel and in general to perform large movements calling for the natural use of the various parts of the body and involving the uses of the fundamental muscles.

The well known fact that feeble-minded children are pleasantly aroused and stimulated by music and the fact that they are prone to imitate even habits or actions which they do not at all understand, can be directly applied in the way of practical physical training. A noisy, unruly group of very low grade children can

be got to march in line and more or less in step for a long time to the music of a piano or the beat of a drum, showing real interest and pleasure. Children will do this who have previously shown little idea of precision either of mind or body. This orderly marching can be gradually made more complicated, single file, double file, slower, faster, then walking on tiptoe, jumping over hurdles, etc., all to strongly accented music and all in imitation of the teacher or skillful leader. These movements call for the natural use of the various parts of the body, the doing of common things, etc. Then the teacher stands before the class and performs certain movements, calling upon the class to imitate her. At first we help the child to use his volition with reference to a very simple muscular movement. By degrees we can bring his will to bear upon combined movements requiring the use of a more complicated muscular apparatus. In these early lessons the child's consciousness becomes more active and he learns, perhaps for the first time, *to will to do* certain definite things. His wandering power of attention, observation and comprehension and his feeble will are aroused and strengthened by the combined influence of the music, the spoken command and the action performed before him. He learns to see what he looks at, to hear, to understand, to obey and *to do.*

After the connection between the spoken command and the desired movement is thoroughly understood, the teacher omits the action and the class perform it from dictation alone without the music. This is a much more complicated process than the imitative drill. The child must be closely attentive, he must hear and understand the command, he must will to do the action, he must send out the correct nervous impulse to move certain groups of muscles in a definite manner.

What has been said of physical training in general applies with special force to the training of the finely co-ordinated muscles of the finger, hand and forearm. There is a very intimate relation between what a feeble-minded child *knows* and what he can do with his hands. And inversely, mental development is almost always preceded by and proportionate to, increase in manual dexterity. Hand training in great variety forms an important part of the daily exercise of every pupil according to his

ability. The lower grade pupils are taught to pick up pins or marbles, catch a ball, to button or unbutton garments, to tie a knot, etc. The work done by the more advanced pupils in technical manual training, compares very favorably with that done by pupils in the public schools. The mental discipline and the hand and eye training resulting from the accurate doing, could not be obtained in any other way.

The feeble-minded of all grades have a very imperfect command of spoken language. As the child's special senses are developed and his general intelligence increased, his command of words is apt to increase as fast as do the ideas he wishes to express. The methods of teaching the child to talk are the same as are unconsciously used with normal children. Names of things, of persons, of favorite toys, of familiar objects are acquired first. The most familiar objects, perhaps a lifelike toy dog, or a horse, a ball or a cat are shown a class. They become interested, and the teacher says "This is a *dog*," repeating the word many times, allowing the pupils to watch the movements of the lips and tongue as closely as possible. Soon the child associates the sound of the spoken word with the object itself as he perhaps would never do in the infrequent and casual use of the word at home. After the sound of the word is recognized the class are asked to name the object, the children being placed in a small circle so that they can see each other's lips and faces. One after another the class may learn to pronounce the word. Then another object and word are used in the same way, always taking an object of interest to the child. After *names* of things are acquired, descriptive and action words are introduced in the same way. These lessons are disguised as play, and are really very interesting to the children. Much tact and patience on the part of the teacher are required, but the final results are well worth the effort.

The extraordinary fondness of the feeble-minded of all grades for music, has already been mentioned. In the school exercises and other assemblies, children who cannot speak six words distinctly, will sing or hum song after song in fairly perfect time and tune, approximating the correct pronunciation of the words as they are able. They undoubtedly acquire the use of many new

words in this way. We have taken advantage of this by arranging a series of musical articulation exercises, taking many of these same familiar melodies and substituting for the usual words of the songs, the different vocal sounds of our language.

The common properties, qualities, varieties, sources, and uses of familiar things are taught them successfully only by exhibiting actual samples of the fabrics, food products, metals, etc., and allowing them to see, feel, smell or taste for themselves. We have a very comprehensive collection of these objects; also many miniature utensils and implements, articles of furniture, vehicles, life-like models of animals, etc., for daily observation and study. These are supplemented by many large, bright colored pictures and graphic charts, covering the same ground, for comparison with the actual objects. This object teaching, or practical instruction in every day matters, is one of the most necessary and valuable parts of our school work. Memory exercises are of little benefit to the feeble-minded. They do not *study* as normal children are supposed to do. "The mentally feeble child is specially incapable of comprehending abstractions; all instruction, therefore, must be presented in concrete form which he can not only see or hear, but when possible grasp in the *hand* as well as in the mind."

The instruction of the higher grade children in the school rooms proper, does not essentially differ from that now given in the lower grades of the public schools. The graphic and attractive methods of the "new education" now so fully appreciated and adopted in the early training of normal children are especially adapted to the education of the feeble-minded. Object teaching has a wide application in the teaching of pupils of every grade. Boys and girls of twelve or fourteen, who have been in the public schools for years, and who have not been able to distinguish or remember the names of the arbitrary characters that we call the alphabet, after their power of attention and observation has been properly cultivated, may soon learn to recognize the word "horse," when they see it in large letters pinned on a picture or model of a horse, and so on with other words. We generally expect these higher grade cases to learn to read and spell, and perhaps they go as far as the Third or Fourth Reader.

They can be taught to write and tell time by the clock. In geography, as a rule, they understand only what can be shown them from the school room windows or graphically illustrated in a sand garden, or shown them in a picture. In arithmetic they are dull. It is almost impossible to give them much of an idea of number in the abstract. All number lessons are worked out with actual objects, such as buttons, pins, blocks, etc. They may learn to count consecutively, but few can practically compute above ten. A boy who cannot tell you how many 5 and 5 are, will slowly count out 5 blocks and then another 5 blocks, and placing them together will laboriously count them all, probably keeping tally on his fingers, and at last triumphantly give you the correct answer. The brightest may learn to add, subtract and multiply, but division is beyond them.

It is only within a few years that careful observation of large numbers of school children, both in Europe and in this country, has shown the existence of a relatively large class of children who, while not actually imbecile, are so deficient mentally or "backward" as to be incapable of profiting by ordinary school methods. In our Massachusetts village and city schools one or more of these backward pupils are to be found in each of the lower classes in every primary school. For every idiot or imbecile in the community no doubt we have at least five or more of these backward children. In the past five years I have visited many public primary schools, and I believe I have never failed to find one or more distinctly backward children in each school. I have never talked with a primary teacher who was not thoroughly familiar with this type. They are apt to be inattentive, dull and listless, easily fatigued mentally, to lose interest quickly and perhaps prone to attacks of bad temper and stubbornness. The discipline book of the teacher is largely a record of her vain attempts to check their seeming wilfulness. They like to tease and annoy the smaller children.

The backward child falls behind his class, spending two or three years in each grade, and drags along in the various grades of the school, being promoted only when he becomes too tall to occupy the benches designed for smaller children, until he ends his school career thoroughly unfitted for the stress of life. It is

probable that a large proportion of these people are found later in life in the class of social failures and incapables if not in the ranks of the insane, inebriates or criminals.

A trained observer can generally select the defective children after observing a school for a short time. Their physical inferiority is usually evident and unmistakable. While they are not idiots or imbeciles, they constitute what is now recognized as a distinct type of lesser mental defect differing from the grosser types only in degree. The cardinal features of imbecility—inferior physical organization, undeveloped special senses, defective motor power, weak will, feeble power of attention and observation, moral obtuseness or obliquity—in lesser degree, these are the almost invariable characteristics of these backward children.

And with these children it is probable that the mental dullness and the bodily defects are as truly the visible expression and consequence of definite structural imperfection or damage to the central nervous system as with the actually feeble-minded. It is not to be expected that mere intellectual training will overcome mental dullness depending upon such a sequence.

Satisfactory mental development can only be secured after the foundation has been laid by careful regulation of the bodily habits and functions, the raising of the standard of health to the highest possible point, and the systematic development of the powers of attention, observation, volition and judgment and the general intelligence by means of carefully adapted and long continued cultivation and use of the special senses and the motor apparatus.

Whenever possible these mentally dull children should be taken out of the schools and placed in special classes with experienced teachers, under intelligent medical supervision. In Germany, Norway and Sweden such classes have been carried on for many years in connection with the public elementary schools.

In London there are twenty special schools auxiliary to the board schools with more than 600 pupils. These classes receive pupils from the ordinary elementary schools of the surrounding districts. Children are selected after their probation for some two years in an ordinary school, upon the recommendation of the teacher observing the deficiency, with the approval of an expert

medical officer. It is hoped that this arrangement will eventually sift out the entire class of abnormal children, and that a large proportion of the backward children may be fitted to return to the public schools, while the less hopeful cases may be transferred to schools for the feeble-minded.

As far as I know, the first class for backward or mentally dull children connected with the public school system in this country, was established in Providence a few months ago.

I expect within a few years to see such special classes in every large American city, where these mentally exceptional children will be able to receive the treatment and instruction needed, at the age when such training is most beneficial, without going away from home.

SOME OF THE

METHODS EMPLOYED

IN THE

CARE AND TRAINING

OF

Feeble-Minded Children

OF THE

LOWER GRADES.

By WALTER E. FERNALD, M. D.

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SOME OF THE METHODS EMPLOYED IN THE CARE AND TRAINING OF FEEBLE-MINDED CHILDREN OF THE LOWER GRADES.

By Walter E. Fernald, M. D.

During the past six years at the Massachusetts School for the Feeble-Minded we have admitted a large number, several hundred in all, of relatively young children of the lower grade, custodial cases so-called. These children are often feeble physically, perhaps incapable of walking without assistance, of feeding or dressing themselves, or of making their bodily wants known. Some of them are utterly stupid and listless. Others are very restless and excitable, with marked mischievous and destructive tendencies, such as removing and destroying clothing, breaking window glass, table crockery, and furniture. Many cases have very untidy and disgusting personal habits.

When our custodial building was ready for occupancy we received practically at one time a group of about one hundred cases selected from the most urgent of the many applications on file. The characteristics of this particular group of children may be understood from the following extract from the annual report for 1890 :—

"When admitted nearly every one of these children was noisy, untidy, stubborn, and intractable generally. Few of them had been under any sort of control or discipline. One had not been out of doors for over three years. Several had been confined in barred rooms at home. How to care for them was a discouraging problem. The wards were veritable bedlams. The children shrieked and made dreadful noises, tore off and destroyed their clothing and seemed utterly unmanageable. Their attendants were appalled and discouraged at the apparent hopelessness of trying to bring any degree of order out of such chaos and were almost ready to resign in a body," etc.

The question of providing suitable and proper care and

training for these children has presented so many problems and difficulties and caused so much anxiety that I feel warranted in presenting a brief consideration of some of the practical methods of management of these low grade cases, not with the idea of offering anything especially new or valuable but with the hope of bringing out the experience and views of other members of this association.

As a rule these children come to us in poor physical condition. They are generally pale, flabby and badly nourished. They need generous feeding with the most nutritious food in good variety but of the plainest sort, such as good bread and butter, cereals, an abundance of pure milk, meat at least once a day preferably in the form of soluble soups and broths, and a liberal supply of fresh vegetables. As a rule I believe it is perfectly safe and proper to allow these children to eat all they wish of the plain and wholesome articles of diet enumerated above. Their digestive and assimilative functions are so imperfectly performed that they often actually need a much larger ration than would a normal person. They should be given ample time for eating slowly and carefully. The food should be thoroughly cooked and carefully cut and prepared. Half-cooked food or too solid food, bolted without mastication is a frequent cause of diarrhœa and other digestive disturbances.

They should be given an abundance of cold water to drink. The desire of attendants to limit the number of wet beds may be carried so far as to be really injurious to the child's health. Their emunctories become clogged and choked if the ingestion of nature's universal solvent be unduly restricted. The urine especially becomes overloaded with excrementitious products and this is a frequent and potent cause of an irritable bladder and the resulting incontinence. At breakfast and dinner they should have all the cold water they want. At supper time the amount may be more carefully regulated.

There is a firmly established tradition that feeble-minded children emit a characteristic disagreeable odor and that while the offence of this odor may be mitigated and lessened it cannot be entirely removed. There is nothing mysterious about this odor—it generally means that the child is not clean. It can often be greatly lessened by the extraction of decayed teeth and the cleansing and healing of suppurating

buccal or oral surfaces. The improved digestion following careful regulation of the diet often removes the cause of a bad breath. Close attention to the personal habits of the child is always necessary. The clogged excretory organs should be flushed out by an ample supply of pure water internally as above suggested. But after all the one important indication is the external application of soap and warm water. These children need very frequent bathing, perhaps daily or even oftener. The bath should be very thorough; there should be an abundance of warm water, the entire body should be soaped and vigorously scrubbed with a large soft flesh brush, with especial attention to the feet and the flexures of the joints, afterwards thoroughly rinsing the entire body with clean water. Unless this process is carefully and continually supervised even a first-class attendant will be very likely to do it in an imperfect manner. Merely wetting the body with a little water simply aggravates the condition which causes the bad odor. This frequent and thorough bathing has a very beneficial effect upon the nutrition and general health of these children.

These cases need frequent changes of body clothing, many of them daily or even several times a day. One wet or soiled garment will pollute the air of an entire ward.

One of the most troublesome features in the care of these low grade cases is the frequency of untidy personal habits. They keep up the infantile habit of voiding urine and faeces whenever the desire is felt. The bladder and rectum have not been trained to periodical retention and discharge under the control of the volition. This may be due to dullness of sensation, lack of will power, general atony of the muscular apparatus especially of the sphincters and hollow muscles, or to other causes. In many cases the indolence of the child is a potent factor. We must cause the child to lose the habit of being untidy and to acquire the habit of being cleanly and decent. The general raising of the physiological standard, both mentally and physically, which results from the regulation of the diet, the careful bathing, the outdoor exercise, and the physical and other training, often correct the untidy habits without special treatment. In the way of special training the first thing is to accustom the child to being habitually dry and clean. Whenever he wets or soils his clothing or bedding he should at once be bathed and dressed

with clean, dry garments. He soon learns that this adds greatly to his comfort.

Ample and convenient toilet arrangements are very necessary. In addition to a liberal number of water closets we have found great advantage in the use of broad, shallow, agate vessels, set on a shelf close under the seat of a small hole chair. These vessels can be easily inspected and provide the necessary accommodations for speedily excusing a large number of children. On one ward with forty children we have sixteen closets and chairs. These untidy children are regularly detailed in squads for duty in the toilet room the first thing after rising in the morning, the last thing before going to bed at night and at regular and stated intervals during the day. The night attendant has a list of the cases who are to be taken up once, twice or oftener during the night. They are kept in the toilet room from twenty to thirty minutes or more each time and they soon learn that they are expected to accomplish the desired result before they are allowed to return to the ward. We have found that constant access to the closet does not accomplish the same results as the periodical "excusing," as it is called. This method, patiently and thoroughly carried out in conjunction with the other training, generally produces very satisfactory results. A large proportion of these cases become permanently cleanly provided a reasonable amount of oversight is maintained.

These children should spend much of their time in the open air. During the summer months they should practically live out of doors. Ample recreation grounds should be provided, situated near the building where they live so that even the feeble and helpless ones can use them. This playground should be warm and sunny, with protection from chilling winds and with shade available during the heat of the summer. It should also be so situated that the children are not exposed to the gaze of idle curiosity seekers. A basket of playthings should always accompany the children to the playground. Swings, hammocks, sand gardens, shovels, hoes, toy carts, wheelbarrows, &c., should be provided to interest and occupy them. The attendants should actually direct the play of the children. A child who is playing horse or digging in the sand will not be destroying his clothing and for the time being he will probably forget other un-

desirable habits. An idle child will be a troublesome child. It is rather difficult to provide occupation and exercise simple enough for them to understand and to do, or to devise means of diverting their untoward energies into channels which are in the direction of order and normal conduct. For this purpose we have laid out several circular walks or tracks similar to the usual athletic running track each perhaps five hundred feet in circumference. On these tracks these low grade cases are encouraged to work off their surplus energy by walking around and around the course as long as may be necessary. This expedient makes it possible to prescribe the definite amount of actual exercise necessary in each case. The ordinary walking about the grounds will hardly do this as with innate indolence they are constantly looking for a resting place and at the first corner they expect to turn back to the house. On the circular track, which for all practical purposes is endless, they despair of finding a turning place and soon become resigned to the salutary exercise.

In the same line are the "stone piles" which consist of circles about ten feet in diameter formed by placing large stones side by side. Two of these encircled areas are located about fifty feet apart and in one of them are placed a large number of small cobble stones. The exercise consists in carrying these stones, one at a time, from one circle to the other until all are transferred. Children learn to do this who are mentally incapable of understanding or performing the most simple formal gymnastic exercise. It is work reduced to its lowest terms. They really enjoy this exercise and will keep at it for a long time. The materials employed are indestructible and this is a very great advantage. These walking tracks and stone piles are located on the playgrounds of these low grade children. While performing these simple exercises the child ceases his destructive actions or vicious habits and perhaps for the first time realizes the luxury of normal muscular fatigue.

Dry smooth sidewalks should be provided in order that they may be taken out of doors daily even during the winter season. Their feeble vitality and sluggish circulation make it necessary that they should be very warmly clad in cold weather. On actually storming days they can put on their hats and coats, and with all the windows wide open they practically get the benefit of the outdoor air by marching

around and around the ward. They should be kept constantly moving so that at night they are pleasantly fatigued and ready for sleep. This active, natural outdoor exercise is infinitely better than any gymnasium drill.

When they cannot play out of doors some occupation must be constantly provided. A large supply of simple, attractive, durable toys such as brightly colored building blocks, dolls, or the modern indestructible iron toys, &c., should be in every living room. They should be allowed and encouraged to get down on the floor with their playthings. There is no more unhappy sight than to see rows of wretched children sitting idly about a ward with no opportunity to harmlessly work off their surplus energy. It is no wonder that they are destructive and troublesome under such conditions.

The axiom of the new education that "play is a child's work" applies to low grade feeble-minded children as well as to normal childhood. In normal infancy and childhood, however, the extraordinary activity of the special senses and an innate spontaneity of action enable the child to rapidly acquire a wide experience. His acute powers of attention, observation and perception, impelling him to closest scrutiny and investigation of each new thing, and his countless experiments in physics, all of which we call play, are the means adopted by nature to exercise and develop the faculties. But with these low grade cases the feeble power of attention, the weak will power and defective judgment, delay and lessen if not actually prevent this development. This control of the body and its functions, and familiarity with the simple properties of matter and force, which a normal child seems to acquire almost intuitively, can be gained by these children only after a long continued process of training. The beginnings of this training must be made very simple and natural and the successive steps very gradual and progressive, going from that which the child already knows or can do, to something a little more difficult.

While special gymnastic exercises are of great value as a means of mental and physical discipline and development they are of secondary importance compared to the exercises incident to the games and amusements common to all children. The well known fact that these lower grade cases, as well as feeble-minded children of the higher grades, are pleasantly aroused and stimulated by music, and the further fact

that they are quite prone to imitate even habits or actions which they do not at all understand, can be directly applied in the practical training exercises. A noisy, unruly class of very low grade children can be induced to march in line and more or less in step for a long time to the beat of a drum, showing real interest and pleasure. Children will do this who have previously shown little idea of order or precision either of mind or body. This orderly marching can be gradually made more complicated, single file, double file, slower, faster, etc., walking on tiptoe, running, jumping over hurdles, etc., all to strongly-accented music and all in imitation of the teacher or a skillful leader. I have great faith in the drum as a mental stimulant for the active exercises for these children, preferring it to the piano for this purpose.

The practical physical exercises for these cases must be made much more simple that those given in any published system of gymnastics with which I am familiar. I have found it very helpful to carefully write out the various schedules of movements which call for the natural use of the various parts of the body, the doing of common things, etc. The teacher will seldom do good work if she depends upon general principles and the inspiration of the moment for the details of this trying work. The idea of having a *show* class will greatly lessen the value of this kind of a drill. If the teacher is not interested herself she cannot hope to interest or hold the wandering attention of her pupils The teacher stands before the class and herself performs the movement calling upon the children to imitate her, giving the command in a clear, ringing tone of voice. The entire exercise must be short sharp and decisive. A child is allowed to observe others perform the movements many times before he is expected to do them.

"At first we elicit volition with reference to a very simple muscular movement. By degrees we can bring the child's will to bear upon combined movements requiring the co-ordinated use of a more complicated muscular apparatus."

In these early lessons the child's consciousness becomes more active and he learns, perhaps for the first time, *to will to do* certain definite things. His wandering powers of attention, observation, and perception are assisted and strengthened by the combined influence of the music, the spoken command, and the action performed before him. He learns

to see what he looks at, to hear, to understand, and to obey.

After the connection between the spoken command and the desired movement is thoroughly understood the teacher omits the action, and the class perform it from dictation alone, without the music. This is a much more complicated process than the imitative drill. The child must be closely attentive, he must hear and understand the command, he must will to do, he must send out the correct nervous impulse to move certain groups of muscles in a definite manner.

As a direct result of this training the child often becomes relatively quiet, orderly and obedient. These exercises develop a power of will and of self-control that it would be hard to arouse in any other way.

Right here I want to emphasize my firm conviction that it is utter nonsense to attempt this training of low grade cases unless it is done in the most painstaking, conscientious and thorough manner by a teacher who thoroughly believes in the real value of this work.

When we began this marching and drill to music with one group of recently admitted cases with habitually untidy habits the attendants at once noted the fact that these children never wet their clothing during the active exercise.

At intervals following each active exercise comes the drill in silence and quietness when each child is expected to sit perfectly still with arms folded for perhaps five minutes at a time. This is a valuable lesson in mental and physical self-control.

These children need long continued actual instruction in dressing and undressing, buttoning garments, lacing shoes, etc. They are taught to correctly use familiar utensils and to do simple domestic work. Here also we have found great assistance in having the schedules of the exact exercises to be attempted carefully written out with the assignment of the different children to the various classes. We have regular classes, each containing about six pupils, in floor polishing, faucet burnishing, scouring knives, dusting, sweeping, bedmaking, &c. Children learn to do these things well who show no interest whatever in the idealizations of the kindergarten. Indeed books, slates, and the conventional curriculum of the school room are not for these low grade children. Yet all of this training is education in the truest sense.