

THE MENTALLY RETARDED CHILD AND
HIS EDUCATION

VII.

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Preface

I chose the subject of "THE MENTALLY RETARDED CHILD AND HIS EDUCATION" because I felt that the special rooms for the mentally retarded children are the crying need of the public schools in Jefferson City, Missouri, where I have been employed as the school nurse.

Grateful acknowledgement for aid rendered in a beginning bibliography is made to Dr. Louis L. Martin and Miss Elnora E. Thomson. An extra vote of thanks is due Miss Thomson for her helpful suggestions and her enduring patience of staying awake and sitting through the many hours of Seminar.

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CHAPTER I-

CLASSIFICATION OF THE MENTALLY DEFICIENT

Introduction

The Subcommittee of the Problems of Mental Deficiency of the White House Conference decided after much discussion to include within the term mental deficiency the intellectually subnormal and the feeble-minded. The intellectually subnormal are those individuals who fall below the normal mental score but who seem to have no additional problems of fitting into their environment. The feeble-minded children are those so seriously retarded mentally and so defective in their judgment that at maturity they are incapable of successful social adjustment without special supervision.

Dr. Henry H. Goddard⁽¹⁾ gives Napoleon credit for making the first move in caring for the mentally deficient by ordering a census taken of the cretins in a Swiss colony in 1811. In 1816 a school was started for the 3000 found but very little was evidently accomplished. In 1845 a few 'idiotic' children were taken into the Asylum for the Deaf and Dumb in Hartford, Connecticut and trained with a fair degree of success.⁽²⁾ The first institutions for the mentally deficient children were built in Barre, Massachusetts and Syracuse, New York. These states still lead the country in their systematic handling of a difficult problem.

(1) and (2) Goddard, Henry H., School Training of Defective Children p. xix- xx

Stotser in Leipsic was the first to suggest special classes in the schools about 1863 and Dr. Schenck followed his lead in 1878 by starting two classes in Cleveland, Ohio. Chicago started its first class in 1892 with Providence, Portland, Maine and Philadelphia doing likewise in the following six years. The classes were considered such novelties that a journalist in Providence wrote an elaborate story on the "Fool's " class. This article and attitude set back the work for years and it has probably been the staff on which hesitant school boards leaned in starting the much needed classes for over 450,000 children, the estimated number of retarded children in United States today.

THE FEEBLEMINDED

The feeble-minded lack organic brain development which cannot be cured in a medical sense. Accidental causes, such as birth injuries, early childhood diseases or other unknown factors, are responsible for the defect in at least half of the cases. Authorities are giving much less credit to heredity for the cause of mental deficiency than formerly.

The Binet Simon Measuring Scale of Intelligence, as revised by Stanford University, is used in determining the mental ability of the individual. "The mental age indicated the level of mental development that the child has reached at a given time. The intelligence quotient (I.Q.), which is the ratio of the mental age to the chronological age, is an index of relative brightness. The twelve year old of

twelve years mental age has an intelligence quotient of $\frac{12}{12}$ or 100; the twelve year old of nine years mental age has an intelligence quotient of $\frac{12}{9}$, or 75. Theoretically, in an unselected school, there is the following distribution of I.Q.'s: 2% below 73, 6% from 74 to 79, 12% from 80 to 89, 60% from 90 to 109, 12% from 110 to 119, 6% from 120 to 127, 2% from 128 and above."(1)

"A child once feeble-minded is never made normal. A very small percentage of them can be taught so they may be able to eke out a miserable existence, perhaps supporting themselves; but it is probably cruel to expect that of them. It would be kinder and humane to give them an opportunity to live in a social environment like a colony, where they can work as much as they are capable and therefore live comfortably and happily."(2)

The feeble-minded are usually divided into the following grades:

1. Idiot grade- the maximum limit of their mental development is that of a three year old child, with an I.Q. of less than 20. They are mentally insensible to danger, they are incapable of taking care of themselves and they require constant attention.

2. Imbecile grade- Their mental age will never be higher than 8 and their I.Q. is between 20 and 40. They can take care of their physical needs and under proper training they can learn to do simple tasks.

The above two grades should be permanently placed in an institution.

3. Moron grade- Their mental age is between 8 and 12. Their I.Q. is between 50 and 70.

a. They may learn to read and write but they gain little academic work above the fourth or fifth

grade. They make mistakes often and they seem to lack

(1) Goddard, Henry H.-School Training of Defective Children, 1914- p. XVIII

(2) Ingram, Christine P.-Education of the Slow Learning Child, 1935 p. 6

judgment and reasoning ability. These children do not appear deficient early. The development is arrested gradually. Their need of supervision is permanent and they require patience of the highest quality.

b. Morons are trainable but not teachable. If they can be taught to earn their living by occupational skill, if their conduct is not antisocial and if they have the required supervision, they may fit into a community successfully. A very successful moron is one of the best men in the waxing department of a Portland furniture factory. He does such good work that he is earning enough to support a family of six but his mental condition is so poor that he has to be taken to and from work by one of the family. If the moron does not fit into the community he should be placed in an institution.

4. Borderline or doubtful feeble-minded- These children may be divided into the following types:

a. The children who are too young to present the complete picture of feeble-mindedness.

b. Those whose intelligence is high enough to be included in the normal mental group but whose social complications do not make for good adjustment.

c. Those who show symptoms of high grade feeble-mindedness and the low grade normal.

d. Those children whose mental development has been slow. With special training they may develop into almost normal mentality.

THE INTELLECTUALLY SUBNORMAL or RETARDED

The intellectually subnormal children are those who lack the mental ability but can be trained and those who are mentally normal and poor adjustment gives them the appearance of the feeble-minded. The latter classification is often called the pseudo feeble-minded. The most important distinction is that these children, if they are instructed by understanding teachers have much greater possibilities of success at maturity. They must be given every possibility of developing this potentiality. They may be divided into the following classification:

1. Unadjusted or maladjusted children are the behavior problems that often give a perfect picture of mental instability and if they are not instructed in special classes by well trained and capable teachers they may develop into criminals and mentally deranged members of society. Their seeming mental retardation may prove to be poor cooperation and concentration. These characteristics are often the results of the lack of security in the home due to divorce, poor discipline and lack of affection on the part of one or both parents, brothers, sisters or any other associate.

2. Special mental disability may seem to be present in poor attention, lack of memory, stammering stuttering, and decided instability. These children will improve miraculously under individual coaching that results in a cooperative understanding between instructor and pupil.

3. Special educational disabilities may result from long absences from school due to illness or lack of encouragement at home, pupil teacher antagonism, bad study habits. An eight year old girl was reported by the truant officer as having been in bed a whole year from a simple case of influenza. She had entered a city school from a very small rural school; she was extremely timid, she had returned to school where she did not know a soul and had no one to play with, before she had recovered. She was demoted into the next grade and rather than be seen with the younger children she went to bed and stayed there. The physician had known the family for years. He did not know the girl was still in bed but, after seeing her, he explained to the father that she must get up, learn to walk and learn to play with youngsters her own age. The following fall she entered school with the children her own age and with a little coaching on the part of the teacher, she was able to go on with her grade. Visiting teachers can help both teacher and child by knowing the home situation.

4. The mentally retarded children are classified according to the care they need. Most of the simple subnormal group with an I.Q. of 75 and upwards need the training of the special classes at school. They are happier with children of their own ability. If there are no special classes, some of the children should be placed in the colonies connected with the state institutions. Quite often, after special training, they may return to their communities but they must always be under well trained supervisors. Once a subnormal child, always a subnormal child.

SOCIAL CONTROL CLASSIFICATION

1. The lowest grade or idiots and imbeciles with I.Q.'s up to 50 will have to be in institutions permanently, if their parents cannot provide the proper care. Other brothers and sisters should never be asked to jeopardize their own homes in caring for the unfortunate member of the family.

2. Unadjusted high grade children, who do not fit into their environment and whose problems are not improved by the family or special grade training, should be committed to institutions. The institutions should make every effort to accept them because of the serious menace these children may be to their neighborhood and society in general. After the institutional training, they may be able to return to their homes, foster homes or colonies but they should be closely supervised for some time, if not permanently. In either case, sterilization should be seriously considered before their release (1)

3. Physically handicapped feeble minded children with fairly high mental rating may have to be committed to institutions because of the physical complications. They may have care have to go beyond the ability of their home and community.

4. Young high grade imbeciles and morons who promise social adaptation in carefully selected homes, foster homes and colonies will have to be very carefully supervised. Special training is necessary for these groups and children should be accepted into institutions from sparsely populated com-

(1) The Handicapped Child- White House Conference Report- p.338

communities. These high grades who prove they can adapt themselves should be paroled first for "short vacations" and if satisfactory "long vacations" to carefully selected homes. It has been found that the safest treatment of most of these cases is sterilization before the release.

5. Well adjusted older high grades who have not had the opportunity of the special training should be placed in the institutions long enough to prepare them for taking care of themselves. Institutions are often so overcrowded that it may not seem advisable. In this case they should be registered with state and community agencies for supervision so that more serious difficulties may not arise. Community supervision has often proved more satisfactory than institutional with the older high grades.

6. Aged high grades of both sexes above 45 years of age who are unable to care for themselves should be placed in institutions. If they are too crowded they should be placed in community homes for the aged. They may have to be segregated and treated as if they are still children, which they are when mental ability is considered.

7. Clinical types are those who are further handicapped by orthopedic complications, gland disturbances, birth injury cases, congenital syphilis, encephalitis and their like. Many of these can be cared for satisfactorily in their homes and communities. They should have hospital or institutional care, when they seem necessary and training should be available. They may be able to return to their communities but if they do

not adapt themselves satisfactorily, they should be given the security of permanent care .

8. Psychiatric types include the epileptics, psychopathic and other types that should be cared for in institutions planned for their individual needs. The epileptic colonies are fairly common. The newest colony in Minnesota is built a hundred miles or more from the state institution. The parents of a boy who has been in the institution ten ^{years} /refused for some time to give their consent to have him placed. He is allowed to visit his home but after he has been there a very short time, he is more than anxious to return to the colony. His parents have moderate means only and knowing that he will be taken care of all his life is a consolation to them.

CLINICAL CLASSIFICATION

Clinical findings of the mentally deficient are largely in terms of behavior and cause.

1. Primary or constitutional evidences are found in the mental and physical makeup. These evidences are ~~seen~~ most markedly in I.Q.'s under 60 but they are more difficult to differentiate in the upper levels. The simplest examples are gland disturbances, personality traits, emotional immaturity and low I.Q.'s, Mongolians, cretins, microcephalics and constitutional syphilis. ~~come in this classification.~~

2. Secondary or reactional/ ^{retardation} is the defect in the mental or physical makeup resulting from the exposure of the growing child to mechanical and bacterial factors. Birth injuries and blows on the head are examples of the former and

the effect of meningitis, scarlet fever etc. In order to avoid the hereditary causes, these were given too much blame for sometime; but, if money were allowed for research, many conditions would be studied.

Malnutrition in the mother during pregnancy cannot help but leave its effect on the child, kidney and mental complications should receive more attention. Syphilis is transmitted from the mother to the child and it is responsible for a large percentage of still births and premature babies. These babies are under par and are more susceptible to ^{contagious} ~~contagious~~ diseases that may result in a mental handicap. Poor obstetrical care, long drawn out labors with continual pressure on the head may leave a serious aftermath. Dr. DeLee says "the pressure on the baby's head for hours is no more natural and uninjurious to the infants head than ramming an older child's head against a barn door."

Chapter II-

SOCIAL IMPORTANCE OF THE PROBLEM

The increasing number of children in institutions and special classes does not mean that there are more now than formerly, necessarily, but that case finding has been better lately. Dr. Niel A. Dayton(1) feels that the transition from the agricultural to an industrial age with the resulting migration from the farm to the city and industry of the city has resulted in thousands of "new" cases. These defectives fitted into the farm work they had seen done all their lives but they did not fit into city life; they had little or no supervision in trying to start absolutely new work, they could not compete with the city boys and girls who had grown up in their city environment. This sudden increase of the mental defective problem has shown the necessity of teaching the low grade individuals who can be trained, to do the new type of work.

The influx of immigrants to various parts of the country with the resulting clash of customs and labor has added to the number. Mothers employed in factories or anywhere except at home have meant less home supervision of the right kind. Homes broken by desertion, non support and divorce as well as the much talked of depression have added insecurity to the problems of the mentally deficient child and he is being discovered more easily by the numerous social service workers, visiting teachers and public health nurses.

Dr. Dayton feels that five percent is a conservative esti-

(1) Massachusetts State Department of Mental Diseases and a member of the Handicapped Child Committee in the White House Conference

mate of the children who should receive special education. There should be a complete record of every mentally defective in each state. Each record should have detailed information on every individual which would be valuable to schools, courts, psychiatrists, social and all other ^{accredited} agencies when social difficulties arose. The following sources of case finding are suggested:

1. Traveling psychiatric ^{clinic} reports. These reports would be very complete in that they collect every possible detail and they may be a means of placing the child correctly after their examination.

2. Special classes of public schools- children are very seldom placed in the special rooms without mental examinations of some type and these are the next best information to the traveling psychiatric clinic.

3. Outpatient departments of mental hospitals- this source would give accurate information on the mentally ill. If mental deficiency is combined with insanity the victim may be a very serious problem the rest of his life and all possible information should be collected and placed where it can be available at all times.

4. Outpatient departments of state schools- records should be kept of all patients examined, whether they are admitted to the school or not. Economic, mental and physical changes may make institutionalization necessary later on.

5. Habit clinics- these clinics may reveal preschool mentally defective children and they may be the means of

correctly placing children from their first days in school and save much grief to the parents by explaining the condition to them at the time of the examination.

6. Child guidance clinics- the information will be valuable for the treatment of school children. State clinics will not hesitate to give necessary information to authorized people but private clinics may be hesitant. If it is explained that the reports are regarded as being absolutely confidential, they will usually be cooperative.

7. Mental defectives who are admitted to mental hospitals should be reported when they are discharged from the hospital and the report should reach the registry as soon as possible.

8. Admissions to correctional institutions should be reported to the registry, especially those who are found to have a low mental rating. Their past history has shown that discharge does not always mean reform. Proper supervision and work might mean better constructive work.

9. Juvenile courts- the mental or mentally deficient cases that are referred to the courts are those who should be carefully supervised when they are discharged.

10. Psychiatric reports from prisons where the psychiatric tests are made would be valuable for statistics as well as future treatment,

11. Social agencies- the reports would give very good pictures of the environment of the patients as well as their adaptations to their environment.

12. County health units may have information on defectives over and under school age who may have been missed by all other agencies.

The central registry is necessary to have available accurate information on the mental defectives so their treatment may be met in the most intelligent manner.

Mental deficiency alone is not the cause of crime. When compared with all social offenders the percentage is not as high as one would guess; especially not when the following factors are considered: the lesser ability of the mentally deficient to escape detection, arrest and conviction, the lack of social status of the majority of this group, the lack of parental oversight, the influence of wealth and position and the greater tendency to place normal offenders on probation.

Mental deficiency is sometimes evidenced by antisocial behavior. The following table of percentages of mental deficiency was compiled by the the Handicapped Child Committee of the White House Conference: (1)

Institution	Percent -mentally deficient
State Prisons	27.5
Reformatories	26.8
Penitentiaries and work houses	33.8
Industrial training schools	21.5

A survey made in Ohio of 100 normal and 100 subnormal boys the greater number of the mentally deficient boys came from broken and underprivileged homes. The normal boys' delinquencies far exceeded them in extent and seriousness of the crimes.

Sex distribution show the preponderance of males in the institutions. This is partly due to the larger proportion of males

(1) White House Conference-The Handicapped Child- p. 338

in the total population and to the greater difficulty of managing feeble-minded males at home. There is a greater reluctance on the part of parents to permit girls to leave home to be cared for by strangers.

The mortality among the feeble-minded is very high as is demonstrated by the following :

	Per 100,000 under treatment
Tuberculosis(lungs)	510
Bronchopneumonia	220
Lobar pneumonia	170
Influenza	130
Epilepsy	470
Dysentary	150
Nephritis	70
Cancer	30
All other causes	1090
Total	2840

"The highest death rate is among the fifteen to nineteen age group; over half the deaths of patient in institutions for the feeble-minded were of those under twenty; proportionately more males died than females, the rate being for the former 3,220 for each 100,000 under treatment and 2,480 for the girls.(1)

NEED OF RESEARCH

Dr. C. Stanley Raymond⁽¹⁾ gives the following figures as a rough estimate of the number found in United States and the approximate cost:

Feeble-minded under 18	1,000,000	
Borderline	6,000,000	
Number in institutions	50,000	\$18,250,000
Number in mental institutions	30,000	\$29,000,000

Dr. Raymond explained the lack of research was due to the overstressing of heredity and psychological findings

(1) Superintendent of the Wrentham, Mass. State School for Feeble-minded.

and the fad of mental testing .Little or no study has been made of histology, anatomy or biochemistry that might have some bearing on the subject.The lack of funds in the institutions and the lack of pathologists to do the work have made it impossible,The physical causes of spastics, Mongoloids, hydrocephalics, gland disturbances have not been thproughly investigated. Research was suggesyt ed in blood pressure and blood chemis try of the living and a detailed study of all organs in the possible post mor- tems.

Conclusions are likely to be drawn from too few cases. A statement was made by a doctor that all Mongolians were the result of congenital syphilis.Dr. Raymond refuted the statement by stating authoritatively that the 75 Mongolians in the Wrentham School had never had a positive Wasserman. Congenital syphilis is one of conditions that should be treated as it has resulyed in many cases that had to be institutionalized.

Bobby G. was taken to a state hospital for crippled children when he was four years old.His Wasserman at the time of his general physical examination was negative. His I.Q. at that time was not taken. He started school when he was six .He did not do good work and his I.Q. was found to be 75.He seemed deaf and the doctors could find no reson. Another Wasserman was ordered and it was again negative .A spinal fluid test was then ordered and it

proved to be positive which showed congenital syphilis. He is under treatment but has shown little improvement in school work and he should be in a special room. He is not infectious to other children.

Unsuitable environment has been cited as an aggravator of poor behavior and may give the appearance of a mentally retarded condition. Tommy lived in a home, if it could be called that, with his mother who had an I.Q. of 69, 19 points too high to have her institutionalized. He had repeated the first grade three times when he was ten years old. He seemed to have all the earmarks of a subnormal. He was placed in a foster home and after he had been there two months his I.Q. was found to be in the 90's and the test made while he was in his own home had been 80. He was placed in a special room with a very understanding teacher at the helm. After three months in this room he was doing very nice school work at the third grade level, he was cleaning up at school and putting on clean clothes there and developing some self respect when his mother made an application to the court to have him restored to her and she started her roving from school to school as she had always done by moving from one place to the other.

The social importance of finding the feeble minded and the mentally subnormal and training them as far as they are capable cannot be overstressed. Those who are thrust into modern life without special training and without supervision, soon present social and economical problems

which impose heavy burdens not only on their own families but on the rest of society. Mental deficiency is most frequently found among the extremely poor and dependent; their families are large and the problem goes on and on.

The percentage of mentally deficient children varies from two to eight. A recent survey made recently of mentally retarded and dependent children in 16 states showed that 16% were below normal. 15% of the inmates of poor farms were found to be feeble-minded and 8% more were subnormal. A study of 84/^{poor} families in Manhattan showed that 25% were below 85. Most of these should be placed in institutions because of their asocial tendencies. The mentally deficient are more easily lead into crime, they are more easily caught and convicted so that if surveys were made in penitentiaries. Generalizations made of crime among these unfortunates should be made cautiously. Feeble-mindedness may be contributory to crime but not the direct cause.

If properly handled and trained many subnormal individuals are socially adjusted and self supporting so they lead contented lives. A man in Portland who is said to be definitely subnormal; so much so that he has to be brought to and from work every day, is considered the best furniture waxer in a factory and he is supporting a family of six. The ranks of unskilled labor can be filled with this class if they are properly supervised after training. of the total population
At least 13% are succeeding in spite of their mental handicaps.

It is the duty of the state and community to take care of mentally deficient .At present .1 % of the total population is in institutions. Authorities say .5 ought to be in institutions and that 15% ought to be in special rooms. If this responsibility is shirked a heavy toll may be expected in poverty, dependency, lowered efficiency to say nothing of the hardship in the homes and immediate community.

The government or state should provide suitable legislation for uniform standards through out the country to assist local communities that have the close contacts and suffer the consequences of poor handling.

MASACHUSETTS' PLAN FOR THE CARE OF THE MENTALLY RETARDED

Massachusetts was the first state to appropriate public money for the benefit of the feeble minded and in 1848 it established the first institution in United States for their care. In 1923 the state was giving the following services:(1)

" 1.The "rentham School with its well trained personnel has 1500 patients under care and training.

2.After care and supervision are given 500 patients who are supporting themselves satisfactorily.

3.1500 are being examined and given advice annually so they can be safely and comfortably taken care of at home.

4.All children three or more years retarded are examined.the state is divided into 13 districts.Each district

(1)Dr.Walter Fernald"The Salvage of the Backward Child".Dr . Fernald, deceased,was superintendent of the Waverly, Mass. School.

is connected with one of the state mental hospitals and has a clinical group of a psychologist, a social worker and a psychiatrist who examine all the seemingly retarded in their district. The result of their examinations is ^{always} given to the school authorities and it is usually given to the parents, with the advice as to the training. The annual or more frequent examinations in each district lead to better treatment of the defective individuals. .5 % are taken care of in the institutions because of neglect and inability of parents and community to care for them. The rest of them are taken care of in homes and special classes. "The social supervision is a new expression of the old principle that the public school has a definite social and moral responsibility for every pupil. This is practical mental hygiene in its broadest sense." (1)

5. The Law of 1919 makes it compulsory for every city or town having ten children three or more years under the average or retarded to establish classes for these children. They are given scholastic and social training within their ability and the industrial training that will make it possible for those who can, to earn their own living. The rural schools will later be provided with a traveling teacher who will furnish text books and advise the teachers as to individual children.

6. All children are registered in the Department of Mental Diseases.

(1) Fernald, Walter, M.D. "The Salvage of the Backward Child"

7. Deficient delinquents between 17 and 34 years of age are being permanently cared for in Bridgewater because of serious social complications and, regardless of number, will not be discharged to commit other crimes.

8. By the law of 1921 all feeble-minded individuals are committed to the Department of Mental Diseases and that department has the option of placing them in one of the institutions or of allowing them to remain in the community under supervision as long as they conduct themselves properly.

9. In 1922 a law was passed providing that the state schools may parole any suitable inmate for any length of time and may recall any inmate whose conduct is unsatisfactory. Enough trained supervisors are provided by the state so their supervision is adequate and continuous for all paroled inmates. There is no age limit because of the mental handicap.

10. The state granted some money for research on the causes of feeble-mindedness but it is feared this will not be adequate. (Dr. Raymond's report shows they are inadequate; a building was erected but there is not money enough for adequate personnel).

The keynote of Massachusetts's plan is to find and diagnose all defective children at an early age, to attempt their care in their own homes, foster homes and special classes in public schools, if they are judged capable. The vicious and neglected cases must be institutionalized, regardless of mental ability.

Social supervision is provided by school officers who will draft the services of local churches, societies and interested individuals.

Less than 7% of the diagnosed cases are vicious in nature and if they have good, cooperative parents and homes they usually do well. Surveys show that if properly trained their chances are good. and supervised/Friendly interest and oversight mean much to the subnormal. The better they are trained, the more valuable these people become and the more willing their families and communities are to have them return to their homes.

The children who remain at home without training are unjustly blamed and punished, they are often misunderstood at school by the teachers, picked on by the children both at home and at school. They have no real companionship and no one seems to understand them, and their limitations. Training and supervision would mean less paupers and their large families to take care of. The idle defective has no money, feels inferior and does his worst; the trained defective has a better chance to get work, he has money enough to support himself and he does not cause trouble.

"The Massachusetts Plan is to recognize the defective's condition early, to protect him from evil influences, train him according to his capacity; to teach him to acquire correct habits of living, and when he has reached adult life, to continue giving him the friendly^{help}/and guidance he needs. If conditions are not favorable, he should be in an

an institution. These advantages should be accessible to every feeble-minded person and ~~in~~ the state, not to a few favored persons. The rights of the feeble-minded person and his family should be carefully guarded, as well as the rights of society. It is most important that the really hereditary defectives should not be allowed to transmit their defect to future generations." (1)

PREVENTION OF REPRODUCTION

Inheritance of the mental condition is not the only danger. The environment of the home, where there is one or both parents defective, would be anything but promising to the children and the burden of rearing the family might soon fall on the community. Twenty-seven states and the District of Columbia have laws forbidding marriage of the feeble-minded. These laws are almost worthless because few or none allows for the diagnosis and its expense and registration is not general enough to be of much value.

Contraceptive methods are impractical in the control of feeble-mindedness. Authorities agree that .5% of the total population should be segregated permanently in institutions and while they are institutionalized, reproduction is not a problem.

Selective sterilization of the feeble-minded seems the best method of preventing the reproduction

(1) Fernald, Dr. Walter, M.D.-The Salvage of the Backward Child

of the feeble-minded and subnormal. A survey of 1926 showed that four of the twenty four states were functioning satisfactorily in enforcing the selective sterilization. The rest had not made any attempt to finance the enforcement. "To be successful, much education of the public as to the social advantages of the operation will be necessary. Sterilization should never be performed without the most careful examination of all circumstances in the case by experts delegated to the task." (1)

"There is little or no point in sterilizing the feeble-minded who must remain in custody all their lives nor in a great many cases of secondary feeble-mindedness that can be plainly demonstrated to be non hereditary. Only when it is probable that children born in these homes will be exposed to an unhealthful mental home, is sterilization indicated. There is no use in sterilizing delinquents and criminals in the belief that the crime rate will be reduced. "(2)

(1) and (2) White House Conference-The Handicapped Child-pp 371-373

Chapter III.

PLAN OF TRAINING

Meta Anderson says, "Compulsory attendance does not mean compulsory education". (1) Compulsory school attendance has brought children together who differ so markedly in mental, physical and social development that they require special attention if they are to be successful. The importance of their education and the problems it arouses may seem out of proportion when one realizes that 2% of the total population is definitely diagnosed as subnormal but the other 98% of the children must be considered in the effect the deficient may have if the few are left with the many. The instruction of the unfortunate few in the regular class room means an extra burden on the teaching staff, handicaps the instruction of the normal, and does very little for the retarded- resulting in poor instruction for the whole 100%. The slow children fail year after year, they are overage and unhappy, they drop out of school to be misfits and problem cases from then on leading to juvenile delinquency. "Special room training is the device for meeting the needs of the children more effectively than is possible in the ordinary conditions of the regular class room. If this education, even to the slightest extent increases the social value of the gifted one hand, and reduces the burden of

(1) Anderson, Meta Ph.D., Director of Binet Schools, Newark, N.J.
 "Why Special Classes?" Mental Hygiene. 15- p.88

the mentally deficient on the other, it yields a return out of all proportion to its cost."(1)

The feebleminded have been defined as those who are so deficient mentally that they are incapable at maturity of successful economic adjustment without help. They seldom succeed beyond the fourth grade. Their greatest possibilities lie in acquiring social and industrial habits that can be acquired only through concrete instruction by seemingly endless repetition and practice.

The subnormal children may be divided into into the ^hree classes:

1. Institutional cases - children with I.Q.'s below 50.
2. Subnormals - children with I.Q.'s from 50 to 70
3. Borderline subnormals - with I.Q.'s from 70 to 85

Each community will have to decide what it will do with its institutional cases. If the schools cannot undertake the education or training of these children the parents should be urged to place them in the state schools. If the community decides to train them, the work must ^{planned} be as carefully as any other course of study that succeeds. The subnormal have received most of the attention because they are so apparently in need of attention; they have tried to fit into the ordinary school room, learning next to nothing themselves and hampering the teachers and taking their toll from the children with normal ability,

In their special rooms they are classified as pri-

(1) State Survey of the Special Education in New Jersey.

mary, intermediate, and advanced according to the type of work they can learn. The primary room is further divided into pre primary, first, second and third grades. As they grow older and have improved in ability they are promoted they are promoted to the intermediate division corresponding to the fifth and sixth grades. The advanced division corresponds to the seventh and eighth grades. This may sound simple but it is not. One child may be capable of doing intermediate work in industrial work and primary reading and number work. Many children will never have the ability to be promoted from the primary department. These children will either drop out from lack of interest or they will be excluded from the school altogether; they may be sent to an institution or placed in classes that train that type of child.

The borderline subnormal children range in intelligence from 70 to 85. The plan of education for these children is, according to Miss Anderson of the Binet School, "most hit and miss - chiefly miss". The children are not carefully segregated from the normal children and their work is not carefully adapted to each child. The child is adapted to the work and if this doesn't work, he drops by the wayside and he becomes a delinquent that plays havoc with the children who have begun to slip in truancy. The superintendent of a boys' reform school said that about 25% of his boys were below an I.Q. of 75, that a much higher percentage were truants and that every one of them had "problem homes and parents, broken homes or poor discipline."

Some of the misfits at school who have not been carefully graded are really subnormals and they should be in the special rooms. The lack of encouragement these children receive at home will never give them any ambition; the parents have the attitude they never had the opportunity to go beyond the fourth grade so why should their children? Very often the children are maladjusted at school, not because of their lack of mentality but because of their lack of security at home. Bobby is a good example. He had never been disciplined at home and he had no intentions of being disciplined at school. He would not cooperate in taking the mental test so his rating was that of an idiot. He informed his teacher his first day at school that he never minded his mother or his daddy and that he wasn't going to mind her. The mother was described by the teacher as reminding her more of a piece of wet paste board than anything else she could think of and that "that she just couldn't make Bobby mind and had given up trying." The teacher informed Bobby that she didn't care whether he minded or not and she went on with her work, ignoring every mover he made; whether it was over the desk or on the floor. The third day he was there he asked her when he might go to school like the rest. He is a very nervous child, he is restless, he still likes to do his arithmetic lying flat on the floor but he is doing superior work. One day he does exceptionally good work and the next nothing. Without fail he tells his teacher of the family quarrel that had been staged or other

reasons that made him wonder if he really belonged anywhere.

All these children need special education methods and they must receive it in rooms where the teachers have had special training. They must know how to handle the individual problems and no two of them will take the same handling. The rooms cannot be large and for this reason the children gravitate to the rooms for the subnormal, just because their needs will be recognized by these teachers. The behavior of children in poorly planned school systems is so likely to be taken as an index of their behavior, rather than their ability. Children should be considered from a social point of view as well as that of intelligence. It isn't a case of all children going to the same goal at different rates of speed but rather that individual children will succeed in different goals and it is the duty of the educational system that demands compulsory education up to a certain age to have the children prepared at that age to take care of themselves. If they can't take care of themselves they should be placed in institutions that will take care of them. The children should be taught the things they need that will help them live successfully on their particular intelligence level.

The curriculum planned for children should include:

1. Health and physical education - these two are so closely connected that they can be considered together.

All teachers concerned with any child must cooperate to

to help him in his habit formation. Because of their lack of intelligence, the children should be supervised in taking their baths, in brushing their teeth, in knowing what and how to eat, how to form the right habits of elimination, how to care for their bodies that will mature in spite of their immature minds and, last but not least, how to play with their associates. Every teacher in a school of this kind must be well trained, he must feel that he has a never ending responsibility in habit forming .

2. The academic work of the subnormal child is so limited by his retarded mentality that it is unfortunate that most school systems and teachers lay the stress of their teaching on this weakest point. John , the child crippled by infantile paralysis, is not expected to stress athletics so why should Mary with a mental age of six be expected to read the books and do the arithmetic suitable for a normal fifth or sixth grade child? She should be given every opportunity to add books, pencils or even boys and girls in the room. The method should be adapted to Mary . When she wants to learn how to boil good coffee for her parents' breakfast ~~she-should~~ she should make it so often that she knows that four cups of water and four tablespoons pf coffee will make four good cups of coffee if it is boiled for just a second and not for ten - minutes or more.

3. Activities-Angelo Patri says, "Education does not lie in text books. A great deal of of it is to be found outside of them and can never be bound inside their covers." The

great educational forces are people and the experiences and the relations between them and the best way for a child to master these forces is through his own hands."Mr. Stanwood Cobb in "the New Leaven" thinks it perfectly normal for/boys to prefer the development of the automobile ,radio and aeroplane to the Sir Roger de Coverly Papers and this is much more true of the subnormal boy.He will probably be much more interested in building the simple chicken coop, figuring the cost of materials, if he can; the cost of the chickens he puts into the coop , how to care for them , how to feed them and the eggs he collects as well as the money he collects for the eggs will be exceedingly interesting to him. Good teaching of activities at present are hampered by the school itself if the subnormal remain with his normal brothers and sisters. The well trained teachers of special rooms with a smaller number to teach, the variety of work they have to offer the children , the ability of the teachers to put this work over to the children in such a manner that they are anxious to learn , makes the effort more than worth while.Girls are interested in housekeeping, sewing ,cooking and so forth but holding the interest of a whole class is more than difficult. For instance, a class was creaming eggs, each girl taking a different part of the procedure.The two girls were interested while they were washing the eggs but when they realized their part was done, they seemed to slump until the teacher started them at some other part of the lesson. It takes the patience of Job to have patience with them.

4.Industrial values- regular attendance , punctuality, ability to keep in harmony with the school, to persevere in spite of many failures are characteristics that must be taught by repetition after

repetition and it takes infinite perseverance on the part of the teacher.

5. Social habits- repetition again plays its part. Telling the truth, confessing wrongs, seeing the reasons for apologizing if he is in the wrong, admitting that he is in the wrong, learning to be a good loser are habits that are not easily acquired by normal children and they are so much harder for the child who sees only the concrete results of every move and, lacking as he does the power of logical thinking, one can see again the need of very understanding teachers. They must know the child's background, his home, his parents and his associates to know how to appeal to him and to develop these characteristics along the line of least resistance.

6. Personal habits- these habits correlate the health habits in caring for the child's body, teaching him to dress and act so he will be acceptable in society, teaching him to realize he must control his temper as much as the boy in the next seat, machine or job. He must be taught to take his disappointments with the rest. Academic work is much more successful when introduced with the activities and the enjoyment of the activities is increased if he feels that he has mastered some simple piece of work. If the child fits into the school day successfully, if he is interested enough to attend regularly he is more likely to fit into work that he likes most after he leaves school.

The following suggestions are made for the training of the mentally retarded:

1. The feeble-minded below an I.Q. of 50 are happiest in institutions, not only because of the instruction but because of the companionship with children of their own ability. The children from

50 to 75 should be taught together .his separation can only be done properly when there are psychologists and psychiatrists trained to make the tests and diagnoses.

(1)

Mr. George Gardner says "the question often arises in the rural areas where there are no provisions made for the testing of children who do not seem to be fitting in to the public school - who shall test these children? Mr. Gardner seems to realize that the county nurse has a fairly well filled day, but, realizing that there is no one else qualified to do this, that her contact with the teachers, children and homes is so close, she could make herself invaluable if she has a working knowledge of the tests and their application. She would appreciate what a handicap these children are to the rest of the room. Until all states have traveling clinics like Massachusetts and New York, for locating the mentally retarded children, the rural schools and the small cities and towns will be unable to have their children tested, this will mean many problems in every school that might have been prevented if the children had been correctly placed.

Mr. Gardner suggests that nurses be given a course in mental testing as one more "side line" of the public health course. He suggests that fifteen hours of mental testing with the opportunity for practice testing and clinic visits that will demonstrate the reasons for the stigma attached to the unfortunate children. The nurse will be

(1) Gardner, George, Supt of McLean Hospital, Waverly Mass. Mental Hygien 15-p.101-105

better qualified to make satisfactory contacts with the parents of the children so afflicted. The state hospitals are suggested as suitable places for giving these courses because of the psychiatrists and psychologists who are connected with these institutions and who would be the logical instructors of such courses.

2. There should be a definite policy for caring for the low grade feeble-minded. This must be decided by each community but they do not belong in the any public school room. The ideal arrangement is their placement in a well regulated state school or colony where the well trained teachers and attendants will teach him up to the maximum of his ability. The child will be permanently cared for and that should give the parents a feeling of security.

3. Special education in every town should be developed to train the subnormal children. Many states have allowances of a sum of money for every child so classified. As it is now many localities can do nothing except send the children to the state schools and all of these are ^{always} not run by well trained personnel.

4. Suitable plans must be made and carried out for the borderline cases. They have more ability than the feeble-minded, less than the low normal and their training is necessarily different. This group of children is very large and they should receive much more attention than they have received up to this time. The physically handicapped subnormal child brings a new problem to the special class. We

cannot close our eyes to the needs of these children and hope they will be miraculously protected and trained.

5. The young subnormal children may fit into special rooms in the elementary schools but the most ideal situation is to segregate^{them} when they enter the first grade. Normal children are not tactful and the quicker these subnormal children are allowed to associate with children of their own ability, the happier they will be. In the upper grades the value of segregation cannot be overestimated. There may be a stigma attached to these schools and it is difficult to convince parents that their children will be much happier in these special schools. The principal of the special school in Seattle says she knows many sensitive children walk two or three blocks and sometimes more rather than get off of the street car at the nearest corner to the school but after they are safely in the school building, they are much happier. Many parents hesitate to have their children transferred to the special school, but, after they are well established they agree the move was^a wise one.

6. The curriculum of these schools must offer varied opportunities of training. The psychologist must make a complete study of the children before he can give any suggestions. The teachers who have had the individual children can help a great deal; visiting teachers and school nurses who have seen the homes under many varying conditions can be a great help and no child should be pushed into a course that does not interest him and that will give him no help in adjusting himself in the future.

7. Vocational courses should be offered that will fit into potential life work of the neighborhood. If there is a factory, the manager of that factory should be contacted on every opportunity for suggestions of new courses and the improvement of the old courses. The children should have field trips to different units of the factory to rouse their interest and keep this interest as high as possible by repeated trips, using a new department each time. These trips can be used for lessons in language, arithmetic, spelling etc. The industrial work of the room should be as like that done in the factory as possible. The live and wide awake principal and visiting teachers of such a school will develop a relationship with the factory manager that will encourage suggestions.

The Brooklyn School for Girls, Portland, has started a new project this year. The Federated Women's clubs have rented a four room cottage and sublet it to a couple, both of whom work and are away from the house all day. The girls take care of the rooms, they do the laundry work and prepare noon lunches for themselves and sometimes for groups brought in by the interested members of the club. The club women have promised that every girl who does satisfactory work for the required length of time will be placed in a home when she finishes and that she will be employed as long as she does satisfactory work. The teacher of this work is a home economics graduate and a qualified teacher with an understanding and warm interest in the

girls. As an experiment she is conducting a class for girls who are doing house work now in Portland homes. In most cases the women who employ the girls pay the tuition of one dollar and a half. The girls attend the classes in laundry work, cleaning and cooking. The girls, as well as their employers may ask that certain things be taught, such as preparing certain cuts of meats, salads and desserts.

The location of a suitable industry should be considered in the building of a special school, if such an ideal situation ever occurred. The work is still so new that the oldest building in town may be chosen because of the doubt of its value. This, in turn, does nothing towards righting the stigma of such a school.

A vocational guidance bureau should be established to help secure suitable work for the subnormal or borderline children who have been well trained in the school. Every member from the janitor to the principal should keep his ears open for possible work for the children as they are able to leave the school.

The cost of the suggested program will be the stumbling block in many localities. Boards of education feel it will be enormous, just as the cost of the present school system is enormous, and it is increasing every year. Statisticians tell us that the present school system is adequately training only half of the children. Miss Anderson says, "Perhaps we need expert economists to tell us how to use more effectively the money we are now spending. Someone called my attention to the fact that the cost of educating

an average child up to the age of seventeen is about the same as that of educating a subnormal child."(1)

Dr. Sanger Brown, Assistant Commissioner of the New York Mental Department, says that individuals with I.Q.'s from 65 to 80 should do fairly well outside of an institution if properly trained. This group of individuals is most hopeful, but may at the same time be very discouraging. A child may seem to fit into a school very well but when he is given a trial, because of the insistence of his family or runs away, hopes for him taking care of himself are dashed.

Following is the report taken from Dr. Harry C. Storrs' "A Report of an Investigation of Cases Discharged from Letchworth Village":

Number of cases investigated	1,164
Number who could not be located	412
Number transferred to other institutions	122

Out of 630 cases checked carefully from the same report, 74.86 % of the girls were successful and 72.75% of the boys.

Dr. Fernald of the Wrentham School reported 250 out discharged of 470/males were adjusting well to the community; 34 had died and the remainder had been readmitted to the school or they had been committed to penal institutions.

Placing girls outside of institutions is more hazardous than boys in spite of attempted supervision. Delinquent con-

duct in boys is often encountered. Dr. Brown does not think that the child's personality nor his training in the school can be blamed. The girls are likely to be sulky, unstable, and with sex irregularities. They have been exposed to many children, none of whom react normally at all times and each child has some condition that may prevent the best training possible in his own special room. The favorable surroundings are necessary for the proper development of a normal child and it is doubly important for the mentally retarded.

The social training is necessary for every child. The well trained teachers in the institutions have the children less than half of the day. They are then, quite often placed with children more asocial than they. The lack of guidance, given in normal homes, is often lacking in the large institutions. The management of sex problems is difficult in the institutions where boys and girls are segregated. Sex interests in girls are exaggerated because of the fact they never see men or boys. When they are discharged into a community, they are childish in their actions and they often invite trouble.

At the meeting of psychiatrists in Pittsburgh very recently, Dr. Leo Kanner, psychiatrist at Johns Hopkins, cited the release fifteen years ago of several imbecile girls from a state school as a result of an unscrupulous lawyer and judge. The girls were hired as maids in homes for little or nothing. When it was discovered they could

not be depended upon to do their work well, they were dismissed. They had no supervision and no place to go. Many of them became prostitutes. 51 married men of their own mentality; 165 were born of these marriages, 108 of whom were definitely feeble-minded. Dr. Kanner says that a course in mental hygiene should be compulsory in all law courses and that judges be given a clear picture of the permanent needs of the institution for the low grades.

The higher grade children and borderline cases should not be placed in state institutions. The training and guidance of a large institution cannot be adapted to this more favored group. Dr. Brown suggests that these children, if they cannot be placed in special rooms in their own communities, be taken care of in a colony where they can be trained to do satisfactory work. Needless to say the training, personality and understanding of the director of such a colony will make or break it.

COLONIZATION AND PAROLE

The colony may be defined as a group of mentally deficient persons living together under supervision outside of, but in affiliation with the state institutions and supported more or less by group earnings. Up to 1906 all colonies were rather large and they were maintained as a means of relieving the congestion of the large institution and to reduce the cost of custodial care. Smaller colonies were tried as real training centers for the inmates of state institutions who seemed to have real

possibilities .A comparatively small number is placed in each colony depending upon the opportunities for work in community.The training and employment provide a continuation school in individual industrial and vocational training, in social and economic efficiency which frequently makes possible the parole of stable cases to self support under supervision.The colonies should be on farms or near schools with special rooms or near factories whosr managers have learned the ability and limitations of the retarded group. The continuation school is ideal where the children work part of the day and go to school part of the day.If these colonies are managed well they cut down the cost of each individual from \$350 per year in the institutions to ten or twelve dollars. The low cost is brought about by the sale of farm products or factory work.

The colony should be used more commonly than it is. The state schools accept the individuals who are sent to them and who seem antisocial and unmanageable. In the majority of cases these individuals need the permanent segregation for the good of society; but, if any individuals fit into the smaller group of those who can work they may be trained to fit into the community.The colony provides better living conditions, prevents deterioration of the more promising cases and gives them the happiness of doing work they like. Care must be exercised not to saturate any community with more than two colonies at one time.Farms often increase in value from the agricultural methods used by the colony.

As each individual proves he is capable of doing good work, that he is socially adequate, supervisors should be looking for the best place ^{to send} to send him for his first "short vacation". This may be his own home, a relative's home or that of total strangers. This is a very good way of trying out children who have been carelessly placed in state schools. If the short vacation works, it may be indefinitely prolonged. Supervision is necessary before the home is chosen in showing parents or guardian just what the child needs, his special strong points and his limitations. He must always be under supervision. The handicaps of the retarded can never be entirely overcome and the influence of an adverse environment might make recommitment necessary.

Supervision of the right quality means training of the best quality, not only to choose the children to fit into each "parole" home but to prepare the home and its family to continue the training of the school. The cost of this supervision may seem prohibitive but it is not, if the benefits are considered. Recreation must be provided and girls, especially must be closely watched.

Special SPECIAL ROOMS

The gradual growth of special rooms in public schools and special schools where the number of ^{retarded} children warrant it show the schools are recognizing their responsibilities. Since the retarded child is usually found in

the public school and his education is as much the responsibility of the community as the normal child, his school program should receive as much scientific consideration as is given the normal child. Dr. Elise Martens⁽¹⁾ says: "The fundamental principle of education is that that each child shall be educated in keeping with his capacities, limitations, and interests, looking forward to the happiest adjustment he can make in life and the most constructive contribution he can bring to society. Such an adjustment and such a contribution are the secret of mental health and the essence of social efficiency. To bring them about is the goal of mental hygiene."

Education is being based more and more on the experience of the child which is the result of his surroundings and activities. The slow learning child is the result of his doing and habit, not of thinking or reason. Since repetition forms habit he must do things over and over again as this is the only means of helping him become efficient.

Miss Christine P. Ingram is the supervisor of the Department of Child Study and Special Education in Rochester, New York. She has been with the Rochester schools for several years and these schools have made unusual strides in handling the problem of the retarded child. She feels that the unit of teaching or the project method is the best means of teaching the retarded group as it is being accepted more and more by schools for normal

(1) Introduction of Miss Ingram's "Education of the Slow Learning Child -1935. p. ix

children. Sympathetic individual work based on knowing the child , knowing his needs and basing the best instructional methods on these needs are what Miss Ingram thinks must be done in every special room or school. She has many valuable suggestions for school administrators, supervisors and teachers, that are the result of her own experiences, observation and study. Her book published in 1935, "Education of the Slow Learning Child" was the first book recommended by Dr. Louis C. Martin for the bibliography of this thesis.

Miss Ingram says that the physical development of the subnormal child is much like that of the normal group. The sensory and motor acuities of the retarded child are more like the normal child than other intellectual processes. His responses are best in eye and hand coordinations. Therefore hand skills should be the major part of his education. His mental, of course, is and should be considered most carefully in planning his school work. "Abstract thinking is most difficult which makes association, reasoning and generalization poor. Varying I.Q. levels make a greater difference between children. His mental growth and and potential capacity must be continually kept in mind. He must learn by experience and he cannot apply things learned in one situation, to another. Habits and attitudes can be taught but not judgment. Habits are taught specificall^y by never ending repetition and they cannot be taught incidentally. Everything taught must be concrete."

"The social interests of the subnormal/ are strong and he is not interested in the imaginary tales of the children with his mental age. Stories must be appropriate to his physiological age."(1)

The subnormal child is much happier in a room or special class where he is competing with his equals where respect self is developed and he can form the habits and ideals that are possible of attainment.

The retarded child should be taught the tool subjects up to the limit of his ability such as English, reading, number, spelling and writing. He must be taught to read letters and stories, how to find information in newspapers; to find numbers of pages, counting change in grocery stores, figuring his gain in weight, estimating the cost of a simple party and so forth.

His social understanding must begin with his responsibility to his family, his school groups, how people live in the neighborhood or city and how he must consider his neighbors; he can learn to appreciate the library, museum and park in his field trips and he must realize the value of cooperating. His family should cooperate with the school in helping him assume responsibilities at home. He can care for his clothes, wash dishes, prepare vegetables and take care of the yard. Girls can mend clothes, help take care of younger brothers and sisters. Foreign children should be taught American customs very patiently.

(1) Ingram's *Slow Education of the Slow Learning Child* p.18

The child should be helped to use his leisure time. Bonser has said "Whatever we do in our leisure time is a measure of what we like to do. In a very large sense, it may be said that what we enjoy is a matter of habit." Children should be taught to enjoy good music, swimming, skating, Their recreation will be mostly physical. The companions of his leisure time should be carefully chosen. The visiting teacher's ^{services} are invaluable in helping the teachers and homes get together on every problem.

The retarded child does not adjust himself in the regular public school room. He does not participate in the kindergarten work, he cannot keep up with the children in the first grade. Unless he is recognized early as retarded and segregated with the subnormal children he forms bad habits and antisocial reactions. Larger schools can establish rooms and, preferably, schools where children are placed together with the same physical, social and mental abilities. The smaller schools cannot do this because of lack of facilities and finances. Some children will be happier if they go on with children of their chronological age until they are eleven or twelve and then go into the special rooms where equipment, program and curriculum will be more suited. This will make only one room necessary for the retarded adolescents.

A modified special room would be that containing five or six children from each of the first four grades. Those who will always need special work will remain with the teacher

until they can be placed in special vocational classes in Junior High School. This plan has not been tried out but it is better than leaving them in rooms with normal and superior children.

One school where the I.Q.'s are not lower than 66 attend regular grades but go to the special teacher for tool subjects.

The special room should not have more than fifteen unless the children are sent out for music, physical education and all but the tool subjects. More than twenty are never advised. Since the number is so small the special room is an ideal laboratory for study, observation, interpretation and guiding of the retarded children. Her "running record" added to whenever anything different is noted in school work, health, actions and so forth, will eventually give a very good picture of the child. A very close relationship must exist between the teacher and the principal of the school, the supervisor who will try to place the child,, the visiting teacher; the school nurse and last, but by no means the least, the parents .

The project method is interesting to every child . He would much rather add the figures that represented the purchases made at the market in the field trip or in the grocery department he has helped build in the school room, than uninteresting numbers that mean nothing.

A survey of the local industries with the purpose of finding suitable work, environment that includes favorable associates and health conditions, should be one

of the many duties of the supervisor. The teacher in the special room can rouse the interest in the children by a trip to the factory and enlarging upon the interest and encourage the children to fit themselves for that particular type of work. Better understanding and cooperation between the school and factory if the employers see the individual's problems and see the boys and girls who may prove to be worth while workers. Personal interest in the workers which may be started as a philanthropic venture , on the part of the employer, may prove to be profitable. A hunch backed boy with an I.Q. of 85 had loft ambitions of being a lawyer while he was in the orthopedic hospital but he soon discovered that finishing high school was beyond him intellectually and financially. He found himself a job in a shoe factory. He does good work, he is extremely loyal to his employers and they feel that he has helped to avert labor troubles on several occasions.

Each child's record should contain his good and bad characteristics , a case history of how he was handled by his teachers and any little incident that will give him a better picture should not be omitted. Every pupil appreciates being reminded of the outstanding things he has done and they may be forgotten if they are not recorded.

The continuation school has been adopted in a few places and, if its preventive values could be realized, it would be an economy to every state. Boys and girls attend this school for at least four hours a week

for at least a year after they have left their special rooms. The special teacher should help adjust them to the new work, she should be the mother confessor for problems that arise in their work and encourage them in every way she can.

A plan for registration for jobs should be encouraged with the interested employers, stating the kind of work to be done. Supervision should be permanent and the understanding supervisor may recognize beginning trouble by frequent visits in the working rooms.

The colony plan for living would be ideal for this factory program. If two houses could be used, simulating as much as possible homes with understanding supervisors who could take time to give an hours conference with the group regularly for discussion of interesting as well as the difficult phases of the work, much constructive work could be done. Individual conference would make each boy or girl feel that he has the security of affection in the house mother, that he has a part of the responsibility of helping to make the industry grow.

The extent of the follow up is so dependent on the resources of the community, its vocational opportunities as well as the preparation of the supervisor who will carry on the follow up work. The shorter labor hours that are probably more essential to the subnormal individual whose physical condition is quite likely to be under par bring the importance of the supervision of leisure hours. Again, the colony plan would be ideal. The White House Conference report gives the approximate cost of the

colony plan as being much less than that of the institution.

RULES AND REGULATIONS RELATING TO SPECIAL SCHOOLS
FOR DEFECTIVES IN THE STATE OF MISSOURI

I- The application to the state superintendent of schools to establish a special class must be in by August first.

II- Qualifications of teachers-

L.They must have finished a three year standard college course or its equivalent and they must have had at least twelve hours credit in courses especially designed to prepare them for the particular kind of work they have been employed to do.

The teachers of these classes should be deeply in sympathy with the particular type of defectives they are teaching.They should be resourceful and adaptable and should be able to get away from the routine method of mass instruction.Young teachers who have been doing a strong grade of primary work are usually well adapted .

III-State Aid- In order to receive state aid, special rooms for defectives must be so conducted as to comply with the above regulations.Each teacher should have an enrollment of not less than ten pupils and she should give her entire time to the instruction of one of these classes of defectives. The amount of state aid shall be \$750 per annum for

each teacher employed, provided the above named amount does not exceed two thirds of the salary paid by the local board of education.

School districts may establish special classes for twenty or more children, who while not feeble-minded, are on the border line of mental deficiency, or are so backward in intelligence as to be incapable of receiving proper benefit from the instruction in the regular grades, and shall receive state aid to the amount of three hundred dollars per annum for each teacher wholly employed in the instruction of such pupils: provided that the teachers have been especially trained .

Dr. Charles S. Beryy Ph.D., Chairman of the Committee of the White House Conference considering the special classes said, "It is public sound policy, not charity, to provide special treatment and training for all types of exceptional children. In so doing we are making it possible for the children of greatest capacity to make a larger contribution to the common welfare and for the majority of those of least capacity to become self supporting, instead of dependent or delinquent members of society. In other words, we are increasing society's assets and decreasing her liabilities. The fundamental principle of special education is to 'help the individual to help himself to the limit of his capacity'."

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