

matter not yet planned out, and hardly yet thought of. In some way they ought as far as possible to be kept in view, lest upon the death of guardians they fall into misery.

There is assuredly a brighter side to the work. A certain small number of children—I recall several—have been brought to these classes, who bid fair to turn out valuable and virtuous members of society. There are always a certain number whose weakness is due to previous illness, to deafness, and similar defects; not to speak of the possibility of a child taking an unexpected start in mental growth, and developing genuine ambition.

There is not room at present in the state institution for the large number which even Boston could contribute. This being the case, it seems to me that the next best thing is being done in the way of raising the moral tone of children, and making them more capable in their family life. They may forget how much eight and three make, but they will not forget their good manners, nor their sewing and darning, and they will never again be the helpless loads they once were to their families. A few will earn small wages in shops; some will be valuable at home. Probably very few will marry. If we had a law for the custodial care of the adult feeble-minded women, a chief danger would be removed.

#### DISCUSSION

Dr. Barr: When Mr. Seaver, of Boston, first proposed sending me teachers to train I was appalled. I consented to do it on condition that I could have them under my absolute control and could have women of cultivation and refinement. He sent me most delightful women in every way, earnest, thoughtful, capable, hard workers. I insisted that they should follow our classification. I gave them clinics and laid out a course of reading for them and had them spend a great deal of time in manual training and sloyd work. It was a valuable experience to them. They stayed three months and I hear from Boston that they are doing very well, using Weir Mitchell's motto that "the working hand makes strong the working brain."

Dr. Rogers: I have been intensely interested in the work of the public schools of Boston. During the past few years there has been a growing disposition to get away from the old terms. We can not get away from the unpleasant reflections which follow the use of the word imbecile. It is very difficult for parents to realize that their child is feeble-minded. They always speak of him as being just a little "queer;" as being bright, but not learning well at school. There is no one so ill-fitted to train a backward child as the parent. There are rare exceptions. But the mother who would naturally do this work is usually overworked and she has not the time to give the intelligent training necessary. The development of these schools is in the line of evolution. It is one of the things the public has been needing for a long time. We do not come in contact with public school teachers as we ought. They seem to consider the backward child as almost inhuman, not a part of the race, as some people look on an insane person as a different animal from ourselves. So there has arisen this barrier between the public school work

and the work of the training schools for the feeble-minded. These special schools are bringing the work into closer contact and it confirms the conclusions which we long since formed as to the results we are after. What is to be the final outcome? I think these schools can act as clearing houses. A good many of the children will come into institution care permanently. Others can get sufficient training to be returned to their homes, just as we occasionally find in our institution work now. Every superintendent can give examples of that kind, but they are in the minority. What we are interested in is the after-life of the children who shall be trained in these special schools.

Dr. Grossman: The number of children involved is much larger than most people appreciate. At least one per cent of the entire school population of New York city should receive this special training, and with fifty thousand children in the schools that would mean five thousand children in New York alone. And it has been shown that even that number is too small, the actual number for New York being eight thousand five hundred. It is difficult to say whether these children are feeble-minded or are dull. Many of the cases that have been reported to me were decidedly cases that should be in institutions for the feeble-minded and others needed a different kind of handling. Many of them are physically handicapped. A very large number suffer from adenoids. In one school within an hour, in a school of five hundred primary children, a very casual investigation showed me at least a dozen in different classes whose respiration was so stopped by adenoids that I wondered how they could breathe at all. Of course they fell below the grade. A large number have visual defects. Many of them can be helped by proper treatment. Others suffer from mal-nutrition and a different environment would help them. Unless cared for many of these children will become public charges in the future. They will either be placed in asylums for the feeble-minded or they will become paupers or even criminals. The state will have to take care of them in some way. A great deal more enlightenment is needed by the public that they may understand it is cheaper and considerably better to have them taken care of now than afterwards in penal institutions. I was struck by what Dr. Barr said about training teachers. It is a grave problem how to provide teachers for these classes. There are no normal schools where such teachers can be trained, where there is enough pathological psychology. Why can there not be arrangements made in schools for the feeble-minded for the training of teachers, those who would wish to prepare themselves for this special work in the public school system? The enormity of the problem and the great number of children needing attention in that respect are matters of great importance.

Dr. Keating: Baltimore is considering the matter of starting special classes in the city and I am in conference with them. I rather discouraged them at first, but since hearing the paper I am in the balance. There is one point that was not treated; the medical inspection of these schools and classes. A teacher cannot decide about these cases. What do they do in Boston?

Dr. Lincoln: At first nothing was done in the way of inspection, but within the last sixteen months Dr. Jelly has kindly and charitably taken upon himself the duty of examining all the children in these classes. The children