I. INTRODUCTION.

Since the passing of the compulsory education law and the publication of "Laggards in Our Schools" by Ayres, great progress has been made in the study of exceptional children in the public schools of this country. Provision is rapidly being made for their training in all of the progressive school systems. It is a problem which demands our sincere attention. We must have a broad scientific basis of inquiry and investigation as well as faith in what we do.

In many cities these children were placed in ungraded rooms and these rooms served as a dumping ground for pupils that tactless teachers could not manage, but by the aid of tests and physical examinations these classes are rapidly becoming special classes reserved only for such children as competent physicians and expert teachers agree should be removed from the regular grades. Here they are being given every opportunity for self-revelation so that a correct diagnosis may be made. Thence they are restored to regular classes, sent to vocational classes, schools for defectives, etc., as their work reveals their needs.

In the special class the child's training begins. He is carefully studied; his history is reviewed; his strong and weak points are ascertained. He becomes a member of the group or class to which he is best suited, but his personality is not submerged; he remains an individual. One of the first things that he learns is that he is good for something. No matter how limited his capacity may be, he finds himself respected by those in authority and, what is specially significant, by his companions. He is no longer looked down upon or laughed at by others younger and more capable than himself. Sooner or later he finds that he is not wholly a failure, that
there are some tasks which he can perform successfully, some in which he can excel others. His self-confidence and self-respect are stimulated and he learns the meaning of success.

II. TYPES FOUND IN THE SPECIAL CLASSES.

The question is very often asked, "What kind of children do you have in the special classes?" The following are some of the most common types, viz:

1. The backward, but capable of restoration to normal grade.
2. Dull and feeably gifted.
3. Those requiring vocational training.
4. Children of precocious physical development.
5. Children suffering from various sensory defects.
6. Speech cases.
7. Epileptics—a type very difficult to handle—as Doctor Healy says. "Today he is absolutely irresponsible and uninterested; hardly knows his name. If seen tomorrow there is a great difference, he is alert, observing, interested and responds to tests well."
8. The delinquent.
   (a) Mentally defective with criminal tendencies.
   (b) Borderline Cases. May possibly be paroled from reformatory but will eventually return.
   (c) Mentally and physically normal and can be restored.
9. The pre-delinquent—one whose conduct would indicate that he is in danger of becoming a delinquent later on, unless he changes his course. The public schools can get at this class before that conduct becomes a habit. It seems to me a great deal could be done with these by way of prevention if the teacher had time to secure data on the following points of interest with regard to her pre-delinquents and deal with them accordingly.

1. Number who use cigarettes.
2. Number who are beyond normal age.
3. Number who are troublesome outside of school.
4. Number who are motherless.
5. Number who are fatherless.
6. Number whose parents are divorced.
7. Number whose father is intemperate.
8. Number whose mother is a poor housekeeper.
9. Number whose parents are immoral.
10. Number whose home government is lax.
11. Number whose home is without religious influence.
12. Number who go to Sunday School.
13. Number who belong to a gang.
14. Number who are out late.
15. Number whom sex problem affects.
16. Number who are engaged in street trades.

10. The gifted or superior child.

These children are just beginning to receive their just dues. Classes are being provided for them in several large cities of this country such as Indianapolis, Troy, Cincinnati, Philadelphia, Pittsburg, etc.

Doctors Whipple and Terman are especially interested in this type of child.

They are recognized by their
1. Excellent native powers of attention.
2. Good memories.
4. Originality.
5. Superior logical and reasoning powers.
6. Favorites with playmates.
7. Delight in active games.
8. Bright dispositions.

Another type is recognized by their
1. Aggressiveness, taking nothing for granted.
2. Critical unbending attitude toward others.
3. Repellant and unsociable attitude toward schoolmates.
4. Hard to manage.

Their Training.

Qualities to be controlled:
1. Self-control.
2. Self-helpfulness and adaptability.
3. Concentration and continuity of effort.

1. To secure these ends nothing should be done for the child that he could do for himself.
2. The object of this is to develop resourcefulness and energy in solving problems.
3. Powers of attention and concentration must be cultivated.
4. Ability to resist distractions and give attention to their work.
5. Ability to make sound judgments, and will to carry through to completion tasks once begun.
6. Individual needs carefully studied.

The extra work and responsibility:
1. Stimulates mental activity.
2. Increases power of attention.
3. Leads them to sacrifice personal desire.
4. Fosters thoroughness and accuracy.
5. Develops resourcefulness, initiative, and other qualities of leadership.
6. The self-reliance and self-mastery gained is a marvel to teachers.
III. TESTING. ITS VALUE.

A great deal has been said for and against mental tests. Some people look upon them as "a new and reliable kind of phrenology."

The discovery of mental levels is one of the greatest discoveries of the age. In making a diagnosis they are most helpful but not all-sufficient. No final diagnosis should be made unless it has taken into consideration the family, personal and pedagogical histories, together with the physical and mental examinations.

No child should be recommended for a special class who tests over 9.3. Those testing between 10.2 and 11.3 are known as borderline cases and should be placed under observation.

If every teacher was able to give and interpret the mental tests it would be a great help to her in many ways.

IV. THE SPECIAL CLASS TEACHER.

No grade in the entire system requires such perfection as the teacher of the special class. The teacher of the normal child finds her greatest help in the fact that she herself has been a child, that she has been educated in a school system that is as good as we have been able to evolve.

Now the teacher of the special child has none of this to fall back upon. In fact the conditions are exactly opposite. She is teaching a child the like of which she has hardly ever seen, a child whose nature she cannot understand from her own experience.

She has to deal with a child that has not developed up to that point where he learns from his environment. He has not the same tendencies and instincts as the normal child. He is not appealed to in the usual way. He has a few years for growth and development in which, if wisely handled he may learn many things that shall make his afterlife somewhat more happy and comparatively useful. If this time is wasted and he does not learn these things, then not only he loses, but society as well. Again the task is two-fold. She must first know the normal child in order to have her standard, but she must also know the character of the child before her. No one can be thoroughly successful with a class who does not know intimately the gradations and degrees and peculiarities of sub-normal children. These must be known by actual experience and observations. Secondly, she must know the mental processes of such children. She must know at what points they differ from the normal. She must be able to recognize in the expressions and activities of these children the characteristic forms of mental processes as they appear in the defective.

It goes without saying that she must have large patience, great love for the child and, a high purpose, and appreciation of the great moral and social problems involved of the relation of such children to society in general, and to the other problems which society is attempting to solve.

It goes without saying that such a teacher deserves a big bonus in salary, as she must be made happy, self-respecting and self-supporting.
V. THE COURSE OF STUDY AND PROGRAM.

1. The Course of Study: There are no good courses of study at present. The work is too new. However, I have been working on a course to meet our particular needs here. Any suggestions you may have to offer will be greatly appreciated.

It seems to me that the real motive for all special work is to get expression from the child, and to give them experience in types of community processes so that they may be at home in the common work and ways of humanity for the sake of their own preservation and development and for the help of others.

In other words let them plod slowly along in happy contentment. Do not try to have them wear shoes that fit eighty per cent of the children. Let these twenty four per cent be shod so they can walk the highway of life comfortably.

A. Academic Work:—The time allotted to this work should not exceed two hours per day. Children who have reached third grade before entering the special class, or school, should have their academic work correlated with their other activities.

The subjects taught are:

1. Language.

   Aim: To teach the child to talk better, express himself and pave a way for reading.

   The language lessons should be those which touch the child directly and help him express his wants in the best statements. What he gives back is all important. Experience, content, the main thing and not the beautiful things in literature. It is the language of humbler things. These children's greatest joy is in telling about things they have seen, felt, heard, etc.

2. Reading and Spelling.

   The reading material and spelling words should deal with his every-day life.


   One of the great joys of a child's life is nature study. Nearly all nature study should be concrete, viz: butter making, gardening, studying moths, animals, etc.

4. Number Work.

   This should be as concrete as possible. Allow the child to have experiences in measuring. Teach the child to know the meaning of many-few, long-short, wide-narrow, much-little, etc.

   Simple problems involving the four fundamental principles.
5. Writing.

Rythm can be used here very effectively as it is such a good friend to all motor activity.


Music as a study cannot be handled on a mental age basis, as music, physical training and speech training applies to all mental levels.

Music operates as a general faculty. There's nothing shows results of training better than music. Capacity does not seem to enter in so much. The expression comes from imitation. Motor and calisthenic drills need music so as to stimulate the energy. Military drills make the children more alert. Music is a great help in speech training as it stimulates the mental tone by stimulating the energy. We can then develop the ability to enunciate more clearly, to recognize the difference in tone quality and to express various emotions by means of the voice.

7. Physical Training and Games.

Aim: To bring a knowledge of how to play fairly and squarely the game of life, whether be it win or lose, honestly and bravely.

In unrestricted play the child really reveals his true nature. One must steal upon him unawares and watch him in his "native habitat" to see him as he really is.

Among adults he is in captivity. Under the teacher's eye he is likely to be something different than what he is. There is the social inheritance of the child showing itself obviously in his clothes, his manner and the care of his body. Through these veils we find ourselves peering back into his home and into his parentage, and being affected in our estimate of his mentality by these draperies that cling to him.

We must strengthen the child's will and his control over his own body; we must give him physical ideals. It is a general observation that the controlled individual, the one most nearly balanced physically and mentally, enjoys gymnastics. Is it not possible that cause and result interact and that gymnastics will develop the balance and control? Gymnastics is work. It is not mental recreation as some people would have us think.

Great care should be exercised in this work so as to secure our desired results, through recreation provided by plays and games of immediate interest to the children.


Very little academic work is valuable. Best results come through manual training, sewing and other industrial work. The seat work if carefully planned can be made most helpful. Find out what a child can do well or likes to do and allow him to work unsupervised. The endurance span is strengthened wonderfully by well-planned seat work.
B. Manual Work:—The general air of the manual training period is to develop personal expression and power through the motor processes of pulling, pressing, handling, touching, weaving and sewing, with the end in view of determining through individual expression thus obtained, the kind of work for which the child may be best suited in the activities of the school or of life outside.

The specific aims have to do with the age and interests of the child. Thus small boys and girls are not capable of protracted effort, and therefore, they will be given various problems close to their interests. These interests include primarily the child himself, the school, the mother, the toy. His problems when finished must be of such nature that they can be put to immediate use by the child, or the person for whom he made it. On the other hand, larger girls and boys are capable of rather prolonged effort, and in their classes, the trade idea is held uppermost.

The main activities are basketry, rug weaving, woodwork, sewing, crocheting, tatting, fancy work, brush making, household science.

The course in household science is to train the children in exercises of practical life found in the home. To teach such exercises as sweeping, dusting and scrubbing, washing, ironing, polishing, and the preparation and serving of simple dishes suitable for breakfast, lunch and dinner.

The training is primarily to develop the motor and the sensory side of the child and through these new experiences bring about, if possible, a higher mental development and a broader knowledge of proper housekeeping.

C. Trade Classes.

Why do we need trade classes?
We need them for two reasons; viz:

1. Their effect on the school or class.
2. Encouragement of parents.

Trade classes stand for certain things. All those entering that class should make a problem as perfect as possible for the use it was intended.

The pupils make things in trade classes to sell. They make something for someone in whom they have no interest.

The same model is made a number of times, so they will learn to duplicate well. Speed is taken into consideration in this class. They also learn that they cannot stop when they get tired, or they will lose their job.

The product, here, is the first consideration, and the best work in the trade classes compares very favorably with that done by the regular eighth and ninth grade boys.

The following is a list of trades and occupations in which these pupils from the special schools and classes naturally drift. A great many may be classed as "blind alley jobs."
1. Repair man or handy man.
2. Errand boys.
4. Elevator boys.
5. Bundle wrappers.
6. Ushers.
7. Stokers.
8. Dish washers.
9. Assistant waiters, janitors, gardeners, cleaners, brush-makers, broom-makers, etc.

2. The Program.

The arranging of a good formal program requires a great deal of study and observation.

It must of necessity allow for great flexibility in readjusting each day's work.

The following program has been used successfully in a special class.

9:00 - 9:30 Opening Exercises. (Music, conversation and stories)
Aim: To reestablish happiness.
9:30 - 10:00 Arithmetic — Desk work, table and board work, making concrete problems.
10:00 - 10:15 Games or physical training.
10:15 - 10:30 Sense training.
10:30 - 10:40 Recess.
10:40 - 11:00 Reading — making sentences.
11:00 - 11:30 Industrial period.
11:30 - 12:30 Preparing and serving lunch.
12:30 - 1:00 Free play.
1:00 - 1:15 Class work. (Phonic drill, story hour, drawing.)
1:15 - 2:00 Writing.
2:00 - 2:15 Nature study.
2:15 - 2:30 Games.
2:30 - 2:40 Spelling.
2:40 - 3:25 Industrial period.
3:25 - 3:30 Dismissal.

VI. THE VALUE OF A FOLLOW-UP.

The schools are beginning to feel that it is a matter of interest and importance to them to know what happens to children who leave—where they succeed and where they fail and how accordingly the school might perhaps have done better by them than it has.

The follow-up work of the pupils of the special classes is being done by all teachers of the special classes. Detroit, New York, Boston and Springfield, Mass., have recently published most interesting reports of this work. The principal items considered were the following:
AN INVESTIGATION OF ONE HUNDRED CHILDREN OVER SIXTEEN YEARS OF AGE, WHO FORMERLY ATTENDED SPECIAL CLASSES.

DETROIT—1914—1915.

In an effort to discover what had become of the children who had attended the special classes, one hundred of them were investigated.

The teachers were asked to submit a list of names of children who had attended the classes but had left at sixteen years of age. The older classes, Russell, Bellevue, Gillies, McKinley and Brownson, were the ones from which most investigations were made. The teachers sent in any information they possessed as to the employment, wages, marriages, etc., of those being investigated.

This information was later checked up by the nurse acting as social worker. She paid at least one visit to the house and where necessary more. Very little trouble was experienced in gaining the information sought. A very different attitude towards the school authorities was noticed. When the children were in school it was easy to blame the school teacher for the child’s condition. After the parents had had sole responsibility for two or three years, they were convinced that the inability to compete with normals was in the child himself.

It was pathetic, in many cases, to see how the mother welcomed a sympathetic listener and how willing she was not only to give any information she had, but to accept advice concerning the child. The parents listen to advice, as to placing children, in an institution much more readily now than when the children were younger.

Of the one hundred cases investigated, sixty-one were boys and thirty-nine girls. The boys were the most able to get and hold positions, sixty-five per cent of the boys, or thirty-nine, had worked with an average wage of $7.00 a week, while only sixteen, or forty-one per cent, of the girls had worked, their average being only $3.75 per week.

Six of the boys received from $12.00 to $15.00 a week, while the highest wage paid any of the girls was $7.00 earned by a high-grade
EXCEPTIONAL CHILDREN IN SCHOOLS.

It was noticeable that few of either had held only one position, but the boys had changed more frequently than the girls. This is probably due to the different kinds of positions held by the sexes, the boys holding jobs with little or no supervision, such as teamsters, newsboys, factory workers, etc., while the girls were domestic workers, nurse maids, clerks, etc., all with a greater amount of supervision. Fourteen of the girls had been under the supervision of the juvenile court for sexual immorality, two having had illegitimate children; of the boy delinquents, thirteen had been in trouble for petty larceny, malicious destruction of property, disorderly conduct, etc. It is not so easy to convict a boy of immorality as a girl, and besides your feeble-minded boy does not marry so early nor is he able to find a mate so easily. None of them are married, while five of the girls are.

The longest period any of the children investigated have been out of school is five years. In that time the state has already three children, two illegitimate of known feeble-minded mothers, to support.

Employment History.

BOYS

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsboys</td>
<td>3</td>
</tr>
<tr>
<td>Delivery boys</td>
<td>1</td>
</tr>
<tr>
<td>Employed in shows</td>
<td>1</td>
</tr>
<tr>
<td>Employed at odd jobs</td>
<td>4</td>
</tr>
<tr>
<td>Farm laborers</td>
<td>3</td>
</tr>
<tr>
<td>Factory employees</td>
<td>20</td>
</tr>
<tr>
<td>Laborers</td>
<td>2</td>
</tr>
<tr>
<td>Teamsters</td>
<td>6</td>
</tr>
<tr>
<td>No employment</td>
<td>11</td>
</tr>
<tr>
<td>Industrial School</td>
<td>1</td>
</tr>
<tr>
<td>Lapeer Home and Training School</td>
<td>2</td>
</tr>
<tr>
<td>Hospital for Insane</td>
<td>1</td>
</tr>
<tr>
<td>Dead</td>
<td>2</td>
</tr>
<tr>
<td>Unable to locate</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

GIRLS

<table>
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<tr>
<th>Occupations</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestics</td>
<td>3</td>
</tr>
<tr>
<td>Clerks in five and ten cent stores</td>
<td>2</td>
</tr>
<tr>
<td>Factory employees</td>
<td>5</td>
</tr>
<tr>
<td>Laundry employees</td>
<td>2</td>
</tr>
<tr>
<td>Nurse girl</td>
<td>1</td>
</tr>
<tr>
<td>Odd jobs</td>
<td>2</td>
</tr>
<tr>
<td>Actress in cheap houses</td>
<td>1</td>
</tr>
<tr>
<td>No employment</td>
<td>10</td>
</tr>
<tr>
<td>Married</td>
<td>5</td>
</tr>
<tr>
<td>Institution</td>
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</tr>
<tr>
<td>Dead</td>
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Unable to locate ................................................. 6.

Total ..................................................... 39

Employment History—No. of Jobs.

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<tr>
<th></th>
<th>Boys</th>
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<td>None</td>
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<td>11</td>
</tr>
<tr>
<td>One</td>
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<td>9</td>
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<tr>
<td>Two or three</td>
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<td>2</td>
</tr>
<tr>
<td>Three or more</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>No information</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Dead</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Married</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61</td>
<td>39</td>
</tr>
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</table>

Received $1.00 to $1.50 per week ......................... 2
“  1.50 to 2.00 “ “ “ 1
“  2.00 to 3.00 “ “ “ 3
“  3.00 to 4.00 “ “ “ 3
“  4.00 to 5.00 “ “ “ 1
“  5.00 to 6.00 “ “ “ 5
“  6.00 to 7.00 “ “ “ 6
“  7.00 to 9.00 “ “ “ 8
“  9.00 to 11.00 “ “ “ 4
“ 12.00 to 15.00 “ “ “ 6

**Total** ............................................. 38

The facts in investigating 100 of these cases are as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Working</td>
<td>55</td>
</tr>
<tr>
<td>Cared for at home</td>
<td>32</td>
</tr>
<tr>
<td>In institutions</td>
<td>6</td>
</tr>
<tr>
<td>Dead</td>
<td>3</td>
</tr>
<tr>
<td>Arrested</td>
<td>17</td>
</tr>
</tbody>
</table>

VII. CONCLUSION.

Preparedness for the teacher should mean not only the preparing of the normal children to take their place in life but the study of these weaklings so that they may be fitted for some sort of work in the community. For these, fortunately few, who are so feeble-minded that they can never care for themselves, institutions should be provided that will keep them comfortable and happy as far as their condition will permit, and will prevent them from being a menace to society, either today or in the future.
I will close with the words of one who recognized the true place and
duty of the teacher when he said:

O! ye teachers! yours the task
Noblest that noble minds can ask.
Of you the growing mind demands
The patient care, the guiding hands,
Through all the mists of morn;
And knowing well the future’s need,
Your prescient wisdom sows the seed,
To flower in years unborn.
IOWA'S NEED OF A PSYCHOPATHIC HOSPITAL.

Max E. Witte, M. D., Superintendent, Clarinda State Hospital at Clarinda, Iowa.

"Salus Populi Suprema Est Lex."

To a person, a layman and average member of a great complex community embracing various conditions and relations of its members to each other as well as to humanity at large, such as would be comprised in the general term of state, the question of insanity appears and is entirely different, as it would to one who has intimately studied the subject. How does the insane person appear to the layman? Under the recollection of some tragic incident which may have taken place, the insane person appears to the layman first and foremost, as a discordant element in the community, one who is no longer capable of being an integral part of it but now is dangerous and troublesome and as such, should be safeguarded and removed from the surroundings where he constitutes an element of possible peril to others and at best is the bearer of discomfort and insecurity to his neighbors. The fact that the individual's disorder and deficiency is the result of disease, is seldom considered, and to the ordinary layman does not figure largely in what is to be done with him. The matter of disease perhaps appears only to the doctor and a few well-informed members of the community, and often not to these.

To the thoughtful citizen who has well-being of the community at heart, the insane person is an additional burden and handicap in the internal economy of the commonwealth. He is no longer a positive asset in the community, but rather a unit removed from its credit side and debited against the sum total of communal efficiency. And, in truth the citizen is right, since the insane individual is no longer a producer, who by his ability and active labors adds to the wealth of the people, but on the contrary he has become a consumer and more than a consumer, since he also draws from the column of efficient units to care for him, and thus adds to the burdens laid on the shoulders of the efficient, advancing, and progressive citizenry. It is only as the well-informed and thoughtful citizen begins to form a con-
the subject requires thoughtful consideration. It occurs to me, this is probably the best place to discuss it, because no one sees the results of that mating more than the heads of state institutions. The physicians see it likewise, and the physicians and heads of state institutions ought to get together and discuss it frequently.

Dr. Peck: The old trite saying that every child deserves to be well born, is certainly the keynote of this sort of a movement. It is not a question that can be decided off-hand. It is a very serious problem as to how this information shall be given by whom it shall be given, and to whom it shall be given, and just who is going to have the last decision in the question of control. I can see no other way except that of individual control. The United States is certainly far behind European countries in our understanding of the birth control movement, and we certainly need to study this question more, in order to be able to arrive at any sort of a decision. I think the paper is a mighty good one for us to think over, and certainly, Professor Van Epps gives plenty of food for thought.

Superintendent Crumbacker: It is not our purpose to discuss the paper. There is much food for thought in the suggestions made by Professor Van Epps. Two weeks ago a woman was admitted to the Independence State Hospital who has been pregnant seventeen times and had given birth to fifteen children. This leads to speculation as to whether or not control should have been adopted in her case. We can find all shades of opinion on this subject; from that of the great Napoleon who had a very poor opinion of those women who are not mothers of several children, to that of Malthus, who advocated checking the natural increase in numbers to the limits of abundant means of subsistence. The former desired the male members of the abundant yield that he advocated, for cannon fodder.

We have not given the subject enough thoughtful consideration to form any definite opinion concerning it.

Prof. Van Epps: This is a difficult matter to discuss. There is no question but that birth control is in active operation all over the world. There is no use of denying it. Of course, it you want to spread a propaganda, the best thing is to have
it come up in the form of a trail. England recognized that long ago. We have a law making a person liable to imprisonment for circulating knowledge on counter-ceptives. The law ought to be changed and it ought to be possible for the poor classes to obtain knowledge which every one should have. The classes who cannot afford to obtain the knowledge are the ones who should most practice birth control, because of their limited financial condition. It simply seems to resolve itself into what kind of a control it should be in the end.

The conference reconvened in the afternoon, after intermission and proceeded.

EXCEPTIONAL CHILDREN IN THE PUBLIC SCHOOLS.

The Chairman: The conference will please be in order. We will next take up the paper entitled, "Exceptional Children in the Public Schools," by Miss Mary G. Diemer, Des Moines, Iowa.

The paper will be found on page 316.

The Chairman: After listening to this paper, it only shows how closely people on the outside are related to the institutions under the control of this board. I think Miss Diemer is doing excellent work. The paper is very interesting and I am sure there will be some discussion.

Miss Goff: I am exceedingly grateful to Miss Diemer for this paper. She has brought to me a number of ideas I am anxious to put into practice. I am glad that she emphasizes the idea that children must be tested. We have some remarkable results from a number of our children because of the advice and help given us by the psychological and clinical work at Iowa City. Some day we want to make a report of some of these cases, because they show what can be done with children who seem to be almost hopeless.

Superintendent Mogridge: Miss Diemer has presented us with an exceedingly excellent and educative paper. I think her attitude is a very right one, in regard to her view of the cases that she comes in contact with. She is very conservative
and I think she does not like to call a child feeble-minded. She would rather work with the child and try to develop it, even if it takes several years before she gives up, before she will admit the child is feeble-minded. I am glad of that attitude, because there is a looseness about some teachers in branding, after a very brief knowledge and very little investigation, children as being feeble-minded. Especially is that true in the last few years, since these tests have been brought to our knowledge. I think they have been abused and the Binet test has been used to diagnose feeble-mindedness when it did not exist. I am very glad to have this note of warning, not to be too hasty in conclusions. The child may be retarded or backward. It may be underfed or some sense avenue interfered with. There is some hope, of some of these children, at least, being found to be normal. At Glenwood, we have quite a population. 1503 are on the roll and 225, perhaps, are on the waiting list, very anxious to come, with no room to take them. We dismiss about 175 to 180 each year.

The Chairman: That includes deaths too?

Superintendent Mogridge: Yes. There are a great many children, I believe feeble-minded in degree, who are so circumstanced at home that it is not necessary for them to be brought to the institution at Glenwood. I believe they can be cared for in the home just as well as we can care for them in the institutions, that is, where the parentage is capable, judicious and will give them custodial care. Then again, there are cases in which the parents are not so adapted. I think Miss Diemer will find in her work there are certain cases where it is to a child's disadvantage to be in such surroundings. They are defectives and on account of their environment they are quite likely to become delinquent.

The investigations of family history, such as Miss Diemer is engaged upon, is exceedingly interesting. It shows us that not only intensive studies have been made, but that there are in our own state family histories which are grievous for us to know about. They do intermarry and they are very clannish. They intermarry amongst themselves and though they may not
come on the county and not seem to be such a burden, yet they are barnacles as she explained in the paper. They are beggars living off their neighbors, largely. It seems to me they are a menace to the decency of any neighborhood in which they may live. The history she has given of this family—none of them really respectable, though some may be normal—shows that even in this new agricultural state we have some bad spots. I know one in the northwestern corner of the state and I know another in the southeastern corner of the state which are about as Miss Diemer found this family.

In regard to the work with the special classes as it has been done, I was particularly interested in Miss Diemer’s exposition, because it has always been a little problem to me as to what good these special classes were going to do, what the object was and what the teacher and authorities expected from the special classes. If the children in a special class are feeble-minded with no special or proper supervision, there must be a final disposition made of the child. Is the special class a clearing house to separate the sheep from the goats, to separate the backward child from the feeble-minded child and advise the parents of the feeble-minded child of the condition and what may become of it, taking into consideration the environments of the child and suggest or advise whether that child shall remain in the home or in the institution. The function of the special class seems to be of that order. They can be made fully sustained citizens. They have to have some help—some push behind them; in other words, custodial care of some kind, either in the home or in the institution. I do not think we are going to train very many of them in such trades to be self-supporting, even under the most favorable conditions. Yes, I believe, this work in the public schools is very important. The majority of the people of the state know very little about these conditions. It is a local question and it gets to be a big question after we think what there is in the county and state, and then as a national question, how many hundreds and thousands there are. But the question is a local one. The town of Glenwood with an institution right on the edge of it, has as much degeneracy in it as any other town of its size in the state—no special effort being made to get at the details of these matters. We have the ministerial associations,
churches, and fairly good schools; yet with the great object lesson, we have such degeneracy there. As I say, it is a local question and our people must be educated to a thorough knowledge of the situation.

Member McConlogue: Do you think it will be a permanent benefit to those delinquent children to have them separated from the normal children?

Superintendent Mogridge: You mean the defectives?

Member McConlogue: Yes, of benefit to the defectives?

Superintendent Mogridge: I think so.

Member McConlogue: Would it be detrimental to the normal children to have the defectives mingle with them, outside of the moral question?

Superintendent Mogridge: I believe defectives in a home with other children are quite a detriment to the children in the home and to the general well-being of the home, entailing burdens and costs in addition to the general effect it may have on the home.

Member McConlogue: It would not affect their mentality?

Superintendent Mogridge: I think not, but it would affect their disposition and earning capacity in a measure. It would have a tendency to break up the harmoniousness that should reign in an ordinary family. It has been said by the school-teachers time and again that the feeble-minded child is detrimental to the other scholars. I have personally known homes that have been broken up by the persistent keeping of a feeble-minded child in that home. The final result was the death of the child, and caused the early death of the mother, a nervous break-down of one of the sisters, and a general impoverishment of the family.

I think a feeble-minded child is out of place in society at large, and is better off in its own world. I think the immediate family would be much benefitted by its removal.

Member McConlogue: This excellent paper of Miss
Diemer, and the exposition of the whole subject by Superintendent Mogridge, brings to society a very serious problem. In the work of the future, the education of children should be so graded or designated as to set aside the defective children and create for them a world by themselves; have them know, or their parents know that they are defectives, that they are not worthy to be classed with the rest of the citizens and children of their country. It is a serious problem, and it seems to me, it brings back the other important question: "What shall the state do to check this constant increase of that class?" If it is true that these people intermarry, that they do not marry out of their class, that they do not improve by marriage; then society is confronted with a problem that is most important, and we must come back to the other position, presented by Professor Van Epps in his paper, that there must be a lowering, a reducing of the birth rate of this class, and the dominant races must do it. We must then have our sterilization law put in force, and the result will be to minimize the number of this class of defectives. I have myself reached the conclusion that one of the best methods of reducing this class is to check the birth rate and to check the intermarrying of these classes, preventing them from bring into the world, children of like characteristics.

I think if you will follow this question closely, you will find our penitentiaries and reformatories are closely related to this very class and a large percentage of the inmates of these institutions can be traced directly.

I am glad this paper is presented here. I am glad the question has been presented so clearly, and I am glad that Superintendent Mogridge has gotten down on record now, that this is a distinct class to be controlled within their kingdom. But what will the doctor do with this stern and stubborn opposition to sterilization? I think the law that was passed here in Iowa, and which the Federal Court set aside, because it lacked some of the qualities making it operative, was a good law and a step in the right direction. I hope to see it improved.

I am very much pleased with Miss Diemer's paper, because it brought out clearly and vividly to us the difficulties in connection with a continuation of the reproduction unless stopped in
some way, and how are you going to do it?

Superintendent Kuser: Miss Diemer's paper has only convinced me of the necessity for some sort of a birth control, especially among the classes, such as are shown there on that chart. I know whom we have that is listed there; I know something of the family, and I know something of other families we have, even in this young state, who have been represented time after time at Eldora. We have boys there today, related and interrelated in a way that they do not know anything about. We have had boys come there to find out they had relatives in the school they had never seen before.

I cannot begin to tell what we should do to help ourselves in eliminating these barnacles. I believe in the sterilization of those who are unfit to procreate and bring children into the world. I think we ought to devise some method of preventing this constant stream and supply of degenerates, defectives, and criminals which constantly fill our institutions.

I was especially interested in Miss Diemer's paper, because of what she had to say concerning the exceptional child in the public school. That is our problem, largely. Our boys are the exceptional public school boys, as a usual thing. Miss Diemer's business is, if possible, to prevent the boys from coming to the industrial school. I think she is succeeding very well. I believe there is no place as good as a good home for a child. I do not care how good an institution may be; I do not care how few boys you have in each cottage; how much money we may have at our disposal, we cannot make our institution as good as a good home. But I do say, for many of our boys, the institution is better than the conditions under which they lived before they came to us. The problem resolves itself very largely into a matter of personal and individual supervision of the child. That is the idea in the school grades for exceptional children and many boys and girls can be built up and made self-supporting.

I would like to ask Miss Diemer, if she finds in these grades, that the boys take especially to manual training work; if she does not find that the solution of the problem with the boys who are old enough and strong enough to perhaps earn
wages which will make them self-supporting, lies in equipping them with skilled hands, rather than with skilled intellects.

Miss Diemer: Yes, I find that very true. Doctor Goddard said this summer, one of the great questions he was studying now was just at what time the human mind began to specialize. I find in the school, in the fourth and fifth B grades is when the boy becomes dissatisfied with the school and loves manual training. We are building up a very good pre-vocational school here to take that type of boys and hope to meet that need in a few weeks. I do not think any child is educated if the mind and hand is not educated at the same time.

Superintendent Crumbacker: The paper of the essayist is a good presentation on an important and live topic. The fact that the intellectual capacity of no two individuals is precisely similar appears only recently to have been generally recognized.

During the last five years a great deal has been done toward analyzing and aiding the atypical and mentally defective child in his school studies and social life. In some metropolitan cities, notably in New York and Chicago, there have been established public agencies for studying the defective child of school age, so as to ascertain his capabilities and devise plans of help in his work. In a few places the precocious, prodigious, the super-normal child, if you will, comes in for attention in order that he may give to the world the best that he is capable of. This is effected through consultations on the part of parents, teacher, physician and the school psychologist.

We are only at the threshold of this great work. Clara Schmitt, of the public department of child study in Chicago, mentions some of the causes that give rise to the peculiarities of the child who reacts atypically to the social environment. The child may have a high grade mental defect which has not been recognized by the family and teachers.

The child may suffer from certain physical defects, such as impaired sight or hearing, adenoids, nervous diseases, disturbance of the internal secretions, etc.

The child may have developed certain hobbies which so interest him that he neglects other requirements of conventional
society. Atypical reaction may result from special traits, for instance: the child may be so diffident that notwithstanding a desire to respond to questions propounded by the teacher, he lacks the confidence necessary in order to do so and therefore does not exhibit the initiative.

Member McConlogue: What is your idea as to the remedy?

Superintendent Crumbacker: We had that question up this morning, and we believe this could be largely controlled by controlling the birth of defectives. We believe, however, that our schools, as at present conducted, or as they have been conducted in the past, are attempting to teach a great lot of people to do or learn things they are not capable of learning, and that the child would be better off and develop better when that is recognized and a plan is devised for work of which he is capable, and for the study of subjects he is capable of learning. It is a great waste of time to spend a whole winter teaching the child the multiplication table, when the Binet-Simon test, or that of Doctor Yerkes shows that the child at that time cannot learn the multiplication table.

Superintendent Witte: I do not wish to let an opportunity go by to voice my appreciation of this most admirable presentation of such an important subject. This paper and the discussion following, only illustrates what has been said so often concerning these various deficiencies, delinquencies and morbid conditions, which in their graver degrees, the state attempts to ameliorate and minimize by the various institutions under the Board of Control. All these various abnormal tendencies and burdensome troubles are simply phases of one and the same condition—degeneracy—a throw-back from the main current of the evolutorial stream, and it, as a matter of fact as has been pointed out time and again, is localized geographically in certain spots, as you may say, from whence it radiates as from a center.

In each neighborhood of our commonwealth, these undesirable conditions are found in a greater or less degree, and inquiry will reveal the fact that these conditions prevail in certain families, either in a moderate or marked way. A more thorough study shows that it is really constitutional, and in
probably two-thirds of all individuals affected, the trouble has its origin in an inherited unstable organization of the nervous system, and that the retrogressive tendency is passed on from parent to offspring. Furthermore, it is found to be a fact, that the degenerate strain with its various manifestations, is transmitted according to the Mendelian laws of heredity, and fortunately, that it is recessive. The normal condition is dominant and therein lies our hope for the race.

Take any community you please, with degeneracy in any proportion, only see that a part of normal individuals is contained in it, and it will be but a short time when the normal people will be in the ascendancy, not only numerically, but even early in the subsequent history of the community, will be prepotent on the whole, as directing affairs. Even in a community made up largely of defectives, the normal individual would be the natural aristocrat by virtue of his sanity and inate vigor and virility. Nature has ways of healing its disorders, and of driving defective and sore spots out of its body by certain methods.

It is a matter of observation and fact, that the bearers of this degeneracy in various places, are apt to intermarry, with the result that in the next generation the defectiveness will be of increased intensity, and in the following generation, it will be still more increased with corresponding loss of mental and physical power, so that about the fourth generation, according to Doctor Morel, a French investigator on this subject, the strain will die out, unless new blood comes into it.

We can see, in studying certain families, the strain, in a mild degree, creeping in. In the next generation, it is a little more pronounced; and in the third and fourth, still more so, with a tendency in the family to become extinct. Nature takes care of itself.

Member McConlogue: Extinct by what, by the inmates dying?

Superintendent Witte: Dying off in the fourth generation, according to Doctor Morel, and this without progeny.

If we could hinder the mating of the normal with the
individual bearing the defective strain, in potency, and if the tendency of the mating of the defective individual with the defective, were a law, unimpeded in operation, matters would work out on its trend, and we should soon be clear of this particular trouble; but we are not adequately arranging for this, nor is the tendency of the defective individual to mate with the defective, an overruling law. The entire crux of the situation of ridding ourselves of degeneracy, lies in its moderate forms, more particularly the individual who does not show the deficiency or defective strain in his own person, but simply bears the capacity of transmitting the degenerate constitutional weakness to his offspring. These people mate without let or hindrance, with those who are normal. The normal individual mating with one apparently normal, but capable of transmitting the defective strain: the offspring in one-half of its members, on an average, will be entirely normal and incapable of transmitting the defective constitutional strain; and the other half will be also normal, apparently, but capable of transmitting the strain. These latter who are said to be heterozygous, or in which the "determiner" is simplex, in mating with those of like constitutional character, have the ability to transmit in a certain percentage, to the following generation, some nervous disorder, some delinquency, or some of the other many things you folks are worrying about.

Now, what measures will you take? The matter of remedy is an urgent one and has been well emphasized, because the burden is great, when as it is said, it costs the state two and one-half millions a year. What is borne by the community in the way of grief, sorrow, and misery, cannot be estimated at all in dollars and cents, and that is the larger part of it. For the cure of the disease, the physician first requires that he thoroughly understand the morbid process. In order to cure this sore in the body politic, we must understand all about it: its origin, development, course and essence, and then the remedy will suggest itself in the light of superior knowledge.

The great difficulty I see in the way of elimination is this matter of the higher forms of defectiveness, where there is the least departure from the normal condition: those people
who apparently are normal where the defective strain only shows up in the children. What are you going to do with them?

There is no question of the urgent necessity of doing something to minimize the trouble in those who are openly defective. I do not think the public is ripe or ready for any radical measures without adequate knowledge at this time. I have in my general reports and in discussion on this floor, emphasized the necessity of research work, more especially the exploration of the defective strains of our human family. They have taken advanced grounds in some of the eastern states in this matter. They are studying it and have people properly trained and capable of tracing out these family histories and these "sore spots."

By knowing something about these families, we can properly, after a while, have the attention of the people drawn to the trouble, so that it may do something to hedge these defectives with such safe-guards that the inheritable constitutional strain may be reduced, if not nullified, as much as maybe.

Miss Diemer: I want to say a word about what Doctor Mogridge said about my giving the tests. I really wish sometimes we did not have to give tests because I think it is one of the most important things one can do. I feel that a clinical laboratory is to me a sort of a sanctuary, because one mistake may mar the child's future life. I would rather err on the side of being too lenient than otherwise. I taught seventeen years before I took up this work, and yet I am not ready to give a snap-shot judgment. It seems, after I had children a year, they almost changed their skins, they have changed so much. I like to put a child under observation, always.

Superintendent Mogridge: May I ask the number of histories you have on this chart?

Miss Diemer: Four hundred seventy-five.

Superintendent Mogridge: I think you stated there were none of them that you considered practically normal.

Miss Diemer: I have not really seen all of them, but there are very few: I would venture to say ninety per cent are not.
Superintendent Mogridge: How many are there at the institution at Glenwood?

Miss Diemer: I do not know Mrs. Sickles has one or two.

Superintendent Mogridge: I understood you to say there was one, and one at the Industrial School for Boys.

Miss Diemer: I know Mrs. Sickles has one at the present time and there are two in the Federal Penitentiary at Ft. Leavenworth.

Superintendent Donohoe: For what crimes?

Miss Diemer: Robbing a postoffice.

Superintendent Donohoe: Is that a sign of degeneracy?

Miss Diemer: I have their family history; they were feeble-minded before they were robbing. Doctor Goddard says, fifty per cent of the criminals who are caught are feeble-minded.

Member McConlogue: I am interested in knowing how to get rid of these people.

Miss Diemer: The men do the voting and not the women. I do not believe sterilization is going to do much for it, on account of what Doctor Witte said about the simplex person who can transmit feeble-mindedness. I think the simplex person is our difficulty. Sterilization of those that are feeble-minded will help some. Of course, these simplex characters, if you could know them and advise them to marry good stock, then the normal strain would be dominant.

Superintendent Kuser: Just because we cannot catch some of them, is that any reason we should not catch those whom we know?

Miss Diemer: I have five hundred children listed now, in Des Moines that I have tested and we are still observing them. Doctor Goddard believes in more or less publicity. I believe these people should be singled out in the community. Drake University is starting a course this year which I think will be very effective. I think the communities ought to be educated to thinking about these things, and I think it should be a part of every teacher's training.
Member McConlogue: Here you lay down two propositions: you say these defectives should be separated from normal society, and you say they will congregate, associate and unite in marriage with themselves and they will produce their like. Now then, the problem comes back, what are you going to do to stop them, or have you some method to suggest to stop them?

Miss Diemer: I think if men will give women the right to vote, they will do a great many things along that line.

Member McConlogue: I am willing you shall vote, but that does not answer the question.

Miss Diemer: Doctor Goddard thinks legislation regarding marriage will help some. Girls go out here to Riverview Park. They meet a young fellow of sixteen and the first thing they know, they marry, and they marry over and over again; that is the history of those cases.

Superintendent Kuser: Before we leave this subject, I move you, Mr. Chairman, that we tender a vote of thanks to those who have come and read papers before this Conference, viz: Dr. Clarence Van Epps, Dr. Lena A. Beach and Miss Mary C. Diemer.

The motion was duly seconded and unanimously carried by a rising vote.

IOWA'S NEED OF A PSYCHOPATHIC HOSPITAL.

The Chairman: As I stated before, Superintendent Mahannah, on account of the accident to him is unable to be with us, and Superintendent Witte, on three days' notice, has kindly consented to read a paper on, "Iowa's Need of a Psychopathic Hospital," which he will now present to the conference.

The paper will be found on page 328.

The Chairman: The paper is before the conference for discussion.

Dr. Hill: I think this is a very important subject and that we cannot have a psychopathic hospital in Iowa and Iowa