

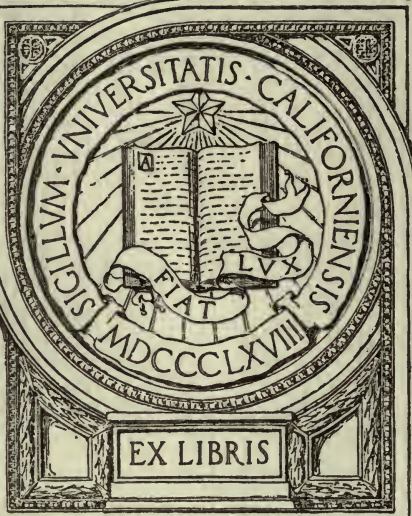
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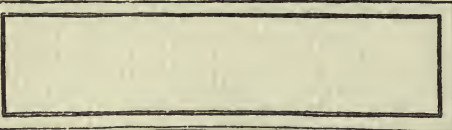


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Outline for the Study of Mental Deficiency

BY

J. HAROLD WILLIAMS

Director, California Bureau of Juvenile Research



(Limited edition)

CALIFORNIA BUREAU OF JUVENILE RESEARCH
WHITTIER STATE SCHOOL
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OUTLINE FOR THE STUDY OF MENTAL DEFICIENCY

I. INTRODUCTION:—THE PROBLEM OF INDIVIDUAL DIFFERENCES

(Based on *Hollingworth: Psychology of Subnormal Children, Ch. I.*)

1. Variability; its meaning and significance.
Distribution of traits. Illustrations. The distribution curve.
2. Variability of human beings in mental capacity.
Tests of children. Distribution of general intelligence. Army test results. Examples of extremes.
3. Ratio of the feeble-minded to the very gifted.
Tendency for accumulation at lower levels. Reasons.
4. Feeble-mindedness in relation to sex.
Kuhlmann's study. New York Clearing House Study.
Reports of inspectors of ungraded classes.
Terman's findings with intelligence tests.
Erroneous inferences. Sources of error. Probable sex distribution of mental capacity:
5. Feeble-mindedness as related to race.
Variability of races. Sources of error in judging intelligence.
Influence of language, temperament, customs.
6. Feeble-mindedness and environment.
Meaning of environment. Confusion of association and cause.
7. Some of the practical reasons why it is important for educators to give consideration to the problem of Mental deficiency.

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7. Thorndike, E. L. *Individuality.*
8. Woodworth, R. S. *Psychology.*

II. DEFINITION AND TERMINOLOGY

1. Early attempts to define mental deficiency. (*Hollingworth*).
 Legal: *Lord Coke*; old English law; *Blackstone*.
 Medical: *Delboe* (1677); *Willis* (1678).
 Ecclesiastical: *Heinroth* (1818).
 Psychological: *Herbart* (1834).
2. Modern definitions and criteria. (*Hollingworth*).
 Social-economic: Royal College of Physicians. English law.
 Practical advantages of social-economic criteria.
 Pedagogical: Backwardness in school as a criterion. The three-years retardation standard. Fallacies. Sources of error.
 Medical: *Voisin*, defective sensory and motor development; *Ireland*, deficiency due to malnutrition or nervous disease; *Bourneville*, arrested development of intellectual, moral, and emotional faculties; *Tredgold*, arrested cerebral development. *Binet's* criticism of medical definitions.
 Psychological: The work of *Binet*; *Terman*; *Goddard*; *Kuhlmann*. Mental age standard; intelligence quotient standard. Practical advantages of psychological criteria. The necessity for using supplementary data.
3. Classification of the feeble-minded.
 Idiots; imbeciles; morons. Differences in English and American usage and classification.
 The chief clinical types of mental deficiency.
 What one may expect to see in an institution for feeble-minded.
4. Terminology.
 Mental defectives; aments; feeble-minded; mentally deficient; defective; very inferior; exceptional; atypical; abnormal; subnormal; backward; retarded.

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III. EXTENT AND DISTRIBUTION OF FEEBLE-MINDEDNESS

1. Survey method. Validity of "sampling." Sources of error.
2. Survey methods.
 - Surveys through medical sources.
 - Questionnaires.
 - Reports of institutions and public agencies.
 - Estimates of teachers.
 - Surveys by field-workers.
 - School progress statistics.
 - Intelligence tests. Individual method.
 - Intelligence tests. Group method.
3. Suggestions for a satisfactory survey method, incorporating the essential sources of information.
4. Typical state-wide surveys.
 - Arkansas. (*Tredway*, 1916).
 - Indiana. (*Commission*, 1916).
 - Kansas. (*Commission*, 1919).
 - Kentucky. (*Haines*, 1918).
 - Mississippi. (*Haines*, 1919).
 - Missouri. (*Wallin*, 1917).
 - New Hampshire. (*Streeter*, 1915).
 - New York. (*Commission*, 1915).
 - New York. (*Sandy*, 1920).
 - South Carolina. (*Williams-Bishop*, 1920).
 - Utah. (*Snoddy-Hyde*, 1921).
 - Wisconsin. (*Anderson*, 1920).
5. Typical county surveys.
 - California. "X" County (*Terman et al*, 1917).
 - Delaware. New Castle County (*Ludberg*, 1917).
 - Delaware. Sussex County (*Treadway-Lundberg*, 1919).
 - Ohio. Rural County (*Sessions*, 1918).
6. Typical city surveys.
 - California. Los Angeles (*Sutherland*, 1919).
 - California. Santa Ana (*Williams*, 1918).
 - California. Bakersfield (*Williams*, 1920).
 - Connecticut. New Haven (*Gesell*, 1921).
 - District of Columbia. Washington (*Lundberg*, 1915).
 - Illinois. Chicago (*Ransom*, 1915).
 - Missouri. St. Louis (*Wallin*, 1917).
 - New York City. (*Goddard*, 1914).
 - Ohio. Cleveland (*Steinbach*, 1915).
 - Pennsylvania. (*Melville*, 1916).

Utah. Salt Lake City (*Williams*, 1915).
 Wisconsin. Madison (*Blanton*, 1917).

7. Typical institution surveys.

California. California School for Girls (*Fernald*, 1916-18).
 California. Orphanages (*Williams*, 1918).
 California. Preston School of Industry (*Allen*, 1916).
 California. San Quentin Prison (*Terman-Knollin*, 1918).
 California. Whittier State School (*Williams*, 1919).
 Connecticut. County Home Schools (*Gesell*, 1918).
 Connecticut. Industrial School for Girls (*Anderson*, 1921).
 Idaho. Industrial Training School (*Sisson-Houck*, 1916).
 Illinois. St. Charles School for Boys (*Ordahl*, 1916).
 Indiana. State Prison (*Bowers*, 1919).
 Massachusetts. Reformatory for Women (*Spaulding*, 1915).
 Ohio. Workhouse (*Toops-Pintner*, 1917).
 Texas. Training School for Boys (*Kelley*, 1917).
 Wyoming. Industrial Institute (*Richmond*, 1921).

8. Estimates of the proportion of feeble-minded in the United States:
Goddard; Terman; Kuhlmann; Wallin; Cornell; Bailey.

9. Probable number of feeble-minded in California.

10. Feeble-mindedness in other countries.

Canada. (*MacMurchy*).
 England and Wales. (*Tredgold*).
 France. (*Dufestel*).
 Germany. (*Biesalski*).
 Hungary. (*Deutsch*).
 Ireland. (*Lindsay*).
 Scotland. (*Brown*).
 South Africa. (*Moll, Dunstan*).

11. Distribution of the feeble-minded by grade of defect.

Idiots 5%; imbeciles 20%; morons 75%; (*Kuhlmann*).

Distribution by mental age. (*Kohs*).

12. Census of feeble-minded in institutions. (*Pollock-Furbush*).

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IV. PHYSICAL ASPECTS OF FEEBLE-MINDEDNESS

1. Classification according to physical origin. (*Tredgold*).
 Primary amentia (90 per cent of cases). Arises from formative or developmental causes. Chiefly congenital.
 Secondary amentia (10 per cent of cases). From inflammatory or degenerative causes. Includes disease, accident, etc.
2. Mental deficiency and the central nervous system.
 Cells; numerical deficiency, irregular arrangement, imperfect development. These changes visible to naked eye. Amount of change proportionate to degree of deficiency. Changes most evident in pre-frontal and parietal lobes. Sclerosis. Lesions. Underweight of brain. Abnormal configurations. Gross malformations. (*Tredgold*).
 Investigations of Hammarberg. (*Goddard*).
3. Stigmata of degeneration and their significance. Correlation between certain physical and mental traits.
4. Skull.
 Microcephalus. Macrocephalus. Hydrocephalus. Cranial measurements at Vineland. (30 per cent of feeble-minded come within normal limits).
 Investigations of Porteus.
5. Other bodily malformations. (*Tredgold*).
 Palate. Jaws. Teeth. Extremities (polydactylism; "lobster hand").
 Special sense organs: ear; eye; nose; mouth.
 Generative system.
4. Height and weight of the feeble-minded.
 Physical growth and intelligence. (*Baldwin, Doll, Mead, Pyle, Woodrow*).
 Physical measurements of the feeble-minded. (*Doll, Goddard*).
5. Vital capacity and intelligence. ($r = .64$).
6. Motor ability and coordination. (*Wylie*). Walking, manual ability.
 Varieties of movement. Mirror-writing (*Tredgold*).
7. Special physical considerations.
 Sleep (*Terman*); enuresis (*Rosenow*); blood-pressure (*Bryant*).
 speech defects (*Walsh, Swift, Town*); malnutrition (*Blanton, Heron*); metabolism (*Peters*); sexualism (*Merrill*);
 tonsils and adenoids (*Dawson*); hemihypertrophy (*Gesell*).

8. Disease and mental deficiency.
Paralysis (*Sharpe*). Hookworm and Malaria (*Kelley, Strong*).
Syphilis (*Freemel*).
9. Mental effects of enforced seclusion.
Special studies (*Foster, Keyes*).
10. Special methods of physical investigation.
Biochemistry (*Peters*). X-ray (*Henniger*).
Focal infections (*Cotton*).
11. The functioning of the ductless glands. Endocrinology.
Cretinism and its treatment.
Experiments with pineal extract (*Goddard*).
12. Mental deficiency with sensory defect.
Feeble-mindedness among the blind. (*Hayes*).
Feeble-mindedness among the deaf (*Pintner*).
13. Special physical types of mental deficiency (*La Page*).
Cretin. Mongolian. Microcephalic. Paralytic. Inflammatory.
Hydrocephalic. Relative infrequency of these types, and their
variability.

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V. PSYCHOLOGY OF FEEBLE-MINDEDNESS

1. Psychological meaning of feeble-mindedness.
Definitions of intelligence.
2. Development and measurement of intelligence.
Early experiments. Mental age and its significance. (*Terman*).
The intelligence quotient. Growth of intelligence. "Arrested"
development.
Potential feeble-mindedness. (*Doll*).
3. Variability of intellectual traits.
The phenomenon of "scattering."
4. Mental functioning of the feeble-minded.
Mental content. Attention. Reasoning. Perception. Association.
(*Binet*).
Memory. (*Kuhlmann*).
Activity vs. level of intelligence. (*Binet*).
5. Special mental conditions.
Number sense. Suggestibility. (*Binet*).
Word-blindness. (*Wallin*).
6. Language of the feeble-minded. (*Binet*).
Aphasia and the psychology of language.
Analysis of the language of an imbecile.
The psychological conditions of speech.
Aphasia vs. poverty of language.
Language as a sign of human intelligence.
Evolution of language.
Relation between language and thought.
7. Psycho-physical conditions. Sensory capacity.
Sense of pain. Voluntary effort. Handwriting. (*Binet*).
Manual dexterity in relation to intelligence.
8. Special mental irregularities. "Idio-savants."
The genius of Earlswood Asylum. (*Tredgold*)
The case of Albertus. (*Barr*).
Case of phenomenal memorizing. (*Byrd*).
Other illustrative cases.
9. Personality characteristics of the feeble-minded.
Instinct and emotion. (*Hollingworth*).
Temperamental character. (*Binet*).
Personality ratings (*Porteus*).

10. Moral deficiency.
 Meaning of morality.
 Psychological components of moral character.
 Examples of "moral imbeciles" (*Goddard, Tredgold, Barr*).
11. Mental deficiency and insanity. Psychological differences.
 The difference between *functioning* and *development* (*Binet*).

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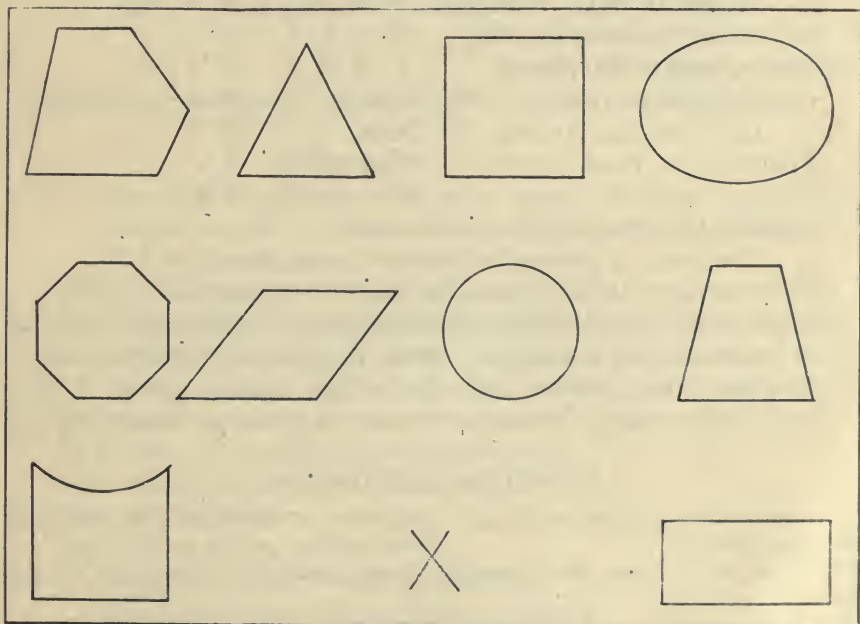


Fig. 1. Kuhlmann's *Form Discrimination Test*, used in the Stanford-Binet series. The matching of these forms represents approximately four-year normal intelligence.

VI EXAMINATION AND DIAGNOSTIC METHODS

1. The diagnosis of feeble-mindedness requires the determination of (a) mental level; (b) etiology; (c) industrial efficiency; (d) social adaptability. (*Doll*).
2. Mental-examination methods.
Early methods of testing. The form-board. Standardization.
3. The Binet-Simon Scale for measuring intelligence. (*Terman*).
History and development. Standardization. Apparatus. Conditions for testing. Determination of mental age and I. Q. Classification. Prognosis.
4. Other individual tests.
Yerkes-Bridges Point Scale. Pintner-Paterson performance tests. Kohs Block Designs. Porteus maze tests.
5. Group testing. Representative tests and their use.
Army Alpha. Army Beta. National Intelligence tests. Haggerty tests. Otis tests. Terman tests.
6. The field of clinical psychology.
History and development.
Representative clinics: *Philadelphia, Vineland, Faribault, Oakland, Los Angeles, St. Louis.*
Foundations: *Buckel, Gatzert, Judge Baker.*
Juvenile research laboratories: *Illinois, Ohio, California.*
Qualifications for psychological work.
Training. Personality. Scientific attitude.
7. Supplementary data. The social case history method.
Diagnostic value of supplementary data. Scope and meaning of social case investigation. Methods of securing information. The case history of the individual. The family history. Evaluation of the data. Procedure in reporting social case histories.

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VII. CAUSES OF FEEBLE-MINDEDNESS

1. Classification of causes.

(a) Causes acting before birth:

Heredity; neuropathic ancestry; syphilis; tuberculosis; alcoholism; maternal ill-health, accident, or shock; consanguinity; age of parents; endocrine disorders.

(b) Causes acting during birth:

Prolonged parturition; injurious use of instruments; protracted pressure; premature birth; primogeniture.

(c) Causes acting after birth:

Traumatic; toxic; convulsive; nutritional.

2. Human heredity in relation to mental deficiency.

(a) The laws of heredity. Mendelism.

Physical traits: Height; eye color; hair; special traits.

Mental traits: Intelligence; mental stability; special traits.

Mendelian laws applied to inheritance of mental deficiency.

1. $NN - NNNN$

N - Normal, *duplex*.

2. $FF - FFFF$

F - Feeble-minded, *nulliplex*.

3. $NF - NNNN$

N - Normal, *simplex*.

4. $NN - NNNF$

5. $NF - FNNF$

6. $NN - NNNN$

Experimental evidence of such inheritance. (*Goddard*).

Reliability of data. Sources of error.

(b) Terminology in the study of heredity.

Cell; character; cleavage; cytoplasm; Darwinism; dominant;

duplex; fertilization; germ-plasm; hybrid; mutation; nulli-

plex; nucleus; recessive; simplex; soma; unit character.

3. Neuropathic ancestry in relation to mental deficiency.

The Vineland investigation. (*Goddard*).

Inheritance of insanity. (*Rosanoff, Mott*).

4. Other related factors.

(a) Causes acting before birth:

Syphilis; tuberculosis; alcoholism.

Maternal ill-health; accident, or shock.

Consanguinity; age of parents.

Malfunctioning of glands; thyroid, pituitary.

(b) Causes acting during birth.

(c) Causes acting after birth:

Traumatic; toxic; convulsive; nutritional.

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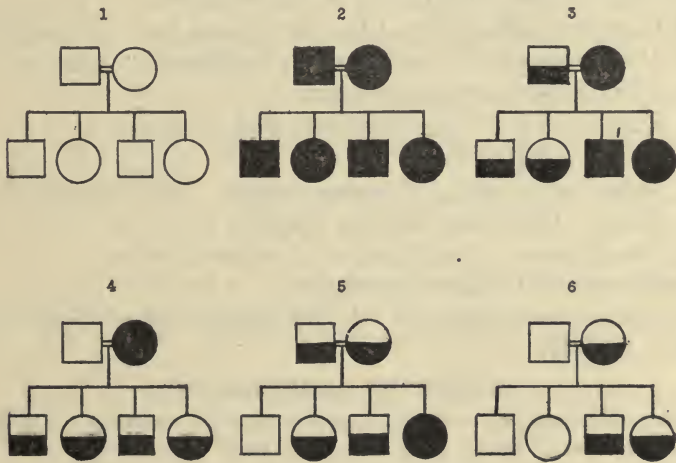


Fig. 2. Mendelian Inheritance Chart. After Bowers: *The Necessity for Sterilization*. Jour. Delinq. Sept. 1921.

VIII. SOCIAL AND ECONOMIC ASPECTS OF FEEBLE-MINDEDNESS

1. The social meaning of feeble-mindedness.
Social adjustment and competition as essential elements.
2. Problems of social adjustment and contact.
 - (a) Alcoholism; a *consequence*, not a *cause*. (*Anderson, Goddard.*)
 - (b) Child dependency; studies of orphan children.
 - (c) Home conditions in relation to intelligence. (*Clark.*)
 - (d) Community development.
 - (e) Immigration. (*Brown, Goddard.*)
 - (f) War. (*Mateer.*)
3. Economic and industrial problems.
 - (a) Poverty. Meaning; intelligence and social success; the intelligence of paupers.
 - (b) Charity; the intelligence of its recipients.
 - (c) Industrial efficiency of the feeble-minded. Accidents.
 - (d) Unemployment in relation to intelligence. (*Adler.*)
 - (e) Child labor and subnormality.
 - (f) Exploitation of the feeble-minded. (*Tallman.*)
4. Problems of social morality.
 - (a) Prostitution and its consequences. Intelligence of prostitutes. (*Fernald, Norton, Paddon.*)
 - (b) Illegitimacy. Intelligence of unwed mothers.
 - (c) Divorce and family separation.
5. The practical consequences of the prevalence of feeble-mindedness in society.

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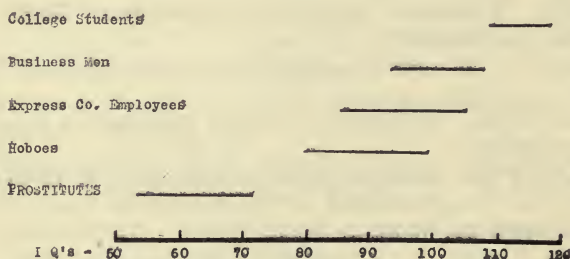


Fig. 3. Range of Intelligence of Social Groups (middle 50 per cent).
After Norton, *The Mental Age of 127 Prostitutes*. Jour. Delinq. May 1920.

IX. FEEBLE-MINDEDNESS IN RELATION TO DELINQUENCY AND CRIME

1. The proportion of feeble-minded among juvenile delinquents.

(a) Representative juvenile court studies.

- Chicago. (*Bronner*).
- Denver. (*Bluemel*).
- New York City. (*Wenbridge*).
- San Francisco. (*Bridgman*).
- San Jose. (*Ordahl*).

(b) Representative institution studies.

- California. Boys and Girls Aid Society. (*Faber, Ritter*).
- California. School for Girls. (*Fernald*).
- California. Preston School of Industry. (*Allen*).
- California. Whittier State School. (*Williams*).
- Idaho. Industrial Training School. (*Houck, Sisson*).
- Illinois. St. Charles School for Boys. (*Ordahl*).
- Minnesota. St. Cloud Reformatory. (*Green*).
- New York. Reformatory for Women. (*Spaulding*).
- New York. State Reformatories. (*Harding*).
- Oregon. Industrial School for Girls. (*Kohs*).
- Texas. Training School for Boys. (*Kelley*).
- Wyoming. Industrial Institute. (*Richmond*).

2. The proportion of feeble-minded among adult prisoners.

Representative studies.

- California. San Quentin Prison. (*Terman, Knollin*).
- Illinois. State Prison. (*Ordahl*).
- Indiana. State Prison. (*Bowers*).
- Massachusetts. State Prison. (*Rosby*).
- New York. Sing Sing Prison. (*Glueck*).
- Ohio. Workhouse. (*Pintner, Toops*).
- United States Army. Military offenders. (*Lincoln*).

3. Important factors to consider in estimating the proportion of feeble-minded among delinquents. (*Doll*)

Criterion of feeble-mindedness. Validity of tests used. Accuracy of measurements. Test conditions. Age of cases. Sex of cases. Race and Nationality. Amount of recidivism. Mental stability. Method of selection by court. Place of detention. Supplementary data.

4. Why do the feeble-minded tend so strongly to become delinquent?

- (a) Relation between mental and moral development.
- (b) The criminal instincts of the feeble-minded. (*Goddard*)

- (c) Moral deficiency and its practical consequences.
 - (d) Moral character dependent upon (1) intelligence; (2) training (3) inclination.
5. Notorious examples of defective delinquents.
 - (a) Jean Gianini. (*Goddard*).
 - (b) Roland Pennington. (*Goddard*).
 - (c) Fred Tronson. (*Goddard*).
 - (d) Alberto Flores. (*Terman*).
 - (e) Louis Fortine.
 6. Feeble-mindedness in relation to capital punishment.
 7. Feeble-mindedness in relation to specific types of offenses.
Stealing. Immortality. Forgery. Assault. Arson. Murder.
 8. The determination and measurement of moral character.

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X. THE JUKES, KALLIKAKS AND OTHER DISGENIC FAMILIES

1. The consequences of hereditary feeble-mindedness.
Rapid reproduction. Choice of mates. Consanguinity. Lack of social responsibility. Meaning of disgenics.
2. The Jukes. (*Dugdale*).
Origin of the study. Method. Habitat of the Jukes. Consanguinity. Prostitution. Illegitimacy. Disease and pauperism. Alcoholism. Crime. Inductions on formation of character. Intermittent industry. Generalizations on heredity and environment. Estimated social damage of the Jukes.
3. The Kallikak Family. (*Goddard*).
The story of Deborah. Method of the study. The data and its reliability. Character of the Kallikaks. The bad strain. The goodstrain. Family charts. Significance of the findings. What is to be done?
4. Dwellers in the Vale of Siddem. (*Rogers, Merrill*).
Method of study. The Vale of Siddem. The Yaks. The Coreys. The Tams. Intermarriages and descendants. The cost.
5. The Rafer family. (*Key*).
Material and methods. Survey of the strains. Heritability of social traits (Calculating ability, aggressiveness, perseverance). Statistics. Relative effect of environment and blood. Marriage selection. Immigration. Conclusions.
6. Other typical family studies.
The Hill Folk. The Nam family. The Pineys. The Family of Sam Sixty. The Tribe of Ishmael. The Lackeys. The Hucks.

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XI. METHODS OF CONTROL AND CARE

1. History of the treatment of the feeble-minded. (*W. E. Fernald*).
Significant items and events:

1800. Itard began his efforts to educate the "Savage of Aveyron."
 1818. Several idiots received for special instruction at Asylum for Deaf and Dumb, Hartford, Conn.
 1828-33. Special schools opened in Paris by Ferret, Fabret, and Voisin.
 1837. Seguin began private instruction of idiots.
 1842. Seguin made instructor at Voisin's school.
 1842. Guggenbuhl established special school in Switzerland.
 1845. Alienists in U. S. urged care of mentally deficient.
 1846. Seguin published his *Treatise on Idiocy*.
 1846. Special school opened at Bath, England.
 1846. New York legislature heard report of census of idiots.
 1846. Massachusetts Committee appointed to consider problem of relief for idiots.
 1848. Massachusetts Committee report submitted.
 1848. Massachusetts Legislature appropriated \$2,500 annually for experimental school. This became "Massachusetts School for Idiotic and Feeble-minded Youth."
 1851. New York appropriated \$6,000 for experimental school. This became "New York State Institution for Feeble-minded Children."
 1853. Pennsylvania Training School established.
 1857. Ohio institution established.
 1858. Connecticut institution established. Based on survey.
 1860. Kentucky institution established, supplanting \$50 annual allowance to families having feeble-minded children.
 1865. Illinois established experimental school.
 1874. There were institutions for feeble-minded in 7 states.
 1885. California established Sonoma State Home.
 1890. U. S. Census showed 95,571 feeble-minded.
 1892. There were 19 public institutions. 6,000 inmates. Outlay \$4,000,000. Annual expenditures \$1,000,000. There were also 9 private schools.
 1917. California established Pacific Colony.
 1922. About 40 state institutions for feeble-minded, in addition to numerous private institutions. 40,519 inmates.

2. Methods of admission to institutions.

Voluntary. Commitment. Acceptance for special study and observation. Age of admission. (75% over 10 years of age; 45% over 15 years of age).

3. Methods of institution care and training.

Housing systems. Congregate plan. Cottage plan.
 Classification. Segregation. Feeding. Clothing.
 Recreation. Hospital care. Visitation. Vacation periods.

- Educational training. Coordination; care of personal needs; physical-training; sense training; formal schooling.
- Industrial training. Rehabilitation for productive effort.
- Social and moral training. Supervision; discipline.
4. Colony care of the feeble-minded.
Experiments. Results. Probable future and advantages.
 5. Release of inmates from public institutions.
 - (a) Removal by parent or guardians.
 - (b) Discharge by the institution.
 - (c) Parole; methods and results. Problems of after-care.
 6. Institution administration and its problems.
Methods of establishing institutions.
State organization. Unit plan. Consolidation plan.
Types of consolidation:—Ohio; New Jersey; Illinois; California.
Appropriation problems. Employment. Public attitude.
Research work as a basis for administration.
 7. Important problems in future institution development.
Special care of the moron. Determination of feeble-mindedness.
Arousing of public interest. Community supervision. Obligations of the state in the matter of mental deficiency.

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XII. PUBLIC EDUCATION AND FEEBLE-MINDEDNESS

1. Responsibility of the public schools in the problem of educating mentally deficient children. (*Spaulding*).
 Nearly all feeble-minded enter public schools. Extent of feeble-mindedness in the schools. Impracticability of state institution provision for all. Local measures needed.
 Reports of school surveys: *Portland, Salt Lake City, Cleveland, Boise, Bakersfield, New Haven, Santa Ana.*
2. Detection of feeble-mindedness in the schools.
 Psychological examination. Retardation. Lack of ability. School records.
 Errors commonly made by teachers in estimating intelligence. What the leading school systems are doing. The grading of school children by mental age. (*Terman*).
3. Organization and development of special classes.
 The special room vs. the special school. (*Cresswell*).
 History of the special class movement. Results.
 Present status of special class work in United States.
 Leading examples:
 Oakland: *Atypical classes; limited classes; opportunity classes.*
 Los Angeles: *Development classes; adjustment classes; opportunity classes.*
 Other leading cities: New York, Boston, Newark, Trenton, Omaha, Cleveland, Richmond, Detroit, Kansas City.
 Salary of the special class teacher.
4. Organization of ungraded room.
 Relation of the ungraded room to the school.
 Selection of pupils. Detention of pupils. Size of classes. Equipment. Time schedule.
 Rules and regulations. (*Wallin*).
5. Course of study for ungraded rooms.
 Experimental evidence on the several subjects.
 The three R's. (*Merrill*).
 Language. (*Hoar*).
 Arithmetic. (*Lamson*).
 Physical training. (*Kaufman*).
 Music. (*Bonn, Kelley*).
 Games and exercises. (*Wrightson*).
 Woodwork. (*Tiffany*).

- Productive vocational work. (*Cowdery, Sturgis*).
 Morals and manners. (*Burkhardt*).
6. Problems in the psychology of feeble-mindedness related to special class instruction.
 Special abilities and disabilities.
 Rate of improvement shown by educational tests. (*Murdoch*).
 Restoration of backward cases.
7. Social aspects of the special class.
 After-success of ungraded room pupils.
 Opportunity schools.
 Vacation schools.
 Filling the gap between the schools and institutions. (*Fitts*).
 "Problem" classes.
 State subsidy for special classes.
8. Training of teachers for special class work.
 History of special class training. Pioneer work; *Vineland, N.J.*; *Faribault, Minn.*; *Waverley, Mass.*; *Lapeer, Mich.*; *Rome, N. Y.*
 University courses in special class work.
 Extent of training. One or two years beyond regular teacher's course.
 Basis of training: (a) Knowledge of feeble-mindedness. (b) Knowledge of what the feeble-minded can be taught to do.
 Conditions the special class teacher must be prepared to meet.
 Outline of one year course of study. (*Goddard*).
- I. Feeble-mindedness. (General). Social Aspects. Heredity. Diagnosis. Observation and Practice.
 - II. Psychological aspects. Theory of Medical inspection. Physical defects. Neurology. Hygiene of mental deficiency. Organization and management of special class. Observation and practice.

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XIII. THE PREVENTION OF FEEBLE-MINDNESS

1. Review of the causes of feeble-mindedness in relation to prevention. Heredity. Disease. Endocrine disorders. Injuries at birth. Accident. Nutrition.
2. Segregation as a means of preventing feeble-mindedness. The limitations of segregation. (*Fernald*).
3. Sterilization of the feeble-minded. Present-day endorsement of sterilization. Extent of present practice. (*Laughlin*). Limitations of sterilization. (*Fernald*). Methods of sterilization. (*Peters*).
 - (a) Removal of sexual glands. (castration; ovariectomy).
 - (b) Transection or ligation of efferent ducts (vasectomy, salpingectomy).
 - (c) Röntgenization.
4. Regulation of marriage. (*Tredgold*).
5. The racial origin of feeble-mindedness in relation to its control and prevention. (*Davenport*).
6. Elements in the development of the public attitude toward the prevention of disgenic procreation.

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XIV LEGAL ASPECTS OF FEEBLE-MINDEDNESS

1. Legal definition and terminology.
 English law. Definition of special grades of mental defectives.
 Idiot. Imbecile. Feeble-minded (moron). Moral imbecile.
 California law. Definition in terms of
 (a) social condition.
 (b) psychological condition.
2. Legal responsibility of the mentally abnormal.
 In relation to tort; contracts; marriage; divorce; testamentary capacity. (*Cook*).
3. Mental examinations and expert testimony.
 General considerations. (*Anderson*).
 Procedure of court examination. (*Downey, Terman*).
 Expert testimony on mental condition. (*Terman, White*).
4. Legal consideration of feeble-mindedness in granting leniency in criminal procedure.
 Significance for legal practice of surveys of court cases.
 Forensic psychiatry. (*Glueck*).
5. Legal commitment, retention, and release of the feeble-minded.
 Illinois law. (*Caldwell*)
 California law.
6. Legal responsibility of public schools toward feeble-minded.
 Retardation. Special classes. Compulsory attendance.
 Elimination from school because of mental inferiority.
7. Legal provision for preventive measures.
 Sterilization laws. (*Smith; Committee on Cacogenics*).
 Eugenics examination as a prerequisite to marriage. (*Tredgold*).
8. Legal provision for research in mental deficiency.
 Juvenile research laws. California. Illinois. Ohio.
 Scientific basis of Pacific Colony, California. (*Williams*).
9. Representative state and national laws concerning mental deficiency. England. Illinois. Missouri. California.
10. Proposals for improvement in laws.
 Definition. Legal responsibility. Expert testimony. Recognition of mental deficiency in causal relation to crime and delinquency. Commitment. Sterilization. Marriage. Public school responsibility. Registration. Administrative control. Research.

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XV. BORDERLINE MENTAL DEFICIENCY

1. The distribution of human intelligence with reference to the zone between normality and feeble-mindedness, as heretofore defined.
2. The diagnosis of borderline deficiency.
3. The problem of special abilities of the feeble-minded and special deficiencies of normal persons.
4. Practical consequences of borderline deficiency.
In social problems; industrial problems; education.
5. Causes of borderline deficiency.
6. Eugenic aspects of borderline deficiency.
Are borderline cases simplex?

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A general discussion, dealing largely with the physiological and medical aspects of the subject. Many case studies from the institution of Elwyn, Pennsylvania, of which Dr. Barr is superintendent. Illustrated.

2. Barr, M. W., and Maloney, E. F. *Types of Mental Defectives*. Philadelphia: P. Blakiston's Son & Co., 1920. pp. 179.

A briefer work, designed to aid workers with the feeble-minded in recognizing the various forms of mental defect. Contains some excellent case studies and illustrations of physical types.

3. Binet, A., and Simon, Th. *Mentally Defective Children*. (Tr. by W. B. Drummond). New York: Longmans, Green & Co., 1914. pp. 180.

Includes a brief discussion of the psychology of mental deficiency as developed by Binet, and describes the early experiments with school children in France. Especially concerned with the educational significance of feeble-mindedness.

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A series of papers delivered at a recent conference of English workers in mental deficiency.

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Deals largely with the investigation of focal infections, which are shown to be closely related to mental abnormality. Special emphasis placed on the problem of the defective delinquent. Illustrated. Numerous case studies.

6. Doll, E. A. *Clinical Studies in Feeble-mindedness*. Boston: R. G. Badger, 1917. pp. 224.

A series of individual psychological studies of cases from the Training School at Vineland, New Jersey. Special emphasis given to the criteria of diagnosis. Contains a good working bibliography and glossary of technical terms.

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The most comprehensive American work on the subject dealing with psychological and biological aspects. Contains classification of causes of 327 cases at the Training School at Vineland, New Jersey, based on psychological examinations and family histories. Many case studies, illustrations, and charts. By one of America's foremost authorities.

8. Hollingworth, Leta S. *The Psychology of Subnormal Children*. New York: Macmillan Co., 1920. pp. 285.

One of the best text-books on the subject for class use. Special emphasis

given to psychological aspects of the problem, but other related factors brought out. Contains illustrative charts.

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A series of clinical studies of high-grade feeble-minded and borderline cases. Illustrated.

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A general treatment of the subject, emphasizing the physiological and biological aspects. Contains an appendix on Training and Treatment, by Mary Dendy. Illustrations, sample forms, bibliography, glossary.

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An interesting book of a popular character, citing notable cases of mental deficiency in fiction. Characters from Shakespeare, Bunyan, Scott, Dickens, Lytton, Hugo, Stevenson, Hawthorne, Wiggin, etc., classified in the light of present-day knowledge of intellectual development.

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15. Shuttleworth, G. E. and Potts, W. A. *Mentally Deficient Children*. (5th ed.) London: H. K. Lewis & Co., 1916. pp. 320.

One of the leading English works on the subject. Deals largely with medical and institution aspects. Contains lists of institutions, tables, bibliography, and official reports. Illustrated.

16. Tredgold, A. F. *Mental Deficiency*. (Amentia) (2nd ed.) London: Balliere, Tyndall & Cox, 1915. pp. 491.

The best medical treatment of the subject. Tredgold has long been the foremost English authority. Deals largely with physical classifications and types. Good treatment of Moral Deficiency and "Idiot-savants." Good outline of English law. Tables, charts, case studies, illustrations, and forms.

17. Wallin, J. E. W. *Problems of Subnormality*. New York: World Book Co., 1917. pp. 485.

A comprehensive survey of problems related to feeble-minded, backward, and epileptic children, with special reference to educational, vocational, and social aspects. Contains summaries of many other investigations, and extensive data accumulated by the author in connection with the work of the psycho-educational clinic of the St. Louis Public Schools. Bibliography.

PERIODICALS DEVOTED TO FEEBLE-MINDEDNESS

1. *Journal of Psycho-Asthenics*. Annually. American Association for the Study of the Feeble-minded. B. W. Baker, *Secretary*, Laconia, N. H.

Contains papers and discussions of the annual meeting of the Association, in which many leading workers participate. Obtainable through membership in the Association. Formerly a quarterly magazine, published at Fairbault, Minnesota.

2. *Studies in Mental Inefficiency*. Quarterly. 3s. 6d. per year. Central Association for Mental Welfare, 24, Buckingham Palace Road, S. W. 1, London.

The leading English journal on mental deficiency. Contributions by Tredgold, Shuttleworth and other English authorities.

3. *Training School Bulletin*. Monthly, excepting July and August. \$1.00 per year. Training School, Vineland, New Jersey.

Devoted in part to the interests of the Training School, which is probably the best privately endowed institution for the feeble-minded in the United States. Contains reports from the research and educational departments of the Training School, as well as articles originating elsewhere.

4. *Ungraded*. Monthly excepting July, August and September. \$1.50 per year. 17 Lexington Ave., New York City.

The official organ of the Ungraded Teachers Association of New York City. Devoted to the study of the problems of the mentally defective, with special reference to the work of the ungraded classes in the schools.

PERIODICALS IN CLOSELY RELATED FIELDS, OFTEN CONTAINING ARTICLES ON MENTAL DEFICIENCY.

1. *Eugenics Review*. Quarterly. Eugenics Education Society, 11, Lincoln's Inn Fields, W. C. 2, London.

The leading journal on eugenics. Often contains articles and discussions on mental deficiency as a phase of racial deterioration. Good reviews and abstracts from the eugenical field.

2. *Journal of Abnormal Psychology and Social Psychology*. Bi-monthly \$5.00 per year. Richard G. Badger, Boston.

Deals with the study of human traits and the interaction between the individual and the group, with special reference to social maladjustments, including mental and character defect, delinquency, etc.

3. *Journal of Criminal Law and Criminology*. Bi-monthly. \$3.00 per year. 31 West Lake Street, Chicago, Ill.

The official organ of the American Institute of Criminal Law and Criminology, which has taken especial interest in the psychological aspects of crime and delinquency. Regularly contains articles relating to mental deficiency, usually written from the legal standpoint.

4. *Journal of Delinquency*. Bi-monthly. \$1.25 per year. California Bureau of Juvenile Research, Whittier State School, Whittier, California.

Devoted to the scientific study of problems related to social conduct. Contains articles on juvenile delinquency and mental deficiency, many of which deal with the results of psychological tests. Many reviews of new books and abstracts of current literature.

5. *Journal of Heredity*. Monthly. \$3.00 per year. American Genetic Association, Washington, D. C.

Devoted to plant breeding, animal breeding, and eugenics. Often contains articles and discussions relating to human intelligence and its inheritance. Illustrated.

6. *Journal of Nervous and Mental Disease*. Monthly. \$10.00 per year. Smith Ely Jelliffe, Publisher, 64 West 56th St., New York City.

The leading journal in the field of nervous and mental disease, edited and written by some of the best authorities. Frequent articles on mental deficiency. Good reviews and abstracts of current literature.

7. *Mental Hygiene*. Quarterly. \$2.00 per year. National Committee for Mental Hygiene, 370 Seventh Ave., New York City.

The official organ of the National Committee for Mental Hygiene, and the standard periodical in that field. Contains articles on mental deficiency and mental disease with special reference to treatment and prevention. Current bibliographies and reports on progress in the several states.

8. *Psychological Clinic*. Monthly (9 numbers). \$2.50 per year. Psychological Clinic Press, Woodland Ave. and 36th St., Philadelphia.

Founded by Dr. Lightner Witmer in connection with his pioneer psychological clinic at the University of Pennsylvania. Contains articles and clinical studies dealing with children who present special problems of instruction or adjustment.

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