

# **GAMES AND EXERCISES FOR MENTAL DEFECTIVES**



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Games and Exercises for Mental Defectives by Hilda A. Wrightson

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**HILDA A. WRIGHTSON**

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# GAMES AND EXERCISES

FOR

## MENTAL DEFECTIVES

BY  
HILDA A. WRIGHTSON

"The one idea no sooner comes into the understanding than its associate appears with it."—*Locke*.

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CAMBRIDGE, MASS.  
CAUSTIC-CARLIN CO., PUBLISHERS, HARVARD SQUARE  
1916



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## PREFACE

**T**HE training possible with feeble-minded children ranges from that which will enable them "to eat a little less like an animal and make known their physical wants"—in the case of idiots—up to considerable efficiency in certain lines of manual and industrial work, for the morons. Reading, Writing and Arithmetic as formal studies are of but little value—only a small percentage of the very highest grades ever attaining enough efficiency to make use of them after instruction ceases.

Defectives of all grades lack energy and initiative. They do not therefore, of their own accord, develop the physical coördinations that normal children do. Accordingly they must be exercised along these lines if they are to attain to the highest of their limited capacity.

Not having the judgment and foresight, the ambition, of normal children, special efforts must be put forward to hold their interest while exercises for coördination are being given.

The most natural way to accomplish this is through the medium of games.

Miss Wrightson has brought together in convenient form a large number of games especially adapted to accomplish



these results. Her long experience with feeble-minded children is a guarantee of their usefulness and efficacy for the purpose.

It should be fully appreciated by teachers, parents and superintendents that the playing of these games is not "mere play," but *definite training* of the best kind. In many cases there is little else to be done.

The teacher should select such games as are most interesting to her special group and practice these until the children are reasonably proficient in them or until they prove uninteresting.

The teacher unfamiliar with feeble minds will perhaps think some of the games here described of no value. It is always hard for the more intelligent to understand the less intelligent, for normal teachers to understand defective children. It should be remembered that the joy of accomplishment is one of the greatest joys of life for all grades of intelligence. It is the fact that the list includes games adapted to the simplest minds which constitutes one of its excellencies.

It should not be forgotten that these games not only develop coördination and attention; manners, morals, self-control, altruism, patience and many more desirable qualities are involved. What more can education do than develop



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to the limit of the individual's capacity these qualities which, possessed even in a small degree, will help to make him a social rather than an anti-social being!

HENRY H. GODDARD.

VINELAND, N. J.

*December, 1915.*



