

1894. In New York there are now 41 special classes with 731 pupils. I have had the privilege of visiting some of these classes, and it is an inspiration to think of the work that goes on there under Miss Farrell and Dr. Thompson. Philadelphia has ten special classes and one special school for the feeble-minded. Boston and Chicago are also doing a good work for mentally defective children, and other places are following fast.

Estimates of the proportion of the feeble-minded to the general school population under fourteen vary from 1 per cent. to one-tenth of 1 per cent. In Ontario it is estimated at about .3 to .5 per 1,000.

No human being is a negligible quantity and we have made a great mistake in the past in thinking that the school could neglect the feeble-minded child. No feeble-minded child is a person you can neglect. You could almost protect the next generation from the problem of the feeble-minded if the school and the state did their duty. The feeble-minded can and ought to be educated to be useful to themselves and not harmful to others. The special class should be a clearing-house where the 66 per cent. or more of special scholars who will always be dependent and need lifelong care may be recognized, carefully studied, and placed in home schools or parental schools which will be their permanent home. This is their "firing-line." This is the only way of dealing with the problem.

The rights of feeble-minded children are now recognized by law in Great Britain.

In the Defective and Epileptic Children (Education) Act, 62 and 63 Victoria, Chapter 32, 1899, we find feeble-minded children defined as those who, "not being imbecile and not being merely dull and backward, are defective—that is to say, by reason of mental defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving