

backed by so intelligent a public on this subject will place on our statute books laws so humane and considerate for the feeble-minded that they will be educated, cared for and protected and where necessary, permanently segregated.

These leaders in the community, however, cannot be properly educated on this subject until the colleges, medical schools, divinity schools, normal schools and all the higher seats of learning have departments for the study of abnormal psychology as well as normal psychology. In fact, the normal schools should be equipped with laboratories for the study of defective children in connection with the study of abnormal psychology. Then they should have model classes for defective children where teachers can be properly instructed in teaching abnormal children.

Next to the home, the school has more to do with moulding the lives of children than any other agency. In this country the law makes it necessary for all children to pass the threshold of the public school. Teachers, by virtue of their training and experience appreciate their great responsibility to their normal pupils, but how few feel any real sense of responsibility towards the feeble-minded child. Yet perhaps there is not a school district where in every generation there is not one or more feeble minded.

When we understand how closely feeble-mindedness is associated with the ulterior and harmful side of life, should we not try to understand the feeble-minded child in the public school before he has become a harmful agent in society? Every child should be studied first of all as a human being, and there is no place that this study can be so well made, as in the public school for here, during a period of ten or fifteen years, the child is under daily supervision at work and at play.

A card system should be kept that we would give much more than the academic history of the child's life. It should give as well an accurate history so far as possible of those qualities of character which constitute personality or individuality. This history of the child should be part of the permanent school record and should pass from grade to grade with the child so that the new teacher will be enabled to quickly understand the characteristics of each child. The history should be something as follows:

I. PERSONAL MEDICAL HISTORY:

By the family physician or school physician or both.

Condition of birth.	Acute Diseases.	
Nervous Disorders.	Special Defects.	In-
juries or Accidents.	Eyes.	Ears.
Nose.	Throat.	Teeth.
Nutrition.	Size and weight for age.	Vitality.
Advice given.	What action was taken.	

II. PERSONAL CHARACTERISTICS:

General emotional tone.	Happy.	Good-
Natured.	Even-Tempered.	
Or Sober.	Ill-Tempered.	Moody and
Changeable.		

Love of Excitement.	Sense of Humor.
Frankness and Truthfulness.	
Or Love of Quiet.	Lacks sense of Humor.

Reticent and Deceitful.			
Love of Beauty.	rhythm,	color,	na-
ture.	animals,	sensitive,	sympathetic.
Or Matter of fact.	prosaic,	sordid,	un-
enthusiastic in likes.	insensitive.		

Principal interests and what is child's ambition for self when grown up.

Behaviour:—(What characteristics shown in school activities and play).

Active.	alert,	keen,	ambitions,	in-
dustrious,	or			
Quiet,	lethargic,	listless,	apathetic,	
indolent.				

Self-confident,	resourceful,	adventure-
some,	cautious,	or

Lack of assurance,	unresourceful,	inadven-
turesome,	reckless.	

Steady and persevering,	plucky,	courage
ous,	stubborn,	or

Capricious,	changeable,	disheartened,
timid,	docile.	

Tactful,	restrained,	self-controlled,	or
Blunt,	headstrong,	self-indulgent.	

Kind of companions chosen.	Favorite kind of
play.	Interests outside of school life.
the home,	in the community,
in music.	in church life,

A running history of this kind of every child during his school life would be of inestimable value to the pupils, to the teachers and to the community. Such a history of the school life of the children would make it impossible for the feeble-minded child to escape detection. And when it is determined that a child is mentally defective this defectiveness should be recognized as any physical ill, the same as a congenitally weak heart, a congenitally weak stomach or congenitally weak lungs. One of the duties of the teacher is to teach the physically and mentally normal children to have a broad sympathy for any child who is weak mentally and that it is their duty to help and protect the unfortunate child as they would help a child with a weak heart, a crippled leg or arm. Teachers should recognize quickly the mental handicap under which some of their pupils are struggling. These children should not be punished to make them learn lessons they cannot understand; they should not be detained