

own children, saw the new inmate, yet more helpless than herself. She pounced upon her, arranged her clothing, insisted on administering a bath, and proudly announced to the audience of inmates that as long as she was there she would see "that there kid behaved herself and kept herself clean." And she has kept her word.

It must be admitted that the powers of work of the feeble-minded are considerable. They can do almost anything in this way that a normal person can do, but someone must supply the brain power. What they cannot do is to manage their own affairs. What they lack is prudence, self-control, will-power, judgment, restraint—they cannot take care of themselves. For them book learning is very largely thrown away. A good many can be taught to read and write, and perhaps to count a little. That is all. An hour a day seems to be the limit for "book learning."

All they learn should be of use to them in after life. They *can* do what they are told. They can imitate, so we should teach them habits of imitation which will do instead of habits of reason.

They may and often do become self-supporting, or nearly so, but never self-controlling. At Starcross, near Exeter, in England, I have seen them working with ease and comfort at about twenty different trades, making beautiful Honiton lace, weaving cloth, or executing orders for wood-carving which brought in much money besides giving all the benefit of the work. They need most skilful care; physical defects are twice as common in feeble-minded children as in normal children.

The first class for the feeble-minded was opened in Halle, Prussian Saxony, by the principal, Herr Haupt, September 28, 1859. England, the United States, France, Finland, Norway, Denmark, Sweden, Switzerland, have since established special classes. There are at present in Germany 203 special schools with 13,100 pupils. England began in 1892, the United States in