

two situations is the same. The problem of the school-room reappears as the problem of the taxpayer, the magistrate, the gaoler, and the philanthropist. Penal and charitable institutions swallow up about one third of all our revenue. Mentally-defective children become mentally-defective men and women—mentally-defective parents, paupers, criminals. Disabled and handicapped children, unless we take pains to give them the chance which shall enable them to overcome this handicap, may be pauperized and may, perhaps, become degraded men or women.

There are many disabled and physically-defective persons whose personality and character have triumphed over every disadvantage. But, unless when they are under permanent care in a suitable institution, the mentally-defective are never self-supporting; they are always dependent, usually, indeed, far worse.

Teachers who have followed the career of such pupils know this. Investigators who have traced back the history of the ne'er-do-weel, the loafer, the tramp, the pauper, the drunkard, the incendiary, the vicious, and the criminal, have often found that in the elementary schools they were recognized as mentally-defective children.

THE CHILD WHO NEEDS INSTRUCTION IN AN AUXILIARY CLASS

Did the teacher think that it did not matter much about the one boy or girl in the two hundred who could not learn the Multiplication Table, or who could not learn to read? We are beginning to see how much it matters. The career of this one child will probably affect the community more for evil than the career of any one of the other one hundred and ninety-nine children will affect it for good, even from a financial point of view, not to mention the far more important consideration of the degradation and deterioration of the national character.