

Such material as can be made by the children to their educational advantage is quite another matter.

The supply of books for reading was quite adequate.

The personal cleanliness of many of the children was not up to par. Shower baths, as suggested, would be a godsend to the school. The children all appeared to be warmly clothed, although the cleanliness of the clothing in some cases was open to question. The cloak-room is a screened-off portion of the room, and has not, as it should have, separate ventilation.

Six children, or 20% of the total attendance on the day of the visit, appeared not to be fitted for regular class work. Below is a short description of them:

1. ———: a little over 6 years old. His record stated that "he is a borderline case whose development should be watched." Defective teeth. Later examination recommends ordinary class for one year longer. Examination difficult on account of youth.
2. ———: 7 years of age. Peculiar; slow; should be examined as to mentality. Defective nasal breathing; abnormal tonsils; digestive abnormality. Later examination classified as a borderline case. To be re-examined in a year.
3. ———: 6 years and 4 months of age. Defects in breathing, tonsils, teeth, glands; bad disease of the eyes. Very poor vision. Malformation of face and jaw bones. Record states her to be a mental defective who should receive institutional care.
4. ———: 7 years of age. Almost blind. Cannot take part in class exercises or do seat work. Sits quietly at his desk for hours at a time. If paper is given him, will spend long periods in tearing it into little pieces. Well nourished and apparently mentally normal, although no examination can, as yet, be made satisfactorily.

In addition to these, two French-speaking sisters, both of whom have defective teeth, and one defective hearing, should be examined as to their mentality.

The removal of the defective and abnormally slow children from this class for a school environment where they could make real progress, would transform the education of the normal children in the Junior First. The teacher could accomplish much more work with less labor and infinitely less worry, and the spirit of depression which is bound at times to settle down on the class-room under present conditions, would be permanently lifted. Hope and joy in accomplishment are essential elements in successful instruction.

#### **The Senior First Grade.**

The problems of the Senior First are identical although not so acute as those of the Junior First. A well conducted class in spelling