

AUXILIARY CLASSES

CHAPTER I

It is twenty years since the needs of children who for various reasons were unable to profit by the education given in the Elementary Schools began to receive public attention in Ontario. Philanthropic citizens and the relatives and friends of these children, as well as educators who knew what was being done for such children in other countries, had realized the need long before that. Experienced teachers and inspectors who take an interest in the relationship between the school and the community know that there are defective, disabled, and neglected children who are not at school, and from time to time they also find children in school for whom the ordinary class can do little or nothing on account of some mental or physical defect. What becomes of these children?

Those who conduct and supervise the work of Refuges, Orphanages, and other public charities; those who care for the blind, deaf, dumb, and other disabled persons; who try to prevent unemployment, poverty, and pauperism; who relieve the destitute or try to rescue the fallen and reclaim the vicious; and those who, as judges, magistrates, and police authorities, have to do with criminals, find that a large proportion of all those persons (probably at least twenty-five per cent.) on whom the State and private citizens expend enormous sums of money, and who are unprofitable to themselves, their families, and the State, are defective in mind or body, or both.

We are now beginning to put two and two together. It is now being realized by every one that the meaning of these