

adapted to their needs, good results might be obtained. At present the result in several cases is progressive deterioration and the formation of bad mental habits. The loss to other children cannot be measured. There can be no doubt, however, that the presence of such sub-normal children is one cause of retardation among normal children. Not only is the taxpayers' money wasted by this, but the children go out into life older than they otherwise would, perhaps with impaired habits of work and thought. If the general loss of the class through the presence of sub-normal children is equivalent to the total loss of time by four children, the loss from this cause would be \$180.00—a total of \$360.00 for the class. This amount would more than pay for the proper instruction of all the sub-normal children in the class. The normal children would progress faster, establish better habits of work, be more apt to go to high school, would become earlier producers and more effective citizens.

The handicap under which the teachers of sub-normal children in ordinary grades labor is discouraging and nerve-racking to the teacher, unkind to the children, unjust to the parents, dishonest to the taxpayers, and disastrous to the community.

The Junior First Grade.

This class was visited on the morning of December 9th. There were 28 children present, in two divisions—junior and senior. One division worked at their desks while the others were being instructed at the front of the room. Divisional exercises in arithmetic were observed and a class lesson in music. The work was well done, and an entire absence of the usual small technical defects in questioning and presentation was noticeable.

The class as a whole gave an impression that the majority of its members were below normal physically. The accuracy of this impression could only be tested by weight and height measurements. These did not appear on the record cards of the children. The children were sufficiently quiet and orderly, but little keen interest was displayed. This may have been due to temporary indisposition of some members, several of whom had severe colds, while others had bandages round their necks or ears. The impression of the observer was, however, that the apathy of many children was due to deep-seated causes for which the teacher and the school had no responsibility. The lighting was good and the ventilation fair. The air was very dry, a condition which could be remedied by the installation of evaporating pans on the radiator. Several of the pupils seemed fit candidates for an open-air room.

A dearth of material for seat work was noticeable. That available was made by the teacher herself at a great expenditure of time. Such material, especially in a school like the York Street School, should be supplied to the teacher in generous quantities. The teacher should be in a position to throw away any seat work devices as soon as they become soiled. The Board should not expect the teacher either to make or buy at her own expense any of the materials used in instruction.