

by excluding from school those contagious cases that are in their incipiency and have not been recognized by parents.

(b) The placing of every child in the most favorable condition for progress by remedying, wholly or partially, those defects which retard a normal physical and mental growth.

(c) The securing of greater protection of other children, and the giving of medical advice, especially as regards defective vision, defective hearing, and defective breathing.

Whenever a systematic test has been made of children in city schools a surprisingly large percentage are found to be suffering from defective vision, and a considerable number from defective hearing. Many statistics are at hand to verify this. The teachers in our schools have knowledge of many such cases without applying careful, rigid tests.

Many pupils who are restless, inattentive, and dull are suffering from some physical defect, or mal-nutrition, and these may by a little medical attention be transformed into bright and happy children, with a new life before them. There are also the mentally defective, who require special treatment and teaching.

Special classes for defective children were first established by Principal Haupt, with the concurrence of his School Board, in 1759, in Halle, in Prussian Saxony. It was quickly demonstrated that the isolation of these unfortunate children into small classes, taught by teachers of special qualifications, was a rational, just, and most humane treatment.

In the year 1899, the City School Superintendent of Mannheim, Dr. Sickinger, introduced a system of "instruction groups," having each an individual character. In addition to those classes for pupils capable of doing normal work, special classes known as "repeating" or "furthering" classes were formed for those who, from inadequate ability, could not be promoted, for if they were they would be "dregs" or "ballast" in the higher classes. For these a special goal is set, and they receive more individual attention, for the classes are smaller. If, however, it is found that a child is so meagerly endowed mentally that he is not being benefited in a "repeating" class, he is transferred with the aid of the school physician to an auxiliary school class. In the school year 1904-05 there were four of these classes in existence, with a total of 67 children. There would thus be a smaller percentage of pupils in the auxiliary classes in Mannheim than in Halle, owing to the sifting process through the "repeating" classes.

When a pupil is transferred to one of these special classes, called also "repeating," or "furthering" classes, he presents a transfer card conveying the following information, certified by his former teacher: