

The number in all the groups reported by the teachers of the 239 elementary schools in Chicago was 1,518, of which about 600 the Director of Child-study estimated as belonging to the first or subnormal group. These, he says, need special remedial measures. Ordinary elementary-school teachers, without special training, are not suited for the work; special teachers are necessary, as the courses must be drawn up with an immediate view to the needs of such pupils, and the rooms must be specially equipped. Again, the judgment of a teacher as to a child's intelligence is sometimes at fault. Dr. Macmillan found that from 5 to 10 per cent. of the children classed by teachers as of subnormal intelligence were not so, but belonged to one or other of the groups two to four above named. This points to the expediency of the rule recognised in Great Britain and on the Continent of Europe, that in determining whether a child is subnormal the special expert and the teacher should act together.

The proportion of subnormal children given seems high; at the same rate in New Zealand we should have over three hundred. Nevertheless, in each of our four chief towns we should probably find from ten to twenty such children; it might be expedient to establish an "ungraded room," say, in each of the four Normal Schools, for the milder cases, leaving the more marked cases, and those from other districts, to be treated at special homes like that now established at Otekaike.

High Schools.

The public High Schools of Chicago have one advantage over those of New York and other cities of the Eastern States, in that they are not quite so large, and the individual pupils have a somewhat greater chance of coming more directly under the notice of the principal. There were in 1906 seventeen of these schools, two being manual-training high schools. The total net roll was 12,024, so that the average number per school was just over 700, which is still too large for the effective personal direction and control of the principal. The average number in our five largest secondary schools in 1906 was 314; one of these had both boys and girls (Auckland, 526), the other four were boys' schools.

The same rapid diminution in the numbers for the successive years of the course is evident as in New York: of the total enrolment, 47·8 per cent. were pupils in their first year; 26·2 per cent. in their second year; 15·8 per cent., third year; and only 10·2 per cent. of the pupils were in their fourth year; or, in other words, 74 per cent. of the pupils were in the first or second year, and 26 per cent. in the third or fourth year. Assuming that all pupils entering in any year stay at the high schools for the whole of that year (which, of course, is in excess of the facts), the average high-school life per individual pupil lasts for 1·88 years. The falling-off in the last year is still more apparent if we take the boys alone: then we have—first year, 48 per cent.; second year, 27·3 per cent.; third year, 15·9 per cent.; fourth year, 8·8 per cent. The boys formed 41·5 per cent. of the total roll, the girls 58·5 per cent. If, however, we exclude the manual-training high schools, which admit boys only, we find that the boys formed 35 per cent. of the rolls, and the girls 65 per cent.

Examining the rolls of the secondary schools of New Zealand (1908), we find that 40·1 per cent. of the pupils are in their first year, 29·9 per cent. in their second year, 16·6 per cent. in their third year, and 13·4 per cent. in their fourth or a higher year; the proportions for the several years are almost the same for boys and girls, and the average stay of pupils at secondary schools is over two years: the boys form 57·2 of the rolls, the girls 42·8 per cent. Although the length of time spent by the average pupil at a secondary school in New Zealand cannot, in comparison with European countries, be considered satisfactory, yet it is somewhat greater than in the case of the Chicago high schools and very much greater than the average for all American high schools.

The high schools in the United States are, in general, strictly co-educational—that is, they are not divided into boys' and girls' departments, but boys and girls are taught together in the same classes. The great predominance of girls, especially in the upper classes, has accentuated some of the objections urged against co-education in secondary schools, which, introduced originally, as with us, on the ground of economy, had converted probably the majority of educationists to regard its many real advantages as deciding the balance in its favour, as against separate secondary education for the two sexes. Mr. J. E. Armstrong, Principal of the Englewood High School, Chicago, with whom I had a most interesting conversation on this subject, has given much attention to the problem. In an article in the *School Review* he says that "the most serious objection to teaching boys and girls together in their early teens is that the change in the girl from childhood to womanhood takes