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THE CELESTIAL SURGEON

By Robert Louis Stevenson

If I have faltered more or less
 In my great task of happiness;
 If I have moved among my race
 And shown no shining morning face;
 If beams from happy human eyes
 Have moved me not; if morning skies,
 Books, and my food, and summer rain
 Knocked on my sullen heart in vain:
 Lord, thy most pointed pleasure take
 And stab my spirit broad awake.

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medial reading, speech therapy, adjusted courses for slow learners and many others. Where these have been used, results show that many children helped in the early stages overcome their difficulties or at least successfully by-pass them to become regular scholars once more. The less fortunate are not so easily helped.

Let us consider here the two types of perilously handicapped children: (a) those who go to school and (b) those so limited that they cannot grasp the work done at school. For the latter splendid help is offered by the Ontario Association for Retarded Children, (See the article, "Who says they've got no chance?" in Maclean's Magazine for April 1, 1954). One cannot estimate the feeling of relief and gratitude on the part of parents where the burden of such a child is now shared by one of these new schools. Some Institutes are assisting in this new venture.

Among the mentally handicapped children who attend school the variation is great. For instance, there is the child with one or two bad subjects for whom frequent failures result in a "don't care" attitude. There is the child who makes a good start but finds a few years later that abstract thinking has him stumped. There could be a child whose home environment builds up in him a feeling of tension or inferiority. Too often a child for one reason or another stumbles through school, dragging a subject or two (in which remedial help would have brought him up to average or even better). Then in High School, or before, he fails badly. How valuable remedial help might have been! Perhaps a whole life might have been altered by it. Through Opportunity Classes and Clinics much is being done to readjust and reclaim so-called problem children—a sound approach to the question of delinquency.

Last year at the Women's Institute Conference in Guelph, Dr. McVittie, Inspector of schools for South Wellington, told of efforts made to extend Auxiliary Training in the rural schools there. This year a trained Auxiliary teacher, Mr. Hincks, travels from school to school in South Wellington working with handicapped rural children. This is pioneer work which we will follow with keen interest.

Sometimes a School Board, aware of local

need and of the special services available, is hindered in promoting a remedial program by opposition from the parents themselves. Unfortunately the attitude toward mental debility, like that toward mental illness, can be misguided and unkind. Last year through Penny Round-Up, Women's Institute members made a generous contribution to the work of the Canadian Mental Health Association. In this closely related field can we not help to break down prejudice and indifference toward the retarded child in the country school?

In the words of Mrs. Purcell, Past President F.W.I.O. "It is valuable when you start a project to see that you carry it through." In putting this resolution into action the following suggestions may help:

(a) Contact Dr. C. E. Stothers, Inspector of Auxiliary Classes, Dept. of Education, Queen's Park, Toronto.

(b) Invite a speaker suggested by Dr. Stothers to address a community meeting.

(c) From newspapers and magazines cut articles about the handicapped child to make a scrap book for the Institute.

(d) Ask editors for more articles and editorials on this subject.

(e) Attend a meeting of the School Board (with another Branch perhaps) to discuss the advisability of introducing Remedial Aid.

(f) Co-operate with the Federation of Cerebral Palsy Association and with the Ontario School Trustees' and Ratepayers' Association, in their appeal to have the Auxiliary Classes Act become mandatory.

(g) Establish a fund to encourage a teacher in your district to attend the summer school for Auxiliary Training.

(h) Create in your community a new interest so that the handicapped child may be no longer ignored.

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"Quiet minds cannot be perplexed or frightened, but go on in fortune, or misfortune at their own private pace, like a clock during a thunderstorm."—Robert Louis Stevenson.

"In the night, imagining some fear
 How easy is a bush supposed a bear."
 —Shakespeare.

THREE GATES

If you are tempted to reveal
 A tale to you someone has told
 About another, make it pass,
 Before you speak, three gates of gold.
 These narrow gates: First, "Is it true?"
 Then, "Is it needful?" In your mind
 Give truthful answer. And the next
 Is last and narrowest, "Is it kind?"
 And if to reach your lips at last
 It passes through these gateways three,
 Then you may tell the tale, nor fear
 What the result of speech may be.
 —From the Arabian.

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