

establishing a Foundation for the study of exceptional children. This fund has now reached nearly \$2000.00. Mrs. Hart has been asked by Dr. Stothers to serve on the governing board to represent the Women's Institutes.

I have here quite a detailed report from Mr. McVittie. He has his report headed "Remedial Teaching in Rural Schools." It is a report of a two-year experiment in schools in Wellington South. Mr. McVittie made his report in point form. It would take too long to give you this report in full so I have summarized it.

1. "The origin of the Experiment".

A definite need had been established by routine observation of more than 20 years inspectorial experience and tests of learning capacity administered by the Inspectors of the Auxiliary branch of the Department of Education.

2. "Preliminary Steps".

- (a) There were discussions with boards of trustees' and teachers' groups to create a favourable atmosphere for the acceptance of a definite proposal
- (b) There was checking to determine grant reimbursements and financial involvement of boards.
- (c) There was need to discover volume of teacher supply and range of salary necessary.

3. "The Formation of a Definite Proposal".

- (1) A Remedial teacher was secured.
- (2) Time allotment for teaching was worked out.
- (3) A net cost to the individual board was established at approximately 33 1/3% of the cost.

4. "Selling the Proposal to Nine Boards of Trustees".

- (a) In the 1952 Convention of Area Boards Dr. Stothers cited some case histories which created a favourable atmosphere.
- (b) A letter followed by a visit by the Inspector and prospective Remedial teacher presented the case to the boards.
- (c) The Inspector came armed with teachers' promotion reports showing retardation, physical handicaps, etc.
- (d) The Remedial teacher outlined procedures applicable to the whole class to guard against any possible stigma attached to needy cases.
- (e) There was a survey by officials of Auxiliary branch of the Department of Education.
- (f) A motion of approval was brought in by the boards and a contract made with the Remedial teacher.

5. "The Experiment in Action".

- (a) A survey of the areas concerned was made.
- (b) Provision was made for monthly visitations.
- (c) Provision was made for liaison with pupils and others.

(d) Progress during the first year was measured in terms of pupil-teacher-parent reaction.

(e) By the end of the second year — here I would quote Mr. McVittie's final paragraph:

"The experiment appears to be on a solid foundation of favourable public opinion, pupil progress and unqualified support by teachers, parents and school boards. The Remedial teacher, whose personal qualities and aptitudes for this specialized type of teaching have proved ideal, has established himself in the confidence of teachers, pupils and parents alike. Pupils have come to regard him as their friend and educational benefactor, while teachers and parents rely on him for wise counsel and constructive suggestion, not only in cases of handicapped and retarded children, but also in problems affecting normal pupils. While no 'miracles' of academic advancement may be claimed, many pupils once self-admitted failures, are experiencing the thrill of success, and everybody concerned has the satisfaction of knowing that 'something is being done'."

Editor's Note: Copies of Mr. McVittie's report may be borrowed from the Loan Library, Women's Institute Branch, 1207 Bay Street, Toronto.

WORK FOR CHILDREN RECOGNIZED

INSTITUTE members will be interested to know that Mrs. Douglas Hart's leadership in work for retarded children, through the Women's Institutes, has been recognized by her appointment to the governing board of a Foundation For the Study of Exceptional Children—as stated in the following letter to Mrs. Hart from Dr. Carman Stothers, formerly Ontario Inspector of Auxiliary Classes:

"Dear Mrs. Hart:

"This is to ask you to be a member of the governing board of a Foundation For the Study of Exceptional Children.

"It started with the award of the V. K. Greer Memorial Citation which provided \$500.00. I said I would give a like amount. Later in the same week the Special Class Teachers gave me a purse of \$350.00. This total of \$1350.00 I gave to the Special Class Teachers to start a fund for the study of special education and the children concerned.

"Mr. W. H. Male, a trustee on the Toronto Board, is also a lawyer and he said he would donate his services and the legal expenses of securing a charter. This would ordinarily amount to \$250.00. One teacher has offered \$25.00. I am led to believe that another group of teachers is raising \$100.00. There are other sources of funds which may be turned in the same direction.

"During my term as Inspector of Auxiliary Classes, I was always conscious of the need for the support of organizations other than those whose membership was made up entirely of teachers. Such an organization was formed prior to World War I but ceased to