



THE MASTER WORD

Though a little one, the master word looms large in meaning. It is the "Open Sesame" to every portal, the great equalizer in the world, the true philosopher's stone which transmutes all the base metal of humanity into gold. The stupid man among you it will make bright, the bright man brilliant, the brilliant student steady. With the magic word in your heart all things are possible, and without it all study is vanity and vexation. The miracles of life are with it; the blind see by touch, the deaf hear with eyes, the dumb speak with fingers. To the youth it brings hope, to the middle-aged confidence, to the aged repose. True balm of hurt minds, in its presence the heart of the sorrowful is lightened and consoled . . . Not only has it been the touchstone of progress, but it is the measure of success in everyday life . . . WORK. The master word is WORK.—*Sir William Osler.*



"Of a total enrolment in the schools of the combined areas (855) seventy-seven had been receiving regular help from the itinerant teacher and several others have been receiving assistance on a less regular basis. Perhaps as important as the above help is the help that has been made available to the teachers concerned. The regular teachers in the schools have sought and have been given help and advice on the special problems presented by slow-learning or otherwise problem children. The teachers concerned have repeatedly expressed their appreciation of the service thus rendered.

"In addition to the special instruction given, Mr. Reynolds has, by use of special aids provided by the Department of Education, been able to render valuable educational diagnostic advice. During the spring of 1957 ninety-one cases of apparent eye defects were discovered by use of a telebinocular supplied for the purpose by the Special Education Branch of the Department of Education. Most of the children concerned have been taken to the oculist or optometrist of their parents' choice and properly fitted with eyeglasses. This has made a direct and considerable contribution to their success in school.

"Of particular value, too, has been the work done in speech correction. A total of fifteen of the more stubborn speech-correction cases were receiving attention during the 1957-58 school year. Quite remarkable improvement has been noted in most of these speech correction cases. Parents, teachers and children concerned are receiving an emotional lift, and the future of the children looks considerably more bright."

Is the Urban Child Favored?

"The services of remedial or auxiliary teachers have for many years been provided in urban schools. It has been difficult to make such provision in small rural schools. The

advent of the township school area type of administration has made it a simpler matter to provide a modified type of auxiliary teacher service such as that prevailing in Grey No. 3. It is to be hoped that teachers trained in this work may be induced to take positions of this nature and that township school area and other rural boards will be able and desirous of providing the service to the children under their care who may need it in order to make the most out of life.

"Educational authorities believe that the experience in Grey No. 3 and that in Wellington No. 2 will encourage others to try it out. Why should handicapped rural children be forgotten when those in urban schools are given the best expert assistance in their struggle to be successful, well adjusted people?"

Reporting to the school area boards in March 1958, Mr. Rae further expressed his opinion that "only a well trained and capable person be engaged. A poorly trained or inept person should not be hired for this position demanding a high degree of tact and good judgment." Mr. Rae was referring to the need to find a suitable successor to Mr. Reynolds, for he goes to Trafalgar Township this year to continue his excellent work on behalf of the slow learner.

At last the goal seems near. We are happy to report that the joint area school boards of East and West Zorra in Oxford County have engaged a very promising young man, Mr. Donald Seaton, who is at present taking the special education course in Toronto. It took an effort and a spirit of co-operation on the part of many interested people to reach this goal. We of the Women's Institute are proud to know that we helped a bit.

To overcome the teacher shortage and give assistance until rural schools can set up their own remedial services, the Stothers Exceptional Child Foundation has come up with a splendid suggestion. The proposed Mobile School, housed in a trailer that can be towed behind a car, could, when suitably staffed, bring to any school in Ontario the same opportunities for diagnosis and help as are available in the best urban schools. The idea, however, will only become a reality if the Department of Education is convinced that rural people want such a service. Requests to the Department will assure the Minister that rural folk are aware of what is being done elsewhere and that they expect for each and all their children, opportunities for the best possible education up to the level of their individual abilities.

Let it not be said that Women's Institutes are a placid group, unaware of the needs of their communities. Let us busy ourselves in exploring the home scene to determine where best we can direct our interest and where we can use our influence for the greatest good. Then, let us "put into action our better impulses, straightforward and unafraid."