

classes at school, and her name was usually on the honour roll. Colds seldom troubled her, and she was breathing like a normal child. Her mother said: "You know I never thought that anything was wrong, for she was always like that."

A High School girl made many mistakes (twenty to thirty) in copying French sentences from the black-board, and, when spoken to, said she was a little short-sighted, but did not wish to wear glasses. "Well," said the teacher, "there is no use in such work as this; you had better either get glasses or give up French." The girl had her eyes tested and fitted with glasses. When she looked at her mother, she exclaimed, "Why, Mother! Your face is so different; I'll have to learn to know you all over again!"

Johnny was six years old when he came to school, but he could neither hear nor speak. He was a very neglected looking boy, which was not surprising, since his mother went out washing, and other little ones at home made many demands upon her time. Johnny's teacher wondered day after day if something could not be done for the poor little chap. Finally she appealed to an ear specialist, who said that he would examine the child and do what he could for him. Johnny's mother objected, but the teacher's persuasions prevailed; he was allowed to go with his teacher to the ear specialist. The specialist pronounced it a case of adenoids, and offered to remove them if the child was put in the hospital. Consent was finally won from Johnny's mother, and through the help of friends he was installed in the hospital. The operation and hospital care restored the child's hearing, and he gradually learned to talk. Encouraged by such results, the teacher had Johnny's little brother, four years of age, who was also deaf and dumb, taken to the hospital for a similar operation. He likewise regained his hearing, and learned to talk much more quickly and easily than his older brother.

Many such instances might be given of the individual efforts of teachers to have children in their classes carefully attended to. The relation between teachers and parents, however, is a very delicate one, and though teachers may lend their influence and directly assist in a movement for the improvement of the school children, the direct help of an outside organization accomplishes the purpose in much shorter time, with less effort, and, possibly, less friction.

#### CO-OPERATION OF SCHOOLS AND WOMEN'S INSTITUTES

The connection between the school and the Women's Institutes, in so far as the present movement for medical school inspection is concerned, came about in this way:

Miss E. J. Guest, M.A., at that time Vice-principal of the Parkhill High School, became a member of the Women's Institute of Parkhill, and was for several years a member of the Programme Committee. Through her influence and that of her students, some of whom chose teaching as their profession, the schools became of more vital interest to the community, and especially to the Women's Institute. The latter finally appointed a School Committee to gather information.

The report of this Committee was to the effect that the Public School needed a thorough house-cleaning, better lighting and ventilation, and a fire-escape. A deputation was sent to the Board of Education, and, after some serious discussion, the Board decided to act on its suggestions. The Public School was re-painted inside, new seats put in, and a fire-escape built.

Although, by the withdrawal of Miss Guest from the town and teaching station, one bond between the Women's Institute and the schools was broken, the newly-awakened interest in the care of children continued. The following year a Mothers'