

purse. It is the same, I suppose, with some of the Volunteer corps at the Inns of Court and elsewhere in London; and, presumably, it is the same with the Yeomanry in country districts. It might, surely, be feasible to create some similar organization in towns where there are good secondary schools to supply a nucleus.

In Wales this may, perhaps, be feasible sooner than in England, for

the educational movement has linked itself most happily with national aspirations, and the completeness of our system of Colleges filled with hopeful young men, backed up with cadets in the eighty county and intermediate schools, ought, surely, to afford us material for a small, but really useful and effective, addition to the Volunteer forces of the nation.—*The Journal of Education*.

RELATION OF THE PHYSICIAN TO THE PUBLIC SCHOOLS.*

By KATHARINE MILLER, A.M., M.D., LINCOLN, ILL.

WHILE it is old-fashioned to style our Public Schools "the palladium of our liberty", no thoughtful person fails to realize that the old idea has not vanished but grown more prominent and important as the relaxation of so-called "puritanical" discipline in the home and the incoming of an immense body of uneducated foreigners from the lower classes of southern Europe have made the Public Schools the only place where this mass of lawless and unassimilated material may be transformed into a good American citizenry. It is perhaps aside from my topic to wonder that our statesmen do not perceive the danger involved in submitting this work to the hands of a class largely disfranchised and with a patriotism all untrained in the daily drudgery of civil affairs. However important, that subject, as Kipling says, is "another story."

Our profession represents to a degree, the broadest intelligence of our State, those among secular professionals who are most accustomed to look at every subject from a stand point remote from personal interest. We may well inquire, then,

whether we have any special relation to the Public School and to the problems of popular education. Responsibility increases with opportunity and ability; and that we have an especial relation to these questions is indicated by the fact that nearly one-half the communities of our state electing Boards of Education (aside from the country districts) include M.D.'s among the members. Recent correspondence with a number of these ladies and gentlemen has brought me some interesting suggestions and has emphasized the thought that in many places both physicians and people feel that we have especial qualifications for this work by virtue of our knowledge of the sanitary principles involved in school hygiene, and of the relation existing between good physical conditions on the part of pupils and teacher and the amount and quality of work accomplished. To us the educator turns more and more for help as he recognizes the practical questions involved and to be met by him in securing the advancement of his pupils. He realizes, perforce, that a pupil with continual headache cannot easily learn, that pupils anes-

*Read before the Illinois State Medical Society, May 17, 1900.