

the rate of one shilling for each child examined, and School Nurses are paid from £120 to £150 per annum.

Mr. McKenna, President of the Board of Education, received a deputation in March, 1908, from the Association of Municipal Corporations, who represented that the treasury should make a grant to defray the cost of the medical inspection of school children. Further interesting particulars in regard to this may be ascertained by consulting the *British Medical Journal* for March 28th, 1908, and, indeed, it shows the importance of this subject that the *British Medical Journal* seems now to have a new department, often occupying about a page, headed Medical Inspection of Schools.

This question of remuneration deserves our serious attention. There was a good discussion of Medical Inspection of Schools in the Inspectors' Section of the Ontario Educational Association last Easter. The paper, an excellent one, was presented by Inspector Chapman, of Toronto, and it was well received. But the President of the Section made this significant remark: "I am just afraid that the Doctor would get for his few visits as much as the teacher would get for teaching the whole year." Teachers are not paid as well as they should be, but neither are doctors. We must try to look at the question from both points of view.

Co-operation of

1. *The school-child and the parent.*
2. *The teacher and other education authorities.*
3. *The School Nurse, School Medical Officer, and other medical authorities.*

When the School Medical Officer enters the schoolroom, which, it seems to me, he or she should do not infrequently, and as a welcome visitor, a visitor who can soon make himself welcome, he enters as our representative, on a new and very promising field of work, and one where we, as physicians, must adapt ourselves to new relations. In the hospital the doctor's word is law. In the sick-room the patient almost feels as though we held in our hands the power of life or death. But in the school-room the teacher's word is law. We are there only because we can help the teacher. The teacher has the power. And we must use infinite tact and pains not to disturb the atmosphere of study and quiet discipline which is the life of the schoolroom. We must cultivate the most cordial and friendly relations with the teacher, taking him or her into our confidence, and relying upon him as our most powerful ally. And we must aim to secure the good-will and confidence and