

4. That copies of this abstract and report be forwarded to the Hon. the Minister of Education, His Worship the Mayor of Toronto, the Medical Health Officer of Toronto, the Board of Education, and the Local Board of Health, and that at the same time we would respectfully draw their attention to the fact that Toronto is woefully behind in this matter, and that its rapid growth, and its large foreign population call for immediate action, so that a state of things unworthy of a metropolitan city like Toronto may no longer be permitted or perpetuated.

REPORT.—INTRODUCTION.

On April 20th, 1907, an amendment made to the Act 1st Edward VII., Chapter 39, Section 65 and paragraph 14, was assented to by the Lieutenant-Governor of the Province of Ontario. The amendment empowers school trustees in this Province "to provide in their discretion, and pay for dental and medical inspection of pupils."

Medical Inspection of Schools is no longer an experiment. Wherever it has been introduced it has soon met with the hearty approval of the public. In Canada we are behind in this, as in some other matters. We have hardly emerged from the experimental stage in Medical Inspection of Schools. It is a good thing, a useful thing, and we should avail ourselves without further delay of its benefits. Medical Inspection of Schools is a reasonable thing. "It cannot be right to compel children to attend school, and wrong to make it possible for them to learn. It cannot be right to force their brains, and wrong to correct their bodies. It cannot at one and the same time be right to compel the education of children, and to perpetuate conditions of disease."—W. Leslie MacKenzie, M.D.

It cannot be wise to provide large sums for education and to allow this money to be wasted because a certain number of the children, through defects, and remediable defects, in eye-sight, are unable to see enough to learn. It cannot be economy to allow the teacher to spend 50% of her time on 5% of her pupils, because these are special children should be handled in "special classes."

"If rightly administered it is economical in the best sense of the word. Its justification is not to be measured in terms of money, but in the decrease of sickness and incapacity among children and in ultimate decrease of inefficiency and poverty in after life arising from physical disabilities."—Board of Education (Eng.)

It may also be added that when we consider the actual cost of sickness and disablement, the direct money value of any effective means of reducing such expenditure is evidently great.

It cannot be right for the profession and the public to stand idly by while communicable diseases are often spread in the school-room.