

2. Double panes with a slit at the lower part of the outer and at the upper part of the inner will act in the same way.

3. So will a board set in the frame an inch or so under the sash.

4. Boards sloping upwards from the top of the upper sash may be used.

5. Perforated boxes running around the room, and having connection at one or two points with the outside air, may diffuse small streams of "this commodity" from their numerous perforations.

6. Wire screens and other contrivances will be found described in some papers which will find place in our next annual report.

The third principle that I laid down, that the air must be pure, it might seem almost superfluous to mention, and yet how often does it happen that the air supplied to our rooms—school-rooms as well as others—is taken from halls (where it has already done its part), from cellars, and dirty yards, and often in addition made to traverse flues containing the accumulated dust and rubbish of months and years. I can point to several public buildings in Toronto where this and worse than this has taken place.

It would be very interesting to take up the various procedures for determining the purity of air and sufficiency of means of ventilation, but time will fail us, and I will merely show you a little portable instrument for recording the velocity of currents of air, and which would be very useful to those charged with the sanitary inspection of schools.

FIRE ESCAPE AND READY EXIT.

Before leaving the architectural part of my subject I should refer to the other closely connected precautions for the saving of life. If I mention the Sunderland disaster and the fire panic in New York you will know what I mean. Good broad stairs, doors opening widely outwards, and efficient fire escapes, are some of the requisites needed. And I would desire to speak in terms of commendation of the action of some of our school authorities in exercising the pupils in fire drill. Closely connected with the subject of pure air in and around school buildings is that of the

DISPOSAL OF SEWAGE,

but as I have caused to be placed in the ante-room a number of copies of a pamphlet on that subject recently issued by the Provincial Board of Health, I will merely ask each member of your association to take one, and read such parts of it as will apply to his own locality, and I would especially call the attention of school inspectors, principals, and trustees to pages 6 and 17. If they will not adopt the suggestions there laid down I would at least ask this—that if they have in the past been so thoughtless as to subject to disgust and inconvenience those who cannot from motives of sensitiveness allude to the matter themselves, they shall, now that their attention is called to the matter, provide a remedy, and save in this respect much suffering and seeds of future ailments. In regard to

DRINKING WATER

there is not much to be said under the head of school hygiene that will not equally apply to hygiene in general. One thing, however, the teacher should look after for himself and the pupils, the condition of the filter. Filters are often used for months, and even years, without a change of their solid contents, except by the addition of a large amount of organic matter retained in the filter, and which becomes a source of danger. I believe that in very many instances teachers and other school authorities are doing their best to battle against the spread of

CONTAGIOUS DISEASES,

and I feel sure that many of you are often annoyed and made anxious by accidentally finding out that some hidden source of

danger has been lurking unknown to you in the midst of your little community. The only remedy for this will be based upon the carrying out of the provisions of the Public Health Act of 1882. By that Act it is incumbent on every householder, and on every physician under whose charge a case of infectious disease dangerous to the public health has come, to report the same at once to the health officers. Where there is no specially appointed board of health the members of the municipal council are the health officers. But many of the latter would not know what to make of it if they found disease reports coming in to them. Hence it is no wonder that the reporting of contagious diseases is so largely disregarded. Many of our municipalities are, however, waking up, and in several the law is strictly complied with. The Provincial Board is endeavouring to have a local board established for every municipality or group of municipalities, and it trusts that you will lend your educating assistance and influence in that direction.

A greater discrimination should be used by some in dealing with the exclusion of persons associated with cases of contagious disease. I have known instances where the brothers of typhoid patients have been excluded from school, a proceeding quite unnecessary; whilst on the other hand the brothers of scarlet fever patients, and even the patients themselves, have returned before the peeling off of the skin has been completed. Do not let any person or thing associated with a scarlet fever patient return to school till you have the certificate of the medical attendant that all necessary conditions and precautions consistent with disinfection were obtained.

I believe that

DEFECTS IN VISION AND HEARING

often get our school children into trouble when they do not deserve it, whilst, on the other hand, some unsanitary provisions have much to do with producing such conditions. These, however, have been considered in various quarters of late, as also has the effect which ill-made seats have in producing stooping, contracted chests, and even

SPINAL CURVATURE.

With the subject of dress it may be thought by some the teacher—at any rate the male teacher—has not much to do. Well, perhaps only in one respect, which I shall mention in order to put teachers on their guard. I have seen children very ill, and one at least nearly lose his life, from being caught in a storm and obliged to sit with wet jackets on. Sometimes, too, the thoughtless chicks may have been indulging in a good wading time in a neighboring creek in order to test a pair of new boots. Will the kindly teacher think it too much trouble to save his, or her, little pupil's life by an ounce of prevention offered in this direction? One more point and I am done. If school hygiene, or hygiene in general, is worth anything, why not have it taught more extensively in schools? You may say "What, after just speaking of the burdensome multitude of subjects at present being learned, or attempted to be learned?" In reply I would bring this paper to a close by a quotation expressing my position on this subject, from a paper by Prof. Austin, of St. Thomas. I may say in explanation that St. Thomas was at that time much exercised over the question of establishing a system of sewerage. Listen to Prof. Austin, himself an instructor of youth:—

"But even should it be shown that something now on the school programme would have to be omitted, we do not think this should prove an insuperable objection to the introduction of the instruction and training desired. The branches of the great tree of knowledge have so multiplied in this day of scientific research that an eclectic course of study is a necessity, and the demand of the age is for the practical as distinguished from the theoretical and ornamental. Now what could be more directly and universally practical?