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noticed in school children, militating against the easy acquirement of an education; but more directly essential still is the existence of certain abnormal conditions of the organs of special sense and hearing, which are certainly of prime importance, in the imbibition of presented instruction. If a child cannot see well and hear well, his position is certainly most unfortunate in the modern public school, where he is expected to keep up with his grade work or else subject himself to chagrin and mortification. The writer does not wish to be understood as saying that our schools are likened to the Car of Juggernaut, that ruthlessly throws down and crushes all who unfortunately come in contact with its destroying wheels. Far from it. The writer fully appreciates the gentle, humane and sympathetic feelings that proceed from the hearts of most teachers towards those children committed to their care. The writer is not unaware of their watchfulness and solicitude over their little flock, that prompts them to change the seats of the deaf and near-sighted, to make allowances for any noticeable physical or mental shortcomings, to frequently visit parents and urge upon them the necessity of action concerning the health of the child; but these are isolated though frequent instances, inspired by individual sympathy and character, and restricted by necessary ignorance of such subjects on the part of the teacher. What we want is a paternal school system of health investigation, by which the physical defects of children will be made manifest, and steps taken to protect pupils against themselves, and in many instances against their parents. We also want a system that, after these unfortunate conditions have been discovered, will not only *allow* but *insist* upon the harmonizing of the studies to the child, and not the child to the studies. The writer is not unaware of how often this is done; that a doctor's certificate of poor health is usually respected; that the course of study is sometimes changed under the advice of the parent or teacher; but the writer thinks he is not wrong in saying that these changes are comparatively infrequent, and so little encouraged that children will often endure much physical discomfort or even suffering rather than assume the chagrin and mortification brought upon them by the unenviable distinction of a grade change. These changes should be inspired from the intelligent illumination of regular physical examinations, and should be so common as to excite no comment, and give rise to no loss of a pupil's self-respect, or disappointment on the part of the parents, who frequently allow the child to languish and acquire permanent invalidism rather than