

called by this London authority to the fact that some of the popular notions with reference to pasteurized and sterilized milk do not come true. It has been claimed that boiled milk tends to give the children rickets and scurvy, but in Paris, where this treatment of milk is common, these diseases are rare. Physicians are by no means agreed on the matter of the digestibility of boiled milk, and the current of opinion changes from time to time. Experiments made on animals now seem to prove that when fed on the milk of another species the young thrive as well or even better on boiled milk than on raw or pasteurized. The practical point is that boiling has really no serious disadvantages, it is a simpler method to teach the poor, or anyone else with limited advantages and appliances, and it insures more complete destruction of the pathogenic bacteria.

The general conclusions of Dr. Willey's story are, that the best food for an infant is mother's milk, but this should be adequate in quantity and good in quality and the mother must be suitably nourished. In cases where cow's milk must be used for the young child, it should be boiled or pasteurized, the curd should be reduced in quantity and rendered more digestible by dilution with water, barley water, or lime water. Dried milk preparations or malted milk may be used, but with intelligence and caution. Regularity of feeding is an important though often neglected point, which should be observed, securing, as it does, regular and healthy digestive action and as an aid in forming regular habits.

The British Illuminating Engineering Society and School Lighting.

Two recent meetings of the British Illuminating Engineering Society have been occupied with a discussion of school and college lighting. So far as the elementary day schools are concerned, the thing of chief importance is to ensure a plentiful and properly directed supply of daylight, but the increase of evening classes has made artificial illumination in schools a serious problem. Dr. James Kerr, dealing with the daylight question, arrived at the following conclusions: (1) That the window-lighting on the side of the class-room on the scholars' left should be as ample as possible, and equal at least to one-fifth

of the floor area; (2) that window-lighting facing the children or coming from behind them, so that (in the latter case) they sit in their own shadows, ought no longer to be permitted; (3) that the rapid diminution of light with the distance from the window, which the photometer proves to be appreciable within the length of an office writing table, makes it inadvisable to have class-rooms of greater width than 20 feet. He added that many rooms were capable of great improvement by a judicious wall-covering. Above a height of 5 feet from the floor the color should be very light, and the beams and rafters should also have a coating of white paint. In the subsequent discussion an architect, Mr. Percy Waldram, expressed the view that it was vitally important to have high-angle illumination, and urged that the authorities should be prepared to sacrifice a great deal in order to have top lights in class-rooms. Mr. Bishop Harman, oculist to the London Education Committee, said that the minimum artificial illumination on the school desk of a child had been estimated at 10 metre-candles, an amount not large when compared with ordinary daylight in a fairly lighted room. An ideal distribution of gas pendants or electric lamps for a class-room would be to hang the first lamp—a 16 candle power lamp with 90 degree shade—slightly in front of the dual desk at the extreme left of the first row, and to make the others follow it from that point across the width of the room at distances of not less than 6, nor more than 9 feet. This line of lamps should light the first and second row of desks, a second line being hung in the same relation for the third and fourth rows. Indirect illumination by reflection, although useful in shops, show rooms, and museums, was inadvisable for continuous and detailed work at the desk. Dr. W. J. M. Ettles emphasized the bearing of wrongly directed lighting—more particularly lighting from behind, but also from the right side—upon posture, and, consequently, its ill effect upon the growing spine. The good results of scientific lighting in schools, however, were largely nullified by wretched lighting at home, and he advocated the abolition of home lessons. Two reports were presented, one, by Mr. Leon Gaster, giving the results of tests of the actual conditions of illumination prevailing in various London