

the prescribed experiments may find his students failing because he could not cover the course laid down practically. The requirements are almost entirely memory work with little value placed on the ability of a student to apply what he learns off like a parrot, otherwise why the option of theory or practical technical work in some of our courses. Having criticized our methods, may I offer a few suggestions by way of betterment.

Let us teach applied theory, and if it can-

not be applied toward the development of mind or body in the making of a living and of a life, let us eliminate it for something which can be so used. To do this the courses would have to cover more time, the theoretical instructors would have to possess a fair general knowledge of technical work and technical instructors a fair knowledge of theory in general, as well as that which every good mechanic learns by experience in his own trade.

## Selected Articles

### SYMPTOMS OF ILLNESS.

The Bureau of Educational Hygiene of the New York City Education Department, in connection with the adoption of a new course in hygiene, has prepared for the use of teachers a special chapter entitled, "Symptoms of Illness in Children." The information is intended to acquaint teachers with the early signs of illness common among school children, and to encourage a more perfect co-operation between the school physician, nurse and the child's home. It is believed that a more thorough knowledge of these symptoms and a proper application of them will result in an avoidance of epidemics of disease and prompt medical attention on the part of the parents.

The outline for the guidance of teachers is reproduced below:

Children with the following symptoms should be referred to the doctor or nurse unless otherwise indicated:

#### General Symptoms.

The beginning of most children's diseases show one or more of the following symptoms. Depending upon the severity of the symptoms, the pupil should be separated from others and watched; sent to the doctor or nurse, or sent home to the parents with a written explanation.

- Disinclination to study or play.
- General malaise.
- Drowsiness.
- Cheeks flushed or pallid.
- Fever.
- Chills.
- Vomiting.

#### Special Symptoms.

Cough—may indicate:

Simple cold in head or throat.

Bronchitis.

Tuberculosis (if continued over a long period).

Onset of measles.

Onset of whooping cough.

Children who sneeze or cough should be taken from their regular seats and isolated, or excluded if necessary. This is most important, for these and other diseases are spread by sneezing and coughing.

Loss of Weight (imperfect nutrition) may indicate:

Tuberculosis if associated with slight fever, pallor, swollen glands of the neck, limping or pain in the region of the spine.

Pallor—indicates:

Anemia (impoverished blood).

Shortness of Breath—may indicate:

Heart trouble, if lips and finger tips have a tendency to become blue.

Lung trouble, if cough is also present.

Frequent requests to leave the room—may indicate:

Bowel trouble.

Kidney trouble.

Bladder trouble.

Local uncleanness.

Bad habits—often caused by a condition known as phimosis.

Restlessness—may indicate:

Lack of sleep.

Lack of proper food.

Constipation.