

### How the Public Schools Can Aid in Fighting Consumption.

[A continuation of the article in the February REVIEW, by a different writer.]

If it be an established fact that consumption is a preventable disease, can we have more preventive measures, and can they be applied at a still earlier stage? This is a question that naturally arises in the mind of those who have been accustomed to regard the spread of this disease as inevitable. Happily we can confidently answer that it is yielding to preventive measures, and these are now so well known and thoroughly reliable that they may be confidently included in our system of education, even in quite early stages.

Facts concerning the value of fresh air, rest, exercise, wholesome food, and especially of sunlight, can be presented to the younger scholars, and the boys in particular could be drilled in the rigid observance of one fundamental rule: "Do not spit; and, if possible, do not allow others to do so." It should be distinctly understood that "no one in health spits." The spirit of chivalry can be fostered in these matters, and a proper *esprit de corps* established, which will be maintained even beyond the school premises, and out of school hours. It is important that the regulations of the Provincial Board of Health are not always regarded in the construction of public buildings, and "health readers" may be studied amid very uncleanly surroundings, because school districts do not allow the "education" which they pay for to become effective in the school premises for want of some slight structural change, or the more frequent or judicious cleansing of the building and its furniture. But the unwisdom and ultimate costliness of all this is being recognized, and the health and general efficiency of the scholars is accorded a much higher value.

More and more it is becoming evident that this crusade against tuberculosis is really a movement for general betterment of all classes and conditions of people. We see that persons and organizations that appeared to be restricted in their range, when working exclusively for, let us say, public baths, or playgrounds, or physical exercise, or school gardens, are parts of a complex movement for attacking the common foes of mankind, or agencies for bringing more light and sweetness into life.

To return to our point, as to methods actually adopted in public schools, we may say that the first

public school for consumptive and pre-consumptive children was opened in Providence, R. I., last January. The sessions are held entirely in the open air. Brookline has followed, and, as might be expected, Boston also. These latter instances were at first private ventures, but proved so successful that the school authorities have taken up the matter and intend to pursue it. The board of education of New York provides a school on an old ferry-boat for the Bellevue Hospital day camp. The appointments of these schools are like those with which we are familiar, except that soap-stones are provided to keep the feet warm in very cold weather. It is gratifying to note that the percentage of colds is smaller than in ordinary schools.

The first school that adopted systematic teaching about tuberculosis is in Michigan, or, we may say, the first state to adopt the requirement was Michigan. This step was taken in 1895, and it may be noted that the nature of several infectious diseases is clearly described to the scholars. In New Jersey aphorisms, or short pithy texts, are learned, and Nova Scotia has adopted this method by prescribing the copying of such sentences in the penmanship exercises. Massachusetts, North and South Carolina, are all moving towards the introduction of a tuberculosis primer, or the insertion of a chapter on this matter in the physiology textbook.

The best book that has appeared so far has been prepared for the district of Columbia, where they use a small book prepared by men who not only know the facts of the disease, but understand how to adapt the instruction to the use of some of the lower grades. Doubtless there are physicians in these provinces who could contribute to this branch of literature, but there is no doubt also that arrangements could be made with the district of Columbia for the use of their useful and attractive manual.

Little Wilbur was eating luncheon with his mother. Presently she noticed that he was eating his jelly with a spoon.

"Wilbur, dear," she said to him, "you must not eat your jelly with your spoon."

"I have to, mother," he replied.

"No, dear, you don't have to. Put your jelly on your bread."

"I did put it on my bread, mother," said Wilbur, "but it won't stay there; it's too nervous."—*The January Delineator.*