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T H E S I S.

Subject. SCHOOL HYGIENE

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The rules of hygiene have been taught in our schools for many years, these combined with the science of physiology, have formed one of the chief subjects taught in our country and city schools; the teaching however was given only in the school room so, as a rule as soon as the pupils were out of the schoolroom, they went on disobeying them just as they did before they learned them, making their education in this line a complete failure and useless to them. In due time the directors of the city and borough schools, assisted by the Boards of Health of the several places, began to take a new interest in the science, not merely for the sake of studying it, but for the benefits to be derived from its application, so the pupils, while being taught the definitions, were shown that these rules were such as could be used at in every day life.

With this a new era of things began; the pupils were much improved in personal habits and appearance which was due to cleanliness around

around their homes. It was also noted that the health in general was much improved, and the students were in a better frame of mind.

During these years of progress in the homes and the great benefits being noticed, the men in charge of the schools gradually arrived to the fact that it might be a good idea to put into practice in the schools what they had been teaching, should be in the homes.

In a few years previous to this revival of but a few years ago, the schoolhouse was, especially in the country districts, about the worst among all the public buildings; indeed people seemed to think that if a house was good for nothing else, it was a fit and proper place to hold school sessions. But during the last few years things have changed for the better, teachers and directors have become more practical, the hygiene that was once taught only from a text book is now practiced in

and about the schoolroom. School buildings of to-day are almost beyond comparison with those of a quarter century ago, and we think are but a foretaste of what they will be early in the coming century.

All educators believe that "a sound mind in a sound body is the basis of a good education," so our prominent schoolmen of to-day are taking an active interest in having our school buildings fitted up according to the latest revised rules of hygiene so that the pupil may have all advantages of making a sound mind in a sound body while he is attending school.

The first thing they began with was the ventilation of the schoolroom. In this regard they had two evils to fight against namely too much ventilation, and too little ventilation. In a properly ventilated schoolroom the windows and doors should fit neatly into

their places, so that the air current in the room can be governed by these openings.

There should be plenty of windows and they should be of sufficient height to allow exit of air, which has been heated, from the top of the room, and sufficient size to allow passage of plenty of fresh air. The air passages should be arranged so that no draught will blow on the pupils.

In our city schools the mode of ventilation was usually insufficient, there being as a rule not enough windows or air ways; or the school house was located in such close quarters and in such a bad part of the city that free passage of air was impossible. On the other hand in the schools of the country districts there were more than enough air passages and they were so built that a constant draught was passing through the room thus making it very dangerous especially in chilly weather.

The next matter they attended to was that of sanitation; this, as may be supposed, was in wretched condition, but it is now being well looked after and we may hope that in a few years our public schools will enjoy the sanitary advantages that most of our higher schools and colleges now enjoy, for there is no doubt that this lends a high moral influence to all schools and its health value cannot be overestimated.

The arrangement for lighting our schools is now taken into serious consideration when a new school house is being erected, and, as the pupil's eyes are his chief means of getting knowledge, it is only proper that they should be considered and arrangements made for care of them.

In arrangement for lighting schoolrooms, care should be taken that windows are not so arranged that light will strike them in the

eyes directly, the best physicians agree that light should come over the pupil's left shoulder and strike the printed page or what may be before him and be reflected from thence to his eyes.

It is no longer considered proper for a small boy to be seated in a seat that was intended for one much larger than he, nor that a large boy should be crammed into a seat that suits a much smaller boy than himself. This idea has brought on adjustable school furniture. With such furniture every pupil can be properly seated and his desk suited to his size, so we will have no more rounded shoulders, humped backs, or the evils that grow from these deformities caused by being seated in ill-conditioned seats and bending over desks that are too high or too low. Then also it has been proven beyond a doubt that pupils

can do much more and do much quicker work when conditions are suited to their physical wants, so why not do all we can to make work in school a pleasure instead of a duty.

Of course these changes have taken place in our city and borough schools for the most part, but schoolmen are making great strides in this direction and we may, in the near future, see all our school buildings, both old and new, fitted up in a style that is well conditioned to carry out the idea that soundness of body is only second to the soundness of mind in the development of education.

In this work of education in hygiene the teacher can do his part, and, indeed he can do the greatest part, for before him are the pupils every day and in the arrangement of pupils, and what he teaches them as practical

his the whole future of this effort of
reform. These pupils will sometime soon
be the directors of the schools and what
they learn in their youth determines the
models of our future schools.

— Bibliography. —

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