

# THE JOURNAL OF HYGIENE

EDITED BY

GEORGE H. F. NUTTALL, M.D., PH.D., SC.D., F.R.S.

QUICK PROFESSOR OF BIOLOGY IN THE UNIVERSITY OF CAMBRIDGE

IN CONJUNCTION WITH

JOHN S. HALDANE, M.D., LL.D., F.R.S., " "  
Reader in Physiology in the University of Oxford.  
ARTHUR NEWBOLD, C.R., M.D.,  
Medical Officer to the Local Government Board.  
CHARLES J. MARTIN, M.B., D.Sc., F.R.S.,  
Director of the Lister Institute, London.  
J. C. G. LEDINGHAM, M.B., D.Sc.,  
Bacteriologist-in-Chief, Lister Institute, London.  
G. S. GRAHAM-SMITH, M.D.,  
University Lecturer in Hygiene, Cambridge.

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*The Nurse in Education.* By Dr THOMAS DENISON WOOD, Professor of Physical Education at Columbia University; ISAHKI. M. STEWART, Instructor in Nursing and Health, with the co-operation of M. AUKIAU> NUTTING, Professor of Nursing and Health at Teachers College, New York City; and MARY L. READ, B.S. Ninth Yearbook of the National Society for the Study of Education, Part II, 75 pages, 8vo, pajKjr; net 3s.

The increasing recognition on the part of school authorities, of municipal governments, and of the public at large, that the so-called "school-nurse" can perform many of the duties of inexperienced and careless parents and in much more effective fashion, has led to the entrance into the work of public education of the professionally trained nurse. The movement, which originated in Europe, has met with quick recognition in America, and the public schools have reaped benefits from this branch of educational philanthropy which are startling in their magnitude and far-reaching effects. *The Nur\$ in Situation* brings together some of the results attained in this field; indicates the scope and possibilities of the educational nurse; suggests the relationship of the nurse to the school and community, and indicates the co-ordination of the nurse's work with that of the parent, the regular teacher, the school physician, the teacher of physical education, and other special teachers whose duties bring them in relation with the health side of education.

*Health and Education.* By THOMAS DENISON WOOD, Pro-  
tVssor of Physical Education at Columbia University. Ninth Yearbook of  
the National Society for the Study of Education, Part I, 112 pages, 8vo,  
paper; net 3s.

The author insists that if modern education is to fulfil its complex obligations to the child, to the home, and to society, provision must be made in the school for more than mere supervision and teaching. He considers: (1) the need for the investigation of the physical condition of the child on entering school and at intervals thereafter; (2) the features essential to the health of the child in the environment and equipment of the school; (3) the methods and materials which should be employed in instruction; (4) the necessity of teaching the principles of healthful living combined with the inculcating of hygienic habits in the pupil; (5) the provision that should be made in the school for physical training. A strong point is made of the methods by which the teacher should inform himself of the characteristics and needs of the individual child, as opposed to the old practice of collective treatment of the entire class. The material of the book is suggestive and constructive, and is commended to those whose interest or sense of duty has led them to feel the need of information of this sort.

*Education with Reference to Sex.* By CHARLES RICHMOND  
HENDERSON, Head of the Department of Ecclesiastical Sociology in the  
University of Chicago, President of the Chicago Society of Social Hygiene,  
and Associate Member of the American Academy of Medicine. Eighth  
Yearbook of the National Society for the Study of Education, Part I, 75 pages,  
8vo, paper; net 3s.; Part II, 100 pages, 8vo, paper; net 3s.

This study is divided into two parts. The first part is chiefly medical and economic, and discusses the necessity for social control of some kind. Medical authorities are cited to show the nature and prevalence of venereal diseases, and of the physical, economic, and moral loss due to the abuses of sexual life. Various methods of police and administrative control in Europe and America are described and discussed. The fundamental cause of the evil is found to lie too deep in nature, habit, ignorance, and social neglect to be reached by merely external police measures.

This argument demonstrates the necessity for education with reference to sex—the theme of the second part. Here is found a discussion of educational aims, the scope of educational activities, co-operating agencies in education, the care of infancy, personal hygiene and training, the influence of ideal interests, the principles of formal instruction in relation to sex—its necessity, difficulties, and methods. The distinctive needs of childhood, adolescence, and maturity are treated, and the possible modes of instruction in the schools are presented. The duties of normal schools, of the religious organizations, and of parents are set in the light of the facts. In the appendix is printed a valuable paper by Dr Helen Putnam, president of the American Academy of Medicine, and also translations of important recent discussions of German teachers.

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