REVIEWS AND CRITICISM.

Open-Air Schools. By Leonard P. Ayres, Ph.D. New York: Doubleday, Page and Company, 1910.

As a matter of fact we do not need Dr. Ayres' convincing representation of the splendid work done by open-air schools or the delightful photographs scattered through the volume to arouse our enthusiasm. The very name is sufficient. Open-air Schools! Let him who has never held his aching head in a stuffy school-room speak disparagingly of such innovations. To most of us the appeal it makes is instantaneous and irresistible.

This summer at the School Hygiene Congress held in Paris, one of the most important questions under consideration was the open-air school.

The movement as yet is only in its infancy, but it bids fair to have far-reaching results. It marks a long step toward the ideal school of the future where "the child will not have to be either feeble-minded or delinquent or tubercular or truant to enjoy the best and fullest sort of educational opportunity."

To Dr. Ayres belongs the distinction of having built the first open-air school to be established under the American flag. This was in 1904 at San Juan, Porto Rico, where Dr. Ayres was superintendent of schools.

In Germany the open-air school is now incorporated in the elementary school system. In England it has been successfully tried in several towns. The credit of establishing the first open-air school in the United States belongs to Providence, Rhode Island; Boston, New York, Chicago, Hartford, Pittsburgh, and Rochester followed suit. In Chicago the boys and girls attending the open-air school refused to take a vacation during the Christmas holidays and their request that school might go on was granted.

The results achieved all point one way. The children gained in weight, in powers of resistance, in improved appearance and mental activity. Also it was successfully demonstrated that many of the ordinary class-room subjects, like geography and natural history, can be taught more effectually in the open air.

There are two important factors in obtaining the best results from the open-air schools. The children must be well-fed and kept warm. Dr. Ayres offers us practical information along both these lines.

In America, it appears, the open-air school has been instituted primarily for children who are either suffering from tuberculosis or predisposed to that disease. This is not the case in Europe where the schools have been used as a therapeutic agent for physically debilitated

children of all kinds. The need of these schools for all classes of sufferers is shown by the evidence that from three to five per cent of all school children are in want of just this treatment and cannot properly be cared for in ordinary schools.

We were accustomed in the past to think the efficacy of a remedy was in direct proportion to its nastiness, but times have changed, drugs are frowned upon, and the prospect of giving sick children at the same time what they like and what is good for them cannot fail to arouse a growing enthusiasm and interest.

E. R. W.

Children's Diet in Home and School. By Louise E. Hogan. New York: Doubleday, Page and Company (revised edition). 1910.

In a small book of two hundred pages, Mrs. Hogan has covered the whole subject of feeding a child from the first days of its life through the period of adolescence. For the most part it is a well-made compilation of advice from eminent authorities like Dr. Rotch, of Boston, and Dr. Freeman, of New York. It treats of the 'how' of nutrition, with just enough of the 'why' to make it acceptable to those who very properly require a reason before adopting new methods.

And to most of us, Mrs. Hogan's ways of cooking for children will seem altogether new. Those of the older generation who were brought up to eat of everything upon the family dinner table without question, will smile, perhaps regretfully, at the carefully strained broths, "tender" omelettes, broiled chops, and judiciously selected vegetables of the modern child's dietary. What would be the comment, we wonder, if this book were to come under the eye of a certain New England woman, who when nine years old won a pony which her father offered as a reward for eating the hated boiled squash every time it appeared on the table during one year.

To the conscientious young mother of delicate children, Mrs. Hogan's book will be of real assistance. Probably all children, puny or sturdy, would grow up with stronger bodies if they were scientifically fed by rule from the outset. But would they not miss a great deal on the way? How is a child to learn his own limitations if he is never permitted to make his own mistakes? Just when is the human animal to learn what he may not safely eat? We of this generation learned it, to our cost, at an early age. Will the lesson be any the easier for our children if the indulgence be postponed to a time when they shall have passed quite beyond parental control?

It is rare to find among the young fathers and mothers of to-day any of that genius for parenthood which allows the child freedom to explore life, to make experiments, to learn by blundering. Of neglect there is a sad abundance; of overwatchfulness on the other hand there