

touch with actual outdoor conditions. The classes must not exceed 25 children to one teacher, and the children must be treated with the utmost consideration and attention, to the exclusion of all ordinary forms of discipline or punishment.

These open-air schools have been very successful. The first one established in Charlottenburg was quickly followed by others all over Germany. These open-air schools have been established in London, and several have been established in the provinces. The idea of open-air schools has crossed the Atlantic, and there are now open-air schools in Chicago, Boston, and other parts of the United States.

It is very important to understand exactly what open-air schools are, as they are likely to be confused with other institutions, such as school camps, school convalescent homes, school excursions, holiday centres, and so forth. Let us turn for a moment to the results achieved by the first year of the Charlottenburg School, as the majority of open-air schools founded since then have been organised in a similar manner. As far as regards their physical condition, it was found after three months, when the children returned to the ordinary schools, that about 28 per cent. had been cured and about 40 per cent. greatly improved. Educationally, the interesting discovery was made that, far from falling behind in their work, the children had kept pace with the ordinary school and even beaten it as far as mental alertness, general intelligence, and initiative were concerned. Finally, from the point of view of discipline, the moral behaviour of the children had increased to a most remarkable extent, owing to the manner in which they had been taught to observe the rules and regulations and perform the daily work of the little community of which they formed a part.

It is too early, of course, at present to report definitely upon the results obtained in open-air schools. This much, however, seems sure at present: The open-air school contains all the possibilities which may be realised in some future day in the ideal school—open school buildings in rural surroundings, provided with the simplest but best hygienic and educational apparatus; small classes; short lessons, and the instruction brought into touch with actual conditions to such an extent that the children are interested in their work and regard it as a pleasant occupation, and not as anything distasteful. It means, further, the abolition of mere bookish instruction and the basing of the greater part of the instruction upon appeals to sight, movement, touch, and sound. From the physical point of view, it means scientific feed-

ing, medical inspection and treatment, and everything that is calculated to develop the body at the same time as the mind. Finally, it means a magnificent opportunity for the teaching of good conduct and behaviour, as the children form a small community and gradually learn that ordered life in communities is impossible without obedience to the laws and regulations which have been enacted for the welfare of the community.

The part which will be played in future by the nurse in the open-air school is a very important one, indeed. This can be shown best by briefly contrasting the duties which will devolve upon a school nurse in an ordinary elementary school and in an open-air school. It should be mentioned that the open-air school includes two branches, viz.:—the day open-air school and the residential open-air school.

THE NURSE IN THE ORDINARY SCHOOL.

The duties of the nurse in the ordinary school are of a fairly extensive nature. They may, perhaps, be best described by the help of popular expressions. Thus, the school nurse must act as the eyes and ears, as the *aide-de-camp* of the school doctor. She must, as it were, stand as an intelligence officer or general sentinel of the children's health. She will notify all advances of the enemy to her superior officer, the school doctor, and take when required the necessary preliminary measures. It is obvious that for many years to come the number of children under the care of one school doctor will be much too large for very careful and systematic inspection and care of health. The reasons for this are partly financial. There is, for example, the heavy expense which would be necessary for the appointment of large numbers of school doctors, say, one school doctor to every thousand children. Then there is the consideration that the new type of school doctor does not yet exist in sufficient numbers, and that some time will elapse before medical students direct their studies to the special aim of school hygiene. Under these circumstances it is clear that the increase in the number of school nurses will be proportionately much more rapid than the increase in the number of school doctors, and that for many years the latter will have to rely very extensively upon the active co-operation of school nurses.

A very special province of the nurse's work in the ordinary school will be to train the children to habits of cleanliness and neatness. In this respect London children have a great deal to learn from Dutch, German, Swiss, and Scandinavian children, and a very broad scope of work is thus opened out for the school nurse. This will be to the advantage of the school teachers, who have hitherto had to cope with

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