

# Life & Health

THE NATIONAL HEALTH MAGAZINE

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October, 1914

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# CONTENTS FOR OCTOBER

GENERAL ARTICLES	Page
Physical Culture and School Children, Carl Easton Williams .....	439
The School a Positive Factor in the Promotion of Health, Walton Coleord John, A. B., Bach. Dip. In Ed. ....	444
The Reason for Runts, James Frederick Rogers, M. D. ....	448
Antidotes for Fatigue, Alden Carver Naud .....	452
How Bob Was Weaned, Mrs. Harriet Langdon .....	455
<b>HEALTHFUL COOKERY</b> .....	457
Menus for a Week in October, George E. Cornforth.	
<b>EDITORIAL</b> .....	461
School Fatigue—Infectious Diseases.	
<b>AS WE SEE IT</b> .....	463
Open-Window Schools, an Experiment—Pupils and Parents Value Fresh Air—Composition of the Air—The School Practical—Irrational School Children—Horrors of War.	
<b>THE MEDICAL MISSIONARY AT WORK</b>	
The Poor Man's Sickness; the Rich Man's Sorrow, L. A. Hansen .....	468
Sanitarium Notes .....	469
<b>QUESTIONS AND ANSWERS</b> .....	471
Food Combinations—Farm-house Sanitation—Sanitary Toilet—Worms—Charcoal for Foul Stomach—Artificial Eardrums—Pyorrhoea, or Loose Teeth—Freckles.	
<b>SOME BOOKS</b> .....	473
The Care and Feeding of Children—Better Babies and Their Care—Eugenics—The Mental Health of the School Child—The Life and Letters of Nathan Smith, M. B., M. D.	
<b>NEWS NOTES</b> .....	474

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A. J. S. BOURDEAU, Circulation Manager



JOAN OF ARC, THE MAID OF ORLEANS

*Marble in the Louvre, Paris*

This unlettered peasant girl, oppressed with a sense of her country's wrongs, is said to have spent long hours daily in prayer for its deliverance. Believing herself to be guided by voices, she conceived herself to have been called to deliver France from the oppressor, and finally became the center of a popular uprising which saved the nation.

VOL. XXIX  
No. 10

# Life & Health

THE NATIONAL HEALTH MAGAZINE

OCTOBER  
1914

AIM: To assist in the physical, mental, and moral uplift of humanity through the individual and the home.

Editor, GEORGE HENRY HEALD, M. D.

Associate Editor } H. W. MILLER, M. D.  
L. A. HANSEN

## DIVERGENT VIEWS

### Schools and Health

The school does not measure up to advanced agricultural methods in the handling of its living product.—*Dr. Rogers, page 448.*

The school stands today in better position to advance physical development than almost any other institution or environment.—*Professor John, page 444.*

THESE statements, apparently at variance, may both be true. Professor John is comparing schools with other institutions handling men and women. Dr. Rogers is comparing schools with institutions handling hogs. Factory hands, when they sicken and die, are easily replaced by others, at little or no expense to the factory owner. Hogs, if they sicken and die, are a loss to the farmer. Hogs naturally get better care than factory hands. We do not forget that there are magnificent exceptions on the part of some noble employers.

### Shall We Ventilate?

Dr. Rogers seems to think that the open-air methods are somewhat of a fad, and that the good results of open-air schools are due to the additional food given to the children. The testimony from the teachers of the Sumner School (pages 463, 464) and from the New York schools (page 464, "Pupils and Parents Value Fresh Air") would indicate that there is a marked gain in the pupils of open-air schools, irrespective of any special feeding.

Doubtless we have much yet to learn about ventilation and sanitation; but meantime we may be assured from the results that fresh air, even in winter, is a marked benefit to children, provided they are protected from the cold by adequate clothing.

\*\*\*

The next issue is on MENTAL HYGIENE, a most vital topic, not only as regards the young; this important new science has lessons for every age. The December issue on GROWING OLD GRACEFULLY, also has a message applicable alike to old and young. It is during youth that we should begin to make provision against old age.

## WHOLESALE MURDER

THERE have been injected, here and there among the articles of this issue, irrelevant statements concerning war.

But war itself is irrelevant, something injected suddenly and for no good cause, on innocent and peace-loving peoples. Did I say "for no good cause"? No nation ever went to war but it thought that it had good cause.

In various parts of Europe, country districts once prosperous, villages once beautiful, cities once progressive, are prostrate, bleeding, grief-stricken, because the Black Monster, like a tornado, has left a trail of death and destruction.

What does our civilization signify when a nation, supposedly most enlightened, can suddenly turn savage, run amuck, throw out challenges to its neighbors, and pounce upon one of the smaller of them, demanding an indemnity, when it would seem that in all justice it should itself pay a heavy indemnity? What does it mean when the word of one man can inaugurate a world carnage? What does it mean when twentieth-century progress is suddenly halted and the world is thrown back into a state of medievalism?

Possibly it is because some governments are still constituted on a basis that concentrates power in one man so that when he considers himself insulted beyond endurance, he is in a position to let loose a tornado of destruction upon the earth. But more probably the war spirit is not all attributable to a monarchical form of government. The spirit of war sometimes captures an entire nation.

We in the United States have not been far from it, at times, quite recently. When events south of us were particularly exasperating, many of us were impatient with the "watchful waiting" policy, and eager to administer summary punishment across the border. Restless spirits there have been who would have plunged us into a war with Japan over Pacific Coast affairs. Were it not for the kind intervention of the Atlantic, we ourselves might be in the thick of this fight. The spirit that is bearing such wretched fruit in Europe at the present time is a spirit that dwells in the hearts of men everywhere. While we are constantly talking peace and arbitration, we are sitting on a powder magazine — *the war spirit* that exists in our own hearts, awaiting only a convenient occasion for its manifestation.

War and war preparations are symptoms of the unregenerate condition of mankind; coated over, it is true, in times of peace with a veneer of what we are pleased to call civilization. At heart, most of us are yet savages and murderers, ready on occasion to justify war, which is merely a murder of innocents on a large scale.





# PHYSICAL CULTURE AND SCHOOL CHILDREN



CARL EASTON WILLIAMS



ARE parents generally neglectful of the physical welfare of their children? I believe that, in too many instances, they are. They will not hesitate to send for the doctor when their day-to-day neglect has culminated in sickness, and they will not hesitate to expect the doctor quickly to undo, with supposedly magic pills and potions, the results of weeks and months of improper feeding and unhealthful conditions. But before the child is taken sick and after he recovers, parents generally do not take much trouble to study intelligently into the means by which their children may be made as strong and rugged and enduring as it is possible for any animal, human or otherwise, to become. And yet that is just one of the urgent duties of every parent.

For a long time men and women have realized the importance of education. They want their children to be mentally well equipped for the battle of life. They seem to overlook the physical

equipment. But childhood is also a time for building a physical foundation for the great life struggle. Every child is entitled to a sound inheritance first of all, then proper care during infancy, and finally that training in childhood which will permit him to grow up with an iron

constitution, instead of with the delicate, neurasthenic condition that we see so much on every side.

Some children need special physical training far more than others. The robust, active child, properly fed, can even be left pretty much to himself from a physical culture standpoint; for he will naturally turn to vigorous outdoor pastimes, getting about all the exercise he needs. But the "mental" type of child, of a studious disposition, always interested in books and pictures, but physically quiet and inactive, should be taken in hand

Parents too often neglect the physical welfare of their children. Childhood is the time to build a good physical foundation. Some children, particularly the nervous and the sleepless, need physical training more than others. The normal child will, if it has opportunity, get an abundance of most beneficial exercise in its ordinary play. Children of the quiet and studious type, who might not take to play, are in especial need of systematic training. The training should include exercises which will correct any tendencies to deformity, such as crooked spine. Parents should not rely on the schools, but should have regular drills at home. Parents should not be afraid that a young child at play will overexert himself. When he is tired, the play ceases to be agreeable, and he stops. Folk dances for the girls and athletics for the boys may be made a means of great physical benefit. The greatest foe to tobacco and alcohol is athletics. The greatest mistake of parents is the attempt to force children through school too rapidly.

and encouraged to play the open-air games, and to take a certain amount of special, systematic exercise every day. Of course this often seems to be a great

bother to the busy parent; but people are always prone to fancy that they have no time for such things, even when they can find two or three hours a day to give to the endless trivialities of the daily paper, for playing bridge, or other such highly important(?) matters.

Especially does all this apply in the case of the nervous child; for this nervousness is invariably a manifestation of a deranged state of health. Particularly if a child does not sleep well, has little appetite, and is fussy about his food (O,

outdoor school accommodations. But if we cannot realize the ideal, we should approach it as nearly as possible. And in addition to this spontaneous play, children of the quiet and studious types would benefit by a certain amount of systematic training, especially where there are physical defects or special weak parts that need development. In such cases there is nothing that can take the place of intelligent training, even if it is not for more than five minutes a day, though of course whatever time is neces-



Which will develop into the best men and women? It is not customary to cage children, but it amounts to the same thing when children are huddled together in crowded tenements with no place to play but the fire escapes, or are sent to crowded schools without adequate playgrounds.

we have all seen such youngsters!) he needs plenty of exercise and open-air life. There is a close relation between exercise, appetite, and sleep. Plenty of exercise will develop an appetite in any one, of any age, while healthy muscular fatigue is just the one thing that will induce sound, restful sleep. And it will usually be found that the child who gets plenty of sleep will eat much more heartily than the one who does not, and will make good use of what he eats.

Now, there is no question that plenty of ordinary play, if it is active, is the most satisfactory and beneficial form of exercise, and especially if it is outdoors. The ideal program for any child, as for any man or woman, would be a complete outdoor life, with outdoor sleeping and

sary should be given. It is easy to correct ordinary defects in childhood, and very difficult or impossible in adult life; while it is also easy to develop such defects in childhood by wrong sitting, carelessness in standing, and neglect of strength-building measures. It is true that some attention is now being given to school hygiene by the school authorities themselves, but even with their best intentions they cannot be expected to overcome the results of the apathy of parents.

Dr. Oscar H. Allis, in a paper read to the American Orthopedic Association meeting at Philadelphia in June, said: "It is a hygienic crime to send children to school before the age of ten years. Under that age the fixed sitting position

at the school desk, with its strain on some muscles and drag on the delicate spinal vertebræ, often causes serious spinal curvature." This seems like a rather extreme statement, and yet it comes from one whose specialty has demanded a close study of that whereof he speaks. The average parent does not know much about spinal curvature, but certainly every one knows a little something about the tendencies toward round shoulders that have been noted ever since children have sat behind desks in school-rooms. And since we are not prepared to keep our children out of school until

here, for any good system of setting-up exercises or calisthenics contains the necessary movements. All arm movements which bring the shoulders back and expand the chest, those which stretch the arms high above the head and those general movements which bend the body at the waist backward and forward and from side to side, as well as turning or twisting at the waist, will be of special value; but remember that the entire body should be strengthened and built up as well. One can never acquire a correct posture by means of back exercises alone; the body as a whole must be



Children have no instinctive sense of cleanliness. There seems to be born in every human being a dread of snakes, lizards, and other comparatively harmless creatures; but the real enemy of mankind, the germ, because it is so small is disregarded. Each child should be taught that the saliva (spit) of another child is dangerous.

they are ten years old, as this eminent physician suggests, it is all the more necessary to counteract the deforming tendencies of school seats and desks by appropriate physical culture. "Often causes serious spinal curvature," says the doctor. Why not always?—Because the stronger children can stand even this abuse without harm. The remedy is to make all the children strong, which is merely a matter of training.

The corrective or preventive treatment in cases where the spine is concerned, involves exercise for strengthening and stretching the back in particular, and the building up of the whole body in general. I need not describe any special exercises

strong and full of energy in order that the carriage may be what it should be. And, once strong, it is a mere matter of habit.

It is true that many of the schools at the present time require a little calisthenic work of the pupils during school hours, but parents are not justified in depending upon that. The benefit of the exercise will depend largely upon the spirit and energy with which one enters into it; and the parent has no means of knowing that his child executes the school drill with such energy and good will that it will answer all his requirements. The only way to be sure of it is to have a little drill at home, perhaps

using a very light wooden dumb-bell to make it look like business, and laying stress upon the manner in which each movement is performed. The best plan is to have the whole family go through a little drill together. It will delight the young children and do every one good. Tell them that it is the setting-up exercises that make the soldier strong and a good fighter.

I have sometimes heard a mother caution her child not to run too much. That kind of parent should do a little running on her own account. The world would take on a new meaning for her if she would do so. There is no danger of a child's overdoing this kind of thing. Older boys might possibly overexert themselves in the enthusiasm of some

ment of the race to which it belongs. The folk dances are a very different thing from the dances of the conventional ball-room. They offer real exercise, of a kind that makes for physical development, erect carriage, and grace of movement in all other respects. They teach coordination.

The practice of athletics among the boys, under the supervision of the Public Schools Athletic League, is another commendable thing, and should have the support of all parents. If the contests are sufficiently limited in character they will not hurt any boy who is properly trained. For instance, two or three heats of a fifty-yard dash will not prove too much for any one, especially if that is all that he does during the afternoon. It is a

WAR never can be the interest of a trading nation any more than quarreling can be profitable to a man of business. But to make war with those who trade with us is like setting a bulldog upon a customer at the shop door.—*Thomas Paine.*

game, but the younger child can be trusted to take care of himself through the force of his own instincts. He is guided almost automatically by his sense of fatigue. So long as it is fun, he keeps it up. When he gets tired and it is no longer fun, he stops. He does not force himself beyond the healthful limits of his exercise, as an older person may possibly be misled to do in some form of competition. And so the more he romps and runs and wrestles, the better.

As the children grow older, from childhood into boyhood and girlhood, the same encouragement toward healthful, natural play is desired, although the organized activity of the playground may now be a more important factor. Where girls are concerned, the teaching of the various folk dances is one of the most commendable movements of recent years. These folk dances have been evolved by the different nationalities which they represent through all the centuries leading back to prehistoric times, and each may be said to typify the spirit and tempera-

mistake, however, for a schoolboy to run three heats in a hundred-yard dash, and then indulge in several other events the same afternoon. It is this kind of thing that is to be guarded against. Again, young boys should not attempt distance races of too great length. They should learn to go into the game for the sport, and not to make records. What is needed is the play spirit, and not the competitive spirit purely, in these games. The advice of the parent in these matters, and also his interest, is very helpful.

On the whole, school athletics are invaluable for the lessons they teach in connection with clean living, temperance, and self-control. The boy acquires an ideal of manly strength and health, and he learns that he cannot afford to smoke or keep late hours. I believe that athletics are the greatest foe in the world to tobacco and alcohol. Nothing else so impresses a boy as the cleanly habits of a Marathon runner or prize fighter, who has never in his life touched tobacco, beer, or whisky, and who does not even

drink tea. Then there is the lesson of training. The boy learns that the race is not won by the efforts made in running it, but by the training and preparation for it during the preceding weeks. It is really won or lost by his past life, of which the training is only a part. It is a question of preparedness. And so he learns, in the most practical way, the lessons of temperance and self-restraint.

Perhaps the biggest mistake made by many parents is forcing a child through school too fast. It is little less than a parental crime to induce a child to "skip a grade," considering the extra study and strain required. If there is to be anything extra, let it not be study. Let it be extra sunshine, extra sleep, extra baseball, extra gardening, extra kite flying, extra fishing in summer, extra games of tag and prisoner's goal. There is too much home study now, without adding to it. No growing child or youth should be permitted, much less required, to sit up at night to study. The school work should be confined to the hours spent in school, and the rest of the time should be devoted to the welfare of the body. When the school seems to demand too much of this extra home study, as it commonly does, I believe it is a matter

for the parent to deal with. I feel very strongly that it is the duty of the parent to protect his own against the organized, impersonal demands of a system which takes little thought of life and health, but only of the great god "Curriculum." The period of childhood and youth is a time for building the human constitution, not for wrecking it. That can easily enough be accomplished later. Especially, every parent should consider the physiological requirements of adolescence, and should permit no crowding or straining with school work at this time. It is even better to take a girl out of school for half a year, if she is delicate, than to have her undergo too much of a strain at this time.

I could say much more, but I think I have said enough. A word to the wise is said to be sufficient. The school hygiene movement promises well. Some day the school authorities are going to give the same attention to the physical welfare of the child that they have been giving to his mental development; but until that time, the parent may do what is necessary by means of intelligent physical culture and a close watch over the physical condition and growth of his children.



Mothers sometimes save themselves trouble, or try to do so, by giving the children a few pennies with which to purchase a lunch. This is where many of the pennies go. This grade of ice cream is usually made by foreigners who have no conception of cleanliness or hygienic requirements.

# THE SCHOOL A POSITIVE FACTOR IN THE PROMOTION OF HEALTH



WALTON COLCORD JOHN. A. B., BACH. DIP. IN ED.



AN our schools be made positive factors in the promotion and conservation of the nation's health? is a question which is receiving considerable attention by educators and thinkers today. If we look back to the time of Athenian supremacy in ancient Greece, we shall recall the highly developed condition of her civilization. Not only was it an age of great artists, philosophers, and statesmen, but it was also the time when Greek physical development was at its greatest perfection. And this perfection of body was not an accident; it was the result of careful, systematic exercise carried out as a part of the regular school program.

## The Greek Ideals of Education

One of the ideals of those days was "a sound mind in a sound body," or as it has been said, "the har-

mony of body and the harmony of soul." To this end, the greater part of the time occupied by the curriculum of the Athenian schools was devoted to games and gymnastics. Furthermore, much of their literary training was conducted in the

open groves or in spacious and airy edifices which merely protected against the inclemencies of the weather. Thus the youth of Athens, under the good influences of pure air, an agreeable climate, and careful supervision, learned to be excellent swimmers and gymnasts; and with this physical training as a basis, they were in the best condition for intellectual effort. So we see in the example of this state the highest physical development simultaneous with intellectual supremacy.

## A Comparison Between Greece and the United States

Today, we may notice a parallel which exists to

Can our schools be made positive factors in the promotion and conservation of the nation's health?

One of the Greek ideals of education being, "A sound mind in a sound body," games and gymnastics occupied a large place in the curriculum.

We in the United States stress to a far greater extent our intellectual training to the corresponding neglect of physical development.

Our physical declension, however, is due largely to the urban tendency of the population, and to the changed industrial conditions.

One of the most effective agencies in overcoming these tendencies is to be found in our schools, provided our educators sense their responsibility to give more attention to physical education.

The school stands today in better position to advance physical development than almost any other institution or environment.

The modern schoolhouse under competent control has practically solved the question of healthful environment so far as indoor life is concerned.

Among the present healthful influences of the school are: medical inspection, open-air schools, textbooks in hygiene, cooking classes, and systematic physical training.

But much more must be done before we can approximate the ancient ideals. Our athletics have been overdeveloped instead of evenly developed.

some extent between Greek education and that of our country. Here in America during the past sixty years, the States have vigorously promoted a system of education which, on the whole, has given attention to both mental and physical education. We differ considerably from the Greek plan in that we stress to a far greater extent our intellectual training to the corresponding neglect of physical development. In the earlier days a great many young men came from the farm to the school or college, with hardened muscles and strong constitutions; but as time has gone by, our schools have been recruited more and more from the towns and cities, where

units of population to crowd into the factory districts, where sanitary conditions are often at their worst. Modern industrial methods have largely reduced the need of as much individual physical labor as in the past, and today comparatively few Americans are obliged to undergo the rigorous all-round physical development of our fathers. I may also add that the recent influx of immigrants has tended to lower our physical standards.

#### The Relation of the School to Health

One of the most effective agencies in overcoming this weakness is to be found in our schools, both public and private.

KINGS and emperors are surprised and horrified when one of themselves is murdered, and yet the whole of their activity consists in managing murder and preparing for murder. The keeping up, the teaching, and exercising of armies with which kings and emperors are always so much occupied, and of which they are the organizers, what is it but preparation for murder?  
— *Tolstoi.*

muscle and brawn are less at a premium. In order to overcome this growing physical deficiency, gymnastics and athletics were gradually allowed a definite place in school life. Nevertheless, the time given to mental pursuits has always far overbalanced that given to systematic exercise, consequently the great majority of students leave school physically underdeveloped. So if the United States has arisen during the past thirty years to a commanding position in the intellectual world, it will be found, no doubt, that we as a nation have begun a physical decline.

#### Some Causes of Our Physical Declension

This declension is probably not so much due to our neglect of physical training as to other circumstances, such as the tendency of the population to leave the country and to settle in the towns and large cities. Moreover the changed industrial conditions have caused large

And notwithstanding the efforts of schools to give bodily development some attention, a far greater sense of responsibility will have to be felt on the part of educators and teachers toward this problem. Schools should not feel satisfied until they have improved the student's body in a definite way, as well as his mind and morals. The knowledge of the laws of health, a proper appreciation of growing physical needs with their relation to mental and moral life, and adequate physical training should be rated as high in the school work as the ability to understand the law of gravitation or to master the intricacies of Latin syntax.

#### The School Compared With Other Environments

In spite of all deficiencies, the school today stands in a better position to advance physical development and health than almost any other institution or en-

vironment. I believe that the children and youth who serve in our factories, department stores, and offices, cannot, as a rule, claim such healthful surroundings as are usually found in our schools. Too often our industrial establishments are neglectful of the most ordinary requirements of hygiene. Poor ventilation, inadequate light, noxious gases, long hours of sedentary work, and the necessarily unfavorable surroundings, cannot be compared with the hygienic standards which are set by schools, as shown by their healthful location, and the attention given to proper lighting, heating, and ventilation.

#### Modern Hygienic School Buildings

The modern schoolhouse under com-

large towns is very helpful to defective and ailing children, guiding them to proper medical attention and a probable cure. Outdoor schools are of distinct value in many communities. And we should not forget to speak of the class work in physiology and hygiene. The textbooks used in teaching these subjects are in general very good, and speak in no uncertain tones against improper living, the use of narcotics and stimulants, besides suggesting to the student higher ideals of physical power and control. Likewise the cooking class is beginning to be of definite help for real life, our girls being taught in a practical manner and in accordance with sound principles. It is pleasing to note that the tendency of this class is, on the whole, away from

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I BELIEVE in the spirit of peace, and in sole and absolute reliance on truth and the application of it to the hearts and consciences of the people. I do not believe that the weapons of liberty ever have been, or can be, the weapons of despotism. I know that those of despotism are the sword, the revolver, the cannon, the bombshell; and, therefore, the weapons to which tyrants cling and upon which they depend are not the weapons for me, as a friend of liberty.—*William Lloyd Garrison.*

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petent control, has practically solved the question of healthful environment as far as indoor life is concerned. The perusal of school board journals goes to show the vast increase of fine school buildings which meet the demands of hygiene. More and more attention is being given to proper-sized rooms with plenty of window surface. Study is being given to the difficult problems of ventilation and heating. And whenever science and invention produce new means of safeguarding the lives and health of students and teachers, we soon find them generally adopted.

#### Present Positive Influences for Health in the School

In addition to healthful surroundings and hygienic buildings, the modern school tends to improve health in more positive ways. The medical inspection in our

the old frying pan and its concomitant array of indigestibles. Finally we must speak of the value of the systematic physical training which is given in addition to the exercise gained through games and sports. These activities correspond in a large measure to the ancient Greek exercises, and as far as they go they are very stimulating to muscular growth and activity. Pupils will never forget the tonic effects of exercise taken during the short recess periods and the added zest for continuing their study thereby obtained.

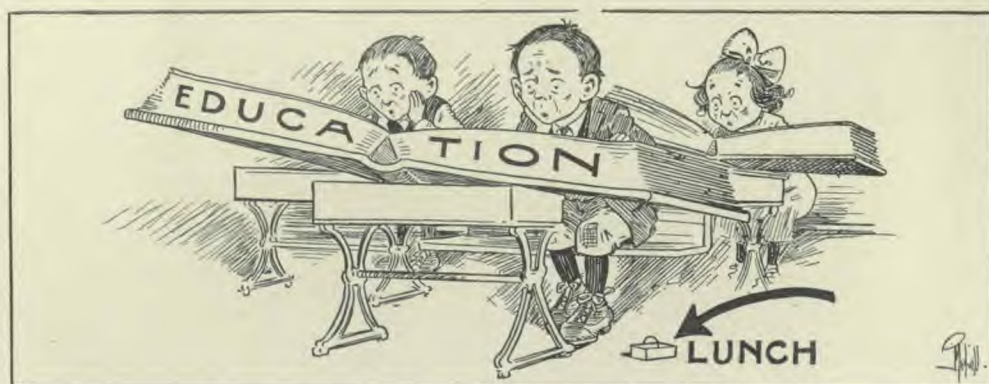
#### Can the Ideals of Health and Physical Efficiency Be Raised?

But notwithstanding our efforts to further physical development, it is very evident that much more must be done before we approximate the ancient ideals. Present tendencies in athletics are toward



the extremes of strength and speed along some special line. Our athletes have often been overdeveloped instead of evenly developed. The idea of making a great record is much more prominent than that of perfect physical efficiency and control. The criticism by the English of our competing athletes at the last Olympic games seems, to a certain extent, to bear out our contention. While admitting that our men won honorably in the contests, they noted that the events were won at such an excessive cost of nervous and physical energies that the victors were in many cases completely undone for a long time afterward. Such victories are not worth the price paid. Then again it will be noted that only few young people are seriously interested in athletic exercises, and those who need the benefit of such training fail to get it. So the aim set for the student, whether old or young, should be a sound, healthy

body which can stand up against the onslaughts of disease, accompanied by reasonable strength, poise, and self-control. And every normal boy and girl should leave school blessed with these positive physical advantages. In order to attain this, more attention will have to be given to physical training and the study of health than the average curriculum will permit. The school, both private and public, can place a higher premium on health and strength than ever before, pointing the way to those activities and avocations which will ever strengthen and invigorate the body. If the attainment of such ideals of physical development is encouraged, we may hope for the gradual extinction of that stooped young man "sickened with the pale cast of thought upon his brow;" and the results shown in higher attainments along all lines of activity will be worthy of the growing power and fame of the American people.



That form of education which places large emphasis on mental food, with little regard for physical food, is responsible for the large number of fairly educated nervous wrecks who spend most of their time in sanitariums.

# THE REASON FOR RUNTS

JAMES FREDERICK ROGERS, M.D.

**U**NDER the title "Giving Pigs a Chance" a writer in a recent number of the *Country Gentleman* says: "A good warm house with plenty of ventilation and an abundance of windows is one of the most worth-while improvements that a hog grower can put on his farm. Some runts are born that way, but more of them are made so by adverse conditions."

Not only some but many human runts are born so, for society allows such to survive and multiply. Many human runts are, however, made so by adverse conditions, or are at least made more so than they would otherwise have been. The educational pen for human pigs — the public school — does not, perhaps, deserve as much blame as it sometimes gets; but it must be said that

it does not usually measure up to advanced agricultural practice in the handling of its living product.

There has been a vast advance in the matter of lighting these human pens, but in the matter of ventilation we are floundering about considerably,—floundering about and either doing nothing or doing absurd things. That there is a stirring up over the matter of ventilation is

shown by the discarding of windows and the adoption of "open-window systems of ventilation," or the removal from the old building altogether into (more or less) "open-air" schools. Such extravagant action amounts at least to an acknowledgment that we have been making a dismal failure in the past in the way of ventilation of school buildings.

The trouble is that we have been adjusting the conditions of our schoolrooms for adults, and for adults not always wise in bodily matters, at that. Hogs will do well, or will at least live, in pens in which pigs do not thrive. The comfort of the teacher has been too much consulted, and not the welfare of the child; in fact, any show of discomfort from unfit conditions on the part of the pupil has too often been considered by teach-

Some children are born runts, some are made runts by their environment.

The school does not measure up to advanced agricultural methods in the handling of its living product.

There are two extremes in ventilation: sometimes it is neglected altogether; sometimes everything, including common sense, is sacrificed to it.

The schoolroom is often adjusted to the needs of the teacher rather than to the needs of the pupils.

Modern ventilation seems to be largely a problem of keeping air moving, comfortably moist, and comfortably cool.

Purity of the air, however, is not to be considered of no consequence.

To prevent malodor, walls and floor should be clean, the air should be fresh at the opening of each session, and the children should be clean.

ers an unpardonable misdemeanor.

Thousands of dollars and years of time have been spent in tracing out the theoretical problems of ventilation, and the records of the experiments tried and their often conflicting results would make quite a library. There may yet be something to discover as to the wherefore of the effects of breathing vitiated air; but so far as science has yet gone

in its strenuous efforts along this line, the problem is at present, first, one of keeping the air at a proper temperature, or what perhaps amounts in its result to much the same thing, keeping it circulating with sufficient rapidity; second, it is a matter of keeping the air comfortably moistened; and third, it is a matter of keeping down the amount of malodorous substances.

Children of grammar school age are found to do the best work and to show least discomfort at a temperature between  $64^{\circ}$  and  $68^{\circ}$ . Above or below this range they become more restless,

may also be placed where it does not give the average temperature of the whole room. Thermometers are now being made with a large dial and needle which can be easily seen, and there can hardly be an excuse for allowing too high temperatures in any school, save in those where the opening of windows interferes with the cumbrous ventilating system. In these a careful regulation of the thermostat (are they ever regulated after being put in?) should remedy the trouble.

The matter of moisture is a debated one, but certainly the hotter the air the drier it usually is. This depends also



The artist has attempted to illustrate the fact that it is easier for one in good health to raise his wages than for one in poor health. Unless the school course graduates the child in good health, it is a failure.

and mental activities are (as they should be) devoted to abortive, subconscious attempts at securing bodily comfort. It would seem to be the easiest matter in the world to have this proper temperature; but the stumblingblock is the teacher, who, often thinly clad, often overworked from handling too many and poorly classified pupils, and unwarmed by enthusiasm over her task, likes a higher temperature than that we have specified, and allows the thermometer to range not far from  $80^{\circ}$  rather than under  $70^{\circ}$ .

Then, too, the thermometer of the schoolroom may be a cheap one, and inaccurate by many degrees. This is by no means an uncommon happening. It

on the heating apparatus, and whether it is looked after as it should be. The janitor or the engineer is as often to blame as the heating plant.

The purity of the air seems to be least considered at present in the matter of ventilation, perhaps because the laboratory has as yet shown no special results from experiments with materials thrown off from the lungs. However, the real experiment, the daily experiment, carried on in every schoolroom in the land, seems to show that the purity of the air is not to be taken as of no consequence. To the writer the best proof that vitiated air is somehow depressing is the effect produced on the sense of smell upon entering an ill-ventilated room. In fact,

were it not for this effect we doubtless should never use the terms vitiated and ill-ventilated; we should speak of a room only as too warm or too cold, too moist or too dry. Still it is not proved by laboratory tests that odors alone have any continued depressing effect except when they first strike our sense organs. So far, it has not been proved that the increase

sions, it would do still more toward good ventilation.

The sources of malodorous air are chiefly dirty children and soiled clothing. By dirty children we mean not so much children with dirty skins as children with decaying teeth, with catarrh of the nose and throat, and with effluvial alimentary canals, from which all sorts of bad odors

WHILE the majority of men have outgrown the notion that a pugilist is in the right and an invalid is in the wrong because the former can thrash the latter, an analogous opinion is still entertained by those nations that rely solely on arms to vindicate the right.—*Sprading.*

of carbon dioxide, which was formerly blamed for the effects of vitiated air, has any ill effects whatever.

To prevent the uncleanness of the air, and therefore its malodorousness, the room should be clean to begin with; for not only the floor but the walls and ceiling become harbingers of odorous matter. It must have clean air in it at the opening of each session. This seems easy enough of accomplishment, but we shall

make their way through the blood to the lungs and to the breath. One means, then, toward good air in schoolrooms is by way of cleansing the children inside and out.

Lastly, the air that is supplied to rooms containing many children for the space occupied, must be either forced in or sucked out at such a rate that it will not have time to become vitiated. This will also help to solve the problem of

WAR is a violation of the principle of liberty as well as of justice. It is founded on force; its method is violence; its theory is, "Might is right;" its purpose is to conquer or destroy. Its greatest heroes are those who have slaughtered the greatest number of people — its Alexanders, its Napoleons.—*Sprading.*

venture that not one schoolroom in a thousand is completely aired between sessions. As shown by the author's experiments, it takes a long time, even with wide-open windows, completely to renew the air of any room, even when a breeze is blowing. Then there should not be too many children in a room. There are often twice as many as there should be, and we are glad to note that the Carnegie Foundation for Advancement of Teaching is making an effort to limit the number which shall be placed in a room of a given size. If it could compel a complete airing of rooms between ses-

keeping the air in motion, especially if the inlets and outlets are properly placed. This circulation of air costs something; but good ventilation, like any other good thing, will always cost something; so does a good piggery, but it pays.

But why not have the open-air school and be done with the problem of ventilation? It is a wonder that there is not a general clamor for such an arrangement on the part of the taxpayers, for it would at least save money paid for fuel. That it is not speedily adopted shows that good sense is not yet quite banished by economy. We are not yet

ready to revert to the ways of the savage and do without those invaluable energy conservers, heat and shelter, which have made civilization possible. Because we have been abusing these things is no reason for abandoning them. Besides, we know as yet nothing of the comparative results from open-air and well-ventilated schools. They are hardly comparable. The open-air school is badly named, for it includes extra meals, longer time and better opportunity for play, periods of rest and even of sleep; there are novel surroundings, the thing is new, and the teachers are making a special effort to make the results apparent. Then, the pupils are usually few in number and of such a character as do not annoy a teacher and depress the general atmosphere of the school.

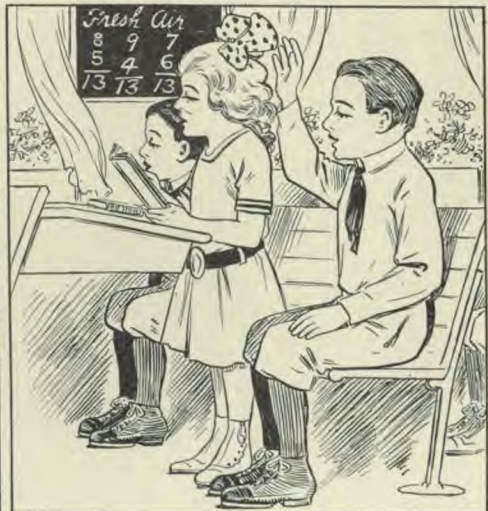
We shall never have best results in ventilation until we have trained janitors. Though these are often paid better than the teachers, they usually have neither training nor natural fitness; they have no

notion of the responsibilities of their office, and their ignorance renders them beyond receiving suggestions. The time is not far distant when janitors will be thoroughly trained and at least a civil service examination will be required before they are given positions.

We shall never have good ventilation until there is some one in charge whose business it is to see that the ventilation is the best possible under the conditions. At present nobody cares very much about the matter except in the way of talk. Educators are still overbusy training (as they suppose) the mind. For them, despite their theoretical statements to the contrary, the welfare of the mind is distinct from the welfare of the body. Of course in raising pigs it is purely a matter of handling bodies, but even hog runts are never so bright mentally as those which have developed into healthier, happier animals. We can learn much from the agriculturist in the handling of the human animal.



STUFFINESS AND STUPOR



AIR AND ALERTNESS

# ANTIDOTES FOR FATIGUE

ALDEN CARVER NAUD

**T**HAT tired feeling" has always been the theme of innumerable jokes. If these bits of humor bring a laugh to some weary human beings, the pleasantries, though stale, are justifiable. "That tired feeling" itself is not a joke. When it manifests itself in physical exhaustion or brain fag, it is a condition to be reckoned with seriously, regardless of whether it is a temporary sensation or a chronic experience.

A great deal might be written on the subject of fatigue, attacking the various causes, such as eyestrain, overexertion, prolonged activity, monotonous endeavor, dissipation of energy, distasteful duties, poor health, or poorly understood efforts.

The various stages of fatigue might also be treated at length in articles on dissatisfaction with work, indifference, hopelessness, inevitable inertia, actual suffering, and total collapse.

But this is not strictly in accord with the subject of antidotes for fatigue; for

we presuppose that one is fatigued. Perhaps that fact is forced upon the consciousness when one feels irritable or pursues tasks in a slovenly, slipshod manner. Perhaps one feels blue or discouraged,

or, maybe, he has reached the stage which in the vernacular of slang is described as being "all in."

A young woman who works hard with brawn and brain says: "There are three stages to my weariness after I begin to feel tired. At first I am amused at trifles and am inclined to laugh heartily when there isn't so very much to laugh at. After this I get touchy and ill-natured and feel quarrelsome and scrappy. At last I reach the 'cry-baby' stage, when my heart breaks over trifles and life doesn't look good to me any more."

This young woman is, by the way, overworked. She looks and

acts far older than her years would justify. She will probably continue in her present course until she at length graduates into a sanitarium and eventually joins "sweet Alice" of Ben Bolt fame.

"That tired feeling," the stock in trade of the comic papers, is no joke to the unfortunate victim.

There are three stages of fatigue, the giggling stage, the quarreling stage, and the crying stage.

Some of these simple, harmless devices will make it possible so to husband the strength that the performance of necessary tasks will be a pleasure rather than a burden.

To overcome fatigue, begin the day right, and begin it the night before.

If the day's work is well planned beforehand, it is not so tiresome as if it is unplanned.

A cup of cold water on arising, as a tonic and laxative, and some fruit and cereal for breakfast, may well replace the stimulants too often taken.

It is surprising how quickly one can rally his forces by sipping a glass of hot milk.

One who goes to his work with dread, and works with lethargy, needs a change of occupation, or else some outside interest, such as flowers, that will furnish diversion without too much care and exertion.

A brief cessation of activities, relaxing, closing the eyes, perhaps taking a brief nap, may relieve a minor attack of fatigue.

After a little practice one can master the knack of resting the mind and the body at the same time.

If one would overcome the fatigue that sometimes obtrudes itself seemingly without reason, it is a wise plan to begin the day right. Do this by making a start the night preceding. Go to sleep in the evening with bedroom windows open. On awakening in the morning try the effects

shoes of a wide last, will do much to keep fatigue at a respectful distance. Comfortable clothing should be the rule for those who would not be "spent" at the end of day.

If unwarranted weariness overtakes one in the midst of the customary occu-

THE masses are so hypnotized that, though they see what is continually going on around them, they do not understand what it means. They see the unceasing care kings, emperors, and presidents bestow on disciplined armies; see the parades, reviews, and maneuvers they hold; . . . and they do not understand the meaning of it all. Yet the meaning of such drilling is very clear and simple. It is preparing for murder. It means the stupefying of men in order to convert them into instruments for murdering.—*Tolstoi.*

of a brisk walk out of doors before entering upon the activities of the day.

Sometimes if one will drink a cup of hot water on arising, it will cleanse the system and at the same time act as a gentle tonic to stimulate the body and aid in warding off undue fatigue during the day.

Some fruit and a cereal for breakfast,

pation of either mental or muscular powers, it is surprising how quickly one can rally his forces by sipping a glass of hot milk. This is particularly good in the case of housewives.

Work that is carefully planned beforehand will not exhaust so quickly nor exact so gigantic a toll from the human system as work handled haphazard.

THE laboring man, who has always done the fighting, is losing his patriotism; he is beginning to realize that he has no country nor much of anything else to fight for, and is beginning to decline the honor of being killed for the glory and profits of the few. And those who profit by war, those who own the country, will not fight for it; that is, they are not patriotic if it is necessary for them to do the killing or to be killed in war. In all the wars of history there are very few instances of the rich meeting their death on the battle field.—*Sprading.*

supplemented, perhaps, by a bit of toast, will relieve the body of the sensation of heaviness that frequently follows in the wake of buckwheat cakes, pork chops, and coffee. When one enters upon a daily routine with animation and buoyancy, unwonted weariness is not so likely to be a constant companion as might otherwise be the case.

Correct dress, especially low-heeled

When one awakens with a dread of the day before him and begins his activities in a lethargic manner, working in a maze of repugnance to the duties in hand, it is time to call a halt. An effort should be made to secure more congenial employment; and, failing in this, an attempt should be made to introduce such outside interests as will stimulate the mind and give it broader and deeper channels.

When fatigue comes on unduly, it is sometimes an advance signal of approaching disease. Often it is well to consult a physician and stem the tide of sickness in its incipient stage.

More frequently a little attention to hygienic living will banish the "tired feeling." It is almost incredible, for instance, how much good one can accomplish by such economical, unimportant remedies as early rising, deep breathing, sufficient sleep, thorough ventilation, and proper diet.

A brief cessation of activities is oftentimes all that is needed to rest one from a minor attack of fatigue. Sometimes merely closing the eyes for an instant will give relief.

When it is possible, in case great weariness overtakes one, it is well to sit down a moment while one reads a bit, or allows the mind to dwell on some pleasant thought or memory. In extreme cases it is best to lie down and let the entire body relax. If one has the time and the opportunity for a nap, so much the better.

Those who can do so prefer to recline at ease and think — of nothing whatever. After a little practice one can master the habit of resting the mind and the body at the same time. A few moments of such a rest will often do more good than an hour or so of sleep. This is particularly true in those instances where sleep is fitful and broken when the body or mind is tired.

Of course, no one can expect to do the work required of him in the world and never suffer fatigue. It is a good thing to feel tired enough every evening to "make the bed feel good."

It is very unwise to suffer fatigue to the point of complete exhaustion and collapse. If ordinary activities produce such results, it is time for a person to avail himself of competent medical advice.

Many times, however, some of the simple, harmless devices enumerated will make it possible to husband the strength so that life is far less cumbersome, and what were otherwise burdens become pleasures.



War was in ancient times what it is now — an encroachment of the strong upon the weak. The moral is, "Do not be weak;" but too often the defensive preparations pave the way for offensive operations.



# HOW BOB WAS WEANED

MRS HARRIET LANGDON

WHAT a wealth of information, or of misinformation, a young mother receives from her kindly intentioned neighbors!

"The poor little fellow! He will fret and cry until he is about sick, and you, too," was the reassuring response whenever I suggested to a neighbor that it was nearly time to wean Bob. It seemed to be a part of the mother lore of the neighborhood that weaning time is a pe-

until I had sweetened it.\* I continued to give him this nine-o'clock diluted and sweetened milk for about two weeks, gradually lessening the amount of sugar, without a protest from Bob.

I then prepared for him a cup of diluted milk without any sugar. This was too much for him; he tasted it and turned in disgust toward the breast. "No," I said, offering him the cup. He expressed his indignant protest by yelling and stiff-

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"OUR distrust is very expensive," said Emerson, referring to the cost of courts and prisons. In the present war, which will probably dwarf all former wars and put in the shade all the earthquakes, tornadoes, volcanoes, tidal waves, and other disasters of all time, we are having a monstrous demonstration of the expensiveness of distrust. This war was the direct outcome of distrust; its costly preparation that has beggared civilization, has been the fruit of mutual distrust between nations. The man who distrusts all his neighbors needs watching; and it is not different with nations. The nation that looks upon its neighbors as possible usurpers will itself become a usurper when the opportunity offers. History in the making is attesting this truth.

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riod of grief to the baby and of trouble to the mother.

Bob certainly enjoyed his natural diet and thrived on it; and after hearing such dire predictions from all sides, I began to fear that he would never accept a substitute for mother's milk without a hard fight. The sequel, however, proved my neighbors to be false prophets.

When he was a year old, he was nursing five times a day. I decided to begin the weaning process by changing one meal at a time, beginning first with the nine-o'clock meal. He had already learned to drink water from a cup. Waiting until he was very hungry, I prepared for him a cup of diluted milk, which he tasted, but refused to swallow

ening his back. A little spank served to relax the tension of his back, and he took another taste, but turned again toward his old feeding place, his spine stiffening. It was nearly an hour before he gave up, and drank his milk.

The next morning he stiffened his back twice and then drank his milk. That was all the protest he made against being weaned. At intervals of one or two weeks, I would substitute another cup feeding until he was nursing only once a day. That I allowed him to continue for a number of weeks, as it was more convenient than carrying a bottle when visiting in the afternoon. When I dis-

\* Very naturally, for human milk contains more sugar than cow's milk.

continued his last nursing meal, he looked as if he were going to object, then turned to his cup and did not ask for the breast again. And the mother had none of the pain that had been promised her in such liberal measure. Baby and mother had both become accustomed to the change gradually.

By the time Bob was well weaned he did not seem hungry for his nine-o'clock breakfast, so I put him on a four-meal schedule. When his diet had been varied a little more, he was not ready for a second breakfast, even by ten o'clock, so I put him on a three-meal schedule, which, you may be sure, worried the neighbors, and resulted in many well-meant expostulations.

"Why, the poor little fellow! Do you mean to say that he gets only three meals

a day, and nothing between meals? Won't he starve?"

"Does he look starved?" was my retort, and after a mental inventory of Bob's avoirdupois, they had nothing to say in reply.

Ordinarily he did not seem to care for food between meals, though if I handled food in his sight, he might ask for it, even if it were right after a meal; and when sleepy, he would go to the cupboard and beg, evidently thinking that a full stomach would ease those drooping eyelids. But the short two minutes that it took him to drop to sleep after I laid him on the bed proved that he did not know any more about the cause of his discomfort than do those of his seniors who go to the cupboard to relieve a gnawing sensation caused by overeating.

### Two Bugle Blasts Against Drink



"The prosperity of the national treasury must not be made dependent upon the moral and material ruin of my people."—*The Czar, Nicholas II.*



"The navy which drinks the least alcohol will be the winner; and that, gentlemen, should be you."—*The Kaiser, Wilhelm II.*



# HEALTHFUL COOKERY

## MENUS FOR A WEEK IN OCTOBER

George E. Cornforth

**T**HIS being the month for bottling grape juice, I wish to remind my readers of its value.

Grape juice is a real food, not merely an enjoyable drink. The amount of nourishment it contains depends upon how much it is diluted with water and how much sugar is added to it. As usually put up, grape juice contains more nourishment than milk contains. Of course, the nourishment is of a different character, being entirely carbohydrate, while milk contains protein and fat as well as carbohydrate. But besides being nutritious, it has medicinal and health-giving qualities due to the mineral elements and the acid it contains. It is a better tonic than drug tonics. Its use diminishes the desire for alcoholic beverages and tobacco. In fact, it is said that tobacco and alcoholic drinks become distasteful to the person who eats largely of fruits. Grape juice gives real strength

instead of the imaginary strength imparted by tea and coffee. We should recommend that the money which might be spent for tea, coffee, patent medicines, alcoholic beverages, tobacco, yes, and even soda-fountain drinks, be invested in grapes to be made into grape juice, and that the difference in the health of the members of the family and in their capacity for work as a result of its use, be noted at the end of a year.

If juice from sound apples can be obtained when it is freshly pressed, this, too, may be bottled as grape juice is bottled, and it makes almost an equally healthful drink.

If it is desired to have a little jelly now and then, as a titbit, now is the time for putting up jelly also.

### Rice and Egg Timbales

3 cups boiled rice (about  $\frac{1}{2}$  cup before boiling)  
2 cups milk (or part cream)

### First Day

#### DINNER

Cream Chestnut Soup  
Nut Cheese<sup>1</sup> Mashed Potatoes  
Beet Greens Graham Bread  
Squash Pie<sup>1</sup>

#### BREAKFAST

Golden Grains with Dates Cream or Milk  
Rice and Egg Timbales<sup>1</sup>  
Baked Sweet Potatoes  
Unfermented Graham Rolls<sup>1</sup> Grapes

#### SUPPER

Sliced Fresh Tomatoes with Lemon  
White Bread Cottage Cheese  
Baked Pears with Whipped Cream

### Second Day

#### BREAKFAST

Creamed Nut Cheese on Toast<sup>1</sup>  
Potato Croquettes Graham Bread  
Fresh or Canned Pineapple

#### SUPPER

Browned Rice Cream or Milk  
Roasted Chestnuts  
Whole Wheat Bread Baked Apples

#### DINNER

Baked Peanuts  
Boiled Potatoes Creamed Cauliflower  
White Bread  
Graham Blancmange<sup>1</sup> with Cream

- 2 teaspoons oil  
1 level teaspoon salt  
3 eggs, beaten

Stir the cooked rice into the milk; add the oil, salt, and beaten eggs. Pour into oiled cups, set into a pan of hot water, and bake till firm. Allow to stand a few minutes after removing from the oven, then remove from the cups, and serve with cream sauce or parsley sauce.

#### Unfermented Graham Rolls

- 1 quart unbolted wheat meal  
2 level tablespoons crisco  
1½ level teaspoons salt  
1 cup cold milk

Mix the salt with the flour, then rub the crisco into the flour with the hands till thoroughly mixed. Then mix in the milk. Take the dough out onto a board and knead it thoroughly till a smooth dough is made, endeavoring to fold and roll air into the dough in the process of kneading. Roll the dough out with the hands into a long roll three fourths of an inch in diameter. Cut it into two-inch lengths, prick with a fork, and bake till nicely browned and well baked through.

This recipe may be followed in making beaten biscuit. White flour may be used, and the dough beaten well to make white beaten biscuit.

While unfermented rolls and beaten biscuit may be shortened with oil, better success is had by using a hard fat like crisco.

#### Nut Cheese

Recipes for making nut cheese were given in LIFE AND HEALTH some time ago, in which flour or cornstarch was called for. White flour and cornstarch are deficient in mineral elements. The germ of the wheat is the best part of it.

The bran and middlings contain much mineral matter. But these parts of the wheat are eliminated from our food and fed to pigs, chickens, and cattle. I recently heard a doctor, who for many years has made a special study of the value of the mineral elements in foods, say that farm animals would die if fed on meal from which the germ is removed. These statements being true, a better meat substitute can be made by using wheat germ and middlings instead of cornstarch. This makes a nut food which somewhat resembles some of the manufactured nut foods, and is fully equal to them in nutritive qualities. Middlings can be obtained at any feed store. Any one who lives near a flour mill might be able to obtain wheat germ at the mill; or Fould's Wheat Meal, or Toasted Wheat, or Wheatlet, which are wheat germ preparations, may be used. Ordinary peanut butter can be used in this recipe, but it would be better to use raw peanut butter, made by grinding raw, blanched peanuts through a food chopper which has a cutter for the purpose of grinding nuts into butter or fine meal. Following is a recipe:—

- 2 cups raw peanut butter  
¼ cup wheat germ meal  
¼ cup middlings  
¼ level teaspoons salt  
2⅓ cups water

Stir the nut butter smooth with the water, adding the water a little at a time and stirring it in; then stir in the salt, meal, and mid-

### Third Day

#### DINNER

- Loaf of Mashed Beans<sup>1</sup> with Bread Dressing<sup>1</sup>  
Baked Potatoes Mashed Squash  
Vienna Bread<sup>1</sup>  
Pineapple Bavarian Cream<sup>1</sup>

#### BREAKFAST

- Corn Fritters<sup>1</sup> Browned Potatoes  
Graham Gems Walnuts  
Apple Sauce or Fresh Apples

#### SUPPER

- Fresh Celery Vienna Bread  
Rocks<sup>1</sup>  
Buttermilk or Sweet Milk

### Fourth Day

#### BREAKFAST

- Nut Hash Rolled Oats  
Crabapple Sauce Corn Muffins

#### SUPPER

- Cucumber Sandwiches Pop Corn  
Raisin Marmalade

#### DINNER

- Vegetable Oyster Soup  
Mashed Peas with Mint Cream Sauce<sup>1</sup>  
Bollid Sweet Potatoes Stuffed Olives  
Whole Wheat Bread Apple Pie

dlings. Put into a tin can which has a tightly fitting cover, and steam five hours. Or it may be cooked by putting the filled can into a kettle which contains boiling water to one half the height of the can, covering the kettle, and cooking the required length of time, adding boiling water as may be necessary. Or the mixture may be poured into a double boiler and cooked in that the required length of time.

#### Squash Pie

- 1 cup dry mashed squash.
- 2 cups hot milk
- 1 egg
- 1 level tablespoon fine cracker crumbs
- $\frac{1}{2}$  cup sugar
- A few grains salt
- $\frac{1}{2}$  teaspoon vanilla
- $\frac{1}{2}$  teaspoon, or less, of almond flavoring

Heat the milk. Mix the cracker crumbs, sugar, and salt, and stir them into the squash. Stir in the egg and the flavoring and mix thoroughly, then add the hot milk. Stir well together. Pour into a crust which has a built-up edge, and bake in a moderate oven till set.

Instead of the vanilla and almond flavoring, one-fourth cup of shredded coconut may be used. Grind the coconut fine by running it through a food chopper, then brown it very lightly in the oven, or it may be used without browning.

#### Creamed Nut Cheese on Toast

To one cup cream sauce add one and one-half cups diced nut cheese, one hard-cooked egg, chopped, 1 tablespoon chopped parsley, and one-half teaspoon grated onion. Heat together in a double boiler, and serve over slices of zwieback which have been dipped in hot water.

Make the potato croquettes from the mashed potato left from the previous dinner.

#### Graham Mold or Blancmange

- $\frac{1}{2}$  cup unbolted wheat meal
- 1 pint milk
- 3 level tablespoons sugar
- A few grains salt
- $\frac{1}{2}$  teaspoon vanilla

Stir the wheat meal smooth with a little of the milk. Heat the remainder of the milk, with the sugar and salt, to boiling in a double boiler. Stir the meal into the hot milk, and continue to stir till the milk is thickened. Cook one hour. Stir in the vanilla. Pour into molds wet in cold water. When cold, turn from the molds and serve with cream.

#### Corn Fritters

- 2 cans corn pulp
- 2 eggs
- $\frac{1}{4}$  cup flour
- 3 level tablespoons white corn meal
- $\frac{1}{2}$  cup milk
- 1 level teaspoon salt

To make the corn pulp, cut and scrape cooked corn from the cob and rub it through a colander; or use uncooked corn. Cut off the tops of the kernels, then scrape out the pulp with the back of a knife. If uncooked corn is used, it may be necessary to use a little less milk.

Separate the yolks from the whites of the eggs. Mix together the corn pulp, egg yolks, flour, meal, salt, and milk. Lastly fold in the stiffly beaten whites of the eggs. Place spoonfuls of the mixture on a hot, slightly oiled griddle to cook. When browned on one side, turn and brown the other side.

#### Loaf of Mashed Beans

Wash one pint of beans. Soak them overnight. In the morning put them to cook in fresh water. Boil slowly for about four hours, or till thoroughly tender. Let them cook down dry at the last. If necessary spread them on a pan and put into the oven to dry. The good flavor of beans prepared according to this recipe depends upon this drying of the beans. Rub the beans through a

### Fifth Day

#### DINNER

Cream Celery Soup      Macaroni with Peas<sup>1</sup>  
 Boiled Potatoes with Nut Gravy  
 Scalloped Eggplant      White Bread  
 Pineapple      Shortcake<sup>1</sup>

#### BREAKFAST

French Toast      Browned Sweet Potatoes  
 Rye Puffs      Pears

#### SUPPER

Barley and Tomato Soup  
 Nut Buns      Autumn Fruit Salad  
    Cup Cakes

### Sixth Day

#### BREAKFAST

Macaroni Croquettes with Egg Sauce  
 Hashed Potatoes      Whole Wheat Pop Overs  
    Sliced Bananas with Cream

#### SUPPER

Scalloped Tomatoes      Toasted Buns  
 Grape Jelly<sup>1</sup> with Custard Sauce  
 Coconut Macaroons

#### DINNER

Gluten Stew<sup>1</sup>      Spinach with Lemon  
 Whole Wheat Bread      Filberts  
    Caramel Irish Moss Blancmange<sup>1</sup>

colander, putting in only a few at a time. Season with salt and cream or one-fourth cup of oil. If the oil is used, it may be necessary to add a little water to the beans if they are too dry to stick together. Pack into an oiled bread tin and put into the oven to heat through.

#### Bread Dressing

- 1 pint of soaked stale bread
- 2 tablespoons oil
- $\frac{1}{4}$  cup brown gravy
- 1 level teaspoon sage
- $\frac{1}{2}$  level teaspoon thyme
- $\frac{1}{2}$  level teaspoon savory
- 1 level teaspoon salt

Soak stale bread in cold water till it is just moistened through. It should be moist, but not wet. Crumble it up lightly. Measure it, pressing it down slightly in the measure, then lightly mix all the ingredients together. Put the mixture into an oiled pan; do not press it down. Bake till lightly browned.

When the bean loaf is baked, remove it from the tin and slice it. Serve a spoonful of the bread dressing on each slice of beans, on an individual platter (on a lettuce leaf if desired), and pour nut gravy over all. Garnish with halves of walnut meats.

#### Pineapple Bavarian Cream

- $\frac{1}{2}$  quart can of grated pineapple
- $\frac{1}{8}$  ounce vegetable gelatin
- Juice  $\frac{1}{4}$  lemon
- $\frac{1}{4}$  cup sugar
- $\frac{3}{4}$  cup heavy cream

Prepare the vegetable gelatin, as usual, by soaking it in three changes of hot water. After it is drained the last time, put it into a double boiler to dissolve without the addition of any water. Add the sugar to the pineapple; add the lemon juice to the cream and whip it, not too stiff; fold the pineapple into the whipped cream. Boil the gelatin directly over the fire for a moment to be sure it is all dissolved, then strain it into the pineapple mixture and pour at once into sherbet glasses, and decorate the top with triangles of pineapple slices with a cherry in the middle.

#### Vienna Bread

- 1 $\frac{1}{2}$  cups lukewarm water
- $\frac{1}{2}$  cake compressed yeast, dissolved in the water
- 1 $\frac{1}{2}$  teaspoons oil
- 2 level teaspoons salt
- 1 level teaspoon sugar
- 1 $\frac{1}{2}$  quarts sifted bread flour

Follow directions for making rye bread, given in the September number of LIFE AND HEALTH, molding and baking it in the form of long rolls, as was done in the making of rye bread.

#### Rocks

- $\frac{1}{2}$  cup brown sugar
- $\frac{1}{4}$  cup cream (or 1 scant teaspoon oil with milk to make  $\frac{1}{4}$  cup)
- 2 teaspoons molasses
- 1 egg yolk
- $\frac{1}{2}$  cup raisins, chopped
- $\frac{1}{2}$  cup chopped walnuts
- 1 $\frac{1}{4}$  cups dried Graham bread crumbs

Mix the ingredients in the order given; drop in small spoonfuls on an oiled pan, and bake till lightly browned.

These are called "rocks" not because they are hard, but because they are rough in shape, and any one who ventures to try this recipe will be surprised to find how nice these cookies are.

#### Mashed Peas

Prepare dried whole or split Scotch (green) peas as the beans were prepared for the loaf of mashed beans; but after rubbing the peas through the colander, season them, leaving them a little softer than the beans; beat them well, and reheat in a double boiler, instead of baking them in the form of a loaf. When ready to serve them, pile them in a mound in the center of a hot platter, and put the boiled sweet potatoes around the peas. Serve with mint cream sauce made by adding chopped fresh mint or powdered dry mint to cream sauce.

#### Macaroni With Peas

Break one-fourth package of macaroni into inch-length pieces. Drop it into two quarts of actively boiling salted water, and boil, stirring occasionally, till the macaroni is tender, about one-half hour. Turn into a colander; dash cold water through it; put it into one pint of cream sauce and add one-half can or more of peas. Heat together.

#### Pineapple Shortcake

Follow the directions for strawberry shortcake given in the June number of LIFE AND HEALTH, using pineapple cut

(Concluded on page 470)

### Sabbath

#### DINNER

Shelled Beans                      Stewed Corn  
Tomato Mayonnaise              Graham Bread  
Date Cream Pie<sup>1</sup>

#### BREAKFAST

Hominy with Maple Sirup  
Canned Peas                      Zwleback  
Baked Doughnuts                Grapes

#### SUPPER

Toasted Wheat Biscuit with Hot Cream or Milk  
Fig Rolls                          Apple Sauce

# EDITORIAL

## SCHOOL FATIGUE

WE are so accustomed to see pupils decline a little in health during the school year that we take it for granted that such a physical slump is necessary. If Johnny loses weight and Mary is paler during the second term of school, we console ourselves with the hope that they will make it up in vacation. But is this loss of health actually necessary even during the school term? The children who attend the open-air schools do not fall back physically in this way. They not only cover more of the curriculum proportionately than the pupils in the regular grades, but they actually make a physical gain instead of a loss. This would seem to indicate that there is something substantially wrong about the ordinary school; and one is disposed to sympathize with the little fellow who came to the open-air school asking how sick he would have to be in order to be admitted.

The depressing influence of the ordinary schools on the health of the children is a serious matter, more serious than some of us realize; for the physical handicap imposed by an unnatural school life is apt to influence the entire after life of the pupil. In localities where the problem of bettering physical conditions in the school is not being carefully considered by the school authorities, parents should interest themselves in the subject and organize to get better results. The conditions which need modification in the interest of the pupils are the several hours' confinement in a close, perhaps dusty, room, and the gradual body molding in rigid, ill-fitting desks; and anything that can be done to mitigate these unfortunate accompaniments of our educational system is worthy of our best consideration and effort.

But there is one phase of the subject more completely under the control of the parents, and that is the home life of the pupils. There are often conditions in the home for which the parents are responsible, which result in physical deterioration of the pupils. There may be, in the first place, insufficient, or ill-adapted, or ill-prepared food. Or there may be improper ventilation, dusty rooms, hot, humid atmosphere in summer and hot, dry atmosphere in winter. The children may not have the privilege of adequate recreation or play amid healthful surroundings. They may be compelled to take music lessons, and to do a large amount of home study, so that they are kept hovering with cramped chest over their work for many hours a day, when they should be exercising their muscles in some activity inviting their interest; or they may be compelled to earn part of the family living by working under insanitary conditions.

The child may have certain physical defects, such as partly decayed or ill-adjusted teeth, adenoids, or diseased tonsils, or he may have errors in refraction that develop eyestrain and consequent nervous irritation. Any one of these defects is sufficient to lower his scholarship and lessen the likelihood of his completing his school work with credit. And, moreover, if these defects are not

remedied in early life, they may result in more or less permanent injury to the body in later life.

These conditions in the home and in the pupil come under the direct observation of mothers and fathers, and no matter how sanitary the school, no matter how rigid the sanitary regulations of the school department or how carefully enforced, if things are wrong in the home the school will not entirely make up for it. And owing to the fact that few schools are so conducted as to favor to the best advantage the physical growth and the health of the pupils, it behooves parents to see to it that the physical part of the education of their children is not neglected, at least in the home.

Regarding the air the children breathe, it may be stated without fear of successful contradiction that a large proportion of houses, including those belonging to persons in comfortable circumstances, are not so well ventilated as they might be, even during the summer. For this reason children should be encouraged to be out of doors a large share of the time when this is feasible. Whatever may be the explanation of it, the outdoor life is more healthful for children than the shut-in life. Exercise should as far as possible be in the open air, and the beds of the children should be on an open porch, or at least in a room which contains the equivalent of outside air.

In the dead of winter no advantage is gained from exposure of the little ones to the cold until they are chilled; when the protection of walls and windows is removed, the protection of warm woolen clothing should be substituted.

One who has not been an eyewitness to the transformation can scarcely imagine the improvement in physique that an open-air life, even in winter, causes in children who are dressed warmly and fed adequately. Children themselves are not slow to notice it. In some cases normal pupils have petitioned to have their rooms turned into open-air or open-window rooms.

The food of the school child should be sufficient for the needs of the active, growing body. Children may appear to be growing rapidly on grains and fruits, but unless they have an abundance and a variety of protein, such as they would get by the addition of milk and eggs to the cereal dietary, there is likely to be a deficiency of nutrition, manifested by lack of resistance to disease. The other extreme of an excessively protien diet is as injurious as an excessively carbohydrate diet.

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## INFECTIOUS DISEASES

**M**OST important is the avoidance of infectious diseases. So common are these "diseases of childhood" that they are considered necessary; and some mothers go so far as to expose their children to measles in order to "have it over with." This is a serious and sometimes fatal mistake. The little chair that is left empty by measles is just as empty as if the death had been from smallpox, or pneumonia, or diphtheria; and the deaths from measles are many. The mortality is quite high. Why it should be so lightly considered by the laity is a mystery. Moreover, measles often leaves in its track chronic affections that practically invalid the victim for life. For this reason it is nothing less than criminal to let a child "catch" the measles. It can be avoided with care.



It should be known in the first place that measles is most intensely contagious (catching) in the first stage, when the disease is supposed to be a "cold in the head." The scales in the latter part of the disease probably have no power to carry the disease. If every child with sore throat and running nose were isolated as soon as these symptoms appear, there would be much less liability of infection, especially if the children have been trained to avoid using cups, towels, and such articles in common. A very large proportion of quite contagious diseases, especially the diseases of childhood, including diphtheria and scarlet fever, is undoubtedly conveyed in the saliva, or spit, from one person to another by means of drinking cups, spoons, exchange of lead pencils, swapping of gum, and the like. When we come to realize that nearly all disease enters the mouth from the mouth of some other person, we shall be more careful what we put into the mouth, and shall try to teach our children rightly in regard to this.

*J. H. Heald.*



**Open-Window  
Schools, an  
Experiment**

THE experiment was tried out in Sumner School, Syracuse, N. Y., which has a registration of over six hundred. The Sumner School was heated both by hot air driven in with a fan and by steam-heated pipes under the windows. In order to keep the ventilating system in working order, windows and doors were closed during school hours. The rooms were stuffy and close, with the familiar schoolroom odor. Many of the pupils suffered from headache, and occasionally one would faint.

Mr. John B. Todd, having had experience with a screened sleeping porch, thought that he could remedy some of the most unhygienic features of school

life. When he found a teacher in Sumner School willing to try the experiment, he had screens made to fit the lower half of the windows, and covered these frames with the cheapest unbleached cotton cloth. The lower sash being raised, this cloth took the place of the glass. While this arrangement allowed the free entrance of cold air, it prevented drafts, and retarded the radiation of heat.

Before school the janitor closed the windows and warmed the room to 70° by hot air from the fan, moistened by a steam jet. When school opened, the windows were opened, and the hot-air supply was cut off; but the heat from the steam pipes was continued. The windows were kept open throughout the

winter. The experiment was of great educational value to the community. Below are extracts of letters from teachers of the Sumner School:—

Alice S. Town, principal:—

"When you first suggested screening one room for an experiment, I was doubtful of its success. After weeks' trial I was completely convinced of the success of the experiment. Since then eight rooms have been equipped with the screens at the request of the teachers in those rooms, and I hope before another year we shall have them in every room in the building."

Miss Whalen writes:—

"The open-air room was enjoyed from November to May. The class entering the room at midwinter made no objection to change of temperature. Twice only were the windows lowered because of strong wind. Attendance was unusually good. There were no colds until April. One case of measles and one of scarlet fever occurred. The children are quiet and attentive, showing little, if any, fatigue till the end of the day. Upon entering the room the fresh, clean air was always noticeable; winter seemed forgotten here."

Miss Hinsdale, head of the kindergarten:—

"Your fresh-air window screens have certainly been most satisfactory in our kindergarten. Our attendance of little folks during the winter months was unusually good; reason for this, the children seemed to be free from colds, thanks to plenty of fresh air. Children were more wide-awake, less restless, and not tired when session closed. As teachers, we both found our voices stronger and throats less sensitive."

Miss Reisig, of the 2-2 grade:—

"Since having the open-air windows I find the children less restless. It is very much easier to keep their attention. They do not seem tired even at the close of the school. The attendance has been good. The children themselves like the fresh air and do not complain of feeling cold. Personally, I have felt benefited by the fresh air."

Miss Marie Keefe, of the 5-1 grade, writes:—

"After using the screen windows for the past term, I feel as if I should never want to teach in a schoolroom without them. There are five windows in our room, and I can recommend and praise them most highly, as they are a wonderful help. The discipline is easier, as the children do not become so uneasy and restless. I have also noticed that there has been less coughing in school during the past winter than ever before. It is my opinion that the screen windows would prove a great help in every classroom."

**Pupils and Parents Value Fresh Air** In a certain school there was an open-window room, third grade. At the time of the winter promotions, some of these pupils were transferred to the fourth grade, a closed-window room. Then something happened. Pupils and parents had first-hand knowledge of the superiority of cold air, and the principal was besieged with letters, of which the following are samples:—

"Mr. Bishop: Will you please keep Bessie in the open-air room, as her health is greatly improved since she has been in it. She has not had a cold all winter. The fresh air agrees with her so well I should be thankful if you could keep her there still." Signed by Bessie's mother.

"Miss Adams: Will you please put Sadie in the open-air room. She does not like the warm air somehow or other." Signed by Sadie's mother.

"Mr. Bishop. Dear Sir: I am so sorry since Earl got out of the open-window room; he ate so good and seemed to have such good health while he was there. If it would be possible for you to put him back again, I certainly should be glad, and I know he would be glad himself; for he was always telling me how good he felt. Please let me know if you can put him in the fresh-air room again." Signed by Earl's mother.

"Mr. Bishop: Please let Ellsworth go back in the cold-air room, whatever you do." Signed by his father and mother.

"Mr. Bishop: Will you kindly put my boy John back in the open-air room, as I think it is not healthy for him in the closed room." From his mother.

**Composition of the Air** WE do not ventilate in order to increase

the oxygen and diminish the carbon dioxide in the air. The old notion of ventilating in order to alter the chemical composition of the air has been pretty thoroughly exploded. Dr. Luther H. Gulick gave a terse statement of the new view at the School of Hygiene Congress at Buffalo:—

"It used to be assumed that the exact percentage of oxygen in the air was an important factor in determining the quantity of this element absorbed and used by the body. We now know that within certain rather wide limits the per cent of oxygen has nothing to do with the case. The 'factor of safety' (Meltzer) in the functioning of the oxygen-taking and oxygen-carrying apparatus is such that under any of the conditions found in ordinary life the amount of oxygen taken in and consumed is determined solely by the demands of the body, and not by the percentage in the air;

that is, a horse cannot drink any more out of a lake than he can out of a trough. The experimental data referred to show that the oxygen consumption of the body is not in any way affected by lessening the oxygen in the air till it has been reduced from twenty-one per cent, where it is normally, to about fifteen per cent.

"We also know that such lowering of oxygen is never found except under the controlled conditions of the laboratory. In other words, a tightly shut schoolroom full of pupils without any artificial ventilation will not suffer from lack of oxygen. They probably will suffer, but not from oxygen starvation. The exchange of gases through cracks in doors and windows, as well as through walls, floors, and ceilings, is so rapid as to maintain a practically uniform atmospheric balance in gases. To be even more explicit, the oxygen content in the air in a room or building—even a modern one—cannot be reduced enough through breathing to lessen the oxygen consumption of those in the room. Hence no attention whatever needs to be paid to oxygen percentage and supply."

He gives temperature, humidity, and motion of the air as the important considerations in ventilating, and relates the following interesting incident:—

"During the past winter the gymnasium building of the Y. M. C. A. Training College has been ventilated for weeks at a time by using the same air over and over again. It has been renovated only by natural leakages. This building is a large and modern one, including two gymnasiums, laboratories, offices, and classrooms. It is used more completely and continuously than any other gymnasium of which the writer has knowledge. This experiment is peculiarly convincing because of the fact that a person doing vigorous exercise vitiate the air from three to eight times as rapidly as a person does at rest. That is, oxygen is consumed and carbon dioxide, sweat, and odors are given off from three to eight times as fast as under ordinary conditions of rest.

"Extensive and exact determinations have been made as to these various elements, as well as to volume of air moved, humidity, and temperature.

"The feelings of the students have been regularly ascertained, and their health and working capacity, both mental and physical, as carefully measured as was feasible. The various exercise [rooms], classrooms, and offices have shown splendid air conditions, whether the test was the feelings of the students, the impressions of visitors fresh from the outside, or actual examinations of the air itself."

#### The School Practical

DR. SOUTHWORTH in his presidential address before the Medical Society of the Greater City of New York took as his topic "The Child of Today." In his dis-

cussion of the school child, he made some excellent remarks, from which the following quotations are taken:—

"In no respect, perhaps, has the attitude toward the child changed more completely than in the school. No longer is school work made irksome; no longer does the average child trudge reluctantly to school. Where learning was once put forward as a task, it is now made enjoyable. New methods and human interest, shorter periods, more interesting presentation of the subjects, alternation of harder with lighter work, fresh air, and hygienic exercise under the guise of recreation, shorten the weary hours, and the child starts schoolward in the morning with happy expectancy. . . .

"All honor to those pioneers in modern education who have cast off the bonds of tradition and opened the way for vocational training in our schools. Necessary as are the fundamentals in education for all children, there comes early or late a point where instruction is best differentiated for the present and future needs. The child living in the country needs earlier knowledge of the flowers, trees, soil, and crops. . . . The child in the city is confronted with very different problems. . . .

"Since instruction by the parent in the family has decreased amazingly, special instruction for the schoolgirl is imperative if she is to take her natural and normal place in the home unordained to failure. Might we not have happier and less extravagant homes, less divorce, less vague searching for a mission in the market place, if the girl's education always fitted her to perform her functions in the world with less groping and less drudgery? . . .

"Where is the reverence for elders, the prompt, unquestioning obedience of a former generation, the consciousness that infractions to rules bring speedy and just retribution? Are these compensated for by greater comradeship with parents, by the freer development of individuality? Who shall say? Will the rising generation have the same wholesome respect for law and order, for the rights of others? will they be the same staunch supporters . . . of local and national authority as those who have gone before? There are many who ask these questions with grave misgivings."

#### Irrational School Children

THE doors of our public schools open too wide. They admit too many who are not only not benefited themselves by the schooling, but who undo and nullify the training of the other children, and, who, moreover, may be the centers of grave moral infection, making the schools hotbeds of nastiness. In some cities there are special classes or special schools for these abnormal, unfortunate, "exceptional" children; but in most localities

they are supposed to be entitled to a place with the normal pupils in the public schools. In an editorial article, the *Journal A. M. A.* considers this class. We quote:—

"It is not often realized that irrational individuals who reach insane asylums in early adult life have probably shown during the school years indications that they were either distinctly lacking in intelligence or were of perverted minds. This constitutes one of the most important problems of modern school life. Those familiar with educational systems know that usually most of the difficulty in managing a class, principally of boys, is caused by one or two pupils who are not amenable to ordinary discipline. Commonly these pupils are a little older than the average of the class because they have been left behind in several examinations, and their added age and superiority of strength give them an unfortunate influence over other pupils. Often neither teachers nor principals can govern them. They have all the cunning of the insane, and sometimes boast that no one dare touch them. In fact, the mothers of many such boys admit that they have always been uncontrollable.

"In some places, particularly the large cities, special classes are provided for these deficient children; but very often this class of pupils either keep out of such a class, or they are deliberately kept out because they exert an unfortunate influence on the other children of low-grade intelligence, often take advantage of them, and cruelly abuse them. One or two unmanageable children who consume a teacher's energy without purpose and set a bad example to the other pupils, may create lamentable disciplinary conditions in the whole school; and many schools in this country are being conducted under such conditions. Many school-teachers can tell of being frightened or even of being threatened with weapons by such children; not a few have preferred to have nothing to do with such pupils, and have allowed them to go their own way rather than suffer the worry of running the risks involved in the attempt to control or discipline such pupils. Yet the public has not been aroused to the dangers involved in the failure to recognize and segregate defective children, as lunatics are segregated, for the sake of society."

This editorial was written because of the prominence given to this class of pupils by the murder of a teacher who was going to visit the father of such a pupil. The *Journal* considers the murder in this case more of an "irrational" than a "criminal" deed, which suggests the query whether crime is not always in a sense irrational, and whether many persons who are now in prison for having committed crime should not have been at an early age put into a home for the

feeble-minded in order to prevent the possibility of crime.

We need to realize the importance of diagnosing the tendency to crime in the precriminal stage, as we are learning to diagnose tuberculosis in the pretubercular stage, when prevention is worth something. When we have fully committed ourselves to the policy of detecting the criminal tendency before it has blossomed out in the overt deed, we shall have gone a long way in the reduction of crime. With proper places for the humane care of feeble-minded or "exceptional" children in segregation camps where they will have a measure of freedom, and can at least do something toward paying for their support by following simple occupations adapted to their intelligence, and where they will be prevented from begetting their own kind, we shall have gone a long way toward lessening the need for jails, reformatories, and other penal institutions.

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#### The Child of Today

IN a presidential address, "Some Observations on the Child of Today," before the Medical Society of the Greater City of New York, Feb. 16, 1914, Dr. Thomas S. Southworth made some pertinent statements, from which we quote:—

"Although attention has been focused upon the feeding of the child during the first two or three years of life, the diet of the child from three to ten years has received less consideration. . . . With the bars down, digestive disturbances creep in which have earlier been most scrupulously avoided, and the appearance of the child of six or seven belies the promise that he gave at three.

"In matters other than diet, too many unnecessary, and often ill-advised, pleasures are forced upon the child. The elaborate mechanical contrivances, so amusing to the elders, only confuse and soon tire the infant, who more readily centers his affections upon some simple toy which falls within his comprehension and whose very simplicity gives scope to his imagination. The complexity, extravagance, and even doubtful nature of some entertainments arranged for children, not only stimulate them unduly, but have been found to encroach too much upon hours which should be given to study and healthful outdoor exercise."

### Horrors of War

THERE are still those who believe that war as a last resort is a justifiable method of settling disputes. There are enough people, in fact, who hold to such belief in all civilized countries, so that, with the manufacturers of war materials, and the army and navy officers, and others whose living depends on war, they can point to the fact that "other nations are making war preparations, and for us not to do so would be suicidal." For the purpose of this article, let us call these people jingoes. The fact that there are jingoes in other countries justifies the attitude of the jingoes in this country, and vice versa. That is, the hysteria in one country justifies hysteria in other countries. It is as if one were to go to a mining camp, and argue that because every one else carries a gun, it will be necessary to carry a gun for self-protection, whereas, it has been proved that the man who persistently refuses to carry a gun, and who refuses to get into a scrimmage, is less likely to "die with his boots on" than the man who carries a gun in his belt.

When nations, as nations, realize the barbarism of settling disputes by force, in the way that civilized individuals have realized it as individuals; when they come to have a national conscience that says regarding the war spirit, "It is wrong;" when that majority of all nations that desires peace comes to the knowledge that it is in the majority, then this hideous cry that war preparations are necessary will not seem so respect-

able as it now does. O you hankerers after war, would you could take the place of those in the hospitals described in the *American Red Cross Magazine*, October, 1913! A few hours of such experience might convert you as nothing else would.

"Coming to the hospital, we found three flights of stairs and landings crowded with some hundred sick and dying on the steps and floors, two rooms with forty beds tightly packed in each, with sick lying in beds and others sitting on the corners waiting for some one to die for their places,—calling for water, and no water; calling for help, and no help,—all in a state of most horrible filth, walls and floors likewise, dysentery, typhus, wounds, meningitis, and diseases unknown to me, some puffed out near to bursting, others absolute skeletons; flies, lice, and fleas, vermin swarming; one doctor, just arrived, striving to examine the sick, and a few frightened men trying to act as nurses, but needing rather to be nursed themselves; a few drinking cups in common for all; filthy rags of clothes, and in many cases no blankets; a few sheets drenched in filth; and death gurgles continuous."

Let those people who think that war is necessary, themselves bear the horrors of war. But no; more often than not it is the poor innocents, who do not desire war, who do not know what it is all about, who have nothing to gain and all to lose from it, that have to drink the dregs of this terrible calamity, while the jingoes who had the dishonor of starting the war, view the carnage from a safe distance. If the jingoes of all countries could but manufacture a small Armageddon for themselves, and keep right at it till the job was complete, perhaps the rest of the world would be content to let them have it out.



# THE MEDICAL MISSIONARY AT WORK



## THE POOR MAN'S SICKNESS; THE RICH MAN'S SORROW

L. A. Hansen

WE were making appointments at one of our Sabbath meetings for midweek cottage meetings, when a woman arose and asked that we appoint a meeting to be held at her house. She said that they did not have much in their home to make it inviting, but would be glad to have us come. She and her husband were strangers to us. Both gave evidence of poverty. Age was telling on them, and in every respect they looked needy. The appointment was made.

It fell to me to hold the cottage meeting the next Wednesday night. It was a cold, stormy night, and no one accompanied me. After some search I found the couple in a very poor part of the city, in one room of an old tenement house. My knock at the door was answered by the woman with a greeting of evident anxious waiting.

"O, doctor," she said, "I'm so glad you have come!"

"But this is not the doctor," I replied. "I am the one who was to hold the meeting with you."

She answered very disappointedly, "O, I am sorry! We have been expecting the doctor every moment. My husband has been sick ever since the day we went to the meeting. We have sent message after message to the hospital near by, but the doctors don't come. What shall we do?"

I entered the room, and saw one of the most poverty-stricken situations one

could imagine. A lamp without a chimney smoked out a miserable little flicker of light. A few old clothes hung about. The only piece of household furnishing in sight was an old mattress on the floor, on which lay a very sick man. Stooping down, I managed to learn from him, between his groans, what his condition was.

I had with me my Bible and hymn book. I suppose I could have prevailed on them to have a prayer meeting; and perhaps prayer and song would not have been out of place. But the most pressing need seemed to be something else. Being a nurse, I could see how to help him in relieving his suffering. Setting my satchel to one side, I did what I could to ease his condition, and then went out and secured some things with which to do more for his physical needs.

After some quite thorough treatment our patient was considerably better. He expressed himself quite cheerfully, and his wife was much relieved in mind. I then ascertained something more about their situation, learning that they had but recently arrived in the city and were strangers there. They had chanced in at our Sabbath meeting, and had asked that a cottage meeting be held at their house with little hope that any one would really visit them.

Having made the man as comfortable as possible for the night, I put on my overcoat, picked up my satchel, and was preparing to leave when he called me to him. Speaking slowly he said, "Now —

we — can — have — that — prayer — meeting." And we had it. It was a good one, too. The poor couple enjoyed it, and I did. This was the beginning of an association that finally led these two to a full acceptance of the Lord.

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Let us go to another part of the city, to a man of a different class. A telephone message summoned me to the bedside of a physician whose name was well known in the medical world, and who was of prominent social position. He was a man of great influence. Our relations were of a professional nature, and always of obligation on my part for the kindly interest shown by him in turning work my way.

It was with some timidity that I answered the call to wait on the doctor, feeling somewhat abashed at being asked to serve him personally. I found him a very sick man. On asking him what I should do for him, he answered feebly that he would leave it to me. We were soon started with such treatment as seemed best.

After some time of quiet, the doctor said: "This is really not the reason I sent for you. It is not treatment that I want so much. I wanted to talk with you. Perhaps you have heard rumors of a great sorrow that has befallen our home. We have told no one about it. We go nowhere. It is killing my wife, and I don't know how I shall stand it. I have had to drop my practice. I sent for you because I believe you can give

me some comfort." He told me the details of a story of which I knew more or less by rumor.

I earnestly prayed in my heart that God would give to me the right words to say to this man of standing now bowed low with his grief. The prayer was fully answered; and when I left, I had the assurance that my patient felt better. The next day a member of the family inquired by telephone, "What *did* you do for papa?" saying at the same time that the doctor was out calling on his patients. The expression of gratitude and obligation to me was an emphatic one.

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Here are two cases, illustrative of the opportunity of the medical worker to do good. The poor man wanted physical relief before he could receive the spiritual help he also needed. The other man needed spiritual help in order to find physical relief. These blessings are closely associated, coming from the same God of comfort and healing "who forgiveth all thine iniquities; who healeth all thy diseases."

The close relation of these two divine blessings may suggest to us the connection between sin and disease in their relation to cause and effect. True medical missionary work comprehends both. In fact, healing of disease and forgiving of sin may be regarded as but one complete work; and one without the other is unfinished. What a field of blessed service is offered the Christian physician and the missionary nurse!

SPACE will permit only a small portion of news from the hundred or more sanitariums and treatment rooms now operating in various parts of this country and in other countries. Many interesting incidents might be given telling the story of renewed health and added blessing through the use of true health principles for which LIFE AND HEALTH stands.

About 2,500 workers — doctors, nurses, and others — are helping to carry out this program of rational health. A number of training schools for nurses are developing additional recruits to this little army of ministers to health. Our columns will, from time to time, give items of progress, news, happenings, personals, etc., concerning this system of sanitarium work and workers.

THE WASHINGTON (D. C.) SANITARIUM recently released DR. E. D. HAYSMEYER, who takes the superintendency of the NEBRASKA SANITARIUM, of Hastings, Nebr. DR. J. M. IRVINE has connected with the Washington Sanitarium as house physician. The superintendent, DR. H. W. MILLER, has been unusually busy with the increasing institutional work and some field lecture work.

DR. O. M. HAYWARD, of the CHATTANOOGA (Tenn.) SANITARIUM, made a professional trip recently to Johns Hopkins Hospital, calling on friends in Washington on his way. He announced his intention of giving up his medical practice at Chattanooga to connect with a new industrial school enterprise in Georgia.

THE FLORIDA SANITARIUM, at Orlando, Fla., is meeting with a growing patronage, even the summer season showing an increase. Dr. R. S. INGERSOLL is the superintendent.

THE ST. HELENA (Cal.) SANITARIUM recently welcomed the return of Mr. L. M. BOWEN as business manager, a position which he filled for a number of years.

THE PHOENIX REST HOME, of Phoenix, Ariz., an institution for persons suffering with pulmonary diseases, has made a change of location, a change for the better. The manager, G. A. ROBERTS, reports favorably on the work of the home.

MISS NELLIE WADDELL, formerly head nurse of the TRI-CITY SANITARIUM, Moline, Ill., is absent a few months from her nursing work in Washington, D. C.

THE SKODSBORG (Denmark) SANITARIUM has found it necessary to increase considerably its room capacity. This sanitarium has had as guests several members of the royalty of Europe. Its work is showing a substantial growth.

THE WASHINGTON (D. C.) SANITARIUM MISSION HOSPITAL is the outgrowth of a dispensary started about two years ago in a needy part of the city. Its services were at once accepted, and the demands on it grew until the Hospital became a necessity. A new location was found at the corner of Sixth and N Streets S. W. Dr. L. E. ELLIOTT is in charge, and is making many friends for the institution.

DRS. M. M. and STELLA MARTINSON, formerly connected with the GRAYSVILLE (Tenn.) SANITARIUM, are enjoying a trip in the North for study and visiting.

MISS HELEN V. PRICE, who has spent several years in institutional work and in private nursing, is leaving her work in Marion, Ill., to take some special school work.

THE WASHINGTON MISSIONARY COLLEGE, of Takoma Park, D. C., announces unusual advantages in connection with its postgraduate course for nurses. The city of Washington offers many inducements to students in its many special facilities for study and research.

L. A. H.

## MENUS FOR A WEEK IN OCTOBER

(Concluded from page 460)

into small dice and sprinkled with sugar, instead of the strawberries.

Make the macaroni croquettes from the macaroni left from the previous dinner.

### Caramel Irish Moss Blancmange

- 1 quart milk
  - $\frac{1}{4}$  ounce Irish moss
  - 1-6 teaspoon salt
  - $\frac{1}{2}$  teaspoon vanilla.
- Caramel

To prepare the caramel boil one-third cup brown sugar in two tablespoons water until it turns a little more brown and has a caramel odor, then pour into it a little hot water to cool it. If necessary, boil it long enough to dissolve any caramel that may be hardened by the water.

Prepare the moss by soaking and washing it in four changes of water, allowing it to soak about fifteen minutes the first time and five or ten minutes the succeeding times, picking it out of each water into the other with the fingers, carefully looking it over and removing any sand or dark parts.

Put the milk into a double boiler to heat. When boiling hot, put the washed moss into the hot milk and cook thirty minutes. The milk will not seem much thickened, but it will be solid when cold. Strain through a fine sieve, stirring the moss to allow all the milk to drain out. Add the caramel and the re-

maining ingredients to the milk, and stir well. Pour into a mold wet with cold water or pour into individual molds. When cold, turn out of the molds, and serve with cream or with sliced bananas and cream.

### Grape Jelly

- 1 $\frac{1}{2}$  cups grape juice
- 3 tablespoons lemon juice
- $\frac{3}{4}$  cups sugar
- $\frac{1}{4}$  level teaspoon salt
- $\frac{1}{4}$  ounce vegetable gelatin, cooked in
- 1 cup water

Prepare the gelatin, as usual, by soaking in three changes of hot water. After the gelatin is drained the last time, put it to cook in one cup of water. It dissolves after boiling a moment. Strain it into the remaining ingredients, which have been mixed together. Pour into a mold or into cups wet with cold water. When cold, unmold and serve with custard sauce.

### Date Cream Pie

- 1 $\frac{1}{2}$  cups milk
- $\frac{3}{4}$  cup seeded dates
- 1 large egg
- A few grains salt
- $\frac{1}{2}$  teaspoon vanilla

Stew the dates in a small amount of water till well softened and stewed down dry; rub them through a colander; add the egg (beaten), the salt, the vanilla, and the milk (heated). Pour into a pie tin lined with a crust having a built-up edge, and bake till set.



# QUESTIONS and ANSWERS



Conducted by H. W. Miller, M. D., Superintendent Washington Sanitarium  
Takoma Park, Washington, D. C.

Questions accompanied by return postage will receive prompt reply by mail.

It should be remembered, however, that it is impossible to diagnose or to treat disease at a distance or by mail. All serious conditions require the care of a physician who can examine the case in person.

Such questions as are considered of general interest will be answered in this column; but as, in any case, reply in this column will be delayed, and as the query may not be considered appropriate for this column, correspondents should always inclose postage for reply.

**Food Combinations.**—"We have been told that we must not combine foods in such a way as to cause a thirst for drink or cause disease; but no one has ever told us just what combinations we can make. Many of us are farmers' wives, and have to depend principally on the products of the farm, with cream, butter, and eggs. We are not able to buy the nuts and nut preparations. What we want is something that will tell us in a few words what combinations are proper and what are harmful."

Your questions cannot be answered briefly. The subject of dietetics is one that requires long and careful study; and I fear that some who have studied the subject the longest have not got very far. It is a subject that should have a prominent place in our school courses. It certainly would be more useful to the girl to know how to cook and how to combine foods than to know the rivers of Siberia and the highest mountain in South America, and a great many other useless things that students are now compelled to learn. Possibly the time will come when the school courses will be more practical.

Doubtless one's dietary may have an effect in increasing a craving for drink. Highly spiced foods and stimulating foods certainly work in this way. On the other hand, when one eats largely of fruits, it is difficult to continue using alcohol. A liberal fruit diet seems to destroy the taste for alcohol.

As a general thing, it is best not to eat vegetables and fruits at the same meal. Fruits may be eaten in the morning very freely; and if vegetables are eaten at noontime, it is best to avoid the use of fruits. I would not say that this is a universal rule, but I have noticed very frequently that persons who have a tendency to indigestion do best when they do not mix fruits and vegetables; and there are cases where a mixture of milk and potatoes might not be best.

An individual who has a tendency to stomach trouble may observe that a certain food, or a certain combination of foods, always

causes him trouble, although his friends may use the same food or the same combination with impunity. There are such idiosyncrasies that are not at all imaginary. Some persons are poisoned if there is the least particle of egg in the food. It may be in the biscuit, and they know nothing about it until they feel the effects. With others it is strawberries, or milk, or apples, or some other food that is perfectly wholesome to the average individual.

Too often the person who has had such an experience takes up a propaganda against some food which as a rule is perfectly wholesome, not realizing that the trouble is with him, and not the food.

**Farmhouse Sanitation.**—"How should dish-water be disposed of on a farm when there is no sink drain?"

The best way would be to have a sink drain. If the house is on land a little higher than that surrounding it, there might be installed a sewerage system at comparatively small expense, which would take care not only of the sink water, but of the bath water and of the discharge from the water-closet. It has been too much the custom in the past to neglect on the farm these sanitary arrangements which are considered necessary in any decent city home. Bulletin No. 57 of the United States Department of Agriculture, "Water Supply, Plumbing, and Sewage Disposal for Country Homes," gives careful directions, with drawings, for the installation of such a system. This document can be obtained by sending ten cents (*coin*, not stamps) to the Superintendent of Documents, Washington, D. C. This is a most valuable and instructive pamphlet.

Where it is impossible to obtain a sink drain, it is best not to use a sink, but to wash the dishes in a large pan on the table, and to so throw out the water that it will spread over a large surface of ground and disappear quickly. This will prevent the fermentation or "souring," which is merely the result of germ growth in the water. The water should not be continually thrown in the same place.

But after all, this is merely a makeshift, and if possible, a sewerage system should be installed. In any case, do not have a drain emptying into an open cesspool or a puddle in the yard; and be sure that the dishes before being washed contain a minimum of food, so that there will not be food particles thrown on the ground to breed flies.

**Sanitary Toilet.**—"How should a toilet be kept in a sanitary way? What disinfectant should be used?"

This, I take it, has reference to a toilet, or privy, that is not in connection with a sewer system. Best of all is to connect with a good sewer system. For directions, see the bulletin mentioned in the preceding answer. Next best will be a pail closet, such as the one described in the bulletin *Public Health*, August, 1908, of the Michigan State Department of Health, or the Special Bulletin, No. 13, "The Sanitary Privy, Plans for Construction, Bill of Materials," etc., prepared by the North Carolina State Board of Health. It is possible that your own State board of health has issued a bulletin of this kind, which you can obtain by asking for it. Doubtless a letter addressed to the North Carolina State Board of Health, Raleigh, N. C., and inclosing ten cents in stamps, would bring a copy of their valuable bulletin (Special Bulletin, No. 13).

If, for any reason, it does not seem practicable at present to install either a sewer system or a pail system, the next best thing is to have the closet built fly-tight over a moderately deep hole, and to use liberally of lime or chloride of lime. Have hinged boards to cover the openings. The dangers from such a privy are contamination of the well, and the breeding of flies, either of which furnishes a way by which typhoid fever, dysentery, hookworm, or other disease may possibly be transmitted.

**Worms.**—"Please tell me what is good to destroy worms. It seems as if all the nerves were centered at the rectum, and then just as if something would take a bite where all those nerves center."

There are different kinds of worms, and different remedies are required for the different kinds. It is impossible for me to tell from your symptoms what kind of worms you have, or whether you have any worms at all.

Seat worms, or pinworms, are usually controlled by a thorough and repeated injection of an infusion of quassia chips. This, however, is better done under the advice and supervision of a physician, who has made an examination and knows just what he is dealing with. Unless you have seen worms in your discharges, you cannot be certain that you have them. Possibly your trouble is due to a **fistula**.

**Charcoal for Foul Stomach.**—1. "Would charcoal be a good thing to take for a foul stomach? 2. What is the best form of charcoal? 3. Is peroxide good to swallow?"

1. Charcoal does good in some cases of stomach fermentation. 2. Burn bread or bread crust to a crisp, and powder it finely,

then put a teaspoonful in a glass of water, and swallow it immediately. It may also be taken in capsules. Charcoal acts best when fresh. But in fermentation there is usually something the matter with the diet. It is possible that you may relieve some of your trouble by abstaining from potatoes, fruit, and the like, taking several noon meals largely of green vegetables. Possibly it is the starch and sugar that is causing most of your trouble. For breakfast and supper you might use milk and cream with one of the roasted cereal breakfast foods, or with homemade zwieback. Eggs should agree with you. 3. No.

**Artificial Eardrums.**—"Do the artificial eardrums that are advertised answer a good purpose?"

There are some ear appliances that in some cases do good; but many of them are frauds, pure and simple.

**Pyorrhea, or Loose Teeth.**—"Please give me a reliable treatment for loose teeth."

The following mouth wash, when held in the mouth for a minute at night and in the morning, and forced back and forth between the teeth, in connection with a vigorous and thorough use of the toothbrush, has been found valuable in the relief of pyorrhea. The concretions are softened, and may be removed with the brush:—

Have your druggist make a saturated aqueous solution of sodium silicofluoride. The flavor may be concealed if desired by mixing in an equal quantity of common salt, or by the addition of a sufficient quantity of aromatics.

If a tooth powder is desired which will act as an oxidizing and cleansing agent, the following has been recommended:—

Manganese peroxide (200-mesh sieve), 60 parts  
Sodium perborate ..... 30 parts  
Castile soap and flavoring ..... 10 parts

It is important to brush the teeth vigorously night and morning. The brushing causes the tissues to be inoculated with the poison, and this is followed by the formation of antibodies which will combat the germs of pyorrhea. It is really a form of vaccination. Moreover, the increased flow of blood to the gums by increasing the nutrition and removing the wastes, aids in the restoration of tissue. In favorable cases, if the treatment is persisted in, the gums will again attach to the loosened teeth.

**Freckles.**—"Is there a way of permanently removing freckles by eradicating their cause? The writer has succeeded in removing some of his freckles by preparations on the market, but on the cessation of their use the freckles reappeared."

I know of no permanent cure for freckles. One can remove some of his freckles, but sunlight, which caused them in the first place, will cause them to reappear. Certain skins are thus susceptible to the action of sunlight, and I know of no way to reduce this susceptibility. One can heal a burn, but the only way to keep from getting burned again is to keep away from the fire.

# SOME BOOKS



**The Care and Feeding of Children**, by John Lovett Morse, M. D. Harvard University Press, Cambridge, Mass.

The author is an expert in the care of children, and what he has written in simple language in this little book is the result of a ripe experience. We hardly agree with his statement that meat is a necessary article of diet after the second year, but we heartily accord with the statement that "there is no article of food which more often causes indigestion in children than sugar. Young children should not only not be given candy, but also should not be given sugar on their food, nor given foods, like cake, in which sugar is present in considerable amounts. A young child should not know the taste of candy."

Each topic is taken up briefly but quite completely. Among the topics are, School Lunches, Unwillingness to Eat, Loss of Appetite, Feeding the Sick, Grandmothers, Water, Clothing, Exercise, Naps, School. It is a very useful little book.

**Better Babies and Their Care**, by Anna Steese Richardson. Price, 75 cents net. Frederick A. Stokes and Company, Publishers, New York.

Mrs. Richardson, who has charge of the Better Babies Bureau of the *Woman's Home Companion*, has gathered into this volume much matter of scientific value, contributed by physicians, nurses, psychologists, and social workers. As a mother with a message to mothers, she has stamped the whole with her own personality, and has prepared a book that any mother can understand. Her experience, in various baby contests, and her extensive correspondence with mothers in all parts of the United States, have enabled her to understand what mothers need, and to know how to tell it so they can understand. Among the chapters are, Preparation for Motherhood, Baby's Birthday, The Nursing Baby, Artificial Feeding, Guarding the Baby's Digestion, Teething and Weaning, Cleanliness and Health, Fresh Air and Sleep, Defects and Habits, Baby's Ailments, Nursery Emergencies.

**Eugenics: Twelve University Lectures** by Morton A. Aldrich, William Herbert Caruth, Charles B. Davenport, Charles A. Ellwood, Arthur Holmes, W. H. Howell, Harvey Ernest Jordan, Albert Galloway Keller, Edward L. Thorndike, Victor C. Vaughan, Herbert John Webber, Robert L. Wolcott, with a foreword by Lewellys F. Barker. Price \$2, net. Dodd, Mead, and Company, publishers, New York.

The problems of eugenics are not by any

means new. Almost as far back as we have any records, man was making some effort to improve the race. It is within the recent past, however, that eugenics has been placed upon a scientific foundation, that laboratory investigators have been patiently working out, piecemeal, the threads which are being woven into the fabric of the science of eugenics.

Paralleling this investigative work, there has been an effort to popularize eugenics, sometimes by persons not well qualified to do so; and a vast amount of near truth and nonsense has appeared; moreover, legislators have hastened to make eugenics practical—or impractical—by placing on the statute books eugenics laws before there was a public sentiment to support them, and there may be some question as to the wisdom of some of these laws.

In view of these dangers which threaten the progress of sound eugenics, it has been thought advisable to publish a book in symposium form, giving the most mature thought of leaders on the subject.

The book consists of twelve lectures on different phases of the eugenic problem, delivered by twelve university professors, each to the students in his own university. The book is an excellent compendium of the present status of eugenics.

**The Mental Health of the School Child, the Psycho-Educational Clinic in Relation to Child Welfare.** Contributions to a new science of orthophrenics and orthosomatics, by J. E. Wallace Wallin, Ph. D. Price, \$2. Yale University Press, Publishers, New Haven, Conn.

Many of the most vexatious problems of our present-day social economy seem, in considerable measure, to be the result, direct or indirect, of mental and educational abnormalities of childhood. For this reason, every one who is in any wise interested in the problem of lessening crime and pauperism, any one who is anxious to witness the leaven of social progress working in the masses, should welcome every attempt to gain deeper insight into the nature, extent, and causes of the mental and moral deficiency in children.

It is the aim of the papers constituting this book to show the aid which practical psychologists and expert educational consultants hope to render in the work of studying, classifying, and training backward and mentally abnormal children.

Dr. Wallin has made a careful and prolonged study of the child mind in order to discover the best means to correct or mitigate the mental and moral deficiencies of the child. The book contains tables which will be of great value to all interested in the improvement of children.

**The Life and Letters of Nathan Smith, M. B., M. D.,** by Emily A. Smith, with an Introduction by William H. Welch, M. D., LL. D. Price, \$2.25. Yale University Press, Publishers, New Haven, Conn.

This valuable contribution to the history of medicine in America concerns the life of a man characterized by Dr. Welch as "one of the most interesting and important figures in the history of American medicine," whose important life work was performed largely during the first quarter of the nineteenth century.

"We catch intimate glimpses of the active-minded lad upon the frontier, of the student at home and abroad, getting, in spite of great

difficulties, a good medical training, . . . treating fevers, couching for cataract, cutting for stone, . . . filling well all the chairs of the medical curriculum."

It is said that President Dwight was accustomed to give to the senior class of Yale College a brief sketch of the events of Nathan Smith's life, in order to awaken their ambitions and encourage them in surmounting difficulties.

This biography not only contributes its quota to early American history and to the history of medicine, but its perusal may furnish the necessary mental stimulus to many a young person who has not yet "found himself."



**Exposure of Chicago Quacks.**—The Chicago *Tribune* having conducted a careful investigation of the methods of certain notorious quacks and advertising specialists, has carried on a publicity campaign which is driving these men out of the business. The *Tribune* should be encouraged in this kind of work, for it means much for the people of Chicago and elsewhere.

**The Panama-Pacific Exposition Restaurants.**—Rates for meals served on the grounds of the Panama-Pacific International Exposition in San Francisco will be reasonable. Each concessionaire will be under contract with the exposition to provide everything on bills of fare at agreed prices. The restaurants and cafes on the grounds will cater to all tastes, and will range from those with simple, inexpensive menus to those with dishes on a par with the best in the world's largest cities, but at fair prices. Several restaurants will provide dinners at fifty cents. Others will serve meals a la carte, and their patrons may pay as much or as little as they like.

**Preventable Disease a Social Problem.**—The *Survey*, realizing that such a disease as typhoid fever, felling wage earners, crippling families, and increasing poverty, is the result of a social neglect, and that the typhoid condition, the typhoid fact,—the fact that we as Americans tolerate typhoid among us,—is itself a social disease whose symptoms are ignorance, apathy, helplessness, believes that the remedy of this social condition must come through an educational propaganda that will appeal to the social conscience. In its issue of January 10 is an article entitled "Routing the Dirtiest Disease in the World—Typhoid." It is to be hoped that this appeal may reach many who are not reached by government bulletins and health magazines.

**Bouillon Cubes Not Food.**—The United States Department of Agriculture has issued a bulletin (No. 27) showing that the claims made for bouillon cubes are extravagant. The author says: "One half to three fourths of bouillon cubes is table salt. The cubes are not concentrated beef or meat essence, as many people believe. They . . . have little or no real food value. . . . Semisolid meat extracts sold in jars are not concentrated beef. They are stimulants and flavoring extracts, and have only a slight food value. . . . Fluid meat extracts are dilute solutions of semisolid meat extracts. . . . They are more expensive than the semisolid meat extracts because they contain more water."

**Difference in Fruit Acids.**—We have been accustomed to consider all fruit acids as having approximately the same value in the organism, the salts of the organic acids oxidizing to alkaline carbonates, and thus acting as mild alkalies instead of acids in the body. The acid of apples, pears, citrus fruits, and of sour milk and vinegar are in the body burned to carbon dioxide, and their action is neutral or alkaline, rather than acid. But it would seem from Mendel that tartaric and benzoic acids are an exception, passing through the body unchanged, so that they act as acids and not alkalies. The fruits which have this action are the grape, the plum, the prune, and the cranberry.

**Sanitation in the "Old Red School."**—One of the large city schools was overcrowded, and it was necessary to erect for the overflow a portable school in the yard, which was heated with an old-fashioned jacketed stove. The children in this emergency school did better on the average than the pupils in the regular school with its elaborate ventilating system.

**Infant Mortality and Alcohol.**—According to Henri Schmidt, the infant mortality in France runs parallel with the drinking habits of the parents. To substantiate this, he gives the following figures, showing the number of infant deaths per thousand births in the different localities, the east being nonalcoholic, the west alcoholic, and the south being addicted to the use of absinth. The figures are significant.

	1875-84	1885-94	1895-04
Nonalcoholic .....	343	365	380
Alcoholic .....	433	466	446
Alcohol and absinth .	499	541	569

#### Treatment of Diarrhea in Children

It is important to place the child absolutely at rest, both mind and body. Give no food whatever. For twelve to thirty-six hours water should be given, but in small quantities, say a teaspoonful at intervals.

The return to the use of milk should be cautious and very gradual. Avoid any of the proprietary foods containing sugar. If the temperature is subnormal, use a hot pack up to 110 degrees, three to five minutes; repeat every half hour, or hour if needed.

For high temperature, use the cool pack, wetting the sheet every half hour or hour, until the temperature is lowered.

For cold extremities, first dip the feet in hot mustard water, then apply hot packs and bottles. Mustard water seems to prepare the feet to receive good from the external heat.

Above all, do not be in a hurry to begin feeding a child that has diarrhea. It is easy to kill a child by supposed kindness.

If possible, every such child should be under the care of a competent physician.

**Camphor in Pneumonia.**—The February issue of the *New York State Journal of Medicine* has a most interesting article on the cure of pneumonia by the injection of camphorated oil. It appears from this that the hypodermic injection of camphor in oil is harmless in doses of 36 grains of pure camphor to 100 pounds of body weight, given every six hours, and that if patients are given these large doses early, they quickly begin to improve, slowly but steadily, and regain the normal earlier than under other treatment; and there is no crisis. The sooner treatment begins after the initial chill, the more rapid the recovery.

**Absorption of Fats.**—W. R. Bloor, in the *Journal of Biological Chemistry*, concludes as a result of experiments on the absorption of fat-like substances such as the petroleum hydrocarbons, wool fat, and the like, that it is "extremely probable that fats can be absorbed [from the intestine] only in a water-soluble form, and that saponification is a necessary preliminary to absorption." In other words, it would seem that fats are not absorbed in the form of emulsions, as was formerly supposed. The proof has been accumulating for some years that the more important if not the only method of fat absorption is by saponification.

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