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The St. Helena Sanitarium

Sanitarium, Napa County

California

Life & Health

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YOUNG GARDENERS AT WORK

Life & Health

HOW TO LIVE

L. A. Hansen

EDITORS

G. H. Heald, M. D.

VOL. 34

SEPTEMBER, 1919

No. 9

Education Without Health a Loss

WHAT shall it profit a child to gain a world of knowledge and lose his own health? Of what use will the knowledge be if the health is gone? The more knowledge one gains at the cost of his health, the worse off he is, for he is paying the highest price for something he cannot use after he gets it. The more such knowledge, the less health; hence the greater the gap between the high attainment of knowledge and the low state of health, the greater the loss in pursuing such knowledge.

Better strike a level, and, if need be, cut down in the educational process and work up the health development. For one can profitably use only the education that his health will support. Intellectual culture is inefficient to the degree that the health is neglected. Hence, the closer the education is confined within the limits of health, the better the education will be and the more can be accomplished by it after it is obtained.

But does education need to be cut down in order to meet the demands of health? or can education set its aim high with an assurance that its attainment will not mean a loss? Can the health be raised to a high level and hold its own? Can both the health and the education be raised to a high level and hold together?

EDUCATE IN HEALTH CULTURE

True education includes health culture. Health and education should be considered inseparable, the education naturally including that which makes for health and health naturally growing out of education. Mind you, we mean *true* education, not merely a scholastic learning, covering literary facts, mathematical rules, and theoretical deductions.

People may possess a stock of knowledge got from books and the schoolroom that does not educate for real life. It is education that can be put to use that counts. People may know many things and yet be ignorant of the essentials of healthful living, and are unlearned accordingly. The wisest man in head knowledge may

be a fool when it comes to taking care of his body. Surely, one who is still ignorant regarding his own living organism, cannot be said to be truly educated, even though he knows all about the dead languages and the distant stars.

BETTER HEALTH — BETTER EDUCATION

To make instruction and training a part of education will not detract or subtract from the value of education. Intellectual work will not suffer by giving attention to the body and its needs. On the contrary, the aims may be set all the higher when education is based on a sound physical foundation. There is scarcely a limit to the attainments of a sound mind that makes a wise use of knowledge and is backed up by the health of a sound body.

So give attention to the health requirements of the school child, no less than to other things that mean progress in his studies. A healthy brain requires a healthy body. You will urge him to study; urge him to take sufficient exercise, to keep clean, to breathe fresh air, and to eat regularly and properly. You will see that he gets to school on time; see that he goes to bed on time. A neglect of health means loss to his education.

The importance of right posture should be emphasized, both at home and in school. With standing and sitting erect, correct breathing is made easier. Proper respiration helps the circulation, creates appetite, and aids the digestion, thus benefiting greatly the general health. Sleep is thus induced and the mind refreshed. Free respiration and a good circulation of the blood call for proper clothing, worn so that no organs will be compressed.

Both parent and teacher have a part in this educational work. Beginning with the earliest moments of life, you may impress the right way of living. If this is neglected, wrong habits will be formed. In fact, it is in early childhood and in the home that true education begins and is made most effective, thus laying a foundation for the education of school life.

The teacher is faithful to duty only as he makes practical application of lessons in hygiene and physiology. His work is all the more efficient if he insists on cleanliness, right posture, ventilation of the schoolroom, the proper use of the eyes and voice, and all the other things that teach the children the practical value of health principles. Physiology, like religion, is of value only as it is applied.

APPLIED EDUCATION

The object of education should be fitness for service, whether in the home, shop, factory, office, or pulpit. First duty requires that parents and all who have a part in educating and training the young, bring to bear upon the child or student every possible influence that will lead him to a recognition of the call to service. He should be led to choose a life of useful ministry, to be a helper in the world, a force for good and a factor in upbuilding. His training should be such as to qualify him in the fullest possible measure for such a career.

Life is wonderfully big in its opportunities. It offers fields of usefulness that are boundless. It makes use of talent and capabilities to the fullest limit and has room for more. It sets goals that excel our highest ambitions and noblest as-

pirations, and when we have reached the zenith of our attainments we may still look upward to unreached heights. We never get to the place where there is not more to do. We are speaking of life as we know it, here on earth among men and women, and with its commonplace situations and everyday affairs. We do not refer to something unreal, existing only in daydreams and fancies. No air-castle building ever conceived anything genuinely better for the present existence than what is given us in the possibilities of life in this world of actual needs and practical service.

No better education can be given than that which sets before the child and student the need of helpfulness and how to meet it. Beginning in the home, let it be taught that knowledge or training is valuable only as it enables us to be of service to others, and that it is the usefulness of a thing that makes it worth learning. As soon as possible appoint duties to be performed. Encourage self-denial and self-control and the performance of little deeds of helpfulness. Teach consideration for others, especially the sick, aged, and unfortunate.

Here again is shown the importance of health and its relation to our life and work. It is only the healthy who can do efficient service. The sick must be given help instead of rendering it in any large measure. The average of human efficiency is struck in the relatively proportion of well and sick people. The more well people we can produce and the more sick people we can help get well, the more do we add to the general usefulness of mankind.

THE HIGHEST EDUCATION

Education in its broadest scope means more than studying and training for this life only. It takes into account the entire existence possible to man, and sees beyond the present world. It recognizes the present life as a preparatory school in which we may learn by doing, rendering needed service the meanwhile and preparing for an endless life of joy and wider service.

The "higher education" that is really high comes from above. Its source is in the spiritual realm and its objective is spiritual attainment. The cultivation and discipline of the mental faculties are important. The training of the physical being and the preservation of health are paramount. But the development of character stands first. The mental and physical education should be such as to aid in its fullest development.

L. A. H.

A DIPLOMA from the University of Experience might be a good thing; the trouble is we never graduate.

Lessons in the School of Life sometimes come hard, but when we have learned them we have something worth knowing.

The marvelous mechanism of the human body is the workmanship of the Master Maker; but any bungler can ruin it and destroy its great usefulness.

If we would guard our health as sacredly as we do our character, we should have more of both.

A bad digestion is a good thing not to think about after meals.

Handicaps

FORTUNATE indeed is the child who does not have one or more handicaps — millstones about his neck, if you will — that impede him materially in the race of life. Some of these handicaps are doubtless hereditary, but many of them are placed on him, or are allowed to encumber him, by his parents — often through ignorance rather than through sheer carelessness or viciousness.

Some of these handicaps are physical, and are now being remedied, partly, through the activities of the medical school examiners and the school nurses. Such are defective eyesight, or faulty refraction, poor hearing, diseased tonsils, adenoids, defective teeth, tuberculosis infection — to mention only a part of them.

Children, through the ignorance of their parents or the delusive notion that "they'll grow out of it," are allowed to come to adult age pitifully handicapped, and thus compelled to take a subordinate place, when a little care at the right time might have made it possible for them to develop so as to fill places of responsibility and trust; for the work of medical school inspection is not so complete as it might be and does not nearly make up for the neglect by parents. So there are thousands of children who, for want of right attention at the right time, go through life crippled in their capacity to do efficient work.

* * *

And there is another class of handicaps as important, perhaps, as the physical. These are the mental and emotional handicaps placed upon children by well-meaning but untrained parents. No teacher of the kindergarten and early school grades is considered to be fully qualified for her task if she has not made a careful study of child psychology; and yet, with no more knowledge of the art of training children than "instinct" and "common sense" and the old women of the neighborhood can furnish, parents are supposed to be qualified to pilot their children through the most plastic, most impressionable, most important five years of their childhood.

A cow by her native instinct can "bring up" a calf. It needs no training. Why should a woman, with a brain and with reasoning power, need to be taught how to rear a child? So this old world has reasoned these thousands of years, and so we have gone on, handicapping generation after generation of children. Occasionally a woman like Mary Ball Washington or Nancy Hanks Lincoln is wise enough to avoid fixing on the child a lot of the handicaps, and then we have a genius who becomes a leader of men and a maker of history.

* * *

One of the mental handicaps comes through the determination to *rule* the child, to break his will. This can be done sometimes, and the child with a broken will, with his early ambitions thwarted, goes through life giving in, when he cannot have his way; but he is resentful and bitter. He becomes soured on life, is a misfit everywhere, imagines that everybody is trying to down him, and has no courage to do anything worth while. This is the extreme case. There are many

who have this handicap in lesser degree, and so with the other handicaps to be mentioned.

Sometimes the child's will is not broken. He has a will of his own, and is shrewd enough to find the weak places in the make-up of the parents,— sometimes pitting one against the other,— and gradually has his own way and runs the house. Such a child will be much more forceful than the other, but he is usually intensely selfish; and if the time ever comes when he encounters strict discipline, as in the army or in business, his inability to control himself is manifest. He could control his parents, but he never learned self-control. He can neither take orders nor give them properly.

One reason why parents make such mistakes as those just mentioned is that they do not understand the principle that one human being should not control another or be controlled by another. Patiently the child should be taught to control himself and his surroundings, but not to control other people by force. And the parents themselves should set the example. When a child does a certain thing because he is forced to do it, not because he has been convinced it is the best thing to do, he usually looks forward to the time when he will be large enough to resist that force, and have his own way. The lessons, the play, the recreation of the child, should all be directed toward controlling nature — doing things, making things, making plants grow, and the like.

The growth of civilization is the result of the attempts of individuals to control nature. War, strife, persecution, come from the effort of one person or group to control another person or group. It should be early instilled into the minds of children that our greatest success in life must come from controlling nature rather than from controlling man. Ambition is too often centered in a desire to control men. Some might be inclined to doubt that the desire and the power to control men is a handicap. But from the viewpoint of Christianity and the golden rule, it is a grave handicap.

Parents negatively handicap their children if they do not at an early age instill into their tender minds the principles of the gospel of love.

The failure to perform this most important part of child training is seen in the world-wide spread of the doctrine of Bolshevism, or class hatred, and the doctrines of national aggrandizement and supremacy which deluged the world with blood. Mothers did not teach the lisping babes the principles taught by Jesus, else there would have been no such world upheaval; there would be now no such class hatred and class suspicion, and class determination to rule at the expense of other classes. If the mothers for one generation could be trained not to handicap their children, this would be a different world. At least Christian mothers should learn this lesson. Sometimes as we see so many children of Christian families go astray, we are inclined to question the truth of the proverb: "Train up a child in the way he should go: and when he is old, he will not depart from it." What is the trouble with the proverb? Have the mothers in these cases really given the right training, or have they handicapped the little ones by wrong training?

G. H. H.



Health Hints for September

L. A. Hansen

SEPTEMBER is school month for many children. The change of program from outdoor living during vacation time to indoor school life requires some changes and adjustments in order that the change shall not prove injurious. Before the school year is over fifty thousand American school children will drop out because of physical inability to continue. While a large share of the causes may belong to the school life, a considerable number of them rest with parents and in home conditions.

Even school conditions may be improved if parents will sense the importance of health provision and do all they can to secure it. School patrons are interested in having schoolhouses that make for health instead of disease, and they should do all in their power to secure good ventilation, proper lighting, even temper-

The health interests of the school child are not so very different from those of the rest of the family but that practically the same program can be followed for all. So a great deal of extra work or much adjustment is not necessary. Health conditions are so generally applicable that we do not have to specialize a great deal for normal people living under normal conditions.

Before school opens have the child examined for any abnormal conditions that might now seem trivial, but which might become aggravated during the school period. Are the tonsils diseased or are adenoids present? If so, they should have attention. Otherwise the child will not get the most out of his school year; but on the contrary, the school year will most likely set him back in health and general development.

WITH health, everything is a source of pleasure; without it, nothing else, whatever it may be, is enjoyable; even the other personal blessings—a great mind, a happy temperament—are degraded and dwarfed for want of it. It follows from all this that the greatest of follies is to sacrifice health for any other kind of happiness, whatever it may be, for gain, advancement, learning, or fame. Everything else should rather be subordinated to it.—*Schopenhauer.*

ature, suitable desks, sanitary toilets, clean drinking water, etc. The want of these is the cause of headache, lassitude, dizziness, and the lowering of vital resistance, opening the way for serious diseases, such as tuberculosis, influenza, pneumonia, curvature of the spine, defective vision, and many other ailments.

The best of school conditions will not, however, make up for wrong living at home. On the other hand, proper conditions of home life may go far to combat the effects of such school conditions as are not the best. As it is not always possible to secure ideal conditions in the school, it becomes all the more necessary that everything possible be done for the child out of school time that will help to maintain health. The fullest co-operation between school officials, teachers, parents, and pupils is not too much to give to the important matter of health for the school child.

Diseased tonsils have what are known as "pockets" which serve as a lodging place and breeding center for germs of diphtheria, tuberculosis, colds, influenza, and other communicable diseases.

It is now understood that diseased tonsils are centers from which germs and poisons are carried to other parts of the body, causing rheumatism, diseased arteries, and other ailments. Mouth breathing attends adenoids and enlarged tonsils, which means that cold air is taken directly into the throat and lungs without being purified of its dust particles, which, if the air is taken through the nose, are caught by the sticky membrane lining of the nasal passages.

About thirty per cent of school children are suffering from diseases of the eye. The trouble may not be apparent and so is unsuspected. The child may make very slow progress in school, and be regarded as dull. The physical

health may be poor. The strain on the brain and nervous system, because of the effort to see clearly, will produce pronounced damaging effects. Headache, acute or chronic, irritability, nervousness, digestive disorders, and other troubles may result.

School life, with the study of lessons at home and in school, requires the almost constant use of the eyes. This time of life is an age at which great permanent harm can be done by the improper use of the eyes. The child may not realize that his eyes are defective or may be unwilling to admit it. Consult a good oculist. He will see that the right glasses are prescribed and will verify his prescription after the glasses are made. Wrong glasses will make a bad matter worse. Do not risk inferior glasses, as you value your child's eyes and his entire happiness.

Keeping the teeth clean is not merely a matter of polite culture; it is a health measure of much importance. The value of good teeth for the efficient chewing of food cannot be overestimated. The behavior of food throughout the alimentary tract depends much on whether it is properly chewed or not, and the proper nutrition of the body requires that the initial step in digestion, mastication, be well done.

The harm resulting from bad teeth is not only in what is lost through insufficient chewing, but also in the positive detrimental effects on the health. Decayed teeth become centers of disease infection, affecting various organs of the body. The bad breath resulting from bad teeth is bad enough, but that in itself is a small matter compared with the constant harm that may be done the general health.

Let your dentist give the necessary attention to the child's teeth, removing the tartar, filling cavities, if there are any, and putting them in good shape generally. Then see that the child has a suitable toothbrush and makes the right use of it. "A liek and a promise" kind of brushing the teeth is not sufficient. All the surfaces of the teeth should be brushed twice a day, and even the gums should be included in the process. The brush should be well rinsed after using.

Begin early to prevent constipation in the child. So many adults are troubled in this respect and find it hard to get relief after the difficulty becomes chronic, that it is well worth while to take pains early to prevent this serious ailment. The sitting posture in school is conducive to the trouble. See that the child has time between breakfast and starting to school to give proper attention to the bowels. The occasion should not be one of hurry or limited

time, which might cause nervousness and interfere with the normal action.

Teach the child the importance of clean housekeeping of the body, so that personal hygiene will become a matter of daily habit. Emphasize the importance of guarding the entrance to the body, the mouth, and as far as possible keeping disease germs from entering. This means washing the hands before eating, keeping out of the mouth pencils, money, or other articles that should be held only by the hands. Eating somebody else's apple core or taking bites from an apple, candy, or anything else another is eating, should early be pointed out as dangerous practices. Let children know that disease germs are taken in through the mouth and that they may be given off by the mouth.

Watch changing temperatures, making changes in clothing accordingly. The change of underwear should be regulated by weather conditions and not by the calendar.

Anticipate the call for "spring tonics" and forestall it by the use of proper tonics through the winter. Then the useless and needless expense of so-called tonics will be spared. The lack of tone in winter living leads to the run-down feeling that calls for something special when winter is over. But nothing that comes in a bottle, unless it be good milk or some other real food, will make up for the lack of tone in the winter's living.

When it comes to "blood purifiers," remember that nature supplies the best and only purifiers. A liberal dose of fresh air, taken frequently every day throughout the winter, beats all the drug store brands. September is a favorable month for accustoming yourself to outdoor sleeping, which can probably be kept up through most of the winter.

Tonic bathing, in the form of the sponge or hand bath, taken every day, will also prove a health builder. Get used to it now, if you are not already, and you can better keep it up through the cold season.

Watch the diet to see that too much heavy food is not eaten. Green stuff begins to get scarce in some places. Some kinds of green-leaf vegetables may be had until quite late. Even though they cost a little more than when in full season, count them worth more because of their medicinal value. They are much cheaper than the bottled remedy and far better.

Water will continue to be an essential, the rest of the year and all of next. Get the drinking habit, taking it out in pure water. Do not drink much while eating. If water is taken at mealtime, it should be in small quantities and between bites, after the food is swallowed.

If you do not own an automobile and have to walk, you may be better off than if you had one and always rode. This is not to say that the automobile is a bad thing, but that exercise is very good.



From the

NURSLING

to

SCHOOL AGE

Belle Wood-Comstock, M. D.



THE day our six- or seven-year-old starts for school there is a tugging at our heartstrings. We realize that our baby is going out from us into his future, nevermore to be so utterly dependent as before. We let him go with a vague, indefinite feeling of uncertainty as to what the coming days are going to mean for him. How will he react to his new environment? Is our influence over him to grow less, or will he ever return to the home fold full of his new experiences but still always willing to be guided by mother's wise instruction?

The answer depends upon what we have accomplished for him during the first years of his life. Up to the school age the advantage has all been ours; his physical foundation has to a great extent been laid, and his training may have been such as to safeguard him through all his after-years. The mental mold given him during the most impressionable years, from three to six, will govern his entire after-life. One religious denomination has said, "Give us the child until the age of seven, then we are sure of him." Should not we as parents say the same? Should not the child have such a physical, mental, and spiritual foundation laid during the first six or seven years of his life that we can feel sure of him after he leaves our entire care to be influenced and molded by other minds than ours; to come in contact oftentimes with influences undesirable as well as those that are good?

Is it true that there are mothers who feel that their failures in the early life of the child will be atoned for by the discipline of his school and the efficiency of his teacher?

Nothing can take the place of the careful foundation that may be laid during the early years, and the child who does not get this

cannot react in a normal way to the varied and many-sided influences brought to bear upon him when he goes into the greater world of school life. The mother's greatest work and her one absorbing thought should be to start her child aright no matter what else may need to be slighted.

The physical training is most important; not only is it the foundation for health and strength in later life, but upon the basis of the self-control fostered by the securing of the co-operation of the child in the proper care of his body, may be founded a strength of character conducive to mental and spiritual growth.

The question of diet should receive first consideration. Up to the time the baby is weaned he is often fed very scientifically; nursed at regular intervals, or, if artificially fed, the formula very carefully regulated by the physician. But when the baby is no longer dependent upon milk for his nourishment and begins to have some choice as to what he shall eat, the tendency is for less attention to be paid to the food that he needs and more to that which he wants. Here is where the wise parent carefully plans for the child, that he may continue to have a well-balanced daily ration adequate for his rapidly developing body, and that only those foods be placed before him that he may take without harm, that in this way his appetite may be trained in the normal direction that will leave him in later years unhandicapped by perverted taste and misdirected appetite.

Absolute regularity should be followed in the feeding, with ample time between meals, that the digestive organs be not overworked. From the age of twelve to eighteen months the child should become accustomed to three meals a day, with fruit such as orange juice or scraped

apple, midway between. Fresh milk (preferably boiled) should be the basis of his diet, but should by no means be depended upon as the sole source of nourishment. A too-limited variety of food is one great mistake frequently made in the feeding of the child during the second year.

Well-cooked cereals and cereal gruels, served to him with milk but *without sugar*, are an important adjunct to his diet at this time, but it should be remembered that many a child's diet is *top-heavy in cereals*, and that a *monotonous cereal diet is not conducive to normal growth and development*. His bread should be the coarser whole-grained breads and hard oven toast. We quote the following from M. Evangeline Jordon, D. D. S.:

"The preponderance of soft carbohydrate foods in the diet is one of the causes of so many children entering the kindergarten with their teeth broken down to the gums and with small, undersized jaws. One of our responsibilities is spreading the knowledge that no demineralized white bread or crackers should ever be given to a child under five years of age. We not only need all the lime salts contained in dark breads to build the teeth and bones, but we need exercise to develop the jaws. Children who eat tough bran bread made into toast instead of mush, and who do not drink while eating, usually get the proper development of the jaws."

In addition to his cereal and milk, it is very important that he have vegetables, especially the green and leaf vegetables. These may be served him at first in the form of purées, later without the straining process. These vegetables should be cooked plain, in salted water without the addition of any other seasoning except perhaps milk. No fatty seasoning should ever be used. It should be remembered that often the most nourishing part of the vegetable is in the water in which it has been cooked; so vegetables should be prepared in such a way as to conserve this important portion with its vital properties. Care should be taken to see

that vegetables are not overdone in the cooking.

The child should not be allowed to limit the vegetable part of his diet to potatoes, as is so often the tendency, but as large a variety of other vegetables as possible should be given him. Vegetable soups and purées in which the skins of such vegetables as carrots and potatoes are cooked and are finally separated with the colander (see recipe) are of value because they insure an added amount of mineral matter, vitamins, and the growth-producing vital element, designated as fat soluble A.

Fruits and fruit juices the child should have freely. Baked apple and apple sauce as well as other stewed fruits may be given very early.

As the child grows older there should be no great change in his diet as outlined above. Milk he should continue to have freely. Eggs should be given carefully and in moderation, but at times may be needed to supply necessary protein. Vegetables with their broths should play a prominent part in the making up of his daily ration. Simple but savory gravies may be made from potato water, or other vegetable broths, by thickening with flour and adding evaporated milk. If brown flour is to be used as thickening, do not brown in oil, butter, or grease of any kind, but brown in a dry pan over the flame or in the oven. In this way a brown gravy may be made that will be healthful as well as pleasing.

Desserts should ever be simple and healthful. In their various forms fruits may be made to serve as desserts that will appeal to the child and be much better for him than artificial sweets. The dried fruits, as dates, figs, and raisins, may often be made to take the place of sugar. The milk-and-sugar combination should be avoided as much as possible. A delightful cornstarch pudding may be made with eggs but without milk (see recipe). A custard may be made and raisins added instead of sugar. Honey and marmalade, if used carefully, may help to supply the desired sweet. Bananas, if ripe, as shown by a

CORNSTARCH PUDDING (WITHOUT MILK)

- 1 quart water.
- 3 tablespoons cornstarch.
- Salt.
- 1 cup sugar.
- 3 eggs.
- Flavoring.

Put 1 quart of boiling water in a double boiler; add the cornstarch rubbed smooth; salt to taste. Cook until clear; add sugar, remove from the fire, beat in quickly the well-beaten yolk, and add the whites beaten stiff. Beat well; add flavoring.

VEGETABLE SOUP

- 2 potatoes.
- 1 carrot.
- 1 small onion (if desired).
- A few lettuce leaves or cabbage leaves.
- Celery or other vegetable.
- Cleanse thoroughly. Cut potatoes and carrots in small pieces. *Do not remove skin.*

Cook slowly for two hours. Press through a colander. Season with salt and add milk, preferably evaporated milk. Any combination of vegetables may be used with good results. *Add no fatty seasoning.*

peel speckled with brown, serve a good purpose in the ration. Olives and nuts may be allowed at mealtime when the child can masticate them thoroughly.

The longer ice cream and candy are withheld the better, but when allowed they should be permitted only at mealtime in their proper place. When they are generously divided with the other members of the family, there is not so much danger of their being taken in excess by the child who has a hearty, normal appetite and has eaten well of the foregoing part of the meal.

It is of primary importance that the child's daily ration be properly balanced,—that he get the correct proportion of proteins (tissue-building foods) and that his diet be not top-heavy in cereals, fats, or sweets. Free fat should be limited to perhaps a little butter on bread. (It is better for even butter fat to be taken as it occurs combined in milk rather than as free fat.) Fats, as butter, crisco, or cooking oils, should not be used in cooking; and fried or greasy food should never be allowed. Sugars should not be given in concentration, and artificial sweets should be limited to proper time, place, and amount.

Things to be avoided are: Tea, coffee, cocoa, cheese, pastries and cakes, spices, pickles and condiments, as pepper, vinegar, and mustard. The child is much better off if meat or meat juices find no place in his diet. Necessary protein without the use of meat, may be supplied in milk, cottage cheese, leaf vegetables, and an occasional egg.

Aside from the proper diet, there are other things of importance, and regularity in the child's program should apply not only to the question of eating but also to other details of his daily routine.

Too much importance cannot be attached to the question of the child's getting enough sleep. The habit of the early bedtime should be carefully adhered to, and only the most unusual and extraordinary occasion should permit of a deviation from this rule. Supper always at the same time,—a romp with daddy, a quiet time with mother, and to bed when the hands of the clock point the hour. The child accustomed to regularity will not annoy by teasing, but will accept the inevitable, not knowing that there could be any other way. The daytime nap should be continued with regularity as long as possible. The sleeping bag is a great help. It not only insures proper cover, but is a very positive reminder to the little one that play is over and sleepy time has come.

After the first year the busy mother may not feel the importance of continuing the daily bath, but this should not be neglected. If planned for, it need not take much extra time. What child does not love the water, and, after the morning outdoors, will not joyously play in his bath for ten or fifteen minutes while

mother is working about? A few moments suffice for the final dash of cool or cold water, a brisk drying, and then what a restful nap before waking for the midday meal! An afternoon of play with a time perhaps of "helping mother," and again the early bedtime. Under such a régime the child will tend to develop a strong nervous system and physical strength to resist disease.

Never should the little boy or girl, even though only two years old, be allowed to forget to brush his or her teeth at least twice daily (before this age the mother should daily clean the baby's teeth with a bit of cotton or soft, clean cloth), for upon the intelligent care of the first teeth depends the integrity of the permanent ones. Teach him to brush his teeth thoroughly, first with his toothbrush *dry*, then with it wet for the final brushing. The brush should be rinsed thoroughly and allowed to dry in the sun.

It is perhaps unnecessary to say that the child should be out of doors as much as possible. With proper clothing much of his time may be spent out of doors in even the more rigorous climates. He should have fresh air at night. When practical it will be a great advantage for him to sleep on a screened sleeping-porch.

In all things the co-operation of the child should be secured, and this can be done by the tactful parent. Little stories of the wonderful workings of the body, told by the mother who is intelligent in regard to physiology, will be quite as fascinating as the most interesting fairy tale and of infinitely more value. Arouse the child's interest in the important work of caring for his body machine.

Let his training be positive instead of negative. Avoid the "don'ts" and the "can'ts." Make prominent the privileges and magnify the opportunities. Keep the child from the thought of restriction and the idea that the little boy had who said, "It's funny hatey things is good, but I suppose it is true, an' things you like is mostly things you hadn't ought to do." Such an education at the initial time of life will do much to develop a positive element in the character and a self-control that will protect in after-years.

While *implicit obedience should be insisted upon*, the boy and girl should ever be treated as individuals; they should be talked to and reasoned with as if persons of intelligence. They should ever be made to realize a share of responsibility in the obtaining of certain desirable results, and should share in the consequences in case of failure. Let the little ones be comrades of father and mother, and while ever looking up to their parents with respect as to those who know and who are to be obeyed, let them be kept from any feeling that arbitrary, unreasonable control is being exercised.

(Concluded on page 242)

The Diet of Children

George E. Cornforth



CHILDREN need a larger proportion of protein, or building food, than adults, to supply material to build their rapidly growing bodies. This is best supplied by milk, nuts, whole-grain cereals, and whole-grain breads. Children also need an abundance of mineral elements, especially lime to build bones and teeth, and iron to build good blood. Lime is supplied by milk, which contains more lime than any other food, by nuts, whole grains, oranges, lemons, grapefruit, raisins, lettuce, raw cabbage, and celery.

Iron is supplied especially by spinach and other greens, egg yolk, strawberries, raisins, and other fruit.

Thus we see that the diet of children should consist of milk, nuts, whole cereals, Graham bread, vegetables, especially potatoes, lettuce, raw cabbage, celery and spinach, and ripe fruits and fruit juices. Children, especially, should not be given meat.

Nuts should not be given to children between meals. They should be made a definite part of their meals. They should be chewed to a creamy consistency, or may be ground to a butter or paste with a food chopper or nut-butter mill. Dr. Winfield Scott Hall, speaking of the diet of children, says of nuts: "When they are thus made a definite, organic part of the meal, a regular course—a nut course—and thoroughly masticated, you never hear anything about their indigestibility. Nuts are just as digestible as anything else if they are properly chewed and taken in proper relation to the rest of the diet, and they are exceedingly nourishing. You cannot get so much nourishment for the same amount of money in any other way as in nuts."

One quart of milk a day, used either plain or in preparing his food, is not too much for a growing child.

Salads in which salad oil, lemon juice, and easily digested vegetables are used are wholesome foods for children.

Children should have their meals regularly, and should not eat between meals. This applies to candy as well as to other food. When candy is allowed, it is a good plan to make it a titbit or dainty or dessert for the end of the meal.

Children should not be given pie, fried vegetables, doughnuts, rich cake, vinegar, pickles, pepper, and other spices and condiments.

For a child to occasionally miss a meal, if he is not hungry, does not harm him, but benefits him, and a child should not be urged to eat, if he is not hungry.

SUGGESTED MENUS

BREAKFASTS

Graham Mush with Dates
Milk Bread and Butter
Orange

Milk Toast
Baked Pear or Sweet Apple
Cereal Coffee

Milk Toast with Grated Yolk of
Hard-cooked Egg
Grapes

Oatmeal with Milk
Toast Apple Sauce

Cornmeal Mush and Milk
Graham Bread Stewed Prunes
Toast Hot Milk
Ripe Peach

DINNERS

Cream Pea Soup
Egg on Toast
String Beans Rice Pudding

Vegetable Stew
Zwieback
Tapioca Custard

Two Walnuts Baked Potato
Asparagus
Graham Bread Raisin Marmalade

Creamed Potatoes
Green Peas
Bread Pudding with Raisins

Glass of Milk
Boiled Potatoes Celery
Boiled Rice with Honey or Maple Sirup

Nut Rice Cakes with Gravy
Creamed Carrots or Spinach
Graham Bread
Dates Stuffed with Cottage Cheese

SUPPERS

Baked Potatoes served with Cream and Salt or with Milk Gravy Bran Cookies	
Potato Soup	Zwieback
Graham Bread Pear Sauce	
Milk Toast	
Cup Cakes	Peach Sauce
Bread and Milk	
Sponge Cake	Apple Sauce
Glass of Milk	Graham Gems
Baked Custard	
Celery Soup	Toast
Floating Island	

RECIPES

VEGETABLE STEW

- 1 cup diced carrots.
- 1 cup diced potato.
- 1 cup green peas.

Barely cover the vegetables with water and stew till tender. Add one pint milk and salt and reheat.

MILK TOAST

Heat one cup milk to boiling in a double boiler. Stir two level tablespoons flour smooth with a little cold water and stir it into the hot milk. Cook till thickened. Add one-half level teaspoon salt. Serve over zwieback that has been dipped in hot water.

The Graham mush and cornmeal mush should be cooked at least an hour in a double boiler. The oatmeal should be cooked about three hours. This may be cooked the day before and warmed up in the double boiler, or it may be cooked overnight in a fireless cooker.

BRAN COOKIES

- $\frac{1}{2}$ cup brown sugar, pressed down.
- $\frac{1}{4}$ cup butter substitute.
- 2 teaspoons molasses.
- $\frac{1}{4}$ cup currants.
- $\frac{1}{4}$ cup walnut meats, chopped fine.
- 1 egg.
- $\frac{1}{4}$ cup sifted pastry flour, shaken down.
- $\frac{3}{4}$ cup bran.
- A few grains salt.

Rub the butter to a cream. Add the sugar, molasses, and salt, and beat till light and creamy, then add the egg, and beat well. Stir in the flour and bran, nuts, and currants. Oil the hands and form the dough into balls with the hands. Lay the balls on an oiled pan, flatten to one-fourth inch thick, and bake.

PLAIN CAKE

- 2 eggs.
- $\frac{1}{2}$ teaspoon salt.
- $\frac{1}{4}$ cup boiling water.
- $\frac{2}{3}$ cup sugar.
- $\frac{1}{4}$ cup cooking oil.
- $\frac{3}{4}$ teaspoon lemon flavoring.
- 1 cup sifted pastry flour.

Break the eggs into a mixing bowl and add the salt. Set the bowl into a pan of hot water. Beat the eggs with a Dover egg beater till light. Then add the boiling water. Beat again till light. Then add half the sugar and beat, add the rest of the sugar and beat till the batter is light and stiff. Then beat in the oil and flavoring. Next, with a "sensible egg whip," fold in the flour carefully and with as few strokes as possible, not sifting all the flour into the batter at once, but sifting a little flour onto the batter and folding till this flour is nearly all folded in, then sifting on a little more flour and folding again. Continue till all the flour is folded in, but do not fold any longer than is necessary to mix in the flour. The batter should not decrease much in size while the flour is being folded in. Fit a piece of oiled paper into the bottom of a small bread tin. Do not oil the sides of the tin. Pour the batter into the tin and bake in a moderate oven till a broom straw stuck into the cake comes out clean.

When the cake is removed from the oven, turn it bottom side up to cool in the tin, placing something under one edge of the tin to allow the air to circulate under it. This will keep the cake from falling. When cold cut around the sides of the cake and remove it from the tin.

STEWED PRUNES

Buy sweet California prunes. Wash the prunes well and soak them overnight in cold water. In the morning put them to cook in the water in which they soaked. Stew them slowly for about three hours. Sweet California prunes cooked in this way require no sugar.

RICE PUDDING

- 1 quart rich milk.
- Scant $\frac{1}{2}$ cup rice.
- $\frac{1}{2}$ cup sugar.
- Grated yellow rind of $\frac{1}{2}$ lemon.
- A pinch of salt.

Wash the rice thoroughly by putting it into a dish, pouring hot water over it, and whipping it with a batter whip, then pouring off the water, repeating the process till the water remains clear. Be careful to grate off only the yellow part of the lemon rind. Put all the ingredients into a pudding dish. Cover the dish. Set it into the oven and bake the pudding very slowly till the rice is tender. The pudding should be stirred occasionally during the cooking. When the pudding is nearly done, the cover may be removed to allow the top of the pudding to brown.

Success in making this pudding depends entirely on the baking of it. It should be baked slowly and not too long, but the rice should be thoroughly tender. If baked too long, the pudding will be too dry. It is best served the day after it is made, and should be of a rich creamy consistency when cold, but some may

enjoy it served hot. One-eighth package of raisins may be added to the pudding when it is put into the oven to bake, if desired.

RAISIN MARMALADE

Grind raisins through a food chopper, using the finest cutter. Two parts raisins and one part walnuts or pecans may be ground together, putting the mixture through the chopper twice to make nut and raisin marmalade. Figs and dates may be used in the same way. These marmalades are wholesome and make excellent substitutes for candy for children. They supply cellulose and needed mineral elements that are wholly lacking in candy.

NUT RICE CAKES

2 cups cooked rice.

$\frac{1}{2}$ cup chopped walnuts or other nuts.

Mix the nuts and rice. It may be necessary to add a little milk gravy so that the rice and nuts will stick together so they can be formed into cakes about two inches in diameter and three-fourths inch thick. Lay the cakes on an oiled pan and bake them in a hot oven till

heated through. Salt should be added to season the cakes, and a little sage and grated onion may be added if desired. Serve with

BROWN GRAVY

1 pint milk.

$\frac{1}{4}$ cup sifted flour.

1 level tablespoon browned flour.

$\frac{3}{4}$ teaspoon salt.

The browned flour is made by sifting flour onto a pan and setting it in the oven to brown, stirring it occasionally till it becomes a medium dark-brown color. This may be sifted and put away in a jar to be used as needed.

Heat the milk to boiling, and thicken it with the white and brown flour which have been mixed and stirred smooth with a little cold water. Add the salt.

DATES STUFFED WITH COTTAGE CHEESE

Remove the stones from dates, and fill the dates with nicely seasoned cottage cheese. Roll in sugar.

The plain-cake batter may be used for making the cup cakes.

I FIRMLY believe that if the whole *materia medica* could be sunk to the sea, it would be all the better for mankind and all the worse for the fishes.
— Oliver Wendell Holmes.

IDENTICAL!



(By Courtesy of New York Tribune)

(An Educational Exhibit by the American Medical Association)

Some Children the C



Children of
Orient



The Sex Life of the Child

Caroline Hilborn, M. D.

THE problem of sex hygiene has for so long been a tabooed subject that we approach it with cowed heads and gloved hands. Why? — Because we have relegated it to the dark, haunted, mysterious domain of the evil one, hinting at evil until Satan must be well pleased, for superstition and ignorance are his strong fort, while true education, advancement, and enlightenment are “thorns in his flesh.”

Where was God when the order was given, “Be fruitful, and multiply, and replenish the earth”? Was it God’s design that we should be ignorant upon any principle he gave us? When he said, “Get wisdom, get understanding,” “Train up a child in the way he should go,” did he mean to turn him loose amid the evil of this world and let him learn as best he could the great principles of life of which there are none greater than that of reproduction of the species? Shall we turn the child of tender years out amid noxious weeds, briars, thorns, poisonous reptiles, to learn that these things are dangerous to his flesh and life? How tenderly we watch and guard his body! We say that health principles are divine teachings. We believe that God cannot be glorified in a weak, sick body. Is not the soul, or mind, greater than the body?

I tell you as a physician, a perfectly healthy body cannot exist with a sin-sick mind. The growing mind is the questioning mind, and will not go unsatisfied; it will find that which seems to answer to its needs, and with the natural evil tendency of the human heart, that which is impure is received quickly and retained tenaciously.

The parent who would turn his child out into a field to play among noxious weeds and poisonous reptiles without bodily protection, would be deemed by the world to be of unsound mind and unfit to be a parent. Such a one is no more culpable than is he who would turn his innocent child, with its bright, inquiring mind, out into the world of sin, untrained and unprepared to meet the dangers it is sure to encounter.

Protection from evil cannot be given in the commands: “You must;” “You must not;” “It is a sin;” etc. Only by the knowledge of the laws of reproduction of the species, and the terrible consequence of disobeying these laws, can this protection be provided.

The world has many willing and false teachers on this subject, who at every opportunity boldly uphold the evil with such teachings as, “Have a good time, you’re young but once;” “Every young man has to sow his wild oats;” “It’s only a little ‘dive’ on — Street; you will find a fellow who will cure you up in two or three treatments; his sign says, ‘For men only.’” Alas, the hardest teacher is experience. When these false teachers of the world, by hinting, coaxing, or forcing, contaminate the mind, thus opening the reservoirs of evil in human nature, then the gates of character are thrown open and purity of thought and principle takes flight. Sin, with its consequent degeneration and immorality, its ruined bodies, debased minds, takes the place that should have been fortified by the right kind of early teaching. Then there is left only the product of the world’s school of sin. This is what fills our penitentiaries and houses of prostitution, yea, hospitals, to overflowing.

The diseases that follow a life of sin are not visited upon the guilty alone, but that pure, beautiful girl whom you have cherished and kept from the evils of the world, may marry one of these poor deluded products of the world’s school of sin, after he has been turned out as “cured” by the quack “on — Street.” In a few months it may be necessary for her to have a serious operation and remain childless, for nothing will so quickly and surely ruin or make sterile a woman as gonorrhoea.

Mother, father, the physicians the world over who recognize the dangers of the so-called “social diseases,” are pleading with you to see and realize your duty toward your children, and begin teaching them early in life the purity of thought and action that will fortify them against the world’s contamination of sin. Let me plead with you till the now-ruined girl you knew in the purity of childhood comes before your mental vision and hearing with cries that rend your heart, open your eyes, and loose your tongue. Do you know that much of this evil is begun in childhood through the sin of self-abuse, which is a most prevalent thing and the depravity of which leaves its mark as surely as does decay? Are you guarding and guiding that little one’s thoughts as well as its acts till it is old enough to know that God has bestowed “more abundant honor” on our “uncomely parts”?

I find this sin prevalent not only among the youth, but among older persons, married and unmarried. It is hard to secure confession of this sin, but there are certain signs that tell the story. By watching, the parent can generally catch the little one in the act. The older ones should know the consequences, the terrible punishment that follows this sin. When your child will not look you in the eye, is getting morose, avoids the society of other children, desires to be alone much of the time, is unwilling to stick to any task, and goes to the toilet often, it is time for you to open your eyes and know your child. Some of these symptoms can be caused by other conditions, but these other conditions may be danger signals that need your careful attention.

When others, who may be working with your child and interested in his welfare, learn the danger and inform you of his sin, you hold up your hands in horror and closing your eyes to the danger, cry, "O no, not my child!" Look within, look closely, look with God's eye, and you will find your anger in proportion to your neglect of duty. If you are training your child "in the way he should go," you are constantly watching, not as if suspicioning evil, but teaching from a godly standpoint, not the sin that others have done or your child may do, but the holiness and sanctity of the human body, the "beauty of holiness," the worth of purity. Hang these pictures of thought upon the walls of your child's memory till there is no room for evil. Then, and then only, can the child cry out at Satan, "It is written" in my heart, and hung upon the walls of my life's memory, that my body is the "temple of God" and shall not be defiled.

There is in every child (and we are all but children older grown) a spirit of antagonism against the "must," "cannot," "shall," and "shall not." Children have not reached the years of self-control that older ones should have reached.

WHERE SHOULD SEX HYGIENE BE TAUGHT?

Let us look at the different sources through which the subject is taught, then make our deductions. Confessedly the streets are full of teachers, such as Satan has, and they are well qualified to open the minds of the young upon this all-important subject. But how? Shall God's institutions, God's laws of holiness and purity, be done away with? Will we cancel the value of his divine precepts by permitting the enemy of all truth and purity to put his evil into the heart and life of our little ones, thus teaching our children sin for purity? Shall they have defiled bodies, corrupt minds, depraved morals, and cause shame and suffering to be a heritage from generation to generation? No! Then they must be taught, and will be; for as sure as night follows day, so sure will instruction on these subjects be had.

Whether it comes from young or from old teachers, whether in purity or in defilement, depends wholly upon your attitude toward your children and their needs, and the confidence existing between you and them, and your watchful care over them and yourself.

Look back into your own life with honest vision and see if in your past there stands out the sins we are trying to save your children from. As truly as God has said, "The iniquity of the parents is visited upon the children unto the third and fourth generation," so surely does his word never fail.

SHALL SEX HYGIENE BE TAUGHT IN OUR SCHOOLS?

The world is advocating this plan, not as an ideal one, but as an expedient and necessary one. There are so many parents in our cosmopolitan country, some of foreign birth, who have no knowledge except that which they have secured on the streets, or from some other equally unreliable source. To them reproduction means but two things: First, sexual appetite, increased to animalism by indulgence in wines, beers, meats, peppers, etc.; and, second, unstinted gratification until the mother means little more than what she can furnish table and husband. The children are generally turned into the street to learn and teach that which is moral death to their associates. This class is therefore wholly unqualified to teach purity in connection with sex hygiene. There are many other parents who do not know how to teach it, and many will not, even though they know how. The first is out of the question, the second should be taught, and the third severely censured for their lack of moral stamina and spiritual tone.

The health and school authorities have recognized the importance of teaching sex hygiene, and many have planned to introduce it into the schools. This is not to free the parents from their responsibility, but to save the mind and body of the child for this and future generations.

Here are some cases that speak more plainly than anything I can say for the need of teaching on this subject.

CASE 1.—A woman of culture and intelligence and of abundant means, came to my office bringing a little girl fifteen years of age, who seemed stupid, cross, morose, and of not quite average intelligence. The child would not talk on any subject and acted uneasy while sitting in the chair, and would not look up at me to let me hold her attention. After questioning the mother about diet, exercise, schooling, and companions, I could learn little save that the child was dull and stupid in school and would not study, and had no companions among the school children. The mother was busy doing missionary and church work, and was a woman of liberal purse. At last I visited the home in an effort to secure some information to aid me

in diagnosing the case. I found the table well supplied with rich foods, meats, pies, cakes, and dainties in abundance. The library table was well covered with magazines and scientific periodicals. The walls were hung with pictures of good moral tone. The furniture was good and well arranged. The kitchen, however, was presided over by a girl who had been paroled from the House of the Good Shepherd. Mrs. — thought she was doing missionary work by teaching the girl (we will call her Daisy) and being patient with her. She no doubt was patient with her, but this she should have been, and "not left the other undone." Next I went to see the bedrooms. Of course I was taken first to see the spare room. It was charming, done in blue and gold, with everything for the comfort of the guest. Then I visited the mother's and son's room. As that seemed to be the last room, I said, "But I want to see Alice's room." "Oh, Alice sleeps with Daisy, and that gives me a spare room." "Well, let me see Daisy's room." Such a sight! Walls covered with pictures of crimson-dressed dancing girls and nearly nude men and women, and cheap prints of every description. The books were dime novels of the most sensational character. Nothing in that room savored of refinement. Then I questioned the mother to find if she had ever talked to her daughter on the subject of purity of body or sex hygiene. Poor woman! She held up her hands in horror and was deeply offended that I should think of or hint at such a thing as her child's having in her heart or mind anything but the pure and beautiful. When I pleaded in vain with her to tell her child the problems of life, she said, as many deluded women have said, "Those things are too horrible to talk about; nothing should be talked about that savors of sin." No way was left to reach the child. She was left to the pitiless mercies of Daisy and her class associates. She soon ran away from home with Daisy, and was located in a house of prostitution. Three years later she died of a foul disease.

CASE 2.—A mother brought her daughter of nine years to me last summer to see what could be done for some sores that had developed on the labia. I found a well-developed case of syphilis. Upon inquiry, I found that the mother, a poor widow, who worked in a factory to keep the wolf from the door, had never told her child of the dangers of contracting these loathsome diseases nor the necessity of the motto, "Hands off." Consequently the street gammons had been the child's playmates when out of school, and naturally she held to the same mates in school. Through one of these companions, a lad of ignorant and careless parentage, and who had in some manner contracted the disease, though only ten or twelve years of age, she had become infected. They confessed to having played

man and wife, while the other children were the family. Dolls were used as babies. The boy had witnessed his mother's delivery in childbirth and had tried to imitate the same with the doll. It is not unusual to see the children running in and out of the room where the mother is being delivered, as the foreign people think nothing of it. The doctor finds it hard to teach the child its place, which is certainly not in the sickroom.

We sent her to the proper authorities, and they made a Wassermann test to prove the disease. When I talked with the girl, I was amazed to find she knew the ways of sin better than many of mature years, and she told me things that I could not believe, coming as they did from a child's lips, until investigation proved them too true. It was impossible to convince this child that the low principles she had learned from her street companions were entirely wrong.

CASE 3.—A young woman of seventeen came to me with the age-old story of love and too great a trust, saying, "We are engaged, but don't want to marry till we have saved more money;" and, "Papa will not let me get married till I am of age." I called the mother in (who was fearful the daughter was "going into consumption," for menstruation had ceased for two months) and insisted on the young woman's confessing to her. I knew these people well. They were among the finest in the city. This is the conversation as nearly as I can remember. I shall call the girl Dell, which is not her name, however.

"O Dell, how could you?" "Well, mother, you never told me it was a sin. You never talked with me about these things; and when I asked you how such things were, you said, 'Well, you let the boys alone and you will know when you get married.' Many of the girls told me there was no sin as long as you are engaged; that you might better keep the man you expect to have as your husband than to let him run with other girls, and then you know he is not diseased when you get married."

O, the heart agony expressed in that mother's groan as she fell on her knees and begged her daughter's forgiveness, and the look on Dell's face as she said, "You, my mother, say you love me better than anything in life, yet you let me go out to work and meet the world unprepared. You said, 'Dell, let the men alone; Dell, don't let the boys get fresh with you; Dell, don't, and Dell, you must not:' but, mother, when I asked you why, and how you and father met and married, how life was propagated, you turned me into the streets [the school of sin] to learn my answers, and now that the answer is coming back to me in my arms, you call it 'my disgrace.' You say father will kill Jim and turn me from his door. When did father ever say anything to me to

teach me the ways of man? I have no brothers, and I suspect if I had, they too would put their hands over their mouths and say, 'Girls should not know these things until they get married.' And now—well, mother, there is but one thing for me to do, I'll see Jim to-night and tell him, for he does not know my condition, and then I'll do it. You won't have to be ashamed of me for long. I'll do it, oh yes, I'll do it." "Do what, Dell?" I asked. "Why, kill myself, of course, Doctor, that is all there is left to do, or run away, hide, and never come back." "There, Dell, you have said enough." Then I said:

"No, Mrs. S—, I want you to keep still now and listen to me; your time to talk was months or years ago. You must help me to help Dell. You will have to bear your part of this sin, for you are as much to blame as Dell, yes, even more so. Let her marry this man. You say you don't like nor trust him. You knew she was keeping company with him and engaged to marry him. You say you trusted to luck that something would come in to break it up. Well, your 'luck' has brought you one terrible disaster, and we will drop all luck now and turn with this fearful triple, yes, quadruple, sin (for neither you nor Mr. S— is free from censure any more than Dell and Jim) to Him who alone can straighten the crooked paths and forgive or cover sin, God, who through Jesus Christ never failed to give instruction in all paths he desired us to travel. He will give strength to endure and grace to bear all. The heaviest burdens in life are those we draw upon ourselves by our own mistakes, yet God's mercy is sufficient for this. Bring the young man to me."

He came and I put before him the conditions. He felt his shame and confessed his sin and ignorance, but said, "I love Dell and am more than anxious to share the blame; the child is mine, and I want to father it, though had I had a parent or friend to talk to me a few years ago as you have today, Doctor, I would be a purer and better man than I am. I will do my best to be henceforth the man that this good girl should have, for she was a pure girl when I met her. I am to blame for her downfall."

This same cry comes from nearly all these poor deluded children, "You never told me," or, "You told me in such ambiguous language that I never understood."

There are many such cases, but one of the saddest was a little two-year-old girl who was

brought in by her mother, suffering with a bad case of gonorrhoea, contagion having been received from her own father and mother. The mother did not know what was wrong with herself or the baby. The father was being treated by one of the quacks who advertise "treatments for men only," and had not told his wife about his faithlessness.

This child is ruined for life. She will never be well and strong, and when I turned her over to another physician it was thought she was developing some pelvic trouble which might necessitate a serious operation.

Mothers, fathers, I pray you look well to the precious plants God has given into your keeping, transplanted from the garden of his love into the homeland. Watch closely, not suspiciously but wisely, with love and caution, for that terrible body-, mind-, and soul-destroying sin—self-abuse. You are responsible to God for your children. Don't send them out to play without knowing with whom they are playing. Don't set them in a corner to think over their naughtiness alone and unaided, lest they think out something worse, or think up some story to tell you, but guide their thoughts into some pure and holy channel. Daydreams are dangerous things for young and old. They are like "idling an automobile," in other words, they are running the engine hard and getting nowhere.

One last Don't that is most important: Don't teach the subject of sex hygiene from the standpoint of the sin the world may put in it, but as of heavenly origin, not making it a common subject, but a sacred plant of God's planting. You are to train the clinging vine that it may grow in the right direction, but be careful of your conversation, lest you destroy the soul petals. When you have done all you can, then with God-given wisdom look within and remember the traits of character and weaknesses of your own and of your child's father's character, and be sure they will unite and develop something to surprise you.

One *Do*: When the Government determines that this subject shall be taught in the schools, remember how hard it was for you to talk to your child, and instead of criticizing and complaining, thank God if you have forewarned your child, and then listen to the story from your child as he has got it, and explain where he does not understand it correctly. Try to put more of God's teaching in that story, remembering that his word shall not return unto him void.

SOME temptations come to the industrious, but all temptations attack the idle.— *Spurgeon*.

MANY a dangerous temptation comes to us in fine gay colors that are but skin-deep.— *Matthew Henry*.



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MEDICAL School Examinations

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*Senior Nurse
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THE health supervision of schools is a problem which today is rapidly taking possession of the minds of all humanitarian people. France, England, and Germany long ago set us an example by the earnest way in which they undertook to ameliorate the evils which the medical inspection of schools revealed. Thus far our country has been behind, but we are now making rapid progress. The entrance of a visiting nurse into a school is generally frowned upon; she meets with no little opposition. Serious defects of eyes, ears, nose, throat, lungs, teeth, glands, nutrition, heart action, nervous co-ordination, and mentality, have been discovered with surprising frequency. Statistics say that from 50 per cent to 75 per cent of the pupils are suffering from one or more physical defects serious enough to require skilled attention.

If all parents were wise in regard to health matters, it would not be necessary for schools to make a special study of the physical conditions of the children intrusted to their care. But it is a fact and not a theory that not all parents, not all teachers, possess the special knowledge which is necessary for the hygienic supervision of the physical and mental development. Even intelligent parents may be unable to detect the early symptoms of physical disorder, just as they may be unable to decide upon the best method of texts for teaching history or geography. They do not see the defects in their own children because they are used to them. Hence, the school department should furnish healthful school environment and a health guardianship over its pupils.

The argument that health supervision of schools invades the rights of the home has exactly the same value as the corresponding argument against compulsory school attendance and prescribed courses of study. The school does not claim anything more than the right to examine the child's physical and mental condition so that the work of the school may be properly adjusted to his health and growth, and further to notify and advise parents regarding such defects as are found to exist. The responsibility for remedial action is left entirely to the parents. This is oftentimes a sad fact.

In "Health Work in Schools" Dr. Hoag and Professor Terman say: "The school has not undertaken forcibly to subject children to surgical operations, nor is there at present any legal method of compelling parents to perform their duty in this respect. We can invoke the law for wanton neglect of a broken bone, but there is no way to punish the neglect of discharging ears, adenoids, or astigmatism, any one of which may prove more serious in the long run than a fractured bone."

Few of us realize how slow our country has been to recognize how important the systematic care and health of the school child is. The fact is, we have been one of the last of the civilized nations to consider seriously the problem.

In 1837 France passed a royal ordinance charging the school authorities with the duty of supervising the health of school children, and attending to sanitary conditions of the schoolhouses. Not much progress was made

directly following this, but in 1874 Brussels gained the honor of being the first city to establish a system of school inspection. It was not until 1894 that medical inspection was begun in Boston, the United States merely following the lead of France, Germany, England, Sweden, Russia, Austria, Hungary, the Argentine Republic, Chile, and Cairo, Egypt, which had all preceded her in such efforts. Four years later New York, Chicago, and Philadelphia inaugurated systems of medical inspection. About ninety cities had followed the example by 1907, and 337 by 1910. By 1913 the number was increased to nearly 500.

No matter where we may go, we will find the ordinary handicaps in children, and the proportion of defects the same in our own schools as in others. In one of our church schools in the District of Columbia we found that almost 50 per cent had defective teeth; about 25 per cent had defective hearing caused by enlarged tonsils, and I may safely say 30 per cent had enlarged or diseased tonsils.

The following is quoted from "Health Work in Schools:" "We are not looking for sick children, as that word is ordinarily used, and we do not often observe sick children in schools, but we do find a very considerable number who have physical or mental handicaps which we wish to discover, and if possible have corrected. We do not realize, for instance, that a large number of children suffer from chronic headache, who never say a word about it unless they are questioned. They take it as a matter of course and become accustomed to it. We do not realize that a very considerable proportion of children have more or less chronic earache, and yet never mention it unless the earache is so bad that they cannot sleep at night. We do not realize that a large number of children have toothache—some of them most of the time; that they have visual defects, so severe in many cases that they do not read comfortably or well. They suffer from various handicaps of this sort, and never say anything about it, simply because they are accustomed to the condition, and very often know no other. They have no standard of comparison. Children in the main never complain about their physical handicaps unless they are so serious as actually to make them sick, and this is a point which we must always remember in dealing with them."

In examination, one pupil at a time is called to the desk. We question the child concerning his general health, whether or not he has had serious illness, if appetite is good, if his eyes, ears, or head hurt, taking care to note the manner in which his answer is given, as much information may thus be gained. Decayed teeth are noted. They cause foul breath. Sometimes

abscesses are found which indirectly cause death, as in the case of ex-President Roosevelt. Rheumatic and heart trouble are sometimes caused by decayed teeth, but more often from diseased tonsils. Children often appear stupid because of defective vision and poor hearing. Discharging ears are much more serious than aching ears. It indicates that the disease process is rapidly advancing and may later cause deafness. Peculiarities of posture or walk may perhaps mean spinal disease, flat foot, weakened arches, rickets, tuberculosis of hip or knee joint, or paralysis. Adenoids cause difficult breathing, and are indicated by nasal voice, frequent colds, crooked and prominent teeth, mouth breathing, and mental dulness. All of these symptoms are not always present. Tonsils and adenoids are usually closely associated. In poor districts especially, skin diseases must be looked for. All eruptions should be noted, and the cause discovered, as many of the contagious diseases are ushered in by rash.

I have attempted to give here only some of the items that we fill out when examining children. A great deal may be done by the nurse in the form of lectures to the children on the subject of hygiene, etc. But the school nurse's work does not end here. She must now visit the parents, and put the situation before them in such a way that they will not think that she is overstepping her boundary, but will see the importance of immediate attention to the defects reported.

Gardener's "Public Health Nursing" says: "The school nurse is not a passing experiment. She is a vital part of one of the most important of our national institutions. Through her work American citizens are fitted physically to receive the education which in its turn is to fit them for the responsibilities of citizenship. It is her duty to so teach the value of health, both to children and to parents, as to make them realize that its attainment is worth some real sacrifice on their part. It is her duty to strengthen parental responsibility in new directions. It is her duty to strengthen the hands of teachers and physicians, and also to do her part toward making the American school an institution where bodies as well as brains are developed for a life of usefulness."

Here is a large field open to the nurses of our denomination. This is a new field for us as a people. We need school nurses to look after the health of the children in our church schools, and there should be a school nurse on the faculty of every academy and college in our denomination. We hope that ere long all our people will realize the importance of the school nurse. We are to bring health reform before the people. Why not begin in the schools?

Tobacco and the Schoolboy

D. H. Kress, M. D.

"Is there anything whereof it may be said, See, this is new? it hath been already of old time, which was before us." "The thing that hath been, it is that which shall be; and that which is done is that which shall be done: and there is no new thing under the sun." Eccl. 1: 10, 9.

WHEN tobacco was first introduced into England in the seventeenth century, smoking in a short time became general. Men smoked first, then the women took up the habit of inhaling tobacco smoke from their delicate little pipes, and puffing the smoke out through the nostrils. This was at first confined to social gatherings, but later became common among them. Children followed the example of older ones, and so in time the habit became universal. So general was the practice of smoking that the reign of Queen Elizabeth was termed "The Golden Age of Tobacco." Practically everybody smoked.

Not until a habit becomes general and the evils resulting therefrom become apparent, can public sentiment be aroused sufficiently to demand that the practice must cease. When the smoke habit reached down and selected the best and most promising among the boys, the nation's only true asset, and converted them into good-for-nothings and criminals, public sentiment was aroused and demanded that smoking of tobacco must cease.

The time came when England was smokeless. In the year 1776 Dr. Johnson wrote: "Smoking has gone out." For seventy years tobacco smoking could not be seen on the streets of her cities or in public thoroughfares. It was not until after the Crimean War, about the year 1857, that this habit of tobacco smoking again had a resurrection. The British soldiers being thrown in contact with the Spanish and French, formed the new habit of smoking cigarettes and inhaling the smoke. We are informed that "the gilded youth around the cities copied the manners of the heroes of the day both by cultivating beards and by smoking cigarettes."

We have arrived at another "Golden Age of Tobacco." For many years men have smoked. Occasionally a woman has taken up the habit. Now it has laid its hand upon the boys of our schools. Prejudice against the smoke habit has lessened and smoking is becoming more and more common among women and girls.

The past few years the tobacco trusts have done much to increase the sale of tobacco. Through high-paid advertisements in all the leading papers, and through the aid of various

benevolent and religious organizations, they have succeeded in removing the prejudice that has existed against the use of cigarettes by showering them upon the young men of the army and navy, and as a result the habit has become almost universal among them. Naturally the boys who were left at home are now copying "the manners of the heroes of the day," and are taking up the habit.

The evil effects of the habit upon our boys will soon be so apparent that public sentiment will again demand that the smoke habit shall cease.

Tobacco smoking is bad for men, for all men. Some are injured more than others, but in no case is the use of tobacco beneficial. Good men smoke, but they would be better men had they never smoked. Smoking is especially bad for boys. The earlier in life the habit is acquired the greater is the injury sustained.

Boys are something like grasshoppers. Grasshoppers jump not knowing where they will light. They jump at a venture. They may land in the smoldering bush fire or in the swiftly running stream. Boys begin to smoke, little dreaming what the outcome will be. One thing is certain, cigarette smoking will never land a boy in the Presidential chair of the United States. The cigarette-smoking boy never amounts to much. This is generally known. It is difficult for him to obtain a position of responsibility. David Starr Jordan said: "The boy who smokes cigarettes need not be anxious about his future — *he has none.*" The chances are that cigarettes will land the boy who smokes them, in the poolroom, the saloon, or the reform school.

Some time ago, while I was conducting a free clinic at Harper's Hospital, Detroit, a boy dwarfed in body and mentally degenerate was brought to me for treatment. The nurse who assisted me, said to him: "How long have you smoked?" He replied: "Since I was two years old." "Who taught you to smoke?" she inquired. "My brother," the boy said. "Your brother ought to be in jail," she said with considerable emphasis. The little fellow innocently replied, "He is." Not all cigarette-smoking boys become criminals, but it is a

fact that practically all youthful criminals are cigarette smokers. During the time that Chicago was being menaced with youthful automobile bandits I said to a detective of that city: "Have you not observed that in nearly every case these young fellows are cigarette fiends?" He looked at me and said: "In every case without an exception." Dr. Coffin, of the Whittier Reform School, California, informed me, on my recent visit there, that 98 per cent of the boys in the school had been cigarette smokers. In fact, this is about the estimate given by all judges of juvenile courts as far as I have been able to ascertain.

The nicotine, and the carbon monoxide and furfural developed in the smoking of the cigarette, bring about a degeneracy of the developing brain cells and produce a criminal tendency and a moral insanity.

Some time ago a young man was brought to the sanitarium for treatment. He was the only son of a wealthy merchant. We found him to be hopelessly insane. While with us there came to him two sample boxes of cigarettes, with the urgent request that he make a trial of them to demonstrate their superiority. The physician in charge of the case inquired of me, "What shall I do with them?" "Send them back," I said, "with a note saying that it is not necessary to send more, that the cigarettes have accomplished their purpose. The young man is hopelessly insane."

Parents and teachers recognize that cigarette smoking brings about degeneracy in boys. Appeals of a most pathetic nature have come to me again and again from parents asking for help in behalf of a boy who had formed the habit and who, as a result, had lost all interest in school or anything of a beneficial nature.

Teachers in public schools, if observing, can, by watching their class records, pick out the

boys when they begin to smoke. As soon as a boy begins to smoke, he drops behind in his class work. He finds it difficult to apply his mind. In time he drops out of school.

In the United States there are more boys than girls in school up to the eighth grade. In the high schools there are more girls than boys. Cigarette smoking among boys is largely responsible for this falling off in the boys' attendance. In our business colleges there are three young women to every young man, and in some the proportion of young women exceeds this. In the business offices, work that requires speed, accuracy, and efficiency, is being done more and more by young women. This is significant.

As early as 1860 Emperor Louis Napoleon, of France, appointed a commission to make a careful investigation of facts pertaining to the influence of smoking on the intellect. So striking was the evidence obtained that on one day he caused the pipes of thirty thousand young men in Paris to be destroyed, and ordered the expulsion of smokers from schools. This was a sane and wise procedure, for possibly one half of the public funds expended on education was wasted on smokers. Governments cannot afford to pay out a thousand dollars upon a boy who gives promise of becoming a one-hundred-dollar man. This is what the United States is doing.

The time has come for the appointment of a commission by the United States Government to carefully investigate the influence of tobacco smoking upon the boys of the nation. The revelations will be so startling that ere long again a stop will be put to the use of tobacco among boys, and —

"The thing that hath been it is that which shall be; and that which is done, is that which shall be done."

How Foods Prevent Disease

G. H. Heald, M. D.

EDWARD F. BROWN once said: "There is a growing recognition on the part of the medical profession of the value of the prophylactic (preventive of disease) uses of food." Later, he explains by saying: "Given improper food, man ails, degenerates, and eventually must succumb."

This suggests the query, Do certain foods really prevent disease, as, for instance, oil on a bearing prevents wear? or as water sprinkled

on a street prevents dust? Or is prevention by diet merely the avoidance of certain foods which favor disease? To explain by an instance: The use of mealy pork improperly cooked will be followed by an attack of trichinosis — infection by the trichina parasite. If one adheres to a vegetarian diet, he will not be exposed to infection by trichinæ; but can we for this reason call a vegetarian diet a *preventive* of trichinosis? I think not; for one might be a lifetime vegeta-

rian, and eat just *one* little piece of measly ham the size of half a dollar, and be badly infected with trichinosis. All the years of strictly vegetarian diet before or after the eating of that ham would not be likely to lessen the effect of that one dose of trichinous meat. In other words, a vegetarian diet is *not* a preventive of trichinosis.

This clears the way for the statement of another proposition; namely, that the preventives of disease are not outside the body, but in the body itself: in the skin and mucous membranes, offering a barrier to the entrance of disease germs; in the fluids and tissues of the body, elaborating various antibodies to neutralize poisons and to destroy germs; and in the eliminative organs, to throw off poisons. So well is the body defended that it may be truly said that no enemy can overcome it without the aid of allies. When a person succumbs to disease, he succumbs not to the single-handed attack of one enemy, but to the combined attack of several enemies. For instance, a person sits in a draft and catches cold. He says it was the draft caused the cold. More likely it was draft *plus* a faulty condition of nutrition, *plus* a local chronic catarrhal condition, *plus* an infection by certain of the cold-producing germs. Some persons seem never to take cold, no matter how much they are subject to drafts; and in a general epidemic of colds, they seem to escape. The draft alone, or the presence of the germ alone, or perhaps the draft plus the germ, may not be sufficient to overcome the natural resistance, and the person escapes. Others, not so fortunate, may catch cold on the slightest exposure—a seat in a drafty place, a change in the weather, damp or cold feet, a ride in a stuffy car; or the cold, beginning with a sore throat, may follow the eating of certain foods. In any or all of these cases the apparent cause of the cold was merely the proverbial last straw “which broke the camel’s back.” Other favoring causes of cold were present, awaiting the re-enforcement of that last straw. The camel evidently was pretty well loaded before that breaking straw was added.

Reference is made to “colds” merely as an illustration of all forms of disease. In order that disease of any kind may gain a foothold, there must be the co-operation of a number of

factors; and when the disease is established, there must be a continuation of these factors to continue the disease. The elimination of one or more of the factors will act as a preventive or cure of the disease.

An important contributing factor in the production of disease is disturbed nutrition, that is, improper body building. We sometimes hear or read of jerry-built houses—that is, houses not honestly built, but thrown together of inferior materials. Such houses go down in an earthquake when honestly built houses stand. There are “jerry-built” people, whose nutrition is so poor that they are easily subject to about everything that comes along. There are reasons why people are jerry-built. The substitution of honest building for jerry-building in the human body is the function of hygiene, sanitation, and medical practice.

Little by little we are learning that a sound body is its own best defender against disease, and that prevention is largely a matter of body building. In this sense we can speak of the “prophylactic uses of food.” Of course, the prophylactic use of food must also include the avoidance of infected foods (such as measly pork) which are in themselves disease producing. Anything that helps to build up a sound body removes some of the contributing causes which make one more susceptible to disease and which make cure more difficult. Nothing is more fully established than that food in just that quantity and quality to supply all the needs of the body; pure air, cleanliness, and a proper balance of muscular exercise and rest, go far to build up a body that will have power to resist disease.

In this sense, probably, Brown spoke of the “prophylactic uses of food,” though he doubtless also had in mind prevention of disease by the avoidance of certain infected foods, or of foods that predispose to disease, as for instance the purin-containing foods that predispose to gout. The sentence, “Given improper food, man ails, degenerates, and eventually must succumb,” would refer, of course, to such foods as the purin foods, measly pork, etc., which might act directly in the production of disease. It would also apply to a poorly selected and ill-balanced diet which would fail to keep the body properly nourished.

FROM THE NURSING TO SCHOOL AGE

(Concluded from page 228)

A strong sense of right and wrong, of the inevitable sequence of cause and effect, should early be instilled in their little minds. At this impressionable age a careful religious training is of inestimable value and is the surest safeguard. In such a setting, proper teaching by the parent who knows (and the parent’s first duty is to know) will prepare the child for the

time when, placed to an extent upon his own responsibility, he goes out into his own ever-widening world.

These first and oft-repeated impressions of his early years, upon the background of a healthy physical development, tend to give him nerve poise and self-control, and safely start him in the direction of a successful life.

Old Age and Cancer May Not Be Preventable, but - THESE ARE



Communicable and Preventable Through These Sources

Eye Secretions		{ Pink eye Trachoma
Mouth and Nose Secretions	Spray borne	{ Influenza Bad colds Whooping cough Measles Pneumonia Tuberculosis
	Non-spray borne	{ Scarlet fever Diphtheria Mumps Meningitis
Bowel Discharges		{ Typhoid fever Dysentery Summer complaint Infantile paralysis Hookworm and other intestinal parasites
Skin		{ Itch Lice Ringworm Smallpox Chicken pox
Immorality		{ Syphilis Gonorrhoea Chancroid
Suctorial Insects		{ Malaria Yellow fever Typhus Plague
Animals		{ Rabies Tapeworm Trichinosis

Non-communicable, but Preventable

- { Violence
- { Poisoning
- { Accidents
- { Occupational diseases
- { Dietetic diseases
- { Alcoholism

— Adapted from *Virginia Health Bulletin*.

QUESTIONS AND ANSWERS

Conducted by J. W. Hopkins, M. D., Washington (D. C.) Sanitarium

This is a service for subscribers to LIFE AND HEALTH.

If a personal reply is desired, inclose a two-cent stamp.

If you are not already a subscriber, send also the subscription price with your question.

Replies not considered of general interest are not published; so if your query is not accompanied by return postage for a personal answer, it may receive no attention whatever.

Remember that it is not the purpose of this service to attempt to treat serious diseases by mail. Those who are sick need the personal examination and attention of a physician.

State your questions as briefly as possible, consistent with clearness, and on a sheet separate from all business matters. Otherwise they may be overlooked.

Answers this month by G. H. Heald, M. D.

Ingrowing Toenails

"Please give a remedy for ingrowing toenails."

The causes of ingrowing toenails are tight shoes and too close trimming of the nails. Cut the nails more square—not too rounded at the corner. Under the affected corner push a little sterile lint or gauze or absorbent cotton which has been dipped in flexible collodion, and coat the whole area with collodion. Scrape the end of the nail near the middle until it is quite thin. Wear slippers or sandals or larger shoes until the condition is relieved.

Bathing

"1. Is swimming a good form of exercise?
2. How long may one safely remain in the water? 3. Is it harmful to bathe after meals?
4. What do you think of swimming pools?"

1. Swimming is one of the best forms of exercise, if not the best. It calls all the muscles into play. It enables one to exercise vigorously and yet not get overheated.

2. In cold water even a vigorous person should not make a practice of remaining more than a few minutes. In warmer water the time may be extended so that in some cases even a stay of several hours in the water is not accompanied by chill or any unfavorable symptoms. A tendency to chill is a warning to get out.

3. A warm bath, that is, about the temperature of the body, may have no particular effect even if taken immediately after a meal; but for a cold or even a cool bath, one should wait for at least two hours after eating. Otherwise digestion will be disturbed. Very serious consequences have followed from bathing too soon after a meal.

4. Swimming pools are often filthy transmitters of disease. The smaller the pool and the larger the number of bathers, the greater the danger of infection. It is difficult to maintain a clean swimming pool.

Brace for Back

"When I am at a typewriter table, I sit all in a heap, and when I am through with my work I feel miserable. Would you recommend a brace to stiffen me?"

You are right in surmising that it is your cramped position that causes you to feel miserable. The position you assume when sitting crowds your abdominal organs down in such a

way that it not only causes the temporary bad feeling you speak of, but it is preparing you for permanent invalidism.

Possibly a brace would be a good temporary remedy, but at best it is only a crutch. The longer you depend on a brace the weaker your spinal muscles will become, and they are already too weak. Your trouble begins with a lack of muscular development; and if you wear a brace you perpetuate and increase the evil. You should twice a day take some stretching or setting-up exercises, and should school yourself to sit straight when seated at the table.

Corns

"What causes corns, and how can they be removed?"

Corns are often, though not necessarily, the result of tight or badly fitted shoes. Occasionally there are people who seem to have corns no matter how large their shoes; but perhaps it is because the conventional form of shoe will not adjust itself to the shape of the foot. But there are many who might be free from corns if they would wear shoes a little larger and more comfortable.

It is hardly worth while to remove corns if one is determined to continue wearing shoes that will cause their immediate reappearance. Of course, removal gives temporary relief, but why not yield a point and get the next shoes half a size larger, and have the shoemaker stretch the leather over the point where the corn forms?

One of the best corn removers is composed of salicylic acid in collodion (salicylic acid 11, extract *Cannabis indica* 2, flexible collodion 87).

Superfluous Hair

"What can I do to remove superfluous hair from my face? Shaving would, of course, only increase the trouble."

Have a mixture made of 2 drams barium sulphide, 2 drams starch, and 1 dram zinc oxide. Make a paste by mixing a small quantity of this with a few drops of water. This paste when applied to a hairy part and allowed to remain for two or three minutes will leave the surface smooth and innocent of hair. The application must be repeated from time to time. It should be considered, however, that a mixture that will destroy hair, may not be harmless to the skin.

Cough

"Please give some simple remedy to relieve an irritable cough."

Try tincture of benzoin, a few drops on a lump of sugar, dissolved slowly in order that the maximum effect will reach the throat. The best way to take it, is to take a number of doses in quick succession early in the morning.

Earwax

"What can one do to remove hardened earwax from the ear?"

It may be better for you to see your physician or an ear specialist. It is possible for one applying self-treatment to the ear to do himself irreparable damage.

In order to soften the earwax, drop into the ear a few drops of the following solution: Sodium carbonate, 10 grains; glycerin, 2 drams; water, 2 drams. In a few days the mass will be softened, and can be removed by gently injecting warm water. A cotton plug should be worn in the ear for twenty-four hours after the wax is removed.

Vegetable Lard Substitutes

"What can you say regarding the so-called vegetable fats which resemble lard? Do they not contain some animal fat?"

In the first place, the vegetable product can be made as cheap as or cheaper than an animal product. The vegetable oils are passed over finely divided nickel in the presence of hydrogen. There is no evidence that fats thus prepared are not wholesome. In the second place, the manufacturers make the claim, on the cans, that the fats are purely vegetable; and if they are not, the manufacturers lay themselves liable to heavy penalty. I believe such oils are wholesome and nourishing, except that they do not contain the fat soluble A, or so-called vitamine, which is present in butter fat, in egg fat, and in certain of the animal fats.

Chronic Catarrh

"Kindly suggest a home remedy for chronic catarrh."

Home remedies may not reach the trouble. Probably you should see a specialist. However, you may try the following: Get two spray bottles, preferably those with a short, wide nozzle, as these are not so likely to injure the mucous membrane. In one have, for cleansing, some Dobell's solution or alkaline antiseptic solution. Dobell's tablets or Seiler's Alkaline Antiseptic tablets may be purchased at the drug store and the solution made up according to directions. For the other spray bottle have an oil solution made up as follows: Camphor, 10 grains; menthol, 10 grains; eucalyptus oil, 10 minims; light mineral oil, 2 ounces. Twice a day, use first the cleansing solution then the oil spray.

Your catarrh may be caused partly by a deviated septum or other abnormality requiring operation before a cure can be effected; or you may be on a diet that increases the tendency to catarrh; or you may not dress properly. A specialist would doubtless be able to give you valuable suggestions in regard to these matters.

Worry and Illness

"Does worry cause disease, or is it caused by disease?"

Both. Undoubtedly worry and fear induce conditions in the ductless glands which render the body more susceptible to invasion by its enemies. To a certain extent, in time of epidemic, fear, by prostrating the resistance powers of the body, prepares the way for the entrance of disease. The germs more easily gain a foothold in one who is fearful. Examples of this can be seen in any epidemic.

But there is something back of this. Worry, which is but a chronic state of fear, is itself a product of disease. You never see a perfectly sound person worrying. Something is the matter with the nerves or the digestion of the worrier. Worry is "not made out of whole cloth." It does not come of itself. It is secondary to a more or less run-down condition. Possibly this in part may explain why it is that the fearful, the worriers, are so much more liable to be attacked in an epidemic.

But worry and fear are not entirely the product of disordered health. In a way they are contagious. In time of a calamity, such as a fire in a theater, the panic which stampedes the crowd and causes many deaths is nothing but a contagious fear. Courage is also contagious. Often a battle almost lost, has been won because a dauntless officer has by his supreme courage succeeded in renewing the spirits of his men.

The effect of epidemics is probably made much worse if a condition of contagious fear, or panic, supervenes.

Worry and disease — the two form a vicious circle, each one augmenting the other. One who has the worry habit and who, of course, has some physical condition to match, is about as capable of raising himself out of his predicament as a person would be to lift himself by his boot straps. Such a person should cultivate close companionship with one who is constitutionally and contagiously courageous and optimistic.

To Avert a Cold

"Can you recommend something to take locally to break up a cold?"

Often permanent relief from an on-coming cold can be obtained by inhaling from a handkerchief a menthol-chloroform solution. Have the druggist put up two drams of a saturated solution of menthol in chloroform and keep it well corked. When a cold is coming on, inhale a few drops of this from a handkerchief, and repeat if necessary. The chloroform soon evaporates, leaving the menthol, which comes off in concentrated vapor.

It is well, also, in connection with this local treatment, to take a hot foot bath and go to bed.

For Piles

"Will you please give a remedy for piles?"

The simplest treatment for piles is to wash the parts frequently with pure cold water, keeping them absolutely clean. This remedy has been found effective in several cases.

"EPILEPSY CURES"



DANGER!



All of these nostrums contain **BROMIDS**—but the purchaser has no means of knowing it.

The continued use of these products will result in permanent injury to the sufferer.

NOT ONE OF THESE "PATENT MEDICINES" EVER CURED A CASE OF EPILEPSY!

In the interest of public safety every bottle shown above should be labeled "**POISON.**"

[An Educational Exhibit by the American Medical Association]

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To specify a few dangerous nostrums does not signify that those not specified are not just as dangerous. All such "remedies" are best let alone. They can do absolutely no good and may do much harm.

NEWS NOTES

Labor and Prohibition

The president of the Michigan Federation of Labor said: "The best thing the people of Michigan ever did for labor was to make Michigan dry." In Missouri the most efficient work for prohibition was done by the State Federation of Labor.

Scarlatina by Milk

A small epidemic of scarlatina (scarlet fever) in Helsingfors, Finland, was traced to the milk supply, the milk having come from an estate where there had been a number of scarlatina cases. One of the women milkers milked cows and took care of her own child, which was suffering from scarlatina.

Beer and Fat

According to Dr. Wiley, beer is an unbalanced ration producing an undue amount of fat. Beer fat is bad. Life insurance companies charge an extra premium on the lives of fat people, because experience has shown them to be poor risks—liable to die early. One insurance man says that beer does more to shorten life than anything else in this country. And this is the stuff that they are now pleading to be allowed to continue its work of destruction in our land.

Sugar in Tuberculosis

Some authors have made great claims for the value of cane sugar in tuberculosis. Others have made criticism that these claims are too optimistic. A Swiss physician has recently tested out the method on nine patients, all in the third or advanced stage of tuberculosis. He found, for one thing, that as the result of the free use of sugar the amount of sputum raised was diminished all the way from 20 to 88 per cent. This would suggest that the method is worthy of further investigation.

Muscles Activate Artificial Limbs

One of the most wonderful developments of war surgery comes from Italy, and is known as cinematic amputation. An Italian physician (Vanghetti) has advocated it for years, but as he was a mere physician he could not get the ear of surgeons. Now that it is being tried, it is proving a remarkable success. By this process, certain muscles of the stump are provided with points of attachments (called plastic motors), to which can be attached the cords which transmit movements to the artificial limbs. This cinematic process is better performed at the time of the original amputation, but it can be applied to stumps that have healed. Thus far cinematization has been performed most frequently on the upper limb,—for there it is most needed,—but it has been successfully applied to the lower limb.

Epsom Salts in Chorea

Off and on, magnesium sulphate (Epsom salts) injected into the spinal canal has been recommended for tetanus (lockjaw). It is a heroic treatment, used in late stages, when nothing else will avail; but it is a dangerous treatment and tends to produce paralysis of breathing. More recently the remedy has been tried in chorea (St. Vitus's dance). In one case, following rheumatism, and with severe heart complications, in a girl of thirteen, it was injected in small doses under the skin and into the muscles. The disease, which previous to this time had progressed despite the ordinary treatments (arsenic, etc.), yielded immediately to the magnesium sulphate treatment. The method should be studied further.

Detroit's Record

This is what a Londoner found in his investigation of conditions in Detroit as a result of prohibition. Notwithstanding four handicaps,—a large foreign population, an easy judiciary, easy money, and prohibition forced on the city,—Detroit has shown since prohibition went into effect a reduction in assaults of 40 per cent; burglaries, 35 per cent; robberies and thefts, 66 per cent; murders, 43 per cent; house of correction, 54 per cent; nonsupport, 49 per cent; begging, 90 per cent; embezzlement and theft, 44 per cent; accidents, 20 per cent; and an increase in savings-bank deposits of 20 per cent, or \$30,000,000.

Oak-Leaf Poisoning

The Department of Agriculture has issued a bulletin on "Oak-Leaf Poisoning of Domestic Animals," in which are given the results of investigations into the form of poisoning. It would seem that though a diet of oak leaves produces in cattle an illness, often fatal, this may be prevented if together with the leaves a small quantity of some other food is eaten. As small a quantity as three pounds of alfalfa hay will act as a preventive of poisoning. Cattle poisoning from this cause commonly occurs very early in the year when there is very little other green food obtainable.

The Mind in Organic Disease

Previous to the war, psychotherapy was confined to the treatment of purely functional conditions, to the exclusion of organic disorder. But the experience acquired during the last four years has proved that in certain instances where there is an undoubted organic lesion remarkable cures can be obtained by recourse to the ordinary psychotherapeutic methods; i. e., persuasion, re-education, and suggestion.—*Maj. A. F. Hurst (translated from the French).*

Need of Medical Missionary Work

The *Public Health Nurse* shows in its May issue a photograph of an African native woman crawling along the ground on hands and knees. It seems that the old woman, no longer able to work, and having a broken hip, was turned out of her hut as useless, and for two days crawled to reach the mission station. The heathen has no feeling of obligation to care for the helpless.

Dry Detroit

The arrests for felony in Detroit the first year under prohibition were 22,963 as against 43,858 the last license year, a decrease of 47 per cent. Notwithstanding Detroit's immense gifts to the Y. M. C. A., etc., and subscriptions to the Liberty Loans, that city increased its bank deposits during the first dry year by \$14,000,000. Does prohibition pay?

Food Waste

Newspapers have made the statement that after the restriction in the food supply in Great Britain the girls were healthier and had better complexions—an indication that before the restriction they were not only wasting food, but in so doing they were wasting their health. Because food was plentiful they were taking more than was good for them. Is it the same in this country?

Finland Dry

Finland went dry June 1, 1919, one month before the United States.

Apoplexy in 1917

Apoplexy was the cause, in the registration area, of 62,431 deaths, or 82.9 per 100,000. The rate from this disease increased gradually, with occasional slight declines, from 1900 to 1912, and since 1913 the increase has been continuous.

Closing the Cures

Prohibition has closed the Keeley Cure at Toronto, Canada. At least the institution went out of business soon after Canada went dry. It is said that some 200 Keeley Institutes in this country are preparing to close up. No need of a "cure" when the temptation is gone.

Eyes Neglected

The director of blind relief of Halifax has submitted to the supervisor of public schools a report following an examination of the eyes of school children made by the nurses. Of 87 children found to be suffering from badly defective eyesight, 65 claim never to have been examined by an oculist.

Safety First

The Pennsylvania Railroad has provided a total of 55,000 pairs of goggles for its employees since it began its campaign of eye protection about five years ago. It is the practice of the road to provide lenses in accordance with prescription in the case of employees required to wear glasses under ordinary conditions. These lenses have cost amounts varying up to a maximum of \$28 a pair.

Deserved It

As a result of the activity of the Bureau of Foods and Drugs, the proprietor of a liquor establishment in Canal Street, Manhattan, was fined \$100 in the Municipal Term Court for selling "Crème de Menthe," a bottle of which, upon analysis, was found to contain more than 23 per cent of wood alcohol. A greater penalty would have been in order had it appeared that the defendant was aware of the presence of the wood alcohol.

Book on the Blind

A long-looked-for and much-needed book has made its appearance under the title of "The Blind: Their Condition and the Work Being Done for Them in the United States." It is by far the most comprehensive treatment of the subject that has ever been published. The author, Harry Best, Ph. D., has devoted years to the research work necessary for its preparation. He has made a careful analysis not only of the question of the blind in the community, but of the possibilities of preventing similar conditions in the future. — *The News Letter.*

Cancer in 1917

Cancer and other malignant tumors caused 61,452 deaths in the registration area, of which number 23,413, or 38 per cent, resulted from cancer of the stomach and liver. The rate from cancer has risen from 63 per 100,000 in 1900 to 81.6 in 1917. The increase has not been continuous, there having been three years—1906, 1911, and 1917—which showed declines as compared with the years immediately preceding. The decrease in 1917 as compared with 1916, however, was very slight—from 81.8 to 81.6. It should be borne in mind that at least a part of the increase in the death rate from cancer may be apparent rather than real, being due to a greater degree of accuracy in diagnosis and to greater care on the part of physicians in making reports to registration officials.

Hygiene in City and Country

There is more rapid progress in sanitary reform in the cities of New York State than in the country districts. During the last ten years the death rate in New York City has been lowered two and one-half times as fast as in the country districts. In 1910, for the first time, Greater New York's death rate was lower than the rural sections of the State. It has remained lower ever since. This difference between the progress of sanitation in the cities and in the country, reported by the bulletin of the State health department, could probably be duplicated in most other States.

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