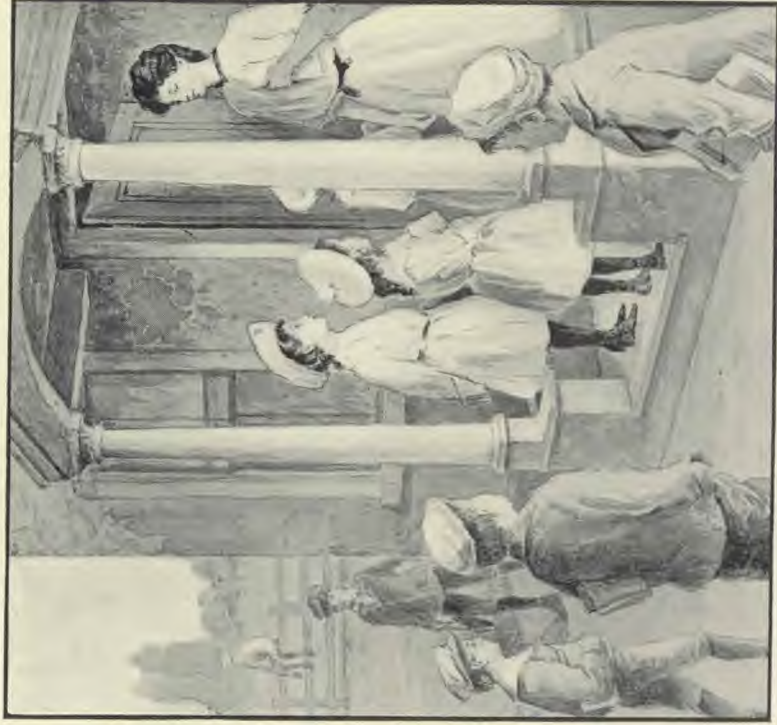


Health of School Children

LIFE *and* HEALTH



Vol. XX

NOVEMBER, 1905

NO. 11



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LIFE AND HEALTH

222 N. Capitol Street

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Contents for November

GENERAL ARTICLES

The Health of School Children, <i>G. A. Hare, M. S., M. D.</i>	301
Play Necessary for Perfect Development, <i>Ida Shively Herr, M. D.</i>	304
The Daughter in the Home, A Little Miss at School, <i>Augusta C. Bainbridge</i> ..	305
The New Boarding Place, <i>Mrs. M. E. Steward</i>	307

THE MEDICAL MISSIONARY AT WORK

India—Mexico	310
--------------------	-----

HEALTHFUL COOKERY AND HOUSEHOLD SUGGESTIONS

School Lunches, <i>Mrs. D. A. Fitch</i>	312
The School a Home and the Home a School, <i>Mrs. D. A. Fitch</i>	314

FOR THE MOTHER

My Lost Baby (poetry), <i>Lou J. Beauchamp</i>	315
At What Age Should a Child Begin School? <i>Mrs. M. C. Wilcox</i>	315
The Primary School-Teacher, <i>A Mother-Lover</i>	317
Should Schoolgirls Receive Attention from Young Men? <i>Mrs. M. L. Dickson</i> ..	318

QUESTIONS AND ANSWERS, <i>G. A. Hare, M. S., M. D.</i>	319
--------------------------------------------------------------	-----

EDITORIAL

Public Discussion of School Hygiene—Prevention of Disease in the Schoolroom—A Moderate View of the Tobacco Evil	321
--------------------------------------------------------------------------------------------------------------------------	-----

NEWS NOTES	327
------------------	-----

PUBLISHERS' PAGE	330
------------------------	-----

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OFF FOR A PICNIC



"Something better is the law of all true living."

Vol. XX

Washington, D. C., November, 1905

No. 11

The Health of School Children From a Physician's Standpoint

GEORGE A. HARE, M. S., M. D.

REGARD for the health of children has slowly but surely brought many improvements into our public-school system. It has compelled the architect and builder so to construct the modern school buildings as to give each pupil an abundance of light, and, as far as possible, to have the pupils face a blank wall, and have the light come from the left side. When the light comes from the back or the right side, shadows are cast by moving the right hand, as in writing; and these moving shadows are a constant source of irritation both to eyes and to nerves.

This same principle should be carried out in the home; during the long winter evenings, when the children are gathered around the reading-table, they should be taught that the practical lessons of health are of the first importance in their education. Every child should be taught the necessity of good light, and how to use it.

The seats for children, both in school and at home, should be made to fit the needs of the child. It is cheaper than to make the child try to fit the seat. Both feet should rest firmly on the floor, and the body should be held erect, with

change of position every little while. High, uncomfortable seats, with desks too far in front of the seat, are the cause of many crooked legs, curved spines, round shoulders, weak lungs, sexual disturbances, weakened constitutions, and the development of nervous children. While this defect has been corrected in many of our schoolrooms, it is still apparent that it has received but little attention in many of our homes.

The United States to-day is educating more than 15,000,000 children in the public schools. Of these it is fair to state that 5,000,000 are allowed to grow up so ruined in health that their after-lives are practical failures. It is equally fair to state that nearly all these could have developed strong, healthy bodies had they been given proper health instruction and health training in the school and the home. Two millions or more of these are made near-sighted by wrong habits of posture and bad light. Moving shadows cause straining of the eyes. Wrong position prevents the free circulation of blood to the head, and causes congestion of the eyes and brain. This makes a child more nervous, and renders school work more burdensome.

These errors are particularly pernicious in their effects during the time when children are preparing for competitive examinations. There is some good in competitive examinations; but from a health point of view, children would be far better off if they were abolished. We hope the day will soon dawn when the knowledge of how to develop a healthy body will be the first consideration in our school system, and the mental training of the pupil will be made only as strenuous as is consistent with, and always kept subordinate to, the bodily development and health of each particular child. The progress of the child should depend on his daily record and not on competitive examinations. This would eliminate much that is very objectionable in our present system of education.

It would be well if every school could be under medical supervision. Where this is done, as it is in a number of cities, it has worked well. In Boston, for instance, the medical inspectors of the school found, during a single inspection of the schools, the following list of eye diseases in the schoolroom: foreign bodies in the eye, 13; inflammation in the edge of the eyelids, 23; styes, 14; obstruction of lacrimal duct, 4; inflammation of the conjunctiva, 113; opacity of the cornea, 10; ulcer of the cornea, 13; iritis, 3; squint, 12; defective eyesight mostly due to errors of refraction that could be corrected by glasses, 220, making a total of 425 cases of eye diseases in daily attendance in the public schools, all of which had been overlooked at home, and neglected in school, yet nearly every one of these could have been cured or at least relieved. And yet these pupils, all of whom were wasting nerve energy which should be reserved for after-life, were expected and required to pass through the severe tests

of school life the same as children who were not handicapped by these conditions. In commenting on the above, Prof. Lewis S. Somers * says: "Defects in sight are essentially the result of conditions at school; this of course does not imply that the sole cause of eye defects is the school, but many originate, others are increased, *and all may be rectified, here.* [Italics ours.] That school has a marked influence for harm upon the eye has been shown by the researches of Cohen, who in an examination of 10,000 children of all grades found one per cent of myopia in country schools; 20.40 per cent in grammar schools, and 30.35 per cent in colleges." There is abundant proof that myopia, or near-sightedness, is a product of our school life.

Diseases of the nose and throat are also very common. In my own experience I have been surprised at the large number of school children who suffer from nasal catarrh, from throat troubles of various sorts associated with enlarged tonsils, and from defective hearing. Why permit a child with nasal catarrh to go through the strain of school life with nose so closed that one third of the air is shut out of its lungs, depriving it of the very first essential of growth and bodily vigor? Such a condition not only weakens the lungs and invites tuberculosis directly, but the offensive secretions of the nose which are swallowed every night during sleep poison the stomach, and set up a gastric catarrh which impairs digestion, and lays the foundation for all sorts of dyspeptic troubles through later life.

Nor does the evil stop with the lungs and stomach, which would be bad enough, but by cutting off a large part of the air that should be taken into the lungs, the waste products of the body

* Prize Essay on Medical Inspection of Schools.

are not completely burned up and eliminated as they should be; and the blood and tissues are constantly loaded with such waste and irritant substances as cause mental dulness or headache, or may cause nervousness and irritability. And further, the impaired digestion stunts the growth, and prevents the development of that perfect physique, which should be the first aim of any system of education. In our modern life we have too long ignored this fundamental truth, that *health should be the first object in all our education* and training of the young. We have produced altogether too many cranks, neurotics, insane, and one-sided people, a large proportion of whom could just as well have developed sound bodies with well-balanced brains and nerves, which would have enabled them to have made useful members of society.

Earache in children should always receive prompt attention, as it is nearly always associated with catarrh of the throat, and often results in partial deafness. Every parent should know how to treat such simple diseases at home. We know no reason why the practical use of a hot fomentation or a cold compress should not be a part of the common knowledge of every child; why every child should not know how to use them in simple cases of taking cold, or sore throat, and a large number of those minor maladies which are too small to make it seem necessary to call a physician, and yet which sometimes lead to more or less serious results.

Enlarged tonsils, often associated with other glandular growths in the nose and throat, should always receive the careful advice of a skilful physician. We have seen many cases where the voice was seriously injured by neglect of such conditions. I know of one very bright little girl whose tonsils were badly

diseased who suffered from a very severe attack of chorea lasting several years. On removal of the tonsils, the chorea disappeared and did not return. The irritation from the diseased tonsils was sufficient to keep up the chorea, and although she had been given the best of treatment, the chorea could not be cured till the tonsils were removed.

One of the fundamental lessons for every child to learn is the practical value of cleanliness; that filth is the breeding place of disease; that the germs of pneumonia, typhoid fever, and diphtheria may be found in the mouth of many persons who are apparently well, but whose dirty teeth and offensive breath give evidence that they do not know the value of clean associations. They should early learn that the preservation of the teeth depends on proper nourishment and on keeping the teeth clean. Teeth do not decay except through the action of germs, therefore every child should be trained to the intelligent, daily use of the tooth-brush.

Children should be taught that spitting is a filthy habit. They should not spit, for it is both filthy and unnecessary. But it is a crime to forbid a child to spit when it has a mouthful of catarrhal secretions that should be spit out. Such a child should be taught how to take care of its nose and throat so it will not need to spit. The act of spitting should not be the thing condemned, but the negligence that permits the spitting condition to develop. Teach the child how to keep the nose and throat clean and healthy, and the spitting habit will disappear. Teach the value of a clean skin, clean teeth, clean breath, clean surroundings, and the value of clean thoughts and clean associates will be more easily understood and more readily put in practise.

Play Necessary for Perfect Child Development

IDA SHIVELY HERR, M. D.

MANY are the practical lessons given us by Dame Nature. Any spring morning we might chance to take a stroll into the woods or a drive into the country, we shall see the young animals playing and frisking, exercising their muscles and developing their strength. The wise Creator has given them this love of activity in order that they may become symmetrically developed.

Likewise the child bears within itself instincts of activity which give early, yea, even prenatal, manifestations of their existence. All little children are active. Constant activity is nature's way of securing physical development. A seemingly superfluous amount of nervous force is generated in each growing animal and child. The organs of respiration, circulation, and digestion use their needed share. The rest of the nervous power is expended by the infant in tossing its limbs about, in creeping and crawling; by the growing boy in climbing, running, and jumping; by the young girl, who is restrained by custom because the play of her brothers is not ladylike, in twisting, squirming, and giggling, thus gaining some of the needed exercise.

Elizabeth Harrison says: "Making a restless child 'keep still' or expend its energy and muscles in only man-made routines of work represses its nervous energy, and as a result irritates the whole nervous system, causing ill temper, nervousness, and general uncomfotableness."

Froebel, the originator of the kindergarten, maintains that if this force could be properly expended, the child would always be sunny tempered. True, the child must be trained, and given work to do. Our Heavenly Father bade, "Train up a child in the way he should

go." But this does not cut off the play. One eminent writer asserts that "small children should be left as free as lambs to run out-of-doors, to be free and happy, and should be allowed the most favorable opportunities to lay the foundation for sound constitutions;" and further, "Each faculty of the mind and each muscle has its distinctive office, so all require to be exercised in order to become properly developed and retain healthful vigor. Every wheel in the machinery must be a living, active, working wheel. Nature's fine and wonderful works need to be kept in active motion in order to accomplish the object for which they were designed. Each faculty has a bearing upon the others, and all need to be exercised in order to be properly developed. If some muscle of the body is exercised more than another, the one used will become much the larger, and will destroy the harmony and beauty of the development of the system. The variety of exercise as found in both work and play will call into use all the muscles of the body."

Froebel advises that we train or build up the *positive* side of the child's nature, and then the *negative* side will not need to be unbuilt. In play the child develops not only symmetrical muscular physique, but original mental activity. In giving the child all planned work for its development we would have a race of dependent minds instead of active, progressive, investigative minds. Without this important instinct of investigation, man would have made but little progress in civilization. It is the basis of all scientific research, and of study in all fields. So allow the child play hours as well as study hours and work hours, for "all work and no play makes Jack a dull boy."

The Daughter in the Home

AUGUSTA C. BAINBRIDGE

3—A Little Miss at School



"Must we really send May to school?"

"Why not, my dear? We have a good school, and I am sure we could not ask for a better teacher than Miss Olsen. May has good health, and a good start. She

observes closely, describes carefully, reads and spells well, and you yourself, Papa Briggs, said you had never seen a child of her years who understood mathematics better. I do think, too, she needs the contact of other minds."

"Well, wife, all you say is true; but how can we let our darling go out into such a whirl of evil influences as we know this world is? She is sure to meet them."

"Yes, I know she must meet them in school, as well as anywhere else; but what have we been doing these eight years she has been at home? Have we not been following the word of the Lord in her training? Have you lost faith in God's keeping power? 'Whatsoever is not of faith is sin,' and if we can not send her in faith, we had better not send her at all."

"You are right; she must not go from home to school, or anywhere else, with the thought of fear. She must not think there is any danger from which God can not deliver her, or over which he can not give her complete victory."

And so these two prayed and counseled until they learned the lesson found in the last half of 2 Tim. 1:12. Even little May learned to "commit" all things to her Heavenly Father, and feel safe in the Master's hands.

Monday, July 9, was an eventful day in that home. No one could forget the family altar that morning; for the dear home circle was to be broken for the first time, and a precious life was to embark on an untried voyage. The idea that she was going to school to *get*, was not less emphasized than that she was to *give*. The principles of Christian living so clear to children's minds, had already taken root; and with the heart-flutters and tremblings incident to a new experience, came the conviction that there would be other new little girls there, as timid as herself; and she could help them out of the great bounty God had given her. The neat little dress and new book satchel were quite a joy to her.

The short hours required no lunch basket, and the restful routine of interesting studies seemed like play. Problems were met constantly, but having already formed the habit of prayer and of going to papa and mama with her difficulties, May found none too hard. She missed her many home duties, and mama missed the willing feet and ready hands; but there was a reserve plan, filling a certain time each morning and evening, that kept these two children of the same Heavenly Father in touch with his plan for the doing of his will on earth as it is in heaven.

During these years of school life, she learned, too, the value of an ever-present Saviour. The untruth, the backbiting, the dishonesty, the thieving habits, and many other sins that she saw in her well-dressed and apparently decent companions, shocked her beyond expression. After the first horror passed, pity took control, and but for

the "Lo, I am with you alway" and the strong, clean, home influence, she might have drifted with the current.

"Why did you tell her you did it?" said one of her mates to her one day when the inkstand had been upset, and its contents had disfigured the carpet. "She never would have guessed you, and nobody saw you."

"But I did do it, and why not say so? I could not hide it from God."

"Humph! I bet you'll have to stay after school, and very likely be sent up stairs to Mr. Clives for a reprimand."

"Very well, I deserve it. It will be hard, but perhaps it will help me to be more careful; and I'd like to be careful."

"You're the queerest girl I ever saw. But, May, you are not a snob, and we all like you."

Another once said to her: "May, why can't you come and stay all night with me? Then we can study together."

"Please, Rosa, don't be vexed, for I do like you very much, and I would like to study with you, but I never stayed away from home a night in my life, and besides, my papa is the dearest study mate you ever saw."

"Your papa?"

"Yes, he looks over my lessons with me every day, and mama, too, and they teach each other, and talk, and read, and find references in other books. I wish I could be a schoolgirl all my life. I never would have learned the States and capitals, but they wrote them on cards, and we played them until all of us, even little George, can say them. And partial payments, how I dreaded them! When I told papa what I had heard about them, and that I should begin them soon, and didn't know how I ever should learn them, he laughed out loud, and called mama. 'Here,

mama,' he said, 'May has a giant for our entertainment next week.' When it came, he had some cards ready, and I think he told Mr. Clives, for, sure enough, on Friday there were cards for the whole class, and did you ever see anything so pleasant? I could not get along without papa and mama. I hope they'll live forever."

"How fond you are of your home and your people!"

"Indeed, I am; we are all very dear to one another. We do so many things together. Work is like play, and our home is like heaven."

This wise father and mother believed in an abundance of out-of-doors for themselves and their children. They were all good walkers; and it was nothing unusual to see the mother start off with May for school in the morning, walk half-way and turn back, to find a clean dining-room, silver and glassware polished and put away; or some other task done that it would have taken her twice as long to accomplish as it had required for papa's strong arms and tireless feet. He used to say, "It is not fair for you to have all your physical culture indoors. Let's divide." A kiss in exchange for his overcoat, and he was gone, leaving a ray of sunshine that kept the whole day bright.

Do you think our little Miss had no pleasures? To tell you the truth, her life was so full of pleasure she had no thirst for what her mates called pleasures. The walks, and talks, and music, the birds, and flowers, and the cat,—yes, the cat, for May had a cat, and Winks was a cat to be respected as well as romped with,—these all gave pleasure that left no sting. They recreated flagging force, and quickened slackening energy.

So she lived her sweet, clean life, and school and home were blessed.

The New Boarding Place

MRS. M. A. STEWARD

"I'm going to change my boarding place," said Annie Keith to her mother. "Mr. Barker is going to butcher, and Mrs. Barker will have so much to do, I'll have to go to Mr. Harold's. They are *Grahamites*."

"O Annie! I fear it will use you up entirely! Poor, pale girl! bran bread and no meat!" The two were all that were left of the family, and they were everything to each other.

Monday noon saw Miss Keith wending her way slowly to Mr. Harold's. Everything about Mr. Harold's premises was very tidy. Within doors were pretty rugs on the clean, oiled floors, a few fine pictures on the walls, and book-cases filled with choice volumes, while the sun streamed through lightly draped windows.

The new boarder was cordially received, but what was her amazement when she was conducted to the brightest, coziest dining-room she ever saw.

The table was laid with care, on scrupulously clean linen, and a low-grown chrysanthemum, full of yellow blooms, occupied the center. Mrs. Harold provided only a few dishes at a time, but for each meal there was something different from what there had been for several days previous; all was attractive and nourishing.

Miss Keith noticed with surprise a small piece of beefsteak at her plate. Looking round the table, she felt a little awkward to see that the rest had none, but no remarks were made about it. She then remembered she was to have bran bread, but where was it? There were light bread and a kind she had never seen before. Mrs. Harold passed it to her.

"Will you take a beaten biscuit?"

After eating it, Miss Keith said, "This is something new. I think it will insure what all physiologists recommend, thorough mastication."

"I used to make short biscuits," replied Mrs. Harold. "We were very fond of them with honey or maple sirup; but I found such bread is very objectionable. I learned how to make whole-wheat rolls and beaten biscuits, and our table has been supplied with them ever since."

"I see only one difficulty; would not this be pretty hard for old people?" Miss Keith was ever thinking of her mother.

"It softens immediately when put into any hot liquid."

"It's the most sensible as well as the most palatable bread I ever saw."

It was with a sense of relief and satisfaction that the teacher left the dining-room that day. Mrs. Harold was equally pleased with her boarder.

On retiring, the young lady found her bed sweet and clean, and the windows so arranged that the air could enter freely through the night. Miss Keith began to fall in love with her new boarding place.

Everything went on finely till Friday, when Mr. Harold came home with a piece of mutton. Mrs. Harold feared that their boarder was getting tired of beef. The fact was Miss Keith felt a little queer to be eating it alone, and thought she would see if she could not do without it.

When Mrs. Harold cut into the mutton, she saw a cluster of tiny white specks in it. She called her husband, and they examined it under a micro-

scope. It proved to be a *colony of tape-worm larvae*.

Beefsteak was cooked that day as usual.

After dinner Mrs. Harold remarked, "We hoped to have a change of meat for you this noon." Then she told her about the mutton.

Miss Keith turned pale. She thought afterward that if she never ate meat, there would be no danger of her getting tapeworm or trichina. The troubled girl resolved to know all about this meat question. Accordingly when she came from school, she said, earnestly, "Will you have the kindness to tell me, Mrs. Harold, why you do not eat animal food?"

"With pleasure," the lady replied. She had been waiting for the teacher to ask.

Miss Keith shuddered as the dangers of meat eating opened up before her. She said, warmly, "Thank you, dear Mrs. Harold. I shall think of all this." She never ate meat again.

When the teacher was about to leave for home, Mrs. Harold came in with a basket for her mother.

Mr. Barker took her from her school in the country to her home in the village every Friday night, and carried her back Monday morning. On the way he received a glowing description of the Harold family, which confirmed his suspicions that there was something amiss in his own home, where the older ones were often faultfinding, and the children self-willed and disrespectful; but he had had no idea that the diet was largely responsible for it.

Mrs. Keith was watching anxiously the arrival of her daughter. With surprise she saw her spring lightly from the carriage and rush into the house.

"Well, mother dear, here I am again!"

Mrs. Keith took hold of her child and faced her round where the bright beams of the setting sun fell full upon her.

"Annie dear, what's the matter with you?"

"Matter? do I look as if there's anything the matter?" she laughed.

"No; that's the mystery. What about that bran bread? Of course they've been feeding you on it, and ringing it in your ears all the week, poor child!"

"Bran bread! it's the first time I've heard the word since I left home, and I've not seen a morsel of it."

"Then Mr. Harold's folks aren't Grahamites?"

"No — yes; I'll tell you all about it presently. But sit down a minute, mother. Seriously, those people have more respect for God and his laws than any others I ever saw. They say physical laws are God's laws, and they hold them too sacred to talk about them familiarly as they do about common things."

"It strikes me, Annie, they are right, though I never thought of it in that way before."

"It is surely a model family. I learned to love little Amy at school; so bright, so modest. Above all I felt her tender spirit in the soft touches of her hands on my head when I had sick-headache. She would gently stroke my hair, then clasp her hands together and lay them on my forehead. As I see her in her own home, watch the kind, refined spirit all through the house, and see the health laws being carried out there, I understand it all better. It's a veritable little paradise. But here, I've a present for you," rising and going to the door where Mr. Barker had left the basket. A second basket stood there.

"Ah, kind Mr. Barker has brought a basket too. Let us see what they have sent you, mother."

"Just like Mrs. Harold!" exclaimed Annie. There were beautiful fruits and a sack of beaten biscuits. In Mr. Barker's basket they found a generous slice of headcheese and a sparerib. It reminded Miss Keith of the mutton, and her hand trembled.

"What ails you, Annie? I'm afraid their food hasn't agreed with you; you've been excited, and now you are going to have a chill!"

"No, mother, but I've a little story to tell you." The old lady was inexpressibly shocked.

"Only think! being at Mr. Harold's saved me from eating any of that mutton I might have found somewhere else."

"How glad I am you went there!"

Neither of the women tasted the meat. Monday morning Annie said, "Mother, if you aren't going to eat that meat, would it not be best to return it to Mr. Barker?"

"I've thought it all over, and I don't see why hogs out there wouldn't be likely to have tapeworms as much as sheep. Yet I fear we shall give offense if we return it."

"It may set them to thinking if we tell them how we feel."

When Mr. Barker came, Mrs. Keith took the basket to him with many regrets, saying her daughter would explain why she could not accept this kindness. This opened the way for some strong arguments against meat eating which he had never heard before.

After leaving Miss Keith at Mr. Harold's, Mr. Barker thought of his basket. What should he do with it? In his perplexity he turned toward home, and finally left it in the carriage. In the afternoon he took his wife to town, shopping. After making some purchases, in the absence of her husband she put some parcels under the

seat. Wondering what was in the basket, she opened it. What was her indignation to find it was the meat she sent to Mrs. Keith.

"Johnathan!" she began when they were seated in the carriage, "what does it mean? There's the meat I sent to Mrs. Keith under the seat now!"

"Huldah!" Mrs. Barker was startled by her husband's serious tone, "have you heard of Miss Keith's mutton?"

This was too comical. Mrs. Barker burst into a fit of laughter.

After his wife had composed herself, Mr. Barker gave her an account of Miss Keith's escape, and her mother's fears of the pork.

"Oh, nonsense!" cried the affronted woman. "Our hogs were all right!"

But later she said, in deep distress, "Johnathan, I don't know after all but our pork may be bad, for I've heard tapeworms are catching, and you know our hogs got into that pasture with Mr. Goodale's sheep. I'll go right over and talk with Mrs. Harold." There she learned more about tapeworms. She read the following in Steele's *Zoology*, Chautauqua Edition:—

"Terminal joints fall off. Each of these can move about, and contains a multitude of eggs which escape to the outer world. The omnivorous hog perchance devours some of these eggs. In its stomach they hatch, and the young worms distribute themselves through their host, become encysted, and we have 'measly pork.' These cysts, on opening in the alimentary tract of the animal which has eaten infected meat, give birth to small tapeworms, which at once attach themselves to their new host."

The lard and side pork of Mr. Barker's hogs at last went to the soap-makers, and the remainder of the carcasses was buried.

THE MEDICAL MISSIONARY AT WORK



India

WHILE traveling from Simultala to Babolmohol, in company with Dr. Ingersoll and Elder W. Miller, a few months ago, we were stopped by some Hindu villagers half-way, who asked us to stop awhile and see some sick persons. Dr. Ingersoll gave some advice, and invited them to the mission. Next morning several came for medical aid, and those who could read received a tract on present truth, printed by our *Watchman* press, in the Hindi language and characters.

During our last trip through the same villages with Sisters Burroway and Haegert, on our way to the Babolmohol Mission, a short time ago, the people, seeing us nearing their village, came out in large numbers, and again requested us to stop to see the sick ones. Sister Burroway gave the sick women and others some good medical advice concerning hygiene and health, and afterward we met a poor starving man, who looked like a skeleton. We went to see his home and family, and found a mud house, partly fallen down, and only half of a roof over the poor family of several little ones and a sorrowful-looking mother. We called for the village shopkeepers, and gave the family the first remedy, by way of a few seers of rice for their half-starved bodies. The next day the mother came to the mission for the promised medical aid.

One more case I may mention is that of a poor old Mohammedan widow, who came crying to us, crawling upon her

hands and knees, one night. We went out to see what was the matter, and found she had been badly burned by fire, while sleeping under some temporary shelter. She had been cast out from her home and family because she had taken some food from people outside of her own caste. We did what we could for her by prayer and simple treatments, and now she is well again, and able to get about as usual. Brethren J. L. Shaw, W. W. Miller, and J. C. Little saw the poor old woman a few days after we took her in, and Brother Miller gave her a warm blanket, as the weather was very cold. She was grateful for this. We have tried to get her family to take her in again, but they refuse, and she will not leave us now.

We could take in many more surgical and other difficult cases if we had a medical missionary to help us—one who would begin to learn the language as soon as he entered the field. It is a very important point, if one wishes to be useful among the Hindi and Santal people. No time is lost learning the language; for while doing so, one is learning about the people he wishes to reach. One can speak freely within a year and feel quite at home, if he perseveres with prayer and patience.

W. A. BARLOW.



I AM glad to be back in India. We received a hearty welcome from all. I shed tears of joy when I saw our friends at the dock to meet us. We arrived on Friday afternoon, so could not get set-

tled until Sunday. Mr. Reagan began giving treatments as soon as the Sabbath was over, but I did not begin until Tuesday morning. Miss McIntyre also began then. There is not so much to do among the ladies, as we have more gentlemen patients. But the treatment-room work has picked up already since more helpers arrived.

The sanitarium is doing nicely. There are six gentleman patients in the house and two ladies.

MRS. IDA REAGAN.



EVER since our work began at Karmatar, India, medical work, to a greater or less extent, has been carried on with it. But, unfortunately, the continuity has been broken; first, by the death of Elder Brown, and afterward by the withdrawal of others who engaged in this line. For the past two years Sister Samantha Whiteis has given much of her time to this work, and people from far and near have come to receive help. A very favorable impression has been made. As our workers go from village to village, and the sick are brought to them in great numbers, the desire to do more for them is well-nigh overmastering. If in all the villages about Karmatar the people can receive physical help, we shall have a mighty lever by which to lift them from their spiritual darkness.



Mexico

JUST a word in regard to the medical work being done by our self-supporting doctors and nurses outside of the sanitarium and medical mission. Dr. A. Allen John has built up a good practise in Mexico City, and has recently purchased a well-situated property in Cuautla, State of Morelos, a city of some six thou-

sand people, lying at an elevation of about four thousand feet, and having a delightful climate. In this ideal place the doctor is prepared to receive patients and treat them successfully. He uses the hydiatic and electrical treatments, as well as other approved remedies, and is doing a good work, which we believe gives promise of growing to much larger dimensions.

Mrs. Dr. Swayze has, in the course of a few years, developed a practise among the higher class of people in Guadalajara. She enters the homes of wealthy and influential persons, in her professional capacity, numbering among her friends the wife of the governor of the State of Jalisco; and as these persons inquire her reasons for being a Protestant, she has splendid opportunity to present the truth to them. It is quite impossible to measure the influence of such work. By these means the truth is being presented to many people of culture and influence who otherwise might never hear it.

Dr. J. W. Erkenbeck has planned to locate in Ameca, a small city lying west of Guadalajara, where there is no Protestant mission work being carried on at present. The doctor thinks that this is a good field for labor, and has no doubt that he will be more than self-supporting, and at the same time be able to meet the people and give them the light of the gospel, as well as relief from physical infirmities.

The Misses May and Ethel McBride have been engaged in private nursing for some time. They have their headquarters in Mexico City, but are called out frequently to different parts of the country. They are busy most of the time; and as their work brings them in contact with the people of high social position, they are able to plant the seeds

(Continued opposite page 330)

HEALTHFUL COOKERY



AND HOUSEHOLD SUGGESTIONS

Conducted by Mrs. D. A. Fitch, 755 Market Street, San Francisco, Cal.

School Lunches



If possible, children should lunch at home, but since all can not do so, some suggestions as to what constitutes good lunches may be pertinent. Many of the recipes found in journals of no hygienic pretensions would make a food wholly unfit to enter the stomach of an adult, to say nothing of the abuse which it would be to a child. Spices, objectionable fats, soda, baking-powder, and the like, are common ingredients. Nicknacks are supposed to be the acme of excellence for lunches, as they are to be eaten where warm food can not be obtained. The common sweet and dainty lunch is a poor one, creating an abnormal thirst, a bad taste in the mouth, and final biliousness. There are sweets, however, as meltose and the sugars of fruit, which instead of being deleterious are really beneficial. Care should be taken that little meat and few eggs find place in the child's dietary. They are stimulating to the lower passions and benumbing to the finer sensibilities. Protose, beans, peas, lentils, nuts, and many other things are of more worth to the system, are less expensive, and just as palatable. Here again a caution is needed, for we are apt to overeat of

these proteids, and thus clog the system. Nature makes no provision for storing an oversupply of the building element.

The quantity should be amply sufficient for the needs of the system, always remembering that growing children require more accordingly than adults, for they have growth to support as well as waste to repair; but there should not be an oversupply, else they will be tempted to eat between meals, a practise altogether unnecessary and highly reprehensible.

A child of sufficient age to attend school is old enough to arrange his own lunch, and should be taught to do it in a neat and tidy way. Let him gauge the quantity according to his needs, adding a portion for some poor boy or girl less favored than himself.

The lunch receptacle is by no means an unimportant matter. A basket has its advantages in the circulation of air; but where air finds access, dust will also be present; and too much care can not be taken that no dust lodge on any food. A closed box or pail is dust-proof, but one food is apt to impart its odor and taste to all the rest, hence the palatableness is injured to some degree. Perhaps paraffin paper or paper napkins wrapped about each article would somewhat mitigate the latter trouble, as well as pre-

vent dust in the basket. A few tooth-picks are handy. Remember that more food is required at a picnic or on a tramp in the woods than in school, because more tissue is being broken down, and the fresh air consumes more by the action of its oxygen.

Of all things suitable for lunch or any other meal, fresh fruit heads the list. If not obtainable, substitute dates, figs, raisins, or if convenient to carry, a dish of stewed fruit or baked apples. A tiny sack of popcorn, or nuts, with a clean horseshoe nail for a nut-pick, will be rather novel, and will furnish the nourishment usually found in meat. Turnovers and tarts keep form better than ordinary pie, though if properly made, all may be used in turn in order to give variety.

Sandwiches may furnish a pleasing change, and are more palatable and nutritious than simple bread and butter. Less butter seems to be required if protose, cottage cheese, mashed beans, peas, or lentils, ripe olives, jelly, or other fruit be placed between the slices. A crisp lettuce leaf will add much to the daintiness of the sandwiches made from any of the preceding articles except the fruit. Instead of slicing the protose, mash it. Put fruit through a fine colander. Dates and figs should be steamed first. Seed the olives, and leave them in halves.

Hygienically made crackers are excellent for young and old; the work required in chewing gives strength and character to the teeth, and, too, their material has in it the elements of which sound teeth are made. Good stale bread cut in slices and toasted through and through in the oven gives the jaws such exercise as results in clean, sound teeth. Many light and palatable desserts may be prepared, recipes for which are to be found in good cook-books. The follow-

ing may be used the year round by varying the fruit to suit the season:—

Strawberry Tapioca

Wash a small cup of tapioca thoroughly, cover with a pint and a half of cold water, and soak overnight. In the morning turn this into a double boiler, and cook until it is transparent. Sweeten to taste. Wash and stem the berries, and lay them in a glass dish. Remove the clear tapioca from the stove, and allow it to cool. It should not, however, become thoroughly chilled, but when it reaches the point where you feel sure it will not crack your glass dish, pour it over the berries. Serve ice cold with pulverized sugar and whipped cream.

Baked Pie

It is a one-crust pie. For filling, use one cup of steamed and sifted dates, three cups of hot milk, and one or two beaten eggs. A few drops of vanilla to flavor and a spoonful of sugar may be added.

Fruit Puffs

Beat the white of one egg to a stiff froth, and let it stand in the cold while you thoroughly blend the yolk with one and one-half cups of milk to which a pinch of salt has been added; then add two cups of previously sifted flour, beating until thoroughly mixed. Fold in the beaten white, and bake in oiled irons, which have been warming for a few minutes. By way of variety, a few well-washed raisins or currants may be added to the batter.

Sweet Potato Custard without Milk

One cup of finely mashed sweet potato, two cups of water, three tablespoonfuls of sugar, two of malted nuts, and a dash each of ginger and salt if desired. Bake as a custard, or use as filling for a pie.

The School a Home and the Home a School

THE home might be a success without the school, but no school can be truly successful without the co-operation of the home. The home must be both home and school, for upon its head devolve the duties of both parent and teacher — upon the younger members that of children and pupils. Was not this the original design of Him who instituted the family, and bade its head to teach his Word diligently to the children, to talk of it when sitting in his house or walking by the way, and when lying down or rising up?

But things must be accepted as we find them, while we show our good-will by trying to improve them as rapidly as possible. Parents and teachers should be on such intimate terms that a free discussion of the needs and best interests of the children may be had at any time. Domestic duties should be taught and encouraged in the school even more than book study in the home. The world's work requires more of manual than of literary talent.

Wherever they are, children should be taught by example and by precept the necessity of promptness, accuracy, thoroughness, and the many other fundamentals of a successful life. The natural desire to shirk exertion may have led a child to leave undone some morning chore,—several of which should be his regular daily task,—making an excuse that he must be early at school. In case of persistence in this way, it is well to have an understanding with the teacher that if called to return and do his work, there shall be no demurring, and no publicity be made of the matter. Only a few repetitions of

such discipline will be necessary to cure the most obstinate case of forgetfulness or shirking. In future years the parent will be amply repaid, even should his course cause long walks and bring forth many frowns. I know whereof I speak, for my parental responsibility led me along such a path.

The teacher who does not inculcate habits of order in the school should be helped by the parent; the character of his children is at stake. If permitted to do so, all children will leave things out of place; such habits should be corrected. One mother told her children that whatever they left out of place could be found on the broad top shelf of a certain closet, and no effort was made to keep them from reaching the back part of the shelf either. That mother is blessed with children grown into persons of orderly and many other good habits.

Punctuality and promptness are not difficult to establish as school obligations, because of the rigid measures taken to enforce them; but if the habit is not formed as a result of principle, a disastrous lapse is likely to follow when school-days are past.

Both home and school work should be made as pleasant as possible; but the little man and woman must learn that there will always be unpleasant jobs to be done, and that order and cleanliness brought out of confusion and dirt have their own reward. Happy the person who can say, "It is no credit to me to be thorough, tidy, prompt, and orderly. It is the time, strength, and labor-saving method."





[Conducted by Mrs. M. C. Wilcox, Mountain View, Cal., to whom all questions and communications relating to this department should be addressed.]

My Lost Baby

I AM not sure when I lost him,
 But I think 'twas one soft spring day
 When, with his first tiny pair of pants,
 And his cap, he started away
 To go to a land off somewhere,
 In a land where no babies play.

I have his curls and his dresses —
 The first are as gold as the sun;
 The latter are fragrant with perfume,
 And damp with my tears, every one.
 But they're empty, just as my heart is,
 And it seems that my life is done.

They sent me a boy that evening
 From the school where no babies go,
 Who told me of lessons and recess,
 And other boys, row after row;
 But never a word of my baby,
 And my heart is most breaking to know.

His eyes are the eyes of my baby;
 His voice stirs the depths of my soul;
 But there's never a curl on his forehead,
 And his stockings have never a hole.
 I can not ride him to Banbury Cross,
 And take all his kisses for toll.

God help me! I've lost my one baby,
 And they've given a boy instead.
 I've only a soft mass of ringlets,
 And these dresses laid out on the bed,
 And this heart with its pain, and this bosom
 That aches for the little lost head.

I'm proud of my boy in the schoolroom,—
 God knows how I love him to-day,—
 But I'd give half my life at this moment
 For a kiss from the babe gone away—
 Gone away to the country of knowledge,
 In the land where no babies e'er play.

O boys, climbing life's great mountain,
 Come back, when you can, with a smile
 And a kiss for the lone hearts that love you,
 But mourn for the babies the while.
 Cuddle down on their breasts as you used to;
 'Twill cheer them through many a trial.

— Lou J. Beauchamp.



At What Age Should a Child Begin School?

MRS. M. C. WILCOX

THE first years of a child's life are the mother's years. The heart is not burdened with evil. The ear is not dulled by the world's clamor. The eye is not corrupted by beholding sin. The impressions made on the mind at this period are the most lasting. The in-

telligent mother realizes that now, more than at any future time, can she exercise her molding influence for good.

With the great book of nature open and ready to teach life's sweetest lessons without physical or mental tax, why hurry the child off to school, where the

method of instruction is at best artificial? Why exchange the sweet influence of home for school life, where the tendency is to give attention to mental development at the expense of the physical; and (shall I say it?) not infrequently at the expense of the moral nature?

Too often is it true that mothers put their children into school early because they do not wish to be longer bothered with them at home. The activity of the child, its restlessness, and its many questions are often a burden to the mother, of which she is glad to be rid for a few hours each day, that she may have more time to think, do her work, and spend socially with her friends.

Or sometimes parents think that, if put into school early, the child will make better time, be graduated sooner, and have a longer life of usefulness. But if the health is impaired by early close application to books, the result is most sure to be disastrous, and especially so if the child is inclined to be studious rather than active. All children need an abundance of outdoor exercise, and es-

pecially the child that seems early disposed to a quiet life. The close confinement of the schoolroom is not at all conducive to intellectual vigor.

The cases on record of children who, having spent their early lives roaming the forests, studying nature, assisting in farm work, and even acting as mother's assistant in housework, have entered school late and been graduated early, are not a few. On a good physical foundation, it was easy to erect a substantial mental superstructure, and the progress was positive and rapid. A few more years given for development early in life would save many a child from increasing the list of educated invalids.

There is strong reason to question whether six years — the age set apart by the public school system for the reception of children — is not too early for most children to enter school. In some cases, the age might better be eight or ten, or possibly even twelve. The first consideration is the furnishing of a sound physical constitution to the child. The child's education should be secondary to this.



The Primary School Teacher

Say It to Mothers

“And say to mothers what a holy charge
Is theirs — with what a kingly power their
love
Might rule the fountains of the new-born
mind.”



EVERY soul who loves a mother must vibrate in sympathy with the lines of Mrs. Sigourney quoted above. Every woman who truly marries assumes in that relationship of life that of motherhood.

To all who are mothers, willing or unwilling, to all who would be mothers, to all who may be mothers, willing or unwilling, these words are addressed. You, one and all, may make your motherhood a blessing. How? Here are some suggestions:—

Consider your child, ugly or pretty, dull or bright, a holy charge committed to your keeping by the Master of life. It is given you to mold, to shape, to train, in all its early years, physically, mentally, spiritually. It is committed to your care not as one may commit it to a nurse for food at regular hours, for safety, for sleep. It is yours to rear, to train for life as you would train the rarest and costliest vine committed to your care by a king.

You must give *yourself* to this work. All temporal things are of minor consequence compared to this. Your costly dresses, your finery and frills, your house, your mansion, the demands of society, are all nothing compared to this one charge — the training of your child for eternity. Properly trained for eternity, it is trained for time.

Know in this training that the goal of character is of the most importance. Train your child into a holy character,

a character pure and true and strong and self-denying and generous and loving. Let your child see God in his Word. Fill the little heart with its most beautiful precepts and promises while it is tender to receive impressions and strong to retain. Let the lullaby songs be the sweet old hymns of solace and helpfulness. Tell to it the works of God in tree and flower, in star and sun, in mountain and valley, in cloud and stream. Reveal to the little one, God in your own life, and teach that all unlike God must forever perish.

There is no power like yours to mold the child if you will use it. You can not relegate that power to school or church, or to any one else. Its early training lies with you and God.

And the possibilities and fruitage! Did you ever find a mother sorrowing that she had labored too hard for her boy or girl? When she sees developing the noble character of the one, and the strong, sweet, pure womanliness of the other, would she sell either for society or dress or display? — Never. She sees true values then. But the only true way is to see them all by promise in the tiny babe, and make its training first, to dedicate herself to that work. The mother who does this will find that her influence over others, her impress upon society, is greater by rightly training her children.

“The bearing and the training of a child
Is woman’s wisdom.”

“They say that man is mighty,
He governs land and sea,
He wields a mighty scepter
O’er lesser powers that be;
But a mightier power and stronger
Man from his throne has hurled,
For the hand that rocks the cradle
Is the hand that rules the world.”

We say all this and much more to the mothers.— *A Mother-Lover.*

Should Schoolgirls Receive Attention From Young Men?

MRS. M. L. DICKSON

THE very term "schoolgirl" presents to our minds an undeveloped child, one whose nature is immature, who is lacking in judgment, and who is dependent on parents or guardians to choose for her. She has hardly arrived at that age when she can trust her discernment of character. Most of the divorce cases are the result of matches contracted before a girl is old enough to be governed by her intellect rather than her impulses.

A schoolgirl should not have anything to divert her thoughts from her studies; anything like sentimentalism at this time of life is not only damaging to a girl's scholarship, but it is more than likely to add an element of weakness to her character. A wise mother will see to it that her daughter's mind is kept free from such an exciting element while she is getting an education.

Many girls who are allowed to have their beaux while they are quite young, lose the chaste attractiveness which a modest young girl should have. It is rather difficult to prevent a bright young girl from receiving attention from young men, because of the nature of our

school system, which allows of the intermingling of the sexes; but if the home training and family life are what they ought to be, and what God intended they should be, there will not be so much to contend with as there often is in this fast age of overgrown girlhood and boyhood.

What is the remedy?—It is one of prevention, rather than of cure. The wise mother will begin as soon as her daughter is in need of a companion, and will enter heartily into all that interests the girl. In this way she retains the girl's confidence. As she herself maintains the relation of sympathetic companion to her daughter, the child will feel the sympathy, and will naturally confide in her mother all the little inci-

dents of her outside social life, and the mother will have many opportunities to give timely caution, which would be lost by one who is not in close touch with her daughter. The mother who is a companion to her daughter can readily forestall any acquaintanceship which might be demoralizing, and prevent what might otherwise end in the girl's ruin.



QUESTIONS AND ANSWERS



Conducted by George A. Hare, M. S., M. D., Iowa Circle, Washington, D. C.

[From among the many questions received, it is necessary to select, for answer in these columns, such as are likely to be of general interest. *Questions sent to Dr. Hare, and accompanied by return postage, will receive prompt reply by mail. Be sure to give your name and full address, and remember that questions for this department, sent in business letters to the office, may be delayed or overlooked. Write plainly, and don't use a lead pencil.*]

129. Glasses for Small Children.—M. L. S., D. C.: "Do you think small children should wear glasses?"

Ans.—If a child is using its eyes in study at home or in school, it should have good eyes. If it shows any symptoms of eye strain, have the eyes examined by a good specialist, and if glasses are needed, have them fitted. By all means give every child a good pair of eyes to make its way through school, even though its eyes have to be made good by wearing glasses. Glasses should be worn whenever they will relieve eye strain, without any regard to age.

130. Enlarged Tonsils.—L. B. S., Va.: "My little girl twelve years old has sore throat every time she takes cold, and she takes cold easily. She has enlarged tonsils. I have been strongly advised to have them removed, but have been afraid of bad results if I had it done. Do you think enlarged tonsils should be removed?"

Ans.—Yes. A child with enlarged tonsils is much more liable to attacks of sore throat, and especially to tonsillitis. We advise you to counsel with your family physician, and have the tonsils removed.

131. Playing "Cross-Eyed."—Mrs. L. M. B., Iowa: "My little child has played more or less with a child whose eyes are crossed, and she often imitates her by 'playing cross-eyed,' as she expresses it. I am afraid she is getting crossed eyes. Is there any danger?"

Ans.—While imitation is not usually considered a cause of squint or crossed eyes, we think it is very bad for a child to imitate crossed eyes. It tends to unbalance the action of its own eyes.

132. Cause of Crossed Eyes.—M. L. S., New York: "What is the cause of 'crossed eyes'?"

Ans.—The condition called crossed eyes, or strabismus, is produced by any condition which causes the child to use one eye only for seeing. When both eyes are used to see with at the same time, of course they must both look directly at one object, and can not be crossed; but where only one eye is focussed on the object looked at, the other eye will swing out of balance, causing crossed eyes.

This condition may be caused by defective sight of one or both eyes, or by weakness or paralysis of the muscles which hold the eyes in balance. In every case the eyes should be carefully examined, and if necessary, fitted with glasses, and the person trained to use both eyes all the time. Many cases can thus be cured if taken early, and the necessity of an operation be avoided.

133. Catarrh.—Mrs. I. G. L., Ill.: "Can catarrh of the nose or throat be cured?"

Ans.—Yes. We know of no good reason for the prevalent notion that catarrh is incurable. Any ordinary case of catarrh of the nose or throat can be cured. And while being cured, the patient may be taught how to care for the nose and throat so as to keep them cured.

Children should be taught, when they get the feet damp, to put on dry stockings and shoes, and get the feet warm; when the teeth are dirty, to brush them; when the hands are soiled, to wash them; when the skin is inactive, to take a bath; and so when the nose is dirty from inhaled dust or is irritated by changes of the weather, they should be taught how to cleanse it by the use of a simple spray occasionally. (An excellent spray for home use is given in the June number of *LIFE AND HEALTH* under Question 87.)

134. Catarrh—Consumption.—Mrs. N. C., Pa.: “When children suffer from catarrh, does the catarrh ever run into consumption?”

Ans.—Catarrh is an acute or chronic inflammation of the nose or throat. It never becomes consumption. Consumption is caused by infection from the bacillus tuberculosis and the growth of the germs in the lungs or other part of the body. The tubercular germ can not get a foothold and grow in perfectly healthy, well-nourished tissue. When, however, the vitality is lowered from any cause, the consumptive germ may grow readily. The vitality may be lowered by taking cold, by an injury, by bad air, poor food, by bad stomach, or by any other cause of impaired nutrition.

In catarrh of nose and throat a person always swallows more or less of the discharges, especially during sleep. This causes weakened digestion, impaired nutrition, and lowered vitality. In this manner catarrh may, and often does, lay the foundation for, and become the indirect cause of, consumption.

135. Cause of Chorea.—G. B. M., Mass.: “What is the cause of chorea?”

Ans.—Fright, heart-disease, or rheumatism are considered the most common causes. Mental excitement, scarlet fever, bad tonsils, and scolding may all be either direct or accessory causes. A choreac or nervous child should never be scolded. A cross word may prove the turning-point with one of those unfortunates. Never scold any child, big or little. Chorea may occur at any age from birth to eighty-six years. It is most common in girls from five to fifteen.

Except in cases of fright every case of chorea has bad nutrition as a bottom factor, which must always be recognized in outlining any course of treatment. The nutrition should always be improved by good food, fresh air, and abundance of sleep and rest.

136. Is Chorea Contagious?—Mrs. J. G., Mo.: “Is chorea contagious?”

Ans.—It is not classified as a contagious disease, but it is in a certain sense mentally contagious. Children, by imitating choreac movements, may so disturb the balanced co-ordination of their own nervous systems as to establish a condition of chorea. For this

reason children with chorea should, as far as possible, not be allowed to associate with other children, and should never be permitted to attend public schools.

137. Artificial Ear-Drums.—Alice S., Pa.: “Are artificial ear-drums of any value?”

Ans.—That depends. There are cases in which artificial drums will for a time improve the hearing; but they never cure or remove the cause of deafness. In all but exceptional cases artificial drums are worthless. We might add that most of the cases of deafness do not originate from any disease of the drum, but from a catarrhal condition of the middle ear inside the drum, which later causes the drum to become thickened.

138. Chorea—Public School.—Mrs. B. E. G., Northfield, Vt.: “My neighbor’s boy is twelve years old, has St. Vitus’s dance, was always nervous, was very bad when eight years old, at present can scarcely feed himself. Some old lady advised her to steep black cherries, with the stones chopped, in water, and give him the water to drink. 1. Is there any good in it? 2. Could the cause be indigestion? 3. Is going to school the proper thing? 4. What is the best diet for the boy?”

Ans.—1. No.

2. Possibly so. See Question No. 135.

3. No, no such child should ever be permitted to be in a schoolroom. It needs a quiet life. Should spend most of its time in bed, at least for a number of weeks, where it can have an attendant to be with it. School association is exceedingly bad for such children, and is also very bad for the other children.

4. Just such a diet as would be good for any child. Grains, any of the choice breakfast foods, taken with a little fruit juice, cream, or milk; any one of the many flake foods, made crisp by being freshly heated; fruits, well ripened, either fresh or canned; this would answer for breakfast. For dinner one might select potatoes, baked, boiled, or mashed; peas, lentils, beans, fresh nuts, eaten from the shell (except peanuts), or other similar foods. The evening meal should be very light, and may consist of bread and butter with a little fruit sauce or a little old-fashioned bread and milk. Don’t forget that the manner of cooking, the amount eaten, and the way it is eaten, are often as important as the kind of food. Teach the child to chew his food and not overeat.

EDITORIAL



Public Discussion of School Hygiene

It will be remembered that we recently called attention to the discussion which has been occupying English educators and sociologists concerning the nutrition of school children. That the health of the growing generation is also the subject of thoughtful consideration in America is shown by the number of articles on the hygiene of school life which have recently appeared in the leading periodicals, and especially among those not classed as educational or health journals. Some of these articles* have reference to the feeding of children; others† consider other topics pertaining to the health of school children. A few only of these articles are here noted, but they will suggest the wide-spread interest now being taken in the subject of health in education.

* "Dietetic Habits of Children," *Independent*, March 30; "Food, Clothing, and Housing of Children," *Contemporary Review*, Feb., 1905; "Feeding Children," *Cont. Rev.*, April, 1905; "Free Meals for School Children," *Living Age*, Jan. 28, 1905; "Underfed Children in the Public School," *Independent*, May 11, 1905; "The Heritage of the Hungry," *Reader Magazine*, Sept., 1905.

† "Bacteriology in the Public School," *Scientific Amer. Supplement*, March 25; "Simple Bacteriology in the Public Schools," *Popular Science*, March; "Simple Experiments in Hygiene," *Scientific Amer. Supplement*, March 25; "Children, Care of the Eyes and Ears" and "Care of the Mouth and Nose," *Delineator*, June and July; "Boy at the Public School," *Living Age*, February 11; "Needless Destruction of Boys," *Charities*, June 3.

And this is certainly a move in the right direction; for whatever is gotten in school at the price of health is dearly paid for. Nothing in the way of education can compensate for loss of health. Yet, too often in the past, it is to be feared, our schools have served to aid in the wreck of constitutions. The advanced educator has observed this tendency, and has learned that the process of cramming in knowledge at the expense of health is a losing game; and for this reason among others, there is an awakening in educational lines, which has in it the promise of a much more rational educational service in the future.



M. V. O'Shea, in the *Independent* of March 30, discusses the loss of appetite among school children in the city. He draws the picture of anxious parents attempting to influence their children to eat more by urging, by coaxing, by the offer of rewards, and even by punishments. Eating thus becomes a task to be performed, and is looked forward to rather as a duty than a delight. The very anxiety of the parent probably does much to take away the appetite of the child. At any rate, food eaten without appetite is poorly digested. As has been humorously shown by Mark Twain in his "Hunger Cure," the man deprived of food soon finds appetite enough. If parents would in these cases change their tactics and serve

rather a scant amount and few varieties, they might after a time see a change for the better. The effort to whip up a flagging appetite by means of dainties often hastens an intractable dyspepsia, and still further ruins the appetite.

Another factor not suggested by Mr. O'Shea, is the fact that many city children are in the habit of purchasing ice-cream, candy, and other articles which must sooner or later diminish the appetite and destroy digestion. When parents find their children losing their appetite, it is well to inquire what the children are in the habit of eating between their regular meals.



Again, the city child often does not get enough outdoor exercise and fresh air to produce a normal appetite.

Among the poorer classes, the trouble is not with loss of appetite, but with lack of sufficient food to supply the appetite, or there may be abundance of food of a poor quality, inadequate to build healthy tissue. Often this is not due to want of means to purchase nutriment, but because the mother, not having time to prepare meals, allows the child to purchase what it wants. And it is safe to say that in these cases the wants of the child do not coincide with its needs. According to John Spargo, in the *Independent*:—

“Many of the mothers go out to work in order to supplement the wages of their husbands. In many of these cases the children are given a small sum of money, generally from three to five cents, with which to buy lunch. There is not the absolute lack of income associated with destitution, but an industrial condition which prevents the mother from giving attention to the children. Judicious expenditure upon wholesome food in these cases is the ex-

ception. The children buy candy, apples, often unripe, covered with a coating of highly colored sugar (from which so many cases of ptomain [?] poisoning have been recorded), or pickles, sometimes the latter with a ‘hunk’ of bread, but oftener without. I know of scores of cases of children having bought pickles day after day. Sometimes, especially among the boys, the game of ‘craps’ is responsible for one having no lunch, and the other having a particularly big, unwholesome ‘blowout.’ Many teachers have pointed to this lunch question as the most serious of all, and expressed an earnest wish that some means could be devised whereby the parents could insure the wise expenditure of the children’s pennies upon decent, wholesome food.”

So among the poorer classes, as well as among those in better circumstances, sweets and other dainties are doing serious damage to the health of the rising generation.



Leaving, for the present, the question of diet (which is treated more at length in the Household Department), let us consider another topic, which, since the articles of Mr. Bok, has been attracting wide-spread attention,—the tendency of school children to devote too much time to sedentary occupations, or in other words, to spend too many of the home hours in study. Here we find the new educational forces are meeting the issue squarely. The *Elementary School Teacher* speaks as follows on the subject of home work:—

“If the school properly performs its function of giving the pupil a day filled with educational work, it is difficult to see why it ought still to pursue him into the period that he should have for recreation, or into the hours when he

would better be asleep. . . . The home work of the children that is most valuable to the modern school is not that which can be accomplished mainly by the mouthing of words or the conning of pages, but rather by means analogous to those which send the merchant back refreshed to his store, the lawyer to his client, the minister to his pulpit, the farmer to his field — all rejoicing in a new day.

“That this end may be attained, there are several important things that the home can do by way of preparation. In the first place, it is necessary that the hygienic conditions of the pupils be carefully looked after. Proper food in right amounts at proper times, sound sleep, and plenty of outdoor life, will bring a mental rush and enthusiasm to the school that will immensely increase the efficiency of teaching in hundreds of cases. Health, then, first, and above everything else — health! Better a thousand times be ahead in health and behind in classes, according to the ordinary standards of estimating academic standing, than for the pupil to be ahead in his grade and behind in health.”



This will appeal to the reader as sound sense, and will suggest the question, Why have not educators always worked from this standpoint? Good health will go far toward insuring good scholarship. But even if it should not, it is better to have health without learning than learning without health. That the home work may be made to minister to the health of the pupil, and at the same time increase his effectiveness as a social unit, is the thought suggested in another quotation from the same journal: —

“The new school is as anxious for the

pupils to have ‘home work’ as are the parents, but the need is for that of a different type. Home work for the pupils, carefully organized by the parents out of the many duties of the common household, will do more to increase the efficiency of the schools than all the midnight oil that can be burned in pondering over books. And on the other hand, a more careful organization of school duties in the light of home demands will go a long way toward the nourishment of the family spirit. The proper way to examine a school is to make an inquiry as to the influence of the pupil at home, and as to his aspirations as they work themselves out in the family relations. The report cards generally go in the wrong direction. They should be made out by the parents, and not by the teachers. The most serious criticism a teacher can get is to have the parent inquire as to his child’s progress at school.

“The best home work for the pupil, therefore, as a preparation for his lessons in school is that which generates a feeling of responsibility in the family life; in a word, what is needed is the development of an *attitude of mind* that faces toward efficiency and usefulness as naturally and unconsciously as the leaf turns toward the sun.”



That the new education aims at more than mere learning, more than health, more than personal efficiency, that it seeks all these and more, even the building of a life that shall flow out spontaneously for others, and leave the world better for having lived, is the testimony borne by the next quotation: —

“The ultimate product of the new education is a *responsible human being*. This is indeed the highest result of all

education,—new or old,—and there never has been any true education which did not end in such a goal. Here is the weak spot of the duplex educational machine of to-day, the school and the home. Both school and home often seem bent upon shielding the child from responsibility, instead of placing him under those natural conditions that tend to develop it. . . . From the day when the little toddler neatly folds and lays away in her toy bureau the dress of her doll until she takes the helm of an establishment of her own, both she and her brother should be actual participants in due proportion in the thoughts and the work of the household and community. It is not necessary, it is not even right, that these responsibilities should be heavy; but it is absolutely essential that they should be real. *They must be worth something; they must stand for something, not only for ends that lie within the children themselves; they must count for something, also, toward the joy, the happiness, and the welfare of others.*”

This is a high ideal. Are the public schools reaching it? Are they nearing the time when they will reach it? Is it possible that they ever can reach it? Deprived, as they rightly are, of the privilege of inculcating religion, can they do for the child, especially for the child that has no religious training at home, what the private school can lawfully do? Can the ordinary public school and the ordinary family so cooperate as to insure for the child as good an education in the higher sense, as may be given in the well-conducted boarding-school whose instructors have carefully studied the educational problems in all their bearing, physical, intellectual, moral, and spiritual? These are some questions for the future to answer.

Prevention of Disease in the Schoolroom

You would be surprised to know how many people carry the germs of pneumonia around in their mouths.

Recently it has been found that while the saliva of a single healthy person may fail to produce pneumonia when injected into a rabbit, the mixed saliva of two or more persons always causes pneumonia when so injected.

From this we may know that the germs which lie dormant in one mouth may become actively infectious by mixture with germs from another mouth.

This suggests the possibility of catching pneumonia by kissing a healthy person, and may explain why some persons come down with pneumonia who have not been exposed to a pneumonia patient.

We must not, however, forget that bacteria are everywhere, and we can not escape them. They are in our food and drinking water, in the air we breathe, and in our mouths, stomachs, and intestines in countless millions. Our safety depends largely on our ability to build up strong bodies capable of resisting the inroads of these micro-organisms.

But there are certain things that are avoidable, and which, if avoided, may reduce materially the risk of the spread of infectious diseases. One of these is the practise of promiscuous kissing.

The use of slates in the school is unwise. If they are used at all, they should not be passed from one pupil to another, and the once common habit of cleansing the slate with fingers moistened with saliva, if still in vogue, should be corrected by the teacher.

Lead- and slate-pencils should not be put to the mouth. The fingers should not be moistened with the lips or tongue

in order to turn the pages of a book. This is especially important in the case of borrowed books, but it is better to form the habit, once for all, of keeping the fingers away from the mouth. The mouth was intended to receive only food and drink; and contact with anything else increases the danger of infection. Coins should never be held in the mouth, as scarlet fever, measles, diphtheria, pneumonia, and other diseases may be conveyed in this way.

Every pupil should have his own pen and pencils; and trading between pupils should be discouraged. The school should not have pens and pencils for promiscuous use, to be passed out to the pupils and then gathered. Such a practise greatly increases the danger of infection. Common drinking cups and towels for general use should be looked upon with suspicion. A child having some infectious disease may, by means of one of these, convey the infection to half the school or more.

Gum chewing is not a very creditable habit, either from an esthetic or a hygienic standpoint; but if children must chew gum, by all means have them understand that "swapping gum" is filthy and dangerous. Fortunately, it is not now a common practise.

Careful instruction should be given the children regarding the nature of infection and the means by which it is conveyed. They should be taught as a principle to keep things out of the mouth that do not belong there.

It would be better to have them know less geography and grammar and more about the transmission of infectious diseases. A tombstone looks no better because it covers a child which knew its arithmetic and history. Better less of these and other studies and a live child.

Preventive measures may be summed up as follows:—

Instruction to children regarding the nature and danger of infection.

Individual pens, pencils, and books; no trading.

Avoidance of common towels, basins, and drinking cups.

Dismissal from school of pupils who have sore eyes, colds, sore throat, fever, any eruption of the skin, or other acute disease, until they have seen a physician and obtained a written statement that it is safe for them to return to school.

Some of these measures may appear extreme and unnecessary. Often their observance will seem to avail little or nothing; but if a habit of carefulness in these things is established, a case of infectious disease coming into the school will be far less likely to cause an epidemic.

Without attention to these precautions, there is no reason why a child coming to school with measles or diphtheria might not infect half the school before it is discovered, and result in a number of funerals. Do not forget that it is inattention to some of these seemingly unimportant details that is responsible for a good share of the deaths of childhood.



A Moderate View of the Tobacco Evil

THE *Journal of the Outdoor Life*, speaking of the discussion of the tobacco question, says that friends and foes of the weed are very active in their approval or denunciation of its use, and are seldom temperate in their discussions. Here is what this writer believes to be a calm, dispassionate statement of the effects of tobacco:—

"Tobacco, used in moderation, is far less harmful than many of its foes would have us believe. Nevertheless,

there is no doubt, all other conditions being the same, *the abstainer will enjoy better health than the user of the weed.* The reason is perfectly simple. Tobacco contains a poison, nicotin, and its excessive use has a serious effect upon the nervous system. One tenth of a grain of nicotin will kill a frog in a few minutes. There is enough of this poison in one cigar to kill two men if it were taken pure. *The poison hurts the stomach, and makes the heart beat faster than it should.* Smoking will often increase the action of the heart from seventy-four, the normal number of beats, to more than one hundred."

Granting that this is all that can be definitely proved against tobacco, it is equivalent to saying that any man who will use the weed is not wise. Of all the blessings of this earth, there is none that compares with sound health, and no sensible man, appreciating the situation, would knowingly contract a habit that will compromise his health, even though the effect is not very serious. But we are told that "its excessive use has a serious effect on the nervous system." You say you will not use it to excess? How do you know you will not? If one has not enough "won't power" to keep from contracting the habit in the first place, how does he know he will not use it to excess? The habit grows. Again,

"the poison hurts the stomach, and makes the heart beat faster than it should." These points alone should cause the intelligent young man to pause long before forming a habit that is not easy to give up after it is once formed. A damaged stomach means poor nutrition and impaired health. A rapid heart rate wears the heart out early.

Often the changes wrought by tobacco are so slight that they are imperceptible to the ordinary observer. No doubt the reader is acquainted with a number of persons who have been using tobacco for varying periods, without any seeming injury therefrom. But remember that this is not the entire tale. Carefully kept statistics and records of the Yale University Gymnasium show in averages of hundreds of cases of smokers and non-smokers, that the smoker is arrested in development. He does not become so much of a man as he would without the tobacco. Other records of hundreds of cases, show that the mental development of the smoker is less than that of the non-smoker. These may not always be marked enough to be manifest in the single individual; but the wise young man will prefer to choose that course which is unquestionable, and which he knows will not cause impaired health and arrested development.





Pure Foods

It has been estimated that in order to supply London with none but pure milk would require from twenty to thirty thousand additional cows.

THE milk of a certain Pennsylvania dairy was observed to have a pink tinge, gradually increasing in depth of color with age. This was found to be due to the presence of a microbe which has in the past figured in many superstitions of "bloody milk," "bloody bread," etc. The infected milk was found to be from one cow.

IN Chicago the food inspectors recently condemned more than forty-four tons of meat, including three hogs bearing the government inspection tag. Other foods condemned were "a large quantity of immature veal, rotten poultry, berries and other fruit, and 121 barrels of spoiled fish, including three barrels which were being delivered to a curing and smoking plant."

THE United States Marine Hospital service has published a warning against the use of lobsters, because of the custom of those engaged in the lobster industry, of keeping the lobsters in traps near the mouths of sewers, and thus exposed to contamination with typhoid fever germs. According to this bulletin much typhoid fever actually originates from the use of lobsters.

IN Rochester, N. Y., the mortality of infants under five, for the last eight years has been reduced to 864, as against 1,744 for the eight years previous (a little less than half), by the use of clean milk. At first the milk was Pasteurized, but this was found to be unsatisfactory, so now the milking is done under supervision, and the milk is put into sterile bottles and shipped on ice to the various distributing stations.

HERE is an interesting item from the Massachusetts State Board of Health: A short time ago the cash value of stale and rotten eggs was ten cents a case, the eggs being used by leather manufacturers in certain of their processes. It was discovered that the offensive odor could be neutralized by the use of formaldehyde, so these eggs were used in other ways, and the price advanced to more than a dollar a case. Certain dealers have been doing a lucrative business by preparing for bakers "mixed egg," supposed to be derived from eggs cracked in shipping. One large bakery has been buying as much as a thousand pounds of the "mixed egg" daily in the belief that it was a wholesome product of fresh cracked eggs. Prosecution and exposure of the fraudulent business have put an end to it.

Drugs and Medical Frauds

THERE is a movement in Des Moines, Iowa, to secure a law restricting the sale of carbolic acid, the same as other poisons, in order to limit the number of suicides from this drug.

"DR." JOHN BRADY, of Philadelphia, has been arrested and held on five hundred dollar bail for selling "love powders," warranted to restore connubial happiness. The much-vaunted powders did not do the work. Of course not! If the powders had contained poison, Brady might have been called the fool killer.

THE American people are gradually increasing in the amount of liquor drunk per capita, especially in the amount of spirits; the amount consumed per capita in 1904 being 1.48 gallons of spirits, and 18.28 gallons of beer, as against 1.01 gallons of spirits and 15.38 gallons of beer in 1896. A writer in the *New York Sun* says: "These figures are rather startling, but I believe them to be correct. They are founded upon the tables of

the statistical abstract. It seems to me that they show us that some recent writers have been inclined to take too rose colored a view of the temperance question."

THE commissioner of internal revenue has recently rendered a decision that will doubtless have an important bearing on the handling of those patent medicines which are practically only a modified form of intoxicating liquor. The decision is to the effect that druggists who handle these "patent medicines" must take out a retail liquor dealers' license. This will probably mean in prohibition sections, that the druggists will have to face the choice of getting rid of their alcoholic patent medicines, or of going out of business. It will be interesting to observe whether the decision will hold against the vast money interests back of the whisky medicines.

"LIQUOZONE," a patent medicine which is said to be a rather crude and unadulterated mixture of water and sulfuric acid, was put on the black list by the board of health this morning, joining the ranks of the sophisticated wines and other false concoctions, and the police force has been asked to suppress the sale of the nostrum. Under the direction of Health Officer Ragan, City Chemist Bothe has recently made an analysis of "liquozone," which has been extensively advertised as a discourager of microbes in the human system. Acting on the report of the chemist, Dr. Ragan this morning informed the board of health that the medicine was prejudicial to the public health. According to the report of the health officer, the preparation is advertised as an agent in which free oxygen and ozone are generated. Dr. Ragan declares that neither element enters into the mixture, which is composed of water, with less than two per cent of sulfuric acid.—*San Francisco Daily*.

UNDER the title "A Miserable Outrage," *American Medicine* publishes an item said to have gone the rounds of Southern papers. Inserted as news, this item (evidently the result of the cupidity of a concern whose thirst for ill-gotten wealth has completely obliterated any of the element of pity that finds lodgment in most human breasts) would naturally lead uninformed people to neglect the proper mode of protection, and depend on something which is not only of no value, but is an actual producer of alcoholic intemperance. The item, speaking of yellow fever sufferers, reads: "In all cases it is advisable to take Peruna."

"Begin taking Peruna at once in teaspoonful doses" "to harden and heal the mucous membrane against the possible invasion of the yellow fever poison." "Peruna should be used during the whole course of the epidemic." "I feel sure that any person following this advice is in no danger of taking yellow fever."

School Hygiene

THE State Health Commissioner of Pennsylvania has published an order that every school child, every college student, and every member of a parochial school or Sunday-school must be vaccinated or have a certificate of having been successfully vaccinated or of having had smallpox.

IN a paper on The Prevention of Summer Diarrhea, read before the American Medical Association, the author stated his belief that courses should be given in the public schools, especially in the high schools, on milk, so that every one might understand that there is a vast difference between clean and unclean milk, and that clean milk may be obtained if any one cares to have it.

THE city of Chicago is contemplating the establishment of a Bureau of Health for the purpose of safeguarding the health of school children. The plan will include visiting schools by inspectors to learn of the school children where illness exists. Then the houses containing sick children are to be visited, with a view to prevention of the spread of the disease, and also to improve sanitary conditions.

THE New York health authorities, making an investigation of the health of the school children in certain districts, found the presence of disease beyond all expectation, and have made a report asking for a special appropriation for the purpose of providing more thorough and systematic examinations of school children. Of 14,000 children examined, more than 6,000 were found to be diseased in some way. Heretofore examinations have been made of only such pupils as are reported by the teacher, on suspicion of contagious disease. It is now proposed to make the health of each pupil a matter of monthly observation. For a year there have been about fifty "school nurses" who examine ailing children at the schools, and visit homes of the sick ones to give advice and help. Many "dull" children are found to be so because of difficulty with sight or hearing, which may be corrected by proper treatment or the fitting of glasses.

Dr. Briggs was much surprised to find nearly every other child sick. It is hoped that by increasing the number of medical inspectors and nurses, and encouraging parents to have proper medical attention for children who need it, the health of the school children will be much improved.

THE work of a New York school inspector is outlined as follows: He must visit each school allotted to him, and examine the pupils whom the principal has isolated as apparently ill. In addition to this, he is to take each day one school in his district and examine every pupil in it whether ill or not. He will continue this until every pupil in his district has been examined. He will exclude from the schools every child suffering from acute disease, or having any trouble which is a menace to others, or which interferes with his studies, or any child who has not been successfully vaccinated. He must visit the homes of excluded pupils to see whether they are having medical attention.

Communicable Diseases

THERE is a plan on foot to plant the Panama marshes with the Eucalyptus tree, which in France and Italy has aided in the suppression of malaria by drying up the marsh lands.

WHILE the annual death-rate in New York is decreasing from year to year, the death-rate from pneumonia is on the increase. The health officers of that city will hereafter treat pneumonia as an infectious disease.

CHOLERA is threatening to become epidemic in several places in Germany, but with the present bacteriological knowledge and skill, and the intelligence of government officials, it is not likely the disease will make headway as it did in 1892 and 1893.

THE Philadelphia Bureau of Health will hereafter classify typhoid fever as contagious. Houses having this disease will not be placarded; but it is hoped that the new classification will serve to remind nurses and attendants to use proper care not to spread the disease.

IN Philadelphia, pneumonia has been placed on the list of transmissible diseases, and copies of rules have been sent to all physicians, and to all schools, police stations, and hospitals, suggesting measures to prevent the spread of the disease, the principal recommendation being isolation of the patient.

TUBERCULOSIS is a very fatal disease among the negroes, causing about one half of the adult deaths. The New York Health Department has, at the request of the colored population, established a clinic for the treatment of tuberculosis among the negroes. The physicians and the nurses are all colored. Treatments and medicines are free.

GERMANY is taking vigorous steps to stamp out the epidemic of cholera. Instructions are sent to all physicians to treat all suspected cases as genuine cholera until proved to be otherwise, and even railroad conductors have been instructed to detect suspicious cases, and isolate them until they can be given into the hands of a health officer.

ONE reason why yellow fever is not being stamped out more rapidly in the South is the opposition, especially on the part of the inhabitants of the smaller towns, to the rigid adoption of measures for the destruction of mosquitoes. Physicians have in some cases been so handicapped by this ill-considered opposition that they have resigned. Another cause for the continuance of the disease is the unwillingness of many local physicians to report mild cases of the disease. These mild cases, not being protected from mosquitoes, may transmit the disease in fatal form to others.

THE newspapers have, in their usual sensational style, been announcing a new cure for tuberculosis. A New York physician, failing to help a number of tubercular cases by the ordinary methods, was driven to the conclusion that there was something lacking in the nutritive quality of their food. He hit on the plan of adding vegetable juices to their diet, and as a result, it is said that he has had remarkable success, having cured eleven cases in six months. But six months is too short a time to determine whether his patients are really cured. The newspapers have probably been a little premature in publishing this item, doubtless, without the consent of the doctor, as sensible doctors do not care to go on record until they have experimented long enough to be somewhat sure of what they are publishing.

Collier's Weekly has begun an aggressive campaign against the patent medicine evil, discussing the criminal alliance between newspapers and patent medicines, and has decided to exclude from its columns these lying nostrum advertisements.

LIFE AND HEALTH

(Continuing Pacific Health Journal)

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

GEO. H. HEALD, M. D. - - - Editor
G. A. HARE, M. S., M. D. Associate Editor

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THIS "School Children's Number" is unique in health periodical publication, and from the advance orders received and the inquiries which its announcement have elicited, we feel sure that it will be given a most hearty reception.



SOME valuable matter on school hygiene has, because of insufficient space, been left over for the December number.



WE have recently received this request: "In one of your future issues will you please comment on the case described by the enclosed clipping.

"Yours,
"INTERESTED."

Yes, if you will send me your name and address. We do not answer anonymous communications.



OUR subscription list is still growing, and we do not expect that the first edition of twenty thousand copies of this month's issue will be sufficient to meet the demand. It will not if all those who are ordering by the hundred are as successful as one who writes as follows

from Ohio: "I find LIFE AND HEALTH just what the people want. Have sold one hundred in just a few hours. My order is in for another hundred."



THE *Youth's Instructor* is an eight-page weekly paper filled with good, clean, helpful, entertaining reading for the children and youth. Among the excellent articles announced for early issues of the paper, are the following: "Lessons in Photography," "First Aid to the Injured in Drowning, Poisoning, Burns, Sunstroke," some true "Nature Stories," "Jonathan, a Man of Valor," "Sabbath Games and Other Games," "Popular Music Versus Sacred Music," "In Alliance with the Hoe," "Vocal Gymnastics," "Mexico—Our Nearest Neighbor." If you have young friends for whom you desire the best reading, you can not do better than to send them the *Instructor* for a year. It would make a fine holiday present. Subscription price, 75 cents a year. Sample copy and full particulars will be sent free to any who mention this notice. Address Youth's Instructor, Washington, D. C.



Young People, Attention!

WE are authorized to announce the publication, about October 15, of a volume of "Addresses for Young People," by President Charles C. Lewis, of Union College. Just the book to save young people from skepticism and inspire them to seek an education and lead pure and noble lives. The book will contain about three hundred pages, and will be durably and handsomely bound. Price, \$1 a copy, post-paid. Orders received at once, and filled with first copies from press. Send for descriptive pamphlet, giving sample pages, and telling how to secure a copy free. Address Union College Press, College View, Neb.

(Continued from page 311)

of truth where regular mission workers would not be permitted to enter.

We thank the Lord for these self-supporting workers. We pray that they may live near to the Lord, and improve the golden opportunities which come to them to sow the seeds of truth in the hearts of those who know it not. We hope to see the number of these workers greatly increased. G. M. BROWN.



“LOOKING at it from the side of the school, the father as a moral force has practically disappeared, so far as his influence upon the school goes. He has become in the home a kind of rudimentary organ, a kind of vermiform appendage, usually passive, but sometimes he becomes stirred into pernicious activity, — generally over the long-distance tele-

phone. The much depreciated exodus of men from the teachers' profession is not to be deplored half so much as the fact that the father as a strong organizing educational force in the family has become as rare as the dodo.”

What a sad comment on the present domestic responsibilities of the father! And yet, how many fathers can deny the truth of the preceding statement? Would it not often be the eternal gain of the family if the father devoted just a little less time to “business,” and a little more to the intellectual and spiritual wants of his family?



“THE grading system was established long before child-study opened the eyes of teachers, and it represents the *quantity* idea in education as opposed to the idea of *quality*.”

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In all matters of personal hygiene Listerine is not only the best and safest, but the most agreeable antiseptic solution that can be prepared.

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The Leading Sanitariums of the United States

THESE are all institutions for the rational treatment of disease. Surgical cases are also received. Some of the sanitariums in this list are the oldest and most thoroughly equipped in this country.

The publishers will be glad to be notified promptly of any corrections, so that this Directory may be kept up to date.

Please note that the list is alphabetically arranged by State and city.

- ARIZONA:** Phoenix, 525 Central Ave., Arizona Sanitarium, Supt., E. C. Bond, M. D.
- ARKANSAS:** Little Rock, 1623 Broadway, Little Rock Sanitarium, W. C. Green.
- CALIFORNIA:** Eureka, Cor. Second and I Sts., Eureka Branch Sanitarium, Supt., C. F. Dail, M. D.
Glendale, Los Angeles Co., Glendale Sanitarium, J. A. Burden, Manager.
Los Angeles, 315 West Third St., Los Angeles Sanitarium.
Pasadena, Arcade Block, Pasadena Sanitarium.
Paradise Valley (six miles from San Diego); post-office address, Box 308, National City.
San Diego, 1117 Fourth St., city office and treatment rooms of Paradise Valley Sanitarium.
San Francisco, 1436 Market St., San Francisco Branch Sanitarium, Supt., H. E. Brighouse, M. D.
Sanitarium, Napa County, St. Helena Sanitarium, Supt., Camillus Bush, M. D.
San Jose, Garden City Sanitarium, Supt., Lewis J. Belknap, M. D.
- COLORADO:** Boulder, Colorado Sanitarium, Supt., H. F. Rand, M. D.
Colorado Springs, 320-322½ N. Tejon St., Supt., G. R. B. Myers, M. D.
- DISTRICT OF COLUMBIA:** Washington, 1 and 2 Iowa Circle, Washington (D. C.) Sanitarium, G. A. Hare, M. D.
- ILLINOIS:** Chicago, 28 Thirty-third Place, Chicago Sanitarium, Supt., Frank J. Otis, M. D.
Moline, 1213 Fifteenth St., the Tri-City Sanitarium, Supt., S. P. S. Edwards, M. D.
Peoria, 203 Third Ave., Peoria Sanitarium, Supt., J. Emerson Heald, M. D.
- IOWA:** Des Moines, 603 East Twelfth St., Iowa Sanitarium, Supt., J. D. Shively, M. D.
- MASSACHUSETTS:** Melrose (near Boston), New England Sanitarium, Supt., C. C. Nicola, M. D.
- MICHIGAN:** Battle Creek, Battle Creek Sanitarium, Supt., J. H. Kellogg, M. D.
Detroit, 54 Farrar St., Detroit Sanitarium.
Jackson, 106 First St., Jackson Sanitarium, Supt., A. J. Harris.
- NEBRASKA:** College View (near Lincoln), Nebraska Sanitarium, Supt., W. A. George, M. D.
- NEW YORK:** Buffalo, 922 Niagara St., Buffalo Sanitarium, Supt., A. R. Saterlee, M. D.
- OHIO:** Cleveland, 1161 Prospect St., Prospect Sanitarium, F. A. Stahl, Manager.
Newark, Newark Sanitarium, R. T. Ragsdale, Manager.
- OREGON:** Mt. Tabor (near Portland), West Ave., Portland Sanitarium, Supt., W. R. Simmons, M. D.
- PENNSYLVANIA:** Philadelphia, 1809 Wallace St., Philadelphia Sanitarium, Supt., A. J. Read, M. D.
- TENNESSEE:** Graysville, Southern Sanitarium, Supt., Albert Carey, M. D.
Nashville, Cor. Church and Vine Sts., Supt., O. M. Hayward, M. D.
- TEXAS:** Keene, Keene Sanitarium, Supt., P. F. Haskell, M. D.
- UTAH:** Salt Lake City, 122½ Main St., Salt Lake City Branch Sanitarium, Supt., W. L. Gardiner, M. D.
- WASHINGTON:** Seattle, 612 Third Ave., Seattle Sanitarium, Supt., A. Q. Shryock, M. D.
Spokane, Spokane Sanitarium, Supt., Silas Yarnell, M. D.
Tacoma, 1016 Tacoma Ave., Tacoma Sanitarium, T. J. Allen, M. D.
Whatcom, 1016 Elk St., Whatcom Sanitarium, Supt., Alfred Shryock, M. D.
- WISCONSIN:** Madison, R. F. D. No. 4, Madison Sanitarium, Supt., C. P. Farnsworth, M. D.

Drunk on Patent Medicine

THE *Journal of the American Medical Association* publishes the following as a true story: A respectable clergyman became ill, and the family physician was called. After examining the patient carefully, the doctor asked for an interview with the patient's adult son.

"Harry," said the doctor, "do you know what is the matter with your father?"

"No, we sent for you to tell us that."

"Well," the physician said, "I am sorry to tell you that your father is undoubtedly suffering from chronic alcoholism."

"Chronic alcoholism! why, that is ridiculous! Father never drank a drop of liquor in his life, and we know all there is to know about his habits."

"Well, my boy, it's chronic alcoholism, nevertheless, and at this present moment your father is drunk. How has his health been recently? Has he been taking any medicine?"

"Why, for some time, six months, I should say, father has been complaining of feeling unusually tired. A few months ago a friend of his recommended Peruna to him, assuring him that it would build him up. Since then he has taken many bottles of it, and I am quite sure he has taken nothing else."



Simple Remedies

HEARTBURN may be relieved by chewing a piece of dried orange peel.

A FOREIGN body in the throat may sometimes be removed by swallowing a raw egg.

WET baking-soda, if spread on a cloth and bound over a corn, may remove it. It is worth trying.

A STRONG solution of alum water, applied on a cloth to a burn, will, by its astringent action, diminish the blood supply and lessen the pain.

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13 Bakery and Breakfast Dishes, 11 Beverages, 11 Cakes, 13 Cereals, 25 Egg Dishes, 110 Entrees, 7 Kinds Nut Butter, 13 Pies, 38 Puddings, 31 Salads, 13 Salad Dressings, 66 Soups, 20 Sauces, 18 Toasts, 70 Vegetables.

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