

or diseased teeth and gums. To relieve the disease in such cases the removal of the focus of poisoning in such teeth or tonsils is first necessary—i. e., it is necessary to remove the tonsils, or to remove the caps or bridges from the teeth and to treat or remove these and other diseased teeth or roots. When the roots are badly diseased the removal of the teeth is the only safe course to pursue. It cannot be too strongly emphasized that such teeth often produce no visible symptoms and no discomfort. X-ray plates of dead teeth are frequently necessary to show what the condition of the roots is.

It is now the belief of many physicians that not only the rheumatic conditions referred to are thus caused, but chronic organic disease of the heart, blood vessels and kidneys, severe anemias and other serious conditions are thus produced.

Methods of Prevention.

Constant, careful cleansing of the teeth is absolutely essential to prevent these dangers. Children must be taught to brush their teeth often and thoroughly. Regular periodic and skilful attention of a competent dentist is also necessary. If you have bridges or caps on your teeth which have been on for a long time, have them removed and the roots and teeth examined; and if you have any dead teeth, have X-ray plates made of them. This may save you a long illness or perhaps your life.

In the presence of sickness, we have been most careful to see that our house drains and sewer pipes and garbage pails were cleaned and disinfected, but have quite ignored the far more dangerous fermentation and decomposition going on in our own bodies.

Warmth, moisture and organic matter supply the conditions most favorable to the growth of germs and to the production of fermentation and putrefaction. These are exactly the conditions found in the human mouth and in the digestive tract.

Under perfectly normal and cleanly conditions these fermentative processes go on without harm. Under unclean conditions we know that they cause many diseases and sometimes death.

Training Little Children.

[Suggestions by mothers who have been kindergartners. Issued by the U. S. Bureau of Education, Washington, D. C., and the National Kindergarten Association, 8 West Fortieth St., New York. The following article deals with kindergartens. There are as yet no kindergartens in the rural schools of Canada, nor can there be until there are Consolidated Schools. But every good teacher uses kindergarten methods, more or less, with the little children.]

BY MRS. ETHEL G. YOUNG.

People often remark that my children do not seem to annoy me. Of course they do at times. I find, however, that it is the way I feel and not the child's naughtiness which is the cause. Do you ever stop to think that to-day you scold your child for something which yesterday passed unnoticed? It was a wise person who said, always count ten before beginning to scold. That gives you a chance to think who is in the wrong and how much he is in the wrong.

I have just finished reading an article by Thomas L. Masson, the subject of which was, "Can Parents and Children Get Together?" This question was answered in the few words: "Yes, through love and patience." The article showed that parents as well as children need bringing up; that the child is not only what he makes himself, but what he makes himself plus what the parents make themselves. Therefore parents need to watch themselves in order to understand their children better.

We say, "Come let us live with our children." Children, without knowing it, say: "Come, let us live with our parents." Where is the little girl who does not want to make cookies like mother, who does not enjoy having an apron and cap to put on when she dusts? Where is the boy who is not proud to have a box of tools like father's? Bob said to me the other day: "Mother, when can I have collars and neckties like daddy's?" In all things our children copy us. What a responsibility for us!

It is a great thing to have kindergartens in the public schools so that we can share our responsibility with the teachers. When we send our children

to kindergarten we are placing them for a few hours each day in the care of someone who has been trained through years of hard study to give to them mentally, morally and physically just what they need. Perhaps all mothers do not know how to live with their children. This is a sad condition, but it is true one in many families. It is a great thing, then, that their children can go to kindergarten and come in touch with someone who knows how to live with them. A well-trained sympathetic teacher will do more for a child than an unsympathetic mother. Teachers also have a perspective of a child, while mothers have only the close view. As soon as mothers realize that they can learn from many sources there will be better boys and girls in the world. The teacher is one of these sources.

Send your children to kindergarten. They will come home and tell you what they did. Some day the teacher will call on you and invite you to go and see the children in the kindergarten. Accept the invitation and I am sure after spending a morning there you will understand what a valuable gift Froebel gave us when he planned kindergartens. The word kindergarten means child-garden, a place where children grow.

While I was teaching, mothers would come and ask how John or Lucy behaved. When I said splendidly they were surprised. They could not understand it, for their children were so naughty at home. I found that the fault was often with the mother. She was not sympathetic with or interested enough in her boy or girl. In kindergarten the child was allowed more freedom to express himself; the teacher thus learned in what he was interested and his interests were carefully observed and fostered.

Another experience I had while teaching was with a child who did not want to come to kindergarten. For three days I used all my persuasive powers; he would come as far as the door and no farther. The fourth day I persuaded him to come into the room, but he would not sit down. The next day he took his chair, and after that, little by little, he became a part of the kindergarten. In the end he was one of my most helpful pupils. When I went to call on his parents I found that he lived over a saloon and that both his father and mother were heavy drinkers. He had been brought up with whippings, and that was the reason for his extreme distrust when he first came to the kindergarten.

Many persons have said to me, all that children do in kindergartens is to play. I always answer by asking if they have ever been in a kindergarten and almost always the answer is, no. Then I tell them to go and visit one and that after that I will talk to them.

Of course children play in kindergarten. What ought children from four to six years of age do? The play, however, is so carefully selected and guided that throughout it all the children learn many things. They learn from pictures, games, blocks, etc. My Bobby, though only four, knows the simplest forms and shapes. Direction is also taught in the kindergarten. Through plays, pictures and games the children learn about the various trades and their benefit to us. These are only a few of the things they learn, and I wish I had time and space to tell all. But perhaps if I had the time I could not do so, each day bringing forth something new.

The trouble with us as parents is that we do not play enough. Some mothers and fathers say to me that it is undignified. I answer "Never, if carried on in the real child-way. Nothing is undignified that will help our boys and girls to be better men and women."

In closing, let me add that we, as mothers, though we think we are doing everything possible for our children can always find room for improvement and the kindergartens will help us many, many times. The good work we start, the kindergartners will carry on. Let us never be like the mother who said her boy was not interested in anything. For the boy's teacher, when she called, noticed that he had a box of which he seemed to take great care and it was not long before she learned that it was a collection of caterpillars. Yet the mother said that the boy was interested in nothing. The teacher at once showed the little fellow that she, too, was interested in his caterpillars. She learned from the boy a great many things about caterpillars that she did not know,



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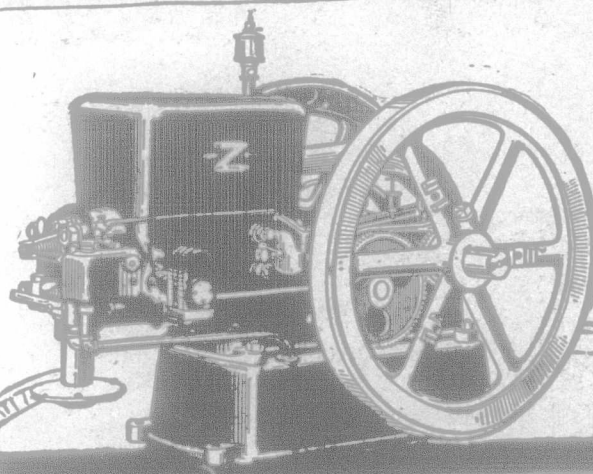
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