THE NEW PUBLIC HEALTH

The Advertiser Bureau of Public Health Information.
QUESTIONS. ANSWERS. COMMENTS.
Conducted by Institute of Public Health, London, Ont.

Questions should be addressed "The New Public Health," care The Advertiser, London, Ont." Private questions accompanied by a stamped, self-addressed envelope, will receive private answers. Medical treatment for individual cases cannot be prescribed.

L. N. B.

How do you account for a person feeling weak and ill day after day, particularly so in the morning, but apparently gaining strength and feeling almost quite well by evening? L. N. B.

Answer.—I cannot account for it in your case. It is true these columns deal with the general principles which govern public health and medicine, the physiology of the body in health and disease, and all related matters. But the application of these principles to individual cases demands first, last and all the time, a **diagnosis**, that is, a clear, definite knowledge of the **particular** thing or things in which the **particular** case has departed from the proper condition of health. **Symptoms**, as figured out and described by the patient, gives, as a rule, almost no clue to the real trouble. The patient recognizes, as a rule, only the general disabilities and the pain: both being merely surface evidences of **something** wrong. It is by the careful, expert examination of a trained physician, and only so, that these surface symptoms can be traced to the real underlying cause.

To bring this down to your question, the symptoms you describe might be due to fifty different troubles: serious or not serious; easily corrected or requiring extremely radical treatment; or, perhaps, incurable. A thorough examination, the securing of a real **diagnosis** is the first step to take.

—H. W. HILL.

GRANDMOTHER.

Do you believe in feeding children by rule? Do you not think that the majority of children are underfed?
GRANDMOTHER.

Answer—These are very difficult questions to answer without conveying a wrong impression.

Children fall into three general groups as regards feeding, according to age.

The infant, that is the child under one year old, has but one natural staple article of diet, the mother's milk. Certain, more or less fixed rules can be advocated for general guidance concerning the amount and frequency of such feedings; but the most important one, is to so feed the baby that it is happy and comfortable and grows fast. In individual cases, the advice of a trained expert is always useful, particularly for a first baby. Many mothers feed even infants with far less skill or judgment than any good farmer expends on feeding hogs.

The child from one year to four or six is still growing fast, and being introduced daily to new things, in every direction. The diet can be very wide if judiciously experimented with in small quantities and with fair regularity. Indeed by the time the child is four to six years old, it should be able to eat any of the ordinary good staples, that any adult eats with benefit; not in the amount, of course; nor in the variety **at one time**, perhaps; but in general, there should be little left by this time that the child's stomach is stranger to.

As the child grows older its individual requirements will show themselves more and more, varying widely as to amount and even as to kind, with different children, and with the same child at different times. So long as the bowels are regular and there is no indigestion, so long as the child is normally bright, energetic, active and inquiring, any and everything is grist for the mill and a reasonable variety amongst the three chief foods, proteids (meat, eggs, fish, etc.), carbohydrates (sugar, fruit, starch, vegetables, etc.), and fats, should be secured. Children like sweet things; our forefathers thought this was a good reason why they should not have them, just as they deprived fever patients of drinking water, and shut out all air from pneumonias and consumptives! But we perceive that nature, in general, has learned a little something in the thousands of years she has been at the business; sugar is good for children, and for adults, in almost any ordinary form.

The fact is that all foods, except **perhaps**, mother's milk, are more or less unsuited to the body at first, and that the body must get used to them before it can benefit.

You may have read Kipling's story of the steamer on its first trip across the Atlantic: every rivet and frame and stringer, and every part of the great engines groaned and creaked and protested, in the first agony of the newness of everything. True every rivet, frame and stringer, every valve, wheel, cog and piston-rod had been calculated, formed and cast for just exactly the purpose of meeting storm and stress, for just exactly the duties they were performing. But, nevertheless, they all suffered until they "found themselves." That is exactly the process that the body must go through up to four years old to six especially although it continues doing it, as it specializes more and more, all through active life.

That children as a rule are underfed is probably true. Amongst well-to-do people, children are more likely to be overfed, except where the parents are over-cautious. On the whole, however, remembering that the great bulk of every population is "poor," the great bulk of children probably do not get all that they could "stow away" to advantage. Of course in the world's big cities, the semi-starvation of children is one of our great racial crimes, bringing its own great punishment.

—H. W. HILL.

M. C. K.

1. Why, if disease germs are transmitable, are not physicians compelled to fumigate themselves after visiting one patient before going to another?
2. What is the death rate in Ontario from smallpox? M. C. K.

Answer.—1. By fumigate I presume you mean a general disinfection of the whole body, especially the clothing, by disinfectant gases.

The reason why fumigation is not required is very simple. The germs are not carried, practically speaking, except in mouth-spray or on the hands. The physician (or anyone else) who avoids the patient's mouth-spray, and **washes the hands**, is practically without danger to anyone else.

Fumigation was abandoned years ago after scarlet fever, diphtheria, measles and smallpox, in Providence, R. I., Dire prognostications of fearful epidemics were made, but these diseases actually decreased a little! Now it has been abandoned even in New York City after diphtheria, scarlet fever and measles.

The rule of our forefathers on visiting an infectious person was to wear caps to protect the hair, gowns to protect the clothing, rubber shoes or towels pinned on the feet to protect the shoes; then to handle the patient, in examining the throat, body, etc., and to come away without washing the hands!

In other words, they protected every part of the body which did not touch the patient, and took no precautions concerning the only part (hands) that did!

Most of the world's great contagious disease experts have never known personally of the clothing of attendants carrying infection, and those who have known such cases, point out that they are very rare, so rare that the danger of contracting the disease in one day of school attendance is much greater.

Answer.—2. The death rate from smallpox in Ontario has been as follows, as given by the registrar's returns:

Smallpox Deaths in Ontario.

1908 — Population 2,226,860; total deaths 32,714; smallpox deaths 2.
1909 — Population 2,223,264; total deaths 32,628; smallpox deaths, 3.
1910 — Population 2,239,621; total deaths 33,539; smallpox deaths, 2.

Thus these three years yielded a total of seven deaths from smallpox. The disease has been mild. The severe form often has a death rate of about 25 per cent.

—H. W. HILL.

CITIZEN.

I would like to visit the Institute of Public Health. What days and hours is it open to visitors? Please give me some information regarding it.
CITIZEN.

Answer.—The hours for visitors at the Institute are from 3 to 5 p.m. every day except Saturdays, Sundays, and holidays. Visitors are always welcomed at these times.

Public lectures to the number of about forty have already been given in London and other points during the months of equipment and organization; and members of the institute staff are continually available for engagement for such lectures, in London and elsewhere in Ontario.

Clubs, schools, or societies may arrange to have one or more lectures on public health or allied subjects at the institute itself, thus gaining the benefit of the use of an expensive projection lantern for demonstration purposes.

Systematic courses for the general public will be given also; for these courses, tickets will be sold, and regular classes formed. Any club or society desiring to arrange such courses for its own members should apply to the director. These general courses will be organized in the fall of 1913.

Special lectures on individual topics may be arranged for in the meantime, relating to School Hygiene, Flies, Sewage Disposal, Contagious Diseases, Tuberculosis, Typhoid Fever, Ice, Water Supplies, Ventilation, Overcrowding and Housing, Infant Mortality, Sex Hygiene, Germs and Disease, Immunity, Smallpox and Vaccination, Food Poisoning, Patent and Other Drugs, Rural Hygiene, etc.

The institute was built, endowed and established as an Institute of Public Health for the whole public, to gather, discover and especially to make public, everything relating to health, and the avoidance of disease. The **cure** of disease belongs to the medical profession, to the hospitals and other similar agencies. It is the especial duty of the institute, and it exists for this purpose chiefly, to make use of every means to discover the real truths about health, and then to make these truths public by every means at its command.

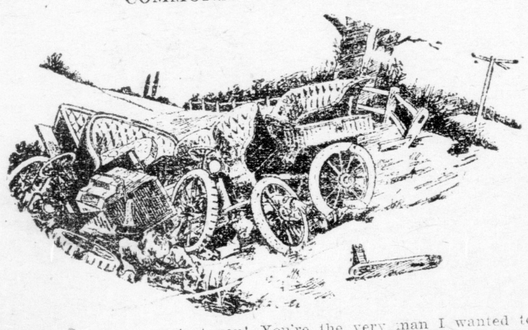
Four Public Health columns are now conducted by the institute, two in London, one in a rural magazine of wide circulation, and one in the Montreal Star. Others are contemplated also. It is proposed to gather the material thus published into a book for distribution at cost. Bulletins have been issued dealing with individual subjects and others are in preparation or in the press.

It is the object of the institute to furnish by every means in its power every facility to the medical profession and to the public for the abatement of all disease, and especially for the **abolition** of the **infectious diseases.**

—W. H. HILL.

ANNOUNCEMENT.
DIAGNOSTIC AND ANALYTICAL SERVICE.
As Furnished Heretofore by the Provincial Board of Health
Begins April 14, 1913.
INSTITUTE OF PUBLIC HEALTH,
London, Ontario.

COMMONPLACE SAYINGS.



"How lucky I ran against you! You're the very man I wanted to see!"

An Outline of the Work in the Public Schools

[By Mr. J. T. Parkinson, Principal Grand Avenue School.]

GRADE VII.

READING.

The oral reading in grade VII. aims at the intelligent and natural expression of the thoughts that the child gathers from the printed page. Children are taught to read to listeners, rather than to books. They also learn to become good listeners by being required to lay aside books, and listen to one who is reading. The ability to listen is tested by questions. Thought expression, distinct and careful articulation, and voice modulation are constantly emphasized. Oral reading being a difficult art requires much practice to insure proficiency.

Silent reading is not neglected, as to many a man it is the principal gateway to knowledge. Pupils are encouraged to extend their reading in all school subjects beyond the mere bounds of their text books. They soon learn that reading is a deep source of profit, and also a pleasure. As a beginning in this work, supplementary readers and books in history, geography, hygiene, etc., are supplied. Sets of suitable books are now obtainable from the Public Library, and they do much to further this important work.

LITERATURE.

The aim of the literature work of grade VII. is the creation of a taste for the best kinds of books. An effort is made to have pupils appreciate the clear and artistic expression of thought and feeling. Extracts from larger works are studied intensively, in the hope that it may stimulate a desire to read the whole poem, or story. The study of Tom Tulliver at School may inspire a boy to read The Mill on the Floss, or Scrooge's Christmas may whet an appetite for The Christmas Carol. Stories that involve action are more attractive at first. A boy is more interested in the tale of a hero, who does something, than in one who becomes something else than he was. But as the latter is more or less the product of the former, an appreciation of virile character can be reached through a description of noble deeds.

Again many lessons are taught for the emotional beauty and spiritual significance, which they contain, poetic imagery, language, metaphor and music have a charm for the young.

Memorization of suitable passages is not neglected. Selections are chosen that contain noble thought expressed in artistic language.

SPELLING.

Our chief aim in this subject is to make children master of the words they will need in their ordinary life. Common words used in the home, school, street, or store, are interesting to children. Repetition and drill are not distasteful, if children see the use of it. It is amazing how much effort a boy will expend in learning words that he really feels a need of knowing. The habit of correct spelling is usually fairly easily fixed, if the child can be persuaded to visualize clearly, and pronounce carefully. If this habit is once formed it can easily be extended to new words in future advanced studies, or met with in the ordinary course of life. By insisting upon correct spelling in all written work the right habit is finally inculcated. Attention is drawn to derivatives, and comparisons so that the child may recognize the smaller and more familiar word contained in the larger.

GRAMMAR.

In this grade, formal grammar is begun, it has been defined as the science of the sentence, and as such, is engaged in analyzing and reflecting upon the art of expressing experience. Now, although the child is a thinker, he is not as yet a deep thinker, and so the extent to which he is interested in grammar, has sometimes very rigid limits. All that is attempted here is the parts of speech, and their classification, phrases, clauses, and the classification of sentences, the number, case, and gender forms of words in common use.

Grammar is interesting to a boy, if the technical terms are clearly understood, and the subject grows out of a real desire to understand any relations, that his curious and active mind discovers in the language, which he daily uses. But sufficient evidence has been accumulated to prove that grammar does not affect correct speech, as much as does correct language habit formed early in life.

ARITHMETIC.

Seventh grade pupils learn to readily master vulgar fractions. Simple measurements, areas and volumes are reviewed and extended. Problems are made as practical as possible. Mental arithmetic also receives its share of the time. Accuracy, interest, and reasonable speed are aimed at. Abstract treatment of number and space has no deep interest to the young scholar, but every day problems and mechanical arithmetic taken up according to the methods of the practical, sensible world, appeal to his need of the actual and the real.

HISTORY.

In history, the general outline of the whole history of Canada is taken up first. Time is represented by a line, or other suitable diagram. The pupils arrange upon this the names of events, and historical characters, about which they have already learned. They thus learn the relative position in time of present knowledge. They learn also the different periods into which our history naturally falls, i.e. The period of discovery, the French period; the British period. Into this outline, the pupils build each detail as it is taken up during the year. Every effort is made to show pupils how our social customs, and insitutions have grown up. It is related how, for some of these, our forefathers toiled, suffered, and sacrificed. History teaches that right and wrong are real distinctions. The heroic and self-sacrificing are admired, the treacherous and self-seeking are despised. It is true that the child, as the heir of all our ancestors, delights in blood and thunder stories, and is willing to give his attention to battles and wars. But these are not given the centre of the stage, and no longer usurp all the time that should be given to the history of social conditions, and the development of crafts and industries.

GEOGRAPHY.

Considerable time is spent in grade VII. on the geography of Europe. It is taken up as the thickly populated home of most of the modern nations. The British Empire especially is of interest to young Canadians. How did an island of such position and size become the heart of so great an empire? What do its teeming millions manufacture? What are its resources of sea, and mine? What is the size of its mountains and river?

An attempt is made to connect the known in the pupil's mind with the unknown, to be learned by drawing attention to articles that have come from across the Atlantic, toys made in Germany, lace brought from Ireland, fruits grown in Greece, Italy or Spain. The pupils also know people who live among us, who have recently come from these distant countries. Maps, pictures and charts are used. Pupils draw outline, model raised maps, collect products, arrange pictures in scrap-books and in many ways enter into co-operative activity with the teacher, who guides, encourages, and suggests. The geography of North America is continued from the work in the lower grades. Canada and especially Ontario is studied in detail. A comparative study of the size, climate, population, resources, and industries of the provinces of Canada is interesting.

Pupils are given a general notion of the earth in space; its connection with the solar system; stars, planets, and satellites. An elimentary knowledge of the immensity of space, the unerring punctuality of great planets, the majesty of fixed suns, and the wonder of wandering comets, has an interest for boys, not excelled by any fairy tale.

HYGIENE.

Both hygiene and physical training teach children what is health, and how to obtain it. This grade studies what fresh air contains; how fresh air is spoiled by dust, gas, smoke, etc., the effects of bad microbes; how they spread and cause disease; the care of the hair, teeth, throat, skin, etc; the process of digestion; simple facts about circulation, etc. The pupils are encouraged to take pride in a strong, robust body. It is the foundation of strong mental life. Common sense and Herbert Spenser both say that the first requisite is to be a good animal. Our lives are in the flesh, our spirits embodied, and therefore health beautifies and perfects not only the body, but also the soul. The boy who takes pride in clean surroundings, clean clothing, and clean body will be more likely to cherish clean thoughts and clean ideals.

MANUAL TRAINING.

Manual training is given in this grade, that the pupils may come into immediate touch with some of the very things that text books talk about. Manual training is not industrial training, nor is it merely training of the hands alone, but rather it is a training of the personality through the use of the hands and mind at the same time. When a boy neatly makes something, he feels the uplift of immediate achievement of personal power. He feels the joy of the true craftsman. He realizes that his thoughts and ideas have become tangible and visible. This has a moral reaction. Suppose all thoughts took visible form, would it not startle some of us to look up and see the distorted figure of our habitual thoughts. Handwork must be true and clean to be worth while. A lie in concrete form cannot be hidden.

MUSIC.

The work in music includes songs and excercises in two and three parts; familiarity with all the tones of the major scale, in all keys. The minor mode is introduced. The cultural and aesthetic side of this work is so often emphasized that we sometimes forget, that to think intervals in the scale accurately, and to express the tones clearly demands a development of will and power of judgment, not excelled in grammar and arithmetic.

The course in composition, art, and writing is continued and extended, as outlined for the lower grades.

The constant aim in the work of every subject is to encourage 'doing' as well as 'saying'; to stimulate initative, as well as memory; to teach ideas and realities as well as words and symbols.

THE HUSBAND'S USES.

Woman (excitedly): "Have you filed my application for a divorce yet?"

Lawyer: "No, ma'm, but I am at work at the papers now."

Woman: "Thank fortune! I am not too late. Destroy all papers and evidence at once, please."

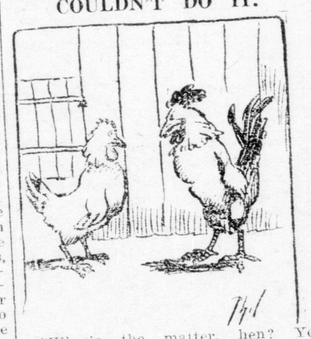
Lawyer: "A reconciliation has been brought about between you and your husband, I infer?"

Woman: "Gracious, no! He was run over and killed by a train this morning, and I want to retain you in my suit against the company for damages."

THE MAN IN THE STREET.

The man in the street is not the same as the man at the street corner.

COULDN'T DO IT.



"What's the matter, hen? You haven't been laying eggs lately."

"I know it, but you see, someone stole the nest egg, so I have not had any pattern to go by."

After Manuel Popped the Question

He Had to Let His Girl's Father Size Him Up Just Like Other Fellows Do.

Ex-King Manuel of Portugal, Princess Augusta Victoria, his bride-to-be, and his future father-in-law, Prince Wilhelm.

This is the first photograph taken of the deposed Portuguese ruler with his royal sweetheart, Princess Augusta Victoria, and her father. The date for the marriage is not fixed, but it is likely that the wedding will occur soon. The bride belongs to the elder branch of the historic house of Hohenzollern, the Catholic branch, and the consent of the Kaiser to the match was necessary. The princess and Manuel are second cousins, but had never met until a few weeks ago.

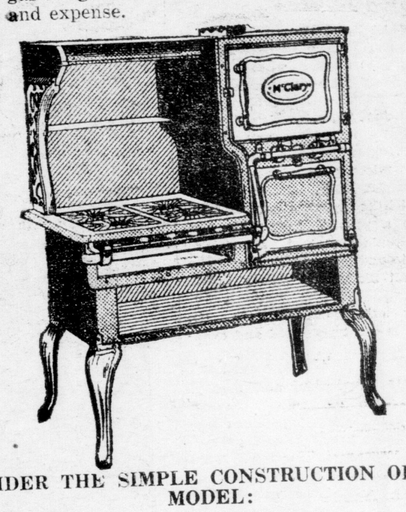
Princess Augusta has sunny hair and big dark eyes, a fascinating smile, and a willowy figure—and Manuel is said to be head-over-heels in love with her.

You Don't Buy a Gas Range Every Day

See that you get one that embodies the three essentials of a Good Gas Range—

Efficiency :: Economy :: Ease in Cleaning

McClary gas ranges possess these qualities. They possess every feature found by practical test to be an advantage. The result is a gas range that will give the best results with the least labor and expense.



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A cooking top of cast iron large enough to take a wash boiler either way.

Four large star burners and one simmering burner constructed to give the maximum heat with a low gas consumption—all removable.

Removable aluminized linings in the ovens retain the heat and cannot rust.

A cast iron oven bottom which makes **uniform** baking a certainty.

Fire-proof white enamel drip and broiler pans.

The best valves made which don't go wrong or leak.

Strong and rigid frame with doors of hammered steel

A hard baked black enamel finish—easy to clean and always bright.

ASK YOUR DEALER TO SHOW YOU

McClary's Gas Ranges

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What a Savings Account is

A savings account is the best and truest friend on earth. It asks no whys and wherefores, but returns your dollars with interest when required most. It tides over trouble and makes advancement possible when no other friend can.

The growth of a savings account depends largely on the interest paid. Our depositors receive 3½ per cent. compound interest.

The Ontario Loan and Debenture Co'y A. M. Smart, Manager.
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FREE TO YOU—MY SISTER

FREE TO YOU AND EVERY SISTER SUFFERING FROM WOMEN'S AILMENTS.

I am a woman.
I know woman's sufferings.
I have found the cure.

I will mail, **free** of any charge, my home treatment with full instructions to any sufferer from women's ailments. I want to tell **all** women about this cure — **you**, my reader, for yourself, your daughter, your mother, or your sister. I want to tell you how to cure yourselves at home without the help of a doctor. Men cannot understand women's sufferings. What we women know **from experience**, we know better than any doctor. **I know** that my home treatment is a safe and sure cure for **Leucorrhoea** or **Whitish discharges, Ulceration, Displacement** or **Falling** of the **Womb, Profuse, Scanty** or **Painful Periods, Uterine** or **Ovarian Tumors** or **Growths**, also **pains in the head; back and bowels, bearing down feelings, nervousness, creeping feeling up the spine, melancholy, desire to cry, hot flashes, weariness, kidney and bladder troubles** where **caused by weaknesses peculiar** to our sex.

I want to send you a **complete 10 days' treatment entirely free** to prove to you that you can cure yourself at home, easily, quickly and surely. Remember, that **it will cost you nothing** to give the treatment a complete trial; and if you should wish to continue, it will cost you only about 12 cents a week, or less than two cents a day. It will not interfere with your work or occupation. **Just send me your name and address, tell me how you suffer, if you wish, and I will send you the treatment for your case, entirely free, in plain wrapper, by return mail. I will also send you free of cost, my book—"WOMAN'S OWN MEDICAL ADVISER"** with explanatory illustrations showing why women suffer, and how they can easily cure themselves at home. Every woman should **have it, and learn to think for herself.** Then when the doctor says—"**You must have an operation,**" **you can decide for yourself. Thousands of women have cured themselves with my home remedy. It cures all, old or young. To Mothers of Daughters, I will explain a simple home treatment which speedily and effectually cures Leucorrhœa, Green Sickness and Painful or Irregular Menstruation in Young Ladies.** Plumpness and health always result from its use.

Wherever you live, **I can refer you to ladies of your own locality who know and will gladly tell any sufferer that this Home Treatment really cures all woman's diseases and makes women well, strong, plump and robust. Just send me your address,** and the free ten days' treatment is yours, also the book. Write to-day, as you may not see this offer again. Address:

MRS. M. SUMMERS, Box H. 12 - - - - - WINDSOR, Ont.

Is Health Only a Game of Chance?

If you are accustomed to look on health as a gamble, you will probably prove a loser early in the game.

Some may hold on to health and life for considerable time and defy the laws of nature, but there are many rules of the game, which are conducive to health and long life.

Take nervous diseases, for example. There are many symptoms to warn one of the approach of nervous exhaustion long before there is danger of locomotor ataxia or some dreadful form of paralysis.

But they seem such little things that their danger signal is not taken notice of. Sleeplessness, headache, indigestion, irritability, loss of vigor, and energy, discouragement and despondency, all point to low vitality and exhausted nerves.

Dr. Chase's Nerve Food has been wonderfully successful in the cure of nervous diseases of a serious nature, such as prostration, locomotor ataxia, and partial paralysis, but persistent treatment and considerable patience are necessary.

On this account we prefer to think of Dr. Chase's Nerve Food as a preventive treatment, which overcomes these symptoms by rebuilding the feeble, wasted nerve cells and restoring vigor to mind and body.

Dr. Chase's Nerve Food

50 cents a box, 6 for $2.50, at all dealers, or Edmanson, Bates & Co., Limited, Toronto.

PROFESSIONALIZING THE FRENCH ARMY.

"The French Minister of War hoped to rush the three years' service bill through Parliament in a few days. He has been disappointed, and the first result of the lengthier deliberation on which the Chamber insists is that the minister has practically thrown over his own bill to take up another drafted by Messrs. Reinach and Montebello, two deputies.

"The characteristic feature of this latter bill is the proposal to make good the deficiency in numbers by inducing conscripts who have served their term to re-engage, it may be for long terms. Put quite plainly, this means introducing a large professional element into the French conscript army," says the Daily News.

"It is worth noting how the Reinach-Montebello bill confirms the truth of what M. Jaures wrote in his book, 'L'armee nouvelle.' In that book M. Jaures urges that the tendency of French military arrangements was away from the revolutionary ideal of the nation in arms and towards the Napoleonic idea of a professional army."

TRUE ECONOMY.

"I would appreciate it sir," began the tailor, "if you would do something to catch up with your account."

"Oh, yes," replied the major, "I guess I do owe you a little something. "Well, I'll tell you what I'll do to catch up. I'll order only one suit this spring instead of my usual three."

NO REPENTANCE.

Teacher: "Well, Tommy, can you tell me the meaning of repent?"

Tommy: "I don't know, sir."

Teacher: "Well, suppose I stole a purse and I got locked up, wouldn't I repent?"

Tommy: "No, sir; you'd be sorry they caught you."

THE IDEA.

"We had to let that servant go."

"What was the matter? Wouldn't she work?"

"Oh, she did her work all right, but she couldn't get along with the children."

"That so?"

"Yes. She'd lose her temper every time one of them kicked her on the shins."