

(3) All previous treatment stopped and the child put on to 'Grated apple' $1\frac{1}{2}$ oz. 4 hourly and whey feeds. Within a day there was a change in the stools, and three days later she was having 2-3 normal stools daily. Her diet was increased gradually to milk diet. She is now up and about convalescing satisfactorily. All stool reports were negative to A. and B. dysentery.

Case III. *Treated solely on 'Grated Apple'*. The patient was a 7 months premature boy. He was born on 4-4-35. He has run a continuous temperature ranging from 99-104 since two weeks old.

History: Admitted to hospital on 7-7-35 with a history of fever, vomiting, and diarrhoea for the past 3 weeks. He was passing 16-20 stools daily, greenish liquid with mucus and very offensive, no blood.

Examination:—Abdomen very tense and distended but not markedly tender.

The child was cyanosed, very dehydrated and his condition was critical. He was given 4 oz. of normal saline intraperitoneally.

On the 1st day as vomiting was troublesome he was given only normal saline and sterile water ad lib. orally.

On 8-7-35 he was given 'Grated Apple' $\frac{1}{2}$ drachm, 4 hourly with whey feeds 3 hourly, and plenty of normal saline to drink. By the evening he had stopped vomiting. By the 5th day he had 1 formed normal stool. He is now on normal feeds and progressing well.

Laboratory Experiment

We tried to discover what effect the 'Apple' had on the Bacillary germ, by putting some 'Grated apple' with a Bacillary culture, but there was no change noticed.

From this it appears that the process of digestion must cause some change in the apple to affect the dysentery germ.

We have tried 'Grated Apple' on a few Amoebic dysenteries, but with very poor results.

From the above experiments it would appear that this treatment is successful in cases of diarrhoea of unknown origin in teething infants and also in some cases of Bacillary dysentery.

Two or three apples daily, costing about two or three annas is all that is required. This seems a cheap, simple and efficacious treatment, requiring no skilled administration. It is given orally in very small doses. There should be no difficulty in trying this method in village work. It might be the means of saving many poor village babies.

NOTE.—*The apple must be prepared according to instructions.*

E. McMURRAY.

ADOLESCENCE

Some Notes from a Lecture given by

DR. J. R. REES, M.A., M.D.

Deputy Director of the Tavistock Square Clinic, London

Contrary to the belief of the average school-master or mistress, the problems of adolescence rely upon what has happened to the child before the age of seven, in fact a person's whole life will react to the pattern of their personality before that age, and this can be faced, if it is worked out.

Therefore everything is not settled, for the cause of trouble may be found out and the pattern of life greatly altered. Personality is:—

Partly { Inherited.
Acquired.

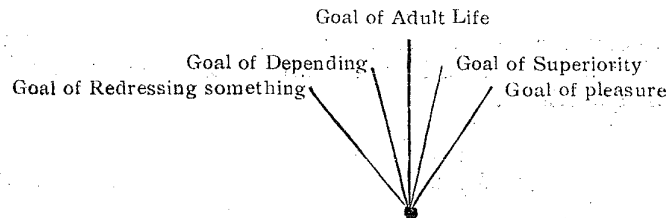
The individual, though starting as it were from nothing to make straight for the goal of adult life; but unfortunately in childhood many things infringe upon the straight line, and it is warped by bullying, bad management etc.

Therefore you find people with other goals than the adult.

Having been warped at an early age they may have a goal of:—

- (a) Superiority. They love to triumph over people, and hate being laughed at.
- (b) Dependence. They must have someone to depend upon, because the right kind of influence to make them face life alone and be independent, has been absent from an early age.
- (c) Pleasure. When too much stress has been put upon pleasure in children's lives, they will grow to think too much of sex, night clubs, alcohol etc.
- (d) Redressing something. When there is deprivation of love, which is the most important factor, you find a person who is ever aggrieved, always looking for their rights, always feeling the absence of something. They do not realise you cannot have 'rights' and freedom.

There are people who never really grow up.



Adolescence means 'Growing towards', and may be said to be the period of puberty between the ages of thirteen or fourteen to the ages of seventeen and eighteen.

The changes are both physical and psychological and are linked up round the development of the sex glands.

Sexual changes may be counted as almost secondary to the changes in the:—

Attitude of mind.

The adolescent develops an increased sense of awareness of his own power. Feels he is capable of doing anything, works for work's sake, has boundless energy, can assimilate wide views.

Therefore he must have something big to cope with, and it is only natural that he experiences big crises and battles.

The adolescent is inclined to be homosexual, to take more interest in its own sex than in the opposite, if this homosexuality goes on too long, it is a sign of danger; but it is at this period that girls and boys should be mixed, as the average healthy individuals, will take the right brotherly and sisterly attitude towards each other.

Very few cases would go wrong and if they did, would probably have done so without co-education etc.

A boy's centres of interest are rather different to a girl's, viz.—

Mother, Father, School, Mate.



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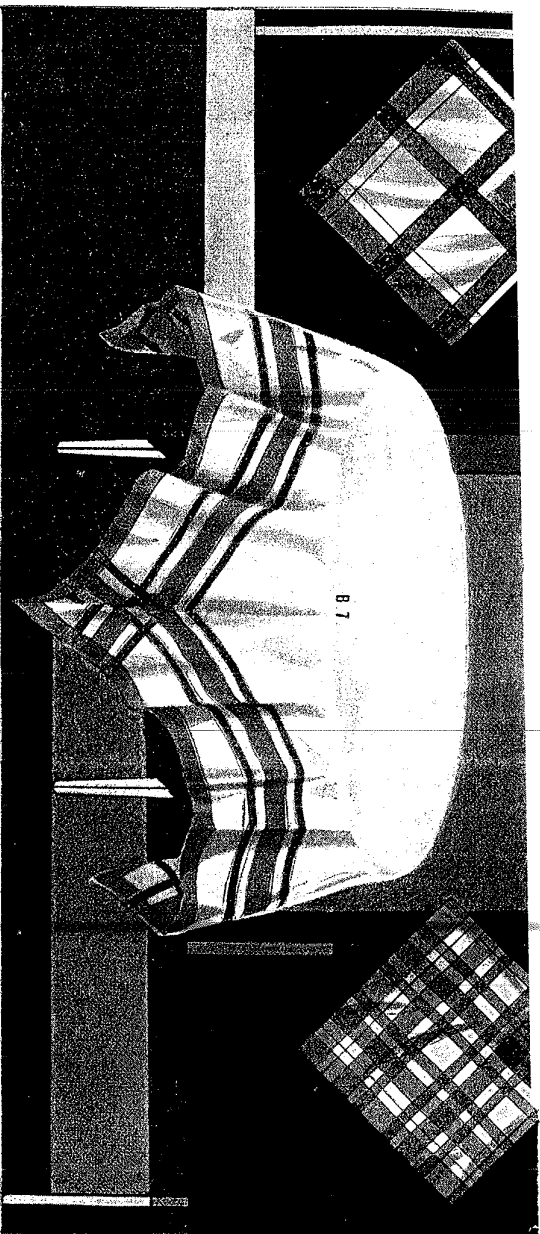
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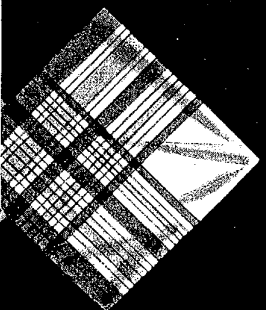
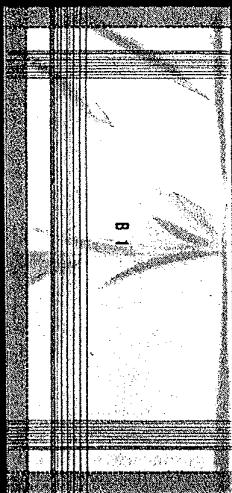
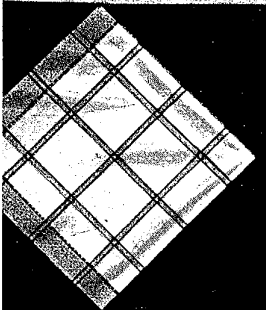
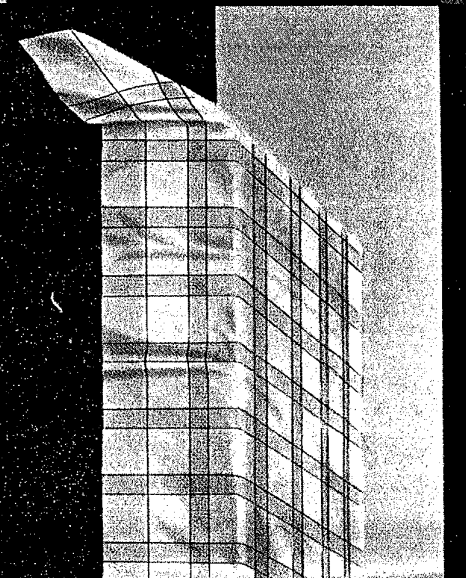
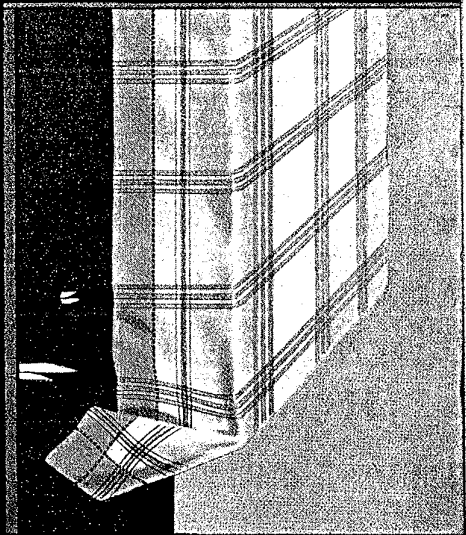


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A girl's :—

Mother, School, Father, Mate.

PHANTASIES

There are 400 versions of Cinderella, we constantly tell it to ourselves and also many other fairy stories.

It is much easier to live in phantasy, the world is too hard for a small child, who therefore almost lives in phantasy, but it should gradually taper off to a world of reality at the age of seven or eight.

But the reality must be made pleasant and life looked upon as an adventure.

Some adolescents live in regressive phantasies, are the type who creep away to corners, read by themselves etc., and their difficulties are hard to get over.

The Scout and Guide movements do more good than anything else in linking up phantasy with reality in the child's mind.

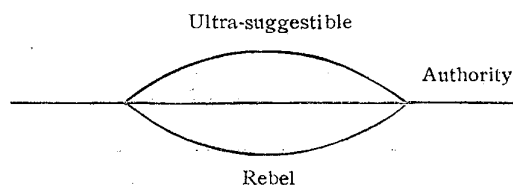
AUTHORITY AND FREEDOM

Before he is adolescent the child can be made :—

1. Mild, amenable, dependable, a type always on the side of the majority. 'The Good Boy', 'Mother's Boy'.
2. Rebel, the type who resents all authority and finally becomes eccentric, a bolshevik, or a crank.
3. Independent, rational, self-reliant.

These types are :—

1. Brought up to be too dependent.
2. Forced to implicit obedience to unreasonable authority.
3. Rationally brought up.



Children often find their way into courts, their rebellion and delinquencies being only rational attempts to find freedom from unreasonable authority.

Ex. A 'Mother's Boy' to whom his mother, a widow, was all in all, got a scholarship to a certain school. The headmaster constantly reminded him about this.

He jumped upon him because he was a scholar and wrote at the end of his reports : 'He must remember he is under an obligation'.

Finally the unreasonableness of the head-master was too much for him, and he tried to burn down his house. When turned over to the police, his mother asked him, how he could have fallen into the arms of the police. He replied 'There were no other arms to fall into'.

This case shows both the reaction of unreasonable, unjust authority and the regressive desire, to at all costs, get back to his mother.

Presenting authority to a child is a difficult matter.

Authority must not be personal, the parent or other grown up must not put himself in place of God, but should present it as the rules of Society acting only as interpreters of society's demands.

'Social order cannot be kept if you steal.'

'The house cannot be run, if you are late for meals'.

'Social ostracism occurs if rules are disobeyed'.

Most punishments are insults to children, especially if administered in anger.

Authority in Work

Examinations are a great strain, and pushing to work is often disastrous.

A child should be taught that it is not the results of work, but doing our best that matters.

Boys have been known to run away from school or to even commit suicide for fear of not coming up to their father's standards.

Self and Herd

The self-important self-loving child has difficulty in fitting into the group or playing team games.

Eighty per cent. will thoroughly enjoy team games, but 20 per cent. cannot forfeit or sacrifice their egotism and prefer to play individual games, such as tennis, golf or billiards.

Some children feel very inferior and swank for compensation.

Swank may take the form of—

Smoking, rudeness, sex etc.

For example small men are often very pompous and a man who has not done too well, will develop a marvellous 'Oxford Manner'.

If you scold a child abruptly, and make him feel a fool, he will stick his hands in his pockets and whistle. Grown ups should not patronise children, their age gives them no right to be superior.

Sex

An adolescent who has been kept in the dark and not told the truth, invariably makes a muddle of his sex life.

A child should always be told as much as he asks and no more. Girls after the age of eight should find it only natural to go to their mothers and get an unblushing, sensible reply to their questions, and boys should go to their fathers.



THE HEALTH VISITORS' LEAGUE SECTION

The Honorary Secretary of the League,
Miss M. E. Raynor, Indian Red Cross Society,
Egmore, Madras, will gladly receive reports
and articles for insertion in this section.

DEAR FELLOW HEALTH VISITORS,

It is now two months since I have written to you myself. During that time, I have been away on holiday in the High Range in Travancore. In those hills, a great quantity of tea is grown and I found it very interesting being taken round the tea gardens and shown something of the method of growing and picking the tea. Each bush has to be picked every fifteen days

and there are crores and crores of bushes on the estates, so, as you can imagine, a very large number of coolies are needed for that work and for planting and pruning, as well as for the factory work. The coolies live in lines on the various estates; each estate has its own doctor and dispensary and there are crèches in charge of ayahs where the small children and babies are well looked after and fed, while the parents are working in the tea gardens. I also saw a tea factory at work and was initiated into the whole process of tea-making from the time the leaves are brought in from the gardens till the time the tea, as we buy it, is stored in great bins, ready to be packed in wooden chests, a process taking on an average, 48 hours. I now feel almost an expert on tea, but I do not think I should like to have to do the tasting of all the various grades each week!

The other day I had very much impressed on me the fact that 'book knowledge' in health matters does not and cannot take the place of teaching and explanation by word of mouth. Within a few days of each other, two educated mothers, who had read suitable books on mothercraft, came to ask advice about their babies, which were both first babies. In the first case, the mother of a two months old boy had been assured by more than one friend that 'you can't over-feed a baby'. She had, therefore, in spite of having a plentiful supply of breast milk, given the baby anything up to 5 ozs. of dried milk after each full breast feed, as she thought it 'needed more than she had got for it'. The baby, as a result, was vomiting everything, had watery stools and was in a very bad state of nervous excitement, having violent screaming fits and very broken sleep. Test feeds showed that the baby was getting as much as 8 ozs. of breast milk at some feeds and a total of nearly 30 ozs., in the 24 hours. When one adds to this large quantities of dried milk, it is impossible to imagine the condition of a two months old baby's stomach under the circumstances. The dried milk having been completely stopped and the amount of breast milk reduced, the vomiting has now ceased and the stools have improved, together with the nervous condition; the baby is slowly becoming normal, but it will be some time before he is really happy again about his digestion. The 'spoken word' of friends had prevailed over the 'written word' of the books, with great damage to the infant and it needed the spoken word of the health worker to prove the books were right and to undo the harm.

In the second case, the baby was a girl of 3 months old and the mother had been told that 'a baby knows how much is good for it and will take the right amount', so, in spite of much intelligent reading, she had left the control of its feeding to the baby, who, being a strong and greedy young woman, had made the most of her opportunities and sometimes continued at the breast for half an hour or longer instead of the regulation ten minutes. One week she gained 15 ozs., in weight. The distension of her digestive tract had the opposite effect to that in the case of the boy; she had no loose motions, but when the quantity of breast milk was reduced, while she remained quite placid and comfortable, the stretched bowel, (having lost its tone and no longer being distended by enormous feeds) refused to do its work and the mother is having considerable difficulty in getting the condition corrected and ensuring a daily motion. Here again the mother thought her friends must know better than books. I am so often told that health and mothercraft teaching is not really needed amongst educated people who can read and learn for themselves, but I do not believe that, do you?

Yours sincerely,

MURIEL E. RAYNOR.