

5. At this stage—if the pulsations of the cord are satisfactory—wait until the next pain releases the legs. If the nurse hurries the delivery by pulling on the Breech the legs may become extended instead of flexed. A loop of the cord is pulled down to prevent compression on it.
6. After the legs are delivered—the next contraction will bring down the shoulders—the nurse only being required to help nature.
7. The next pain should deliver the head which the nurse can help to come through quickly by the Pragne or Smellies Method.

Fundal pressure promotes the necessary flexion of limbs and head so can be used with safety.

Manual reposition of the cord is necessary when prolapsed and pulsating. After sterilizing the hands and vulva and washing the cord with an antiseptic, it is replaced by making a cone of the fingers holding the cord between the index and middle fingers and placing it above the presenting part during a pain.

Impaction of the Breech is treated by locking the finger through the groin of the child and pulling down the leg.

For Nucleole position of the arms rotate the body of the child in the direction in which the fingers are, then, bring the arm down by passing the Right hand in the vagina along the back of the child with the palmar surface upwards. Feel for the elbow—flex it and the hand can be swept over the face of the child and brought down.

It must always be remembered that the infantile mortality in Breech deliveries is very high—so the nurse should have ready all the necessary stimulants and a hot bath so that there is no delay in treating the asphyxiated child.

HEALTH VISITORS' LEAGUE SECTION

Physical and Mental Habits of the Little Child

Good habits are seldom accidents; they are the result of good training, fine environment and a square deal. Bad habits are never accidents; they are the result of bad or no training, poor environment and great unfairness born of grown-up ignorance or lack of appreciation of the cause.

Accepting abnormalities of any kind as mere habits which the child will outgrow in time is doing great injustice to the child. The habit may be the indication of an actual defect, or even of just a *habit*, the persistence of which may become such a handicap to the child's growth and development that the results will be just as disastrous as if from a defect. If this is true for physical habits, it is even more true of mental habits. We must guard against both and we must recognize the relation of one to the other. Physical defects often produce bad mental habits. Children have been found in juvenile courts who learned to *steal* because some speech disorder made asking for things a torture,

Such physical habits as *bed wetting* or *masturbation* in little children have almost always physical causes which must be eliminated before the habit can be broken. It is much wiser to prevent the formation of such habits. To punish the little child for these habits seldom cures but usually fixes the habit more firmly in the child's mind or teaches him to deceive to protect himself. After the physical causes have been attended to, the most successful method of handling the child lies in keeping his mind busily and happily occupied with other interests.

But most *bad habits* would never be formed if fathers and mothers were more interested in actively forming good habits for their children. This is just as essentially true of mental habits.

We often feel that the little child's mind receives little education until he goes to school, when, in reality, his education is so far along by the time he is 6 years old that his school life consists of guiding what is already fixed in his mental and moral make-up along new roads. *Play* is the greatest educational tool of the pre-school age. *Intellect, memory, imagination* and *character* are the four Horsemen of the Playground. Simple toys that leave the child's imagination something to work on are far better and more interesting to the child for a longer period than the complicated toys that go by themselves and don't leave the child anything to do. He usually ends by smashing such toys or taking them all apart, not because he is so "destructive," as parents often think, but because he really is constructive and the toy that leaves him nothing to do bores him.

Children express their instincts successfully or unsuccessfully according to the wisdom and tact shown by mother's or father's leadership.

Both boys and girls play with dolls during the pre-school period, because dolls are a very satisfactory *outlet* for young minds. The little child loves to try out all he learns, all that interests him, upon the doll. One interested mother asked her small daughter why she had her doll respond in such a naughty way to having her hair brushed. "That is not the way *my* little girl talks," she said. "No," replied the child, "but oh, mother, it is the way I'd like to talk lots of times." Animal pets are splendid playmates for little children and are really fine educational *tools* for that period. To give a little child a rabbit or a kitten to love and care for is to give the child the material for building many of the bridges between himself and the living of life. Play is the learning process itself, and *resourcefulness, independence, adaptability* and *initiative* are some of the *qualities* developed by play.

Character habits developed by the little child are many and they are lasting. In the early training of the little child, it is necessary only to remember that the aim is not merely to cram the small mind full of things we grown-ups think are good for him but also to show him how to *teach himself*. We can discipline a child but the only object of that discipline is to teach him in time to be able to *discipline himself*. However naughty the child may be, we cannot escape the fact that the only way we can be convincing is to show, in our management of the child, the character habits we are demanding of him. To see an angry father, without a ray of self-control visible, unmercifully whacking a small boy because he didn't control himself, is usually the beginning of a grown-up tragedy.

Loyalty is a character habit we want our children to have. Their love for us makes them intensely loyal to us. We must be *worthy* of that *loyalty* if the child is to be loyal to the right and fine things in people and ideas he meets in the outside world.

Fear is a *destructive* instinct. To control a child by fear of punishment, or to teach him to control himself through fear, is to teach him to lie and to deceive us and himself. It is far better to teach a child *intelligent respect* for destructive forces like *water, fire, speed* until he can be equipped as far as possible to meet these hazards intelligently.

A *loving little child* is the greatest preacher of "faith and morals" in the world. He loves very hard and he always wants to do something for those he loves. *Service of others* is natural to the normal child. If he becomes selfish and lazy, something is wrong in our handling of him. We either do too much for him or we are too hurried to let him do little things for us. The little child's desire to help, often with things way beyond his strength, is the most constructive instinct he has and upon it is built the structure that fits him into the life around him.

In all these character habits the little child is forming, parents must cling steadfastly to the scientific fact that the boy or girl of twenty they see in the distance is being formed in all the fundamental ways now, before he is seven. How many mothers have said, "Oh, if they could only stay little for a while longer!" That is an unconscious acknowledgment of their distrust of their own methods in educating their little children. It is easy to blame school, home, college, companions and environment later when children fail. We think the child is safe as long as he is little when, in reality, he is in far greater danger from 2 to 6 than ever again in his life. He is making rapidly the "stuff" out of which his adult life is formed. He is forming the habits with which he later tackles the world. He is building the foundation of his house of life.

Don't Worry

When things go contrary, as often they do,
And fortune seems burdened with spite,
Don't give way to grieving, all dismal and blue—
That never set anything right;
But cheerfully face what the day may reveal,
Make the best of whatever befall;
Since the more that you worry the worse must you feel,
Why waste time in worry at all.

We all have our troubles, some more and some less,
And this is the knowledge we gain—
It's work and a brave heart that lightens the stress,
Of a life's share of sorrow and pain.
Then face, with this knowledge, fate's cruellest deal,
Too plucky to faint or to fall;
Since the more that you worry the worse must you feel,
Is it wisdom to worry at all?

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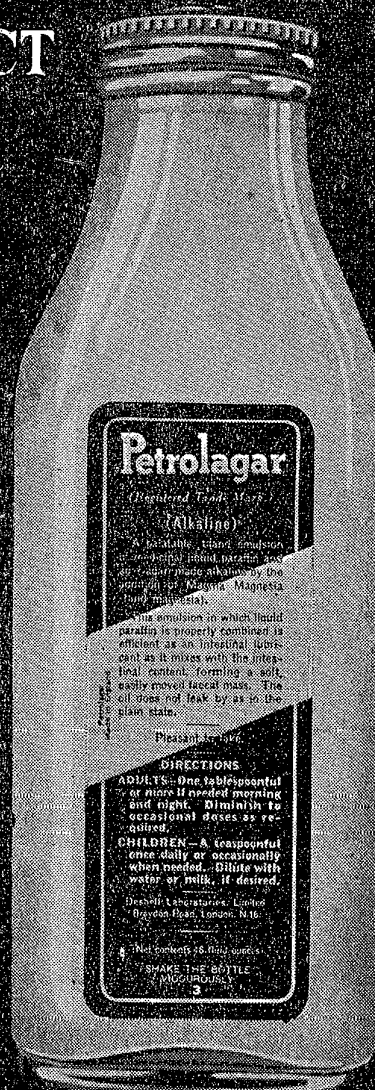
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