

THE BOTTLE BABY

WRITTEN FOR THE FARMER'S ADVOCATE BY EVELYN M'CORMICK.

It is a happy result of our healthy climate, hard work and wholesome fare, that our prairie mothers generally make excellent nurses. Still, it sometimes happens that an unfortunate infant arrives for whom no adequate provision has been made by nature. Then woe to the babe whose mother does not understand the needs of his little stomach. It is a great thing to have good pure, cow's milk to turn to. But the milk which is exactly suited to the young calf, cannot be digested by the baby human, without modification. It is not sufficient to add a very little water and a good deal of sugar as is usually done. This mixture fed in varying quantities every time he squeaks, is bound to disagree and make him fretful. And his mother concludes that he is not satisfied, especially as he does not get on, and administers the milk as it comes from the cow, perhaps bread and milk as well.

Now, everyone, big and little, is nourished not so much by what he takes, as by what he digests. And babies fed in this manner are always half starved and cross. Cow's milk contains a much greater amount of curd than he needs, and worse still, it forms into such large tough lumps that it not only cannot be digested by a baby's gastric fluid, but irritates the intestines and causes pain. Compared with cow's milk, human milk is poor blue looking stuff, almost transparent, and with only a thin cream on standing. The curd forms in tiny specks about the size of pin-heads. To make cow's milk of the same quality, put two parts boiled water to one of milk. The cream and sugar will then be slightly deficient. So to each feed of four ounces put a quarter teaspoonful of sugar, no more. To get the cream right it is a good plan to let the milk stand an hour after straining, and then dip off from the top of the milk sufficient for the day. To break up the curd and make it easier of digestion, add six tablespoonfuls of lime water to a pint of milk.

In practice it is found more satisfactory to use barley water, which further breaks up the curd and is of itself nourishing; instead of plain water. Lime is present in all good milk and water but the water of Western Canada is said to be deficient in this respect, and there is not enough of it in this mixture of cow's milk. Therefore, as it is necessary to make strong bones and teeth, lime water should not be omitted from the hand-fed baby's diet.

Milk for the baby must be from a fresh cow. It is not essentially that the milk of one cow only should be used, but there should be no strippers in the herd. Strain it immediately it is brought in, for if dirt and manure become dissolved in it, the child is liable to suffer from vomiting and diarrhoea of a serious nature. Always keep in a cool place, and covered from dust and flies. In hot, thundery weather, if it cannot be had fresh from the cow three times a day, it will be wiser to boil it, after taking out the first feed. A pinch of baking soda mixed into it will help to keep it sweet and it is a good digestive. It is impossible to be too particular about the sweetness of the milk. The babe is intended by nature to draw his nourishment direct from the breast every time. From the moment the milk is taken from the cow changes begin to take place in it. If fed to the baby when just on the turn, the result may be disastrous in the extreme.

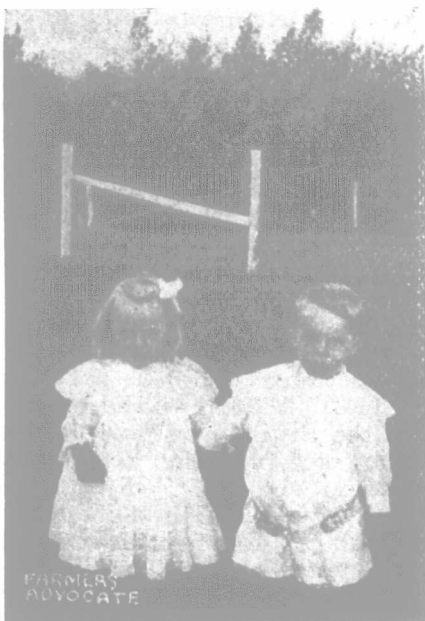
Lime-water is made from air-slacked lime. Procure a small lump, put it into a toilet pitcher and fill up with cold water. Stir well and allow to stand twenty-four hours. Then, after skimming, pour the clear into bottles and cork. As long as lime remains at the bottom the pitcher may be refilled. It is better not to use good sealers to keep it in, as the lime makes a coating on the glass which is difficult to get off.

To make barley water, wash two tablespoonfuls of pearl barley, pour on one quart of boiling water, add a pinch of salt and let it boil rapidly for three-

quarters of an hour. A more convenient and economical way is to use the patent barley flour put up in tins and sold at the drug store. A teaspoonful only is required for a pint of barley water, and it is made in a few minutes. When the baby is six months' old a tablespoonful may be used to a pint of water and mixed as before with the milk in his bottle. It is an easy way of increasing his nourishment without the risk of an actual change.

To prepare the food for the day, measure out in one pitcher the proper quantity of milk, and in another the amount of barley water. To the latter add the lime water, and for diluting purposes count them as one. The rest of the mixing may be conveniently done when preparing baby's meal. Stir in the cream every time and measure the exact proportion of each ingredient. Most feeding bottles are marked off in half-ounces, but if not a small measure should be bought. Baby will not thrive unless his food is accurately proportioned.

With regard to feeding bottle, the best are undoubtedly those without tubes, being more easily kept clean. The nipple should not be much larger than that nature provides, and the pin-hole altered to allow the milk to flow easily. Baby must be able to get it without too much work, a small weak baby would get tired before he had enough. The best way is to pinch the



A PAIR OF TWO-YEAR-OLDS.

LILLIAN AND LEONARD COOK, ELGIN, MAN.

nipple together at the top, and with the scissors make the smallest possible cut in a slanting direction, so that it will be V-shaped when open. It should be carefully done, as a large cut would ruin the nipple. The result is a tiny triangular flag which rises to allow the milk to flow when baby sucks, and closes of itself when he swallows.

It need scarcely be said that everything used for baby's food must be kept absolutely clean. Immediately after use rinse bottle and nipple, first in cold, then in hot water. Leave to soak in cold water in which a pinch of baking soda is dissolved. Once a day at least the bottle must be scoured with sand shaken up with a little water, or small shot answers as well. Now and then, particularly in hot weather, everything used for the purpose should be put into hot water on the stove, and allowed to boil for a quarter of an hour. If tubes are used they must be cleaned with a quill feather, or brush run through, and soaked with the bottle. They and the nipples must be frequently renewed, as they absorb the milk and become sour and slimy after a while. It is wise to keep new ones in the house in case of accident.

(Continued in next issue.)

WRITING IN WESTERN SCHOOLS.

By looking over Inspectors' Reports of the Public Schools and also by our own observation, we cannot fail to see that the writing throughout all the grades is in a lamentable condition. The success which attends the teaching of writing in school is not in fair proportion to the time occupied in it.

This must arise from defect of method for the object aimed at is definite and attainable, and there is abundance of time for attaining it. The average child enters the Common School at six years and leaves for the High School at twelve or thirteen. Various methods have been proposed which agree in the importance they attach to imitation, but differ as to the principal on which this imitation is to be effected. In some it is more mechanical, in others more intelligent and free.

The tests of good writing are three; (1) Legibility. (2) Beauty (3) Rapidity.

At present I will confine myself to enumerating the causes of failure in these three requirements.

(1) The extent to which scribblers and lead pencils are used is to be regretted. The child has no respect for his written exercises. They appeal to him simply as "scribblers" which are to be torn, blotted and abused, then finally thrown into the fire.

(2) Drawing is neglected in the Junior Grades. Writing is a species of drawing; both being the art of imitating forms. The perception of form requires to be cultivated, like any other exercises of the senses. The child should know what a straight line is; in its different positions of vertical, horizontal and slanting; he should recognize equality and difference of lengths, widths and thicknesses; and he should be acquainted with the simpler curves and straight lines. Without such an experience of form he can make no progress in writing. We may come to the conclusion then that writing is based on drawing.

(3) The common parallel ruling, which is the young child's "prop" in writing is dispensed with too soon. It requires long-continued practice before the young pupil can dispense with the upper parallel, and still longer with the lower.

(4) The young pupil does not get sufficient time when writing his exercises. He should write legibly and neatly, at whatever expense of time, before he thinks of writing quickly.

Rapidity in writing is practically inapplicable during the period in which the pupil is learning to write.

(5) Too much pencil writing is a very serious error in our schools. It cannot but be prejudicial for young pupils to persevere in writing after the hand is fatigued. The spelling lesson, for instance, should be made oral instead of written every second day in order to give the little hands a rest. A small portion well done is to be preferred to a page of "scrawls."

(6) The school-hand is applied too soon to the business hand. A good school-hand is the foundation of a current-hand and the better the one, the better will be the other. A premature change will certainly break down the pupil's hand altogether.

(7) The most serious mistake noticed is the indifference teachers of the higher grades have to the art of writing. Pupils pass through Grades VI, VII, and VIII without handling a pen. It is a matter of accident whether they become good writers or not.

Man. BESSIE WELLINGTON.

ACHIEVEMENT.

I cannot see the veiled face of success,
My weary efforts in the shadow lurk;
I cannot guess reward beyond the stress—
But I can work!

I cannot find the life where I belong;
The heart with need of me, all else above;
I cannot be burden of Love's song—
But I can love!

I cannot always hopeful be, and brave;
The long, hard struggle will not seem worth while!

I cannot quench the slow hot tears I crave—
But I can smile!

—EDITH BARNWELL, in February
Munsey.

DOES YOUR HEAD

Feel As Though It Was Being Hammered?

As Though It Would Crack Open?

As Though a Million Sparks Were

Flying Out of Your Eyes?

Horrible Sickness of Your Stomach?

Then You Have Sick Headache!

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Mrs. J. E. Kellar, Toronto, Ont.

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