

turpentine. The market is well supplied with stains, floor paints, varnishes and wax and oil finishes. I found a good and inexpensive oil finish to be a mixture of one part linseed oil, one part paraffin, one part turpentine. This I applied white hot with a brush, although I have heard of people putting it on with a broom. It seems to be a very durable finish, but if anyone knows of a better method I will be glad to bear of it for future reference. I should explain that I did not treat the whole floor in these bedrooms, but only about two or two and a half feet all around the room, as I made my carpets into squares.

Next year we hope to purchase a new rug for our parlor and, of course, the floor will have to be treated in some way. I would like advice as to whether or not it would be a profitable investment to lay a hardwood floor in the parlor, as the boards in this floor are quite wide also. I hope some Home Club members will be able to offer me some advice along this line. —Aunt Gracia.

Training the Children

No. 2.

Respecting a Child's Rights

Mrs. Charles R. Long.

WHAT are the qualities that make a person "livable with," as we say? Is not the fundamental one respect for our own rights and for the rights of others? And is not one side of the question equally as important as the other?

If my child must respect certain rights and privileges which belong to me as a parent, then I must respect rights and privileges that belong to him.

One of the first marked traits a child develops as soon as he is able to play with others is wanting to have things for his very own. He quickly learns the "mine" and "thine" of things and especially the "mine." It is my book, my rattle, my ball, and great is the uproar when he is requested to share his property with another. At this stage young mothers are often given to discouragement and make such remarks as "I do not know what I shall do with my boy. I fear he has an extremely selfish disposition. He refuses to let any other child so much as touch any of his playthings." But, wait, dear mother, remember that instincts are crude when they first appear and must be wisely and patiently trained.

Let us first respect the child's rights and say, "Yes, it is your ball, but won't you let your little friend play with it?"

By following this method we shall find the child becoming more and more aware of his playmate's as well as his own rights. He will share his favorite blocks with another, not because some grown-up in authority says, "You must," but voluntarily because he respects the rights of another to share in his play. The idea does not formulate itself in his little mind in so many words perhaps, but it is the response that follows from instinctively recognizing that he is being given his due and that it pays to mete out like measure to another.

One of the greatest opportunities within reach of all mothers is through the medium of story-telling. Stories interest children enormously, absorb the entire attention, for the time being. They establish a bond of mutual sympathy between the storyteller and the listener. They teach lessons of bravery, unselfishness, kindness and a regard for truth, with no securing effort in those directions. They also develop the imagination. When we stop to think that every instruction we have, every great effort accomplished, was first developed in some individual mind through the aid

of the imagination, we will do everything we can to foster this great power in our children.

A New Soap Substitute

THE word "substitute" is becoming almost as common as "conserve" nowadays. Here is the latest substitute of which we have heard, and it might be well worth our while to make a mental note of it.

As soap is almost unobtainable in Belgium, the housewives are seeking possible substitutes. Through the medium of a Brussels newspaper, a chemist has given them the following advice: "Pour the hot water in which peeled potatoes have been boiled over the linen to be washed. Allow it to soak until the following day, then rub it as one would in a lather, but, of course, without adding soap. The linen will come out of the tub perfectly white."

Substituting Glucose for Sugar

SOME weeks ago Our Women Folk will remember that we published an article on marmalades and in that article told of an experiment which had been tried out by Miss Davidson, Director of Domestic Science in the Central Technical School, Toronto. This experiment was in making use of glucose as a substitute for sugar in marmalade making. A few days ago we asked Miss Davidson if the experiment was still considered successful. We were advised by her that the marmalade which had been made at the Technical School had been sold, and many who bought it have since reported that they have purchased glucose for making their own marmalade and have found it delicious.

We asked Miss Davidson whether or not she would advise using glucose in the canning of fruit, and were informed that the open kettle method would be the only one in which she would recommend using glucose. A great many of us are getting into the way of canning our fruit in jars, although there are some varieties which, no doubt, keep just as well if cooked in the open kettle, and if we so desired, glucose might be tried to some extent at least.



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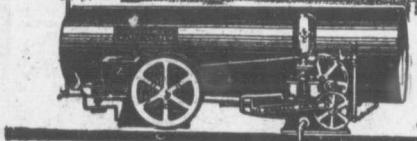
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