

# About the ... House

## USEFUL HINTS.

Racon fat imparts a delicious flavor to chicken if used for basting or basting.

In cooking too much salt has been put into an article add the same amount of brown sugar to counteract the effect.

When making a beefsteak pie remove every particle of fat, as it never bakes well and makes the pie both greasy and indigestible.

To clean mirrors remove the fly stains by rubbing with a cloth dipped in methylated spirit. Then polish with a woolen cloth and powdered blue.

When marble is spotted scatter over some powdered borax where it is stained or soiled, and then wash the marble with warm water, using a flannel.

To set delicate colors soak them for ten minutes previous to washing in a pall of tepid water, in which a teaspoonful of turpentine has been well stirred.

Apply glycerine to a scald directly the accident happens and cover it with strips of rag soaked in glycerine. If glycerine is not at hand apply salad oil in the same way.

Upholstery dried and pulled apart into down are said to make a capital filling for sofa pillows. This cat-tail down does not absorb dampness, neither does it ever grow mouldy.

After using olive oil in place of butter to saute potatoes, small fish, tomatoes, etc., few housekeepers will care to go back to the old fashion. Oil, even the best, costs very little more than butter, and less of it is required in cooking.

Hardwood floors should not be washed. It is better to take equal parts of turpentine and crude oil and rub the floor well with a woolen cloth moistened with the mixture.

Melt together a little mutton fat and beeswax, and, when liquid, rub a little of it over the edges of boot soles, where the stitches are. This will render your boots quite waterproof.

Lima and red kidney beans are very good baked with pork, as ordinary white beans are prepared. Green or dried beans may be used. The dried ones must, of course, be soaked before baking.

Turpentine cleans tin or zinc and makes it beautifully bright. It is also useful for cleaning discolored white bath enamel. Take a soft cloth, dip it in a little turpentine, apply to the stained parts, then polish with a duster.

To keep flowers fresh mix a little carbonate of soda in the water in your vases and you will find that the flowers will keep fresh much longer. Again, it is a good plan to keep them in a dark room when not required for use.

New milk put into a stone jar, tied over tightly with greased paper, and placed in a moderate oven for several hours, makes a nourishing drink, which is nearly equal to cream. Eaten with stewed fruit or preserve this is excellent.

When frying doughnuts have a kettle of boiling water on the stove, and as each doughnut is taken from the fat, plunge it for a second in the water, then drain. The doughnuts are said to be entirely free from greasy taste or feeling when so treated.

You can really manage very well without scales if you follow this simple plan. One ordinary teacup full of flour is four ounces, so that four teacupfuls make a pound. Sugar is heavier, so do not take a full cup of it to make four ounces. Shredded suet is so light that a teacupful is only two ounces.

Earthenware and stoneware pots and pans for cooking are greatly to be recommended. They are easy to keep clean and slow to burn, and give no unpleasant flavor to anything cooked. Earthenware jars may be stood on the stove or in the oven equally well, and the contents will not suffer by remaining in them till cold.

## TRIED RECIPES.

Pickled Grapes—Fill a jar with alternate layers of grapes that are just ripe and sugar, leaving the grapes in bunches after freeing them from any that are imperfect. Fill the jar with cold vinegar and cover tightly.

Cream Pudding.—Melt a rounding teaspoon of butter in two cups of milk scalded in a double boiler, then stir in three rounding tablespoons of sugar. Add a few gratings of nutmeg and the yolks of three eggs well beaten. Beat the whites of the eggs until stiff and stir into the pudding lightly. Butter a shallow pudding dish and dredge one-quarter inch deep with cracker crumbs; pour in the custard, then sprinkle the top with crumbs. Bake and serve cool.

Lemon Layer Cake—Beat a level tablespoon of butter and one cup of sugar together, add one beaten egg, two-thirds cup of milk, two cups of flour sifted with three level tablespoons of baking powder. Bake in layers. Spread with a filling made

from the grated rind and juice of one lemon, one spoonful of water, one-half cup of sugar, one egg, and one rounding teaspoon of butter. Boil ten minutes, then spread between the cakes.

Indian Pudding—Heat one pint of milk to the scalding point, then add seven slightly rounding tablespoons of corn meal and scald it. Add one pint of milk, and skimmed milk will do as well as whole milk, one-half cup of molasses, one-half level teaspoon each of cinnamon and ginger and a pinch of salt. Stir well and bake three hours. About half an hour after the pudding begins to cook stir it from the bottom of the dish, then do not stir it again. Sometimes for a change add a rounding tablespoon of chopped suet.

Orange Omelet—Three eggs, 8 tablespoons of powdered sugar, 1 orange, using the grated rind and 3 tablespoons of juice; beat the yolks of the eggs with the sugar to a cream; add the grated rind and the orange juice, then fold in lightly the beaten whites of the eggs. Have a clean smooth frying pan, put in a teaspoonful of butter, rubbing it round the side as well as the bottom of the pan. When the butter bubbles turn in the omelet mixture and spread it evenly. Do not shake the pan. Cook until it is a delicate brown and seems cooked through, but not hard. Fold the edges over a little and turn it on to a flat dish. Sprinkle plentiful with powdered sugar.

## WASHING DISHES.

Dishwashing is usually considered a disagreeable task although it would not be an easy matter to account for the aversion to it. It is not sloppily dirty work unless one is careless, and the hands need not be roughened by it. Scrape all the crumbs from the plates into a bowl and empty them into a slop pail. Do not pile the dishes up indiscriminately, but put all the dishes of one kind together. There should be a clean dish cloth or mop and at least two dry towels. These may be of linen.

## WHAT TO READ.

Essay Read by Mr. R. J. McKesock, Solina, at the Durham County Teachers' Association, Bowmanville.

To many of our teachers working hard in the preparation of candidates for the various examinations, it may seem an injustice to expect them to add any heavier burden to an already heavy curriculum. Yet since education is to fit the child for true citizenship, should it not be some part of our duty as teachers to help and lead out on broader lines. The chief function of the school is to direct mental activity, and when I see the eagerness with which many pupils grasp at a story to read, either in book or paper, it seems to me that we ought to have some course in reading in our public schools that would give us a chance to direct the reading of our pupils, and if possible create in them not only a love for literature, but what is more important, a love for good literature.

It is required of the professional man of to-day that he should have not only the technical knowledge pertaining to his profession, but a fair degree of culture as well. Is there any good reason why the mechanic or the farmer should have less. Where will he get it better than by reading, and where will he get a love for reading if he does not get it in the Public School before his whole attention is taken up with his daily tasks. These men are not mere money-making machines, and the possession of cultivated literary tastes would be a valued means of relaxation after the day's work.

If all our Public School pupils were going to the High School to complete their education, then leave Supplementary Reading to the High Schools, but with a very small percentage of our pupils ever entering a High School should we not give the majority who stay at home at least a share in the benefit to be derived from a course in reading outside of the short selections in our Public School reader.

I notice a High School announcement among the good features of its work, says:—A regular course in Supplementary Reading to encourage in pupils a love of literature and to beget a habit of thoughtful reading. Why not give the less favored boy a taste of that love for literature also?

The taste for that which is pure in literature is a taste which begets refinement in every department of life.

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action, and thought. The boy who loves a pure poem will not indulge in evil language. The boy who will sit down and enjoy a pure story, or who delights in Tennyson's or Longfellow's poems and who stores his memory with them, is the one who will have the highest ideals in life. Human beings must think, and if children's minds are not filled with noble thoughts there is much room for baser ideas.

And what of the child's ideals. We are told that the ideal is to be attained by selecting and assimilating into our whole the perfections of many individuals, excluding everything defective. It is our effort to become like our ideals that tends to make us great. Children strive to imitate the highest model of man or woman they know. Any trait of character displayed by a favorite friend or teacher is quickly acquired, because it is human nature, to do the best they can, that is, to become like their ideals. To get the highest ideals they ought to read the best literature. Here poetry and fiction are of foremost importance, as they are the representation of idealized characters. They stimulate the imagination and arouse the mind to greater activity and stronger desires to attain the realization of their ideal.

It is a well-known principle that no new idea may be implanted in the mind without some principle in the inner nature akin to that which is being taught. Children readily recognize that of which they have some knowledge. These powers of recognition are the basis of advancement, and it is our duty to multiply these as far as possible in the children under our care. Life is too short to let the pupil have actual contact with all the difficulties to be overcome so we must let the child supply them through imagination, inspired by the reading of books suitable to his mental condition and advancement. Do not children coming from homes where they have access to good reading matter grasp with ease thoughts presented to them, while others of similar age and temperament who have not the same advantage acquire these principles with difficulty? Of course we must admit, a part of this may be due to heredity, for the possession of that literature indicates the intellectual tendencies of the parent; but at the same time, the ideas the child is gaining from that library proves exceedingly valuable in the acquiring of further knowledge. But the question then arises, are there any practical results to be derived from a course in Supplementary Reading that will repay us for the time necessarily taken from our other school work. The mere fact that the course in Supplementary Reading will broaden the mind of the child ought amply to reward us for the time spent. For surely the increased intellectual power will to some extent lessen the difficulty with which the pupil grasps the underlying principles in the other subjects. As a first example take history. Are the dry details of history sufficient to establish a thirst after historical knowledge? I fear not. Our Public School history says little, much too little, to give us inspiration. The historical novel is as necessary here as is the ballad, the song, or the military display to the patriotism of the nation. Let us then supplement these dry facts where we can by giving to our class something with a little more in it to inspire a love for history as well as a love for country.

Another subject in which the pupil would receive a great deal of benefit from a course in Supplementary Reading is in composition. Success in composition requires a large stock of ideas and a copious vocabulary. It is an old doctrine that we learn to do by doing, but in composition at least, this has its limitations. Before the boy can write he must have something to express, and the best training for the average boy is not in always writing composition, but in doing a fair share of reading composition as well, that is in the reading of good literature.

What an increased power of expression on their answer papers, more extended reading would give. An examiner on entrance papers cannot help but notice the difficulty with which most children find words to express their ideas. Would not a carefully outlined course in Supplementary Reading, properly used, give an increased power of expression, which, on examination papers alone go far to repay the time spent on it. It would be to our present school course what the side lines of railway, or the tributaries to the mighty river, adding a little here and a little there, all going to increase the one great whole.

In geography how many facts would be more firmly impressed by stories of travel or exploration, and what new life it would add to literature after some time spent in reading something more substantial than the mere scraps provided by some of our lessons. How can we inculcate the true patriot feeling into our boys better than by letting them hear or read tales of our own great British and Canadian heroes.

The promiscuous reading of books is to the mind what the mastication of all kinds of material is to the body.

There are dangers in attractive literature of the sentimental character, which leaves the mind in a

surfeited condition, and unable to grapple with the problems that face the average youth of to-day. Books of travel, adventure and exploration give life and reality to the dry details of the past; while lives of explorers, warriors, heroes, statesmen, historical characters and religious celebrities all leave lasting impressions for good and elevate and enable our ideals.

The demands which the needs of children have made on the authors of the present age have brought forth an abundance of books for their special use. There are books on geography, history and nature study reduced to suit the minds of children of any age. The journals and monthly magazines also might be used with very good results in school. They teem with history and biography, as well as facts concerning the inventions of the age. Our Canadian Magazine is a library in itself taking up everything from the plant and animal life of our Dominion to her wars and the heroes engaged in them.

Last of all, in the line of reading, outside of text-books, might I mention the newspaper. The newspaper of to-day contributes much to the moulding of public opinion; might it not also be used to assist our pupils in preparing for the battles of life? Newspapers are practical, and that is one class of education much in demand at the present time. They are the product of men who come in contact with the world, and are full of interesting accounts of current events much relished by the pupils. For example, during the South African war how much of both history and geography might have been stored in the minds of the pupils by following the main events as they appeared from week to week in our papers; and by looking back over its causes, how much past history could have been linked with the present. The boy who reads the papers will be able to tell you a good deal more about Russia and Japan, the boundary line of Alaska, or the government of Canada than is to be found in text books.

The question of how to deal with Supplementary Reading in school I will not attempt to discuss, but leave it to those of you who have more experience; but I doubt not, that if we get the Supplementary Reading we will find ways and means of dealing with it with profit to our schools.

## PERSONAL POINTERS.

### Notes About Prominent People on the World's Stage.

Five hundred thousand dollars for twenty concerts is the sum Kubelick is to receive for his tour in December in the land of the Czar.

King Oscar of Sweden, it is said, is a speculator on a fairly large scale, and has made a large amount of money by dealing in stocks and by privately buying up out-of-the-way slums in Stockholm on the chance that they would be wanted for street improvements in course of time. Mr. Andrew Carnegie gets at least 200 letters a day about libraries, and he answers them all. He is a great lover of the bagpipes, and every morning the inmates of Skibo are awakened from their slumbers by the merry music evoked by the castle piper, who is also on duty during dinner.

A French astronomer, M. Joubert, head of the St. Jacques Observatory, has had all his children named after stars. He has a Uranus, Jupiter, Saturn, and a Venus. In completing the family firmament he has the good fortune to be presented by his wife with twins, and has christened them Castor and Pollux.

The late Emeritus-Professor Bain, of Aberdeen University, like many notable men of humble origin, was not ashamed of proclaiming the fact. On one occasion he jocularly said to his students in the logic class, "Gentlemen, my wife may be connected with the Thanes of Cawdor; but I am descended from the tinkers of Braemar."

Lady Constance Mackenzie is nothing if not original, and she has just had built a kind of light Norwegian cariole, in which she drives about in Ross-shire. In Somaliland Lady Constance's costume was unconventionally picturesque, for it consisted of a soldier's grey flannel shirt, worn open at the throat, and with sleeves rolled up, khaki trousers, and a broncho-buster's hat. She rode astride, and always at a canter, and shot, too, remarkably straight.

The Hon. Charlotte Knollys (pronounced Knowles) who has been the constant attendant of Queen Alexandra for the last thirty years, is said to be the only lady not related to the Queen who calls her by her Christian name, or rather its diminutive, "Alix." In return Her Majesty and the Princesses Louise, Maud,

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and Victoria always address Miss Knollys as "Chatty." She invariably travels with the Queen and has apartments in all the palaces.

Canon Horsley, of England, tells many quaint stories of his experiences as a prison chaplain. One of these relates how he took a reformed burglar out for a drive in the country after an enforced seclusion in one of His Majesty's prisons. The burglar appeared to enjoy himself immensely, but when they passed a pretty house standing back from the road, and bearing evidence of the taste and wealth of the owner, the burglar fairly gloated over it and, turning to the Canon, exclaimed, "What a lovely little crib that would be to crack, sir, wouldn't it?"

King Edward VII. has now two Emperors in his Army, and both are Field-Marschals. One, the Emperor of Austria, received his commission only quite recently; but the other, the German Emperor, has been a soldier for over two years, his baton being a birthday present from his Royal uncle on January 27th, 1901, during his sad sojourn in England at the time of Queen Victoria's death. In addition to being a Field-Marshal in the Army, the Kaiser is an Admiral of the Fleet in the British Navy, an honorary post conferred on him by Queen Victoria fourteen years ago.

Madame Nordica, the famous vocalist, relates with amusement that her first fee was paid to her not for singing, but for consenting not to sing. When a child the great singer had two elder sisters, whose singing practice (for they also were vocalists) was greatly disturbed by the effort of their little sister to join in their songs. In vain they appealed and protested; the little one had talent and was not to be denied. Indeed, it sometimes happened that she learned their songs before they did. At last resort was had to bribery, and the ambitious little vocalist received a money payment to secure her silence.

No European ruler uses the telegraph so much as the Emperor of Russia. He has a secret code both for his private and his official messages, and expends \$25,000 a year in this kind of correspondence. The German Emperor spends \$15,000 a year in the same way, and he uses a code which he has invented himself, and which he finds very useful whenever he desires to communicate with the Cabinet Ministers or other prominent officials. The telegraph is not used to any extent either by the King of Italy, the Emperor of Austria, or the King of Greece; but, on the other hand, King Edward and Queen Alexandra use it constantly. King Edward signs his private despatches "Albert Edward" or "Bertie," and the Queen, who always signs hers "Alexandra," writes quite as many in German as in English.

Sir Harry Johnston, the defeated Liberal candidate for Rochester, England, even when far from civilization always likes to be well dressed and well found in every way. Even in the wilds of Uganda he always had his meals at a table with a spotlessly clean table cloth, whereon reposed silver and glass such as you might find in some Belgravian home. Sir Harry once had to raid a noted slave-raider named Tmose. He first gave him warning that when captured he would be hanged, and when the fight was over and Tmose was a captive he was led into the Englishman's presence. "Tmose, you were foolish to fight," said the victor. "You shall have a good dinner and the best bottle of champagne I have now, and at seven to-morrow morning you shall be hanged." The hanging was carried out with punctuality, and immediately Sir Harry sent the following laconic message to Lord Salisbury: "Advanced against Tmose defeated, captured, hanged him.—Johnston."

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