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THE HOUSEHOLD---Supplement.

WISHING.

"I wish I had an eagle's sight!"
Said Johnnie, with a radiant look,
As all sat round the evening light,
Each occupied with work or book—
"Then on far Eiffel tower I'd stand,
And view the wonders of each land."

"But you've no ship to cross the sea!"
Cried little May in quick reply,
"And if you had—how sick you'd be!
I'd take the eagle's wings and fly—
Then on and on, o'er hill and plain,
Right round the world and home again."

"Pshaw! eyes and wings!" sneered sturdy Dan—
"I'd choose, if I a choice could make,
A lion's strength." "And I," said Nan,
"The lily's breath and beauty take."
Then sweet-toothed Nell piped, "For my part,
Give me, from bees, the honey art."

Wishing ran wild. We all were gay,
Mother sat sewing, weary faced:
Small time had she for books or play,
So many stitches must be placed.
Old pussy stretched, lazy and fat,
Close at her feet upon the mat.

"Mother?" called Dan, "'tis your turn now!
What would you take had you the chance?"
She pushed her glasses up her brow
And gave us all a kindly glance—
"Well, if I could, and 'twas no crime,
I'd take," she said, "the cat's spare time."
—*Boston Transcript.*

DISTRICT SCHOOLS.

The true teacher, like the poet, is born, not made. As many try to write poetry who have not the "divine spark," so hundreds try to teach school who have few or none of the requisite qualifications. That may be a wise regulation—for their schools—of the Boards of Education of many of our cities and towns which requires applicants for positions to have a term's experience in a country school, but it makes the country schools a sort of training ground where beginners try their 'prentice hand. But experience must be gained somewhere, that's certain. The conscientious young man or woman who really essays to do the best possible, will undoubtedly make some mistakes in management, which may be condoned because of the genuine effort to do well which is at the bottom. Many students of the University, the Agricultural College, and the smaller educational institutions throughout the State, help themselves by teaching during vacations, and generally, I think, give fair satisfaction. Most of them know enough; the only trouble is the employment is felt to be but temporary, a mere stepping-stone; they have no reputation to make as teachers, not meaning that to be

their life work. The State Normal School is annually furnishing well-equipped, specially educated teachers, who however are speedily secured as educators in city schools. As with ministers, there's never an over-supply of good, competent teachers, especially after they "get experience."

The bane of our country schools is the girl who wants a little money of her own and thinks she knows enough to teach school and get it. She does not care if twice two is six or Cape Cod is a river in Africa if she only gets her wages at the end of the term, anything to get through the requisite number of days. The children readily detect her motives and her incapacity, and govern themselves accordingly. She's a cheat and a fraud, because she takes money she has not fairly earned. Often she's a relative of some member of the Board, and gets the school through "influence," a mild form of that nepotism which seems to obtain in all appointments and whose motto is "Look out for your own!" In a school district I once knew, it was a cast iron rule that no relative of any member of the Board was to be employed. The regulation had its advantages. The time of the children and the school money is generally wasted under such teachers, but there seems to be no known remedy. Those whose children suffer from the incompetence of the teacher and know it, dislike to stir up unpleasant feeling among their neighbors; those who are indifferent and disposed to let the school run itself, don't care enough or know enough to make a fuss. But don't be too captious, nor too zealous of your children's "rights." The teacher is supposed to endeavor to deal fairly and justly with all. Think a moment: Does your family government always go on smoothly, without jar or friction, or need of punishment? Are you never impatient and irritable with your own, sometimes smite first and investigate afterward? The teacher has twenty or thirty restless, mischievous little folks to control, whereas you have but your two or three. Be considerate. She too is human; subject to headaches and a disordered digestion, same as yours. The teacher who cannot govern her temper has no business in a schoolroom, that is true. The first step in controlling others is to be able to control one's self, not only the tongue, but the eyes, the nerves, every muscle. But how about mothers? If home discipline were better, school discipline would be easier, and good management at home is often nullified by the want of it in school.

The teacher who once loses her temper in presence of her little kingdom has given them an advantage of which they are not slow to avail themselves.

I believe there are many young teachers who would do good work in our country schools if they felt they had the support of interested patrons. There is no greater incentive to effort than friendly encouragement; a few words of praise and commendation are a great stimulus to endeavor. We all lose heart in a work in which no one seems to be interested.

The personal feeling which exists between teacher and pupils is an important factor in the success of the school. Too great familiarity is not desirable, nor yet its opposite, a too rigid discipline which keeps pupils and teacher from becoming acquainted. I don't know but the real teacher likes her bright mischievous pupils better than her dull good ones, but personal preferences should not be manifested; both those who are favored and those who are not are very quick to notice them. Children are quick observers, and those who have been well brought up note every lapse, in manners, speech or dress, in the teacher. It does no good to teach them to say "I saw it" if you say "I seen it" yourself. I think I mentioned in the HOUSEHOLD, once, the indignant girls who voted their teacher, "no lady" because she always had dirty hands, scratched her head and cleaned her teeth with her fingers in their presence, and stood before her classes with one foot on the round of her chair.

It takes a genuine, thoroughly interested person to enthruse children, especially on such dull subjects as spelling and the multiplication table. Then do not teach these all the time. There are so many topics on which the children can easily be roused to enthusiasm that one can teach many dull things by combining with them what is pleasing. Therein lies the teacher's art. Singing, light calisthenic exercises, recitations in adding and subtracting in concert are all helps to break up monotony and keep them awake in dull days. Unfortunately, too few of our country schoolhouses are equipped with proper aids for teaching. Good black blackboards are indispensable; frames of balls for teaching numbers, outline maps, a good dictionary, and if possible a globe ought to be provided. These are the commonest necessities, yet how many of our schoolrooms have them?

There is an immense amount of teaching

to be done outside of text books. For this reason, it is a mistake to employ "anybody" at low wages because the school is small. "Anybody" cannot advance the pupil half as fast or as far as "Somebody" who knows more and can supplement text book lore from her own fund of general information. The boy may not be particularly interested in the fact that the Amazon river in South America, rises in Peru, flows east and empties into the Atlantic; but tell him it is the largest river on the globe, 2,700 miles long, with over 350 tributaries, that its mouth is ten miles wide, that the forests along its course are the most luxuriant, rich in rare woods, wonderful tropical birds, immense flowers, and reptiles and animals uncounted, and he begins to realize the Amazon is a big river. Rivers and mountains and lakes are only names to us, until we begin to associate with them something which describes them and fixes them in the memory. That is my idea of teaching, not so much the mere memorizing of facts as arousing the intellectual powers to an activity which prompts independent research.

Nix, I think it was, said teachers often completed a term and left without having met half the parents of the children they had taught. It is true; but it is a pity it should be true. If every mother would constitute herself a committee of one on school improvement, visit the school, get acquainted with the teacher, sustain her authority, and work *with* her for the good of the children, and by her influence stir up the men who are the suppositious trustees of school affairs, I have faith to believe we should have schools which would at least teach the "three R's" so thoroughly we need not send the children to the nearest village school to learn how to work examples in long division. But as long as we vent our dissatisfaction in grumbling, or keep the small people at home, without making any effort to remedy the evils of which we complain, we may expect to have cause for complaint, and that the school question will "bob up" periodically. It is one of the abuses that will not reform itself.

BEATRIX.

RULE BY LOVE.

I am sorry to have incurred the displeasure of any member of the HOUSEHOLD, as seems to be the case with "Constant Reader," who says she "turns from Grandpa,"—with lodness, I suppose—"who I believe is no Grandpa in truth." Let me say, I am not only the grandpa of seven lively children (the youngest of whom is the "apple of my eye," and is my constant companion), but also a grandfather in all else the word implies, including charity for all who may entertain honest opinions on any subject different from those I may entertain.

Were all possessed of the lovely, amiable, angelic natures that Ruth and Constant Reader seem to have, then ruling by love alone would be an easy task, but human nature is "prone to evil as the sparks are to fly upward," and it must be dealt with as it is, and not as it ought to be, or rather

as some think it ought to be, for the writer contends with Pope that "Whatever is, is right," that is, whatever is of divine origin, must of necessity be right. What a tame, spiritless, monotonous world this would be if there was no evil in it to correct, and no transgressions to punish, not to say unruly children to whip! If the order of things was otherwise than it is, how could the justice and mercy of an All wise Creator be manifest? or the love and compassion of the blessed Redeemer ever have been exemplified? Or how could these wise sayings of Solomon, "He that spareth the rod hateth his son; but he that loveth him chasteneth him betimes;" "Chasten thy son while there is hope, and let not thy soul spare for his crying; "The rod and reproof give wisdom, but a child left to himself bringeth his mother to shame," ever have been uttered?

Order and discipline must be established and maintained, and the laws of God and man authorize at times severe penalties for transgressions. Because one may advocate the use of the rod in certain cases, it is hardly fair to impute to him a brutal, tyrannical nature. The writer, in an experience of twenty-five winters' teaching district schools, "boarding round" most of the time, and bringing up a family of five children, has had occasion to use the rod at times when an effort to rule by love or by moral suasion alone would have been like casting—I mean "wasting sweetness on the desert air;" and yet the writer claims he has a heart as tender as a lamb's, that can weep over the woes of others, and sympathize with the afflicted. Because one is so fortunate as to be endowed with an amiable disposition, and has offspring inheriting the same lovely traits, who can be ruled by love, or who may not require any ruling to speak of, it does not follow by any means that all can thus be governed; and it is taking rather a contracted view to say this principle should be of universal application. What is one man's meat may be another man's poison. Because certain drugs are sovereign remedies for certain of my ailments, I have no right to insist they would be equally beneficial to another's affliction. A thing may be right viewed from our standpoint, but wholly unsuitable when applied to others.

GRANDPA.

THE BOYS IN SCHOOL.

Perhaps enough has already been said in regard to the district schools, but as the question is still open for discussion, I would like to have my say on the subject. In the first place I think the patrons should take enough interest in the schools to occasionally visit the schoolroom, not only to ascertain if the pupils are advancing; but to become acquainted with the persons who have charge of the children. I will venture to say there is not a farmer in the town that would think of hiring a piece of work done without overlooking it to see if it was performed according to contract. Neither would he hire an incompetent person to oversee his stock. If a fine colt was being broken to harness or fitted for the track, his interest would be aroused

enough to see that it was properly handled. A business transaction, you say. Yes, but of far greater worth is the handling of your children. We know the teachers of the district schools even, must be qualified as regards certain branches of learning, but there are other qualifications that far outweigh these. Are they always as well qualified in the way of management, temper and moral training? It is a delicate matter, this training of young minds, and our schools should progress evenly with other things. We have known of children who disliked to go to school because they were badly treated there. A child should never be sent anywhere to be treated worse than he is at home. Mothers, never whip your boy off to school, for a child that is whipped to school never gets his lessons well; and if he has a dislike toward the teacher no doubt he has a reason, or thinks he has, which amounts to the same thing with him, and his dislikes affect him in the same way that yours do you. Never whip your child simply to gratify somebody else; never mind if some are worried as to your child's future, they are only envious for fear he will turn out better than theirs. Respect your boy if you would have him respect you. A teacher who enters the schoolroom without respect enough for the pupils to treat them as she herself would wish to be treated, had better wash dishes for a living.

"Nix" says the teacher goes her way, happy in the thought that she has escaped the rude boys. Now, Nix, are you quite sure they are the bad boys of the district, and would it not be better to deal kindly with the erring? A kind word sometimes will do more toward encouraging and reforming a wayward youth than all the oil of hickory you can use.

There are people who seem to think that boys have no right to anything in the world except kicks and cuffs, and should make themselves scarce except when there is some unpleasant job to perform; then they must appear and disappear at the word, in fact they must remain unheard and unseen except when in use; that is a mistake. They have a right in the world; we all have a niche to fill. It is just as wrong to use insulting words to a boy as it would be to use the same language to his father, for in one sense he is as much a man at ten as he will be at fifty. It is not the stature that makes the man but the principle, the manhood that is in him; remember, boys, that "A man ish a man if he ish no bigger ash your dum," (A man is a man if he is no bigger than your thumb). A man who cannot remember that he was ever a boy is entirely too ripe for earth, yet hardly fit for heaven.

There are different ways to look at this matter, but one step toward reform would be to elect men to fill the important office of director who have intelligence enough to employ the right kind of teacher, for a good district school is something each district may justly feel proud of.

OLD HOMESPUN.

You can sometimes relieve a severe headache by the application of hot water or a mustard plaster to the back of the neck.

POWER OF HABIT.

[Paper read at the April meeting of the Liberty Farmers' Club, by Mrs. L. B. Kenyon, of Liberty.]

Habit is something which will bind a man or woman to that sphere in life which will enable them to be pure, noble and useful, as well as an ornament to the society in which they move, or they may form such habits as will degrade them, not only in their own eyes, but will bring them lower and still lower in the eyes of cultured society, and lead at last to ruin.

Habit consists a great deal in the will-power of the individual. We often hear one make the remark, "I can refrain from this or that if I will;" thus we let habits grow on us which we might overcome and form better ones. Habit becomes a power over us, and if our habits are formed for good, we may become a power for good in the world. There is not a moment in our lives in which the opportunity does not occur for exhibiting good habits; in the workshop, in the street, and at home. It is not merely the pleasure a man gives to another by being kind; he receives tenfold more pleasure himself. The man who gets up and offers his chair to a woman or an old man, trivial though the act may seem, is rewarded in his own heart, and a thrill of pleasure runs through him the moment he has performed the act. A true character compels us to act rightly, whether in secret or in the sight of men. That boy was well trained, who when asked why he did not pocket some pears, for nobody was there to see, replied, "Yes there was; I was there to see myself, and I don't intend ever to see myself do a dishonest thing." This is a simple but not inappropriate illustration of principle of conscience, dominating in the character and habit of a person, exercising a noble protectorate over it, thus forming an active power regulating the life.

And here it may be observed how greatly the character may be strengthened and supported by the cultivation of good habits. Man, it has been said, is a bundle of habits, and habit is second nature. Metastasio entertained so strong an opinion as to the power of repetition in act and thought, that he said, "All is habit in mankind, even virtue itself." Butler, in his Analogy, impresses the importance of careful self-discipline and firm resistance to temptation, as tending to make virtue habitual, so that at length it may become more easy to do good than to give way to sin. "As habits belonging to the body are produced by external acts, so habits of the mind are produced by the execution of inward practical purposes, i. e., carrying them into act or acting upon them, the principles of obedience, veracity, justice and charity." Lord Brougham says: "I trust everything, under God, to habit, on which, in all ages, the law-giver as well as the school-master has mainly placed his reliance. Habit, which makes everything easy and casts the difficulties upon the deviation from a wonted course; thus, make sobriety a habit, and intemperance will be hateful; make prudence a habit, and reck-

less profligacy will become revolting to every principle of conduct which regulates the life of the individual. Hence the necessity for the greatest care and watchfulness against the inroad of any evil habit; for the character is always weakest at that point at which it has once given way, and it is long before a principle restored can become so firm as one that has never been moved." That is a fine remark of a Russian writer: "Habits are a necklace of pearls; untie the knot and the whole unthread."

Wherever formed, habit acts involuntarily and without effort, and it is only when you oppose it that you find how powerful it has become. What is done once and again soon gives facility and proneness. The habit at first may seem to have no more strength than a spider's web, but once formed, it binds as with a chain of iron. The small events of life taken singly may seem exceedingly unimportant, like snow that falls silently flake by flake, yet accumulated, these snow-flakes form the avalanche.

Coming to home life, do we form the habits of home in all the little details of life that will make home the most pleasant and edifying to those around us? Habit should become a power for good in the home, in doing all we can to please and make happy those around us. If we do this then the course of our home life will flow so naturally and easily, as we move in society, that there will be no effort on our part to perform the part of a true lady or gentleman in any circle of society.

Good habits have been supposed to be a peculiar mark of gentility, and to indicate that the individual exhibiting them has been born in some upper class of society. But the poorest classes may exhibit good habits and good manners toward each other, as well as the richest. Nothing looks more beautiful to me than to see an old gentleman or lady whose locks are silvered with gray, with that mark of gentility about them, which shows that this has been habituated and inculcated in their very lives from early youth. How very beautiful our lives might be if in youth we would all form such habits as would cause us to live pure, noble and useful as well as beautiful lives! But in order to do this we must refrain from everything that is evil, such as keeping bad company, taking the name of God in vain, taking the first glass of anything intoxicating, reading vile books or those books which will not elevate the mind to higher and nobler aims in life. And we must cleave to that which is good. First of all let us cleave to God our Creator who doeth all things well, and cling around the good things which He has provided for us, thus fixing such habits as will prove not only a power to us here in this life, but win for us an untold blessing throughout all eternity.

MAKE paste for papering with rye flour. It sticks better than wheat. The cheap starch to be bought in bulk is also a good medium.

WHY SOME MEN DO NOT LIKE THE "HOUSEHOLD."

I promised the Editor to keep still for a long (or short) time, but I really must give A. B. B. an opinion of her men folks, either wise or otherwise. In my six years' acquaintance with the HOUSEHOLD I am convinced that it is not men of superior intellect that sneer at the HOUSEHOLD and its contents, calling it insipid, twaddle, bosh, nonsense, etc. No; a man of good sound sense, who has ability to appreciate a good thing when he sees it, knows there is a great deal of good in its pages.

It is these so-called lords of creation that are so puffed up with self conceit that they think themselves altogether too bright to read anything written by a woman any way, when all the time their lack of ability to comprehend a great deal that is in the HOUSEHOLD is the only reason they see no sense in it. But of course it is not expected the men will be as interested in its columns as ourselves, it is not intended for their especial benefit. For instance, when the FARMER arrives I always reach out for the HOUSEHOLD, while my husband seats himself in the armchair, complacently adjusts his glasses, unfolds the paper, and I soon hear a muttering and wondering what has become of the wool market, but he never says anything against the little paper, and well for him he does not. Again, last winter he bought the *American Review*, containing speeches between Mr. Gladstone and Blaine relating to the tariff question. Well now, if he didn't enjoy reading it, so I thought I would read it too, but after looking it over, reading a little here and there, I decided it was beyond my comprehension, so gave it up, but did not pronounce it foolish and senseless because I lacked ability to understand it. Now if A. B. B. can convince her men that it is the same with them in regard to the HOUSEHOLD, she has done a good thing, and I am sure the world will be the better for her having lived in it.

Years ago a friend of mine made fried turnovers, using dried apple sauce, of course sweetened as for pies, putting it in the crust hot and dropping each one in the hot lard as soon as filled. She made the crust as for pies; they were nice. They will not cook good if the sauce is put in cold. This mention of fried turnovers carries me back nearly forty years, when we went to the old Center school house to school. To compensate in part for my broken promise, I will send a recipe for cookies of my own make.

PLAINWELL.

BESS.

THE American Humane Education Society publishes a cheap edition of "Black Beauty, his Grooms and Companions," by Miss Anne Sewall. It purports to be the autobiography of "Black Beauty," a thoroughbred English horse, narrating the vicissitudes of his life. It is a very readable book; the children will enjoy it, and it may help make some boys grow into men who will be kind to the dumb animals in their care. It will be sent by mail for 18 cents, by addressing George T. Angell, President A. H. E. S., 19 Milk St., Boston, Mass.

FROM EL. SEE.

When contemplating a visit to the flower show I thought "I know Beatrix will be there, so I'll just look in every woman's face hoping to know her by intuition," but it would have been worse than hunting for the traditional needle in the haystack, because one would at least know the needle when they found it, and I could not recognize our Editor, knowing nothing of her "finements," as the old lady said. So a bright thought struck me, that was helped along by her own statement that the HOUSEHOLD Album "fills all too slowly," the brilliant idea being to ask her to please exchange with those who have sent to the Album. Now if there are but a limited number she would not be bankrupted and we would so much appreciate the gift and then we could "know as we are known." Don't all you who have sent photographs second the motion?

When I last wrote you there was a waiting with bated breath and noiseless footsteps for the coming of the destroying angel, but in spite of all our watching it came instantly, "as a thief in the night," and our loved Belle was gone without a struggle. Heart failure at the last, but it was better so because there was no suffering. Then the marble-like form in a beautiful white satin robe was enshrined in a snow-white casket. There was white crepe and ribbon on the door, a profusion of flowers, her chair was draped with white silk crepe and the grave was lined with white, so everything that loving hearts and hands could do was done, but behind and beneath it all was the sad reality. It was death, a lonely home and hearts left desolate.

"Console if you will, I can bear it,
'Tis a well meant alms of breath,
But not all the preaching since Adam
Has made Death other than Death."
ROMEO. EL. SEE.

GRADUATING DRESSES.

The great question with the school girls at this season is, What shall I have for a graduating dress? Commencement Day is the day of days in the girl's career, and you know the men say woman's one absorbing query on all occasions is, What shall I wear? White—not the dead white—but soft ivory white, cream, magnolia—which has a faint pinkish tinge, is almost invariably selected; the material is a matter of choice. An ideal graduating dress is white China silk, made absolutely without trimming, except the knots of white ribbon on the shoulders and the ribbon girdle or sash; or worn with a yellow China crape sash with fringe-netted ends. But the China silk is a dollar a yard, narrow in width, and the sum total, with gloves and slippers to match, mounts up to more than most mothers care to put into such a dress. Then we come to the soft wool goods, batistes, nun's veiling, cashmere, which are suitable and low priced, and drape in graceful, clinging folds. No stiff material should be chosen. If a cotton weave is worn, let it be a mull or nainsook, guiltless of starch. The embroidered muslins are

sometimes selected, but after all, a wool fabric is liked best. This season there is a fancy for making mull and nainsook dresses over a color. Choose a very faint tint of pink silk, satin, or even cotton sateen will answer, for a slip, over which hang a perfectly plain round full skirt, simply hemmed. Make the two skirts separately, but attach them to the belt together. The waist is round, is made full on the shoulders and gathered at the waist; or a lace yoke is inserted through which the pink of the lining shows faintly; sleeves are full. The only ornament is a sash of soft pink silk, four yards long, looped in loops and long ends at the back. If you cannot buy fringe, pull out the threads to make a fringe at the ends.

Graduating dresses should be simple and girlish; let me repeat, simple and girlish. No jewelry, no overplus of trimming, no elaborate hair dressing. A white wool dress, made with a round full skirt, simply hemmed, a full bodice, gathered on the shoulder or with surplice folds set in to cross low on the bust under the sash, and with sleeves puffed high on the shoulders, is eminently suitable for Commencement Day or for a party dress for a young girl. A skirt of white nainsook or very fine cambric, with lace sewed round the bottom, should be made up and sewed to the belt with the dress skirt, which is unlined, of course. The fullness on the shoulders is obtained by cutting the lining of the sleeves as usual, and the outside longer and more full on the upper part above the elbow, gathering it to the lining. An invisible stitch or two will hold the puff in place. The present fashion of dressing the neck is very pretty for the girls, a little edge of lace is the only finish required. Some dressmakers are finishing the necks of bodices without collars and making separate collars, which can be basted over the made neck, when a high dress is desired. If the styles which have been described are not thought desirable the regulation foundation skirt may be made, on which is hung a slightly draped front and a straight back. A short bodice roundly pointed in front, with back cut in short blocks or rounded points, may be chosen, but after all, the simple girlish models are much preferred.

A pretty white cashmere or Henrietta dress may be made by any of these simple styles and have for trimming two bands of white satin or moire ribbon three inches wide across the front and sides of the skirt and ending under bows or rosettes. The ribbon is also used to trim waist and sleeves, being simply crossed on the latter and put on in two rows outlining the low, pointed neck. A band of the same ribbon encircles the waist and is arranged in long loops and ends at the back.

Sleeves for graduating dresses should be long. The sleeveless dress is suitable only for full dress wear.

For hints on gloves and slippers see HOUSEHOLD of May 10th.

The custom which for a season or two has obtained in some towns and even gained a foothold in the University, of

publicly presenting gifts from relatives and friends to the graduates upon Commencement Day, is not to be commended. It savors too much of ostentation; it is not "good form." Give the presents at home, and let the public offerings of the day consist of flowers alone. There are many reasons, which commend themselves to our good sense, for not making private gifts in public.

HOUSEHOLD HINTS.

A LOCAL application for neuralgia is made by boiling a handful of lobelia in half a pint of water and adding a teaspoonful of fine salt. Wring cloths out of this and apply hot, changing when necessary.

WHEN you clean house, after the carpet and straw have been removed, before attempting to sweep up the dust, scatter a good allowance of damp sand over the floor; and you will find that it can be thoroughly cleaned without raising dust. This is a vast improvement on the old method of filling the house and the lungs with dust every time a carpet had to be taken up. Sawdust will answer the same purpose.

ABOUT the only way in which the dried or evaporated apples can be made palatable is to stew them slowly for a long time. When thoroughly done, so there will be no lumps, pass through a colander, making a homogenous mass about the color and thickness of apple-butter. Add the juice of a lemon; cinnamon and cloves with discretion, sugar with a liberal hand, regardless of tariff, and by "making believe very hard" after the fashion of Dickens' "Marchioness" you have a very fair substitute for apple-butter.

WE have received from Dr. Louis Barkan, the author, a copy of "How to Preserve Health," a manual of hygiene which treats briefly of the conditions most necessary to health and the causes of disease, which proceeds on the assumption that every person is the master of his own health, to a great extent. The initial proposition is that it is easier to prevent disease than to cure it. Those uninformed on hygienic subjects will find much that will be of value to them if put in practice, but those who expect a "doctor book" will be disappointed, as no prescriptions are given. The idea is to prevent the necessity of "doctoring," but that when disease is present, a physician should be called. Price \$1. American News Co.

Contributed Recipes.

COOKIES NO. 1.—One and a half cups sugar; half cup butter; half cup buttermilk; one egg; half teaspoonful soda; nutmeg. In this rule I use a coffee-cup for measuring.

COOKIES NO. 2.—Two and a half cups sugar; one cup butter; half cup sour cream; three eggs. Soda and nutmeg.

GINGER SNAPS.—One cup butter; one cup Porto Rico molasses; one cup sugar; two eggs; one teaspoonful soda; two of ginger.

For all these rules I mix soft, using just flour enough to roll smooth. Knead part of the dough at a time; roll thin and sift on granulated sugar; cut out and bake in a rather slow oven.

BESS.