

HOUSEHOLD.

Reading to the Children.

In many families the good custom of reading aloud to the children is carefully observed. The mother gathers her little flock about her and a story, a poem, a sketch, is read to them.

A very important question, therefore, is what to read? Complaints come frequently from mothers, that it is exceedingly difficult to obtain reading matter within the grasp of the child's mind. Many professional writers for children have no personal experience such as would fit them for the task they would undertake. They discuss subjects outside the range of a child's interest, or they use words beyond their understanding. The question of what to read has not yet been satisfactorily answered.

But there is another question of equal importance, to which an answer may be given, viz:—How to read? This may certainly be said, that one of the evils of much of the reading aloud to children, is the habit of inattention. The children should be interested and should be encouraged to ask questions. The trouble is that the child does not listen with any concentration of mind, and the indulgence is ruinous.

If the child has listened, he has opinions about the characters. He either likes or dislikes the story. The reading will serve its purpose in the child's education if he is induced to express his opinions as fully and clearly as possible, or to write out in his own language the substance of the story or sketch. The effect of this will be seen not only in the sharpening of the mental faculties and the accumulation of information, but also in the enrichment of the child's vocabulary.

This power of understanding and interpreting literature must be awakened in youth, or the chances are that it will never come to its full exercise. It is indeed one of the most important elements in education. How frightfully it is neglected is plain to those who have to do with students. Very few of those who enter the higher grade schools, indeed very few university graduates, are truly educated. Their knowledge of their own language is meagre; their vocabulary is no larger than a day laborer's; their sensibilities are dull. The fact is they have never learned to feel. They may have read many books, but only in a half-blind way, and the reading has profited them little. The real value of literature is in the quickening and the education of feeling. The sensibilities must be educated or all the passing of examinations is vain. It is this that makes the reading matter of children so important, and because of this the habit of attention is of vital concern.

The time to begin this real education is during early childhood, the school is in the home, and the mother is the teacher. No one else, no one with less love, should be allowed near. Let mothers appreciate the importance of their opportunities and not even the mechanical methods of the school-room can entirely destroy the child's love of literature. And the love of literature will purify the feelings, elevate the thoughts, and fortify the child against the love of the world.—'The Westminster.'

'Mother's Turn.'

'It is mother's turn to be taken care of now,' said a winsome young girl, whose bright eyes, fresh color, and eager looks told of light-hearted happiness. Just out of school, she had the air of culture, which is an added attraction to a bright young face. It was mother's turn now. Did she know how my heart went out to her for her unselfish words?

Too many mothers, remarks the writer from whom we quote, in the love of their daughters, entirely overlook the idea that they themselves need recreation. They do without all the easy, pretty and charming things, and say nothing about it; and the daughters do not think there is any self-denial involved. Jeannie gets the new dress, and the mother wears the old one, turned upside down and inside out. Lucy goes to the country for holidays, and mother stays at home and keeps house. Emily is tired of study, and must lie down in the afternoon; but mother, though her back aches, has no time for such an indulgence.

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thers. Coax them to let you relieve them of some of the harder duties which for years they have patiently borne.—'Forward.'

Selected Recipes.

SOUP WITHOUT MEAT.

Put one tablespoonful of butter into a sauce-pan, and when it is hot, add three large onions, minced fine; stir well until they are a nice brown, add a half-cupful of flour and stir until that is brown also; pour in one pint of boiling water, season with salt and pepper and let it boil five minutes, stirring all the time. Just before serving add one pint of boiling milk and three potatoes finely mashed.

RICE FLOUR MUFFINS.

Beat one egg, without separating until light; add to it one and a half-cups of milk, a tablespoonful of butter, melted, half a teaspoonful of salt, one cup of rice-flour, half a cup of wheat flour. Beat thoroughly. Add a teaspoonful of baking powder. Bake in gem pans in a quick oven.

LUNCH DISH.

Cut cold mutton into slices about a quarter of an inch thick. Beat one egg, add to it two tablespoonfuls of tomato catsup; dip each slice in this, then in bread crumbs and fry in hot fat. Serve hot with stewed potatoes.

HONEY CAKE.

Take the following; One half cupful of butter, one cup of sugar, one cup of honey, one pint of flour, one teaspoonful baking powder, two eggs, one teaspoonful of caraway seeds. Mix the honey with the sugar, add the butter, melted, the eggs slightly beaten, the flour sifted with the powder and the seeds. Mix into a batter of the consistency of sponge cake, and bake in a fairly hot oven thirty-five minutes.

APPLE MERINGUE.

Spice and sweeten apple sauce, beat in two or three eggs. Pour into pudding-dish, bake quickly. When well crusted over cover with meringue, made by whipping whites of three eggs, with a little sugar. Shut oven door and tinge slightly.

HONEY CANDY.

One pint of white sugar, water enough to dissolve it, and four tablespoonfuls of honey. Boil until it becomes brittle on being dropped into cold water. Pull when cooling.

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