

THE HOUSEHOLD.

THE BOY'S ROOM.

The boy's room was overlooked, and would perhaps have been forgotten had not a dear sister, who says her "girls are all boys," reminded me of it.

Make your boy's room as attractive as possible and allow him to enjoy it. If there are two or more boys, so much the better. You know, "what one doesn't think of another will." This may be applied to fixing up and gathering in as well as mischief.

How often do we hear, "Oh, they are so careless and leave their boots around so!" Has a place been provided for the boots or suggestions given for making one himself? Some boys are fond of delicate things; pretty fancy work, dainty draperies, etc., and take pride in keeping them nice if they are only fortunate enough to be trusted with them.

Mothers should study the tastes and talents of their boys just as closely as those of their girls. "A boy will be what he's born to be or he won't be at all." Lack of sympathy, smothering talent, is the secret to worthlessness. Above all, teach your boy to be neat, and there will be no need of anything being "good enough for his room, he will muss it up any way." If he is inclined to whittle, give him to understand that he must go to the shed, barn or back part of the yard and put all the shavings carefully into a box or basket to be used for kindling fires. If this is begun when he first arrives at the "whitting age," and kept up for awhile, it will soon be a matter of course, and there need be no further trouble about it.

Teach the boys the value of a collection of woods, and botanical and geological specimens. Get them interested in such things, as well as in good books, and when they grow up they will be proud of their collection and feel that they are too precious for money to buy. Cancelled stamps, postmarks, Indian relics, eggs, will soon become of great importance to the average boy. There is, however, a limit to even this and only a certain portion of his time, say one afternoon of each week, should be devoted to relic gathering.

Most boys may be taught to care for their room and clothes, if the right course is pursued. Always consult the boy when making any changes in his room and let him help you. The secret of keeping boys at home is in making the home so attractive that they will not find it more attractive elsewhere. A durable carpet or well-finished floor and bright rugs, bed, mirror, stand with drawers for his clothes, shoebox, some comfortable chairs, paper rack, and shelves for the display of his minerals, etc., are about the essentials in fitting up a boy's room. If he is small, let him hold the nails and hand the pieces as you fit the shoebox. If he is old enough, let him make it with your suggestions. It may be lined with bright oilcloth, and you may hint that you do not want to see the pretty lining spotted with mud, and the little shoes must be carefully cleaned before putting them into a box. The wood work may be painted some pretty color, suited to the position of the room. This, too, may be done by the boy, who will take pride in showing the work to his friends when all is in order.

Some time ago, a lady told me how she got her son to fix up his room. "After reading an article in the magazine regarding mothers inviting their little boys to 'run out and play'; then, when they were older, chiding them for not spending their evenings at home, the more I thought about it the more guilty I felt, and determined to devote the next few months entirely to my boy. I began by having him do some little errands for me, something that had never been trusted to him before; asking his opinion in small matters, in order to draw him out that I might more fully understand his tastes.

You cannot know the remorse I experienced when I came to feel I was not acquainted with my boy. He was shy and reticent and would look at me in wonderment, as if he could not understand the change. I remarked one day that I should like to fix up his room; but could not do so alone. He did not reply, so I said: "Don't you think you can help mamma fix it up?"

"Maybe I couldn't do it good enough," he said, looking wistfully at me. "I'd be more bother than I'd do good." It was a bitter dose; I was paid in my own coin. "Oh, yes, you can," I said; "I can tell you how."

It was plain to see that he had not much interest in it at first, but soon grew enthusiastic after the work was fairly begun. I let him have his own way as much as possible, making suggestions and asking his opinion on many subjects, until he seemed to feel quite important. I praised his work all along as much as I could.

When the room was nearly complete, I asked him if there was anything in the other rooms that he would like to have. He hesitated, looked at me inquiringly and said: "If I might have the picture of the angels." I was very much surprised, as that was the last thing I had expected him to fancy. Nevertheless, up went the angels and a pretty throw across the corner of the frame.

He painted the shelves and the wood-work, a little cigar box for his marbles and one a little larger for his tools. I bought him three sets of cards: Geographical questions and answers, Bible questions, Authors and Quotations, and a little book on object and drawing in outline with blank pages for practice. Other things were added, little by little; books, pictures, etc. Two easels for photographs were made of knotty vines and wire, and other things added that I really did not think Harry cared for.

He was so proud of the room that he brought one after another to see it and was so encouraged by their praise that he did not let the dust accumulate on anything. I soon found I had overlooked one thing—a dustbag. I had not thought of putting such a thing in a boy's room until I inquired how his handkerchiefs became so badly soiled.

A friend came over one afternoon to chat over some buttonholes she was working, and said to me: "Did Harry fix up his room, do the painting and all?"

"Yes," I replied, "and I am sure he would not be ashamed for any one to see the job."

Willie said he did, but I thought he was just talking. Dear me! if he was of any account he might do so, too, but I know he would daub everything up, and make more cleaning and washing than all the good he'd do."

I knew Harry had overheard the dialogue and his little heart was beating with satisfaction. Give him a trial, mothers. Get acquainted with your sons. Boys have tastes, but few are given the opportunity of airing them. Use their favorite color as far as possible in their room. You can find in it cretonne, figured scrim, madras, chintz, etc., at reasonable figures.

It may be used for curtains, cushion and bed-spread. The madras is of course suitable for curtains, the other materials with sateen or cottage Swiss, if something a little more expensive is desired. A slipper case, book, chair-cushion, lamp mat or some such article may be given for a Christmas or birthday present.

Why need there be any difference between a boy's room and a girl's room? Boys like pretty things and appreciate comfort quite as well as girls, but are given less consideration.

In one house we once visited, the guest chamber was called "Mary's room." It was not nicely or tastefully furnished but there was quite an attempt at display.

This was "Mary's room" only when girl friends were there. The room where Mary slept was large and well lighted and comfortable but plain. The boy's room was simply a closet without a single window. The bedstead was a rickety affair and the covering bits of old blankets and the remnant of an old buffalo robe. It was not because the family could not have had better. If they had used their small income more judiciously, all might have been comfortable; but like many others who think they can fool other people, if they don't fool themselves, they spend their little on outside littles and go the way of the needy—go without.

"What is that peculiar noise?" asked a lady of an intimate friend she called upon. "If you mean that tick, tack, tack," she replied, laughing, "it is Dick practising. He has taken quite a notion to be a telegraph operator."

"I hope you do not have to listen to that all day. I would not stand it, and as to having holes put through the wall and floor, I would not put up with it."

"Well," returned the hostess, "if a boy sets his head to anything, he's going to do it, and if I don't let Dick have an instrument in his room, he will loaf about the depot, and I won't have that."—*Alta L. Lyon-Irons in Household.*

BUCKWHEAT CAKES.

The buckwheat has attained such renown that it is served in some restaurants abroad as a special delicacy. There have been several fancy brands of buckwheat offered for sale lately. The best buckwheat is the old-fashioned kind purchased pure and fresh from the mill in the fall. If you are getting a good flour of this kind, it is always better to buy enough in the fall to last all winter, and store in a dry, cold place. Do not be tempted into paying a special price for any fancy brands of this flour, as they are usually simply a good buckwheat flour adulterated for the sake of profit.

The best buckwheat cakes are made of four cups of buckwheat flour, one scant cup of yellow Indian meal, a tablespoonful of salt mixed up with three cups of hot water and one cup of cold milk, making the mixture about blood warm. Beat this batter vigorously and add a cup of liquid yeast or a yeast cake dissolved in a cup of lukewarm water. Buckwheat cakes, after the first rising, should be raised with some of the batter. For this purpose there should always be made at least a pint more than is used each time, and this should be set away in a cool place to serve as yeast for the next batch of cakes. These cakes raised with buckwheat batter will be better than the first raised with yeast. It is not necessary to make fresh batter raised with yeast, even when these cakes are served three times a week on the table, oftener than once a month. After the yeast is added to the batter beat it again thoroughly, and set it in a place where it will be kept at an equally warm temperature till morning. The best dish for making buckwheat cakes in is a large pail of earthenware with a spout, which is fitted with a tight tin cover over the top, and which has a bail to handle it with. The batter can be beaten thoroughly in this, and can then be covered up tight. The cakes are easily formed into perfect circles, as they should, by pouring the batter from the spout.

If there is the least danger that the temperature of the kitchen will become very cold before morning, wrap a heavy fold of newspapers or a blanket around the cake pail. In the morning have ready a heaping teaspoonful of the best baking soda, stir it into a cup of warm milk, and add this to the batter, and beat it well in; it will foam up like soda water. The batter should be baked as soon as possible after this. If the batter is not thin enough, add more milk. There are several kinds of griddles in use. A soapstone griddle, such as used commonly in New England, does not require greasing therefore there is no smoke or odor from cooking cakes on it; but the cakes are not as tender as when they are cooked on an iron griddle. The best iron griddles are now polished bright like a French frying pan, so they are easily cleaned, and do not become rough, and the cakes do not stick to them as they do to the old-fashioned iron ones.

If these directions are carefully followed, and the materials are good, this recipe cannot fail to give the most satisfactory results. No buckwheat cakes mixed with water, with molasses added to make them brown, are ever so good or brown so evenly as those which are mixed with part milk. It is a good plan to pour clear, cold water over the batter left for yeast, and turn it carefully off when the batter is wanted. This water absorbs acidity, it does not mix with the batter, and it keeps it sweet and sound beneath.

Next to a maple syrup a rich white syrup is best to use with these cakes. This syrup is quickly and easily made at home by adding a pint and a half of boiling water to five pounds of A sugar. Put the sugar and water in a graniteware saucepan without covering it; stir it till the sugar is well melted, then bring it for-

ward and let it boil for ten minutes; pour it into an earthen jar to set away, putting in a syrup-cup what is needed on the table at a meal. Maple sugar may be made into syrup in the same way.—*New York Tribune.*

RECIPES.

SWEET INDIAN BREAKFAST ROLLS.—Three-fourths cup of molasses, one cup sour milk, one and one-half cups flour, one cup Indian meal, one-half teaspoon salt, one teaspoon saleratus dissolved in one teaspoon cold water and well beaten in the last thing. This will make twelve rolls in a common cast-iron compartment pan, which must be heated and greased. Put a spoonful of the dough in each division, and then distribute the rest evenly. Bake twenty-five or thirty minutes in a moderate oven.

RICE GRIDDLE CAKES.—Cook the rice so soft it can be mashed until the grains are broken. To each cupful of mashed rice add two teaspoonfuls milk, two eggs, a teaspoonful salt, two teaspoonfuls baking powder and flour to make a thin batter.

RICE AND APPLE PUDDING.—Pick over and wash a teacup of rice. Steam it until tender, in two cups of cold water; spread it over a quart or three pints of good, ripe apples, quartered; pour over one or two cups of milk, if preferred, or omit the milk and add a little water to the apples. Half a cup of white sugar may be sprinkled over the apples, or sugar may be added at the table, if preferred. To an unperverted appetite this dish will be relished without the sugar, or, indeed, without the milk, if carefully baked and if rich apples are used.

COLD BOILED HAM.—Cold boiled ham is much more appetizing if treated in this way. Boil until within fifteen minutes of being done, then skin it and rub all over the fat and the cut end with brown sugar, into which you have put a few drops of vinegar, then stick cloves all over it and bake in the oven for fifteen minutes. Very good for a picnic.

PUZZLES NO. 20.

SCRIPTURE ENIGMA.

Is thy God... able to deliver thee?
Where is the lamb?
Shall I die for thirst?
Who hath believed our report?
How can we know the way?
What good shall my life do me?
Art thou that my lord Elijah?
Tell me, I pray thee, thy name?
Wherefore didst thou flee away secretly?

Tell now the names of each of those who ask these varied questions; 'tis an easy task. The words are so familiar to the ear that, one by one, the speaker's names appear. Collect initials now, and re-arrange in order now, and all their places change, until they spell a sad inquiry, made On that dark night which saw our Lord betrayed.

CHARADE.

One manhood, last and vigorous
Should be this house of clay;
Only can man by being thus
Live well his little day.

We look for age to be entire,
With slow and feeble gait;
'Tis nature's law, when youthful fire
And vigor does abate.

Disease and accident may cause
E'en you to be entire;
But if the heart keep righteous laws,
There are states far more dire.

WORD-BUILDING.

1. A vowel. 2. A preposition. 3. A drunkard. 4. A multitude. 5. A fish resembling the trout. 6. One of the Gorgons. 7. Large wasps. 8. Abridges.

ENIGMA.

We had rambled far into a forest,
Where we sat on a prostrate tree,
It was there we encountered a tourist,
And an active sightseer was he:
Though the soil was the roughest and poorest
Every inch he seemed anxious to see.

We found he had been a restorer,
Of ruins from rubbish and sand.
He has skill as a minor and borer,
With implements ever at hand;
And this patient, painstaking explorer,
Soon makes a survey of the land.

Some say he is gathering plunder,
Which he is carefully storing away,
In caverns unseen, that are under
The roof where he chooses to stay;
And not in the least should I wonder
If true every word that they say.

His kin has been famous for ages,
As teachers and models for men,
Their wisdom was known to the sages,
Who have left us the gifts of their pen;
And a proverb he makes for their pages,
That is copied again and again.

ANSWERS TO PUZZLES No. 19.

SCRIPTURE EXERCISE.—Praise.—Ps. 1:23.

P harah Exod. ix. 27.
R uth Ruth ii. 13, 17, 18.
A bsalom 2 Sam. xv. 4, 10, 53.
I srael Gen. xlv. 28; xxvii. 24; xxviii. 5; xxxvii. 32, 33; xliii. 11-14.
S olomon 1 Kings i. 52.
E liezer Gen. xxiv. 10, 33, 53.

A CHAPTER OF SCRIPTURE.—Gen. xiii.—(1) Gen. xiii. 1; (2) Sodom, Gen. xiii. 12; (3) Jordan, xiii. 10; Matt. iii. 5, etc.; (4) Gen. xiii. 8, 9; (5) Bethel, Gen. xiii. 3; (6) Gen. xiii. 4; (7) Gen. xiii. 2, 8, 9; (8) Gen. xiii. 6, 7; xxvi. 20; xxxvi. 7; (9) Gen. xiii. 13; Ezekiel xvi. 49; (10) Gen. xiii. 11-13, xix. 23-26; 2 Pet. ii. 7, 8; (11) Gen. xiii. 14-18; 2 Sam. xv. 9, 10; (12) Abram, Lot, Egypt, Bethel, Hail, Plain of Jordan, Sodom, Gomorrah, Zoar, Canaan, Plain of Mamre and Hebron.

ONE VOWEL SQUARE.—

O R T S
R O O T
T O D O
S T O P