

PETER AND SUE by BEULAH FRANCE, R. N.

MRS. STEWART SHOWS THE CHILDREN HOW TO MAKE CANDY

"MOMIE, will you give me some pennies?"

"I didn't hear you say 'please,' Susan." Mrs. Stewart continued to stir the custard she was making for dinner.

"Will you please give me some pennies?"

"What do you want pennies for?"

"Candy!" said Susan, in a rather low tone of voice.

"Candy?" Mrs. Stewart repeated. "But where could you buy candy?"

"Hattie-Anne's mother is driving to town and Hattie-Anne said we could ask her to bring back some candy."

Mrs. Stewart stopped stirring and lifted the cooking dish from the stove. Then she turned to her eager-faced daughter.

"Susan," she said, "you and I both know that if you offered Mrs. Moore money and asked her to buy you some candy, she would do the errand but return the money to you. I don't like hints and that would be a very broad hint indeed."

Susan flushed. Her smile faded. "Hattie-Anne said—"

"Yes, I know," Mrs. Stewart interrupted. "Hattie-Anne, too, wants some candy. Well, you both shall have a little, but you will come in here and make it yourselves."

"Make candy? Will you let us make candy? I never did, Momie; you always have made it for us."

"This time you shall make it yourselves. I'll show you how. And it will be lots of fun too."

Susan dashed out of the kitchen calling "Hattie-Anne!" at the top of her lungs. Hattie-Anne had stayed outside purposely, for she felt a little sheepish having urged Sue to ask her mother for some pennies.

But when Susan came tearing out and said—"We are going to make some candy!" Hattie-Anne was delighted. Together the two girls skipped back into Mrs. Stewart's kitchen.

"What will we do first, Momie?"

"Here is a pan in which to cook the candy. Here is a tablespoon. Now both of you wash your hands very, very clean and dry them well. I will get out the other things which are needed."

"Wash and dry together," Susan sang—

"Live in peace forever," Hattie-Anne sang back.

"We're ready! Now what next?"

Mrs. Stewart handed Hattie-Anne the tablespoon and said: "You can do the measuring; Susan can stir; you both can test."

"Won't we need a recipe book?"

"No, this recipe is merely one, two, three. One of butter, two of sugar, three of molasses. Isn't that easy to remember?"

"One, two, three," Susan repeated.

"Let me see!" said Hattie-Anne.

"Oh! We made a rhyme, Momie; did you hear it? One, two three; let me see."

Mrs. Stewart smiled.

"All right. Now measure one tablespoon of butter and put it in the pan. Take this teaspoon to scrape all the butter out of the big spoon with. Here is the sugar. Use a clean tablespoon, for the sugar would stick to the buttered one. Measure out two tablespoons of sugar. That's right."

"Now here is the molasses. Pour out three tablespoons of it—be careful! Don't let it run over, or you'll get too much molasses and the candy won't turn out so well."

The girls were so interested that for once they were very quiet. "Now, Susan, put the dish on the stove and stir the ingredients gently while they all melt together. Hattie-Anne, here is a layer-cake tin which we'll grease with a little butter and have ready to pour the candy in

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CHANGE IN BABY AFTER FIRST YEAR MUST BE MET WITH PATIENCE

THAT A MOTHER has to be something of a mind reader to understand a baby is generally conceded. Since he cannot tell her what he needs or wants, she must try to figure it out from his cries. She soon learns the different cries, however. A single shriek indicates pain; he may have an earache. Or if he is colicky, she will pick him up and pat his back. Bawling expressed the ordinary physical discomforts, such as a wrinkled sheet, hunger, cold, warmth, boredom or fatigue. Quickly, by a process of elimination, she looks to see whether a safety pin is pressing into his flesh, whether he is wet, etc., and then removes the cause.

It really is comparatively easy to understand a young infant. When he is six or eight months old, you sit him in the highchair, play pen or carriage and he stays put. If he whimpers, you just wheel him over to the window or into another room, hand him a toy, and he is satisfied for the time being.

But at one year of age, he presents a different problem. Either he can crawl or is learning to walk. He may have become more fretful. Now, none

of the tried and true methods of handling him work.

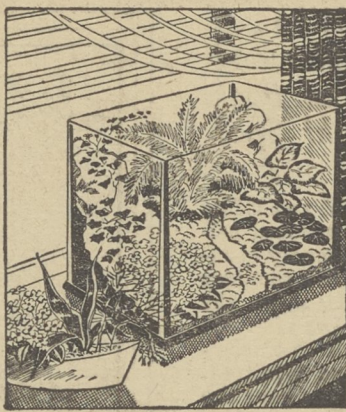
For some reason, although mothers want children to grow up, they are not always prepared for the changes which normally take place during this process. Growth is change. Every important turning point in a child's life is marked by some change.

A child whose motor abilities have developed to a point where he has an urge to walk is beginning to have an urge to act independently in general. Given the freedom, the floor space to crawl on and proper playthings, he is easily satisfied. His play actions are less random now. He will open and shut a box, bang with a spoon, hug his doll, and move pots and pans out of the closet as mother does. He will need more constant watching. But if denied these activities, he will prove fretful and difficult to manage.

YOUR CHILD

by

JANE H. GOWARD



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PROFILES . . .

Edward J. Noble

PRESIDENT Roosevelt, with his flair for the dramatic and the surprising, has gone to enemy camp to appoint Edward J. Noble Chairman of the Civil Aeronautics Authority . . . Noble, whose home is in Greenwich, Connecticut, is a Republican, makes the well known candy with the hole, is an advertising man, is very wealthy—in short, he is not a good Democrat who needs a job; he is merely the right man for it . . . Fifty-six years old, he uses his cabin plane to fly from his summer home in Thousand Islands to New York . . . President of the Life Savers Corporation, he was told years ago that his idea of a candy with a hole in the center was insane—he has made millions out of it . . . Noble is a director in five corporations and one bank, is a member of the industrial advisory committee of the New York Federal Reserve Bank.

MODERN WOMEN by MARIAN MAYS MARTIN

CHILD NEEDS HAPPY HOME LIFE TO BE GOOD SCHOLAR

IF LITTLE Mary's report cards were pretty poor last season and Junior's schooling threatened to be a total loss, it might not be entirely the fault of either or both of the youngsters, but yours, dear lady, or yours, good sir.

So says Dr. Frank J. O'Brien, director of the Child's Guidance Bureau of New York Board of Education. The child's failure in school is often the result of a complete failure of parents. He claims that unhappy home relationships and a child's inability to adjust himself to environment are most frequently the cause of school failure.

"The school environment often becomes a threat to the child's previous security, happiness and method of self-expression," Mr. O'Brien's report observes. "In many instances, regardless of the child's good native intellectual ability, these problems have interfered with his doing good school work. In this state he looks to the teacher as he looked to his mother for encouragement, protection and perhaps, above all, sympathy and affection."

The domestic problems of a child's parents are terribly important to a sensitive child. Children are quick to feel discord and are unhappy in any atmosphere in which there is quarreling and active unhappiness.

It is placing a terrible handicap on our children to subject them to the domestic firing line and to scenes. A mother should try her hardest to protect her children from any and every thing that will react unpleasantly on them. Loving both parents as a child does, it is not difficult to understand how tragically they feel bitter scenes between them.

It is monstrously unfair to children to assume that they don't know what it's all about, or that such scenes are not retained in their memory, or that they are unaffected by them.

VINE TORCH DIPPED IN BEESWAX ANCESTOR OF CANDLE

CANDLES serve on many occasions in our culture. They illuminate Christian altars and they often surround the coffins of the dead. They burn for the eight days of the Jewish Feast of Lights. At Candlemas in liturgical churches they are carried in procession in honor of the presentation of Christ in the Temple. In some homes they still light the Christmas tree. They also adorn birthday cakes.

Primitive candles were torches made of strips of bark or vine tendrils dipped in beeswax or tallow and tied together. They were also made of the pith of rushes dipped in any convenient household grease and known as rush lights.

Burning about a bier, candles are reminiscent of fires built around the dead in ancient times to keep evil spirits away. Such fires gave way to burning torches and, finally, to candles by the 4th century.

OLD CUSTOMS

by

L. H. W.

Who can say that a child is incapable of worry or is not affected by the sorrows of his elders?

An unhappy home life is bound to affect a child's later life. Many a bachelor refuses to marry because he remembers keenly the unpleasant scenes enacted before him by his parents, and many a girl really fears marriage for the same reason.

Dr. O'Brien also reports that 1,417 complete physical examinations have been made. Nearly 80 per cent were found to have one or more physical defects; the majority, however, were of a nature that could be corrected. "Dental defects led with 36.2 per cent. Visual defects claimed 27.3 per cent, while 24.8 per cent of the pupils suffered nose and throat ailments. Malnutrition problems accounted for 19.5 per cent; 15.6 per cent had diseased or infected tonsils."

In many well regulated homes a child's parents have him examined by both a dentist and doctor before he goes to school. Examination of the eyes is also a wise precaution. One naturally assumes a normal healthy child to be free of nervous disorders and to have a curious and active brain.

It's natural enough to assume that when a child is mentally and physically sluggish there is something wrong with him. It's just as well, however, to skim back mentally over the home scenes to which the child has been subjected and to correct anything that might be a contributory cause to his condition.

Time was when children were cautioned to be seen and not heard and when "shushing" and "don'ts" were their daily fare.

We've learned how harmful such practices are. Children are now encouraged in self expression, and we know that those who are intelligently handled at home are bound to make the best record in school.

Hanukka, the Jewish Feast of Lights, still widely observed, celebrates the dedication of a new altar in the purified temple of Jerusalem in the days of the Maccabees after the old altar had been desecrated by the Syrians, who sacrificed a sow there.

Candles burning on Christmas trees and in Christian churches symbolize Christ as the "Light of the World."

Back in the Middle Ages, as a special devotion, wealthy persons sometimes had a candle made the same height and weight as themselves. Erasmus giped at a person who promised St. Christopher a candle as large as the saint's statue in a church of Paris.

Candles on birthday cakes symbolize life, hence one for each year. An old German custom placed a thick candle in the center of the cake. It was called the "light of life" and only the person celebrating his birthday was supposed to extinguish it, lest bad luck ensue. The English and French have long used the expression, "burning the candle at both ends," preserving this symbolism of the candle representing life.