

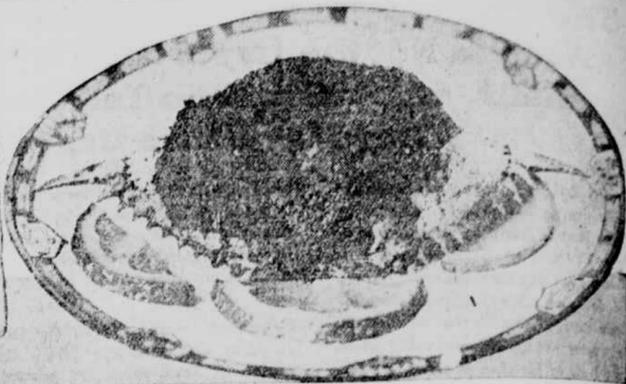
# FOR THE MAKER OF THE KITCHEN'S DESTINIES



Little Choux with Apricots. Profiteroles of Chocolate. Coffee Eclairs.



Baking Tins for Lady Fingers.



Devilled Crabs. Recipes Below.

**LITTLE CHOUX WITH APRICOTS.**  
 FOR the choux paste, put half a pint of water in a pan with a quarter of a pound of butter and two ounces of castor sugar; when it boils mix into the pan five ounces of fine sifted flour, stir quickly and mix well, and let the pan stand on the stove for ten minutes for the contents to cook. Let the mixture cool, and then mix in by degrees three whole raw eggs and a little vanilla essence; work the paste well with the egg, and put it in a forcing bag with a plain tin pipe and press it out to about the size of a large walnut on to the baking tins. Glaze over with a whole egg beaten up, and bake from about twenty minutes to half an hour; when cool split in halves and place in the half open apricot; close the paste up again and glaze over with maraschino icing.

**PROFITEROLES AU CHOCOLAT.**  
 MAKE a choux paste as in the foregoing recipe and force it out from the bag on a baking tin, in shapes about the size of a walnut, brush over with whole, beaten-up raw egg and put into a moderate oven to bake for twenty-five minutes. When cooked, make a small hole with a little knife in the under side of the choux, and by the means of a forcing bag with a small plain pipe fill each with pastry custard. Custard—Put into a stewpan one ounce of fine flour, one raw yolk of egg, two ounces of butter, one ounce of castor sugar and one and a half gills of cold milk; stir these over the fire till the mixture boils, then flavor with a few drops of vanilla, mix into it one teaspoonful of whipped cream and use.

**COFFEE ECLAIRS.**  
 PREPARE a choux paste and put it in a forcing bag as in above recipe, and force it out onto a baking tin, making the eclairs four inches long and half an inch in diameter; brush the eclairs over with a beaten-up, whole raw egg. Put them to bake in a moderate oven for about half an hour; when they are cooked they should be a golden color. Let them get cold, split down one side and fill with cream prepared as follows: Half a pint of double cream, whipped stiff with two ounces of castor sugar, and flavored with a little vanilla essence. Close up the eclairs and then glaze them over with coffee glaze.  
**CHOCOLATE GLAZE.**  
 PUT into a stew pan two ounces of vanilla chocolate, finely grated, with a quarter of a pint of water and cook until smooth, then mix with it one pound of icing sugar and three tablespoonfuls

of warm water; just warm it up and pour over the cakes.  
**LADY FINGERS.**  
 FOUR ounces of sugar, two ounces of flour, four eggs. Beat yolks and sugar together, then add the whites and the flour; flavor with rose water. Drop on the buttered pan through tube, sprinkled with powdered sugar.  
**SHORT PASTE FOR TARTS.**  
 HALF pound of flour, four ounces of butter, one ounce of sugar, one yolk of raw egg; rub the flour and butter together until smooth, then add the sugar and the egg and a quarter ounce of baking powder; mix into a very stiff paste, roll out and use.  
**COFFEE GLAZE.**  
 MIX three-quarters of a pound of icing sugar with one and a half teaspoonfuls of strong

coffee, or essence of coffee, and one and a half tablespoonfuls of hot water; just mix together and warm, then use at once.  
**CRAB A LA DIABLE.**  
 PUT a medium-sized live crab in boiling water with a little salt and cook it from twenty-five to thirty minutes, according to size; take it up, remove the claws, scoop out all the creamy part from the large shell, putting away the gills and bag which are found on top of the inside of the shell; pull out all the meat from the claws with a fork. Clean the crabshell to use for serving. Reduce half a pint of thick veloute sauce with a gill of thick cream to half the quantity, then add a dessert spoonful of essence of anchovy, a dessert spoonful of chutney, a teaspoonful of chill vinegar, a teaspoonful of French mustard, a pinch of salt, a tablespoonful of chopped parsley, two chopped red chillies and the creamy part and

meat of the crab, except that taken from the claws; stir all together and place the mixture into the shell, smooth it over, sprinkle the top with browned bread crumbs, place it on a baking tin and cook in a quick oven for fifteen to twenty minutes; take up and put it on a hot dish and garnish with sliced lemon.  
**VELOUTE SAUCE.**  
 ONE and a half ounces of fine flour, one and a half ounces of butter; mix well together and let it fry gently on the side of the stove till a very pale color; then mix it with three-quarters of a pint of nicely flavored stock, either veal, rabbit or chicken. Stir till it boils, add a quarter of a pint of cream, a pinch of salt and three or four drops of lemon juice; keep boiling for about five minutes; keep skimmed and use. The thick, creamy veloute may be made by reducing this a quarter part.

## Home-Made Embroidery Fancies Plain Hosiery

FOR the girl who likes to embroider there is no more fascinating work than decorating plain silk stockings. The work is not difficult, provided a firm, fine weave of silk hosiery is chosen and the simplest of patterns selected for the first attempt. A small, detached design is always pretty and offers little chance for trouble as, even though the mesh stretches, there is no set pattern to be pulled out of place and present an absurd appearance when worn. Tiny butterflies make a dainty design for silk stockings and so do detached rosebuds, fleur de lys or leaves. Some workers in this type of embroidery use a glass egg or gourd over which to hold the mesh, after the same manner that one darns a stocking. Others stretch a piece of enamel cloth over a strip of cardboard and insert this in the leg of the stocking, just under

the stamped design. Where the embroidery follows a straight line, as in clocks, this is an excellent plan. A feather stitched clock in a color is an easily added bit of ornament to a plain stocking, and the stocking and embroidery should be planned to carry out the colors appearing in the shoe. A black silk stocking, clocked in white, worn with a fancy black and white pump is always smart looking, and the same idea can be carried out in several other fashionable combinations. For the girl who desires to accentuate the slowness of her ankles there is a simple design in featherstitching, the lines converging at the ankle, then broadening below over the instep and also spreading to a point where the top of a high boot would naturally reach. These featherstitched lines are decorated in some pretty way

at the ends, either with a square, box-like ornament or else an arrow or small pointed leaf design. A little out of the ordinary is a design which simulates a fancy, strapped slipper. Three bands of solid embroidery come from each side of the stocking at the instep, in a becoming curve, and meet under an elaborate motif of embroidery and heads which carries out the idea of a slipper ornament. The embroidered straps are in sharp contrast to the color of the stocking, and have every appearance of belonging to the slippers, which they match in color. For instance to wear with a black satin slipper, a pair of flesh-colored stockings would be embroidered in black, and the centre motif studded with small jet beads and rhinestones. Any one with a head for figures can easily see what an appearance of elegance can be presented for a small amount of money. Even more simple is the attaching of a jet and rhinestone button in a framework of embroidery instead of sewing the beads directly on the stocking. The button is quickly removed when the stocking is washed.

## Cake—Hints in the Making and Baking

By EVELYN DOLOFF DE BEBIAN.  
 IF TOO MUCH FLOUR is used in mixing a cake it will crack open on top in baking. When this occurs it is safe to omit half a cup the next time.  
 After mixing the cake, if it is beaten with a silver fork for a few minutes it will make it finer grained.  
 The use of sour milk will tend to make a spongy, light cake, and sweet milk will make a heavy one.  
 Never melt the butter before creaming it with the sugar. The bowl it is to be creamed in may be slightly warmed, and then the sugar and butter added.  
 If you wish a fine grained cake it is often possible to attain this end by the use of soft white sugar instead of granulated sugar.  
 In making fruit cake it is well to add the fruit before the flour. This will prevent its sinking to the bottom.  
 Always sift flour before measuring it, and it is well to sift the baking powder with the flour.

If the cake is a small one the oven should be quite hot, but if it is a large, rich one, the oven should be kept at a moderate heat only.  
 When eggs are expensive it is possible to leave out one or two eggs called for by the average recipe, adding in their place one or two tablespoonfuls of cornstarch. This will help to make the cake light and delicate.  
 In making a layer cake it is always well to have

it not very rich, as the filling usually adds to the richness of the cake.  
 If milk is not possible, water can be used in cake making, in which case the quantity of butter used can be increased slightly.  
 The economical housewife when making cake can use half suet fat and half butter, if desired, without making any difference in the finished result.

## A Set for Salad Dressing



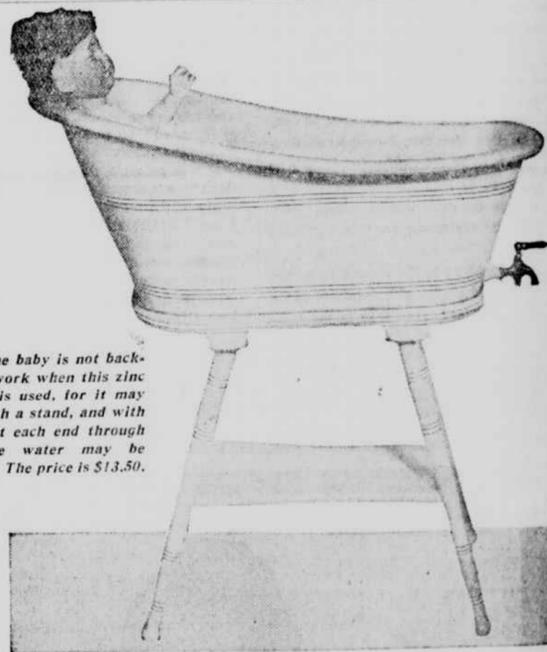
Among the new mayonnaise sets, this one, with a copper base which holds the cruets and bowl, is priced at \$9.

## Proper Reading for Parents

**THE DEVELOPMENT OF THE CHILD.** Nathan Oppenheim. Macmillan Co., New York. \$1.25.  
 Discusses: The relation of heredity and environment to child life; the primary school in the development of the child; the place of religion; the child criminal; the profession of maternity.  
**STUDIES IN CHILD DEVELOPMENT.** Julia Clark Hallam. Row, Peterson & Co., New York. \$1.25.  
 Child life is divided into age periods and the needs of each period are considered from the standpoint of physical, mental, and spiritual development.  
**THE CARE OF THE BABY.** J. P. Crozier Griffith, M. D. W. B. Saunders Co., Philadelphia. \$1.50.  
 Contains practical suggestions for the management of infancy and childhood.  
**CHILDHOOD.** Mrs. Theodore Birney. Frederick A. Stokes & Co., New York. \$1.

Discusses the following subjects: Amusements, fear, anxiety, and grief; fresh air and good respiration; co-operation between home and school; obedience and punishment; individuality; the child away from home; habits and will; the education of girls as future wives and mothers; the education of boys as future fathers and citizens; how to make home attractive; on manners; a plea for the allowance; reading for children; growing up with one's children; companions; temperament and discipline; the choice of occupation; adolescence; the moral value of occupation; character building; the Christian spirit; Christmas shopping for the children.  
**TRAINING OF THE HUMAN PLANT.** Luther Burbank. Century Co., New York. 60 cents.  
**A STUDY OF CHILD NATURE.** Elizabeth Harrison. Chicago Kindergarten Training School, Chicago. \$1.  
 The kindergarten idea of development of body, mind, and soul.  
 [From the United States Bureau of Education.]

## To Save Labor in the Nursery



Bathing the baby is not back-breaking work when this zinc lined tub is used, for it may be had with a stand, and with a faucet at each end through which the water may be drawn off. The price is \$13.50.

# "FAIR PLAY" SHOULD BE THE BY-WORD AMONG BROTHERS AND SISTERS

## The Give-a-Dog-a-Bad-Name Adage, Sometimes Only Too True, Is To Be Avoided in Making Judgements.



"They won't dress me!"

By SIDONIE MATZNER GRUENBERG

ATHER was glancing at the papers while waiting for his son to join him for their Sunday morning walk. Presently he noticed that he had read more of the paper than he had expected to, and looked at his watch. The delay was unusually long and he called to William. William's voice came back, sobbing: "They won't dress me!"

old enough to dress himself, and he wouldn't even try. The silence and the expressions on the faces of the other sisters suggested a conspiracy. This would never do. Father pronounced final judgment. "A boy who has three older sisters ought to be able to get help when he has to be dressed, and not be neglected." William had to be dressed at once, and the girls would see to it that the task was accomplished with neatness and dispatch.

To have the opportunity to look after younger brothers or sisters is no doubt of great value to any girl. And to be obliged to dress William through all those years must have been an education for the girls. But it is certain that whatever they gained was more than counterbalanced by the boy's loss. And it is also certain that the experience and "discipline" that the girls gained were counterbalanced by the resentment and sense of injustice which they developed as William became old enough—at least in their judgment—to relieve them of their responsibility.

William was no less a victim of circumstances than his sisters. It was his fate to be the youngest—and the only boy. It is bad enough to be the youngest, and it is bad enough to be the only boy—or the only girl. But the combination of the two handicaps is in many households quite insurmountable.

But every child is unique, if not in one way then in another. And so every child is likely to derive advantages from his peculiarities as well as to be handicapped by them. The older of two brothers was of the "accommodating" kind. A neighbor said to Charles that he "always gave in before and after." By this she

meant that he always did what he could to avoid friction in advance; but that when any altercation arose he was then ready to make further concessions and yield. He would not let his preferences stand in the way of peace. This was so marked that whenever trouble did arise it was quite natural for Henry to receive the blame. But later it became possible for Charles, in his quiet way, to make trouble in the certainty that Henry would be blamed.

### EACH CASE DISTINCT.

It is quite proper for us to recognize the fact that the children are not alike and to take the differences into consideration in our judgments and in our other treatment of them. But we must not let our classification of children stand in the way of substantial justice. It is quite probable that Henry was the trouble-maker nine times out of ten, and an understanding of Charles's disposition was very helpful to the parents. But each case, as it arises, should be considered on its merits and not on the earlier generalization that Henry is usually at fault.

The actions of parents, like all movements in the world, is along the line of least resistance. And the generalizations we make about our children furnish channels that are often helpful, but occasionally dangerous. So it happened that Helen, whom every one knew to be noisy and aggressive, often suffered for her reputation. One day her mother heard her nervous voice berating Edward while the children were at the edge of the water. She could also see the blade of an oar raised menacingly

in the air. Of course Helen was up to some mischief and was abusing Edward. She started for the shore in the interests of peace and justice. But when she came near enough she saw that the quiet and unobtrusive Edward was the real aggressor. He held out his foot to indicate where Helen was to land her boat, and as the boat did not strike exactly in the indicated spot he would shove it out again. This he repeated several times, until Helen was exasperated beyond self-control. The mother admitted later that had she not seen the performance herself she would have considered Helen responsible for the friction, without regard for the girl's pleas in extenuation.

### THE DAY'S WORK.

In the distribution of the tasks and responsibilities of a household among the children there will necessarily be inequalities, on account of differences in age and strength and also on account of interests. Some children are more obliging than others, and at one stage the child is more eager to go on errands than he will be later. It is perfectly legitimate to



Helen suffered for her reputation.

allow such inequalities. But we must not let the less obliging child take advantage of the more helpful brother or sister; he needs to do his share of the work even more than the work needs to be done. Nor must we allow him to evade his tasks through subterfuge or through persistent refusals. Let George do it, if he will, for he likes it and it is worth his while. But do not let the others defraud themselves by leaving too much to George.

The education of the child in ideals of equity must come in large measure from the give and take of his relations with other children, whether in the home or outside. But this must be supplemented with the pervasive influence of sympathetic, yet detached, judgment of older persons.



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