WOMAN'S VARIED INTERESTS

A Birthday Luncheon

Mushroom Canapes.
Celery. Bread Sticks.
Stuffed Lamb Chops.
Sweetbread Salad.
Popovers.
Swiss Peach Custard.
Bon Bons. Nuts.

MUSHROOM CANAPES.

Fry one-half tablespoon finely chopped onion in three tablespoons of butter. Add one-third cup chopped mushrooms and cook five minutes. Add two tablespoons of flour and stir until well blended. Pour on gradually, while stirring constantly, two-thirds of a cup of cream. Season with salt and serve on toasted squares of bread.

BREAD STICKS.

One yeast cake dissolved in one-half cup water, 1 cup milk, one-fourth cup butter, one tablespoon sugar, white of one egg, three and three-fourth cups of flour. Salt.

Mix ingredients well together. Let raise, shape into sticks about five inches long and let raise again. Bake in hot oven until nearly done and then reduce the heat so as to make the sticks dry and crisp.

STUFFED LAMB CHOPS.

Make a forcemeat of six tablespoons of soft bread crumbs, two and one-half tablespoons of chopped cooked ham, two and one-half tablespoons chopped mushrooms, two tablespoons of melted butter. Have the lamb chops cut about one inch thick. Make gashes in each and fill with the forcemeat. Roast in hot oven about twenty minutes and serve on toast.

SWEETBREAD SALAD.

Parboil a pair of sweetbreads. Drain, cool and cut into dice. Mix with an equal quantity of sliced cucumbers and celery cut into dice. Season with salt, pepper and a dash of paprika, and serve with French dressing in nests of white lettuce leaves.

POPOVERS.

Beat the yolks of three eggs until very light; add one pint of milk. Sift one pint of flour with two teaspoons of baking powder; add one-half teaspoon of salt and the whites of the eggs, beaten to a stiff froth. Mix all ingredients well and bake in hot buttered gem pans.

SWISS PEACH CUSTARD.

Line a well buttered baking dish with slices of sponge cake, and cover with one small can of sliced peaches. Make a baked custard of three eggs, one pint of milk, and one cup of sugar, flavored with vanilla extract, and pour over the cake. Bake for twenty minutes. Beat the whites of two eggs stiffly, add two tablespoons of pulverized sugar, spread on top and brown in the oven. Chill thoroughly and garnish with maraschino cherries and serve.

Handbag Etiquette

DO NOT carry a shabby handbag. Have that accessory very dainty indeed, even if you have to make it with your own hands; for nothing so detracts from the smart appearance of a costume as a handbag which has seen its best days.

To go with the strictly tailored cloth suit there is nothing in the way of shopping bags that is comparable with a medium sized one in leather so soft and pliable that it readily pleats into a silver frame whose safety lock cannot be sprung whenever the handle is in an upright position. Be sure, too, that your silver-mounted leather bag has a white or a delicately toned satin lining. It will be a luxurious looking resting place for the gold change purse and the sheer handkerchief.

Excepting for shopping or travelling, however, the leather handbag is taboo so far as fashionable women are concerned. At luncheon and tearooms coins and handkerchiefs emerge from one of two types of "stocking" purse. The most novel of these is a half-yard long by ten-inch wide stripe of grosgrain or faille, seamed its entire length, shirred at either end into a two-inch frill, with the shirrings hidden under the ends of a heavy silk cordage handle. Each frilled end conceals the clasp-fastened mouth of a satin lined pocket. In black, corded with gold, silver or gun tinsel, the effect is remarkably good. It is a simple matter to have such a receptacle match the afternoon costume.

Many women adhere firmly to the original type of "stocking" purse, opening at the centre of its long single seam and having fancy rings closing the pockets at both ends. Certain of these "stockings" are exceedingly ornate. I saw recently a stunning purse in blue satin, elaborately embroidered at either pointed end with tiny beads in rose or silver.

Making Bridge Bags a New Pastime.

Bridge bags have become the most gorgeous of purse and handkerchief receptacles. To make one's afternoon party bag is a fashionable pastime these days. Some of these affairs are entirely incrusted with designs in tiniest beads. One exquisite melon-shaped bag in opal satin, embroidered with blue roses and green leaves, has a long pendant tassel and a double cord handle entirely of opal beads.

Absence of Repose in American Homes Makes Women to Blame for Our Lack of Folksongs and Story Tradition.

We Are Becoming a Tuneless People, Say Clara and David Mannes, Because the Lullaby Is Dispensed With.

The Entire Nature of a Child May Be Remoulded Through Music, Say These Music Educators.

Clara and David Mannes.

By CLARA and DAVID MANNES.

THE entire nature and action of a child may be remoulded through music. This is not an idle dream nor a mere theory; it is a substantial fact proved in many cases during fifteen years of work in the Music School Settlement, in East Third Street. Through the proper study of music the unmanageable child may be made tractable, just as through wrong methods the manageable one may become ungovernable. Not only has this work been done with children drawn from the neighborhood that surrounds the Music School Settlement, but with little ones who live in luxury uptown, where the air is sweet and clean, and in homes where they are surrounded with beautiful things, for the incorrigible child is found not alone in the slums—she lives in mansions as well.

The child of this type is one in whom ideals have been crushed or suppressed. It is a spiritual as well as physical condition that brings out qualities that brand him as "bad." But in these children there is hope, for they at least have the courage of their convictions, while the generally accepted "good" child is one often made so through slavery.

The first thing to do with the "incorrigible" child is to turn his mind into channels of interest, to aid him in discovering a personal ideal, and music is one of the greatest aids in such a direction. There is a subtle sense in an art expression that aids the human being in realizing his ideal. To awaken the beauty and appreciation of harmony is more important than to give the child a so-called thorough education.

When it is said that music will influence the unmanageable child it is not meant that mere listening is all that is required, though there have been great changes when such children have been placed in surroundings where music is a feature. Teach the child to play. All children want to play on some instrument. This may seem exaggerated, but notice the little one's inclination in tender ears to play on some toy instrument. A baby loves to sit by the piano and finger the keys. It is only when the child grows older that either the lack of an instrument, or through making a drudgery of music by old-fashioned methods, this desire for musical expression is crushed.

It is necessary that the whole idea of music teaching be changed and the terrible custom of subjecting the child to hard daily practice when it can do nothing but make a most horrid noise should be stopped, for it is subjecting the child to the most nerve-racking physical torture—not to say anything about its neighbors.

You cannot take a child, good, bad or indifferent, put him to work at the piano with an utterly uncongenial teacher, make him practise certain set hours a day set scales in a set way and bring forth good results. Either you are going to produce a spiritless "good" child or a rebel. Scales are tuneless affairs representing to the child nothing but drudgery. Chords that form harmonic instruction are interesting, so begin with these, secure the child's interest, and never fear but the matter of technique will follow.

In the settlement a new method of music teaching has been developed which leads to the study of the body and the co-ordination of mind and muscles which should lessen the time required in daily practice, and it is extraordinary what can be done.

Take the violin, for instance. How often has it occurred that a person almost mentally deficient can be more expressive on the instrument than one so sensitive and refined that the very elements which would make him a fine musician are a source of difficulty! There must be something that keeps us all from doing what we want to do. Every expression is made through the use of the body. By realizing this and trying to bring about a co-ordination between the mind and muscles we have gotten at the very health of the child. He must be taught to sit and stand right, to place his hands on the keys aright. Wonderful things can be done in this way, and instead of music being just a means of entertainment it can be the means of lifting out from the body that submerged self which needs expression.

We are not at all interested in the talented child, because the talented child will always attract attention, like the possessor of physical beauty. But since the world depends upon the development of the normal child it is this one that attracts us. Such a little one can be made to play well. We have proven this time and time again.

There is really no such thing as tone deafness. You can teach so much through music. There are so many possibilities that it is a pity they cannot be worked out faster. And, it is our firm belief, that it is not the brilliant musician who should be high priced; it is the devoted earnest teacher who is willing to work on what the child brings him.

Here enters the serious question of the teacher and the child. One type of man or woman cannot successfully teach all children. There is an excellent example of this in the music school, where one will often find teachers and children out of harmony, teachers who give up and declare that they cannot manage the child, and children who cannot learn from their instructors. When this occurs the teacher is changed, but the child is never sent away. So should it be with all who wish their children to study music.

If you discover that your little girl or boy and their teacher are not in harmony with one another, make a change in the teacher, and if you have to do this twenty times before the right one is found, do it cheerfully rather than sacrifice the spirit and perhaps the future mode of expression and conduct of your child's life.

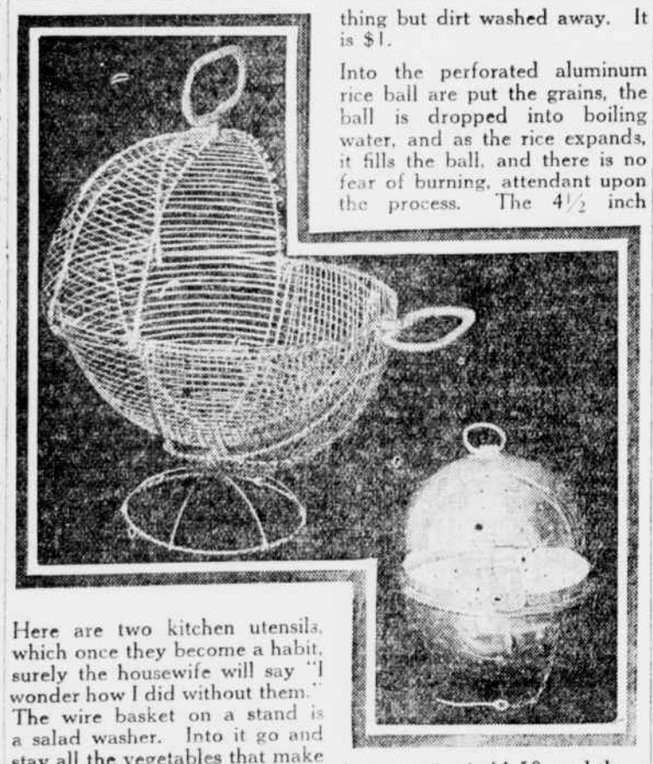
When should a child begin with music? That is a question asked nearly every day. The answer is: in the cradle. It is the serious duty of every mother toward her child to sing to it. Yet will you find the nursery song hummed and crooned in many families to-day?

True, there are some mothers "old-fashioned" enough to sing to their little ones, they hum the nursery rhyme, the negro melody. These things cling to the child through life, and they give it the first "attuning" to music. One reason we have so many children to-day who are utterly incapable of carrying an air, who are really "tuneless," one might say, is because of the lack of this early home singing.

This musical retrogression is directly due to the women. Into their lives have entered certain elements of social and business affairs that rob the home of repose, the twilight hour of peace and quiet, the close family communion of interests is gone, with it has disappeared the nursery song, even with it are going the nursery tale and legend that form the basis of the folksong. In foreign countries you will find folklore and folksongs because the repose still exists in the home, and until our mothers look to this side of home life we are going to remain a people without folksongs or story tradition.

There is no doubt that the music school movement has met with extraordinary success. That the young folk want to play and love music is proved conclusively through the fact that hundreds are yearly turned away because there is not room for them, nor accommodation for their work. This predicts, beyond doubt, that in some years we will have a community of splendid amateurs. Just think of it In five years thirty sister schools have sprung up over the country, teaching thousands of students! It is conservative to say that without doubt in ten years every town and city in the country will have a music school. There must be some human interest for the sake of our social relations that shall fuse our separate lives, and, if signs are to be depended upon, this fusion of brotherhood will come through music.

Two Kitchen Helpers



Here are two kitchen utensils, which once they become a habit, surely the housewife will say "I wonder how I did without them." The wire basket on a stand is a salad washer. Into it go and stay all the vegetables that make the salad, a wire section slides up, is fastened, and the shower bath follows, with no fear of anything but dirt washed away. It is $1.

Into the perforated aluminum rice ball are put the grains, the ball is dropped into boiling water, and as the rice expands, it fills the ball, and there is no fear of burning, attendant upon the process. The 4½ inch diameter size is $1.50, and there are two larger sizes. Both articles are from Lewis & Conger.

When Are Rules for the Child's Guidance To Be Broken?

WISE folks know that all rules are meant to be broken, but it is not safe to let the children find it out too soon. It happens that some grow up without ever finding out, and a hard time of it they have ever after.

We can understand the astonishment of Aunt Jo, who dropped in unexpectedly one evening and found eight-year-old Marion sitting up and reading, and the hour long after the usual bed time. "Why, I thought your children never stayed up after seven o'clock!" was her way of showing that she knew that rules were rules. That had been the rule; that was still the rule for the younger children. "But now," explained the mother, "Marion stays up a half hour later on Saturday nights, because she can sleep later on Sunday, and because father comes home later on Saturday."

These were very good reasons for staying up later; but to some people there never seems to be a good reason for breaking a rule, and that is really what bothers them—the difficulty of using discretion. Aunt Jo was one of those people, and she was one of a very large company.

"I thought your children never stayed up after seven o'clock."

Regularity in Daily Routine Essential.

With very young children it is essential to have a fixed regularity in the daily routine, if it can possibly be carried out. This is necessary, because it is the only way of getting children into the habit of disposing of the daily necessities in a routine way. In the mater of eating, sleeping and dressing, in putting away toys and clothes, in table manners and in the details of courteous conduct, the routine must be observed, with never an exception. It is apparently the only way of making sure of the habits.

You know the saying about being offered an inch and taking a yard. Well, that seems to be particularly true of children on the way to learning the rules of life's game. A change from the ordinary means a license to ignore the rule. During this period, therefore, every departure from the routine involves a serious setback. When habits are being acquired, no exception should be permitted. But after habits have been formed they must not be allowed to interfere with common sense or with our happiness.

A friend out shopping with her little girl met me on a crowded street on a warm day. After talking of nothing in particular for a few moments she told me half-apologetically that they were about to get some ice cream soda, and asked whether I would join them. She explained her hesitation by saying: "I did not think you would approve of children drinking ice cream soda." And, of course, I do not—as a steady diet. There are no doubt many children who consume too much of the colored and sweetened juices that are sold under various fancy names. And there is no doubt that children should learn to quench their thirst with water. It is also true that if you give them a chance they will nag and nag until you yield the nickel or dime that the soda water man wants. But for all that it is perfectly legitimate to satisfy the taste for the cold and the sweet and the flavored confections—on occasions, and in moderation.

It is a bad rule to indulge the soda water habit; but it's also a bad rule to be absolute in our approvals or disapprovals. We are not compelled to say to a child, either, "You may always have what you wish," or, "You may never have what you wish." It is this always-or-never attitude, this inflexibility of judgment that antagonizes and estranges the growing child and makes us old before our time. And it is quite unnecessary, for it is possible to give the growing child a wholesome routine mitigated by more and more variety. It is possible for children to learn that there are justifiable exceptions to the usual way of doing things.

Danger in Making Exceptions.

Children love novelty so much, in general, that they are quite eager for everything that is out of the ordinary. Sometimes, however, they quickly become attached to the comfort of fixed routine. This seems to have been the case with Alfred when his mother wanted him to go to sleep in a different room one evening, as she expected company and wished him to be farther from the noise. Alfred stuck to rules and traditions. He had always slept in that bed, and he would not change now. He was promised that he would be taken back to his own bed during the night, and would not be disturbed; but he held out against the irregularity of the proceeding—it was an unheard of thing to go to sleep in one place and wake up somewhere else. But father called attention to the fact that people go to sleep in a railway car in one city and wake up in another city many miles away. That was interesting; and Alfred fell into the game of playing that he was to take a journey from a distant city, and was to wake up in his own bed in the morning. This worked very well as a trick. But if that were repeated too frequently, it would soon break up any sense of order—or rather, the new way might gradually reptace the old order.

That is indeed the danger in making exceptions; but we must not be deterred by the danger. We must vary the routine as need arises and thus teach the children that a rule is not so nothing absolute, but a convenience. We must teach them, also, to be the masters of their habits, and not the slaves. Children must retain as long as possible that peculiar power of youth—the ability to change from one set of habits to another. With advancing years and judgment, this means the ability to use discretion without rejecting the benefits of regularity.

". . . . PERFECTLY LEGITIMATE TO SATISFY THE TASTE FOR THE COLD AND SWEET CONFECTIONS."

"HE HAD ALWAYS SLEPT IN THAT BED AND HE WOULD NOT CHANGE NOW."

MODEL FARM AT SPRINGS

Miss Gladys Ingalls, of Washington, Buys Big Estate.

[By Telegraph to The Tribune.]

Hot Springs, Va., May 2.—Miss Gladys Ingalls, of Washington, daughter of the late Melville E. Ingalls, is going into the farming game. She will build a model farmhouse and a large, up-to-date chicken plant. Her brother, M. E. Ingalls, who returned to New York to-night, concluded the purchase for her of the McDonald estate, a fifty-acre property on the road to Fassifern.

Mrs. Joseph W. Heinroth, of New York, who was thrown from her horse at Dunn's Gap, yesterday, will be confined to her room for several days, but her physicians say she is not seriously injured. Mrs. Heinroth was Miss Irene Nelson, daughter of Edmond P. Nelson, of St. Louis.

George W. Stevens, president of the Chesapeake & Ohio Railroad, arrived at noon on a special train with other officials of the road and left to-night.

Mr. and Mrs. H. F. Swift gave a picnic party at Fassifern to-day, with Mr. and Mrs. L. P. Ordway, jr., who are spending their honeymoon here.

Winston P. Henry, Miss Ida Swift and Miss Helen Cudahy rode their saddle horses over by the cut-off trail and had lunch on the bank of the Jackson River.

LAUDS PATRIOTISM OF COUNTRY'S JEWS

Hugo, Secretary of State, Chief Speaker at Free Sons of Judah Convention.

No class of people has accomplished more in this country or has greater faith in and love for the Stars and Stripes than the Jews, according to Francis M. Hugo, Secretary of State, in a speech yesterday at the twenty-fifth annual convention of the Free Sons of Judah, at the Central Opera House.

Borough President Marcus M. Marks talked of the work that the Free Sons of Judah, with a membership of 25,000, had done for the last twenty-five years. In bidding the organization welcome on behalf of the city administration, Mr. Marks said that there was more room for more Jews in New York.

Mr. Marks's work as an administrative officer was praised by Samuel S. Koenig, Republican county chairman. Judge Louis D. Gibbs, of the Bronx County Court, reviewed the part the Jews of The Bronx had taken in the activities of the Free Sons of Judah. Judge Gibbs made an impassioned appeal for the persecuted Jews of Eastern Europe and asked that the Jews of this country be ready to extend aid to their brethren after the war in case of large emigration.

The Free Sons of Judah have paid out $2,500,000 in death, sickness and unemployment benefits since their organization, according to Louis Goldstein, their president.

TUXEDO SEASON BEGINS

May 1 Brings Throng of Colonists to Park.

[By Telegraph to The Tribune.]

Tuxedo Park, N. Y., May 2.—The attractions of spring life in the country brought many socially prominent in New York to Tuxedo to-day. May 1 is generally the date set for the colonists to open their cottages, and there was a rush of arrivals.

The committees on outdoor sports have arranged an elaborate programme for the coming season. The invitation lawn tennis matches will take place on May 20, and the golf tournament will begin on May 28 and continue four days.

The Tuxedo horse show is scheduled for June 4 and 5. The Tuxedo Lake Yacht Club will hold a series of races throughout the season. The first was held to-day. There were seven starters, including William B. Dinsmore, F. O. Spedden, J. F. Tams, Grenville Kane, Frederic Foster, Pierre Barbey and Gordon Fellows. The winner was Grenville Kane, with Frederic Foster second.

Among the arrivals at their cottages are Mr. and Mrs. Edson Bradley, Mr. and Mrs. Montgomery Hare, the Rev. and Mrs. George William Douglas, Mr. and Mrs. Henry M. Tilford, Mr. and Mrs. David Wagstaff, Mr. and Mrs. Alfred Seton, Mrs. and Mrs. L. M. Ogden, Mr. and Mrs. George H. Hull, Mr. and Mrs. Lindsay Russell, the Rev. and Mrs. Herbert Shipman and Mr. and Mrs. Forsyth Wickes.

Ex-Representative and Mrs. R. P. Hobson will arive from Washington at the Hull cottage this week. Mr. and Mrs. W. M. V. Hoffman will open their villa.

Among those who spent Sunday at the club were Mr. and Mrs. H. O. Havemeyer, Mr. and Mrs. Lewis S. Morris, Mr. and Mrs. Robert L. Ide, Mr. and Mrs. Frederic F. Carey, Mr. and Mrs. William Gillman Low, jr., and family, Mr. and Mrs. Morgan G. Barnwell, Philip L. Saltonstall, E. M. Drayton, R. B. Rives, Clermont L. Barnwell, Dennie M. Hare, Jonathan Ingersoll, Julian M. Wright, William Hare, Stoddard Hoffman, Mr. and Mrs. William P. Lyman, Hoffman Nickerson and Miss Stackpole.

Mr. and Mrs. Winthrop McKim entertained a large party at their cottage to-day for dinner. Mr. and Mrs. Schuyler Schieffelin gave a luncheon at the club.

The Misses Alexander spent Sunday at their Tuxedo villa. Mr. and Mrs. Edward L. Burrill will spend the summer at the Steinman cottage. Mr. and Mrs. A. M. Beard will occupy the Garland house. Mr. and Mrs. Tiffany Richardson have leased the large Elliott villa. Mrs. John Murray Mitchell will occupy her villa this season, and Mrs. Charles Coster will open her house soon.

Two Orange Engagements.

Orange, N. J., May 2.—Society folk in the Oranges are interested in two engagements just announced. Miss Elsie Redman, daughter of Mr. and Mrs. Randolph Redman, of Hamilton Road, South Orange, and Victor Constant Kitchen, son of Dr. and Mrs. J. M. W. Kitchen, of East Orange, will be married June 9 in St. Andrew's Church, South Orange. The ceremony will be performed by the rector, the Rev. F. Creswick Tedd.

Mrs. Samuel Lord, of 205 Centre Street, Orange, has announced the engagement of her daughter, Miss Dora Marshall Lord, to Lawrence Hopkins Reed, of New York, formerly of Baltimore. No date has been set for the wedding.

CITIZEN TRAINING SCHOOLS URGED

President Churchill Denounces City's "Educational High Priests."

TEACHERS' REPRESSION MISTAKE, HE ASSERTS

Says Maze of Rules Tends to Eliminate the Inspiration of Personality.

By HENRIETTA RODMAN.

That was a fine speech Mr. Churchill made at Columbia on Friday.

"The greatest problem of education to-day," he said, "is the injection of enough of the living spirit of the time to keep the school alive and adaptable to use.

"All the signs of the times indicate that we are repeating one of those historic phases in which the gap between what the world demands and what the schools provide has become so wide as to compel universal attention.

"In 1898 the educational high priests of the municipality of New York constructed a system.

"They did not first make any study of New York children or their needs, of the life opportunities open to young men and women. In the seclusion of their offices, surrounded with courses of study borrowed from other systems, guided by internal logic and the assumption of inner consciousness, they built the curriculum of the people's schools.

"To the Bowery as well as to Brooklyn, came this finely jointed, many storied, richly ornamented course of study, for rich and poor, fast and slow, exceptional and subnormal. For each and all the same, unchanging, unchangeable. 'This is education,' they said. 'Cut off every day little pieces of it. Pass them out. Send the child home to mull over them. To-morrow see if they are in his head. At intervals we shall send searchers to examine how much has been lost.'

"Year after year the protest of intelligent citizens increased against the teaching of the schools. The knocking at the doors of the guardians of this ancient folderol fell on ears stuffed with the soft cotton of self-complacency. A complainant was a disturber. . . .

"But the right and lawful function of the schools is to train citizens able to make their own way and to contribute to the common good. This aim cannot be reached by rigid courses of study and repressed teachers.

"The teacher of twenty-five years ago was much more unrestricted in the use of her teaching time than was the teacher of 1912. But may it not be that with a minimum of dictation there was an amplitude of inspiration, that there was less risk of the teacher becoming a cog on a wheel and more likelihood that the school was vitalized by the teacher's personality, with the teacher's enthusiasm, and that there was transmitted something spiritual, without which education is dross?

"We are coming to realize that an education based wholly on books, on suitability for introduction to a learned profession, is a moral and economic waste for a people concerned, in so vast a majority, with trade and industry."

These are brave words. Will Mr. Churchill answer a few questions which his speech suggests?

Is not the demand of women for wider responsibilities a part of the "spirit of the times"?

Why does Mr. Churchill's party in the Board of Education oppose giving equal opportunities to married women in the schools?

Is the repressive policy of Mr. Churchill and his followers based upon knowledge of objective facts or upon "assumptions of inner consciousness"?

Does not the Gary system fulfil Mr. Churchill's ideal of a democratic system of education?

Why has Superintendent Wirt been so meagrely supported in comparison to the support given Superintendent Ettinger?

If Mr. Churchill believes that a curriculum should be based upon study of conditions, why has he failed to support the vocational education survey which has been recommended to him by Professor John Dewey, Superintendents, Ettinger, Haaren and Straubenmüller, and, I believe, Schneider and Wirt?

If Mr. Churchill believes in justice for teachers, why was a principal, found guilty of an error of judgment, let off without so much as a reprimand, on the ground that he had broken no bylaw, when a teacher under similar circumstances was suspended for eight months?

BERGDORF GOODMAN
616 FIFTH AVE
BETWEEN 40TH AND 41ST
Importers Creators
GOWNS SUITS WRAPS FURS
Smart Sport and Motor Coats.

RUG AND CARPET CLEANSING
"Quality Service since 1870"
Dyeing, Altering, Relaying
Moth-Proofing, Storage
Old Carpets Woven into Rugs
Oriental Rug Repairing
LET US DO YOUR WORK
Write or 'Phone for booklet.
Thos. J. Stewart Co
1554 Broadway, at 46th St., New York.
'Phone Bryant 3896
MOVING VANS & STORAGE WAREHOUSE

CARPET CLEANING
J. & J. W. WILLIAMS
TEL. 366 COLUMBUS. Est. 1875.
353 W. 54th ST.