THE OGDEN STANDARD

A Page for Misses

THE PRACTICAL SIDE of the EDUCATION of the FASHIONABLE GIRL

THERE is a great reversion taking place to-day in the training and education of girls and young women. With all the sciences and dead languages that they are acquiring, there is evident a desire also to acquire a real grounding in the simpler things of life—in the clever managing of small incomes and in all the details formerly summed up under the term "housekeeping," but now, to better hit the spirit of the age, dubbed "domestic science."

In the modern colleges for women there are to-day departments devoted exclusively to each and every detail of household art, from the actual cooking, sweeping, dusting and bedmaking to the careful manipulating of a small allowance, in the knowing what to buy that a little may go a long way, as well as how to obtain best result from the expenditure for a household that can afford to live on a more or less elaborate scale.

Every girl is at heart a home maker or housekeeper, for at the root these terms are synonymous. The average girl derives the keenest enjoyment in "fussing" about the house, "fixing up" her room and feeling herself a really necessary part of the household. She is actually glad to take upon herself the ordering of the house, provided she be allowed perfect freedom in this line and can bring her parents to consent to putting up with her natural mistakes at the commencement. While she is still at school it would, of course, be impossible for her to take full charge of all the home details, but during her vacations and if she attends a small class rather than a school with regular sessions from nine o'clock until one or three, as the case may be, every girl will be found to be infinitely happier if she can be made to feel a certain amount of responsibility of this sort. The preliminary training beneath her own roof and under the kindly supervision and guidance of her mother will also fit her to be a better and a more tactful wife when the time comes for her to manage her own little home than if she starts in her married life absolutely ignorant of the most everyday household matters, and is hence confused and bewildered at every turn.

Mother Has a Reason.

The chief reason, of course, why more girls are not allowed the opportunity of taking charge of the housekeeping when they first leave school is because the mother does not feel she can afford to incur the expense in increased groceries and butcher's bills which is the inevitable result of inexperienced housekeeping, nor the almost equally inevitable upheaval among the servants, and because they realize their ignorance so keenly the daughters do not insist on trying to take the burden of housekeeping from the mothers, who are more tired than even they realize from so many years of thinking and planning for others and who really are in need of complete relaxation from this constant care.

It is because the daily life of the modern girl is so filled with studies and amusement that there is no time for the simple home training from which her mother and grandmother benefited, with the result that the most thoroughly educated girl starts her married life but illy equipped for managing a small house that must be run on an economical basis.

With a sufficient spending of money almost any one can run a house. Good servants and a trained housekeeper can always be bought, but fortunately there are not many young couples so situated that they can start off regardless of bank account, nor is the girl who is not forced to work diligently to make her home attractive at all to be envied.

It is because the girl of to-day realizes keenly her incompetency in every line of domestic knowledge that in the colleges courses in home science are now included in the regular curriculum. In all the smaller cities and towns now also classes are being formed in practical housekeeping, and it is interesting to note that these courses are widely popular among girls of all ages, from the schoolgirls just commencing their 'teens to the young married ones who have already been put to the test and been found sadly wanting in all knowledge of housekeeping.

In the Colleges.

In the women's colleges the domestic science courses are worked out on a more elaborate scale. In the cooking course, for example, each student has her own stove, cooking utensils and shelves for the food stuffs, to be utilized in the day's lesson—the meat, dry groceries, vegetables, &c. Of this stove she has complete and absolute charge, for at the end of the term she must understand not only all the details of actual cooking but just how to manage her stove, rake it out, polish and keep it in perfect order for daily use. She is taught the preparation of all kinds of food for cooking, and she is taught first all the simple, homely recipes—bread making and the proper cooking of meats—before she is permitted to attempt any fancy dishes or intricate jellies or pastries. Everything is taught perfectly, and she must be able to cook perfectly each article undertaken before a new recipe can be started upon.

But even more necessary for a housekeeper to know than the actual cooking is the ordering of the table, and yet how pathetically few girls would be able to distinguish between a young tender chicken and an old fowl or a good, economical cut of meat and one composed principally of bone that will cut to but poor advantage! There is no exaggeration in stating that the average girl does not know even the seasons when certain vegetables and fish are in market and would gayly order oysters in midsummer, strawberries in January, fresh vegetables every day in the week without any idea that the price is any different at one time of year from another.

In a course of domestic science the pupils go regularly with their instructor to a large market to learn how to choose the material to be cooked for the next meal and to obtain an idea of the standard price of the different foods. They are taught to watch the prices of all articles, so that, as the cost fluctuates, they can each day take as much advantage as possible of whatever is lowest and still keep up variety in their menus.

Knowledge of Foods.

Nor is the making out of menus to be disregarded in such a course. After a knowledge of the actual meats, vegetables, fruits, &c., has been acquired and the student has learned also how each different cut of beef should be treated in the oven or in how many different delectable ways one vegetable can be disguised, then her wits are put to task in the ordering of dainty luncheons, elaborate dinners, simple home suppers, &c. Far more than elaborate cooking or great quantity on the board, a "good table" implies rather variety from meal to meal and a happy combination of simple and rich fare. A most perfectly cooked and carefully planned dinner is ruined by a wrong combination of dishes, too many sauces and rich food or too much heavy, solid meat. Nowhere does the old adage of "enough is as good as too much" apply so well as at a festal board, and the people of America are rapidly coming to see that a few courses perfectly cooked and served are far preferable to long, tiresome dinners made up of an infinite number of heavy, rich dishes.

All housekeeping classes are managed in just the same way as the large college courses. Each girl may not be able to have her own stove and room corner for her work, but every member is given one definite dish or course to buy, prepare, cook and serve. The class, organized generally by a band of girls who arrange to give up a regular afternoon or morning each week to this purpose, is taught by some trained and experienced housekeeper. One week, perhaps, will be given over entirely to a visit to the markets, the next lesson to the making up of a good menu, and so on. A class of this sort can be the greatest fun imaginable, with wonderful possibilities for jolly luncheons toward the end of the course, when each cook has become sufficiently expert to dare ask in her friends to one of her own meals. Select dinners, when boy friends can join the party and remain to wash up the dishes afterward, can be made delightful affairs, for which invitations will soon be eagerly sought. And what a tactful means of showing to the sceptical youth that higher education includes instead of precluding knowledge of home making!

Through these courses in domestic science may come at length a solving of the servant problem. Once a mistress knows the work of the maid sufficiently well to do it herself, then and then only can she hope to teach each branch of the art. When the mistress can really teach then she can take into her house a quite different order of girl from the poorly trained immigrant. One who knows absolutely nothing, undesirable or otherwise, can be taught everything satisfactorily from the start, and in this way only can a thoroughly competent trained servant be made, be she cook, laundress, charmaid, waitress, parlormaid or lady's maid. Only by this means can a correct footing of respect and devotion on the one side, with kindness and consideration on the other, be established.

Aprons of Many Shapes and Sizes

APRONS always appeal strongly to young girls of domestic instincts, and at the expense of a little time and money any one may have a variety of such accessories. Chafing dish aprons should be at least one-half yard long when finished, and are most serviceable if made with bretelles or Gibson straps, which help to protect the front of the blouse. If of nainsook or dotted Swiss the lower portion of the apron should be bordered across the bottom with a four inch deep hem, headed by ten pin tucks, and the shoulder straps finished with an inch hem and three pin tucks. For the same purpose there are aprons of fine white lawn, with embroidered muslin ruffles bordering a square skirt and bib, or of bandanna handkerchiefs with pockets and Gibson straps of four inch wide taffeta ribbon.

Two fancy handkerchiefs make the daintiest sort of tea aprons. By halving one handkerchief and sewing the two rough edges along adjoining sides of the other handkerchief a space will be left at what represents the bottom of the apron for a fan of finely plaited linen, which should be trimmed to match the lace or embroidery edging the handkerchiefs. Across the remaining point of the uncut handkerchief is placed a band of lace or embroidery through which to run velvet ribbon belt strings, the portion of the handkerchief above the waist thus forming a small three cornered bib. Another tea apron consists of four embroidered muslin handkerchiefs joined to form a square, one point of which is attached to a waist band of white ribbon, from which band at either side of the centre join the right and left corners of the apron and thus hold it in position. A fifth handkerchief is arranged to form a diamond shaped bib, kept in place by ribbon straps running to the shoulders from its upper and side points.

White lawn striped with a color, flowered lawn or madras, are made into little round sewing aprons frilled with plain white muslin and provided with two small, round pockets edged with tiny frillings and decorated with colored ribbon bows. Flowered limity is employed for square sewing aprons bordered all round with plain lawn banding. From six to eight inches of the lower edge turned up and divided into four sections form as many pockets, which should be defined by straps of ribbon matching the belt. More ornamental sewing aprons consist of three breadths of dotted Swiss bordered across the bottom with the halves of two handkerchiefs, whose fancifully trimmed edges are joined at the two inner ends over strips of silk. This band is then shirred to form the required number of pockets, fitted with baby ribbon draw strings, and the upper edge of the apron is widely shirred and run through with inch wide ribbon strings.

Really practical work aprons for use at cooking classes are shapely affairs of gingham, linen or barred lawn made up so that either side may be worn outwardly. One model shows the high, square bib to which shoulder straps are buttoned, a lower section with gored front sides which lap at the back and button just below the hips and a tight belt passing through eyelets at the waist line to hold in any slight fulness at that point. An all enveloping apron has a jumper waist and gored skirt, closes in the back and has a half belt which takes up the fulness about the hips, and a shapely princess, closing in the back, is slightly rounded over the shoulders, has full length puff sleeves and huge patch pockets applied just below the hips. These work aprons are finished with wide hems, tape bindings or stitched bands unless made of some material with a border, which may also be used for straps, pockets, cuffs and belt.

UTILITY DOLLS.

DOLLS are now utilized as ornamental coverings for so many articles that the collection of the college girl is quite as extensive as is that of the little maiden still in the nursery. Japanese geisha girl dolls garbed in quaintly printed silken garments, demure Quaker ladies in dull gray frocks and showy kerchiefs, and Colonial dames in spreading silken petticoats make cosey coverings for five o'clock teapots. Dolls dressed in the stiff brocades of the pompadour period and with their bisque faces surmounted by elaborately dressed flaxen hair, cover luncheon table, bonbon boxes, or in white satin, lace and orange blossoms, pose as modern brides on wedding souvenirs.

Nurse and French maid dolls with flexible joints, movable eyes and abundant tresses are dressed to accommodate a complete sewing outfit. The coquettish cap conceals a thimble case, the padded shoulders are pin and needle cushions, the apron pockets hold scissors and bodkins, a ribbon chatelaine sustains a stiletto and ribbon runner and reels of thread are kept in the broad hem of the skirt, which is turned up on the upper side and divided into innumerable small compartments.

Hat, belt, veil and scarf pin cushions are in the shape of small jointed dolls dressed in padded garments similar to those affected by the various college football teams of renown.

The outspread arms and legs of tan, white and black plush Teddy Bear and Eskimo dolls are used for tie racks. China dolls in Dutch costume and bisque piccaninnies in coarse flannel skirts are disguised penwipers, and whisk brooms masquerade as colored mammies in bright calico frocks or lurk beneath the figured crepe kimonos of bored looking Japanese.

CROCHETED WHIP.

GIRLS who can crochet or knit will find a whip made of this handiwork an attractive gift for a baby. The innermost part is a soft whip. This is wound around with cotton batting and then bound with a cord so that it is securely covered. Then a case for it is crocheted or knit and put on with a tassel to finish the pointed end, securely fastened on so that if the child tries to put the whip in somebody's eyes it will not do any more harm than a soft handkerchief. Bells are fastened on the whip part way up, and on the handle end there is a loop.

The whip must be so soft everywhere that it cannot possibly do any harm. It may be given separately or with a set of crocheted or knitted reins.

SOCIAL AMENITIES FOR THE SCHOOL GIRL

"There is good in the worst of us,
There is bad in the best of us;
And it ill behooves any of us
To speak ill of the rest of us."

IF more girls, and older people, too, for that matter, would let their minds dwell for one moment on the deplorable conceit of constant criticising of their neighbors they would soon grow more guarded in their unkind remarks and less quick to make fun of the idiosyncrasies of those about them.

A critic means literally one who is so thoroughly versed in his subject, be it music, literature, painting or the drama, that he is appointed to pass judgment on that work of art, from which "criticism" others less learned may be able to obtain ideas, and thus build up an opinion for themselves. He acknowledges himself to know even more than the artist, and upon what he says rests the fame or the failure of the creator of the work of art. Does not the girl, therefore, who is always criticising others apparently put herself on a superior plane to the rest of the world? "How can Julia do such a thing?" "Did you see the hideous dress Mary wore?" "How ungracefully Jane dances!"

Surely, each of these remarks implies that "I am too sensible to act like that," or "I have better taste than to choose such a gown," or, again, "How much better I can dance than Jane!" Of course, if it is sure to be true, if one is really finer, cleverer, more sensible, more attractive than any one else, then perhaps the criticism may not be so out of place, but how many of us are perfect?

There is a little couplet of J. G. Whittier's which might well be memorized in this connection:—

"Search thine own heart; what paineth thee
In others, in thyself may be."

There is just one most amusing side to criticism, and that is the frequency with which two girls will say the identical thing of the other to a mutual friend or acquaintance. "Do you really like Marjory? She is nice, of course, but I think very ordinary" (implying not quite good enough for me to associate with). These girls have evidently not taken a great fancy to each other and each makes of the other the same criticism, and were it not for the pathetic conceit, or, rather, self-satisfaction shown in the remark, how delightfully funny it would be! And this happens time after time to us all.

There is no surer means of escaping unkind criticism than by never criticising. "Judge not, and ye shall not be judged" is one of the truest maxims of all time, and it is a known fact that those rare beings who do not gossip and seldom are critical or fault finding with their neighbors will have little, if any, criticism levelled against them as they go their simple, direct way through life.

There is no habit so easy to acquire nor one more difficult to absolutely check than that of fault finding. On the other hand, the conquering of this trait will more than almost anything else make for popularity. How satisfactory it is to have a guest who really enjoys the play or the little excursion and spends her time in commenting upon and bringing to notice one attractive incident after another. How depressing, on the other hand, is the girl who in order to give a great impression of her wisdom, her penetration, her deep knowledge, picks out each small fault in the play or in the picture being viewed and dilates upon that point just long enough to make it quite overshadow all the really excellent parts.

Just which is cause and which effect it is hard to say, but it is a fact that the persons who make a point of always discerning the flaws soon can only see the weak points, and hence find everything in life unsatisfactory. On the other hand, the girls who start out with and keep to a determination to notice only what is good and pleasing in those about them find that the attractive side quite obliterates all the rest, and they are the girls who have always a happy countenance, for they live in the consciousness of how much that is nice this world contains.

CHARMING COLLARS OF IRISH LACE

WHEN hot weather returns and the days are spent in tennis, rowing, golf and the thousand and one other modes of glorious summer fun and exercise, then a low turned down collar may be worn once again. In midwinter, in a schoolroom, however, a Buster Brown collar is anything but smart; it is too inappropriate and also too generally unbecoming to be in any way attractive. It is comfortable, of course, but so are low shoes and slippers and a great many other things which worn in their proper time and place are all right, but which can also go under the heading of "bad style" if their pure comfort is taken advantage of and they are worn at unsuitable times. A Dutch yoke is charming for a party frock, and on a dainty summer bodice a Buster Brown collar of lawn and lace is extremely pretty, but certainly a long expanse of neck appearing above a coat collar is not and never can be becoming, no matter how beautiful or of how piquant a type is the wearer.

If a stiff linen collar is uncomfortable for school wear then a band of Irish lace or of embroidered linen, finished with a small jabot in front, is sure to be becoming. Irish is better than any other kind of lace, as it washes so well. A collar of this lace can best be made from a strip of insertion, cut the right length and fastened with small linen covered buttons and thread eyes. It should be basted to a foundation of sheerest batiste or lawn to prevent it from tearing or pulling when washed. A small tab made of a three or four inch piece of the lace will finish this collar in front and serve as a jabot.

Irish lace by the yard can generally be bought cheaper than if a regular collar piece is purchased. The made collars, too, are not apt to fit the neck so well as a straight strip of lace of just the right width for the neck. On a remnant counter bits of lace often can be found most inexpensively, thirteen or anyway fourteen inches being sufficient for a collar. Washed carefully with a good lace soap, two pieces of lace will last through an entire winter, worn every day in the week. If carefully boned with the strips of celluloid, which fit into little tape cases, the celluloid being slipped out when the collar is washed, a lace collar of this kind is less trouble even than a stiff linen collar. No matter what the waist, a collar band of "baby" Irish or heavy point is bound to look well; nor will the two lace collars cost more in the end than the numberless embroidered collars which it is necessary to have in the course of a winter, so quickly do the collar pins tear the starched linen.

Delightful Chafing Dish Spreads

ALTHOUGH most girls have probably used a chafing dish occasionally few of them know how many nice things can be made in this convenient way. A girl can have the best kind of a time with a few of her friends by giving a chafing dish party; and it may be just a simple little spread in her own sitting room or a whole luncheon or Sunday night supper. There is always a pleasant informality about chafing dish occasions, even when one has plenty of maids to attend to all the details. Of course, much trouble is saved for the hostess by having the maids, but she can manage very well without them by preparing things beforehand.

If a girl just wants to have a jolly time with a few friends in her own room, either at home or at boarding school, she can be as informal as possible and make all the other girls help. If she is thinking of doing it often, she will do well to supply herself with all the necessary accessories—some cheap knives, forks and spoons, paper napkins and dishes of one kind or another. For these informal spreads the best dishes are those that will not break and do not have to be washed, because they are thrown away after being used.

Very nice and attractive dishes of this kind can be bought nowadays, and it is certainly an immense comfort to be saved the troublesome dish washing, which is the only unpleasant part of a "spread." The little paper napkins, too, are such a convenience, and many of them pretty enough to make one feel almost sorry to throw them away.

In choosing what to make in the chafing dish a girl must be guided by what materials she can conveniently obtain. Oysters can be most deliciously cooked, and mushrooms, too, in several different ways. Creamed chicken is very good, and sardines can be pan broiled so that they taste just like the ordinary grilled sardines. There are also several ways of cooking cheese, from the regular welsh rarebit to a fried cheese toast. And sweet things, too—fudge, candied nuts and maple sugar candy.

A specially delightful way of cooking oysters is as follows:—Put a pint of oysters into the pan, strain over them the liquid that comes with them; add to this half a cup of celery chopped fine and cook until the edges of the oysters curl. Then set the pan aside for a few minutes. In another pan mix a white sauce by melting a tablespoonful of butter and one of flour and then adding gradually three-quarters of a cup of milk. Cook this sauce until it makes a thick paste, stirring it constantly. Put into this the oysters and celery and cook them for a few minutes, still stirring all the time. These oysters are nicest served on thick slices of buttered toast, but if the toast cannot be made some biscuits can be bought at a baker's, the insides cut out and the oysters put in them as in patty shells.

If the family has had roast chicken or turkey for dinner the night before a girl wants to have a chafing dish party, she can make something very good by getting some of the cold meat and making what is called "chicken suprême." The first thing to do is cut the chicken into small pieces and let them soak for an hour in olive oil. Then make a white sauce, just as for the oysters, and put in the chicken. Just before it is quite done add a cup of cream. This can be served either with toast or biscuits, like the oysters.

A much simpler dish than these is "grilled sardines," which are not really "grilled" when cooked in the chafing dish but taste just as good. All that must be done to them is take them out of the can and put them in the pan of the chafing dish, with a little of their oil. Let them cook until they are dark brown on both sides, turning them over every minute or two.

Mushrooms can be cooked in a plain cream sauce or they can be sautéd. For either way the first thing is to peel the mushrooms and break off the stems. To sauté them put a tablespoonful of butter in the pan and let it melt, then put in the mushrooms and cut the stems in small pieces and put them in too. Cook them in the butter, stirring occasionally and adding more butter if necessary until they are quite brown. Mushrooms are also very good with creamed chicken, turkey or duck, but when it is used in this way do not soak the chicken in olive oil; just put the chopped meat and the mushrooms into a plain cream sauce.

Cheese toast is a very easy thing to make with the chafing dish. Cut a rather thick slice of bread and put on top of it a thin slice of cheese. Fry these in butter until they are golden brown and quite crisp. Only two or three of these slices can be cooked at once, so the girls will have to take turns in having them.

A girl could give a most delightful little chafing dish luncheon by starting with the oysters or chicken, then having a salad, which, of course, must be prepared beforehand, and with that making cheese toast. The luncheon should be finished up with either fudge or nut candy, made in the chafing dish. To do all this she must, of course, either have several chafing dishes or a maid ready to wash her one dish and bring it back for the next course.

COLLARS AND TIES.

MOST popular among the stiff collars for girls are the turnovers of pique embroidered in small and dainty patterns. The pique is very fine and has small lines. Sometimes the bars run around the collar, and again when a broader bar is used it is cut to run up and down. Other tailored collars which are fashionable are made of plain, rather fine linen, with tucks around the edge.

Stiff collars with turnovers of lace are also worn. Then there are straight band collars of Valenciennes insertion and fine linen or batiste, with lingerie bows in front. Short jabots are also used, but for school girls the very long jabots now worn by women and older girls are not considered in the best style. They are a great nuisance, for one thing, and would get in the way of any active school girl.

Long crocheted four-in-hands, which are to be worn with stiff collars, are finished with rather deep fringe at the ends. The fringe exactly matches the tie and in most instances is made by hand from the same silk as the tie. These four-in-hands are very smart with flannel waists.