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Travel in Fashion with Younkers

Connie Trucek, H. Ed. 3, travels in style in this basic black wool dress from Younkers. When she gets off the train, she'll be ready for the evening during Thanksgiving vacation.

It doesn't take a lot of money to be well dressed. This Bobbie Brooks fashion costs only $17.98. It's so versatile, too.

Decorated with a satin-trimmed belt, you can change the personality of this dress from daytime to playtime by merely switching accessories.

The cloche hat Connie wears is white rabbit fur trimmed with a tailored bow of grosgrain ribbon. The height of fashion, it is priced at $22.95.

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Women's Angle—

Where do we go from here? Now that the first quarter of a new year is finished, we project our thoughts to home, vacation and, perhaps regretfully, to the beginning of another quarter. But do we think further ahead than that? Will we spend quarter-break sleeping off the effects of a last concentrated effort to pull up our grades? Or will we look around us and consider ourselves critically in the light of our experiences during the year?

It's time to evaluate our mistakes and to try to think of methods of correcting them. If social life took a disproportionate amount of time, perhaps we should consider why we are really here. College isn't designed to be a continuation of summer vacation. Rather it is a business in itself—the business of learning to learn.

On the other hand, if we have spent nearly all of our waking hours pouring knowledge into our minds, we should pause for evaluation. Most college graduates believe that a vital part of education is in learning to live. We can have all the knowledge in the world, but without the ability to convey our ideas to others, knowledge is better unlearned.

Most important in our self-evaluation should be a questioning of our attitudes toward school itself. No amount of staring at an open book will produce an “A” in that test. If our thoughts aren't there, nothing will soak in. The ideal way to live a successful college career is to put every effort into whatever is important at the moment. If it’s studying for mid-terms, devote all efforts in that direction. By the same token, when social activities are the occupation of the moment, we should forget all about books, papers and projects and have a good time.

M. K.
Is There An American Woman?

Maxwell D. Epstein, Iowa State’s Foreign Student Advisor, wrote this article for the International Newsletter, a publication which serves as a forum for news and views of cultural and international interest. The article is reprinted here with the permission of its author and the International Newsletter.

From what Epstein has learned from foreign students, there is a great difference in the roles of women throughout the world. He says, “The role of women is changing all over the world, but most countries haven’t quite reached the equalitarian level that we have.” Epstein is a native of Denver, Colorado, and received his B.A. degree at the University of Colorado in Boulder. He is now working toward his master’s degree.

* * *

Just to dispel any doubts about me in the reader’s mind, let me point out that I am aware that there is an American female. Between the American man and the American woman we still observe a biological difference, though certain steps have been taken to disguise that difference by means of similar dress.

But socially, politically, economically, ideologically and romantically our women have moved far toward our men, and our men have come part way to meet them. Somehow we have confused equality with identity. In the struggle to raise the status of women and to grant them equal rights, we have lowered both sexes to a sort of common denominator in which each loses identity. We think it old-fashioned to speak of the separate functions of women and men, with one notable exception—childbirth. Even here, as soon as the biological function of woman is completed, the two sexes begin acting interchangeably as nursemaids, sharing the responsibility for the care and maintenance of the babies.

Simone de Bouvier, the famous French feminist, compares the role of women in the world to that of suppressed minorities, such as the Negro in America, but her’s is a misleading comparison. Man and woman should play a complementary part to each other—Negroes and whites should play identical parts in the same society. Men and women have different kinds of intellectual excellence. Men, in general, plough more readily through an abstract field. Women, in general, are more attuned to interpersonal relations. Men are more romantic, women more realistic; men more daring (and reckless), women more conservative. Cars traveling at 90 miles per hour are driven by men. No such generalizations between Negroes and whites would be possible.

Perhaps, as Madame de Bouvier suggests, the present differences between the function and thinking of the sexes (she thinks there is too much difference) can be attributed to the handicap under which women have historically operated—their monthly incapacitations, pregnancies and small children, or perhaps there is some inherent difference in psyche—no matter. Women were happier when they complemented and were complemented by their men—when they knew their part and men knew theirs and each was different.

Certainly women should be allowed to work, at whatever jobs they can perform, for the same wages paid men doing the same job. The question is why so many women want to work outside their homes for reasons other than financial necessity—why they prefer groveling in the market place to being womanly. We should elevate them to feminine creatures, different from men, more lovely than men and a little mysterious to men. We must discard our cynical notions of the physical relations between the sexes and bring up the next generation of women to understand the differences between monotony and fidelity, intrigue and scheming, mystery and pragmatism, emotion and intellect and desire and need. For the men we must advocate the assumption of maleness, without the desperate demonstrations of virility and fearlessness our youth now feel compelled to give, and without the notion that sharing the male role constitutes maturity or democracy. We are anxious to be democratic, but even modern democracy has a division of labor.

I am not advocating that men become tyrants again; their greatest pleasure might lie in pleasing their women, but that does not mean handing them the driver’s wheel. In fact, all honest women secretly or openly prefer to feel

(Cont. on page 13)
Flavor is in the pink when you cook with cranberries. Cranberries add gay color, a pleasant tang and bounce to any meal. Yes, bounce, for it’s by their bounce that cranberry packers separate the good berries from the bad. When you’re home for the holidays why not surprise your family with a taste-tempting salad or dessert made with cranberries?

**RED AND WHITE FREEZE SALAD**

- 1 l-b. can (2 cups) jellied cranberry sauce
- 2 3 tablespoons lemon juice, fresh, frozen, or canned
- 1 8-ounce package cream cheese, whipped
- ¹⁄₄ cup mayonnaise or salad dressing
- ¹⁄₄ cup sifted confectioners sugar
- 1 cup chopped walnuts
- 1 cup heavy cream, whipped

Crush cranberry sauce with fork. Add lemon juice. Pour into 1-quart refrigerator tray. Combine cream cheese, mayonnaise and sugar; blend well. Add walnuts. Fold in whipped cream and spread over cranberry mixture; freeze until firm. Cut in wedges and serve on crisp lettuce. Makes 6 to 8 servings.

**CRANBERRY APPLE CRUNCH**

- 1 cup sugar
- 1 cup water
- 2 cups cranberries
- 2 cups chopped tart apples
- 1 recipe Topper

Mix sugar and water; boil 5 minutes. Add cranberries; cook until skins pop, about 5 minutes. Remove from heat. Add apples; pour into buttered 10x6x1 1/2-inch baking dish. Sprinkle with Topper.

Topper: Mix 1 cup quick cooking rolled oats, 1/2 cup brown sugar, 1/2 cup enriched flour, and 1/2 teaspoon salt. Cut in 1/2 cup butter or margarine until crumbly. Add 1/2 cup broken walnuts. Bake dessert in moderate oven (350 degrees) about 35 minutes. Cut in 6 to 8 squares. Serve warm with whipped cream.

For holiday garnish, orange cranberry relish may be served in orange cups with picot edge.

(Cont. on page 14)
Last year Dean LeBaron remodeled her kitchen, living room and dining room from ceiling to floor, even removing a wall which had separated her living and dining rooms.

Because Dean LeBaron is partial to green, an important color in the decorating of her home is green. On the kitchen floor is green tile. Cabinets are ash-wood with a faint green stain, and the living-dining room combination has green Japanese grass cloth on the walls and raw linen drapes of soft, greyed green.

The kitchen always portrays the personality of the homemaker. Dean LeBaron's is no exception. Her cheerful, modern kitchen is well planned in every detail.

After living in her remodeled home for about a year, Dean LeBaron said she "just loves it" and doesn't know of anything she would change.

A true home economist, Dean LeBaron used every inch of space to the best advantage.

Dean LeBaron chose a very modern stainless steel range. Two ovens at eye level permit her to easily watch products baking and roasting. Below the ovens are the cooking units, which are pulled out when in use and pushed back under when not in use. In front of the units the range has a wooden ledge on which hot dishes from the oven can be placed. Since the range starts at counter level, Dean LeBaron has storage space for her cooking utensils below it.

Yellow formica counter tops are at two working levels. In this side of her kitchen Dean LeBaron has a "mixing center," which is on the lower level. On both sides of the window just over the counter she has peg boards which conveniently hold small utensils used in this area. Between the bottom of the window and the lower counter, space-saving cabinet units hold spices, flavorings, and items needed for food preparation.

Dean LeBaron brought a large tray back from India last year and made it into a charming low table for this area of her living room. A light fixture above is adjustable to any desired height.
"Where ye going miss?"

"71 East Ferry Avenue please, sir."

"East Ferry Avenue, eh? 'Air ye sure? I tain't believe there is such."

And so was my introduction to Detroit, Michigan, the home of Merrill-Palmer, where I was to study human development and family life spring quarter. At first, I was quite taken back because for months I had been corresponding with 71 East Ferry Avenue, and now the cab driver informed me that there was no such place. However, we compromised, went to the street he called West Avenue, and there I found the old buildings that were to be my home for the next three months. With laden hands and arms, I rang the door bell at my pre-assigned residence, No. 70. I was greeted with a flurry of warmth and hustle and led to Cupalo 4, the four-girl room on third floor where I would hang my hat.

By the second week on campus, people were beginning to fall into personalities and I had drawn myself a "motating map". The campus at Merrill-Palmer is exceedingly small — arise at 8:55 for nine o'clock classes and get there on time! But I had the curiosity bug so I drew Merrill-Palmer as the center of my world with arrows and directions pointing to the Detroit Institute of Art, the Detroit Public Library, the Children's Museum and Wayne State University campus. All these cultural areas were within a stone's throw of Merrill-Palmer and I became the school's best rock-skipper.

Our classes were small and very informal. The time was spent discussing the readings on various topics done prior to class. Each girl undergraduate was required to take the core class for eight hours of credit. This class study program was determined by the members. My core class delved into the social deviates resulting from our pressured society and the relative minor role now played by the family group.

The other required course was a laboratory for a community service job. I chose the school age laboratory, therefore transforming myself into a girls' (13-14 years of age) club leader. I was responsible for the activity of eleven adolescents, two hours a week in a housing center of lower middle income families. The path sometimes had brambles and cockleburs, but most of the time we were on even ground, and I gleaned much knowledge of human behavior.

Religion and culture was the only class resembling a lecture period, and it became the center of heated debates long before the quarter's end.

The living situation at Merrill-Palmer is on the co-operative basis with all students divided among three houses that were at one time mansions of early wealthy Detroit. One week I was the housekeeper. No house cleaning, just close curtains after dinner and empty ash trays; another week assistant housekeeper, or waitress, or assistant food manager, food manager, dishwiper or week-end dishwasher. These duties took little time, helped me become better acquainted with fellow house dwellers and reduced the living expenses.

When a person unacquainted with the school life asks a Merrill-Palmer student to tell of her experiences there, what it was like and what she did, the Merrill-Palmerite can only sigh and with a dreamy look in her eye say, "It was wonderful, simply wonderful."

Basic things, such as hours, classes and living conditions, can be explained in everyday language making communication possible. But the enthralling aspect of Merrill-Palmer is found and gained in the real-life human relationships one finds. These cannot be explained in words, for they are emotions based on memories.

Ah yes, it was simply wonderful.
From India to Iowa

Scholars in Saris

by Mary Ellen Muckenhirn, H. Ed. 3

This fall the first phase of an international Home Economics exchange program began at Iowa State.

Baroda University, India, Home Science and Iowa State Home Economics faculty members have begun a unique graduate exchange program.

Currently 18 colleges in India grant diplomas in Home Science, but the three-year diploma programs are rapidly being converted to four-year degrees. With this change the colleges have found a need for faculty members with advanced degrees. Only three institutions in India give masters degrees, and they are only in the areas of food and nutrition and child development.

Five students from each area of Home Science have started work at Iowa State on advanced degrees that will help Baroda University strengthen its graduate and research programs in Home Science. These five students are studying food and nutrition, textiles and clothing, home management, child development, and education and extension.

Along with graduate study goes a research program that is suitable for India. Currently Indian schools are using American research material, but their subject matter, resources and culture are so different from ours that they need research that is adapted to India.

The program to establish research and strengthen graduate study is divided into three phases, covering an eight-year span. The first phase began this fall. Kalindi Patel, F. & N.; Dhruti Chhaya, H. Ed.; Jyoti Desai, H. Mgt.; Freny Debu, C. D.; and Mrs. Shashikala Shinde, T. C. have come to the United States from Baroda to study on the regular masters degree program. Only five Baroda students are in the United States at one time. Presently all five are at Iowa State, but they may study at other schools. In the next eight years there will always be five Baroda students in the United States.

The faculty at Baroda, Helen LeBaron, dean of Home Economics, and the Ford Foundation, which sponsors the program, select the five students, and Dean LeBaron selects the institution at which they study. She is in charge of the Baroda graduate program, and last winter was in India for two months to lay the groundwork for the program.

The second phase of the study will begin next June, the beginning of the Baroda school year. Five faculty members from Iowa State will teach graduate courses and work with the University in Baroda. Dr. Mary Lyle, Education and Extension, is project chairman of the group. The faculty members will be in India for a minimum of two years to help set up their research programs. Currently the only research that is done is in government nutrition.

The third aspect of the program will take place in India, where the Ford Foundation will grant fellowships for students in other Indian universities to study at Baroda. This will start when they have competent graduate instruction, possibly in the next year, after the Iowa State faculty members are there and the five who are now studying here return to Baroda to teach.

While at Baroda the students study Home Science courses, similar to our Home Economics

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courses, but with details relating to their own culture and living. In preparation for study in Iowa they also studied English and American customs.

From the border of India to the Iowa state line, the change is not only geographical, agree the girls. Menus in India are not like ours. Depending on what section of India you call home, a typical meal might include vegetables, cereals, milk and milk products and fat.

Costumes vary with geography, too. In northern India the women wear long gowns which appear to be similar to American dresses. The sari, six yards of material draped around the body, is found in other parts of the country. The manner of draping indicates their place of residence. A final touch may be a dark red spot in the middle of their foreheads, slightly above the line of the eyebrow. This is typically a Hindu practice and is required for all married women whose husbands are living. It is an optional mark for the single girl.

The wife in India is to be a “perfect homemaker.” It is seldom that a woman attempts to combine marriage and a career, particularly if she has children.

Climate, too, changes from India to Iowa. The girls brought what clothes they felt would be suitable for winter, but they have been advised to acquire warmer outer garments. The sari is worn, however, regardless of drop in temperature or rise in drifts.

Adjustment has been great, but not too difficult, the girls agree. There still is one big problem. “You cover in a quarter what they gave us in a year in India,” one says.

Getting into the study routine is hard for any student, but the girls are eager to gain all they can from the year or two that they will spend at Iowa State.
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The Marines may soon be taking tips from a group of ace Iowa State coed recruiters who are “enlisting” support for Home Economics throughout the state.

The 1960-61 year will be the busiest yet for the Home Economics Recruitment Committee. This group of nine college women travels to all corners of Iowa, presenting programs designed to stimulate interest in Home Economics—not only to high school groups, but to the general public as well.

The committee, which is organized under Home Economics Council, doesn't just "gad about." One of the important phases of the recruitment program is carried out right on campus, according to Maggie Jones, C.D. 3, chairman of the committee. Any group interested in visiting the College of Home Economics may write to the recruitment committee for weekend tours and overnight facilities.

This "hospitality service" of the committee has played a great part in influencing prospective students to come to Iowa State, reports Julia Faltinson, assistant dean of Home Economics and adviser to the group.

The statewide activities of the committee have grown from the beginning in 1958 to last year’s peak number of presentations, which included talks at Cedar Rapids high schools and a "show" for the Fort Dodge Kiwanis Club.

The student recruitment program was established three years ago through Home Economics Council. This followed a request from the dean's office for a committee which would involve student "selling" of a broader concept of Home Economics. Previously, faculty members and other professional home economists did all the promoting for their field. Miss Faltinson knows of no other student Home Economics recruitment program in effect in the nation.
The program for this year is yet only partly scheduled. The committee takes care of requests as they come up throughout the year. The Cedar Rapids school system invited the women back for an October visit—this time for presentations at the junior high schools. Maggie said that they hoped to come in contact with a larger cross section of the girls through the junior high homemaking classes.

Maggie stresses that the purpose of the committee is not just recruiting students, but making everyone more aware of the importance of and opportunity in Home Economics. She cites the committee’s appearance at the Fort Dodge Kiwanis Club as one of the highlights of last year’s trips. “Dads need to understand what their daughters are doing if they’re taking home ec. so we let them know,” she commented.

The girls vary their performances according to the interests of their audience. Typical programs include a skit, chalk talk and question and answer period. Before going out for a program the committee gets together to “brainstorm” for skit and program ideas for the particular school or organization that will make up the audience.

Members of the committee are selected during their freshman year at Iowa State and serve all four years. Miss Faltinson said they’re chosen according to their speaking ability, interest in Home Economics and general appearance. All the committee members usually make the trips, and heads of departments occasionally accompany the coeds. “But it’s pretty much the students’ show; we’re just there to supplement,” explained Miss Faltinson.

Now serving as recruiters are: Jan Neitzke, H.Ed. 4; Mary Musgrove, T.C. 4 Anne Ward, A.A. 4; Sally Nicolaisen, C.D. 3; Nancy Center, A.A.3; Jan Rybe, H.Ed. 2; Phyllis Lovrien, F.N. 2; and Kathy Busboom, H.JI. 2.
**Blouses White Again...**

By Melva LaFrenz, T. Jl. 1

Ohhh,” you sigh as you open the tissue paper and carefully unfold the crisp white Dacron and cotton blouse from within. “Thank you so much; it’s so lovely.”

Will that white blouse always stay as freshly white as it is the day you receive it? There’s no reason why it shouldn’t if care is taken to follow certain washing and bleaching principles.

Correct temperature of wash water is an important factor in keeping blouses white. Relatively hot water is required to remove body oils absorbed by clothing. Fibers vary in their affinity to body oils. Resin finishes with which most present-day fabrics are treated have a great affinity for such oils; they are also somewhat heat-sensitive. Since large quantities of heat cannot be applied to achieve cleanliness, a bleach or brightener must be added to the properly prepared detergent or soap and water.

Water containing iron causes chlorine to cause yellowing, therefore a water softener should be added with chlorine bleach to prevent yellowing.

Care should also be taken to use only the amount of soap or detergent recommended by the washing machine manufacturer to avoid a graying effect on the garment which results when detergent or soap cannot be completely rinsed out. As the residue builds up, grayness will become more evident.

Homemakers should realize that bleaches are not a substitute for soaps and detergents, but complement their actions. There are two basic types of bleaches: chlorine and perborate or hydrogen peroxide. Chlorine bleaches may be used safely only on 100% cotton. Perborate bleaches are safe on any fabric. It is extremely important to use only perborate bleaches on today’s resin-treated fabrics such as Dacron and cotton, Dacron and rayon and resin-treated cotton because resin reacts adversely to chlorine. Brighteners may be allowed to act with detergents for a short while before bleach is added to give added visual whiteness to the garment.

Directions found on the labels of bleach and brightener containers must be followed exactly for perfect results. Recommendations for wash-
ing found on garment tags should also be noted for best results. DuPont laboratories recommend the following method for whitening discolored nylon garments. (Follow the steps in order until the desired results are realized.)

1. Wash garments with soap or synthetic detergent.

2. To approximately one gallon of hot water (160°F.) in an enamel container add one package of “Rit Color Remover” and immediately add wet garments; stir gently while maintaining temperature. If after 30 minutes whiteness is restored evenly, remove garments and rinse thoroughly in hot water. If whiteness is not restored, leave in 30 additional minutes. Temperatures in excess of 160°F. may set wrinkles which are difficult to remove by ironing.

3. To approximately one gallon of warm water add two tablespoons of chlorine bleach and two tablespoons of detergent. Immerse garments and with occasional stirring let soak for 30 minutes. Rinse thoroughly in warm water.

4. For final rinse, immerse garments in approximately one gallon of warm water containing a tablespoon optical whitener or brightener. Drip dry and iron with a steam iron or a dry iron at “rayon” setting. Any precautions supplied by the manufacturers of any product used should be followed.

Correct water temperature, addition of a water softener, correct amount of soap or detergent, use of proper bleach for fibers in the garment and exact following of directions will enable you to have just as lovely a blouse a year from now as the day you received it.

American Women — Cont. from page 4
themselves protected and provided for by a man they consider capable of the job. If they think not, they probably just have not had the experience. And man, contrariwise, may want to be with one woman or several women, but he wants to take care of someone whose physical and mental self takes up where his leaves off. The combination is fitting and proper. It requires some interplay of opposites, not the melding of anonomies.

To the persons from the newly arisen democracies I offer warning: Do not confuse democracy with uniformity — let your men and women be.

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Cranberries—Cont. from page 5

**ORANGE FLUFF WITH CRANBERRY TOPPING**

- 1/4 cup frozen orange juice concentrate, thawed
- 1 envelope unflavored gelatin
- 3 egg yolks
- 2 tablespoons water
- 6 tablespoons granulated sugar
- 1 teaspoon grated lemon rind
- 1 teaspoon lemon juice
- 3 egg whites
- 1 7-ounce can whole cranberry sauce

Pour 1/4 cup orange juice concentrate into custard cup. Sprinkle with gelatin; stir; allow to stand 5 minutes. Set cup in 1 inch boiling water in saucepan. Stir until gelatin dissolves. Beat egg yolks until just smooth; blend in water, 1 tablespoon sugar, lemon rind, lemon juice, and gelatin mixture. Beat egg whites until soft peaks form; gradually add 3 tablespoons sugar, beating until stiff. Fold in egg-yolk mixture until well-combined. Spoon into sherbet dishes.

Refrigerate about 2 hours or until firm.

Cranberry Topping: combine 1/4 cup frozen orange juice concentrate, cranberry sauce and 2 tablespoons sugar. Stir over low heat about 2 minutes or until sugar is dissolved. Refrigerate. Top each serving of Orange Fluff with some Cranberry Topping. Makes 6 to 8 servings.

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