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Youth ... and the Home Economist
Children grow tall like geraniums in sunshine.  
Clothes don't grow.  
They burst apart at the seams.  

Will you make a dress that is sturdy and gay?  
The thanks of the girl who wears it may reach you one day in the laughing of the April wind.

A box of used Christmas cards brought from the director of the Pine Ridge Indian School in South Dakota this thought provoking reply. “We have a saying here, 'If it is a something, we can use it.' and always we need clothes of any kind. Our 500 students wear them out at a normal but amazing rate.”

The period just ahead is called “a break” and it gives us time to do something just because we want to know how! If every Homemaker reader* who can sew, print textile fabrics and create stitchery patterns puts her talents to work we can send an Easter outfit for every girl at Pine Ridge. Make a dress or skirt of cotton so it will launder with ease. Bring it back when you come—we'll take it from there.

There will be no committees. You are on your own. You'll find your resources in your hands and your heart. Our goal is at least 300 ONE-of-a-KIND DRESSES for the ONE-of-a-KIND GIRLS at Pine Ridge.

Don't just sit there, sew!

*Faculty too!

P.S.  
in addition

If you'd like to mail a package of used clothing of any sort, any size for boys and girls. The address: Pine Ridge, S.D., or freight to Rushville, Neb.
The Cover:

Peeking through the stairway in their home are Missy and Deana Slater, children of Mr. and Mrs. Bernard Slater of Ames. The reason for their big smiles is that they have on new dresses, and they have two sisters that are just as excited about pretty clothes. See the story on page 8.

Photo credits:

Sandra Cruickshanks, Cover, pages 8-9; Child Development Department, pages 4-5; Bob Harrison, page 6.
CHILD DEVELOPMENT seniors have found new classrooms, and with them, new and challenging experiences at four off-campus centers.

Since September, 1960, majors in Child Development at Iowa State have been able to spend six weeks working at one of four centers in Des Moines while receiving eight credits toward their Child Development major.

The program, according to Dorothy Lane, assistant professor of Child Development and director of the program, provides students with experience in working with children and their parents in group situations which are not available on campus. This extends the students' experience with children and parents. The students participating in this program block with it six weeks of teaching in the laboratory nursery school on campus.

Although the students' work in each center is principally that of guiding children in their play, eating and other learning experiences, each of the four centers provides a different type of training.

One of the four centers is Blank Memorial Children's Hospital. Here students gain knowledge through guiding play activities, providing play for confined bed patients and even participating in the buying, replacing and maintaining of toys and equipment. The students also have contact with the medical field through frequent conferences and attendance on doctors' "rounds".

ViEve Kent, C.D. 4, who spent her six weeks at Blank Memorial Children's Hospital, says, "I had the opportunity to apply some of the theories I had learned in class to a real professional situation. When you can actually see these learned theories at work, they become indelibly printed on your mind."

Another choice is the Child Guidance Center, where one may work with emotionally disturbed children. The center provides services for the emotional, mental and behavioral disorders of childhood, and offers opportunities for students to guide the play activities of these groups.

Priscilla Murray, C.D. 4, in commenting on her work at the Child Guidance Center, says she enjoyed the experiences gained through working with the variety of age groups at the Center. She contrasted the work here on campus, which is limited to pre-school age children, with the work at the Child Guidance Center, where the children may be any age up to 18.

Miss Murray also said that this center is one of very few in the country and commented on her opportunity to work with a competent professional staff.

A third choice is the Day Care Center. This service was begun in 1943 to aid mothers employed in war industries. Now the center is open to youngsters aged 2 to 14 whose parents both work or whose working mothers provide their children's full support.

The students electing the Day Care Center plan and supervise activities throughout the day. Arleen Pratt, C.D. 4, began her work at the Day Care Center by assisting...
The play of the children at the Easter Seal Center is often designed to carry out their therapy. Kay Bruzek, C.D. '60, and two children at Easter Seal discover the fun of playing with a bundle of balloons.

The Easter Seal Center for Crippled Children and Adults is the other choice available for students. Here they work with physically handicapped pre-school children, guiding and teaching them to overcome the problem caused by their crippled condition.

Karen Smally, C.D. 4, said of her experiences at the Easter Seal Center, "Like any job, you can't imagine what is involved until you get an opportunity to start practicing what you've learned." Miss Smally also commented on her chance to observe therapy work on both children and adults. She said that through this experience she was able to see just what was physically wrong with the person, and what could be expected of him in the future.

Besides this concentration of work with children in these four centers, students also have contacts with the children's parents, attend administrative board meetings, participate in and help conduct staff meetings, work with volunteer helpers and carry out a specific project for the center.

Each student is counseled once a week by Miss Lane and at the end of the six weeks prepares a written evaluation of her total experiences. She also does an independent study paper.
Planning pre-schoolers’ meals is part of the nutritionist’s work.

by Sylvia Noid, H.Jl. 4

Menus For Young Appetites

Nursery school provides a laboratory for nutrition students as well as Child Development majors. As part of child and family nutrition courses, students serve lunches to the preschoolers.

Dr. Marion Moore, supervisor of the nursery school lunch program, said one of its objectives is to provide a noon meal of high quality for this age group. Other goals are to offer the children a learning experience in food habits and to provide experience for Food and Nutrition and Child Development students in the guidance of children.

Mary Korslund, nursery school nutritionist, plans all menus but is assisted in food preparation and serving by a full-time cook and the child and family nutrition students. Meals are planned to meet one-third of the daily food requirement and include meat, potatoes, vegetable, raw fruit or vegetable, milk, bread and dessert. New foods are introduced to get the children’s reactions as well as to give variety and interest to the meals. Children’s likes and dislikes are also considered in the planning. Miss Korslund said the most disliked foods are cooked vegetables and mixtures of foods, such as a combination of fresh fruits or complex caseroles. These dislikes are observed but not completely avoided. They may be repeated but not so often as to be aggravating. Simple caseroles containing tuna and noodles seem to be a favorite, however. Miss Korslund added that children like nearly all individually served fruits, jello with one fruit, ice cream and crisp foods.

She also stated that it is a policy of the school to avoid serving cake, pie and other heavy sweets. It is felt that a well balanced, simple meal should be stressed and that the children should learn to eat natural sweets found in fruits and vegetables.

Since children of the pre-school age group do not have adequate control over silverware, many finger foods are served. Meat is cut into small pieces and bread is spread for them before it is served. Serving portions are adjusted to meet typical appetites with the average serving being two tablespoons each of main dish and vegetable, one-fourth cup dessert and eight ounces of milk. Seconds of all foods are available. A mid-morning snack of four ounces of milk or a high vitamin C fruit juice is also considered in the balancing of the menu.

A copy of the week’s menu is sent to the parents of all nursery school children. The amount of food eaten by each child is recorded by an instructor during the meal, and this record is available to the interested parent. Students in the human growth and development nutrition course discuss the results of these records, and each student prepares a study of a particular child’s fulfillment of the recommended allowances. This gives the students experience in calculating nutrients and also helps determine if the menus actually meet the children’s needs.
Coeds see teaching from the Other Side of the Desk

by Virginia Jones, H.Jl. 2

Chaperoning school dances is one of the responsibilities of faculty members, and student teachers are no exception. Miss Green found herself the center of attention at a Homecoming dance in Ogden. Homecoming was an exciting time for the pupils – especially for the boys who were making bets as to who would dance with the student teachers after the game. But at the dance all of the boys lost their nerve – all, that is, but one. He asked Miss Green to dance, and she tells that she thoroughly enjoyed the dance even though everyone else stood and watched in amazement.

Getting high school girls to model their clothing construction apparel in a style show is a project in itself. Two weeks of sly coaxing by the teachers preceded such an event in Ogden. After the style show, given for the mothers and faculty, all the pupils admitted it was much more fun than they had anticipated.

The young teachers are expected to participate in extra curricular activities at school. Miss Gose and Miss McLarnan, who were in Iowa Falls before and after the Christmas season, remember the time they spent making plans for the faculty Christmas banquet. The girls were responsible for decorations, food and invitations for 100 guests. Attending faculty and PTA meetings, selling tickets at school functions and advising FHA are all on the agenda of a busy student teacher.

All the hard work and late nights of the student teacher are repaid with satisfaction. Efforts don’t go unnoticed by the pupils. Two students in Iowa Falls were well rewarded when their freshman girls gave a roller skating party for their “favorite” teachers.
Deanna Slater has room to grow in a grayed-green two-piece dress designed by Beverly Green, T.C. 4. A long blouse with buttons which can be lowered, large hem in the skirt and shawl-type collar extending over the shoulder line allow increase in body length and width without making the outfit look "outgrown." Crease-resistant cotton gives ease of ironing, important in children's garments.

"Every little girl should have at least one smocked dress," commented Mrs. Williams, instructor of the children's clothing course. Missy Slater looks pleased that Alieh Jamilzadeh, H. Ec. S. 5, thought about that. The smocking ends to simulate a waistline, but this dress keeps the waistline rather undefined to go along with the toddler's figure. Embroidered roses on tabs give contrast to the aqua, easy-iron Dacron and cotton.

By Mary Ellen Muckenhirn, H.Ed. 3

Best-dressed" on the toddler campus are these models, dressed in clothes made in "Children's Clothing," or Textiles and Clothing 326. It's no accident that these fashions bring praise from observers, savings to parents and comfort to children. Each outfit has been designed with particular needs of children and their relationships to the family in mind.

This three-credit course is not required in any curriculum, but classes are filled to capacity each quarter. Subject matter is broader in age span than the ages of these models indicate. Girls study the needs of the infant, the toddler and the preschool child. Before the quarter is over, they create a garment that befits each stage of the child's development. Students who have taken this course in their junior year can be found among the "best-dressed" models in the current quarter.
t for each of these age groups, the last one
de over from an old garment.
with the construction of clothing goes re­
marking of children's clothing. 
discuss that wise clothing selection in­
ments which provide room to grow, easy
fort, and for older children, features
ll help the child dress himself.
ination of the wardrobe is just as neces­
ie child as for his older sibling. “Mixing
hing” can add variety, and along with
ake-overs, cut family expenses. Once ac­
hing needs care and repair. These
are learned in Textiles and Clothing.

Patriotic Tia Slater is dressed for
kindergarten in red, white and
blue. Large pockets around the
hem of the apron are going to
come in handy for crayons or
snails—depending on her hobby.
Underneath are a white blouse
and blue skirt, buttoned to­
gether in front so she can keep
her “shirttail” in. The waistband
of the skirt is elasticized only in
back for the wearer’s comfort.
The dress was made by Susan
Long, A.A. 3.

Stripped cotton chambray forms
a lavender and white detachable
apron over a solid-colored dress
for the “ensemble” look. Near
the hem of the skirt are growth
tucks which may be let down as
needed. Linda Ireland, H. Ed. 3,
has elasticized only the back of
the underdress waistline to pro­
vide fit plus comfort. The 18­
month-old model is Polly Slater.
President Kennedy says that American prestige abroad is at an all-time low. The Ugly American, by Burdick and Lederer, paints a realistic picture of the United States' diplomatic blunders.

There are, however, programs of international scope that are working at the foundation level for better understanding between nations. One of these programs is the International Farm Youth Exchange (IFYE), an exchange of "grass-roots ambassadors."

The IFYE program is a cultural exchange of farm youth from the United States who live and work with farm families in other countries for four to six months, and farm young people from cooperating countries who come to the United States to live and work on our farms. Last year 230 IFYE's from 41 states and 45 countries participated in the exchange. In the twelve years since it was started almost 2,500 young people have found homes in countries other than their own.

In the United States, the National 4-H Club Foundation and the extension services of the United States Department of Agriculture and land-grant colleges conduct the program. Other government agencies, rural organizations, foundations and educational institutions also co-operate. Anyone between the ages of 20 and 30 who has a farm background and at least a high school education is eligible to apply for the program.

As an IFYE to Finland this year I won't just pack my bag and set sail for Finland. Preparation for living in a country for six months involves more than making a quick itinerary of "Europe in a month." This program calls for advance study of the geography, history, culture and agriculture of both the United States and the country to be visited.

Americans have a bad reputation for not learning a language other than English, but IFYE's are guided by the words of John Foster Dulles who said, "Interpreters are not enough. It is not possible to understand what is in the minds of other people without understanding their language, and without understanding their language it is impossible to be sure that they understand what is on our minds."

To facilitate language study the 4-H Foundation has prepared language records with important words and phrases to be used as the basic minimum for our studies. (And now when I think of a farmer I think "maalviljelia").

While tackling the language problem we also must stop and look around the United States. When we are asked questions like, "Why don't you let Negroes go to your schools?" "Why do you have unemployment?" and "Do all your people go to church?", we must be qualified to answer accurately and objectively. The bibliography of suggested books and articles to read includes books on the attitudes and values of our culture, religion in America and its influence on tradition, social customs and our way of life. IFYE's going to a non-Christian country make an intensive study of religion as a basis for many of the differences in traditions and culture. Also included in the United States bibliography are books on economics, industry and labor, education, government, agriculture, family life and culture.

The theme of the IFYE program is "learning another way of life by living it." We're not guests, and we're not tourists. We're part of the family. The philosophy is that the real value of foreign study is the time spent in a person's home where cultures meet each other on a personal basis. IFYE's bring back pictures of their host "mom and dad" and their host "family." They have learned to accept another culture, rather than trying to change it. They live, work and play with farm families, sharing their day-to-day experiences. To many host families, IFYE's are the first representatives of the United States they have known.

While in the country we are challenged to analyze observations and report back to our own communities. These experiences and explanations are a major part of the program. As an example of what I (or any typical IFYE) can anticipate, the average IFYE travels more than 20,000 miles, giving 100 talks to 8,500 people. We also make 11 radio and television appearances and write 40 news articles. Because of this person-to-person plan, the term "grass-roots ambassadors" has been applied to the IFYE delegates.

No government funds are used to finance the IFYE exchange. Each state extension service that participates in the project contributes $1000 for the cost of each two-way exchange—that is, sending a delegate out of the United States and receiving a foreign youth in exchange. State contributions are raised by local 4-H Clubs, young men and women's groups, farm organizations, service clubs, local business firms and individuals. A $375,000 grant from the Danforth Foundation assures a minimum of 100 IFYE exchanges until 1965.
Sharron Scheline, a junior in Institution Management at Iowa State last year, has been in Nepal since September, 1960, as an IFYE ambassador. Nepal is an Asian country on the northeast border of India in the Himalayas. The following excerpts are from a letter Sharron wrote after her first three weeks with her host families. Before entering college, Sharron was honored with the national "Make It with Wool" contest junior division award and was an active 4-H Club member.

Dear Friends,

America and Nepal, Bhai-Bhai! America and Nepal, brother-brother! My experiences here vary from washing clothes and hair at the village tarada (community water supply), with a cow on one side and little host sister suctions down on the other, to preparing American-style chicken over a tiny little chula on a clay floor. That family will never forget me since they have a remnant of my tooth, broken on the drumstick I chopped into with great relish. Toughest old hen I've ever tackled — cooked it five hours!

Little bits of understanding keep creeping in as I work along with my host mothers. They wrap a very long cloth around their middle to bend in. But I have worn one too, for that strip of fabric offers a marvelous job in the way of sanitary conditions with what they have. Sabun (soap) is at a premium and made from a nut crushed and worked into a ball. The shell provides the grit effect for cleaning clothing on a flat rock while sloshing water and kneading. Soap for dishwashing is simply ashes from the fire and lots of elbow grease applied to the corn husk cloth. All the villagers arrived when I brushed my teeth to treat myselfs to my Colgate, rather than the charcoal they use to make their smiles white and shining.

I find my long petticoat a marvelous bathing costume, as I'm not expert with wrapping my sari, washing and then getting into another without so much as showing a kneecap. Even took a swim in the river in that same long petticoat with the entire village jumping with glee on the bank!

I don't admire too many things because the villagers give me anything I admire. But after three weeks my trunk was crowded with kurkuries, saris, wooden jugs, Nepalese combs, hair ornaments, and other little things presented as friendship reminders. These things are worth a barrel of understanding, a few tears, a big bundle of love, a bunch of laughs, and best of all, they stand for people with hearts and hands just like those at home.

In addition to having pleasant temperaments and sturdy, quick minds, the people in the hill villages here are very healthy. After a short glance at the evident malnutrition in the scrawny bodies in other countries, the short statues and nearly steel physiques of the hard working Nepalese were very welcome. Two meals a day of enormous quantities of rice, a mixture of tarkardi that includes potatoes, okra, turnips, garlic and many other seasonings, side dishes of spinach prepared like sauerkraut, and beans with and without pods make a very substantial menu. Perhaps three times a week the meat-eating classes have chicken, goat or fish. All cooking is done on top of the chula, which is a built-in cooking hole, either with water or sesame oil. The children are constantly munching on peanuts or string beans toasted in the coals and bananas or other fruits which produce beautiful complexions and healthy skins.

I've had many chances to visit schools and found libraries small, but noticed students learning to read and write Nepali and studying arithmetic, geography and history in their first four years at school. The Char Pati Clubs (4-H) are often instrumental in erecting schools with some government aid.

From the day my first host mother presented me with some fabric and said, "I want a blouse like yours," I was busy with needle and thread. I produced paper patterns for little girls' shiftwaist dresses like mine, men's shirts and trousers in addition to sewing the clothing articles on a hand-operated machine. I have taught the girls in one school to crochet, even though their knitting skill was already developed to produce sweaters, caps, vests and bags. My host brother aided in whittling crochet hooks from bamboo.

The people of Nepal do a marvelous job in the way of sanitary

Sincerely,
Sharron Scheline
The Home Economics College of Iowa State is one of the highest ranked divisions of this kind in the nation. To maintain such a fine reputation it must be actively represented on the student governing body which is continually endeavoring to serve the University and its student body—Cardinal Guild.

If elected to Guild, I would like to see the following items considered: 1) Better public relations for Guild and Home Economics via high school courses from Iowa State for college credit, Guild representation on Recruitment Committee, and personal invitations to Guild meetings to those who are critical of Guild action, 2) Ames-University committee action on the voting rights of unmarried Iowa State students, 3) Increased Iowa State support for the Big Eight student government association, 4) More support for the Model UN, 5) Individual letters to home congressmen from Guild members following Guild legislation such as the Point Four Youth Peace Corps Resolution, 6) A clarification of “Dead” week, 7) Enlargement of the Honor System to all-University status, 8) Improved Iowa State teacher certification, 9) Promotion of the “Pass-Fail Bill,” and 10) An All-University Book Pool. These are responsibilities that I would gratefully accept as your Home Economics Representative to Cardinal Guild.

Our student government, Cardinal Guild, is one of the best in the United States; we are fortunate indeed. Representing the students as it does, it is necessary for the Guild members to be constantly aware of what you, the students, are thinking and wanting. As a Home Economics Senator, my main goal would be to contact you frequently to acquaint you with issues and learn your thinking on them. If elected, I would contact you in class, through your divisional club, in the halls and on the walkways of the campus.

After studying present proposals, I am in favor of the Pass-Fail Bill. I feel that it offers an excellent opportunity for all of us to broaden our educational experience. In our concentrated studies, we sometimes forget our interests in other areas.

Were I elected, I would be desirous of doing more with the teacher evaluation system. There is a multitude of values in such a program. We are all subject to improvement. One of the reasons Iowa State has its fine reputation now is because of constant evaluation and improvement.

Truly I am anxious to serve you, the Home Economics students of Iowa State University. Elected or not, I want you to come to me with your ideas. Together, by working through Cardinal Guild, we can stimulate action pertaining to our goals.

Mary K. Farmer

Martha Hutchinson
The Masculine Heart

by Sherry Stoddard, Ex.F. 2

February is simply not a month of femininity. It is neither warm nor gentle nor patient nor kind. It is a short-lived era of snow tires, frozen water pipes, rubber boots, stalled motors, over-worked furnaces, soaked snowsuits and everlasting colds. Notable figures brave enough to be born in such a month are not women. Abraham Lincoln chopped wood, and George Washington fought battles; they were rough and tough and able to withstand February and her harsh attitude. It seems to me, February belongs to the men of the world. The women have May and June and perhaps even September.

How then, I am wondering, did the feminine spirit capture such a complete corner on the very nicest day of the whole month? February 14 has been a day of hearts and flowers since Baby Cupid scored his first bullseye, and love has winged its way through every century thereafter.

Pink satin hearts filled with chocolate creams, long-stemmed American beauty roses, lace and frills and poems and ribbons . . . there's no room at all for a masculine heart. From the little lad to the very most grown-up mister, let's focus Cupid's eye upon the men in our lives.

For instance, let's start with the heart of a member of the Little League, sandy-haired, bubble gum set. In the center there's an exclusive area for frogs and colored rocks and bottle caps and trading cards . . . no room for hearts and flowers. Then there's a section for cookies and peanut butter sandwiches and green apples and graham crackers. His heart holds room for blue jeans and baseball caps and canvas sneakers. Mom and Dad are in there, too, and the kid down the block.

The heart of today's swiftly-moving, swiftly-growing American teenage male is of a little different composition. Femininity has made a slight conquest here, for an area right in the center is reserved especially for girls and dates and dancing. There is also room for cars and garages and guns and sports magazines. We might even find a new sport coat and a pair of black leather loafers.

Lastly, there is the heart of husband and father. It swells with responsibility and knowledge. The family is buried deep within, and on the outer edges can be found tackle boxes, newspapers, pipes, slippers, barbeque pits, golf clubs, mountains, and black coffee.

Let's give February back to the men—at least in part.

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Freshman Advisers
by Patty Anderson, F.N. 3

If you’re a freshman or a senior, you probably remember your first few months at Iowa State and all the decisions that had to be made. “What should I do when, and why?” many freshman girls want to know. Next year many freshman Home Economics students will be able to talk to their student assistant advisers concerning these problems and others.

This new type of advising program, on trial basis next fall, will involve approximately ten freshman faculty advisers and ten student assistants. The faculty adviser will be able to refer the freshman to her assistant adviser when she has special problems, especially concerning activities and study habits. Assistant advisers will also help during Freshman Days and assist freshman advisers throughout the year.

Applications for student assistant advisers will be due early in spring quarter. Junior and senior girls in Home Economics are eligible to apply, and selection will be made on the basis of interviews and reference letters. According to Karen Deitchler, chairman of the student committee, “Being an assistant adviser is an excellent opportunity to work closely with faculty members and other students. It will provide a number of learning experiences valuable in later life.” After assistant advisers are chosen, two training sessions including freshman faculty advisers and assistant advisers will be held. One training session will be concerned with personal problems and the other with academic matters and activities.

Members of the student committee, who have been working on this program for over a year, are Karen Deitchler, chairman, Judy Speke, Patty Anderson, Barbara Danforth, Jan Dodds, Carmen Rietz, Judy Porter and Mary Perry.
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