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Creativity, Our Concern...
Paula Parks, T.C. 3, is sure of looking her very best in this lovely silk shantung dress from Younkers. A "Tailored Jr.," this dress is priced at only $25.95.

This dress would be equally at home at a tea, wedding, church or dinner date. Its simple lines and detachable shoulder covering make it extremely versatile.

It may be purchased at the Junior Deb Shop: Third Floor; East, Downtown, Merle Hay Plaza, and all Younkers Branch Stores.

Photo by Bob Harrison

YOUNKERS
"Satisfaction Always"

Des Moines
Among teenagers one marriage out of three ends in divorce. Among college graduates it is one out of 70. Among women who hold a B.S. degree in Home Economics it is one out of 270! In terms of breadth of training for living successfully, healthfully and happily, Home Economics majors are the best prepared people in our nation.

"When one analyzes the broad cultural and practical courses open to girls in modern Home Economics departments, one can only conclude that these people are among the select few who are being trained for the most important task in the life of our nation, the task of creating happy, integrated, useful homes.

"This fact points the finger of criticism at universities and colleges who prepare girls for everything else except this major task. We offer them a catalog of courses, few of which have any practical value in helping prepare them for marriage and the management of happy homes. What they need for their own sanity, security and usefulness is a solid base of liberal art subjects topped off by practical courses such as are included in a Home Economics major.

"We live in a day when our major attention is directed toward solving the gigantic problems of economics and politics on a worldwide scale. While this goes on, almost nothing is being done about the only basic defense we have against the brutality of soviet lands: The American home!

"If we do not do something drastic and thorough about preparing our young men for marriage and our girls for the task of home making, mind making, body making, life making and community making, it will not make too much difference who wins the cold war, for America already will have been lost through our neglect of the family!"
The Challenge to Home Economists . . .

Professional

Home Economics majors are pulled in many directions. Some of us go into business, others into education. We work in research labs, advertising agencies and department stores. How can we tell whether we measure up to the standards of our profession?

Regardless of individual circumstances, the clearest direction for home economists is to develop effective living through twelve competences, suggests the American Home Economics Association. By the extent to which we achieve these goals, we can measure the success of our work.

1. Search for meaningful values for personal, family and community life; work for these values.
2. Create a home and community in which all members of the family can develop healthfully.
3. Establish meaningful personal relationships in your family and community.
4. Guide the physical, mental and social growth of children.
5. Use personal, family and community resources wisely.
6. Work toward long-range goals for financial security.
7. Promote the values of the family in planning food, clothing and housing purchases.
8. Make purchases according to an overall plan with wise use of economic resources.
9. Do household tasks to further individual and family goals.
10. Use leisure time to enrich life through the arts and humanities.
11. Take an intelligent part in legislative and social action, for they directly affect the welfare of individuals and families.
12. Develop an understanding of other cultures and ways of life, and co-operate to raise their levels of living.

Creative

Home Economics students and faculty were recently challenged by Robert McCloskey of Hallmark Cards, who said at an HEIB seminar that we home economists “lack awareness of our basic originality.”

Is this statement true? Have we, as students, failed to develop creativity in our concern for “getting a good grade?” Perhaps we have been developing the lack of ability to think and create for ourselves since grade school. Remember the days when teacher would say, “Do this page of problems for tomorrow; that’s all.” Many of us are still limiting our education to following the dictates of the instructor to get a good grade.

Some faculty members are carrying on the tradition of their predecessors and relying entirely on specific assignments for the students to pass the course. Emphasis is placed on reproducing on paper “what the teacher wants,” usually what has already been said in lecture.

But delve back into the corners of your mind. There are classes where you’ve had opportunities to express yourself. Have you taken advantage of them? How about meal management, home management, house, history of textiles, basic design and interiors, kitchen planning in household equipment, or writing children’s stories, themes or publicity releases for journalism?

Do we take advantage of these opportunities to express ourselves, or do we take the safe, easy way out, using well-worn ideas to assure teacher approval.

Creative thought can first be developed by thinking, questioning and investigating facts and ideas from your textbooks and class notes. These suggestions may help you further develop creativity.

(Continued on page 15)
Students Teach Adults

Triad in Education

by Ann Sindt, H.JL, 1

Lowa State's Home Economics Education majors are being prepared to teach adults, as well as junior and senior high school students. They are learning the ways of adult-students by actually conducting adult classes on subjects geared to the homemaker.

A "triad in education" describes this system for instructing Ames women in the Iowa State Home Economics Adult Education Program. For the past thirty years the Home Economics Education Department has carried on a successful program for adult education brought about by a three-way relationship between adult-teachers, student-teachers, and adult-students.

Plan Launched

Thirty years ago Dr. Mary S. Lyle was brought to Iowa State to initiate a course to prepare teachers for instructing adults. The plan was launched with Dr. Lyle teaching the adult classes while education students observed. On this basis adult-students and Iowa State students were both on the learning end.

For several years Dr. Lyle presented each series of lessons to the Parent Teachers Association of one of the Ames schools during winter, spring and summer quarters. So in the course of nine months every area of the community had been provided with information ranging from "Management for Busy Homemakers" to "Meal Magic from the Food Dollar."

Students Teach

Shortly after the program began, the girls were put into assistant teaching positions. Then in 1951 they began conducting all adult education classes using their own lesson plans. The group of student-teachers was divided into two sections. Each group presented a series of lessons on one of the two topics chosen to be studied. Along with their teaching responsibilities were linked publicity and coordination duties. Dr. Lyle and Merlene Nelson, assistant professor of Home Economics education, were instructors and advisers to the girls in their new teaching capacities.

Course Required

The course was given an official name, Adult Education 408. It became a requirement for all education students, and not just an elective for those qualifying for vocational teaching. It has offered additional classes to the Golden Ager, an organization of elderly men and women, and to Boone County extension members.

Store window displays and special clinics for meat and clothing selection can also be added to the ledger of 408 projects.

The adult-teacher, student-teacher and adult-student all have a responsibility in making the classes successful.

The greatest responsibility which falls to the adult-teachers is understanding the adult-students through application of their own experiences. This basis of understanding must then be transferred to the student-teachers, says Dr. Lyle. Whereas the adult-teachers have a reservoir of past experiences to draw from, the student-teachers must develop an insight into the thoughts of adult homemakers through working directly with them. And this, explains Dr. Lyle, is, in fact, the main objective of 408 students — to develop a philosophy about adults which includes recognition of their needs and interests and the importance of education classes to them.

Homemakers Choose Topics

The part the adult-student plays in completing the triad lies in effectively learning and applying the material presented. It is the adult-student's responsibility to suggest the topics which are to be studied. An advisory council of five to ten women appraise the subjects previously studied, choose possible lesson topics, and then narrow the list to three or four from which the student-teachers select two. Because the topics are chosen by the adult-students, there is a desire to study the areas of home economics taught, and interest is easily aroused.

Quoting from a report on the two series of lessons presented last quarter, "An average of fifty women attended the meetings." This fact in itself helps attest to the value of the adult education program.
This is a true story. It wasn’t meant to be, but it is. The girl’s name is Dottie Hansen. She’s a senior at Iowa State. She could be any senior at any college or university. Her major happens to be Home Economics journalism, but it could be anything.

Dottie is graduating in just two months, and she’s begun to have doubts. . . . What is she really prepared to do? Are you wondering why Dottie is having doubts so close to graduation, the goal she’s been working toward for so long? This is what has happened to her in the four years she’s been in college.

Dottie Hansen wasn’t always a senior. Three and one-half years ago she was a new freshman. In September her parents brought her to the University and left her—in a strange city, among thousands of strange people—to go to college, which she’d only read about.

During registration she was handed a yellow carboned copy of a schedule that had been made out for her months before by a group of people who knew a great deal about the University, but very little about Dottie Hansen, except that she was a new freshman, had no previous college experience, and had stated she wanted to enroll in the College of Home Economics.

Dottie looked at the schedule handed to her. It was barely legible, so many copies had been made at one time. She eventually distinguished the writing, but the abbreviations baffled her.

C-h-e-m.; A. A.; F&N; H.-E-q., and H.-E-c. Let’s see; she recognized the c-h-e-m. as chemistry. (She’d had that in high school.) And the E-n-g-l. as English. But what does A. A. stand for, and F&N, and H.-E-q.? H.-E-c. is home economics, but can they teach it all in one course?

And Dottie didn’t find the answers to these questions until she got a chance to talk to her sophomore adviser that night because her freshman friends hadn’t known either. Their schedules had the same funny marks on them, and others even more strange. Yes, Dottie learned that A. A. meant applied art, H.-E-q., household equipment, F&N, food and nutrition, and H.-E-c. stood for an orientation course in Home Economics.

At 9 o’clock that same evening she went to the first house meeting in her dormitory. As the girls wandered downstairs and found seats in the strange new parlors she looked at the faces of the girls around her. She recognized a few of them. Many of the faces she hadn’t seen in the few days she’d been there and she felt terribly alone.

The president of the dorm introduced herself and the other dormitory officers. All of them were sophomores or juniors. They looked so sure of themselves. Then the president was urging that “winter quarter each of you will apply for a dormitory office before elections.” Or apply to be a freshman adviser here next year. Activities are important, they show future employers what you’re really doing in college, and your residence is the most important activity. May we have nominations for liaison to Cardinal Guild? You probably don’t know what this position is, but we’ll tell you a little about it and may we have nominations please? Nominations for floor representatives to sit in on house council meetings to represent you! May we have nominations, nominations! VOLUNTEERS! NOMINATIONS! That’s all—good night.”

The next day Dottie had an appointment with her faculty adviser along with 15 other freshman girls. “My name is. . . . I’ll read the roll. Please indicate your presence—choose your activities carefully—better to have too few than too many—study hard—get good grades—don’t get into too many activities—learn to say no—study—get good grades. Be sure you participate actively in your departmental club—it’s the most important activity—future employers want you to be active in your departmental club. Be thinking about your major so you can declare it spring quarter. . . . That’s all.”

And so Dottie’s first quarter started. She carried the yellow carboned schedule everywhere she went for the first two weeks. She went to class when the yellow carboned schedule said she should go, wandered downstairs and found seats in the different buildings. And when the first final week rolled around, she answered the questions her instructors asked her as best she could.

The second quarter, Dottie didn’t find registration quite as baffling, and she wasn’t as much alone. A few of her friends had come with her because they too were still frightened. She was given another yellow carboned schedule that had been made out months before by the same people who know a great deal about the college, but who still didn’t know much about Dottie Hansen. Dottie was a second quarter freshman now. Slowly she was progressing through the machine that is called education. She knew now what the abbreviations
To Go Where?

for the names of courses meant, and she knew through helpful upperclassmen what instructors to hope she wouldn't get.

Dottie was amazed at the number of familiar faces in her classes second quarter. Then she realized the yellow carboned schedules had been made out first, and the names written in later. But still she progressed. The knowledge was poured out in books and lectures. The tests were handed out, and Dottie and the others squirted the answers back to the instructors on the exams like the proverbial sponge. And those who didn't squirt so well disappeared.

Spring quarter came with another yellow carboned schedule and new and different courses, but by now Dottie was getting used to the routine. Then the cards started coming in the mail. "Declare your major; come make out your own schedule for next year; I'm your new adviser and I'll help you. Fill in what's missing in your record—what are your activities? What is your grade point? Make out your schedule—take your time—hurry up—don't make snap decisions! My time is limited."

Now Dottie's a senior. She's almost completed a course of study at Iowa State University. She's grown accustomed to hearing instructors tell her at the beginning of the quarter that they want to make the course meet her individual needs. She's taken copies of the mimeographed assignment sheets as they are passed around to the class each quarter, each one just exactly like all the others. She's taken the exams given periodically—each examination just like the other examinations the other students are taking. She's become a part of the system.

When a well-meaning instructor does try to make assignments that will benefit individual interests, the students kill it with their own system. They collect as many of the same assignments done in other quarters by other students as they can, and although the subject matter of their papers is not the same, they all boil down to the same pattern in a short time. Students who may have new and fresh ideas are afraid to use them for fear they may be too different and for that reason unacceptable.

But the exams are just the same. Everyone learns the same things and learns them well, at least for a time, or they're out looking for a job much sooner than they expected, without the benefit of a college degree. Soak it up, Dottie—squirt it back. Soak it up—squirt it back. Soak it up—squirt it back. The quarter is over, Dottie, forget that, there's more ahead. Soak it up—squirt—soak—squirt!

Learn to think for yourself, take time to think for yourself, but don't forget the paper that's due next week. Study for your exams—think—study—write papers—but think, Dottie. Think!

Can you answer these questions Dottie, and do these things? Surely you can, you've done them all before. When was movable type invented? What is the consumer's role in price-setting? Who founded the New York Herald? What type face is this? How many people will this pancake recipe serve? What's wrong with this lay-out? What printing process was used on this illustration? Choose a dress in a magazine and make your own pattern from studying the picture. What's the difference in the function of shortening in a pie crust and in a cake? Shall I stop, Dottie? Can't you remember, Dottie? You've answered all these questions before. Dottie. You've done all these things before. Try Dottie—try! Name and explain as many symbols as you can remember from Faulkner's works, Dottie, quickly Dottie, we've only so much time. Are you confused? Why can't you remember the test for determining if a cotton fabric has been treated with a resin finish?

Where are you going to get a job, Dottie? Are your grades high enough? Are they too high? Have you been in enough activities? Too many? Too few? But most important of all, Dottie, can you get along with people? Well enough? Too well?

Did you work your way through school, Dottie? Why not? Tsk! Tsk! Bad risk! Is your personality well-rounded, Dottie? Do you have a creative mind? What do you mean you don't know? You've been to college, Dottie, you've almost got a degree now.
"It's Fun to Cook, but It's More Fun"

by Homer Long, Ag. Jl., 3

"Oh boy, a cake, and I'm going to get to help. Wonder if she'll let me lick the bowl?" So says Kim Anderson, daughter of Mr. and Mrs. Dale Anderson, Hawthorn Apartments.

"Yummy, that looks so good — wish I could help stir it. I get to pour the water in and watch it splash when it hits the beaters."

"While she's getting the cake pans, I think I'll have a little taste, just a finger-full."
"There it goes, right into the pans. It's so brown and smells good — bet it tastes good too."

"Now she's putting it in the oven! It'll cook in there and then it won't be wet anymore. I guess we'll have it when Auntie Jane comes to eat."

"I don't know why we have to cook the cake. It's much better this way....sure am glad I've got my apron on. Mmmmm, I love to cook."
Faculty members are

Teachers Abroad

by Laveda Jansonius, H.Jl., 3

Five Iowa State staff members will face a new challenge next summer. They will teach at the graduate level and establish research programs at Baroda University in India.

Dr. Mary Lyle, professor of Home Economics education, is project chairman for the group. Other participants include Dr. Margaret Warning, head of the Textiles and Clothing Department and Mrs. David Wortman, formerly on the home management staff and now living in Des Moines. Her husband will be the administrative assistant on the trip. Dr. Eleanor Barnes, now at the University of Texas, will join the Iowa State staff and work in food and nutrition. A representative from the Child Development Department is yet to be selected.

Dean Helen LeBaron said that the faculty members are outstanding in their subject fields and especially qualified for teaching research. She feels another important qualification is the ability to work well in another culture. The team of teachers and researchers is expected to remain in India for a minimum of two years.

Dr. Warning is particularly interested in seeing a collection of textiles and costumes of India belonging to the dean of Home Economics at Baroda. The collection will give her first-hand information on Indian costumes.

"I am thinking right now of what I'll be able to give rather than what I'll gain from this project," said Dr. Lyle. "However, I know I'll most certainly gain a deeper insight into the way another culture operates. I'm sure I will gain friendships with interesting people and perhaps even learn some things that will help us here at Iowa State."

The first part of this international exchange program began last September when five Baroda University faculty members came here to work on Master of Science degrees in various Home Economics fields. The Ford Foundation is supplying the funds to carry out the program, enabling Iowa State to assist in making the science of Home Economics work more effectively for the Indian people.

Research programs to aid Indian families in nutrition, sanitation, child care, clothing and housing are an important aspect of the project, said Dr. Lyle. Extension workers must be trained to go to the poverty-stricken villages of India to help raise the standard of living. The average income of an Indian family is $60 a year. An extension worker in India has a difficult job. She must work with illiterate people, starting with the most fundamental ideas.

Although the curriculum listed in the Baroda catalog seems much like ours, Dr. Lyle said that their program doesn't have as much depth.

One of the biggest drawbacks in the Home Economics Department in Baroda or any other university in India is inadequate texts for study. Dr. Lyle said they use American books which just don't fit the Indian culture. The food and nutrition books have American recipes with cooking principles that can't be applied to the food available in India. One of Dr. Barnes' projects will be to help research and prepare materials that fit the Indian culture. In the area of family relations, the American texts are also insufficient, because the family in India is an "extended" one; that is, all the relatives live together. Books written to suit the Indian culture are a desperate need in Baroda and a challenging goal.

Preparation for this project has been quite thorough. The participants have known of the plans for a year and have been reading about India's culture and traditions. Special seminars have been held where the meaning of the Hindu religion was studied in regard to the Indian attitudes and concepts of life. The background and philosophy of American foreign policy and methods of community action have also been discussed. The five Baroda faculty members on the Iowa State campus have also given information to the faculty members.

Dr. Lyle said that one important thing for the faculty going to India to remember is to be cautious. "We can't just step in and say that this is the right and only way to do things," she said. "We can't impose our system on them, because it just won't work. We are to set up a method of study and research that will be most meaningful and helpful to them."
As an associate professor of Home Economics Research, Dr. Gordon Bivens teaches home management courses "Consumers in the Market" and "Food Economics" for cross credit with the Economics and Sociology Department. (A cross-credited course is a course offered for credit in more than one department. The student may receive credit for it in the department he chooses.) Dr. Bivens, together with Dr. Margaret Liston, head of the Home Management Department, also teaches experimental courses in "Time and Human Resource Management" and "Social Problems of Family Housing".

"It is my personal conviction that the family is a basic unit in our society, and this is the particular focus of Home Economics. The effectiveness with which families use their resources affects the extent to which personalities and individual capacities of family members can be developed. That is the challenge to me."

Contributes to Family Welfare

"I feel that I can make a more unique contribution to the family structure and its welfare through the wide scope of Home Economics than any other field," expressed Dr. Bivens. He also confided, "My greatest satisfaction in life is doing something for others."

"I try to encourage my students to take the initiative to ask questions," Dr. Bivens stated of his formally-conducted classes. "Even though classes are often large, I want to get to know my students as individuals. I like to invite my classes to my home so they can meet Mrs. Bivens and my children," continued Dr. Bivens as he proudly showed me pictures of Dale, seven years old; Carol Sue, four; and Bruce, two. "This is a gratifying experience for our family, and we hope it encourages better student-teacher relations."

Transfers to Home Economics

From 1951-1956 Dr. Bivens served on the Agricultural and Home Economics Extension staffs of Pennsylvania State University and Iowa State University. He observed that many problems confronting families resulted from inadequate planning for the use of their resources. This observation influenced his decision to transfer to home management, where principles of economics and other social sciences are applied to decision-making in the family.

Employed by Iowa State University on a half-and-half basis, (half of his time is allocated to teaching; half to research) Dr. Bivens has had contact with many people.

Researches Three Projects

In cooperation with other researchers, he is conducting research on three projects. In cooperation with the University of Missouri he is investigating the extent to which families are financially secure or insecure. This is part of a regional research project involving twelve states.

Home Economics Research and the Economics and Sociology Department are jointly studying the goals of farm families and the priority among these goals. The third (Continued on page 14)
Time to Shine

by Beth Beecher, H.Jl., 3

Whether you're looking for that glamorous career position or a temporary job for the summer, you'll want to dress and act your best for a personal interview.

According to Mrs. Irene Buchanan, Home Economics placement director, you should dress so that your interviewer can visualize you on the job. In the city, a suit is always in good taste and a hat and gloves are a necessity. For interviews here on the campus, however, hats and gloves are not expected.

How do you measure up at a personal interview? Are you making your best impression on the company representative? Here's a check list for interviewees:

1. Are you on time? Your interviewer's time is valuable too, and he probably wouldn't like an employee to come to work late. Be on time or slightly ahead of time for your interview.

2. Are you dressed appropriately? Bobby sox and sneakers are fine for the campus, but seldom seen in the carpeted offices of the business world. Always wear hose.

3. How do your shoes look? Dressy flats or unornamented heels are best. Avoid fancy sandals or shoes which are too tight or uncomfortable. Scuffed or unpolished shoes can ruin an otherwise well-groomed look.

4. Are your hands well groomed? Sparkling or bazaar nail polish is not considered business-like. Nail polish is optional, but your nails should be well manicured.

5. How about bracelets or earrings? Jewelry which is modest and in keeping with your costume can add to your attractiveness. Avoid dangly earrings or gaudy, distracting jewelry.

6. Do you know something about the company with whom you're interviewing? It is disillusioning to the interviewer when you confuse the products of his company with those of its competitor. Be enthusiastic about the company, or the representative will wonder why you're interviewing. He'll think that either your parents or your instructors made you look for a job. Smile and be alert to what the company representative is saying.

7. Are you alert to what's going on in the world beyond our campus? You may be asked questions about current affairs of the country or the world. Have a worthwhile opinion about current affairs. If you're aware of the nation's status you'll be better able to profit the company.

8. Can you express yourself well? Show that you have absorbed some knowledge at Iowa State by thinking and talking easily on your feet. Answer questions fully and accurately.

9. Are you honest about giving the best possible picture of your abilities? Show that you have focused electives and extra curricular activities around your curriculum so that you can be more competent for the job. Don't build yourself up too high or apologize for your shortcomings. Maintain a balance between modesty and boastfulness by being specific and relating your assets to the position for which you're applying.

10. Do you have in mind the position for which you're interviewing? A fashion position requires an outfit which is the height of fashion. A test kitchen position requires neatness and cleanliness in every phase of grooming. Take along a portfolio of work which is indicative of the kind of job you can do. Also, obtain an information sheet at the Placement Office and fill it out. The company representative at the interview will skim it quickly and find out a great deal about you.

(Continued on page 15)
YOUNKERS
Paint Dept.

Magicolor is sold exclusively by Younkers at its new Merle Hay store.
Des Moines

Over 2000 colors to choose from with our

ORTHO-CROMATIC Color System
MIXED INSTANTLY TO YOUR ORDER
Now you can use the colors the decorators use!

Buon Giorno Guten Morgen

Our Parlez-vouing was the worst
But
The "exciting" fabrics we found the best — The most!

Denmark — famous for their moderns — vibrant colors, dramatic prints
Switzerland — embroidered batistes and organdies
Belgium — linens such as you have never seen

England — Those hand prints they do so superbly; unbelievably low prices

The Fair
AMES FOREMOST STORE
203 Main Dial CE 2-5101

Stephenson's
FAMOUS FOR FABRICS
Conveniently located opposite campus

2428 L-Way Dial CE 2-3615

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Choose from Iowa’s Outstanding Selection of Silver — China — Crystal

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BRIDAL CONSULTANT SERVICE IS AVAILABLE FOR THE ASKING

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Josephs JEWELERS SINCE 1871
MEMBER NATIONAL BRIDAL SERVICE
TWO LOCATIONS
SIXTH AT LOCUST • MERLE HAY PLAZA
DES MOINES
Gordon Bivens

(Continued from page 11)

research project is a comparison between plans families make for the use of their Korean War Bonus before they receive it and their actual use of it after they receive it. Those working on this project are attempting to determine reasons for deviation in the before and after uses of the grants.

Dr. Bivens emphasized, "The Home Management Department draws heavily upon the principles of the social sciences, particularly sociology, economics and social-psychology, in research and teaching. They are very closely related."

In addition to teaching and conducting research, Dr. Bivens is "trying" to write a text book for Home Management 415, "Consumers in the Market". "There is no modern, up-to-date publication," Dr. Bivens explained.

A native of a farm near Nevada in Story County, Iowa, Dr. Bivens received his Ph.D. in economics in 1957 from Iowa State University, where he also acquired his B.S. and M.S. degrees earlier. When asked how he liked to spend his leisure hours, Dr. Bivens concluded, "Well, I'm interested in golfing, gardening, reading, church activities—and kids!"

The following women were recently pledged to Omicron Nu, Home Economics scholastic fraternity.

Omicron Nu

Pledges


In the moo-ed for a picnic?

Supplement your meal with our products:

- Cheeses
- Milk

AND

- Ice Cream
  convenient dixie cups or bulk

Dairy Industry Building
Salesroom
1. Express feelings, ideas and opinions in class discussions.

2. Meet and communicate with the great variety of individuals on this campus, both faculty and student.

3. Profit from the instructors who think and cause you to think.

4. Show appreciation for instructors who allow leeway in assignments, such as giving general areas and allowing you to choose specifics. It is discouraging to teachers who try to stimulate creativity for students to insist on knowing every detail of what the teacher “expects” in the assignment.

5. Accept sincere encouragement and criticism and offer both to other students and instructors.

6. Express your feelings and artistic sense in all classes—clothing, foods, work with children, household appliances or arrangement and design.

As a Home Economics graduate of Iowa State, you’ll have a vast store of abilities, technical knowledge and an “analytical mind.” To put these skills to use most effectively and to contribute something unique to society, you must also be able to think for yourself.

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(Spring is the season of beauty. Let us give you a lovely new coiffure.

Anderson’s Beauty Salon
2528 Lincolnway
CE 2-2155

Records galore
at your music headquarters
ESCHBACH
Music House
CE 2-3624
302 Main

Spring is the season of beauty. Let us give you a lovely new coiffure.

Spring is the season of beauty. Let us give you a lovely new coiffure.

Anderson’s Beauty Salon
2528 Lincolnway
CE 2-2155

Records galore
at your music headquarters
ESCHBACH
Music House
CE 2-3624
302 Main

Walk into Spring with flats from
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