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Chicago-

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AST SUMMER Alice Jane Morse applied for a job in a settlement house in Chicago. The Presbyterian Church in Chicago sponsors many settlement houses within the city. Each summer they have openings for fifty college students and Alice Jane Morse was one of the lucky students who was chosen last summer. Alice Jane and seven other college students were assigned to Howell House. They had a two-week orientation program in which they learned about the settlement and what their work would be. Their living quarters were on the third floor of the settlement house. They had a living room, kitchen, bathroom, and bedrooms. They each received two-hundred dollars plus their board and room for the summer. Their assignment lasted seven weeks.

Bohemian, Polish, and Mexican families live in the Howell House neighborhood as well as Negro and white families. The neighborhood is located in the heart of Chicago close to trucking and railroad terminals. Most of the adults work in the railroad yards or power plants doing unskilled labor. The average yearly income is less than three thousand dollars.

New York—

DIRTY STREETS teeming with children, the putrid odor of sewer steam, groups of men playing cards on the school steps, sirens screeching, the tinkle of the bell as the ice cream man goes by, the johnny pumps (fire hydrants) keeping boys cool by throwing gushing streams of water across the street; these would all become familiar to us during the summer as we came to New York City to live and work. I was one of 25 girls who were in the College Summer Service Group sponsored by the YWCA. Each of us was placed in a settlement house in the city; I was placed at Henry Street Settlement.

As teachers of playschool, eight of us had charge of six and seven-year-old children of many nationalities: Irish, Puerto Rican, Russian, Turkish, Polish, and American.

Sharon Struble, H. Ec. 4

The cost for membership in Howell House is small. A family membership may be obtained for five dollars. Children six to twelve pay two dollars for the summer. Teen-agers only pay seventy-five cents for the summer since their recreation is only one night a week. Movies are shown every Friday night for ten cents admission. Alice Jane worked with children of all ages. On Monday and Wednesday mornings, she had a group of six-year-old boys and girls. They played outside on swings, monkey bars, tricycles, wagons, and in the sand box. Then they went inside and played with craft projects, blocks, dolls, and games. Most of the children were not used to playing in groups or sharing with others. They grabbed what they wanted and fought if necessary to get it. Alice Jane found it was often hard to keep them playing happily. Most of the children came from large families. Often both the mother and the father worked. This meant the children were left on the street to take care of themselves. They had to learn to fight so they could protect themselves. Swearing was just one of the many bad habits children picked up. The attention and affection young children need was lacking since their parents worked.

It was the job of Alice Jane and the seven other college students to give these children the attention they needed. The children were shown ways to meet and solve problems instead of fighting and swearing. Attempts were made to teach them to share with other children. Much time was spent showing them new games and activities. One day a week the children were taken on a trip to the beach, zoo, or a nearby park. This provided many new and exciting experiences for them. They were very observant and willing to learn. Walking barefoot in the grass and climbing trees gave them much enjoyment. This type of recreation was much better than standing or walking in the streets. Alice Jane had her eyes opened to a whole new area and way of living. She realized the importance of a settlement house in such an area. Actually, she found the people she met no different than most of us, since they have the same needs and desires we have.

Charlene Caldwell '60

They also represented different faiths, Jewish, Catholic and Protestant. We supervised their play in the playyard, a small, enclosed cement-floored area with condemned buildings separated from it only by a wire fence, walked them to the park bordering the East River, took them to the Central Park Zoo (where one of my quick-acting boys did the impossible by catching a pigeon), and patched up their cuts and bruises.

Visiting the homes of our children gave us some insight into their problems and helped us better understand their actions. What we learned about the homes and backgrounds of our children is representative of the problem present in many cities today. We learned from our introductory meetings that our children would

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