Fish That Is Appetizing

Maxine Smith
Iowa State College

Follow this and additional works at: http://lib.dr.iastate.edu/homemaker
Part of the Home Economics Commons

Recommended Citation
Smith, Maxine (1923) "Fish That Is Appetizing," The Iowa Homemaker: Vol. 3 : No. 4 , Article 10.
Available at: http://lib.dr.iastate.edu/homemaker/vol3/iss4/10

This Article is brought to you for free and open access by the Student Publications at Iowa State University Digital Repository. It has been accepted for inclusion in The Iowa Homemaker by an authorized editor of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
Graduate Credit Conference for Vocational Home Economics at Iowa State

By ELEANOR MURRAY

In cooperation with the Federal Board and the State Board of Vocational Education, Iowa State college offered during the summer session the first Home Economics vocational conference which was primarily interested in serving women who would occupy supervisory and teacher training positions and which gave graduate credit in vocational Home Economics. Iowa State is approved by the Federal Board for vocational education and was especially fitted to hold this conference.

The aim of the Home Economics division has always been to train for real homemaking—homemaking in the broad sense that it is more than training in feeding and clothing the family, that includes business training, care and management of children, recreation in the home, the maintenance of a happy home atmosphere, physical care of the sick and the establishment of the home as a definite unit in a social organization.

The possibilities for even larger development are right here on our campus and have been but they must be even better co-ordinated. We have our child psychology courses including child nature and training with recognition of the right and place of a child in the home and the mother’s responsibility to the child of pre-school age with its training and recreation as well as the child’s school age, for we have come to realize that children are no longer playthings or possessions but real humans with the same rights for development and growth that we ourselves have. We have our sociology courses and the home is one of the most important factors in a complicated social organization. We have our physical education courses for physical development of the girls who are being trained as well as providing training for better physical health and development of children. In the home economics department are found the home nursing, dietetics and family health courses in addition to all the art, clothing, foods and household management courses with finally the practice cottage for practical application of scientific facts.

These are not new courses, but courses already in existence which must be brought together and applied to one big problem. No homemaking course is complete without this co-ordination which tends toward high standards of family life based on scientific care and management.

Out of this first summer conference there is the plan of Aaronement graduate work in Vocational Home Economics Education that our own graduates who are now teaching may come back for special work.

At the conference this year all were women of experience as supervisors and teacher trainers. They gathered around long tables and attacked a real problem in real conference manner.

The big problem of the conference was the job analysis of homemaking and the homemaker’s responsibilities handled by Miss Mabel Campbell, a former graduate of Iowa State, who is now with the federal board and by Dean Richardson. Dean Richardson was formerly chief of the home economics service of the federal board and worked several years on job analysis. The job analysis is to make possible to teach as well as possible by an investigation of the responsibilities of the homemaker and a consideration of working out these responsibilities, how to organize units of instruction that will include those things the girl needs to know that are interesting to her and to so arrange those problems to get an effective instructional order.

The homemaker has other needs than training in feeding and clothing the family. We are coming to realize this more and more and such analysis is proving most valuable from the standpoint of emphasizing the size of the homemaker’s responsibilities and the big field of management. For the successful homemaker must be as much a manager as a worker and prospective homemakers must be trained in such a way that they will understand their responsibilities.

Miss Alma Binzel, a child training specialist who does part time instruction at Minnesota and Cornell universities and lecture work the rest of the time, took up the problem of training for parenthood during two weeks of the conference. She urged strongly that training for parenthood should be given to every individual—mother and father. She divided the educational task into two parts. First, we must include as part of general education such training in our public schools as well as such training for those not connected with public schools or colleges that not only those now in school shall have but also those who are now parents or are no longer connected with educational institutions. Second, we must at once make provisions for the training of teachers who are in turn to teach others. This is a big field for broad training is needed for such teachers. Iowa State College recognizes this and was glad to supplement its regular work in child training by the courses offered by Miss Binzel.

Prof. Lancelot, head of the vocational education department, took up modern methods in education, emphasizing the modern viewpoint of educational methods as the basis for selection, organization and presentation of subject matter.

Special problems for teacher trainers and state supervisors were taken up daily by Miss Campbell. The work of state supervisors is comparatively new. At the time the Smith-Hughes law was passed in 1917 there was but one in the United States and now all but one state has at least one supervisor. Because it is such a new field there were many problems to be worked out together. In no other field in education does the success depend more upon co-operation between teacher training institutions and the state department. For that reason the two groups were handled together.

The teacher training institution must know the proposed program for the development of work in the state, that knowing and understanding the needs, teachers may be trained to these needs. The responsibilities of the teacher training institute to the public schools and to the education department were taken up and analysis made to determine the responsibilities of each supervisor and teacher trainer, the difficulties in meeting the responsibilities and methods of solving the difficulties.

This conference was very much of a success and with the development going on all the time for helping to better solve the problems taken up at the conference Iowa State will continue to stand foremost as a training school for homemakers and trainers of homemakers.

Fish That Is Appetizing

By MAXINE SMITH

The cooking of fish depends largely on taste, for various methods may be used in preparing the same kind of fish. Halibut may be baked, boiled, fried or broiled and be quite as delicious in one way as another. This rule is also true of nearly every kind of white fleshed fish. Fish that contain quite a lot of oil as mackerel, herring, salmon, and shad are best suited for broiling, baking or planking. They contain so much oil distributed thru the flesh that it requires a very intense heat to make it palatable. Salmon is an exception, being at its best when boiled. An old saying declares, "Small fish should swim twice—once in water, once in oil." It is a good proverb for the cook to remember because it applies well to every tiny fish.

To prepare a fish for planking, it must be cut down the back instead of the stomach. There are a number of real advantages to this method of cooking; it may be done in the oven of any coal or gas stove, the wood imparts a flavor to the fish which can be obtained in no
other way, there is no difficult task of sliding it from the broiler or bake pan to the platter because it is proper to send the plank, laid on a folded towel, to the table.

To plank a fish, heat and oil an oak plank made for the purpose; spread upon this skin side down, the fish dressed and boned, and split down the under side; brush over with butter or oil and set in the dripping pan in the lower gas oven, at first near the burners, after cooking a few minutes, remove to the back of the oven. Allow the linen to fall over the edges, and cleaned and split down the under side.

Line a wire basket with a napkin, and brush over with butter or oil and cream while cooking. Season to taste. An oily fish needs no enrichment of lemon and parsley.

Broiling is probably the simplest as well as the best method of cooking many kinds of fish, the flavor and juices being thereby better preserved. The double broiler is the best utensil to use alotho' they may be cooked on a griddle or a spider. Heat and butter the broiler, lay fish flesh side down; when browned turn and finish cooking. Baste with butter or cream while cooking. Season to taste.

An oily fish needs no enrichment of fat before broiling; a white-fleshed fish does. If it is cut in steaks, dip it in oil or melted butter before putting in the broiler. Let it get crisp and brown on the fishside before turning. Broil the skin side down, until it is burned. Finish the cooking in a hot oven.

The difficult task of taking the fish from the baking pan without breaking may be overcome if an iron sheet with rings at each end for handles is used. Grease it well before setting the fish to cook and lay under it strips of salt pork, then set in the back of the oven.

When baking halibut, pour milk over and around it before setting it in the oven. It keeps the fish moist, improves the flavor and makes it brown more thoroughly.

A baked fish presents a more attractive appearance when served in an upper right position on the platter; it also cooks better. To keep it upright, press it down enough to flatten the under side then if necessary brace with potatoes. Sometimes the fish is long and slender, it may then be bent and the tail tied to the mouth.

Fish may be sautéed in oil or lard, the fat should be deep enough to cover the fish and hot enough to brown a piece of bread. Season the fish while it is cooking. After being wiped dry the fish should be rolled in Indian meal, flour or sifted crumbs before frying. Unless fish are very small they should be notched on each side before being rolled in meal.

Boiling is the most insipid way of cooking fish yet there are certain varieties that are better cooked this way if accompanied by a rich sauce. Fish should be wrapped in cheese cloth before boiling to preserve its shape. The head is the best part of the boiled fish and the nearer the head the better the portions. Boiled fish should be served on a napkin and the sauce in a tureen. A fish of six pounds should boil or steam in 30 minutes. The water should always be salted. A boiled fish may be stuffed if desired.

In spite of careful watching, a fish will occasionally break in the boiling. Do not try to patch it together into an unhappily heap of skin, bones and meat. Flake it quickly and lay in good sized portions on a large platter. Garnish with rows of mashed potatoes and pour a sauce over the fish. This transforms an almost hopeless failure into a most attractive dish.

Small fish are usually best when fried. Lard may be used as a frying material; a mixture of suet and lard is better but best of all if it can be afforded is the clear frying oil which leaves no greasy taste. To prepare a fish for frying, clean thoroughly and wipe dry inside and out. Small fish may be handled gently; they are tender and the flesh bruises easily. Roll them in flour then in beaten egg and roll again in finely sifted bread crumbs. Have oil hot, cook fish for five minutes. Do not allow them to get dark. Drain off as much fat as possible and lay on a platter, garnish with parsley and lemon.

Economy, Or A Wrong Idea

By HARRIETT WALLACE

At the time an electric washer was brought into our home I agreed with the neighbor lady who said, "Well, it surely is a mighty fine thing, but I don't see why we should afford it. I've given up all my extra time for six years to scrubbing clothes on my old tin washboard and I guess I can stand it another sixty-anything until we are able to buy something better.

I've only got one hand and I can't do as much as you do. Today I think of that woman who bends over the hot, steaming soap suds, scrubbing and rubbing the dirt and grease from the clothes of those six boys and who comes to the table so tired and cross she can't eat. Then in a vision I see my mother who has her washing out long before lunch hour, and by meal time she is rested and has the appetite of a hungry school boy.

I remember one Monday morning, the usual wash day, father came in from the office for some papers he had left at home. He found mother sitting in a comly chair reading the women's page in a popular woman's magazine. "Decided not to wash today?"

For answer, she took him to the laundry. The electric washer was doing the work while mother was enjoying a good rest.

There are not many power washers in our community. Why? Well just because a few people think they can afford the luxury. They think, "It's not necessary to have one. I have so many other places for my extra money." Are they correct when they think the washboard and tub is more economical?

One day I asked mother if she thought her new way of washing was more economical than the old method. "It's such a COMFORT, girlie!"—and I was left to infer from the tone of her voice that the washing machine belongs to the class of luxuries, but after all was well with the "horrible" expense.

And mother worked under this delusion for months—In fact until I handed her one day the result of a study of washing machine costs which I had made as a research problem in a home economics class at Iowa State college. These results were based upon a period of ten years, each year 52 weeks long.

With electric power:

Average electric machine $150.00
Interest at 6 per cent for 10 yrs. 90.00
Supplies (soap, starch, bluing) 25c a week
Electricity, 1.5—2c per hour for 2 hrs. a week
Housewife's work for 40c per hour 3 hours a week $24.00
Total $1018.80

The life of the machine is considered to be ten years.

By washboard and tub:

Housewife's work for 6 hours each week @ $1.25 = $1248.00
Supplies (soap, starch, bluing) 25c a week
2 tubs @ $.25 4.00
2 washboards @ $.30 2.60
Total $1394.80

3 fingers @ $5.00 15.00
$1399.80

$200.00

$1014.80

$384.80

in favor of electric washer.

How about it? Is it a greater luxury to have a washboard and tub in your laundry instead of an electric washer? Wouldn't it be wonderful if the people that dream of money could give their imagination to every housewife? She could imagine living through ten years of enjoyable life plenty of time for club, plenty of time for rest, and then come out with $384.80 more to her credit.

Why is it that more families do not have an electrical power washer if it is so much more economical and efficient? I can imagine many of the readers asking.

Let us attempt the solution. Perhaps it is because so many people find it harder to look into the future than it is to look into the past, or it may be because so many women have given up hopes of getting away from the drudgery of washing.

But for those women there is hope. There are only two steps necessary to climb out of the spirit of drudgery and to make "play" the laundry motto. One step leads to the basement, to store the old tub and board away, and the other step leads to the little electric shop around the corner to order a standard type washer.

Is it that more families do not have an electrical power washer?