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Specific Helps on Everyday Teaching Problems - Address Given at State Home Economics Convention

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**Specific Helps on Everyday Teaching Problems**

Address Given at State Home Economics Convention

By FLORENCE E. BUSSE, Professor of Home Economics

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**Winter Diets and the Elusive Mineral**

By LUCILE BARTA

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**THE IOWA HOMEMAKER**

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THE HEALTH Ideal has been sold to the public. It has found its way into most of our schools. The same ideal has been caught by the general public and we find much of the current advertising recognizing this fact. "Fresh Air, Stringless Refreshing Sleep" was the advertisement for a special screen I found in one of this month's magazines. "Science Speaks—High Authorities Prove Remarkable Health Value" of a certain gelatin. A peach and fig company claim for their month's magazines.

I have been noticing most interestingly in a certain school that the children start at the beginning of their school life wide eyed and well. I have noticed that the percentage of underweight increases materially in the second grade. Either the school's own plan for the well being of the children has failed miserably or else we are missing the great opportunity of teaching health fundamentals which really function.

I looked into the tired little face of a six year old last week. His eyes were wide with wonder as he watched one of the students take a little boy home for his parents and girls. The splendid teacher sensed my apprehension and said: "Charles leaves home at seven o'clock to come on the bus." "And what time does he get home again?" I asked. "He has to wait for school to dismiss so it makes it about five o'clock when he reaches home."

A ten hour day for our six year old with no child labor law to regulate it! No provision is made in the school for a place for him to rest, to stretch his poor tired little self when he is weary.

May I stop here to say a word in defense of rest. If some provision were made so that those who were not making the gains they should, could actually have an opportunity to rest, I feel that a splendid step would have been taken to give children much needed help. In this school there was not one place for that little boy to rest, save one uncomfortable cot in the teachers' rest room. Will there not be some day in the next two hundred and ten days when that teacher, sensing overeating, the lack of rest, might say "Charles, you are excused from your lessons now. You may go to the quiet room, stretch out on the army cot, pull the blanket over you. Open up the window and rest until I call you."

I often wonder if all our indifference to rest is due to the scorn of Mrs. Rip Van Winkle for her husband. We must plan for a means of rest in our schools if we are to deal with the present physical conditions of students.

The health ideal challenges the teacher herself. She must live this health ideal. Does she plan her time well? Does she include in her busy schedule some time for rollicking, refreshing play? Does she protect her body with sufficient clothing or does she overload it? Does she eat the right kind of food at regular times? Does she indulge in too many late hours, either in gay frivolity, reading or embroidery or slavish devotion to her work?

The successful health teacher is the one who sells the idea without much talk. Clear eyes, healthy skin, poise, buoyancy, all are attractive qualities. The teacher then who would analyze her methods will recognize that the first fundamental factor rests with herself. She cannot sell if she herself will not buy. She herself is the proof that health is a vital, desirable thing and that she is willing to make any sacrifice to develop and keep what she has.

There is not time to discuss: In what (Continued on Page 13)
utensils are quickly requisitioned and the cipedes, kiddie cars, slides and pile books or works quietly at one of the tables. The story is followed by music and then the children troop off to their little beds for a ten minute rest before dinner.

Some of the older ones are granted the special privilege of coming down early to set the tables for dinner. When this task is finished a messenger gladly goes upstairs to announce that "dinner is ready." A teacher or student takes her place at the head of each table and with rare exceptions the children choose their own places. Grace is said or sung, waiters are chosen and thirty hungry children are soon eating a dinner which has been planned and prepared by those who have made a special study of the nutrition of children. The following menu is typical:

- Cream of pea soup
- Baked potato
- Lettuce sandwiches (whole wheat bread)
- Milk
- Stewed apricots
- Stewed apricots
- Lettuce and tomatoes
- Cream of pea soup
- Milk
- Stew meal

The week's menus are typed in advance and a copy sent to each home. In many instances the mothers request the assistance of the nutrition expert in planning home meals for the children. At intervals, typical breakfast and supper menus are sent to all the homes.

After dinner the children take a two hour nap, upon awakening have their lunch of milk, then play outdoors until it is time to go home.

This brief outline gives a very inadequate picture of the Merrill-Palmer activities. To fully appreciate what the school means to children, students and mothers, one must not only see the activities but also participate in them.

The Merrill-Palmer Nursery school has been in existence less than two years. Even in this brief period an intense interest has been aroused among those who are vitally concerned with problems of childhood. Psychologists, pediatricians, nutrition specialists, educators, social workers, nurses and mothers are among those who have come individually and in groups to try to find out what it is all about. Can it be that all are interested because each group sees here an attempt to combine the efforts of all in a careful, scientific study of the whole child? What the ultimate outcome of this new venture in education may be not, even the most sanguine are yet ready to predict.

Specific Helps on Everyday Teaching Problems

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grades shall health instruction be given? In what courses should health work be stressed? Perhaps if we outline the aims which we are setting for ourselves as Home Economics teachers, we may find more opportunity than we may think possible.

The Committee on Home Economics Education reporting for the American Home Economics association, suggests these aims:

1. The preparation of the individual to apply to personal habits of living and to homemaking, the fundamental principles of the natural sciences, art, psychology, sociology and economics.

2. To equip the students with facts, processes and attitudes which will render their lives more effective.

3. To improve the health and living habits thru both incidental and direct instruction in food and clothing.

The school curriculum itself may have a broader plan. But the effective curriculum may well include the aims of the home economics courses supplementing the general health work. In a recent survey made in the Ames high school, we found the following conditions: Out of 382 students, 56 (or 14 per cent) were normal, 121 (or 32 per cent) were overweight and 205 (or 53 per cent) were underweight.

The home economics teachers might well take an inventory of the school. Other than the courses. Here may be found an opportunity, a chance for real service with an abundance of opportunity in the courses now offered, with a vital contact relation in the lives of the students. The home economics teachers must recognize and analyze the need of the community which she serves. She must develop an attitude of mind which is flexible and open. She should use the wealth of material which is essential to the life of her students.

The old statement said that "students go out and teach as they were taught, not as they were taught to teach." The modern educator would change it, "students go cut to teach as they were taught to teach, even as they themselves were taught. Applying this to our health ideal we might say, "students go out to live as they are taught to live, even as the teachers themselves lived."

Our Travels in France

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turrets and of long standing. These homes are handed down from generation to generation. One French woman of great wealth was very interested in extension work for farm people; in fact, she became president of the farm women's clubs in the community near Dieppe. She invited us to her home. This was the first glimpse of a very lonely, typically French, mansion. All around the grounds was a high stone wall covered on top with broken bottles which meant woe to