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# The Motherhood and Home Training School

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Here is something to look forward to. For Hamsun is about the best personal conductor of such tourists as I that this old world has to offer since France and Conrad died. It's easy of course to rave in anticipation and one may be disappointed in the sequel, but I think there will be few things so good to do as to journey about the country roads with Pederson, stopping now and then at farm houses to work a little, spending the nights in barns or in the fields. That will be fine—for this, "The Wanderers," is one of the beautiful books that modern writers have written. And "Pan" is of the same ilk. "Growth of the Soil" is bigger and sterner, as beautiful and greater. And there are, too, "Victoria" and "Shallow Soil" "Hunger" and "Segelfoss City."

But maybe I should do my traveling at home before I go abroad—see America

first. Well, I mentioned Edith Wharton and Willa Cather. There is none better for my purpose. Mrs. Wharton will show me New York and Miss Cather the prairies of Nebraska. Let us say of Edith Wharton that she is the most competent novelist of whom I know. If she isn't in the very front rank it is because of a coldness which is an element, no doubt, of her competency. "The Age of Innocence"—that is hard to find fault with. And I could never see that Mrs. Wharton slumped so badly in "Glimpses of the Moon." The short novels that comprise "Old New York" are models of the novelette. There are a host of older books of hers—and one especially, "Eth-an-Frome."

When I pick the prose that I like best to read—from American pens—I have to pass by Joseph Hergesheimer with his

rich sonority, and James Branch Cabell with his interesting archaisms, and even Sherwood Anderson with his new and startling and strangely moving rhythms. I sift them all over and then agree that I have verified my hunch—Willa Cather. Three of her books one can name without compunction in any company, "Oh, Pioneers," "My Antonia," and "The Lost Lady." And there are others almost as good.

Ho hum. These excursions should hold me for a while. I shall have visited a good many countries and got inside the minds and hearts of some very interesting people. And I haven't begun to exhaust the possibilities.

Fair enough. There'll be other summers.

## The Motherhood and Home Training School

By GEORGIA RAE EASTER

The Merrill Palmer School of Motherhood and Home Training is located on Ferry avenue in Detroit, just off Woodward avenue, one of the main streets of the city. The executive offices are located in the old Freer Home which was at one time famous for the Whistler paintings collected by Mr. Freer. This same building houses the nursery school which was established in 1922.

The Merrill Palmer School of Motherhood and Home Training was established under the will of Mrs. Lizzie Merrill Palmer who left her entire fortune for the founding of a school where "girls and young women of the age of ten years or more shall be educated, trained, developed and disciplined with special reference to fitting them mentally, morally, physically, and religiously for the discharge of the functions and service of wifehood and motherhood, and the management, supervision, direction and inspiration of the home."

When Miss Edna N. White, head of the home economics department at Ohio State University, assumed the responsibility of director of the school in 1920, she had at her disposal a large table and \$3,000,000. She might have opened a school and set to work to secure immediate results but she decided to study the needs of the community first. She did not wish to duplicate the work which had been done by other schools. After two years spent in community work, Miss White went to England where she observed the nursery schools. As a result the Merrill Palmer school is doing something unique—something never before attempted in this country.

Co-operative arrangements were formed with a number of the best known colleges and universities in this country whereby senior girls were sent for a 12 week period, receiving full credit in their own colleges. The schools included in this list at present are: Michigan Agricultural College, Ohio State University, Pennsylvania State College, Cornell University, Kentucky State College, Illinois University, Kansas State College of Agriculture, Chicago, University of Nebraska, Teachers College, Columbia University, Iowa State College of Agriculture and Mechanic Arts. That is how during the last three quarters, six of our girls have had the opportunity of working with children in the nursery school.

There are two schools now with 64 small pupils enrolled and many more on the waiting list. In the one school are the children aging from three to five years and in the other "the baby school," so called by the older children, those aging from 18 months to four years.

The children come to school between eight thirty and nine o'clock accompanied by their parents, or in the school bus driven by Dabby Ruhl. One of the pleasantest tasks is that of going on the bus to help with the children.

As he arrives, each child removes his wraps, assisted by a student helper if necessary, and hangs them in his own little locker marked by means of a picture of an animal or flower painted on a small cardboard disc. Next comes inspection by a Board of Health nurse who examines chest and back for rashes and looks down the throat. (Woe to the child who does not pass inspection for he is banished to the isolation room until parents call for him.)

As he passes from the cloak room into the school, he stops beside a little table, pours himself and drinks a glass of water. The first hour is spent in domestic activities—cleaning the canary's cage, giving him his bath and feeding him, watering the plants, arranging the flowers, sweeping, mopping, dusting or it may be washing windows or polishing silver. The children are allowed to choose their own work. During this time cloths and napkins are placed on the tables for the morning lunch.

After domestic activities come some games and then the morning circle and "news." "News"—the delight of every child and grown-ups, too—is the telling of some experience or displaying of some new toy or article of clothing. The children sit with their little legs tucked up and hands folded in their laps—all attention. Afterwards, there may be a song and then lunch which consists of orange juice and cod liver oil.

When the children are all seated, quietly—napkins tucked in and arms folded, waiters are chosen and they start across the room grasping their trays firmly. Each child puts away his own cup and soiled napkin. Someone asked me, "Well, how do you get them to drink that cod liver oil?" It is merely a matter of routine—everyone does it. If one decides

that he won't drink it, he sits there until he does.

After the lunch the children go upstairs to a large playroom where they may yell, romp and play to their heart's content. They have everything to play with. The building blocks, colored chalks, moulding clay and Kiddie Cars are the most popular. They may play with whatever they wish but they must put their things away before starting anything else.

From the playroom, the children go out of doors where they have all a child could wish to play with. What do they do when it is cold? The older children play outside, or open doors and windows and play in the playroom. At 11:30 the children come in, wash their hands and faces, comb their hair, have story hour or music. There is a Merrill Palmer orchestra which is delightful. They have the drums and triangles which the children use, keeping very good time with the piano.

All go upstairs and lie down on their little cots to rest before dinner, some of the older children setting the table and then calling the others down.

Dinner is carried out as the lunch except that a little grace is said or sung and each child gets his own dessert.

After dinner the children go to bed and sleep until 2:30. How do they go to sleep? Again—its just the thing that's done. Everyone becomes quiet when Miss Harley or her assistants comes in the room and tells them that it is time for their nap.

Thus, you see the college girls make a real study of child life. Every six weeks, personality studies are due. Each student has two or three children for special study and observation. Things they say, things they do—everything is included in this report. We assisted with the physical examinations, did a week's work in the diet kitchen keeping careful records, and observed the mental testing.

Dr. Charles Wilson, a prominent pediatrician, is employed to look after the physical condition of the children. A nutrition specialist, Miss Mary Sweeny cares for the physical growth and development and Dr. Helen T. Wooley looks after the mental conditions.

The subjects offered to undergraduate students are Child Psychology, Nutrition for Children, Educational Methods, Home

Management work and Sociological Aspects of Child Life.

The psychology work consists of three lectures and two mornings spent in the laboratory. The nutrition course requires three lecture hours, one hour of conference and a laboratory period spent in physical examinations or in the diet kitchen. The girls also plan the menus and keep the children's food records. Each child is given a star when he finishes all the food served to him.

The home management work is really a form of good cooperative living—keeping accounts of time and money spent.

Two lectures and a three hour laboratory period constitute the work given in the sociology course. It is a study of the agencies dealing with the needs and care of children. We visited the Juvenile

Court, made trips with the visiting housekeeper and visiting nurse—sometimes in the slum districts—visited the Children's Aid and went with the county nutrition work to one of the rural county schools to observe the work done there. This work is especially interesting as it acquaints one with new conditions typical of a large city. Detroit ranks third in population in the United States and over 65 percent of the population is foreign.

Every effort is made to make the girls happy and comfortable. They all live at the school in the two large residences and an apartment. The cooperative plan of living is followed.

Plans for visiting places of interest and other entertainment is planned for the girls. We visited the Ford Motor plant, the Ford hospital, the Children's hospital,

Pervabic Potteries, attended numbers of the Detroit Symphony Orchestra Concert series, picnicked at Belle Island—in the middle of the Detroit river—and had a big dinner party in a Chinese restaurant.

The municipal library is just a block and a half from the school. Arrangements have been made for the girls to use a high school swimming pool on Monday evenings and facilities for playing tennis and skating, in season, are available.

I feel that every school girl would be interested in the work being done in the school. It is especially valuable for the would-be teacher and homemaker, also very interesting from the standpoint of psychology and nutrition as some very interesting and worth while research work is being done there. I wish every girl might have an opportunity to have a quarter's work at the school.

## The Laying of the Cornerstone

ONE of the most important events of this school year took place Saturday morning, May 9, when Miss Anna B. Lawther, member of the State Board of Education, laid the cornerstone of the greatest Home Economics building in our country.

Miss Lawther in her address said:

"I look with pride on the achievements of this institution, whose faculty is superior to the faculties of other Land Grant Colleges; whose students are the highest type of America's younger generation; whose alumnae are outstanding men and women of the world. I am minded to tell you that the ideals for this school were laid years ago by men and women who had a vision of the power of women with training in the arts of home-making. This ambition for each one of you women students, was that you might

not only be efficient and delightful mothers in your own homes, but that you might each one have a broader knowledge of the world in which you and your family live. They believed that women exert a power not only in their homes, but also in their communities."

A great deal of the credit for the fine Home Economics department must go to Dean Catherine Mac Kay, the first head of this division, and Miss Lawther pays her this tribute:

"Dean Catherine MacKay . . . was a pioneer to whom not only Iowa State College but all Home Economics schools owe a debt of gratitude."

"Here in this new building, to be the best of its kind, where some of you will go on to leadership, to develop new and better methods of living and to extend the power of the individual, always keeping before yourselves that the greatest

power belongs to those who have the four great Greek virtues—Fortitude, Courage, Temperance and Justice."

Dean Richardson, head of the Home Economics department, placed in the strong box, which was sealed, "so as to preserve its contents for all time, a few choice records which will give to those who will open it, possibly some 2,000 years to come, some conception of life as it was at Iowa State College in 1925."

Daily papers: the Ames Tribune, Chicago Tribune, Des Moines Register and Des Moines Capital, were placed in the box along with these Home Economics publications: semi-centennial report, by Mrs. Mary Welch—1875; Education in Home Economics, Health Education, Child Care and Training bulletins, Women in the War, Homemakers Courses bulletin and group of extension publications. Some of our own college publications were also placed in the strong box. Those chosen were the college catalogs for the years 1924 and 1925, The Iowa Homemaker, Iowa State Student, Ames Alumnus and Better Iowa.

Besides these, college pictures were also put in so that the finders might visualize more clearly the kind of people we are who are laying the cornerstone of this magnificent building, and that they might more keenly appreciate the extent and beauty of the campus of which this building forms a part.

The pictures enclosed were a book of campus views, a picture of Dean MacKay, students of 1912, students of 1923, all-college picture 1925, the old Home Economics building, new building in process of construction, children in the home management houses and child care laboratory.

A dance signifying the spirit of Home Economics was given, after which the senior girls marched forward and deposited their names in the strong box.

Dean Richardson, in closing her address, said:

"This is the list of the physical records which are placed in this box, and which are now to be placed in the cornerstone, but this box contains in symbolism much more, for it contains material from which cornerstones of great institutions must always be built—the hopes and dreams of the founders, and the work of students

(Continued on page 12)



Miss Lawther Placing the Mortar