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With the Iowa State Home Economics Association

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With the Iowa State Home Economics Association

HOME ECONOMICS ASSOCIATION
MEETINGS

Home Economics in relation to the American Home is the keynote of the program of the Iowa State Home Economics Association, whose annual meeting will be held in Des Moines on November 5 and 6.

The meeting opens on Thursday, Nov. 5 at noon with luncheon in the Ivory room of the Des Moines Hotel. Dr. Katherine Bult of the University of Chicago and president of the American Home Economics Association and Dr. Florence Scott, associate director of the Iowa State College, will be the speakers for the first afternoon. Mrs. Lulu R. Lancaster of the division of home economics of Iowa State College will conduct the Homemakers round table.

Possibilities for home economics trained women, how to take advantage of the opportunities and secure a career, will be shown by Mrs. Grace Good of the University of Oregon. Dr. Charles Brown of Kansas will be the speaker for the second afternoon.

"Counting the many blessings" of the small school, one outstanding advantage comes to mind first, the ease of sitting up the situation. Almost the first day the teacher knows that Mary is an indulgent sister, that Kate works at the restaurant, and Fern has a baby brother—just the kind of problem which helps the teacher to determine what needs to be taught in that community to make better homes.

In the complete program will be published in October.

HOME ECONOMICS IN CONSOLIDATED SCHOOLS

By Lydia Jacobson

In "counting the many blessings" of the small school, one outstanding advantage comes to mind first, the ease of sitting up the situation. Almost the first day the teacher knows that Mary is an indulgent sister, that Kate works at the restaurant, and Fern has a baby brother—just the kind of problem which helps the teacher to determine what needs to be taught in that community to make better homes.

The following day the girls were instructed to bring to class all the magazines, catalogues, and papers which had furniture in them. We set about selecting suitable furniture for a living-room, bedroom, and kitchen. At first all brought suggestions, but we found that there was going to be a conflict as to what to do in the kitchen. So I appointed four girls to furnish one room.

In a certain sense they were allowed to fight over the ideas, but they were ever open to criticism from their teacher and other members of the class. They all decided upon what colors we would use for each room, and then each one brought material for curtains, and we selected the best. In this way they got the idea of color combination, and why one material was more desirable than another would be entirely unimportant.

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Home Furnishings Taught in a Consolidated School

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All the furniture was made of paper. The living room furniture was the hardest to make look real. The girls pasted the davenport and chairs on a heavy paper, and then by the bending of it, and the pasting of toothpicks, they managed to make them stay in place. They formed a standard for the floor lamp of toothpick pieces, and placed one the entire length of it. The piano was pasted upon the wall, but due to its shaded lines, it appeared standing into the room. The walls were gray, and so was the floor. Under the piano they made the wall a darker value, so that it appeared as the rug.

The dining room was a little harder to fix. The buffet, one chair, and the tea cart were pasted against the wall, and the brown rug and lighter brown wall were treated the same as in the living room. The girls made a window seat, and a table made from fine picture wire, and the shade was a small tea cart. The stove was pasted against the wall, and three pillows for it. The table was made to stand by the use of toothpicks.

The bed was made to fit very nicely into one corner of the bedroom. The cedar chest was placed under the windows, and a dressing table and dresser were the other articles. A small clock and bedstand were pasted on the wall near the bed. Cupboards, sink and table were made from paper, and a small linoleum rug was purchased at the ten cent store for the floor covering.

Each room was in a separate box and doors were cut into them, so that they opened into each other. French doors led from the living room to the dining room, and a swinging door from the kitchen to the dining room. Pictures were made from small calendar strips. One long one was hung above the fireplace in the living room. The fireplace was made from red construction paper, and a white crayon marked off the bricks. Black construction paper formed the andirons, and sticks became logs.

The rugs in the living room and dining room were cut from gray and brown stair carpet. Small rugs were put down in the bed room.

These cracker box houses were only the beginning. The following year the manual training boys built us a four-room house, with a removable roof. The fireplace and window seat were built in. The same general plan was followed, but on a larger and better scale.

The living room walls were done in tan, and the dining room in the same as they were open across the front. A visit to the ten-cent store furnished us with miniature furniture. We got four straight chairs that had arms on them. The arms were removed from one side from two of them, and they were nailed together to form our davenport. One of the other chairs had rockers put on. The girls then put cotton over these, and covered them with a lovely blue figured material. The background of it was a tan. The curtains were made from pongee, with a valance of blue velvet, the same shade as the blue in the furniture. A lamp was made from using an all-day sucker stick for the standard. A frame was shaped from fine picture wire, and the shade was made from rose colored silk. The same material made a floor pillow, one for the davenport, and one for the big rocker. A baby grand piano was placed near the dining room doorway.

The dining room chairs were upholstered with a green and tan tapestry. Pongee curtains with a green valance were used here. The girls made a buffet set for the buffet, and an "in-between meal" cloth for the table. A small tea cart completed the dining room furniture.

We were unable to get wooden furniture for the bedroom, so everything here was made from white construction paper. The furniture consisted of twin beds, bed stand, dressing table and bench. A basket of flowers in lavender decorated these. Lavender bedspreads and curtains were made from fine checked dimity. Two small crocheted rugs in lavender formed the floor coverings.

The kitchen furniture was also made from the white paper. The articles of furniture consisted of a table, stool, stove, built-in cupboards, sink and kitchen cabinet. The girls who drew these was very clever, and the stove, kitchen cabinet and sink surely looked real, even if only made from paper. Blue and white checked ruffled sash curtains were hung on the long, high windows.

I found that this means of teaching house furnishing much more beneficial to the girls than if we had stopped after giving them the lecture work. In this way they learned how to make the best of things even if we had little to use. They, too, had the opportunity to see for themselves why certain things were good, and others were not. Perhaps, best of all, it brought about cooperation, not only among the girls, but with the boys from the manual training class who made our house.

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