

1926

## Home Responsibilities in High School Girls

Lucy Maltby  
*Iowa State College*

Follow this and additional works at: <http://lib.dr.iastate.edu/homemaker>



Part of the [Home Economics Commons](#)

---

### Recommended Citation

Maltby, Lucy (1926) "Home Responsibilities in High School Girls," *The Iowa Homemaker*: Vol. 6 : No. 7 , Article 10.  
Available at: <http://lib.dr.iastate.edu/homemaker/vol6/iss7/10>

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](mailto:digirep@iastate.edu).

# Iowa State Home Economics Association

Miss Regina J Friant, President.

Olive Morris, Treasurer.

Miss Amy Stover, Vice-President.

Genevieve Callahan, Publicity.

Miss Wilcox, Secretary.

## Home Responsibilities in High School Girls

By LUCY MALTBY

WHAT are the home and family doing for the Junior high school girl? What is the Junior high school girl doing for her home, her mother, father, sisters and brothers? What is the girl's attitude in relation to her home? Toward the acquisition of what permanent interests, appreciations, standards and ideals, abilities and skills is the mother leading her daughter? Is she educating her daughter for homemaking, or is she having her "wash dishes to help out?" Whether the girl eventually marries or not, she always has some kind of a home—perhaps only one room. That Junior high school girl is a member of a home now.

Educators believe that a girl should be so trained, at home and school, that she can use her training in the solution of actual life problems. Then, what are the girl's needs—her actual life problems—during the Junior high school age? To have any definite ideas of the needs of any individual girl, we must, first, become acquainted with her home. This brings us to the much advocated survey.

The survey! The survey of the community! These few words bring terror to the inexperienced teacher. The surveys made in Ames last year and this year are human interest stories. They have more than repaid the work which was put upon them.

Last year Mrs. Gladys J. Buckton, senior home economics student, made out a questionnaire to use in surveying the homes of 30 typical Junior high school girls who were studying home economics. This year another questionnaire was prepared, using Mrs. Buckton's survey as a basis, with the additional object of determining progress made during the year. These two surveys were prepared under the direction of Miss Marcia E. Turner, associate professor in the Home Economics Vocational Education Department, Iowa State College.

In both cases the person who was making the survey called at the individual home to interview the mother. This seemed more practical than sending the questionnaire to the mother. It gave a better personal contact between home and school. Then, too, the results were considered far more accurate. A friendly call was made and the questions asked in a conversational manner. A copy of the questionnaire was taken to each home, and the an-

swers were jotted down. We explained that this work was undertaken for the purpose of benefitting the girl. (Almost any mother responds to this appeal.)

The results of such a questionnaire may be an eye opener to the home economics teacher in a community. But after she makes a survey, she will never again be guilty of teaching period furniture, Spanish, Italian and Louis Quinze, in a community of very squalid homes, which need practical help on the use of soaps and germicides.

It was hoped that we could get some idea of the extent to which home economics work, as taught in the school, functions in the home. Fourteen mothers have been interviewed thus far this year. Twelve of these had been interviewed by Mrs. Buckton last year. It is impossible to draw any very definite conclusions, first, because the number is so limited; second, because no check has been made on a group of girls who have not been studying home economics; third, because the mother probably attributes improvement to her own training of her daughter. Thus the school fails to get the credit it has rightly earned.

By comparing the information obtained a year apart, we have tried to show further skills, responsibilities or attitudes which have been developed by the girls while taking their home economics work in the school. The names, of course, are fictitious.

*Lois*

She has learned to prepare soups, various vegetables, desserts and salads. She also has learned to use the kitchen stove. She makes her school dresses and mends, in addition to what was mentioned last year. She also made an apron and a nightgown for her sister. This year she chooses her clothes. She has kept house for many months while her mother was in the hospital or at home in bed. She has had the entire responsibility in managing a home. Her mother says the work at school has made Lois more helpful.

*Marguerite*

In the first report her mother said, in answer to the question, "Does she have a sense of responsibility?" "Is pretty good." In the second report she says, "Yes."

*Anne*

This year, milk was not in the list of

disliked foods. Now she makes a good many of her own clothes, as voile dresses, aprons and underwear. Last year she made none. This year she is allowed to go along when her own clothes are chosen. This summer, she chose some alone. Often she gets supper alone, and helps with dinners when not in school. The question as to sense of responsibility was answered "Yes" this time, as against "As a rule," last year.

*Jessie*

I was unable to get a satisfactory report on this case. The mother does not understand English readily.

*Judith*

Her mother says she likes all foods this year. She has learned to prepare cereals, soups, various vegetables, muffins, meat substitutes, desserts and salads. She makes more of her own own clothing. She has developed a sense of responsibility. Her mother says she has noticed improvement in Judith this year. She says, "Judith is all you would want a girl to be."

*Blanche*

Last year she could prepare fudge, now she can prepare cereals, soup, creamed carrots, eggs, tapioca. She mends her own underclothes. This year she is allowed to use her own judgment somewhat in buying.

*Clarice*

This year she cares for her own room, sorts and puts away clean laundry. She prepares cereals at home. She has made pajamas, aprons and school dresses. Mother says she would not ask for any improvement in Clarice. She thinks Clarice is too conscientious.

*Helene*

She has apparently not learned to do more food preparation. She has more of a sense of responsibility.

*Anita*

Last year she had never prepared a meal for the family. Now she does often. She helps with suppers.

*Louise*

She can prepare breakfasts and salads, which she could not do last year. She has made one or two aprons and underwear. Now she buys her own clothes with money she earns. She keeps the house cleaner without being told and takes better care of herself.

(Continued on page 14)



Conducted By EMILY JAMMER

#### Kinds of China Ware

What are the two main kinds of china ware?

The size of the pocketbook and the number of dishes that must be bought with a given sum are the two main points that must be considered first in selecting china for the home. Roughly, there are two main kinds of china ware—porcelain and semi-porcelain. Porcelain is another name for china and is by far the more expensive.

Porcelain or china is vitrified throughout and so if it chips its broken surface will not absorb dish water. The semi-porcelain, on the other hand, presents a porous surface when broken or chipped, which will absorb dish water and food. It is this absorbent quality of semi-porcelain ware which causes it to turn dark where chipped. Semi-porcelain ware is much heavier than china.

So far as attractiveness is concerned, some of the semi-porcelain kinds are very desirable. Among those of attractive design and color are: The Wedgewood, Royal Doulton, Spode-Copeland and Willow Ware. These dishes are above medium in price and need to be cared for carefully to prevent chipping and cracking.

An excellent dinner set of dishes may be secured in American made china. These are cheaper than Haviland or Bavarian, but will wear much better for general use and are good looking.

One need not buy a regulation set of dishes unless that many are needed. For instance, a luncheon size of plate may serve in place of both the luncheon and dinner plate sizes.

\* \* \*

#### An Aid in Pressing

When pressing seams on woolen material, what may one do to prevent impression of the seams showing on the right side of the garment?

Pressing over a soft pad or slipping a slip of paper between the seam and the garment on the wrong side will eliminate this difficulty.

#### Selection of Dishes

What dishes should be selected if one wishes to set an attractive table and at the same time buy a minimum number?

A suitable number of luncheon or dinner size plates, bread and butter plates, salad plates, dessert plates (dessert plates and salad plates may be the same size), sauce dishes, cereal dishes, cups and saucers and drinking glasses.

And also serving dishes such as extra plates for bread and cake, a platter, two vegetable dishes, a water pitcher, a cream and milk pitcher and a sugar bowl.

Before you make your final decision, ask your merchant to have a table set for you with all the dishes you wish. This will satisfy yourself about the size, shape and decoration. Too much decoration will tire you if you have to use the dishes for every purpose.

The shape of the dishes is important, also. Notice if there are indentations in the inside of the cream pitcher or sugar bowl. Notice if it will be difficult to keep the dishes clean around the handles. All these things count when one is selecting china for the home.

\* \* \*

#### Efficiency in Pans

For heating, shallow pans with straight sides and well-fitting cover are the best and will make the most efficient use of heat.

For mixing are recommended deeper pans with smaller, conical bottom. The conical bottoms make it possible to mix small amounts of material that could not be mixed in a large, flat-bottomed pan.

\* \* \*

#### A Recommended Book

How many have had the privilege of reading and studying the book, "Art in Every Day Life," by the Misses Harriet and Vetta Goldstein, published by the MacMillan Company?

What are some suggestions which may either conceal or emphasize fleshiness?

Don't wear tight clothes, is the first admonition to the buxom, for it emphasizes size. Long, unbroken lines give the appearance of height. Folds, pleats, tucks, stitching and other trimmings which run from shoulder to hem are good.

Horizontal lines make one look broad and for this reason fleshy folks should avoid wide belts, tucks or trimmings that run around the blouse. Tunics and blouses with separate skirts are likely to give this same effect. It is also well to avoid trimmings on the upper parts of the sleeves and the sides of the skirts. Buttons, pockets and panels also make the fat one look fatter. Avoid fussiness in design. Stick to the loose fitting, plain dress, with unbroken lines. Use soft colors and avoid fancy shoes and hose, for they were created for the slender woman.

#### Discovering Home Responsibilities

(Continued from page 8)

This year she cares for her room, makes beds, puts away laundry, puts rooms in order, none of which she did last year. There is nutrition work needed here. They have one quart of milk a day for eight people, have fruit once a day or every other day, and vegetables every two or three days.

*Rose*

She prepares various vegetables, batters and doughs, meat substitutes, Jello and Waldorf salad. She makes her underwear and aprons and does mending.

*Elsie*

Last year she made none of her own clothing; now she makes underwear, aprons, school dresses and does mending. She helps with sewing for her little sister. Her mother says she is more interested in cooking than she was before taking her homemaking work in school.