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Should You Balance Your Educational Diet?

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The Iowa Homemaker

Jobs for the Perplexed

"JOBS FOR THE PERPLEXED," by Flora E. Breck, is a sensible, down-to-earth discussion of job hunting and one that should have a wide appeal. It tells, among other things, how to use one's own home and backyard, if other outlets for work fail. Many unusual ways of earning extra money are suggested. The style is delightfully human.

How the not-so-young and not-so-strong have succeeded in little businesses is told in a helpful way. A wide range of occupations is included, all the way from the selling of back-yard greenery to the business of being a notary. Putting some uncommon ingredients into the common job is what makes it prosper, thinks the author. For instance, "just restaurants" are plentiful enough, but a little eating-place where foods are prepared especially for the pleasure of invalids and small children at a seaside resort is not so common. An Oregon woman's success in just such a project is described in this book.

The author constantly keeps her feet upon the ground. Every chapter—almost every page—bristles with practical suggestions. The friend of any job-hunter would render a service by putting this book in his or her hands.


Enchanted Acre

"ENCHANTED ACRES" by Gove Hambidge, deals with the lure of the land and the possibilities of country living. It tells of rich personal experiences and adventures, extending over many years and in the face of economic hardship. It describes gardens, trees, farm animals, insects, and the out-of-doors. The scientific and poetic viewpoints are blended with a host of details that give a picture of the satisfactions a family may find on a country hillside in the America of today.


Should You Balance Your Educational Diet?

"YES, I suppose I should take a little of Mr. X's chemistry and a dash of Miss A's economics. And isn't Miss L's type of applied art interesting?"

How would you like to choose your own instructors and courses, and plan your educational diet much as you would pick out a well-balanced meal in a cafeteria? There has been much discussion pro and con over the advisability of the student's choice of faculty members. Some feel that we have judgment enough to choose wisely.

"As a principle of academic accomplishment the student's choice of instructors would be ideal," says Miss Gertrude Herr, associate professor of mathematics and counsellor for industrial science women. The average student, she believes, is a fine, constructive critic and one whose opinion should definitely be taken into consideration.

Miss Herr feels, however, that such a program would be practically impossible for our campus with its large number of laboratory courses and its complicated registration. In any case, she asserts, junior college students should not be allowed such a choice but should rely on the advice of counsellors and department heads.

"Absolutely!" says Fern Kams, vice president of Y. W. C. A., enthusiastically. "That is the democratic way. The student's best work will be done under the instructor whose methods of teaching and whose personality suit him best."

On the other hand Barbara Apple, Bomb editor, claims that it is a good thing for us to take our instructors as they come while in college, since we have no choice of bosses after graduation.

"You don't go into a store and shop if you don't like the dealer," declares Welch Richardson. He believes the student has a right to choose the instructor who is to sell him his education.

"The inspiration to be obtained from an instructor of one's own choice is as important as the subject matter of a course," Bob Root, feels.

Dean Helser sees arguments on both sides. At present the administrative problem of such a plan would make it practically prohibitive even if it were the wise thing to do, he believes. He is afraid that good instructors would be missed due to prejudices spread by misinformation. He adds that it is often true that an individual will like a teacher after enrolling in his class or even after graduation realize the value of having had the course with such a person.

Miss Hazel McKibben, home economics counsellor, adds that such a plan would necessitate much larger classrooms which might discourage personal contact between instructor and student.

LeRoy Harlow, junior class president, believes that the advisability of such a plan depends on the individual. If he is here to get something out of his work he'll use good judgment in his choice of instructors. Others will pick the easiest instructors—those who require the least work from students.

Margaret Kise, W. S. G. A. president, and Ruth Farnham, Home Economics Club president, are both convinced that the student body as a whole would benefit from such a plan. They believe that students would choose wisely and do better work under such a system.

Richard Trump feels student opinion to be just and believes that the best instructors are the best-liked instructors.

Those who enter senior college are interested enough in their major field to choose instructors from whom they can get the best work is Dorothy Brown's conviction.

Alice Abbott, Y. W. C. A. president, sees yet another aspect. She believes our quarter system of value since it widens our acquaintance with faculty members. Choice of instructors would limit such an acquaintance. "After all, we can learn something from everybody," she says optimistically, "and we need to adjust ourselves to all sorts of instructors and people."

But the question arises as to what constitutes a "good instructor"? Someone defines the term as one who is a good teacher and a good scholar. "Psychologically speaking," says Dr. H. V. Gaskill, associate professor of psychology, "the problem is a very complex one. A student's reaction to an instructor may be due to the subject matter, or his reaction to the subject matter due to the instructor."