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The Why of a Home Economics Course

By FLORENCE BUSSE

I WISH I’d talked a home economics course," sighed my college friend. There are so many things I’d like to know how to do well. This whole business of homemaking demands so much training and I’m afraid it’s been pretty hard on Jack to live thru all this experimentation. No wonder they advise men to marry young—their physique is good then.

The questions which were asked of me on subsequent visits to her home were indicative of the stage of her experience in this her new job—the job of homemaking. "How do you make baking powder biscuits?" "Tell me something to have for dinner tonight." "What kind of dishes shall I buy for daily use?" And later, "How should one cook vegetables to make them most nutritious?" "How can I take this tea stain out of my new tablecloth?" "What shall I have to eat when the girls come in this after noon?"

And then when her little son came there were more anxious inquiries. "The doctor says baby must be fed only every four hours. Is that really often enough?" "How much water should a baby have daily?" "How much should a little baby sleep?" On my last visit several years later came this request. "Oh please help me plan the kitchen in my new home! I really don’t know how to arrange a convenient one."

This friend had a profession which demanded of her a skill and a judgment which could come only from observation and careful training. Her was the great job of homemaking in which every woman participates more or less.

Someone has said that the things mother used to make are now made in a factory, not only bread and hosiery, but baked beans and button-holes. The girls of today therefore, need a more general education in household economy than their mothers had in order to detect adulteration in food and fabric, to plan well balanced meals that are economical and healthful, and to get the full value of the shrinking dollar—so the modern cook studies chemistry and calorie, as well as menus and markets.

No course in home economics which has as its real motive the training of better homemakers for better homes will ignore the basic fundamentals of a college education. The casual observer will remark that cultural subjects are usually omitted from a technical program, that the girl who selects a technical college must deny herself the refining influence of cultural subjects. Examination of the subjects required for graduation in a well-planned technical college are comparable with those required for graduation from a liberal arts college: English, English literature, history, economics, general psychology, sociology, modern language or perhaps mathematics, zoology, bacteriology, public speaking, general chemistry, organic and food chemistry, art appreciation, physics and hygiene. These courses offer a foundation for the special home economics subjects. These are food principles, garment construction, applied art, household care, textiles, marketing, budget making, home construction and sanitation, family and community health, nutrition and the principles of nutrition applied to meal planning.

With this training in home economics the graduate may enter certain vocations which have evolved from the household crafts.

1. There is always a need for well trained teachers. If a girl wishes to enter this field she may add to her course certain electives in education. This field offers increasing opportunity to the successful teacher. A girl may follow the line of greatest interest. She may instruct in art, in food, or in garment construction.

2. Commercial positions are opening more and more to the home economics graduate. There is need of designers, milliners, interior decorators, tea room managers, cafeteria directors, and dietitians.

3. Community service. In the larger vision of service to the community the home economics woman also finds opportunity for paid service as a social worker, a home or foreign missionary, and visiting or resident housekeepers.

Education well founded in those days is centering its attention upon education for the service the individual must render to society. Larger than the individual, the family, the state, or the nation, is the world service. This education for service promises the most desirable development of the individual.

Home economics education gives a broad training which makes possible many types of service. It is for our college girl to study her ability and to select the field where her training will let her render the broadest service. This alone will give her the greatest measure of joy.

Why I Came to Iowa State

Compiled by Clara Jordan

WHY go to Iowa State? "It's a school for men!"

Nearly every girl who chooses Iowa State for her college has this question thrust at her.

True, it is a school for men, but most of the outsiders and those who knew Ames only from reputation, overlooked the fact that it is a school for women as well. Iowa State is the leading school in home economics in the country and it has the largest enrollment in this subject. Why should it not be a college for women? It's full on, Iowa State College of Agriculture and Mechanic Arts, may hide these facts, but they are true nevertheless and every year the college is becoming more and more recognized as an institution which offers the very finest educational opportunities to women. The enrollment of women is now in excess of one thousand, five times as many as a decade ago.

Aside from the home economics studies many others are offered that are parallel with so-called liberal arts studies. Every year Ames is turning out women who are leaders on the campus, but also in the communities into which they go after completing their college work. Here are compiled the reasons of some of the prominent women leaders on the campus, stating why they came to Ames.

Verna Hunter, President of the Women's Guild, (student government body for women) for the year 1922-23:

I came to Ames because the course of home economics seemed so attractive. I will confess, however, that my intention was to remain here only a year or two at the most. But the spirit of the school, the atmosphere of the whole place, and the wonderful fellowship among the women on the campus made the place become so dear to me that I could not and would not leave.

Claire Youngclas, President of Women's Guild for the year 1923-24:

I tried another school first, but it did not seem to satisfy. It has always been somewhat of a tradition in our family to come to Ames and that tradition seemed