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With the Iowa State Home Economics Association

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With the Iowa State Home Economics Association

IDEALS FOR AN EIGHTH GRADE CLOTHING CLASS

By Martha Parks

As the last of the seventeen eighth graders pranced out of the room, the student teacher heaved a sigh.

What can be done with them? They are so noisy as they scuffle into the room, as they get their chairs and sewing and in everything they do. Only one or two in the class cares whether or not her work is in on time or neatly done. Did it seem to interest them. What shall we do?

As I listened to the student teacher, I too, wondered what to do. She had not exaggerated the situation. Together we talked over the possibilities. We might well give them a health lesson. This would be a relief for the teacher but it wouldn't change the attitude of the girls. Our big problem, as we saw it, was to make the girls see that they and their clothes are so noisy as they scuffle into the room, as they get their chairs and sewing and in everything they do. Only one or two in the class cares whether or not her work is in on time or neatly done. Did it seem to interest them. What shall we do?

Where would they like to go? To Oregon, Montana. The trip was planned-three hours on the train through Wyoming to Yellowstone Park, Montana, Washington, Oregon and California and returning by way of Colorado. Plans were made in class about the things they would use.

The girls were divided into groups of four with one girl to act as chauffeur. The groups were: an expensive, high powered car, a moderately priced car, a new Ford and a second hand Ford. Since it is customary for chauffeurs to ride the smoothest and with the least noise the quietest group should ride in that car. Likewise the noisiest group must ride in the most expensive car which required too much time to write about but which added not only to the interest but to store of knowledge of the girls.

At the close of the contest, each member of the winning group was given a tiny cedar chest, supposedly brought back from the mountain tops. This problem lasted about four weeks and the girls formed habits of work which carried over into the next. They had developed ideas and ideals amongst themselves, and consequently, we had the best work.

HEALTH WORK IN SCHOOL

By Ruth Talbott

Some of the most interesting features of my class work have been carried on in the form of projects. Perhaps my relating them here will help some other teacher with her problems.

Health has been one of our big projects. We do not have a county nurse here but I feel that health work should not be slighted just because of this lack. We should have been glad to have each girl go through a complete physical examination but since that was impossible, I weighed and measured them myself. We began graph charts in the second day of school. The red line represented their correct weight and a blue line denoted their actual weight. The graph was marked once a week. The children enjoyed these graphs and it is gratifying to watch them as they gather expectantly around the bulletin board to study the relation of their actual weight to their correct weight line.

The underweight girls have been more successful in bringing up their weight than the overweight girls. There is a healthy rivalry between these two groups to see which can reach the correct line first.

At the close of the first month the class began to score their health charts daily. This takes only a few minutes at the beginning of each period. I had not intended that they should keep this up long but if I fail to give out the new charts on Monday they ask for them. I was very much pleased with the interest shown in their own health. I asked if she might have the charts for her "Blue Birds." This gave me an excellent opportunity to have her do some good health work on a special home project.

The class has made original booklets in which they keep their charts and graphs. In October each girl made a health poster. In most cases it represented an improvement the girl has made since the beginning of the year. For example: Georgiana was very nervous at the beginning of the school year. Her health chart showed that she was drinking too much tea and coffee. She stopped using both, substituting milk and orange juice.

She found herself much improved by the change and has continued the habit much to the benefit of her health. Her poster contained pictures and saying showing the evil effects of tea and coffee and the splendid results of orange juice and milk.

At the beginning of the third month we asked each girl to make a chart for a group of girls who were most nearly physically perfect. Posters were made of the pictures and original verses composed by the girls to accompany the pictures. The posters were hung in the rest room where all the girls might see them. I use the kodak a great deal in motivating the girls.

A health thermometer helped the girls watch their progress. A thermometre 12 inches long and two inches wide was drawn on white paper. It was divided in half pounds starting with 100 at the customary zero mark. On each side of the meter was printed a red hand and a black hand. The thermometer was marked with diagonal lines up to the normal weight of the girl to whom the chart belonged. The mercury was a strip of black paper run thru a slot under the bulb, making it possible to raise or lower the "temperature" as the weight varied.

In February individual clocks were made with one red hand and one blue hand. The face was marked off in pounds, the red hand indicating the normal weight while the blue hand marked in pounds each month to show the actual change in weight.

By varying the method of presenting the health project, I have developed a keen interest in the work throughout the year.

Howard-Smith

At the home of the bride's parents in Ames, the marriage of E. Car­loth, daughter of Mr. and Mrs. E. Carloth, a World War veteran and federal student of '24. The wedding took place last August and they have been making their home at 163 Hyland, Ames, while Mr. Smith completes his research work.