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With the Iowa State Home Economics Association

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THE STATE MEETING
The State Home Economics association opened its meeting Nov. 5, 1925, with a luncheon at Harris-Honey's Tea Room. The meeting was called to order by the president, Miss Lilian Orr of Sioux City.
Reports were given by the standing committees.

MIS FRANCIS ZUILL'S REPORT
Miss Francis Zuill, councillor for the Iowa Home Economics association, attended the meeting of the national association in San Francisco. She gave the report of the Iowa association in the few seconds allotted her.

Dr. Katherine Blunt in her address of welcome at the opening of the Iowa Home Economics association, made reference to the four important factors of the association, namely, friendly associations, stimulation for individual work, broadening and deepening the conception of home economics and its place in life, a belief in the American association as the most powerful home economics instrument. These may easily be incorporated in the Iowa plan.
Iowa has selected for her guide the four letters in I-O-W-A.

THE AMERICAN ASSOCIATION
By Dr. Katherine Blunt
The state associations are the background of the American association—this association being the most powerful factor in home economics work. At present there are approximately 7,000 members affiliated thru state and student associations.

The American association started in Washington sixteen and one-half years ago. It has reached this number of members by leaps and bounds. The backbone of the organization is in the middle west. The students have the largest affiliations in the middle west of any part of the country—Texas and Virginia leading. At present there are 184 student clubs.

In Virginia the clubs are asking for regulation affiliation blanks which will come thru the Washington office. This central office is comparatively new but will expand as needed. It is serving an important function and plans are underway for the office to give greater service to the members.

DEAN RICHARDSON ELECTED PRESIDENT OF STATE ASSOCIATION
Anna E. Richardson, dean of home economics at Iowa State college, was elected president of the Iowa State Home Economics association yesterday at the opening session of that organization held in Des Moines.
The other officers were: Fern Stover, Des Moines, vice-president; Olive Morris, Des Moines, secretary and treasurer; chairman program committee, Frances Zuill, Iowa City; chairman nominating committee, Vera L. Minter, Indianola; chairman of homemakers' section, Anna Margrethe Olsen, Des Moines; chairman membership committee, Agnes McDonough, Des Moines; chairman board of directors, Regina Friant, Ames; chairman extension committee, Elizabeth Lamb, Burlington; chairman publicity committee, Maries E. Turner, Ames.

A CHRISTMAS PROJECT
A Christmas project with a real social value was carried out by a ninth grade class in Home Economics in Ames, Iowa, last fall. As the question of the preparations for Christmas came up in class, the group realized that the families they wished to make the day happier for some one less fortunate than they.

A committee was elected from the class to interview the social service worker and a family with five children was selected as the special problem for the project.
The girls planned what they thought would be most essential for the family. Garments were brought from home, remade from old ones. Sleeping garments modeled and entirely new garments were made for all the children were constructed. As there were small children in the family, the class decided that playthings should be included in the dolls that were made. Candy and pop corn balls were prepared in the foods laboratory.
The social value of the project came from the psychological effect these gifts had on the family, as was reported by the social worker after the project was completed.

The committee working on this course had the problem of deciding how to present it to the class before Christmas so that the greatest value would be obtained.

SUGGESTIVE COURSE OF STUDY
A suggestive course of study for home economics subjects in high school has long been in the mind of the Home Economics Association. A committee has ready the first suggestive program, the introduction to which is printed below.
The committee working on this course of study is composed of: Corn B. Miller, Ames; Emma Bliven, Sioux City; Louise Adler, Cedar Falls; Mrs. Helen Wagner, Des Moines; Wilhelmina Otto, Oaklahoma; Jane Crow, Fort Dodge; Marcia Turner, Ames, and Elizabeth Lamb, Burlington.
These outlines are only suggestive, the committee says, and are intended to show something of the way the work is organized. Next month the suggestive course of study for foods will appear on this page.

INTRODUCTION
Home Economics in the public schools should contribute to the aims of education by helping the girl to solve some of the problems which she meets in her own daily life within her family group and outside. Some of these problems are:

1. The maintenance of her own health.
2. The wise use of the family income and that of her family.
3. Her contribution in the form of service in the home and the planning of her time to permit of it.
4. Good team work with her mother and other members of the family.
5. Her responsibilities in assisting in the care and training of younger brothers and sisters.

6. The enjoyment and best use of leisure time.
7. Ways in which the girl and her family may contribute to the life and well being of the community.
In outlining the following suggestive units of work, the committee agreed that the greatest value will be obtained if they are not presented as separate subjects alone, but closely interwoven in solving problems which need to be considered from all angles. For example, children should learn to eat all foods not only for health's sake, but as an example to younger children, courtesy to the mother, and as a matter of economy.
A two year program is presented, with recommendations, as follows:

Scope of Course
1. One year junior high school to be offered perhaps a half year in both 7th and 8th grades, or to be given as a full year in the 7th grade.
2. One year in senior high school.

Time Allotment
1. The course to be given five days per week.
2. Minimum length of periods, 80 minutes.

The conclusion of the committee, based upon experience, is that it would be better to omit home economics from the curriculum than to have it once a week or to devote only 45 minute periods to the lesson.

Organization of the Course
1. The course has been organized on a unit basis. The units may be used in whatever order fits individual conditions.
2. The method of outlining used is as follows:
   1. Special problems.
   2. Abilities, appreciations, habits, etc., to be formed.
   3. Knowledge necessary to solving the problems outlined.
   4. Suggested methods of solving the problems.
   5. References and illustrative material.

Method of Presentation
1. Selection of Problems

Problems which rise naturally out of class discussion and which indicate a spirit of inquiry on the part of the students are obviously of greater value than "ready made" problems handed out by the teacher. Whenever possible, forward connections should be made so that the teacher is watchful opportunity to grasp suggestions as they occur perhaps ever.
THE IOWA HOMEMAKER

sideration of the child in the home, the girls were asked to write a description of their dream homes, viz., the home they would like to have, how they would build it, furnish it, and people it.

These also were most revealing and showed a strong material interest in that the majority of these girls, ranging from 13 to 15 years, not only placed children in their dream homes, but made definite provisions and adjustments for them. Some of them already possessed excellent grounds in the place of the child in the family group. Some provided charming nurseries and outdoor playgrounds. Many described graphically the man or woman who was to place children to share the ideal home, and several expressly stipulated that he should have the qualities of a good father. Several exhibited an appreciation of hereditary law in stating that certain of their children were to resemble the mother and others the father, and several stipulated that the prospective father should have no hereditary taint.

On the whole, these stories revealed a richness of emotional experience and interpretation which could not be suggestive to any teacher, especially any teacher of home-making.

At the very last of this course, a questionnaires was given, covering the following points:

1. In good society it is the rule that parties of young people shall always have one or more older persons, or "chaperones", present. It is also considered improper for couples of young people to go off by themselves, such as picnicking or joy-riding, without a chaperone; and it is considered good form for boys and girls to seek secret occasions to be together. What do you think about this?
2. How do you think boys and girls may begin to go together?
3. At what age do you think boys and girls may begin to go together?
4. Do you think a girl should entertain a boy in her parlor with the doors shut?
5. Should they go picnicking or joy-riding alone?
6. Do you think boys and girls should meet secretly, keeping this from their parents? If so, when and why?
7. What is the earliest age at which you think a young couple may get married?
8. Do you think they should marry before the man has a steady job? Some money ahead? A home?
9. Should the girl also save up money for the home before she is married?
10. Should a girl earn money after she is married?
11. What should a girl look for in the boy she goes with? The man she marries?
12. Should a girl ever let a boy kiss her?
13. What do you think a boy should look for in the girl he goes with? The woman he marries?
14. Should a girl seek to have her family know the boy who wants to go with her, or be willing to go with someone acquainted with his family?

From the answers it was purported to make a composite social code, which should be of some value to the two hundred and fifty adolescent girls think young people ought to conduct themselves. It possibly would be unkind to check this too closely with how they actually do conduct themselves—but a declaration of standards is something!

One interesting showing was the fact that some valuable and helpful case studies were made possible. Certain girls revealed, more or less unconsciously, conditions and circumstances relating to roles which the youth of the parent family play, and the mother's mind and heart for other vital things of life.

We must have a reaction against female celibacy. I believe women's instincts are sound, and the maternal over lives. I find a refreshing number of women college students who frankly say they want homes and they want children, but they want somewhere, somehow, to do something else worth while! What are we going to do about it? This, as I see it, is the real challenge of the hour.


(Continued from page 6)

so, fearing, problems will be constantly arising which call for a solution. Skillful direction of the interest of the class toward possible future problems will bring about accumulation of mass data, the thinking should be done by the class—the teacher should only guide.

2. Formation of abilities, habits, etc.

A teacher should question her activities closely to determine whether she is seeking to develop possibilities or habits, ideals or skills. Whatever her answer to this, it should decide the method of approach to a problem. Skills and habits can be developed only by repetition. Abilities may be developed with the use of less time and emphasis and the teacher should decide, for example, whether her class needs to develop skill in making rolls or merely the ability to do it when necessary. In attempting to develop attitudes and appreciations, still another method of approach is necessary and unless a teacher has an infectious interest and enthusiasm of her own we would be wiser to confine her efforts to doing well the job of training her class in some of the "doing" abilities.

Correlation With Other Subjects in the Curriculum

Correlation with other subjects should be carefully planned with the cooperation of the school faculty. In addition to the sciences, there is fine opportunity to correlate with arithmetic, history and English.

(Continued in January Issue)

Maude Campbell, '65, accepted the position, October 1, as assistant textile and clothing specialist in the Bureau of Home Economics. Miss Ruth O'Brien, formerly of the chemistry faculty here, is in charge of the department.

Lois H. Pammel, '23, daughter of Dr. and Mrs. L. H. Pammel of Ames, and Lyle L. Blundell, '24, of Oitumwa, were married Sept. 15, at a church in Church of Our Sav'or in Brooklyn, Mass.

Margaret (Toots) Sloss, Ind. Sci., '23, has been elected a member of the Phi Kappa Phi Sorority of the freshman medical class at the State University of Iowa.