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The Remodeled Nursery Room

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The Remodeled Nursery Room

By ARTHULA MERRIETT

AN UNUSUAL idea in a new field of Home Economics has been built up at Iowa State College. The same department is found in very few schools in our country, and this fact proves the initiative and progress of Ames in the field of Home Economics. The culmination of this work is a school for the pre-school child. It is a miniature world of tiny people working and playing together under the watchful eyes of the large people. The school is devoted to details in the planning of this pre-school room.

As we follow up the stairs we find the playrooms. At the back of them is a large window with children's size plumbing fixtures that enable the children at this early age to wait on themselves. Here also each child's towel is marked with a tag picturing a certain flower or animal of the child's particular liking or fancy. Another unusual feature of the playroom is the long windows that run the entire length of the room. These long windows allow the children to look out upon the world about them from their second story playroom, as well as to give plenty of sunshine to the room.

The main purpose of the Nursery School is to give the senior Home Economics students, in the "Child Care" class, actual contact with children of pre-school age. Here the students may observe and assist the children that are in an environment they can master and feel to be their own. The forming of regular habits, such as lacing one's own shoes and washing one's hands, are not so difficult when many others are having the same experience and each keen to be the first one through. The students are able to observe the children as they mingle with others of the same varying ages as themselves. Here it is interesting and sometimes very amusing to note that little disagreements and misfortunes occur here as in the large working day world. Any ill behavior is apt to be punished by accusing looks of the other children.

The playroom itself is as clean as it is possible to keep it. The halls are painted a clean, light color and the floors present the same sanitary appearance. Bright colored curtains create a cheery atmosphere and we gasp with astonishment when we are reminded that this delightful building was formerly the horticulture barn. We are greatly impressed by the careful thought and tireless energy that has been devoted to details in the planning of this pre-school.

AVERAGE COMPOSITION

From "Food Products" Sherman; "Food Study," Wellman

<table>
<thead>
<tr>
<th>Food</th>
<th>Percent water</th>
<th>Percent protein</th>
<th>Percent fat</th>
<th>Percent carbohydrates</th>
<th>Percent mineral</th>
<th>Fuel value per lb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole egg</td>
<td>72.7</td>
<td>13.4</td>
<td>10.5</td>
<td>1.0</td>
<td>0.0</td>
<td>672</td>
</tr>
<tr>
<td>Egg (white)</td>
<td>74.0</td>
<td>12.2</td>
<td>12.3</td>
<td>0.8</td>
<td>0.0</td>
<td>1184</td>
</tr>
<tr>
<td>Egg (yolk)</td>
<td>59.5</td>
<td>16.2</td>
<td>23.3</td>
<td>0.0</td>
<td>0.0</td>
<td>1014</td>
</tr>
<tr>
<td>Milk</td>
<td>87.0</td>
<td>3.0</td>
<td>4.9</td>
<td>0.0</td>
<td>0.0</td>
<td>210</td>
</tr>
<tr>
<td>Cream cheese</td>
<td>34.2</td>
<td>25.9</td>
<td>23.7</td>
<td>2.4</td>
<td>3.8</td>
<td>1950</td>
</tr>
<tr>
<td>Cottage cheese</td>
<td>72.0</td>
<td>19.3</td>
<td>1.0</td>
<td>4.3</td>
<td>1.8</td>
<td>510</td>
</tr>
</tbody>
</table>
car and miraculously misses the high tower Norman has patiently constructed. Effie is tugging at the dressing gown and dragging it and the dress in a miniature tub. The hour for stories comes with a general hustle as each puts away his own things, leaving the place in order before they are to wash to his hands. They are soon deeply interested in the story of the "Three Little Kittens," pointing with great glee to the pictures of the naughty kittens and their soiled mittens. The victrola plays "Polly Perkins" while they all march around the room singing and clapping to the rhythm of the music. It is interesting to note certain children grasp the rhythm quickly, while others simply walk around and never seem to feel it. While they are busy dressing, the tiny quietly sets the tiny table with the white paper napkins and cups and pushes the small Mosher chairs into place. After they are seated Bobby passes the apples or crackers and each in turn responds, "Thank you." They are soon busily engaged munching the food and talking with each other. After finishing each helps to clear the table by carrying his cup to the sink, and the plates to the shelves at the side of the room. The shades are lowered for the morning rest. They all lie down on the floor and try hard to keep little feet and arms still while the victrola plays softly. As the music ceases they all jump up and resume their play. Soon after they tramp gaily downstairs, each to put on his own coat and mittens. Only when some buttons prove too troublesome and hard to master does the supervisor help them. The playground is very popular and children never have to be urged to go out. They shout with glee as they run out to the swings, teeter and trapeze. Every one of the smallest tries to swing on the low rings of the trapeze. Others are more interested in playing such games as "Ring Around the Rosy" and "Drop the Handkerchief." After an hour of play and strenuous exercise, the children welcome "Mother" or "Daddy," who take them home for lunch.

Some of the children that present nutritional problems remain at the Nursery School for lunch. The meals are under the supervision of two graduate students, assisted by the senior students. The home meals are also planned for the children. In this way the children's diets are very well provided for by specialists in Home Economics. The dinner is brought up from the kitchen on trays marked with each child's tag and the children serve themselves. Stars are awarded to those who leave empty plates. This encourages the children to eat many foods they would not ordinarily eat at home. After lunch, the children go to the top floor, where each takes his blan­ kept from the chests along the wall, re­ moves his shoes and lies down on a tiny cot. After some persuasion all are asleep and the Nursery School is quiet for an hour and a half. Promptly at two­ thirty they get up, each to struggle with his knotty shoe string that tiny fingers find so hard to tie. They troop down­ stairs to the nursery and are served at the Nursery School is ended. The halls that were filled with laughter and shrill voices are quiet.

The staff of the Nursery School is one of importance. It is composed of four trained supervisors. One is trained in Pre-school Education, another is a Child Psychologist, a specialist in the field of Pre-school Education, and the Director of the Child Care Program. They are responsible for the development of the children for the school in the beginning, as well as the running of the school. They pro­ vide for the needs of the children whether mental or physical, or care­ ful training in habits. On enter­ ing the school each child is given a complete physical examination, a dental diagn­ osis, a Simon Binet and Performance, and a Schol test by the department of Psychology. X-ray pictures are taken of their wrist bones to better understand physiological growth. These records are available to the parents and form the basis of study and discussion in class. It is the endeavor of the directors to find children representing different types and environments. Some of particularly high I. Q. are chosen as well as some of med­ ium ability. Care was also taken to obtain, if possible, children from different sections of the country. Due to this careful consideration, the Nursery School is composed of children that represent many different problems and questions for the students to observe and study. The popular­ ity and feeling towards the Nursery School is evident by the large waiting list of children, whose parents wish them to attend. Then many ask, "What do the children think of the Nursery School?" Children enjoy the Nursery School. Small Betty is frequently escaping the Home Manage­ ment girls and running to the Nursery School, where she plays quietly. Joe Quig, who is not yet two years old, will perform almost any task to be al­ lowed to come, and is heart­broken if for some reason he cannot attend regularly.

One of the Play Rooms.

**Brighten Up the Wardrobe**

*By HELEN DAHL*

**What shall I do with my winter clothes?** They look so dull and uninteresting. I do wish spring would come!

How often we hear our friends exclaim that they are tired of their winter clothes. The appearance of a costume depends largely upon the color scheme used, making it interesting or uninteresting. Just how to determine the question of colors is, we find it difficult to determine, over­ the­less it is sufficiently interesting to be worthy of careful consideration. A desir­ e for good looking and attractive clothes is the reason for spending time and thought upon choosing a costume. Nearly every girl has some particular color or style in which she looks her best. If you have a straight­fitted navy blue dress of charmeen or other twill, and are tired of its plain tailored style when other girls around you have bright, interesting colors in theirs, they are enjoying the season can be made in the front of the skirt to harmonize with the color of the yarn used in the embroidery of the sleeves. Various shades of green would be very satisfactory on the navy blue dress, providing you can wear green becomingly. Otherwise, different shades of red and purple can be used effec­ tively. If you are of the type that cannot wear flares and skirts of any full­ ness, a fur or an embroidery trimmed panel can hide a set­ in pocket and add a touch of color to the plain skirt.

Buttons may be used in trimming in a variety of ways, both on your satin and wool garments. You can get good looking fancy colored buttons which may be sewed on in straight rows down the front or the back, or on the collar and sleeves. Since the sleeves, in order to conform to the season's style, are to be very interest­ ing and individual, buttons may be used in designs and are effective when they are sewed on in masses to form the cuff or a band around the sleeve. Small buttons have been the best in taste in recent years, but a newer idea is to have a few large buttons extraordinarily placed. If your dress already has a high collar, or one that can be converted into a high collar, you are fortunate; high collars are extensively in style. An attractive scarf of damask wool dresses. In many cases the high collar just makes the dress. Embroidery serves very well in making the collar distinct­ive; either silk or wool yarn may be used to form the neck band and may continue down the front or the back of the dress. Brightly colored braids are effectively used in forming the hems of the scarf. A monochromatic shade of material may be used on the inside of a double collar; the top may fold, showing a band of the different colored material, which helps to make it individual. You can make a high collar distinctive with buttons sewed on in designs, in band effect, by masses, or with fancy stitches. If your dress is one with an uninterest­ ing neck­line, a scarf can serve effectively in place of the high collar to break the plain neck­line. You cannot be too care­ ful in selecting your scarf. If your dress is of heavy woolen materials, you should not attempt to wear a chiffon or georgette scarf with it as the effect is most exas­ perating. An attractive scarf of flannel is

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