THE STATE MEETING

The State Home Economics association opened its meeting Nov. 5, 1925, with a luncheon at Harris-Bulley's Tea Room. The meeting was called to order by the president, Miss Lillian 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 to the members of the Conference referred 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.

1. Increase in membership
2. O-fficial organ
3. W-He will to do

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: PM Sfover, Des Moines, vice-president; Olive Morris, Des Moines, secretary and treasurer; chairman program committee, Frances Zuill, Iowa City; chairman nominating committee, Vera L. Mintle, Indianola; chairman of homemakers' section, Anna Margrethe Olsen, Des Moines; chairman membership committee, Agnes McDonough, Des Moines; chairman non-profit training committee, Regina Friant, Ames; chairman extension committee, Elizabeth Lamb, Burlington; chairman publicity committee, Marce E. Turner, Ames.

(Continued in January Issue)

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 preparation for Christmas came up in class, the group of girls decided that 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 class.

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 for all the children were constructed. As there were small children in the family, the class decided that playthings should be included. Large dolls were made. Candy and corn pop 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 school nurse social worker. It seemed to give the family a new hold. Before the receipt of the gifts the children were unkempt in appearance, but now they are washed and dressed in their new clothes. The home, too, was improved. The girls in the class planned and executed the project, realized how far the spirit had spread.

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, Oska-loosa; Jane Crow, Fort Dodge; Marcella 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 her responsibility in keeping within her rightful share of it.
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 is 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 probably 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 less than twice 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. If the teacher is watchful of opportunity to grasp suggestions as they occur perhaps ever
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 homes, but made definite adjustments for the place of the child in the family group. Some provided charming nurseries and outdoor playgrounds. Many described graphically the man of the home, and the prospective father should have the qualities of a good father. Several exhibited an appreciation of hereditary law in stating that certain of their children were to be children of their dreams, viz., the home they would like to have, how they would build it, furnish it, and people it. One interesting showing was the fact that some valuable and helpful case studies were made possible. Certain girls revealed, more or less unconsciously, conditions which correlated very closely with the characteristics and background of the prospective child. This showed the influence of the prospective father 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 interest which could not be suggestive to any teacher, especially any teacher of home-making.

At the very last of this course, a questionnaire was given, covering the following points: 1. In 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 should become acquainted? 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 the parlor with the doors shut? 5. Should they go picnicking or joy-riding alone? 6. Do you think boys and girls should meet and make friends with some girls who they do not wish to become acquainted with? 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? 15. Should a boy try to have the girl with him? 16. How would you like to go with become acquainted with his family? 17. From the answers it was purported to make a composite social code, which showed that a majority of the 13- to 15-year-old girls wanted to conduct themselves home-making. It is possible it 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 which correlated very closely with the characteristics and background of the prospective child. This showed the influence of the prospective father 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.


(Continued from page 6) an infinity, problems will be constantly arising which call for human solution. Skillful direction of the interest of the class toward possible future problems will bring about acceptable solutions. But 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 is, 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 leisure 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, she 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 finite 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. Bunnel, '24, of Ottumwa, were married Sept. 19 at a church of Our Sav’r in Brookline, Mass.

Margaret (Toots) Sloss, Ind. Sci., '23, has been elected acting secretary of the freshman medical class at the State University of Iowa.