

THE IOWA HOMEMAKER IOWA STATE COLLEGE

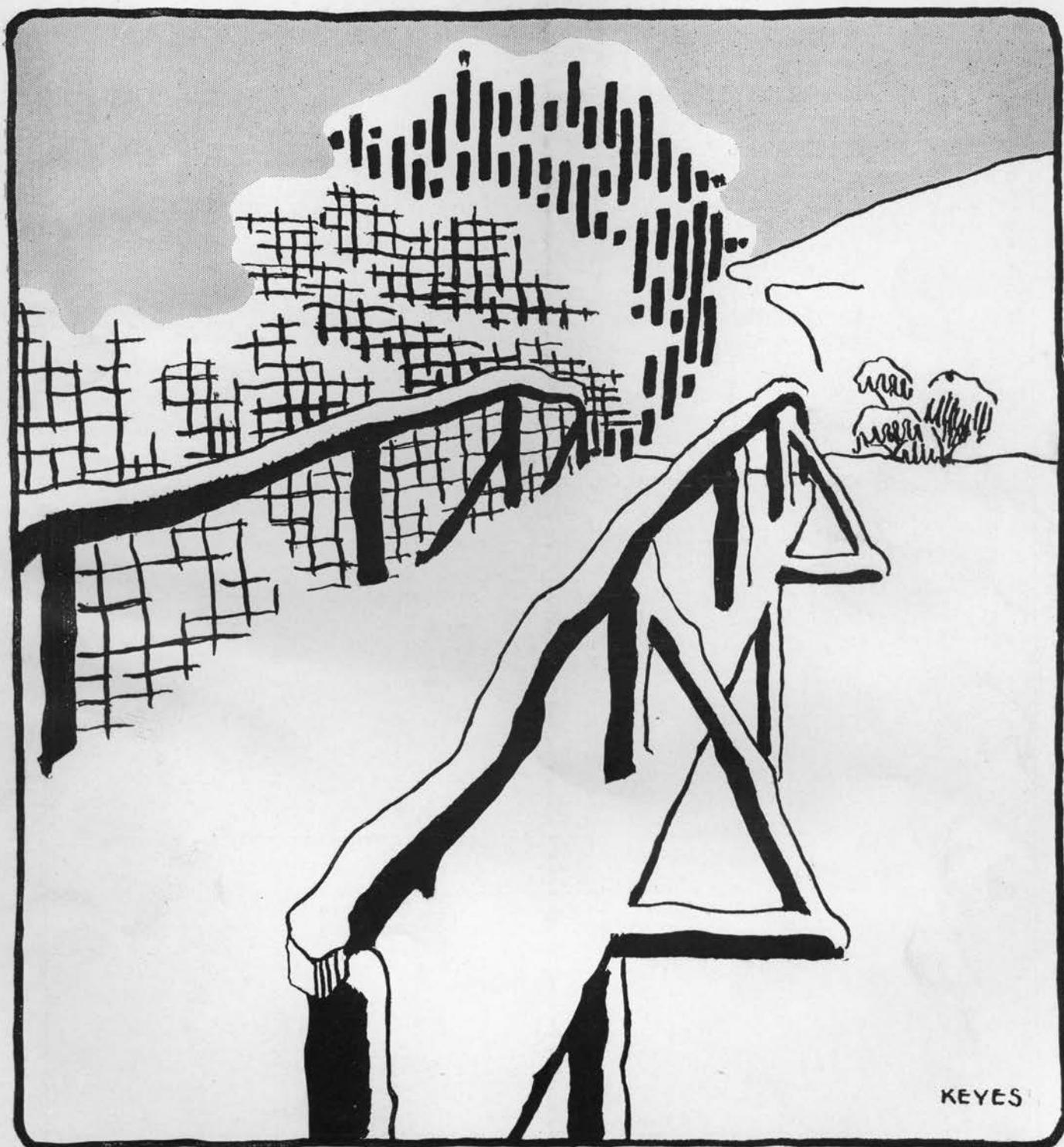


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THE IOWA HOMEMAKER

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Possibilities of the Modern Home

By D. S. JEFERS

Associate Professor of Forestry.

IN the beginning, the Christ ideal for the home must prevail. He said that the founding of a home is not an experiment, not a joke, but it is to last forever, "What God hath joined let no man put asunder."

The modern home cannot expect to be stimulating and satisfying to the individuals within it unless it is founded upon love, in the highest conception of God, what He does and can do in the individual life. One of the finest remembrances that a man or woman may have is that the courtship days, previous to marriage, were carried on in the very shadow of the church. I am positive, from my observations, that the ideals which are expressed in the modern home find their roots in the ideals which the man and woman had prior to the time of combining their hopes and ideals in the home. I look forward to the time when the majority of our American homes will find their sanction in the approval of the church.

The American home cannot be stimulating and satisfying to the individuals who combine their efforts to make that home unless the foundation is based upon a real partnership of love. It is not a question of getting married. It is not a question of emotion. It is a question of a desire upon the part of each individual to share with the other individual the very great responsibilities of establishing a home. It is not a question of "you buy the food and I will cook the meals;" nor is it a question of "you fire the furnace and I will sweep the floor." I cannot conceive of the American home being satisfying or stimulating if it is based upon that ideal.

After the home has been agreed upon, it should come first. I was very much challenged the other day by the statement of one of the bankers in this town. In speaking of an engagement, he said, "My bank must come first." In truth, his home should come first. It should come first in the thought of the girl, the woman, the boy, the man. The interests of all are merged. I realize that custom and society or whatever agencies you may count make certain demands upon the home. Civilization has come to think of certain types of work as distinctly belonging to man or

belonging to woman. Monday I listened while a member of the faculty very emphatically laid down the dictum that man has better judgment than woman—man has a keener artistic sense than woman—man can cook better than woman—and he called forth a number of examples to support his belief. Who are the masters of the ages? Man. Who plans woman's fashions? Man. Who are the chefs in the large hotels? Man.

Every civilization creates certain positions for man and for woman and endeavors to limit their field of activity. You know that all civilizations have been gauged by the positions given to their women. Thus has civilization advanced. The European men believe that men in the United States are slaves of the women here. Probably they are, but I see no reason for viewing such a situation with alarm so long as woman continues to hold the high position which she fills today.

Possibly the next century may find a three day week for men and a three day week for women. Woman will spend half of the week earning money, as will her husband, and the remainder of the week they will spend together for the home. I am saying these things with the idea of challenging your thought. It seems to me that the twentieth century, if it is to challenge and stimulate the members of the home, must make it possible for every member to have a share in the home duties.

We accept the dictates of civilization. Man, in our day, earns the living. Woman organizes the home. Quite naturally we have come to look upon the home as woman's domain. I am glad that we are gradually moving away from that attitude. The home is not woman's domain exclusively. Probably you have seen the comments with reference to the course for prospective brides which is being offered in an eastern school. The prospective brides are urged to be "orderly but not neat about the home." Neatness means that you insist that the husband shall not scatter his cigar ashes on the floor. Orderliness means that you insist that he shall always hang up his hat and coat. A certain amount of orderliness is essential, but not neatness.

Now, if the home is not woman's domain exclusively, neither is it the exclusive domain of man. It can be exclusively the domain of no one. There are homes organized upon such a basis that when father is gone there is a sigh of relief; the play of the children takes on a different atmosphere. That is vitally wrong. Granted that father has had a busy day in the office, that he has been tried by change in the prices of stocks. It has been this problem and that problem. Often when he comes home he expects everything to wait upon him. Rather, should he not take up the responsibilities where he left them in the morning? He is coming into an organization where he agreed to share responsibilities. It is his duty and his privilege to share them.

Recently I was an observer of a most stimulating and satisfying scene. A faculty member had just driven up to the front door at noon. He is a busy man and has but a few minutes for lunch, but that father had the time to satisfy the insistent demand of a young son who wanted a toy repaired. He might have said, "I will fix it this evening," but instead he stopped to fix the toy right then. Suppose he is late to business. What difference does it make? I should infer that the home comes first in this man's mind.

Another scene, quite the opposite, was in the home where the boy was so shy of his father that he asked mother to ask father for a dime to buy a piece of equipment for school. Each case portrays an attitude of the father toward the home in which he agreed to share responsibilities.

If the home is to be stimulating to the individuals in the home, they must merge their ideals. They must make a reality of all the ideals they have. In Ames there is a family of five members, and so far as I am able to see, that family comes very near to making a reality of the hopes of each individual. Talent dominates in that home. Every member of the family plays a musical instrument. They take part in church programs. Their common interest binds them together.

Last night, after I had left a meet-
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Old Fashioned Equipment

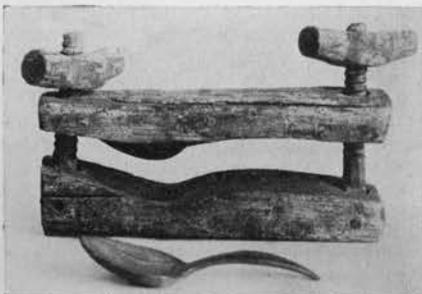
It is a far cry from the interesting old pieces of equipment shown here to our modern devices for the same purpose. Imagine making all your own spoons, or grinding all your own coffee, or even having to bother with filling a lamp every time you needed a light.

And yet, in addition to caring for large families and doing the sewing, knitting and mending which was expected of every true homemaker, our grandmothers and great-great-grandmothers cheerfully performed these operations every day or every week and thought it only a part of the household routine. Can you picture the modern woman taking a part of her valuable scheduled day for, say, making a new set of spoons for the family, especially if she had planned upon an afternoon at bridge or the Country Club?

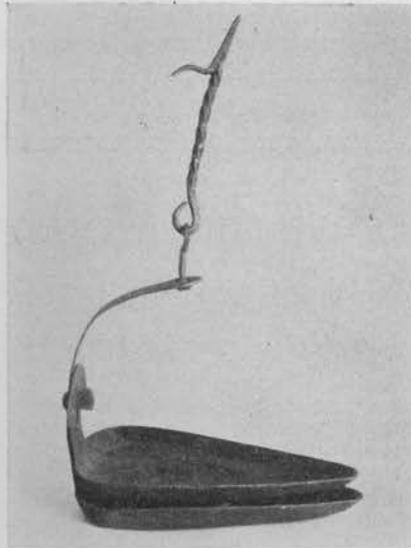
Three hundred and fifty years ago in Norway the housewife was using the same spoon mold pictured here to make new spoons for her family. It was a simple process, but imagine what the product must have been like. The modern woman would not tolerate such a short-handled, bunglesome spoon as a part of her kitchen equipment and yet I am sure that was the piece of resistance of some Norwegian housewife's culinary equipment some three hundred years ago.

The spoons were made from the horns of cattle. (Seems queer to us, I know.) The horns were heated until they melted and then poured into the mold. They were taken out when the horn had hardened and cooled and were carefully polished after they had been trimmed evenly around the edges. On the whole, these horn spoons were very successful. If any of you happen to have an old horn handled knife among your possessions you know how much wear such a spoon would resist.

While great-great-grandmother was waiting for a spoon to harden so that she could mold another one, there was always plenty for her to do. One daily duty was grinding the day's supply of coffee for her large and active family. The coffee was ground in a hand coffee mill like the one pictured here. This one was also made in Norway and is about one hundred and fifty years old.



Spoon mold.



A "Kala" lamp.



Ground coffee was collected in the wooden drawer.



An old chest.

It has been in constant use until one year ago. Even our modern equipment would be sorely strained to live up to such a record!

The coffee mill was made of a substantial hard wood. The metal parts were all of iron. The coffee is put in at the top and the ground coffee is collected in the wooden drawer. The odor of freshly ground coffee is so tempting it is no wonder our grandmothers were so proud of their coffee mills.

Cod liver oil, to us, with our present day connotation, sounds like dietetics and babies, but to our grandmothers it meant "Kala" lamp. Even before candles were used in Norway, light was derived from "Kala" lamps like the one pictured here. In the top tray was put cod liver oil. The center of a certain weed which grew in Norway was laid in the oil with one end out and served as a wick. The bottom tray caught the extra oil. We would put up our noses at the thought of how the burning oil would smell, but our ancestors without doubt considered the "Kala" lamp a great luxury.

Old, battered treasure chests are greatly prized today and proudly exhibited in homes that are fortunate enough to have one. They have many interesting uses which depend upon their size. Handkerchiefs and gloves hide gratefully in the depths of smaller chests, while an excellent storage place for larger articles of apparel is afforded by the large containers. The one in the illustration is very very old and shows signs of use.

Aren't these old pieces of equipment interesting both from the historical and economical standpoint? What great steps have been made in the field of household equipment since the days when these articles were in use. We prize them highly when we think of how our grandmothers used them day after day and year after year, but we turn to our silver chest, our finely ground coffee and our electric lights and thank our lucky stars that we were born in the twentieth century.



A coffee mill.

A Bit About Switzerland

By CLEO FITZSIMMONS

THE people of Switzerland do not live in the super-refined atmosphere to which most Americans are accustomed but their lives are simple and happy, they read much, and both men and women are exceedingly well informed, according to Mrs. P. H. Elwood who spent the greater part of her girlhood in that country, receiving her education there and who has visited the small European republic several times since coming to Ames with her husband, Prof. P. H. Elwood, head of the Landscape Architecture Department of Iowa State College, to make their home.

"Everyone in Switzerland is educated," says Mrs. Elwood. "There is nothing which corresponds exactly to the instruction in child care and training which we have in America, if we except the little bit of such information which was brought over by the Red Cross during the War,

but that small country is recognized as having schools which are among the best in the world. Many, many students from other countries come there to take their work. Co-education has not been the rule in Switzerland as it is here. Only recently has it been taken up. However, women formerly might enter the men's universities if they wished, and tho it was not the usual thing, a few young women who were ambitious to have the same education that the men received have entered the universities and have been graduated there.

"Many Swiss children of the better class are brought up at home receiving instruction from governesses and tutors often under the supervision of the parents. The "lycee" corresponds to the American public school. Here as in the universities boys and girls are kept in separate groups. When they graduate at the age of 17 or 18 years, they have received education which is equivalent to our second year of college. There is also an enormous number of private schools. Methods are more thoro and studies are more difficult in Switzerland than in America.

"As a rule, a graduate of the "lycee" has a better all-round education than

an American student of the same age. Boys and girls in the United States would consider the exacting Swiss professor a terrible person, but the children of Switzerland regard education as a serious business. They work more and play less and are willing to put more effort into acquiring something that will help them during their

their embroidery work being done while they rest and visit together.

"Tho not handsome, the Swiss are a wholesome, happy people. They are of rather stocky build, stolid and strong. Much of their time is spent out of doors. They are exceedingly fond of play and every Sunday when the weather is fine, whole families gather

at the little inns and dance to music furnished by a funny little old fiddle and a clarinet if one is available. At noon everyone lunches on sausages, black bread and beer. Americans would consider them childish but we, who know them, think them friendly and wholly delightful, the most truly democratic people in the world. The aristocracy of money, so commonly noticed here, is unknown to them, for the rich man in Switzerland is too well bred to make a show of his wealth.

"The men and women enjoy sing-

ing out of doors in the mountains. They group themselves into singing clubs and on long walks into the country, they sing as they go. In the fields, it is not unusual to hear the peasant singing with his wife as they work together. In all of their actions, the Swiss are natural and lacking in self-consciousness. Their simplicity of manner shows itself in their politics in strong contrast with ours. Their president is chosen every two years, but there is no ostentation about his inauguration. He has been elected to lead his people and he does it in the unassuming manner which they expect of him.

"The Swiss way of living would appeal to Americans who love tidiness and order. The life of the children follows that of their parents. They do not have the variety of games that we play, but they take part often with their elders in the charming folk games of the country. They, too, are fond of long walks. They dress simply and eat such plain, nourishing food as sausages, cheese, dark bread, milk and chocolate. For lunch at recess while in school, the Swiss child eats dark bread and chocolate. Butter is a luxury in Switzerland and no child

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A typical Swiss landscape.

whole life. Every student who desires to enter a university in Switzerland must pass the examinations of the "lycee".

"The Swiss people speak three languages, German, French and Italian and some of them also speak English. Since the country, tho so small, consists of three parts, Germany, French and Italian Switzerland, girls from the different provinces exchange homes for a time with girls of one of the other provinces so that each may become acquainted with the habits and home life of other parts of their country. Both families and daughters enjoy this exchange. Some of the girls enter English homes in the same way, living as a member of the family and helping with the house or children after the manner of a daughter.

"Women's clubs are unknown. The women of Switzerland spend most of their time in their homes or in helping their husband about his business. Some work in the hotels where they keep office or act as housekeepers. They are wonderful homemakers, neat, thrifty and very skillful with the needle. Their hand-made embroideries find a ready market in America and in other foreign markets. The Swiss women are seldom idle, much of

Types of Colonial Chairs

By GALE PUGH

WHEN we speak so blithely of Colonial Furniture, we do not necessarily mean the Colonial type; for Chippendale, Heppelwhite and Sheraton have all had their influences on American furniture. When we consider that Virginia was settled mainly by English, we can see how their household furnishings would have a very definite English influence. It has been said that early in the eighteenth century there was a great deal of wealth in the South, particularly in the state of Virginia, thus making possible the importation of furniture and the use of anything but of a poor quality. Then, in the North, we find a more stern, austere class of furniture as were the natures of the Pilgrim fathers, and Dutch and Flemish people. For some time, between 1702 and 1776, there was the introduction of that which we more loosely speak of as Colonial furniture. However, during this same period in New Orleans we find a strong French influence. After we stop to think, there is the question which arises before us, what is the Colonial style? By Colonial style we mean the using of classical lines, straight back chairs, severe in line, which utterly matched our Puritanical ancestors' rigid beliefs. They were indeed made for service, and if you could be comfortable it was a blessing.

One of the oldest chairs in America is a buffet chair. It was at first thought to have been brought over from England, but upon investigation it has been found that this chair is made of American cherry and oak. Its period is somewhere in the sixteenth century. If, however, it be copied, it is of great value to America, inasmuch as it indicates the early importing of furniture.

Following these buffet chairs are the Brewster and Cower chairs. The Brewster chair is the earlier of the two, having spindles under the arms. The spindles, as in the Jenny Lind daybeds, are more attractive if of a varied turning. The sameness of one ball lends itself to monotony. The spindles of the back were made to correspond with the ones under the arm, but have been flattened. This is the first indication of a banister chair, and is perhaps the basis for their design. The Cower chair was much on this same order, save that the spindle in the back was shorter, with a slat going crosswise and the spindles ending in it rather than the rail. The seats were usually mesh, but have been known to be slip seats.

Just about this time the slat back chairs became rather common. They belong to a more farmhouse type of furniture, so we have set them aside in a class by themselves. These chairs are very Flemish and are indeed true to their period. The very early types were very heavy, clumsy and rough

hewn in appearance. They have grown quite extinct and are considered a real find when one is unearthed. At first, the slats were plain straight and few in number, but later more were added, until as many as seven have been known to have been made. Anyone who owns one of as many slats as this is indeed to be envied, for they are considered the aristocrats of their family. The slats were then introduced with a variety of designs, and the legs were turned in intricate chains and balls. Often the famous Flemish scroll and Spanish decorations were used. The nicer of the ladder back chairs are plain, delicate and of a certain refined contour. In a later development of the slat back chair, we find the mushroom hand rest being used. Then, also, such ornate accessories as candlesticks were made to fit over the protruding arm.

These people have proved equally as human as we by their restless looking for something new and different. Tiring of the ladder backs, they turned eagerly to the more prepossessing banister chairs. The slats in these ran the vertical way of the chair. They were finished flat on the front, but left rounding on the back. To offer variety the spindles were sometimes turned in the opposite way.

Many interesting little children's chairs were made. They must have indeed made the smiles creep round when the little girl sat in her chair and sang her dolly to sleep while mother wove the homespun.

The Windsor chair we are all acquainted with. It comes from the South and has been very popular. Its simple line and dignity seem to have made their way more prevalently into the American home. It is perhaps copied more commercially than most any of the others. A rather unique type of the Windsor chair is the cradle rocker. It has a rocker for one to sit in at one end with a cradle made by an elongation of the seat.

The Hitchcock chair is a rather low backed one which curves slightly backward near the top. The rail is round. In the back, instead of slats or spindles, there is a plat, usually rather decorative, which runs horizontal with the seat of the chair. The Hitchcocks have been said to have had their own factory, in which they worked during the winter months. Then, during the summer, they went about the country selling their wares.

America has had her furniture designers as did England. It has been said that Duncan Phyfe was more famed in his time than was Chippendale in England. He had a shop where Fulton street now is in New York City.

After the Revolutionary War and up through the Civil War period we find great evidences of the use of lacquered and japanned furniture. In the latter

part of this span of time there seemed to be greater tendency toward stencil work. There is one little Boston rocker in Iowa that has its stencil of fruit and flowers, on either side of which is, "The Union—Forever." Such a piece of furniture is indeed to be treasured and the owner should be exceedingly proud of her possession. As with other pieces of furniture, we find many lovely old chairs in our farm homes of Iowa. Many of these have suffered at the hands of careless and unappreciative owners, but some yet survive the era of commercialism through which we have just passed.

Today, in our commercial productions, we seem to have returned to those men who for many years have led the way in lovely furniture design, and to those periods when beauty reigned. We no longer are turning out great quantities of ugly, nondescript pieces as we did some 10 and 20 years ago. We are now beginning to feel the value of our old pieces which are still in existence and are trying to put them in their proper setting.

Dorothy Van Dyke Nutt, H. Ec. '25, is living in Schenectady, N. Y., in the Vernon Court Apartments.

Ella Fay McCue, H. Ec. '26, was a visitor on the campus the weekend of January 22. Ella Fay is teaching at West Liberty, Iowa, this year.

Anne Westrom Olson, H. Ec. '25, is living in Riverside, Ill., and writes that she thoroly enjoys housework. She says that making batik is a paying hobby.

Mildred E. Smith, H. Ec. '26, has accepted a position in the Clothing Department of Oklahoma A. and M. College at Stillwater, Okla. She will have charge of sophomore and junior clothing courses.

Omicron Nu is backing the Home Economics Club in its annual Vodvil. Helen Swinney, president of Omicron Nu, is in charge of all the costuming for the performance, and Lois Jane Munn will have charge of make-up the night of the Vodvil. Other girls are taking parts in the production.

Those present at the meeting of the alumnae of Gamma chapter of Omicron Nu on January 30 were Iva Brandt, Amy Middleton Goss, Marcia Turner, Avis Talcott, Neale Knowles, Mary Montgomery Pride and Vivian Jordan Brashear. A committee is working on a letter to be sent to all alumnae explaining the plans for a scholarship fund sponsored by Gamma Alumnae.

The Food Value of Milk

By HELENE HEYE

PERHAPS all of us remember the old fairy story in the grade school reader—the story of the old couple who gave their last bit of food to a hungry wayfarer, and who were rewarded in part by the gift of a magical pitcher that would supply milk in such quantity as they desired?

If each home could have such a pitcher, our dairy problems would be solved. There would be no epidemics borne of careless handling of milk resulting in contamination, no high costs of production resulting from boarder cows and inefficient delivery, no pasteurization or storage problem.

With the resulting use of much milk a higher degree of vigor and health would follow. In this connection may I suggest experiments by Dr. Sherman in which adding more milk to an already adequate diet resulted in this very way down through the generations of rats upon which he was experimenting. These results lead us to wonder whether or not we should encourage a much larger consumption of milk. If you are interested in reading all of Dr. Sherman's article, it is in the December, 1926, number of "Industrial and Engineering Chemistry."

Leaving this Utopia with no problems of milk production and the splendid, vital race of people inhabiting it, we return to earth and the problems confronting us. The housekeeper is obliged to face these problems from a dollars and cents standpoint—plus, I hope, a common sense standpoint. She is faced by such questions—how much shall I spend for milk, what kind shall I buy, where shall I buy it, and how shall I get my family to drink it when it has been bought?

How much shall one spend for milk? Usually one of two answers is given.

If the family has a budget or keeps accounts or has any method of arriving at the amount of money spent for various food classes, the advice that is usually given is as follows: Spend as much money for milk and cheese as for meat and fish, the total expenditure of the two items being considered. The same amount should be spent for fruit and vegetables.

The other method of arriving at the amount spent for milk is to allow at least a quart for each child and a pint for each adult. This is considered the minimum and perhaps if Dr. Sherman's experiments are regarded as indicative of the same results when applied to human nutrition, the amount should be increased, especially if the family is a little under grade physically. The use of skim milk for cooking and the more extensive use of cottage cheese would prove a very inexpensive means of using more milk.

May I pause just a moment to say a word about cottage cheese? We westerners claim that "men are men", regardless of social status—in fact, we say we have no social status. We pride ourselves on our democracy. We score our fellow men on what they are and do—not on what their families happen to be, or how they dress, or how awkwardly they set their feet down. At least, we often hear the comment that these things make no difference. And yet, are we not a bit snobbish at heart? Prove it? Did you ever see anyone turn up his nose at skim milk? or buttermilk? or cottage cheese? To be sure, we feed skim milk and buttermilk to our livestock, but that can hardly be used as an argument against them. The stock does very well indeed on them!

Skim milk contains all the food elements of whole milk with the exception of the butterfat. The removal of the butterfat takes with it the greater part of the calorific value and a valuable source of vitamin A. But the calcium, phosphorus and protein, which is especially valuable because of its kind, remain in greater concentration if like amounts of whole and skim milk are compared. Buttermilk is essentially the same in composition as skim milk.

Cottage cheese, returning to my original topic, contains the same nutrients as skim milk, with the exception of the carbohydrate, or milk sugar, which remains in solution in the whey. Since carbohydrate is abundant in the average dietary, usually composing the larger part of it, and this loss is not important, we can say that cottage cheese is an important source of protein, phosphorus and calcium. Economically and nutritionally, it would be profitable to include more of this food in our dietaries.



Bacteria multiply rapidly in warm milk.

Now let us consider the question of what kind of milk to buy and where to buy it. If you do not buy from a reliable dealer, who guarantees clean and sanitary production and storage at a low temperature, be sure that you know the conditions under which the milk you buy is being produced. Frequently, one is more than willing to pay an extra cent or two for milk if one can see the conditions under which various dairies produce milk. It seems that microorganisms are even more intelligently selective than are human beings. Judging from bacterial counts of milk, microorganisms are particularly fond of milk as a beverage. Care must be taken to prevent initial infection, and then additional care must be taken to prevent the rapid multiplication of those bacteria that do get in. Unless the cow and the stable are kept clean, unless covered pails are used in milking and the milker is cleanly, careful and healthy; unless utensils are carefully washed and sterilized, and the milk cooled quickly and kept cool, the bacterial count will rise rapidly.

These considerations carry us at once into the expense involved in the production of clean milk. With more rigid enforcement for healthful conditions in the production of milk comes increased expense. However, increased efficiency in production will probably tend to keep prices down even with this increased cost of production due to sanitary regulations and inspection.

Pasteurization, as practiced by the modern milk plant, provides safety against infection due to pathogenic organisms, and if done properly has no effect on the taste and very little effect on the nutritive and physical properties of milk. Pasteurization offers no excuse for the production of milk under unsanitary conditions. If your family doesn't like milk, it may be because it is lacking in quality. We have federal and state standards for butterfat and total solid content—unfortunately, we cannot regulate "off-flavors" in milk. Personally, I think there is a great deal of truth in the statement, "It is no wonder that so many children

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The child who does not like milk is beginning life under a physical and economical handicap.

Merrill Palmer

By FRANCES JONES

WHAT is more interesting than a little child? Not a mere grown-up in miniature, but a life—a personality that is as mysterious as the ages. It used to be that we all thought mothers were given sudden revelation of rules for child care just because they were mothers. Surely mothers have a love for their children and a desire to do everything for them, but the best rules have to be worked out by tedious experience.

How much better it is for baby, mother and the rest of the family if some of the problems are understood and prepared for in advance. The training handed down from mother to daughter is no longer sufficient in our scientific day when we know that it is the scientific mothers who are worth while.

Community enterprises are teaching mothers to better care for their children, extension workers are giving lessons to mothers on infant feeding, child training and children's clothing. Many schools and colleges are offering courses in child psychology and child care and training. Some schools have been established with child care and training as their primary aim.

Merrill-Palmer School of Motherhood and Home Training at Detroit is one of these. This school was established eight years ago under the provisions of the will of Lizzie Merrill-Palmer, and since that time under the direction of Miss Edna White, has grown to be nationally known.

Seventeen schools and colleges offering home economics training send two girls to Merrill-Palmer each term of the school year. There are girls from Kentucky, Massachusetts, Ohio, Pennsylvania and from ten other states, as well as graduate students, who assist in the nursery school.

Courses at Merrill-Palmer are Educational Methods, Physical Development, Mental Development and Sociological Factors so inter-related as to give a unified idea of all of them as they center upon the child.

Two nursery schools are maintained, one for children 3 to 5 years old, and one for the smaller children, 18 months to 3 years old. One morning

a week the student observes in the nursery school, spending six weeks in each school. On another morning each week, the student assists in the nursery schools.

Nutrition and development laboratory conducted by Miss Mary Sweeny is also given one morning each week. This includes weighing and measuring the children and comparing their



Main building and nursery school.

records with standards, and also physical examinations of the children with further comparisons. The remaining mornings of the week are usually reserved for field trips in Detroit. One trip is made with the visiting nurse, another with the visiting housekeeper, and still others to the hospitals, children's hospital, clinics and Children's Aid Society.

All other lectures and recitation classes are held from 1 until 4 p. m. daily. During the term, each girl has the opportunity of making special observations on four children, two in each nursery school, two of the reports to be written and two oral. The report includes observation of the child in school and home, and record of his family life and ancestors. A nutrition report is made for one child, considering the food he is given and the gain or loss he has made during a certain period as compared with other standards.

Merrill-Palmer school is well equipped with the best of books on subjects related to the child. One library is in one of the students' residences, another is the private library of Mrs. Wooley, one is the school library, and only one block from the school is the

City Library. Some reading is required, but the student is given a choice of subjects, of which she may choose those which interest her most.

Girls at Merrill-Palmer school do cooperative living. That is, for a week two of the girls serve as housekeepers, two as cooks, one as waitress and one as hostess. They plan the work, but have the help of one maid for each

house. The girls prepare their own breakfast, have lunch in the school dining room or consultation center, and the maid prepares the dinner. On Saturday the girls do most of the marketing for the next week, and are taken to the city market by the school car and chauffeur.

In every student residence there is an advisor—a member of the staff. Everything is done by the school to safeguard both the students and the children in the nursery school. Every person going into the nursery school is ex-

amined each morning by the school nurse, and those who have colds are put to bed until they are well.

All of Merrill-Palmer school is not work for the girls. They enjoy many of the concerts, shows, plays and stores of Detroit. The school reserves a section for the girls for the Detroit Symphony Orchestra concerts, and each girl has a chance to go two or three times each term. The school also gives dances for the girls. The time is filled with learning new things on every side and one term seems all too short and too soon ended.

Adella Bigler, H. Ec. '26, is taking student dietetic training under Miss May Faley of the Kahler Corporation at Rochester, Minn. She has completed more than half of her six months' training course and is very enthusiastic over her work, which includes experience in the diet and calorie kitchens and in the city hotels.

Alice Blundell, H. Ec. '18, who is on the faculty of the University of Vermont at Burlington, is chairman of the National Committee on National Projects for Omicron Nu.



GIRLS' 4-H CLUBS



Club Work is Glorifying the Iowa Farm Girl

Were You There?

The following record of attendance of 4-H club girls and leaders answers the question in no faltering fashion:

Attendance at Short Course in 1921	34
Attendance at Short Course in 1922	78
Attendance at Short Course in 1923	178
Attendance at Short Course in 1924	350
Attendance at Short Course in 1925	713
Attendance at Short Course in 1926	1575
Attendance at Short Course in 1927	1852

4-H Club Banquets

Annual 4-H club banquets are being held in many counties. The Rotarians of Burlington were recently hosts to all the club folks of Des Moines County. Special music by the Rotary orchestra, reports of Short Course delegates and other interesting talks combined to make a worthwhile program.

The Kossuth County annual banquet toast program was unique. The main theme was "The Quest." The toasts were: "The Pilot," "Ship A'Hoy," "Breakers Ahead," "The Light of Safety," "Days on Shore," which were responded to by original stunts, and "New Treasures in Other Ports," responded to by Miss Josephine Arnquist, who shared the joys of the day with Kossuth County.

Clothing Exhibit

A New York clothing exhibit, especially featuring healthful types and good design, is being planned by Miss Hazel Spencer, 4-H club specialist with the Extension Service of Cornell University. This exhibit will be used during the New York State Farmers' Week. Iowa club girls will be very proud and happy to know that two sets of undergarments made by Iowa 4-H girls will be a part of that exhibit, being specially requested by Miss Spencer. The garments were made by Elizabeth Andrews of Marshall County and Lydia Halsrud of Humboldt County. They were the highest scoring entries in their class at the State Fair and go to represent Iowa 4-H standards.

Introducing Our Officers

The state 4H club officers for 1927, elected at the 4-H State Fair Camp, were installed in January during the Junior Short Course. They represent in a splendid way the high ideals of 4-H club girls. They are: Zella Schuett of Scott County, historian; Mildred Hampel of Hancock County, secretary-treasurer; Esther Sietmann of Marshall County, president; Cleo Lauck of Clay County, vice-president.

Homemaker, a Prize

To encourage good newspaper reports of the Short Course, the Louisa County Farm Bureau is offering awards for the best club story written by a 4-H girl club delegate for the Farm Bureau notes, which are sent to thirteen Iowa dailies and leading farm journals. There will be two prizes, one to the club sending in the best story, and one to the girl who writes it. By the way, a subscription to the Homemaker is to be one of the prizes.

A Successful Sale

The Sheridan township 4-H club of Sioux County earned money in a unique way to send delegates to the Short Course.

There are twelve live girls in this club and as their main theme for the past year was Summer Dresses, they had an unusually fine exhibit of enticing frocks on Achievement Day. These excited so much admiration that the girls decided to have a dress sale. Each girl made a dress, the sale was held, and enough money cleared for the Short Course trips. Mrs. Herman Heitritter is the capable leader of this group.

4-H On the Air

The 4-H program broadcast every Saturday from 2 until 2:30 p. m. apparently is proving to be most popular. In every county visited this month, enthusiastic comments have been heard. If you have not already listened in, do so at your next club meeting. You will hear a talk by a club girl who has made good, music memory numbers, and the most recent State Club news told by either Miss Josephine Arnquist, Mrs. Edith Barker or Miss Florence Forbes of the State Department.

What we are accomplishing and discovering is the best advertisement for ourselves.

The 1927 Short Course

1852 club girls and leaders.

1604 club girls.

1487 girls sent as delegates by their township clubs.

90 Iowa counties represented.

These are thought-provoking figures. They summarize briefly the attendance of 4-H girls' club representatives at the Junior Short Course held at Iowa State College. One thousand four hundred eighty-seven (1487) delegates at a state-wide event indicate strong local groups, groups well organized, groups actively interested in their organization.

The delegates were chosen because of their outstanding records as 4-H girls, and were on the alert constantly, that they might carry back inspiration and new knowledge to the entire club group at home.

The program was carefully planned to meet every need of a girl, subject matter to help with the club program, inspirational talks pointing the way to higher ideals and greater achievement, good music, two health numbers, worth while social contacts and royal good times.

The following quotation from an editorial in one of Iowa's leading dailies, the Davenport Democrat, expresses in a splendid way the true significance of the meeting. It refers directly to the club banquet, the climax of the good time part of the program.

"Twenty-five hundred of them! What a gathering of youth and intelligence; and vision of what is to be in Iowa when new generations succeed to the legacy of the present and past generations. No one need have doubts about Iowa, when such an occasion gathers such a throng."

Habit is a cable; we weave a thread of it every day, and at last we cannot break it.—Horace Mann.

Simplicity is an exact medium between too little and too much.—Sir Joshua Reynolds.

You can never have a greater or a less dominion than that over yourself.—Leonardo de Vinci.

Iowa State Home Economics Association

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Iowa State College
Ames, Iowa

Fern Stover, Vice-president
State House
Des Moines, Iowa

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Des Moines, Iowa

Conducted by MRS. FRED E. FERGUSON

Clothing Selection Contest

Not just to sew, but to select and plan appropriately and economically as well, is the emphasis now laid upon clothing construction in our public schools.

Several months ago, eight neighboring schools participated in a very constructive and worth while clothing selection contest at Kelley. The schools represented were Story City, Huxley, Gilbert, Collins, Cambridge and Kelley.

The girls were divided into two groups. Group A were girls having two years or more of Home Economics, and Group B, girls having one year of Home Economics.

In group A the girls planned a wardrobe for a girl sixteen years of age, blonde, with blue eyes, less than average height, and who lived in a small town of approximately 400 people. These girls had \$19 to spend on the wardrobe.

Group B planned a general utility outfit for a girl fourteen years of age, average size, with blue eyes, fair complexion, and who also lived in a small town. Twenty dollars was allowed for this plan.

The score cards used in judging the two were very similar.

Group A—

Suitability to individual	20%
Suitability to occasion	15%
Durability	15%
Cost	10%
Hygiene	20%
Care	20%

Group B—

Suitability to occasion	15%
Suitability to individual	20%
Durability	20%
Cost	10%
Reason why	30%

Slater placed first in Group A, and Colo first in Group B.

Vocational News Letter

Mary Lyle, state supervisor of vocational home economics in Wyoming, is issuing a very interesting news letter to her teachers. It is published by the State Department of Vocational Education at Cheyenne.

The State Department of Vocational Education of New Mexico also publishes a news letter for vocational teachers. Mary Robertson Gardenar is the state supervisor of vocational home economics with the state department in Santa Fe.

A Service Bureau for Teachers

A service bureau for teachers of home economics has been organized through the Vocational Division of the Home Economics Club at Iowa State College.

Home Economics teachers desiring information regarding the latest text books in Home Economics, information on student clubs, lunch room work, home project work, community survey, physical education in high school, Smith-Hughes work, or any other problem may secure such information by writing to this service bureau.

New Books for Reference

Miss Regina J. Friant, president of the Iowa State Home Economics Association, recommends three new books on home economics subjects.

The first book is of special interest to teachers of home economics and is entitled, "Food Buying and Our Markets," by Day Monroe and Lenore Monroe Stratton. It is published by M. Barrows and Company, Boston.

"The Teaching of Ideals," by W. W. Charters, is a reference book for high school girls. This book is published by the University of Chicago, Chicago, Ill.

Junior high school girls will be interested in "A Girl's Problem in Home Economics," by Mabel B. Trilling and Florence William. J. B. Lippincott Company of Chicago are the publishers.

New Home Economics Bulletins

Three bulletins have been issued recently by the Bureau of Home Economics at Washington, D. C., which will be of interest to homemakers as well as teachers. They are:

Convenient Kitchens, Farmers' Bulletin No. 1513, by Greta Gray.

Principles of Window Curtaining, Farmers' Bulletin No. 1516, by Mary Aleen Davis.

Stain Removal from Fabrics, Home Methods, Farmers' Bulletin No. 1474, prepared by the Division of Textiles and Clothing, Bureau of Home Economics.

Copies of these bulletins may be obtained on application to a member of congress or to the U. S. Department of Agriculture, Washington, D. C.

Journal 14 Months—\$2.50

A special subscription rate to the Journal of Home Economics is being offered—14 months for \$2.50. The Canadian postage is 20 cents and foreign postage 35 cents. The address of the journal is 1211 Cathedral St., Baltimore, Md. No other magazine comes so near to covering the whole home economics field, none bears in mind so constantly the varied needs of home economics workers, and none attempts so systematically to keep its readers informed regarding recent developments of home economics subject matter and method.

Can a home economist get full value from her professional organization without the Journal? Is there not enlightened self-interest behind the second as well as the first part of the association slogan—ten thousand members and every member a subscriber to the Journal.

Initiation Service for Home Economics Clubs

A very charming and interesting initiation service, for Home Economics clubs, based on the principles and methods of the Vocational Education Section of the Home Economics Club at Iowa State College, was compiled by Miss Hazel McKibben, instructor of Home Economics at Oskaloosa High School. This initiation service is available to any Home Economics instructor by writing to the Home Economics Service Club, Vocational Education Department, Home Economics Division, Iowa State College, Ames.

Notice

Home Economics teachers should watch this page for further announcements regarding the program of the Home Economics meetings, which are to be held at the time of each of the seven state district teachers' meetings.

Recommend Journal Articles

Several articles have appeared in recent issues of the Journal of Home Economics which should be of interest to teachers or homemakers. Among them are two articles in the January number: "Controlling Expense by Standards," by S. Agnes Donham; "Home Economics for High School Boys," by Jane Hinchley of the University of Nebraska, and in the February number: "Teaching Related Science on the Project Basis," by Ella J. Rose of the University of Minnesota.

THE IOWA HOMEMAKER

A Magazine for Homemakers From a Homemakers' School

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FARM AND HOME WEEK

With such speakers as Miss Lita Bane and Mrs. Mildred Weigley Wood, Farm and Home Week proved exceptionally inspirational to the host of women who were on the campus from January 31 to February 4. Catherine J. MacKay Auditorium was the central meeting place for the Home Economics Division and this is the first time it has been the scene of such a largely attended short course.

Some lovely exhibits were arranged in the seminar room and in the lecture room across from the Auditorium. The women especially enjoyed the laboratory work thruout the building.

Miss Bane as president of the American Home Economics Association set the theme of the week's program forth—"Eliminating Static" and Mrs. Wood, formerly a professional home economics expert but now a homemaker followed up with "Amplifying Time and Energy." We were very fortunate to have them here with us for Farm and Home Week.

ANOTHER SHORT COURSE

The Household Equipment Section of the Home Economics Division in cooperation with the Electrical Engineering Department of Iowa State College is offering a short course in Electrical Household Equipment March 14-19. This short course is open to women who are interested in the electrical industry. It is the first short course of this kind to be offered.

It is the purpose of the short course to give technical and non-technical information which will be useful to women interested in the electrical industry in their public relations work, publicity and advertising activities and in their presentation of household equipment for use in the home.

It is believed that the problems involved in the introduction of electrical equipment into the home will be better solved if thought is concentrated upon the two viewpoints involved: First, the viewpoint of the sales organization supplying the equipment; and second, that of the homemaker buying and using the equipment. Special consideration will be given to the problems of the homemaker, as they throw light on this solution, since she is the customer either actually or potentially.

Programs of the short course will be sent on request.

THETA SIGMA PHI CONTEST

Theta Sigma Phi is offering prizes of \$5 and \$3 for the two best editorials and feature stories submitted for publication in the March issue of the Iowa Homemaker. During the past month only two articles have been handed in. Perhaps this is due to lack of information, but more probably it is due to negligence on the part of those qualified to write.

The girls have had their chance during the past month, now the contest will be open to men as well. Girls get busy, do you want a man to get a story from under your nose and win the contest?

DO YOU LIKE US OR NOT?

There has been much speculation recently by persons interested in the "innard workings" of the Homemaker as to its monthly makeup. Do you like it or not? We would appreciate letters from our readers and subscribers as to which articles or departments appeal to them especially.

If you have a spare moment, clip out this list, mark your favorites and return it to us. We are working only to make the Homemaker more interesting and more helpful to our readers.

Household Equipment Series.
Art and Home Furnishing Series.
Foods and Nutrition Articles.
Marketing Series.
Foreign Interest Series.
Who's There and Where.
Eternal Question.
4-H Club Girls' Page.
Home Management Series.
Textiles and Clothing Articles.
State Home Economics Association Page.

COOKBOOK SELLING WELL

Every mail brings us new orders for the "Handbook of Foods and Cookery," and we are soon to realize profit on the attractive orange-bound books.

Several high schools and girl's schools have adopted the Cookbook as a text book for food and nutrition courses. Homemakers appreciate the help it gives in planning menus, in marketing, buying, and in actual preparation. Send in your dollar and a quarter now. We are sure that you will enjoy our usable cookbook. Address the Homemaker Cookbook, Home Economics Hall, Ames, Iowa.

Who's There and Where



By CLEO FITZSIMMONS

Impressions of South Africa

Lenore Higley Neethling, who was graduated from Iowa State College in the class of 1924, has written to the Homemaker an account of her impressions of her adopted home, which is located in Plumstead, Cape Town, South Africa.

"To tell a very exciting story of how partially dressed natives with huge rings thru their noses greeted me upon landing in South Africa would indeed give me a thrill, but since my pen has little space in which to play, I will tell the real rather than the imaginary story.

"As the steamer approached Table Bay, we saw the panorama of Lion's Head, Table Mountain and the Twelve Apostles which form a range of peaks stretching eastward. With what excitement we gazed upon them! We were nearing Cape Town! No skyscrapers thrust themselves against that majesty of high hills. There was just a beautiful wide spread of town extending from sea to mountain.

"Cape Town, I think, would compare most favorably with many of our American cities in the matter of being up-to-date. The shops, tho small when we think of those in New York or Chicago, carry American, English and French models. American products are almost as accessible here as in America itself.

"The houses, however, have very unfamiliar lines. They are mostly bungalows or cottages of the Dutch type, with shutters and beautifully curved gables. Many of them have quaint thatched roofs, which produce a very artistic and striking effect with the shining walls beneath. The one drawback to these homes is their lack of efficiency. This is really not such a problem in South Africa as it would be in America, because there are many colored people to serve as laborers, but a home without built-in cupboards, closets, a central heating plant, etc., is not to my American taste or training, however many colored servants there may be.

"South Africa has many characteristics which distinguish it from any other country. The Cape Peninsula especially has a unique geographical situation and abounds in natural beauties which form an endless variety as fascinating as the ever changing cloud over Table Mountain, beyond which continues the mountain range, banked in clustering trees and radiant bush. Here is the region of the Cape flora. The glens are fairylands of color,

orange masses of marigolds, gleaming patches of watsonias and africanders (somewhat like our gladiola), and rich carpets of rainbow tinted wild figs.

"Traveling thru the suburbs, one is greeted by delightful glimpses of color, cool groves of dark pines, the green of oaks, white patches of calla lilies, lines of purplish gums and variegated wild flowers. Nowhere have I seen such flowers growing wild. The wonderful natural beauties of the Cape should give it a foremost place among sceneries of the world. The mountain, the glistening sands and gleaming seas around its shores, the health-laden breezes and luring warmth of its climate contribute to a setting which gives the Cape Peninsula its endless charm and the fascination which is peculiar to it alone."

Clara L. Cramsey, M. S. in H. Ec. '26, who is teaching in Central High School, Tulsa, Okla., writes of her work: "I am finding my duties here to be quite interesting. I have charge of nutrition classes for all boys and girls in the Senior High School who are 15 percent or more under weight. I am trying to make it a real research problem, but do not know how well I shall succeed. There are so many under weight that we could take only the extreme cases, despite the fact that this is a wealthy place, it being called the 'Oil Capitol of the World'.

"In addition, I am teaching two nights a week in night school and have a class of married women who are very interested in nutrition."

Gladys E. McCord, H. Ec. '19, is teaching Clothing in the High School at Sioux City, Iowa.

Dorothy Cooke, who received her B. S. from Iowa State College in 1924, is teaching Clothing and Home Management at Mt. Allison Ladies' College, Sackville, New Brunswick.

Hazel M. Wickard, who was graduated from the Home Economics Division in December, 1922, has accepted a position in the High School at Woodward, Iowa, for the remainder of this school year.

Elizabeth Hintz, who will receive her B. S. in Home Economics in March, has an appointment to Michael Reese Hospital for May 1, 1927, for training as a dietitian.

What Is a Girl to Do?

The central office of the Home Economics Division of Iowa State College receives two distinct types of inquiries as a part of its daily mail. They are the questions of prospective students and the requests of various employers for recommendations or for names of young women who are Home Economics graduates and as such are considered fit to fill many varieties of positions in the economic world.

Letters of the first sort are liable to contain some such question as this: "May a person holding a M. S. degree in Home Economics feel reasonably certain of securing a position under the present conditions of supply and demand for teachers?" or "What is the nature of work that I may do when equipped with a degree of B. S. in Home Economics?"

One of the requests for Home Economics graduates came from a South African boarding school for girls, Inanda Seminary, which is located in Phoenix, Natal.

"We are in desperate need of a well-trained industrial teacher here. The standard of the school corresponds roughly to a junior high school in the United States. All of the girls in the school take industrial work of some kind. At present we need a teacher especially to teach needlework, dress-making and knitting. She must be able to supervise other teachers' work. She should be a college graduate; have at least one year's experience in teaching; should be at least 24 years old, and have been interested in Christian activities, in Y. W. C. A., Christian Endeavor or Sunday School. All classes are taught in English.

"The climate is very like that of California. Buildings and equipment are good and in some respects living conditions are better than those in the high schools where I have taught in the United States. No one need come here with dread of hardships."

One of the duties of Mrs. Mary Elva Crockett, classifying officer for the Home Economics Division, is the answering of such questions and, when possible, the filling of such vacancies as the one mentioned above.

Grace Heidbreder, H. Ec. '26, last year's Homemaker editor, was married Jan. 8 to Mr. Julian Burnett of Kansas City. Her home address is 1464 East 76th Street.

Farm and Home Week

By BARBARA DEWELL

THE campanile rang forth its music to nearly 2,000 extra men and women during the Farm and Home Week Short Course, held from Jan. 31 to Feb. 5.

Farmers, homemakers and professional men and women forgot the duties of farm, home and offices and became students again. The halls lodged a good portion of the women, and lights "blinked" for them at 10 o'clock, breakfast served from 7:15 to 7:30 and class work began at 8 a. m. They became regular college boys and girls.

The buildings buzzed with excitement. People from all over the state were here. For the first time, the new Home Economics Hall was open for actual use to the women of Iowa. Regular inspection tours were conducted thru the building and the women found it so interesting that it took an hour and 15 minutes to cover it. Coming in thru the front entrance, there was the Catherine MacKay Auditorium to see. In the west wing, the foods and nutrition laboratories were inspected and in the east wing the textiles and clothing laboratories for textiles, patterns and millinery. The tea room and institutional cookery kitchen on the ground floor offered another interesting excursion.

If the regular students of Iowa State College had their eyes and ears open they profited nearly as much by the short course as the Farm and Home Week people. Many well known men

and women were on our campus, and lectures worth hearing were being given at every hour of the day, in practically every building.

Among the noted speakers for the homemakers was Miss Lita Bane, president of the American Home Economics Association. Miss Bane spoke at the second meeting of the short course on "Some Static in Health Matters."

"Health," declared Miss Bane, "is most important. Touchy, irritable people may trace such static to lack of physical, mental and spiritual health. We are all interested in physical health for three reasons: first, because it makes life more enjoyable; second, because of the desire to prolong the lives of those we love; and third, because of the money appeal. You must guard your health as one of your most precious assets. Take exercise. It is said that men live by work, play, love and worship. In the country there are vast opportunities for work and worship. Play is more difficult to manage. Then one must have courage. Glorify the common task, when the static is the worst, call upon your courage, play the game squarely, play it heartily, play until the whistle blows and the game is over."

Mrs. Mildred Weigley Woods, a homemaker of Phoenix, Ariz., was another well known visitor on our campus. The girls of the Mary B. Welch house entertained her and the men and women of the advanced Home Management

class at a buffet dinner, after which a round table discussion was held.

Every morning from 8 to 10 discussion groups were held in Home Economics Hall. Topics pertaining to Art in the Home, Household Administration, Children's Clothing and Food and Nutrition were discussed.

The Iowa Federation of Women's Clubs loaned an exhibit of modern paintings for the short course. There were also some copies of representative modern pottery. Among the pictures were: "The Pioneer," by Robert Amick; "Early Autumn," by George Traver; "Royal Gorge," by Parrish, and "The Whistling Boy," by Frank Daveenck. Samples of Rookwood, Pewabic, Newcomb and Van Brysle pottery were shown.

A library exhibit was placed in the seminar room. This exhibit was made up of children's books, professional books, modern fiction, biographies and periodicals.

The third floor of Home Economics Hall was made especially attractive because it exhibited colorful and interesting designs, most of which were student work. Features of the room were a dining room, a child's room and a living room furnished in the early American style.

The short course visitors not only became acquainted with our buildings, but our homes. Teas were given at the home management houses and all the halls and sorority houses entertained the visitors one night at dinner.

Sonny's Room

By GRACE BONNELL

RECENTLY a friend of mine (Mrs. B), who has a son three years of age, said to me, "Everyone to whom I show the house always says in an amazed tone, after seeing Sonny's room, 'Yes, it is nice for Sonny to have a room, but that leaves you without a guest room'."

"How did you answer them?" I asked Mrs. B.

"I reminded them that a guest room is used but occasionally during the year," she replied, "while Sonny would use the room every day. It seemed to me far more sensible to give the child the advantage of a room of his own, than to let it stand in idleness awaiting the occasional guest."

By way of explanation, I may say that Mr. and Mrs. B have just completed the furnishing of their new cottage, which was built last fall.

Proceeding on this theory, Mrs. B has succeeded in evolving an extremely attractive room at very small cost. As she explained, "I had almost nothing

to spend except my time and energy, but I was more than willing to spend that, in order to give Sonny the most favorable surroundings for his development, for, according to the psychologist, Tanner, a child is in his most plastic state when he is of pre-school age, and his environment and training at that time have much to do with the forming of his character."

I will try to show you over the room as she showed it to me.

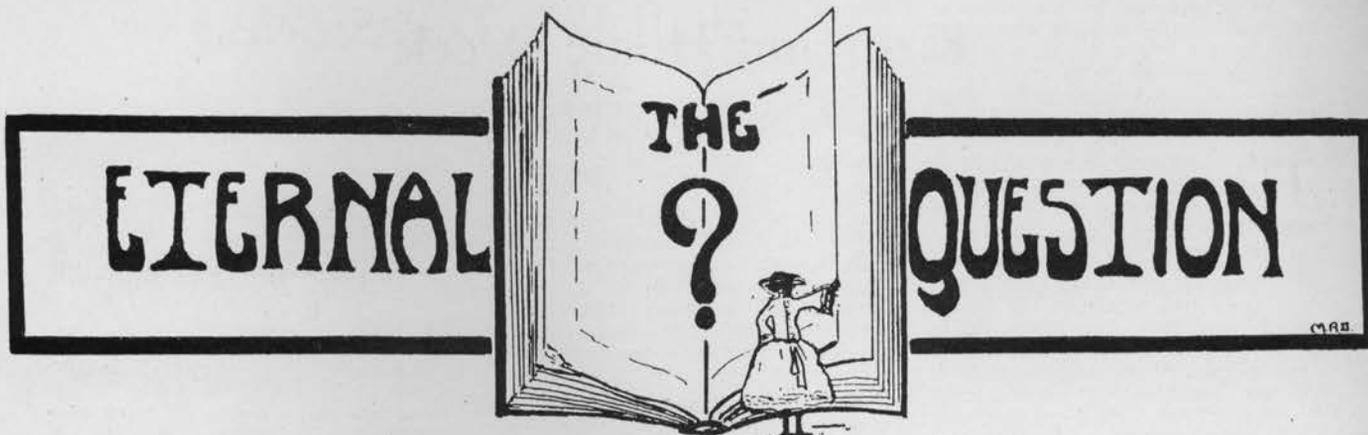
Altho it is a rather small room, it is properly cross ventilated and well lighted by a west and a north window. The floor is of hardwood, waxed, and the woodwork is painted ivory. The walls are untinted.

An iron crib-bed, painted ivory with blue trimming, stands in one corner, and in the other is a low, old fashioned commode that Mrs. B has transformed into a dresser. She painted it ivory. Small, brightly colored Dutch figures, grouped to form a scene, adorn the doors of the commode. This was effected by copying a transfer pattern

over carbon on the door, then painting the figures. A large old mirror with a wooden frame painted to match the commode is hung low enough so that Sonny may "see himself as others see him." A small chest, on which rest cushions of blue and ivory nursery cretonne, is placed under one window, and under the other is a low book rack filled with Sonny's favorite picture books and some other books his mother hopes he will want to read when he gets a little older, for one of her aims is to try to inculcate in him a love for good books. Sonny's little rocker and a small, plain kitchen chair, painted ivory, complete the furniture of the room.

The window drapes are of unbleached muslin, dyed a soft pink, with a flower motif applied on. The attractive bed spread is made of unbleached muslin. Pink gingham forms the border, and a scene of children at play is done in the center with crayon, together with Stevenson's verse:

(Continued on page 17)



Conducted by EMILY JAMMER and BETTY RHOADS

To Prevent Crystallization

How can you prevent candy from becoming sugary?

To prevent candy from becoming sugary, be sure that all of the sugar is dissolved in cooking and that no crystals form, that is, cover the kettle for the first few minutes so that the steam will wash down the crystals on the sides of the pan, or you may wipe the crystals off the sides of the pan with a damp cloth. As soon as the candy stops boiling, set it where the pan will be level and do not stir it in any way with the cooking spoon or thermometer until the syrup is about the same temperature as the hand. Then beat it until it crystallizes and the crystals will be small, giving a smooth candy instead of a sugary one.

* * *

Best Table Service

Which is preferable in table service, the left hand method, or the right hand method?

N. Beth Bailey says in her book on "Meal Planning and Table Service": "The left hand table service is advised in this book because I have found it to be simple and logical, and therefore easy to master. After using the right hand service for six years in laboratory practice and at home, I was convinced that there was too much confusion in this service and that there were too many exceptions to the basic rules. While at Iowa State College I have had twenty-six classes in intensive work in meal planning and table service. In the first lessons, we decide on the facts that determine table service, and from these facts we work out basic rules of service. A test meal is served, using first the right hand, then the left hand service. From such a study it is clear that the left hand service is the easier and more quickly mastered because it eliminates hesitation and confusion. However, there are but few fundamental rules which can be followed without making exceptions occasionally. I recommend the left hand service as a simple and practical method of obtaining perfect table service."

Baking vs. Dipping Chocolate

What is the difference between the common baking chocolate and the dipping chocolate on the market?

The difference between the common baking chocolate and the dipping chocolate on the market is chiefly that the dipping chocolate contains some paraffin, whereas the common baking chocolate does not. The paraffin is put in for the purpose of hardening the chocolate coating on confections and so making them less messy to handle and of a better appearance. Ordinarily, baking chocolate can be used for coating confections, but it is not quite as easily handled. Also, it is ordinarily less sweet as the dipping chocolate frequently is sweetened.

It is sometimes possible for people to add paraffin to the ordinary chocolate successfully, but great care must be taken not to let any water get into the chocolate or the chocolate and paraffin will not blend.

* * *

Streaked Chocolate

What causes grey streaks in home dipped chocolates?

Grey streaks in home dipped chocolates are an indication that the chocolate was overheated during the dipping process. The chocolate should be melted in the upper part of a double boiler, using just heat enough to melt it. Professional chocolate dippers then turn the softened chocolate out on a marble slab, cool it, work it with the fingers until it is uniform in consistency before using it for coating the creams. Commercial chocolate creams are hand coated.

Do the letters or markings on chocolate creams have any significance?

Yes, they indicate to the initiated individual the flavoring used in the fondant. For instance, most dippers use the letter M for maple flavoring, L for lemon extract, O for orange, V for vanilla extract, C for cherry flavored creams, and many additional markings other than initials are used, and unless one knows the significance of the marks he may not be able to correctly interpret them. Watch for

the markings on the next chocolate creams you eat and see how many of them you can read and interpret correctly.

* * *

Merits of Unit Kitchen

What are the relative merits of the unit type kitchen for food laboratories?

We feel that the unit kitchens are ideal for use by the meal planning and advanced cookery classes, and if you can afford one laboratory devoted entirely to meal planning and preparation and advanced cookery, by all means have a unit kitchen. For beginning foods classes, where the individual cooking problem is somewhat different, they are not as desirable because of the lack of space for enough individual, smaller size equipment in addition to the equipment of larger size for the meal preparation; they make it somewhat more difficult for the teacher to supervise the individual student. We like the hollow square arrangement for beginning foods classes because it allows space for the group to assemble their products and have a discussion of the products after their preparation. We do not like the stove arrangement as usually provided with the hollow square equipment, so feel that the hollow square plan needs improving. It is hard to suggest an ideal plan because we feel that the laboratory plan is so dependent upon the use to which the laboratory is to be put.

* * *

Turkish Delight

What is the recipe for Turkish Delight or Turkish Mint Paste?

The gelatin candy, called Turkish Delight, or Turkish Mint Paste, is made as follows:

3 tbsp. gelatin
2 c sugar
½ c cold water
½ c hot water
Grated rind and juice of 1 orange
Grated rind and juice of 1 lemon
Red or green coloring

Soak the gelatin in the cold water. Put the sugar and hot water in a saucepan. When it reaches the boiling point

Shall We Tell Stories?

By GWENDOLYN HALL

add the gelatin and simmer 20 minutes. Add coloring and the flavorings; strain into a bread pan which has been rinsed with cold water. The mixture should be from one-half to one inch in depth. When it is cold, turn it onto a board. Cut into cubes or other shapes and roll in confectioner's sugar. Mint or peppermint flavoring can be used instead of the orange or lemon of this recipe.

* * *

Concerning Onions

What is the food value of onions?

Onions are a good laxative food. They owe this property to the oils they contain, which give them their characteristic odor and flavor.

* * *

Can you prevent onions from hurting your eyes when peeling them?

When peeling onions, if you will hold them under water while you cut into them, the oils which they contain and which smart the eyes will be caught in the water and thus will not hurt your eyes.

* * *

What are some unusual ways to prepare onions?

ORANGE AND ONION SALAD

½ tsp salt
1 tsp sugar
1 tbsp vinegar
1 c ice water
1 Bermuda onion
3 oranges
¼ c pecans, broken in pieces

Mix salt, sugar, vinegar and ice water. Cut the onion in very thin slices and allow to stand in the ice water mixture for one hour. Peel oranges and slice very thin. Chill. Arrange slices of onion and orange on crisp lettuce leaves and sprinkle with nuts. Serve with dressing.

STUFFED ONIONS

6 medium to large onions
½ c chopped ham or green pepper
½ c soft bread crumbs
Fine dry bread crumbs
½ c milk
Pepper
½ tsp salt
1 tbsp fat

Remove a slice from the top of each onion and parboil the onions until almost tender. Drain and remove the centers, making six little cups. Chop the onion that was scooped out and combine with it the ham and soft crumbs. Add seasoning and refill the onion cups. Place them in a baking dish, cover with crumbs, add the milk and bake until tender.

FRENCH FRIED ONIONS

Peel onions, cut in one-fourth inch slices and separate into rings. Dip in milk and dip in flour. Fry in deep fat, drain on brown paper and sprinkle with salt.

TEACHING children to love fairy tales will not lead them to telling lies or fibs, asserted Miss Ruth B. Bozell, assistant professor in the Public Speaking Department, addressing the Child Care and Training class Wednesday, Nov. 10, on "The Underlying Principles of Story Telling."

Miss Bozell first took up the question of "Why Shall We Tell Stories?" She gave the following reasons: Stories draw people together in congenial groups; they are the key to child life; and they are the basis of all real home life. She brought out the fact that both parents should share in the telling, as it gives a feeling of companionship with the child. Stories may be told immediately before supper, after supper or during the half hour before bedtime.

It is more worthwhile to tell the story because the story teller can watch the audience and can adapt the story to their attitudes. It also gives the individual more of a chance to use certain facial expressions, such as a twinkle of the eye, which will often give the child some idea as to the time to laugh, as Miss Bozell expressed it. "We should tell stories," said Miss Bozell, "for the sheer, unadulterated joy they give the child." She further stated that story telling is a means of enriching a child's life by giving him the best of the world's gifts. Stories give a child a foundation for mental life. Story telling opens the best literature for a child to follow. "Background and culture are acquired only when we live with them," Miss Bozell stated. Mental pictures help a child appreciate life. An individual's life is enriched because of book friends made and consequently the child should be given an opportunity to become acquainted with books and stories.

Story telling furnishes a means for the child to enlarge his vocabulary. It also stimulates a child's power for moral discrimination. In discussing stories for a moral purpose, Miss Bozell strongly emphasized the fact that the story teller must not label the purpose for telling the story. "Avail yourselves of the opportunity of forming ideals by giving stories of men and women who have high ideals," she said.

Miss Bozell next pointed out the following standards for a good story. First, something must be happening all the time; second, each event must be distinct and each picture simple; third, there must be a certain amount of repetition; fourth, the story must begin and end promptly; fifth, it should be a compound of the familiar and immediate details with a touch of the new and unusual, and, lastly, for small folks there should be a strong sense appeal.

Children from one to three delight in hearing lullabies and refrains with rhymes. For younger children the refrain should not be far apart. The pattern must be simple, with repeti-

tion forming the main part for preschool children. The subjects should be those to which a child gives involuntary attention. Miss Bozell cited the example of a child's attention being involuntarily caught by the sound of a dog barking, and stories dealing with like conditions will appeal to him.

The six-year-old likes jingles and stimulative stories with either the character or the setting new or old. They like nonsense stories for the fun they get out of them. "When telling stories like 'Little Red Riding Hood' do not emphasize the gruesome part of them," cautioned Miss Bozell. "The story must be suited to the age of the child."

Six to nine is the imaginative period and children like fables, folk tales and nature tales. They also like longer stories. It is possible at this time to start bringing in human stories, that is, stories dealing with more life-like individuals.

There is rapid brain development during the years from ten to fourteen, so that such children are not so much interested in fairy tales and folk tales as they are in people. Stories dealing with hero worship and brave men and women of recent years will appeal to this class and may well be used. The thirteen to sixteen-year-old child is turning his attention and interest toward romance. These children can be taught high personal ideals which will lead to the highest type of character thru good stories.

Miss Bozell gave the following references, which will help the story teller in her selection of material and in her presentation of the stories, "How to Tell Stories to Children," by Sarah Cone Bryant; "For the Story Teller," Carolyn Bailey; "Children's Stories," by Esenwein; "Good Citizenship Thru Story Telling," by Mildred Forbes (1923-25), and "The Here and Hour Book," by Lucy Sprague.

At a meeting of the alumnae of Omicron Nu on January 30, Mrs. Amy Goss was elected as secretary to take the place of Gertrude Murrery, former secretary of Gamma Alumnae chapter, who is spending this year working in Chicago.

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Possibilities of the Modern Home

(Continued from page 1)

ing, I stood out of doors and listened for an hour to a young married man while he told me of the tragedies of his life. One of the first things that he pointed out was, "She likes society and I don't." "She wanted a fancy car and all I could buy was a ratty Ford." This home might have been all that a twentieth century home should be. Yet they had not talked over frankly and faced squarely their hopes and ideals. I have known another case where a man in the Forest Service was fond of out-door life and his wife did not care a snap of her finger for it. In many other cases such as these, homes are broken up because husband and wife have not merged their ideals, their hopes and their aspirations.

In the finest type of home, the idea of possession is entirely lost. I always smile when I hear, "If my wife does so and so, I will do so and so." I wonder who gave the man his wife, who gave him his possession or how much he has paid for her. There is no reason for anything of that sort that I can see. If individuals merge hopes, ideals and aspirations, it is not "mine" or "thine," but "ours".

Now, if the home has progressed this far, it seems to me that in it there must be a duty for each individual. The home is most stimulating when every

member makes some contribution to it out of the desire they have to make their home the place that it should be. I remember that some man has said that the apron was a badge of servitude. There hangs on the wall in a certain room in my father's house, an apron. That apron was put around my neck or my brother's as we helped with the dishes. Today, as men, when my brother or I go home, that same apron is put around our necks as we help mother with the work about the house. You may think that the apron is made of very good material to have lasted so long. I know nothing about the material and I do not know how many aprons we wore out as youngsters, but this one is still there. When that home is broken up, my brother and I will want that apron because of what it stands for and what is back of it. Is it significant of the atmosphere of the home in which I was reared. Of course, if there had been five or six girls and only one boy in the family, the boy might not have worn the apron. In that case, he would have missed something. He would not have been able to make quite the contribution to his own home that he might have made. He would not have felt so keenly that he had responsibilities in that home. I was reared to look upon kitchen work as my job just as much as carrying in the kindling, shoveling snow and doing many other such things.

At the same time, it is just as important that the girl in the ideal home appreciates the work which is done out-of-doors. If she does not understand or appreciate the problems and the troubles of the out-of-doors, she can never make the contribution to the home that she should make. One of the most satisfying and stimulating things to me now is to visit my home and to find my father and mother sharing in every individual duty and responsibility that the day may bring. Father is feeding the chickens while mother is getting the meal. If he is thru first, he does not wait to come in until the meal is ready, but instead is eager to help. If there is any break in the regular routine, the necessary things of the day are accomplished because each one shares in every responsibility of the home.

I have been using the superlative right along. I should have kept it for this last. The most stimulating and the most satisfying thing about the American home is that each individual is searching continually for the thing which they are not expected to do, and doing it. That is, you are not expected, men, to pick up things around the house. Well, do it sometime. You are not expected to go into the bathroom and clean up the fixtures. Do it sometime. You are not expected to pick up the children's playthings. Do it. Noth-

ing brings quite so much satisfaction as doing those things which are not expected of you.

In Wyoming there lives a cattle man that I know who has been very successful in business. Fortunately or otherwise, he has a wife who is willing to absolutely run their home. One of the most comical things that I have known was that when they went on a trip of several weeks or even a few days, the husband was told, "Now you be at the depot at a certain time. We are going to catch a certain train." Then his wife got out his clothes, his clean linen, all of the shoes he would need, took care of the children, the packing, the buying of the tickets and the checking of the luggage. All that father had to do was to be there. I had never dreamed of such a situation in a modern home. I have discovered since then that there are many situations where all that father has to do is to look after his own dear self and often he can not do that without assistance.

A certain boy came to this college a year ago. He had had the misfortune to be reared in a home with three maiden aunts and his mother. The poor boy failed for three quarters to make his hours because he couldn't take care of himself. Can you boys imagine having clean linen laid out every day for you when you were in high school? This boy had such care. Now when he starts out to play tennis or football there is nobody to wait on him. Girls! Don't wait on your husbands! Men! Don't wait on your wives! I know of a home where there are three boys in the family and one girl. When I visited there it was the boys who served the dinner, although you would naturally expect that the girl would be the one to do such work. Mother was watching, of course, but the boys did the work. The form or service may not have been absolutely perfect, but we enjoyed the meal. I imagine that those boys will not have to be cared for when they go on a trip.

If the modern home is to be stimulating and satisfying, there must very soon be gathered into its program the interests of the children. Well do I remember when I had spent my first year in college and came home with all the fresh slang. Naturally, I made much of it and I was very much surprised to hear mother at once adopt the slang phrases. That was with malice aforethought. I was proud of mother, for she was up-to-date. Today, if the boys come home, bringing new slang, mother uses it, but she is just as keen in English as she was in high school. Many homes are not organized in this way, but I hold it as an ideal and think that men and women should strive for it.

* * * * *

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the campus is a fine thing. I recall the first football game that my father attended. My brother was playing on the high school team. Father went to see him. He was not concerned with rules nor scores, but "Where's my boy?" After every scrimmage, "Where's the boy?" He was interested in football for all time. Thus, the interests of the children may well find a place in the program of the home.

May I state very frankly my own ideas about this problem, that unless the home is organized to include children in it, we can never reach any very high place? In a home where there are no children, the spirit of that home should reach out to those little ones who have no parents and it should make that home shelter those fatherless and motherless children. I have not the words to fittingly express my feeling with reference to the man or woman who wastes his affection upon an animal with four legs and a tail and whose sole bit of self expression is "Bow Wow". I think that it is a terrible criticism upon the home that is so organized. I recall a time, just after I had left college when I went west and met a man who told me of his courtship days. "Before we were married, we talked over the whole program of the home which we would build," he said. "We knew what we were going to do; how we would handle finances. We wouldn't buy this or that until we could afford it. We counselled about everything. We talked over our club and lodge relationships. We each knew how the other stood as members of society. We talked about buying a home. We talked about my work and the time it would take. Even the amount of travel that we would do was planned." It was my privilege to live in that home and I found it ideal.

I hope that upon this campus and upon others, college men and women will meet together and fairly and squarely face the problems of the home; that they will bring together all of their notions and ideas, ideals and conceptions, whatever they may be. I hope that having brought them together they may merge them in one discussion together in class rooms. I have great hopes for the stimulating and satisfying home of the twentieth century.

Clarice Iles, who was graduated from the Home Economics Division of Iowa State College in 1924, is a dietitian at the Broadlawns Hospital in Des Moines. She writes, "Diet work here consists mainly of a high protein diet, with basic and smooth diets in special cases. I feel that I am gaining some valuable experience in buying and cost accounting, the buying for all the Polk County hospitals being taken care of from this department."

CORRECTION

The foods and nutrition article, "Have You Analyzed Your Headache?" which appeared in last month's *Home-maker*, was written by Mary Louise Buchanan.

The Food Value of Milk

(Continued from page 5)

do not like milk—there is so much poor milk on the market."

The responsibilities of the homemaker do not end with the selection of clean, wholesome milk. A great deal of good milk is spoiled after it gets into the home. Perhaps I should modify the foregoing statement by saying, a great deal of milk is spoiled on the doorstep of the home. Have you ever passed down your street in the middle of the morning and seen the family milk bottles and the family cat or puppy enjoying the sunshine on the front steps together? We will eliminate the family pets from the discussion by granting the sunshine is good for them. In the case of the milk the situation is slightly different. With the rise in temperature resulting, the bacteria multiply rapidly, and even if no harmful pathogenic bacteria are present and no serious trouble follows, it is annoying to find that the baby has developed a "tummy-ache" or that the milk we planned to use for dinner at night is sour.

Unless your milkman has regular hours and you know just when to expect him, have him ring the doorbell, and take the milk in immediately and put it in a cool place. Wash off the milk bottles before putting them away—it saves time later. And always be sure to wash the top carefully—maybe if milk bottles had handles it would not be so convenient to carry them with the fingers over the top.

If the family or some one member of it doesn't like milk, maybe it would be best to try to find out why they do not. Often it is because mother and father do not drink it, or drink it with facial or verbal protest. It is proved daily that babies will take cod liver oil and like it, if the one administering it can say with tones of sincerity—and a feeling of hypocrisy—"Mm! Isn't it good!" How much more easy should it be to stimulate an interest in milk.

The family attitude sometimes has to be remade in order that the children will like milk. Sometimes interest must be stimulated artificially. Try giving it to the reluctant child in an unusual cup or a cup with his initial on it, or in a glass with a straw. Never cultivate distaste for milk by giving something a child does not like in a glass of milk. If a child does not like spinach juice, do not cause the dislike to be associated also with

milk by mixing the two. Sometimes the neighbor's child who has been more fortunate in his introduction to milk, or his natural inclination for milk, will unconsciously create an interest by his hearty cooperation in the disappearance of the milk quota if he is invited over to luncheon or dinner.

My memory fails me in an attempt to give all the details of a successful attempt to stimulate interest in milk.

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As the details are unimportant, and as the case might serve to suggest better methods or ideas, I am offering what I remember. In this instance there happened to be several children who consistently refused milk. The parents finally devised a nautical game in which buttered toast and milk played the principal parts. It is the other principals—Adam and Eve by name—whose identity escapes my memory. Perhaps, in fact I am sure, they were imaginary creatures and existed only by virtue of their spirit. The milk in the bowl was the sea and the toast the raft, and the game was called "Adam and Eve on a raft—*Wreck them!*" This consisted of the disappearance of the raft—and the sea followed the raft as a natural event. The popularity of

the game led to the use of whole wheat toast as the children's demand was principally for bread and milk from that time on. In the case of an only child, daddy and mother will have to enthusiastically join the "wrecking crew" if the venture is to be a success. I can even conceive that such a venture might be fun!

Whatever the means, the acceptance of milk naturally and happily is a priceless heritage for every child, and the child who does not like milk is beginning life under a physical and economical handicap.

A Bit About Switzerland

(Continued from page 3)

would expect to have it every day. 'Petting' is absolutely unknown.

"Travelers who stay at the large hotels do not see the Swiss people and learn very little of their life, for the native is retiring, tho friendly, and he does not often mix with the foreigners. Sports in winter and the mountains and scenery in summer draw great crowds of people into Switzerland. St. Moritz is especially well known for its skating, skiing and coasting but the whole country abounds with winter sports. The hotels are an important source of revenue for the people.

"The Swiss have given contributions of various sorts to the world. Geneva has always been a place of peacemaking. Swiss watches are world famous. The making of milk chocolate was discovered in the Peters' chocolate factories many years ago. Gruyere cheese is a product of Switzerland. The parcel post system was first adopted there and the United States has been the last to take it up. In Switzerland even trunks can be sent by mail.

"As a people, the Swiss are not particularly famous for their art altho they have a keen appreciation of beauty and have established a number of famous museums. They seem to see more beauty in every day things than does the average American. Their lives are less hurried. Perhaps, tho, as our country becomes older, we, too, will find time for the simpler, more beautiful things that are close at hand and, we like them, in spite of differences in habits and customs within our country will develop a wholesome love of home which will bind us in friendly unity."

Fine Ware Made of Iowa Clay

By Mary Yarcy

IN the department of Ceramic Engineering at Iowa State College, an effort is being made to produce a decorated pottery of high artistic merit. It is desired that this ware compare favorably with that of the Rookwood, Newcomb and Marblehead potteries, whose standards are highest in the United States.

The work is conducted in the manner of a research to prove that Iowa clays are suitable for making fine ware. Much manufacturing of heavy products is already being done in the state. Brick and the possibilities of succeeding in the making of potter are just as great. The work at Iowa State College is intended to stimulate the financier and manufacturing men and to arouse their interest in such an undertaking. The natural resources are here and only need developing.

In searching for the method of decoration of pottery to which the clays of this state would best lend themselves, every process was tried: slip-painted or pate-sur-pate incised pattern painted with underglaze colors over glaze painting, and lastly, and most successfully, painting on the raw unfired glaze.

Ames pottery is a faience and is similar in manufacture to many other wares, but in order to keep it individual and distinctive of Iowa, only Iowa materials are used. The body is a shale from Adel, the glazes are results of experiments worked out by Professor Paul E. Cox, head of the Department of Ceramic Engineering, and the ware is burned in the kilns of the department. The decoration also is derived from native materials. Indigenous plant and flower forms are used for the designs and no designs are duplicated. There are no two pieces alike and each bears the mark of the college, the potter and the decorator.

The first step, or rather the preliminary, to making a piece of pottery is the designing of the shape. According to the Greek method of geometric ratio as analyzed by Mr. Jay Hambidge in his book, "Dynamic Symmetry," there is an exact science of proportioning. Yet Chinese forms, which are second to none, cannot be analyzed by that method. The question is, therefore, open and debatable. It is safe to say, however, that design for pottery forms should be expressive of the character

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of the clay, free and hand of the thrower. Highly artificial, laborious and ornate shapes are examples of technical skill, but wasted ingenuity.

After the design is made on paper, but a magic one to the observer. The clay, having first been washed and wedged, is made into a ball and centered on the potter's wheel. The clay, revolving now rapidly and now more slowly as regulated by the thrower, follows the slightest changes of his hands and by his skillful manipulation is brought to conform to the lines of the design. The freshly thrown piece is allowed to stand until it stiffens to the "leather-hard" stage, when it is again placed on the wheel and trimmed and turned with a sharp steel tool into the finished shape.

When thoroughly dry, the pottery is ready for the kiln and is placed in saggars, which are boxes made of fine clay. These saggars are piled in tiers until the kiln is filled. The door is then sealed with clay and the firing commences. Gradually the heat is increased until it reaches the point of 1886 degrees Fahrenheit. The kiln is allowed to cool for about two days and then is drawn or unpacked. The pottery has passed from the "green" to the biscuit state and has shrunk about an eighth of an inch to an inch.

The biscuit ware is next glazed. The glaze resembles finely ground powder and is suspended in enough water to give it the consistency of thick cream. When dipped in the glaze, the biscuit, being porous, absorbs water and is covered with a layer of glaze about one-thirty-second of an inch in thickness, evenly distributed over the surface. The recipe for the glaze is as follows:

White lead	116
Whiting	20
Felspar	111
Zinc oxide	12
Ball clay	21
Flint	28
Tin oxide	31

This first glaze is white and the decoration in different colors must be applied over it. To give a firm surface for drawing, a coat of white shellac is sprayed over the powdery glaze, and the designing is done directly on the form, not transferred from paper. The desired colors of glaze are then painted on with a brush and care must be taken to keep the thickness even, for varying thickness gives varying intensity of color.

The ware is then ready for the "glost" kiln or second firing. The setting of the second kiln requires more care than that of the first because the powdery glaze rubs off very easily. The temperature of the glost burning is 2056 degrees and is reached after a firing of about thirty-six hours. When the ware is removed from this kiln it is finished. The powdery glaze has changed into a sparkling, glassy covering of the clay, it is water proof and pleasant to the touch. The colors which before firing were pale and dull, have become rich and brilliant.

The color palette of the glazes of Ames pottery are very simple, with

only five different colors. These are as pure and bright as the temperature at which they must be burned. It is thought that by a careful study of the combinations of these colors almost any desired effect may be produced.

After several years of experimenting, the college is now placing the ware on the market. There are exhibits in Des Moines, Iowa City and Ames and agencies where the Ames pottery may be purchased.

Sonny's Room

(Continued from page 11)

"Oh, the world is so full
Of a number of things,
I'm sure we should all
Be as happy as Kings."

Needless to say, Sonny can repeat the rhyme, verbatim. The curtain pulls demonstrate still further his mother's ingenuity. They are made in the form of little dolls. A face is painted on a button mold and blue wooden beads are strung together to make the body, arms and legs. Mrs. B went to the rag bag for the material she used in making the good looking crocheted rugs which cover the floor. "Jack the Giant Killer," "Babes in the Woods," and several other characters from the nursery rhyme books look out at Sonny from their frames on the wall, for Mrs. B collected from old magazines a number of Jessie Wilcox Smith's beautifully colored illustrations of children's classics. She framed them by using passe partout (which can be purchased

for 10 cents a roll) in brown walnut color, which harmonizes beautifully with the rich oranges and yellows of the pictures. Two other pictures, Watts' "Sir Galahad" and Taylor's "The Lord Is My Shepherd," complete the collection. They are hung low enough so that Sonny can enjoy them. "I want my boy to learn to appreciate the beautiful things of the world," said Mrs. B.

I haven't yet mentioned the closet which forms a part of the room. In one end is a low rod on which are hung small hangers. In the other end are low shelves for playthings. "I don't think," said Mrs. B, "that Sonny is too young to commence learning to hang up his clothes and put away his playthings. Habits of neatness and orderliness should early be taught the child.

"A woman remarked to me the other day, 'Aren't you afraid to have Sonny sleep there in that room by himself? What if he should waken in the night and be frightened?' I told her that I wanted him to learn to be unafraid, and to develop self reliance.

"There is one other thing I'm hoping this room will do for my boy. I hope that by having his belongings in a certain definite place he will learn the meaning of personal property, and will respect the property of other people. Tanner says this is one of the most difficult things for a child to understand.

"Now do you agree with me that there is sufficient excuse for giving a child his own room?"

I assured her that I did.

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