

Home Management Mothers . . .

By Helen Bishop

Head and Professor, Home Management Department

WE FIND that our home management houses are a matter of interest to visitors because of their differences from usual laboratory courses. Beside the abilities and training of the students we learn much of the traits and characteristics which influence their work and life as they live in family groups there.

While we cannot consider our six weeks course in home management a laboratory

because we feel that wise rearing of children is one of the big businesses of the home, we include in the personnel of each household, besides the students and the resident adviser, a baby from three months to two years of age.

Curiosity over these babies seems to be widespread, and many and strange are the questions and comments made about them. For that reason, it may not be amiss to digress a bit and tell you some-



Home Management Babies

course in family problems, there are many, nevertheless, which arise, and for that reason we feel the experience the girls and instructors have, gives them considerable outlook on this important subject. We have here at Ames a peculiarly good opportunity for practice in that side of training which is hard to acquire in the usual class room. It is in some of the intimate relationships which come to people who live together day by day, working and playing, sharing pleasures and disappointments, and thereby having common interests.

There are at present four houses, in each of which seven or eight senior girls live for six weeks, carrying on the varied activities of a home, and also keeping up with a lightened school schedule. The care of the house, its cleaning and general supervision, the purchase, preparation and serving of food, the entertainment of guests, the handling of household funds, and the care of the smallest member of each family group, are all done by the students. All this brings them into close contact with each other and their reactions to each other, to their work and play, bring to them many problems of human behavior. Because we feel that training in the care of young children is best accomplished by actual doing combined with theoretical study and

thing about our babies, of whom we feel justly proud. They are all wards of the court and we are responsible to the state of Iowa for them. They have no homes, either because the home into which they were born has been broken due to no fault of theirs, or because there was no home to receive them when they arrived, so the state takes over responsibility for them. They are loaned to us and we feel it is a very precious loan. We select well babies who give promise, physically and mentally, of normal development, for it is the healthy, happy, well adjusted child with whom we want our students to have experience.

The usual question we are asked, after where they come from, is where do they go on leaving us. The answer is usually either of two places—back to their old reconstructed homes, or into new ones. Several of our babies who have left us have been adopted, and several have gone back into their own homes, made ready for them during their time with us.

Our college students come to us bringing the characteristics with which they were born and which have developed with their growth. Because the way in which they are grouped is largely a matter of chance, many are the assortments of qualities and personalities which each group of students presents. Because of their

dissimilarity of background and similarity of present activity they do not represent a family situation, but because of their surroundings and their problems of living together they do.

THE purpose of the training in the home management house is to give the student an opportunity to try her previously acquired knowledge in a home situation, to give her an opportunity for responsibility under guidance, as well as an opportunity for accomplishing desired results. Here is the place where the girl whose home training has made her a person with whom it is difficult to get along, learns to her sorrow that she cannot shirk her responsibilities and live in peace and mutual respect with her fellows. They make her see that equal sharing of the load and cheerfulness in doing it are essential to success. The presence of the homely virtues which make living with others in whatever sort of groups, more satisfying, seem more noticeable here than in many other situations. Thoughtfulness of others, loyalty, cooperation, tolerance, system and management, a sense of responsibility, poise, understanding and self control are easy to recognize and appreciate in their application to the conduct of everyday living.

AS FAR as it is feasible for so short a time of residence, the girls are given the houses to organize and run as they prefer, and a rotation of duties results. During her stay each girl acts for a few days as manager, assistant cook, cook, assistant housekeeper, housekeeper, assistant child director, child director and hostess. The group decides upon the division of duties at their first meeting and their arrangement and time depend upon the student's own schedule and her wishes. As much as it is possible, the routine of the day is in their hands, with the exception of the baby's schedule. This is planned and carefully supervised by the Child Development Department and no deviation is allowed.

The student's rate of speed as well as her ability regulates the time needed to accomplish tasks, and there is much chance for variety here. But a young woman who requires twice as much time to do what others often do better in half time can easily see her shortcomings. Ability to manage time and strength are vital requirements, and we find the student who is engaged in numerous school activities usually is doing as good a piece of work as her co-worker who does nothing else. Every effort is made to give each girl an equal chance and individual differences as to cooperativeness, clear-headedness, foresight, adaptability, cheerfulness in adverse conditions, show themselves easily.

We are not optimistic enough to think that in six short weeks we are going to

(Continued on page 8)

Alumnae Echoes . . .

. . . news bits from the front lines

Edited by Anafred Stephenson

Gladys Hinson, '27, is Head of Home Economics at West Central Agricultural School, Minneapolis, Minn.

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Nielsine Hanson, '28, is with the Home Service Department of the Washburn Crosby Company at Minneapolis, Minn.

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Susan Miller, M. S. '28, teaches Home Architecture and Interior House Design at Oklahoma University.

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Blanche Nechanicky, '29, is with the Brooklyn Edison Company. She has charge of the clothing classes and demonstrates electric sewing machines.

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Gertrude Currin, a student at Iowa State College during the year 1929-1930, was killed by an automobile when she was crossing a street in Maywood, New Jersey. She had been teaching there since the beginning of the term last year, and was very deeply loved by all her associates and co-workers.

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Esther Cation, '30, was married during the holidays to Edward Syndergaard.

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Ruth Harris, '30, is connected with Mills Restaurant Company at Columbus, Ohio.

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Mildred Turin, '31, is teaching at Rodman, Iowa. Her subjects are English, Home Economics, and Physical Education.

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Ila Anthony, '31, is a member of the Applied Art Department in the State Agricultural College at Fargo, N. D. Ila was president of Delta Phi Delta when she was in school.

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Blythe Hummer, '31, is at Albion, Iowa, this year. She is teaching Home

Economics, Science, and Physical Education.

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Catherine Pfeiffer, '30, was married August 4, to John Ruth of Chariton. Mrs. Ruth was a Theta Sigma Phi while at Iowa State and she writes that she is finding practical application for her home economics training.

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Pearl Lenhart, '31, is teaching Home Economics and History at McCallsburg, Iowa.

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At the graduation exercises in Catherine MacKay Auditorium December 19, fifteen new Home Economics Alums were acquired. They are: Dorothy A. Thomas, Course in Home Economics; Marie Garber Naffziger, Major in Child Development and Home Economics Education;

Dorothy Pagenhart, Major in Dietetics; Bessie Hammer, Majors in Foods and Nutrition and Chemistry; Alice Haney, Violet Schmidt Turner, Ethelwyn Wilcox, Kathryn Zelle, Majors in Home Economics Education; Ruth Freeman, Major in Household Equipment; Madelyn Kleespie, Majors in Household Equipment and Home Economics Education; Blanche Forrester, Major in Technical Journalism. Several girls received their Master's Degrees. They are: Mary Louise Barnes, Inez Kauffman and Lillian Thomson, Majors in Textiles and Clothing.

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Kathryn Zelle, Dec. '31, was married Dec. 20, to Robert Byrum, manager of the United Food Store at Chariton, Iowa.

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Mary Ryan, '31, teaches in the Junior High School at Duluth, Minn.

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Virginia Romberg, '31, teaches English and Home Economics in the Lanesboro, Iowa, schools.

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Christine Phelps, '28, is with the "Pantry Shelf" in St. Paul, Minn.

Home Management Mothers . . .

(Continued from page 2)

make any vast change in girls whose training and natural tendencies make them selfish, self-centered, arrogant or self-effacing, timid, or suffering from a feeling of inferiority or superiority to their fellows. But the opportunity to see how the presence or absence of various helpful and destructive characteristics can affect the general tone, is not hard to find. As the girls approach the end of their term of residence, they gain an appreciation of what has helped to make some things a success and some a failure. Perhaps the very shortness of the association helps to emphasize the importance of right attitudes and the unfortunateness of an association in which thought of self is always uppermost.

While we know that our houses are imperfect in their set-up and conduct, we feel that they give us much, nevertheless. The opportunity is afforded to gain an appreciation of some of the qualities and characteristics as well as skills which make homes run more smoothly and happily. Some of the ill-adjusted girls profit by the experience, others find excuses and self-satisfying reasons or justification for their inability to cope with the situation.

In the main, the girls are a sincere,

fun loving, energetic and capable group of young women. We send them out with confidence that as future homemakers they will do their part in the world and make it better for the part they have taken in it.

When the Box Was Opened

(Continued from page 4)

biggest concerns. Let us remember then, that an ideal lunch for a child would contain:

First, one full cup of milk (one-half pint) or foods containing this amount, as milk soup, ice cream, cocoa, etc.

Second, a vegetable besides potato, or a fruit, or both, a big serving, not just a taste.

Third, two servings of some other substantial food as bread and butter, potatoes, beans, meat, etc.

In cold weather one of these foods should be warm. In addition, there may be a dessert, although it is not essential, and it is often the most expensive part of the meal.

The milk and fruit or vegetable should be provided first.