

# THE IOWA HOMEMAKER

"A Magazine for Homemakers from a Homemakers' School"

VOL. IX

DECEMBER, 1929

NO. 5

## Guide Our Giving

By Bessie Hammer

THERE'S nothing new under the sun! Never is this remark more conclusively proved than during the month of December, when everyone is racking his brain for ideas for Christmas presents that will be different and yet acceptable—gifts that friends will be glad to have—not white elephants that will be stored in the attic or thrown in the furnace before the 25th of January. Why not let the Home Economics Division share its ideas with us?

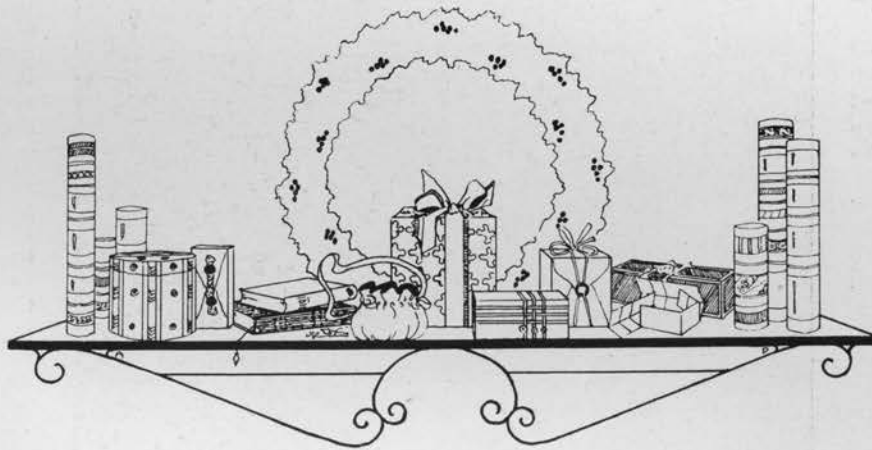
Let us first make a list of do's and don'ts, so that we may be able to do our Christmas shopping "according to Hoyle."

1. Don't give useless articles.
2. Don't give fussy or elaborate gifts.
3. Don't try to make gifts unless you are skillful, or unless the gifts are quite simple.
4. Avoid light blue and pale pink as you would the plague. (Did the Art Department make that remark before?)
5. Don't give something to put up in the house—unless you know the house, the color scheme and the personality of your friend intimately, and then think twice before you do it. Above all, don't give pictures for the walls of a house—that's like brushing one's friend's teeth for him.
6. Don't give obsolete articles—the person who toils for hours over crocheted collar and cuff sets commits a shining example of this particular crime.
7. Don't give anything you wouldn't want yourself.

It would seem that one's motto should be—don't give anything! But there are a

few do's that may guide us in our choice.

1. Remember the principles of color and design in selecting gifts.
2. Listen to what people say—they will unconsciously drop suggestions.



In addition to these two rules we are assisted by the Art Department. They suggest portfolios with gay-colored covers, large enough to hold magazines. Make some a trifle smaller for photographs or clippings. Loose-leaf recipe files and telephone directory covers, too, require little skill in making. And who wouldn't welcome a desk-calendar and memorandum?

The "handy" person can make hooked rugs, woven bags and woven table covers. Truly, these require much time, so don't give hooked rugs promiscuously.

There is now a wealth of good pottery on the market—but remember there are two reasons for choosing a vase. One to be used for mere decoration may be quite elaborate in design, but one to be used as a flower container should be quite simple.

A well-chosen etching, in colors, or talies and numbers for bridge tables are miscellaneous possibilities.

There is no fine line of demarcation be-

tween art and furnishings. The Textile Department has some interesting suggestions for us. Whatever you select in textiles—must be simple—simple linens—bridge table covers, colored luncheon sets, and even the lowly tea towel. Handkerchiefs, tho certainly not unusual, are always most welcome.

From furnishings we turn to the Equipment Department, where we revel in small, inexpensive bits of kitchen equipment—grape fruit knives, a knife sharpener, a can opener that fastens to the wall or table, a tiny vegetable scoop for making

attractive salads, a small, handy flashlight, an oven thermometer, a candy thermometer, a wooden butter bowl, nests of pottery, wooden or pyrex bowls, a set of kitchen brushes, an aluminum pitcher, warming pads, a traveler's iron—any housewife would find something here she needs or wants. Cookie cutters are old, but they suggest the new truffle cutter, now handled by large department stores. The truffle cutter is a small tin can about as big around as a silver dollar and one and one-half inches deep. Inside are a dozen tiny cutters in various fancy shapes. They are used for cutting colored gum-drops, and angelica for decorating cookies, cake and fruit cakes.

And the Foods Department has a wealth of other ideas. Decorate the cookies with colored candies. Or make a rich cookie, containing much fat—with nuts and fruits—which keeps wonderfully well. It is much more difficult to "go wrong" in gifts of foods than in gifts of any other type.

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# Art Expression for the Child

By Joanne M. Hansen

Head of the Applied Art Department, Iowa State College

**F**RANZ CIZEK, professor of the Industrial Art School in Vienna, has made a notable contribution to art education through his young people's classes in art.

Through correspondence and conferences with individuals who know him and have visited his school, by reading lectures and bits of conversation compiled by Francesco M. Wilson and Bertha Lange, one may learn to appreciate this quiet, mild, modest, yet distinctive and forceful man.

Over twenty-five years ago he began experimenting by conducting free classes twice a week for both rich and poor children. His methods caused much discussion and opposition, but today his psychology is considered sound and the progressive public schools of both Europe and America are giving the child the opportunity to express himself from within out, rather than from without in, as has been the generally accepted method in art instruction.

Professor Cizek's teaching is based upon four main ideas: (1) Education, (2) To permit the child to be himself, a distinct personality, (3) to allow the child to grow or develop naturally, and (4) The child's right of self fulfillment.

Cizek believes that education begins with the parents, of whom he states there are three types; first, those who are always trying to make children follow in their own footsteps; second, those who neglect their children altogether; and third, the ideal kind who watch their children develop and are ready to help and encourage them when necessary.

He has also found there are three distinct types of children; first, those that are so strong in personality that they

express only what they themselves feel; second, those who keep their individuality and yet show outside influences; and lastly, those who submerge their personality through the influence of others.

He urges that a child be allowed to

fourteen years and occasionally older if they desire to continue with him. He prefers to work with children who are less sophisticated than children of rich parents, since the former are fortunately not able to attend so many movies, theaters and amusements which are based more or less successfully on the adult point of view.

He does, perhaps, in his zeal for self-expression of the child, minimize the importance of learning to appreciate the art of the past. Since but a few of the many become creators in the field of art, a knowledge and appreciations of the rich heritage of art seems to most of us most essential. Undoubtedly, it would be less difficult for each country to develop distinct styles in architecture, sculpture and painting if the children of all lands might have teachers who give the inspiration, encouragement and joy in creation that Cizek gives to his pupils.

When Francesca Wilson, who has written charmingly of conversations with him, asked, as she looked at the remarkable work done by his pupils, "How do you do it?" he said, in his modest way, "But I don't do it. I simply take off the lid and other masters clap the lid on—that is the only difference."

When a new pupil, who has fortunately reached his turn on the waiting list, enters Cizek's class, he finds himself in a room containing fifty or sixty children working happily in expressing their own ideas in various type of materials. There are no models of natural forms, but the long room, with windows at one side and a platform at one end, is gay with the colorful pictures and interesting toys that

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grow to fruition as does a flower, out of its own roots. He feels it is most harmful to force the style of an adult upon the child's expression. He contends that child art expression is not merely a step to adult art, but that it is a thing apart, and should so be considered. He loves best to work with very young children, who express themselves mainly to formulate their own ideas, but he does keep children in his juvenile classes up to

# What About the Glamour?

By Nielsine Hansen

Note: Nielsine Hansen, '28, was formerly associate editor of the Green Gander and assistant issue editor of the Student. She is now society editor and reporter on the Virginia (Minn.) Enterprise.

Of course, the movies would have to wreath their own particular brand of tinsel around the news game. But we are quite hardened to the mirages of "reel" life. They dress the reporter up in a straw hat and a whiskey breath, clamp a blooming gardenia in the editor's lapel and make work a simple little thing of three hours a day with golf and poker pleasantly diverting the editorial mind while the cub expertly solves the baffling murder of the night before. And the cash customers swallow it whole and envy the scribe.

But after your first dip into the journalism swim, some kindly (?) editor opens your eyes. Then you wonder what it's all about and are ready to tell the first aspiring reporter, "Don't do it! Compensation is just a word in the dictionary."

And the truth of the matter is, as time reveals it to you, that the monetary rewards are woefully small, and the cub can't even hope to break the first page for a number of years. Everyone in the plant from the managing editor to the janitor will bawl you out more or less regularly and there will be days when your public will ring in kicks from morning until night until suicide looks like the primrose path.

That "your public" stuff sounds quite high brow, but just commit one little error, like tacking a Missus onto the town's leading bachelor, and listen to "your public" growl!

You take on that bored art-for-art's-sake attitude while your school teacher friend describes her new silk step-abouts, and politely stifle a yawn while girl friend stenog strangles the adjectives in describing her office's mahogany suite. And then, you sadly realize that such things are not for you, unless you take up the gentle art of doing imitations on blank checks as a side-line.

And all the time, you pound your little Remington amid the office debris and push your copy through the cigarette-smoke barrage encircling the city editor's desk—and wonder, "What do they mean, GLAMOUR?"

"Then comes the dawn," to revert to the movies.

You suddenly realize that all of the above mentioned little irritations are less

than nothing. Glamour there is, in gobs.

You realize that your viewpoint of life is entirely unique, and quite distinctly different from that of everyone else. Happenings are not just events which do or do not happen. They are "copy". Everything you see, hear or feel, subconsciously impresses itself upon your mind in the form of news stories.

You are an historian, in your own small way, just as truly as Plutarch. You are writing the daily history of today, when, and sometimes before, it occurs.

"I'll tell the world!" is no slang expression.

It's your battle cry!

Yours is the responsibility of collecting facts on all human activity, and of presenting them interestingly and accurately to the world.

These two hands of yours, pounding away at a typewriter and guided by that more or less infinitesimal speck of grey-matter you lay claim to, are moulding public opinion to a certain extent, and are bringing chuckles or sobs, gratitude or annoyance, hope or despair, to many, many people.

Isn't there some glamour in that?

Then comes your first big assignment, and you return from your visit with the celebrity with more notes than confidence. But you try to present your impressions fairly and clearly. And you get a nod of encouragement from the city editor, and a thoughtful little note of thanks from the person interviewed.

And your first by-line looks bigger than the eight-column streamer across the front page.

You meet every sort of person, and develop a real interest in all. You find that, after all, people are the most interesting things in the world. And most everything they do is exciting and interesting, when you come to think of it.

Suddenly you find that you've developed a real philosophy of life, and one that takes into consideration all the things that go to make up the daily story of humanity. And you know that the smell of printer's ink, and the clamor of the city room are just by-products of a grand old game. And you get to love 'em both.

## Artist Concert Series

Students at Iowa State College are fortunate in having an opportunity to hear some of the country's finest music. The Music Council each year secures artists to appear in concert and so make available to the students some rare programs.

This year we have had the privilege of hearing J. Rosamond Johnson's Hallelujah Quartet in a program of negro spirituals and folk songs.

The Russian Symphonic Choir of twenty voices, under the direction of Basil Kibalchich, appeared Nov. 8, "a body of solo singers joined together under the able leadership of a master musician."

On March 7, Jose Mojica, the leading tenor of the Chicago Opera, will present the third number of the Artist Concert Series. Don Jose Mojica has signed a contract with Fox Movietone Corp. For that reason the Music Council was indeed fortunate to secure him for this series. His program will include Mexican and Spanish folk songs, as well as operatic airs.

The fourth program will be given Feb. 7 by the Iowa State Symphony Orchestra. The orchestra has been under the direction of Prof. Oscar Hatch Hawley, of the Music Department, for nine years and is composed of faculty members, graduate and undergraduate students who have special musical ability. Every year the orchestra presents a program in the concert series, which includes one of the great symphonies as well as other symphonic literature.

To close the delightful series of concerts, April 11, the Music Council has secured, at great cost, the services of Ignace Paderewski, world's renowned pianist. To hear this marvelous musician and see this great statesman is an opportunity not granted everyone. This, his seventh tour in America, will undoubtedly be his last.

An appreciation of music, one of the finest arts, is to be encouraged, and this remarkable series of concerts offers to the students of Iowa State College a privilege not ordinarily available.

## Forensic Revival

An old-time revival has again taken place and Iowa State is proving no exception to the rule, that advancement means new ideas. The Department of Public Speaking, through the efforts of Karl Wallace, is sponsoring debating, oratorical and extemporaneous contests. These contests are not a new thing at Iowa State, and alumnae will remember when debates and oratorical contests meant the real spice of extra-curricular activities, and debating societies were the center of social life.

The extemporaneous and oratorical contests will be held some time the latter part of November and are open to any student who is eligible for outside activities. In the extemporaneous division the contestant is to be prepared to talk for ten minutes on any subject of his choice. The oratorical contest is much like the

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# Death to the Clothes Moth

By Jean B. Guthrie

"Moths are in the wool trunk!"

Dismaying news, this, when brought to the busy homemaker in the midst of fall house cleaning, by her small daughter, who, scouting for winter mittens, has encountered the tell-tale webbings, and larvae of the enemy comfortably enjoying a hearty meal on mother's woolen blankets and fox furs.

Mops and dust pans lose their attraction and the ranks of the wild animal hunters who prey on clothes moths and their squirming offspring gain one more vengeful recruit. And while the efficient homemaker fights moths she reads moths, and her ultimate success (for I predict glorious defeat of the enemy) will be due largely to a few practical scientific suggestions and a great deal of stick-to-it-iveness.

Do you realize what clothes moth destruction costs us as a nation? We feed these domestic pets two hundred million dollars worth of furs and woolens every year. Rather an expensive luxury, is it not? If clothes moths continue to live and multiply in the United States the fault will lie with you and me, for in spite of all the modern scientific developments we will have remained inefficient and unteachable homemakers.

First, let us take as our slogan the old adage, "An ounce of prevention is worth a pound of cure." Don't let the moth

egg hatch. The larvae are fast workers and once hatched they are difficult to destroy. Beat, brush, clean and air woolens at least once a month unless they are stored with some adequate moth proofing solution.

Moreover, center your campaign first against the eggs, as I have advised, and if that fails, then against the larvae. Battle waged against the flying adult is useless. It is the worm which wreaks the havoc.

"But," you will say, as I did, "what about the woolens which are not in every day use? Will moths destroy these if they are not brushed once a month?" And I answer in the negative, for here enters the scientific solution to the storage problem—scientifically prepared moth-proofing solutions.

First, when you are ready to store your woolens, see to it that they are clean. Dry cleaning, done by commercial firms, destroys all eggs and larvae and also removes soiled areas on which clothes moths seem to feed most ravenously.

If you still believe in the efficacy of red pepper, tobacco leaves, the printer's ink of newspapers, borax, red cedar leaves and eucalyptus leaves in discouraging and destroying moths, you are wasting precious time while the enemy eats merrily on.

Such commercial proofing solutions as

Larvex and Eulan scientists find to exert decided moth proofing effect, while solutions of sodium fluoride and silico fluoride also destroy their share of the marauders. Moth balls, you will find, will have much less killing power than naphthalene crystals.

Do not expect the slow evaporation of these destroyers to act successfully, however, unless the wool chest is practically air tight. You may easily render it so by sealing the cracks with adhesive tape or by papering the inside. Under these conditions one ounce of crystals or one pound of moth balls will kill eggs, larvae, pupae and adults in from three to ten days, depending on the size of the larvae.

Here are three "do's" for moth killing:

First—If you find hair shedding from fur or holes appearing in woolens—watch out! You are feeding a moth.

Second—When the enemy appears, rout him with brush and sun, with boiling water, gasoline baths and dry cleaning.

Third—As a final discouragement, shut him up in a gas tight container with naphthalene crystals or your choice of moth proofing solutions and await his demise.

Only by following suggestions such as these, simple as they may seem, may we rid our homes of this most annoying problem and checkmate our arch enemy, the clothes moth.

## Long or Short?

By Irene Evinger and Lillian Goodrow

Are you aware of the great change in the style of our clothing? Paris says: Uniformity is gone—flapper style is passe, and the long skirts and higher waist lines are here to inaugurate a new mode. Low waisted, short skirted dresses hold sway over the sports woman and the new fashion has been adopted for afternoon and evening wear.

"The long dress for street wear does not look right. Its graceful lines are not suited to the purposes of the business woman. Fashion is then divided into two phases; the one following that which is charming and practical, the other that of beauty. It is beautiful because it has line and movement. The straight, slender silhouette is the basis of real chic."

French designers create many styles which we do not readily accept. The college girl is quickly accepting this new style from the number in evidence at the



Memorial Union and at social functions on the campus. It is interesting to note how others feel about this change.

Miss Edna Rhodes of the Applied Art Department says: "To be beautiful, what we choose must first of all be suited to its purpose. Changes must be evolutionary to be beautiful and practical."

"Whether we like long skirts or not, we must admit that they are much more becoming to a greater number of women than the short skirts were," says Mrs. Graff, of the same department. "Well dressed people are not choosing exaggerations, but they are gracefully accepting longer skirts and higher waistlines within moderation."

For general daytime use hemlines should be even, except for formal afternoon wear. Well known French designers prescribe coats covering the dress.

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## The Homemaker's Books

By Dorothy Parkhurst



"New Dimensions," by Paul T. Frankl.  
Payson & Clarke, N. Y.

A description of the decorative arts of today in words and pictures. The book gives one an appreciation of the simplicity and beauty of modern art as it affects furniture, decorative fabrics, lighting fixtures, city architecture and the business world. There are also interesting chapters on the influences on art and the basic principles in modern decoration. It is a nicely bound volume, which all lovers of art will enjoy reading and contains 87 pages of glaze-finished photographs.

"The Honest House," by Goodnow & Adams. Century Co., N. Y.

The purpose of the book is not to take the place of the architect, but to discuss problems which face the home-builder and explain the simple architectural features underlying them. Subjects such as proportion and balance, materials, color, porches, roofs, walls, etc., are discussed and accompanied by photographs and drawings which make points more clear to the inexperienced builder and aid in developing his taste for good architecture.

### Forensic Revival

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old-time contest in which each contestant writes his own ten-minute oration, memorizes it, and presents it. The contestants will be judged equally on material and delivery, and cups will be awarded for first place in each class.

The question for debate this year is: Resolved, that all nations should adopt a

plan of complete disarmament. Many people are already working on this question and for the first debate, which is with the University of Nebraska, on Nov. 6, Louise Kleemier and Robert Baggs, with Albert Hiner as alternate, have been chosen to defend Iowa State's side of the case. From the four women now working, Louise Kleemier, Bernice Peterson, Phyllis Penly and Frances Williams, two will be chosen to compete with the two-woman team representing the University of Colorado and Colorado State College.

The old argument that Iowa State is such a technical institution that participation in any of the finer arts is an impossibility is no longer valid. With this revival of forensics, Iowa State has taken a step toward maintaining those qualities of eloquence and intellect which might be disregarded in an institution of its type.

—Bernice Peterson.

### Course in Music Appreciation

To dissect music and see what it is made of and to learn something of the history of music is the purpose of the course in music appreciation which is being offered at Iowa State College under the direction of Prof. Oscar Hatch Hawley of the Music Department.

The course is not entirely historical nor analytical, but contains enough of the history of music and analysis of music to give the individual a true appreciation.

Records placed on the orthophonic make available great musical masterpieces and every recital includes modern music as well as music of ancient times. Old music is contrasted with new. For instance, a fugue by Bach is contrasted for musical content and emotional appeal with a symphonic movement by Dvorak. A Hayden's string quartet is contrasted with Tchaikowsky's quartet. Scenes from the Wagnerian opera, symphonic poems by Debussy, piano compositions by Chopin, Handel and Searlatti, songs of Schumann, Schubert and other great composers are heard and discussed.

"Spend all you have for loveliness;  
Buy it and never count the cost;  
For one white singing hour of peace,  
Count many a year of strife well lost."

Were all things certain, nothing would be sure;  
Joy would be joyless, of misfortune free;  
Were we all wealthy, then we all were poor;  
And death not being, life would cease to be.

—Thompson.

### Pointers in Fur Buying

When is a seal not a seal? What is a muskrat when it is not muskrat? Some of the secrets of the fur business were revealed by Mr. Thompson, of the Cownie Tanning Co., Des Moines, Iowa, in a talk before a group of home economics students at Iowa State College.

Northern seal is rabbit plucked, clipped and dyed. Hudson seal is usually muskrat plucked, clipped and dyed. Real sealskin comes only from the Alaskan government seals and is very expensive.

Mr. Thompson gave some pointers on the selection of furs which are valuable to the prospective buyer.

Quality is an important item in the purchase of furs, and you are dependent upon the company from which you buy for information regarding quality of your purchase. The fur business is largely one of confidence and it pays to buy from a reliable firm.

It is not advisable to shop for furs at a price. You can buy fur at most any price, but you seldom get more than you pay for. Northern seal made from belly fur is cheaper than that made from the back of the pelt, and in a short time bare spots will show up on the coat made from the cheaper belly fur. The difference in price on any fur is based upon the pelts from which it is made. Pelts from the back are the very best and the most durable, while those made from the belly are of the poorest quality.

—Lydia Cooley.

Miss Cora Miller, head of the Home Economics Education Department, will write "How to Teach" articles for the new publication called the "Home Economics News," of which she is editor.

A day for toil, an hour for sport,  
But for a friend life is too short.

—Emerson.

## CHRISTMAS SHOPPERS

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# GIRLS' 4-H CLUBS

*Club Work Is Glorifying the Iowa Farm Girl*



*Esther Sietman*

## A Message from Dean Fisher

There is a tradition that a college education spoils a girl for life in her home town; that somehow she is different, maybe a bit snobbish. Perhaps this is sometimes the result of college life, but as I sat recently with the 4-H club girls of Iowa State College and heard the splendid reports of what had been accomplished during the summer vacation, I felt assured that no 4-H'er would be a misfit when she went back home.

There was that fine spirit of helpfulness, of sharing with her family, with the girls who may never be fortunate enough to go to college, and with the community the advantages they have received while a college student.

The record of one girl illustrates well the type of service many girls reported. She is just entering the junior year. Last summer she worked with the regular club and acted as assistant leader. She helped her home club outline its program for the year. She organized telephone committees to get work done; helped girls make posters, and conducted parliamentary drills. She helped plan and furnish material for health talks. She secured books on music for the club members and helped outline a year's program for a neighboring club. She gave a talk at a county-wide 4-H meeting and at the County Farm Bureau meeting. She helped train a demonstration team in her own club and helped with work at the county fair on County Rally Day.

Altogether, here are at least a dozen different ways in which she was cooperative with others back in her home community. What a splendid record and how truly typical of the spirit of the 4-H club work!

## Madame Sykora

With a feather bed and a desire to make good, Madam Sykora, Des Moines designer, came to America from her girlhood home in Czechoslovakia.

At the campus 4-H party, Oct. 10, she told in a faltering way of the struggles in her climb to success. "Little girls in my home all learn needlework. Everyone makes her own design, too," Madame Sykora told the girls.

"When I was twelve years old I went to a school to study designing. With a piece of crochet thread and some beads, I fashioned a little bag for grandmoth-

er's birthday. The method was my idea. Proudly, I showed it to the teacher. 'What a silly thing to do!' was her only comment on the little purse which was so dear to me."

In the shop of the designer, the little Czechoslovakian girl fashioned her ideas into new gowns all day long, and late into the night.



Helen Melton

Madame Sykora then compared the hardships of her girlhood to the opportunities of the American 4-H girl. Because she is interested in 4-H girls, she wanted to do something for them as a token of her friendship.

A "tall corn dress" in green silk was the outcome of Madame Sykora's plan. Amber sets, and a conventionalized corn design gave distinction to the formal dress which was awarded at the party to Theo Norman, of Greene County, for her outstanding 4-H work in her community.

"Because the 4-H girls in that group had a chance to look into her past, they realize the value of sticking to a job when others would have quit," said one college 4-H girl. "When they compare their own opportunities and Madame Sykora's and see what she has done in the face of difficulties, they realize the wonderful privilege of being an Iowa 4-H girl."

## Gleanings from Records

"At one of the club meetings, three of us walked three miles, one of which was mud. We weren't discouraged. We all felt that Mrs. Minor depended on us to 'carry on' during her absence and we would not have failed her."

"In our club each girl resolved to break her worst habit, and at the end of the year each girl had accomplished her resolution."

"Our club was proud to be strong enough to help other clubs when they asked for our assistance."

"I am majoring in extension work. When I finish school I hope to help farm people. They are my people."

"When a girl enters college she has already learned through 4-H work to value sportsmanship, to work for courtesy, to assume responsibility, and to develop initiative."

"I was happy to find that my club elected me president, not because I wanted the office, but because I knew my club members felt there had been no change in me since I had gone to college."

"My courses in Home Economics at college have been made more interesting after having had 4-H work in these lines."

## A 4-H'er Looks at the Student Conference

"After the American Country Life Association conference, I had a finer appreciation of what country life really means, and a new pride in belonging to the farm," says Helen Melton, junior home economics student and Cherokee County club girl and leader.

Helen was elected chairman of the student division of the American Country Life Association, and will represent Iowa State College at the next annual convention of the organization, which will be in West Virginia.

"During the next year, I am going to do my part to make the Country Life program function in the lives of rural students in our country," Helen said, in speaking of her responsibility during the next year, in her radio talk broadcast over WOI on the 4-H club program, Saturday, Nov. 2.

In reviewing the conference for her radio audience, Helen said:

"It gave me a great thrill to sit in on my first session of the conference.

The enthusiasm of the people, the eager, informed attitude of those who took part, sort of got hold of me and 'picked me up.' I think that the fortunate thing about meeting people with the same interests, is the stimulating way it helps one to rise where she can see the whole situation, and appreciate it.

"The student group of the conference is a group of college students who have lived in farm homes and who have not forgotten their rural communities. Practically all of them have been 4-H club members. Some of the college groups call their organizations a collegiate country life club; others a college 4-H club, but all mean the same thing; namely, that the members are farm youths who have not lost interest in the young people at home, even tho they have had the opportunity of attending college.

"One delegate came from Georgia. He was a negro boy from the Georgia Agricultural College for negroes. I don't believe that there was anyone at the conference who impressed me more than the young man from Georgia. He didn't talk very often, but when he did, we all listened because we knew that something very worthwhile would be said. His purpose was to learn something that would help his negro brothers be better farmers, with a higher standard of living.

"At the 4-H breakfast presided over by Ray Turner, national leader of 4-H club work, from the United States Department of Agriculture, every 4-H'er told some 4-H experience. I was impressed with the way club work had helped all of them to have a greater appreciation of their farm homes, and had given them a determination to carry back to the farm the advantages and opportunities they were getting in college."

### Good Times

"Playing together is as important as working together," believes Eva Lanning, a Monroe County club leader.

There are ten girls in the club. Two girls are responsible for a party each month, until the rounds have been made.

This is the way the hobo party was carried out. Invitations requested hobo costumes. When everyone had assembled at the back door one evening, they sauntered up the railroad track and by spooky routes to another home, where fruit drinks were served. At the next stop a tiny wafer was the hand-out. Mystical signs guided them to another home, where apples were given to the hungry "tramps." At the final stop, a saw and wood-pile were introduced to the hoboes, and after earning their supper, by taking turns sawing, a real hand-out was in order. No hobo convention would be complete without a bonfire, where food and stories are the center of attraction.

### May I Help You?

4-H college girls who were hostesses to visiting students during the American Country Life Conference, October 17-20, wore 4-H tags, which asked, "May I Help You?"

This question is one that college 4-H girls ask of every 4-H reader of this page. If our college classes and experience can help you in any way in your organization or social activities, or if you 4-H'ers at home are wondering just what college is like and "why go to college," will you not write to us? Address inquiries to Esther Sietmann, in care of the IOWA HOMEMAKER.

### Another Score for Homemaking

Nearly 300 of the 1,306 registered delegates at the recent conference of the American Country Life Association at Iowa State College, representing twenty-seven states and forty types of rural workers, were "homemakers."

Furthermore, the banquet given in recognition of Iowa Homemakers was one of the best attended events of the conference. Of course, Governor Lowden attracted the largest number, while Secretary Hyde was conceded a close second in popularity. But Homemaking came into easy third place with a banquet attendance of over 750.

The wide variety of occupations; the number of states represented; and the cooperation of Iowa counties in sending delegates and participating in programs, all combined to make the conference a great success, according to W. H. Stacy, extension professor of rural organization.

Rural problems in all of their phases were discussed at the various meetings, all with the ultimate aim, as stated by Dr. H. C. Taylor in his opening address: "Efficiency in production; justice in distribution; success in living—these three; and the greatest of these is success in living."

—Lucile Spence.

"There's many a slip 'twixt the cup and the lip" originated in Samos with Ancaeus, king of Leleges. One of his heavily oppressed slaves prophesied that he would never live to taste the wine of his vineyard. When the wine was made, the king sent for his slave, and said, "What do you think of your prophesy now?" The slave answered, "There's many a slip 'twixt the cup and the lip." The words were scarcely uttered when Ancaeus was informed that a wild boar had broken into his vineyard, and was laying waste to it. Ancaeus rushed out of the house and into the vineyard. Shortly afterward he was killed in the attack.

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# Iowa State Home Economics Association

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Conducted by **MARCIA E. TURNER**

## Greetings

The 1929 convention of the American Home Economics Association has become a part of the history of the organization. From the convention we have received vivid impressions of the far-reaching scope of our interests, the common fellowship that prevails in our various endeavors, the definiteness of our purpose and the need for cooperative activity.

With the stimulus of this realization, we turn to face the problems and responsibilities in our local fields of Home Economics. Situations will arise which will challenge our ability to solve problems and our capacity for cooperation. To the extent that the affiliated home economics association is able to develop and maintain an integrated and coherent program, it will contribute to the growth of the organization. Only in so far as the Association's aims and ideals become the common property of all home economists—whether homemakers, teachers in colleges, high schools or grade schools, workers in research, extension or business—can the American Home Economics Association manifest full vitality and life.

May your association program afford home economists not only the satisfaction of shared fellowship, but that even greater satisfaction of shared endeavor and accomplishment.

Margaret Justin, President,  
American Home Economics Association.

## Are You a Member, Too?

Because the HOMEMAKER goes to press a few days before the State Association meeting, reports from the meeting must be delayed until the January issue. Reports from the membership chairman at this time are somewhat encouraging, but the numbers do not yet justify a bonfire or other form of celebration. The Iowa State College Extension Service is reported 100 percent membership, and the Division of Home Economics, with 67 members, nearly so.

Home Economics women in business are coming to the fore with journalists leading. A recent addition to the group is Eva Conegys, with the education de-

## AMERICAN HOME ECONOMICS ASSOCIATION

### Summarized Program of Work 1929-1930

To increase membership.

To increase subscription to the Journal of Home Economics and its use by teachers, students, homemakers and other groups.

To develop home economics by means of:

Curriculum building in schools and colleges.

Adequate training for professional service.

Adequate representation in the educational agencies of the federal government.

Adequate home economics research, financially well-supported, scientifically organized.

Revision of home economics syllabus published in 1913.

To continue active work in child development and parental education.

To develop student clubs, by sympathetic interest and aid, without undue interference in policies and programs.

To cooperate with organizations with related interests.

To give increased cooperation in movements intended to further the interests of consumers.

To give concerted support of legislative measures endorsed by the Association, including adequate appropriations for the Bureau of Home Economics, United States Department of Agriculture.

To make concerted effort to obtain suitable, effective publicity for home economics.

To develop closer relations with home economists and home economics institutions in other countries.

For state home economics associations, to develop programs of work in accordance with their local needs and that of the American Home Economics Association.

partment of the H. J. Heinz Company of Des Moines, with a former membership in the Pennsylvania Home Economics Association.

The homemaker section is so far unrepresented. The following "Roll Call for Homemakers" is from the Indiana News Letter, edited by Florence Busse Smith, one of our own former members:

"Of course you would. When just the right man comes along, even Home Economics teachers desert the teaching ranks—but never the Home Economics Association. They just can't. They have learned that when the Indiana Home Economics Association meets in October that there is a very definite place for them. They may keep up the old interest by visiting the various sections and so continue the delightful acquaintanceships which they have had. Getting married does not deny a woman these days the right to continue her interest in what has been so vital a part of her. And then, of course, as a homemaker, she is continuing in a very definite profession to which she has a very definite responsibility because she has been specially trained. The Indiana Home Economics Association has a Homemakers Section, which wants very much that you who are now in your own homes should join. Those of you who have succumbed to matrimony this summer just step right up and announce that you have no notion of missing a single Association meeting. You have no idea how interested husbands are in this Association and how disappointed they will be if you do not continue your professional contact."

Beatrice Olson, also one of our former Iowa members and now chairman of membership in the Kansas Association, has presented the matter of membership in a novel way in the Association News Letter, as follows:

## ARE YOU A KATHLEEN?

Mary eagerly opened her mail. Just like you and me—it was the "personal" which received first attention. A large envelope—masculine handwriting—it was from John. She read it rapidly; then



she opened Mother's note, and finally the letter from Kathleen.

"Kathleen," thought Mary, "hasn't written to me for ages. What has she been doing? How does she like her teaching?" She eagerly read the letter . . . on . . . and on . . . "Bored at school work? Tired of it already? Wasn't inspiring enough? Why? How strange! What could be the matter?"

"Well," said Mary, after she had finished the letter, "no wonder. She never really was very enthusiastic about anything. She still believes that we 'catch' enthusiasm from others. If we never do anything, of course we aren't interested.

"I really never have known anyone who was so non-professional and didn't know it. No wonder she doesn't thrill over her work. She never supports it. She thinks she does—or will—but . . . ! She never takes the Journal of Home Economics or even buys a new book. No wonder she feels her work isn't inspiring enough. Who would.

"Notices to join the State Home Economics Association last year were of no avail. She planned to join, of course. So you see it really wasn't intentional with her. But she always plans and talks about it too. . . but doesn't do. That's all just a habit, of course—but chronic habit—and what a bad one!" And so Mary dismissed Kathleen. Not put out with her . . . but, "It's just like Kathleen."

Have you joined the State Home Economics Association for this year? Or are you like Kathleen? Of course not! The slogan this year is, "Every teacher—a member."

**Club Notes**

THE CLUB PROGRAM—Early in the fall a forehanded club prepares an outline for the year's programs. This is desirable, as usually more time and thought go into its preparation. A student committee at the annual meeting of the American Home Economics Association reported to the student club group a set of topics and suggestions which clubs might consider when preparing programs. It is hoped that more extensive help may be included in the January Bulletin, which all clubs will receive. The following, based on the above mentioned report, is probably better adapted to the high school than to the college club:

SEPTEMBER—Organization of the club, social meeting for new students, new members received.

OCTOBER—Demonstration of this season's fabrics, costumes, or costume accessories. (Some stores will loan articles for such an exhibit.)

NOVEMBER—Service. Consider ways

to be of service. Possible cooperation in Thanksgiving and Christmas plans with community agencies such as the Red Cross, an orphanage, visiting nurses.

—DECEMBER—Home economics leaders. Ellen H. Richards Day. Christmas party.

JANUARY—Home Economics in other lands. Talks by persons who have lived abroad or can tell of home life or of home economics in foreign schools.

FEBRUARY—Current events in home economics. The work of the Bureau of Home Economics. The American Home Economics Association. Child welfare and parental education.

MARCH—Professional opportunities for girls and women trained in home economics. Secure speakers who have been successful in different lines of home economics work.

APRIL—Better homes. The girl's own room; the girl's own garden. Visit a Better Homes demonstration house, cooperate in its activities.

MAY—Health. Ways the girl may help to improve the health of her family. May Day has been designated Child Health Day. (Material may be secured from the American Child Health Association, 370 Seventh Avenue, New York City.)

JUNE—Election of officers and plans for next year. Picnic meeting. (Reprint from American Home Economics Newsletter. October, 1929.)

**Simpson College Home Economics Club Program**

October 2—Reception for new members.

October 16—Music program.

November 6—Meeting planned by freshmen.

November 20—Holiday hints (social)

December 4—Christmas party (social)

January 8—Art appreciation.

January 22—Magazines and books.

February 5—Outside speaker (social).

February 19—Hope chests.

March 5—Home Economics Advancement.

March 19—High School Clubs.

April 2—Stunts.

May 7—Picnic (social).

M. Grace Sowerwine, Sponsor.

**Nearing the Goal**

The rapidly closing year of 1929 finds Home Project work more securely rooted in Iowa than ever before, according to Miss Neale S. Knowles, state leader of Home Demonstration Agents. In addition to this, the marked growth of leadership, cooperation and spirit of service is most gratifying. Home project work has been a factor in giving strength to the township committees of farm women.

Eleven thousand two hundred and seventy-two school districts out of 14,400

(Continued on page 16)

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### Art Expression for the Child

(Continued from page 2)

have been made by the children. A music box, a phonograph and seats of varying heights form the furniture.

The new arrival watches the children absorbed in their work and then is taken by this great master into the storeroom, which contains many different mediums of expression suited to the child's development. Here are charcoal, colored paper, scissors, clay for modelling, wood for wood-cuts, carving and sawing equipment, crayons, chalk, paints and brushes, paper and canvas. After selecting the material with which to express his idea, he joins the happy workers.

It is not unusual to hear the children talk of their work during its progress, as, for example, "Here I place the man, here his wagon full of packages to deliver," and again, "What a jolly 'frau' and how red I'll make her cheeks, just like the apples in her basket!"

The children love music and American records, which are often so full of humor and action that they inspire them in their work. True, we have in America used music for similar purposes and also for design, but it is interesting to know that Cizek, too, likes its inspiration. The radio has many possibilities for expression, as well, because of its varied and fine programs. Wouldn't it be fine to send him one for his children?

Bi-monthly, which in time would be about one-fourth of the eight class periods, a composition on some subject familiar to the class is required. One of Cizek's lessons was Autumn. On paper of the same size, with charcoal and paints, the children were asked to express the idea, using a figure that would fill the space well, the head touching the top of the narrow marginal line which the children were first to draw, and the feet touching the bottom. With these limitations the class discussion began. Various ones told how they intended to carry out the idea, and undoubtedly many of us would have been surprised to learn how rapidly their ideas were formulated, and how directly, vividly and successfully they were expressed. Cizek went about the class, encouraging here, criticising there, suggesting that some get farther away from their work in order better to see their compositions as a whole and so as to secure greater freedom. This is just as

any good art teacher would do, but Cizek did not change the drawings, even if some were poor in proportion. He feels that if a child makes a head too large, a body too long, or arms too lifeless, they should be left that way. He does, however, remind them that they ought to sketch lightly the entire figure before working out any detail, or else they are apt to make the head so large that there will not be room on the page for the entire body and the feet must touch the bottom margin.

The keenness of observation, the humor, joy, gayety and speed with which they worked could never have been secured in a problem unrelated to the child's experience and under an instructor who did not have such a deep understanding and love of child life.

After sketching with great interest about an hour and a quarter, the class seated itself in a circle, full of eager anticipation, as Professor Cizek began the class criticism. The compositions were discussed in a kindly spirit, the beauty of this and that one, seeming even lovelier because of the instructor's appreciation. Only those compositions that had utterly failed to express the idea, or were unduly influenced by some one else's work were passed without favorable comment. He insists upon original and sincere self expression. As is to be expected, in a large class of varying ages, the quality of work varies considerably, but over a third of the work was unusually fine, while most of the remaining was better than average work.

Miss Bertha Lang feels that the Austrian child finds greater joy in doing things and loves to enrich the thing which grows under his hands more than does the American child, who has the greater impulse to do, to finish, and begin something else. I doubt this would be true under similar conditions. In the Sioux City public schools, where free expression of school subjects and experiences of the child have been carried on for more than fifteen years under Superintendent M. G. Clark, the children work lovingly over a piece of work, bringing it to the highest perfection possible for them. The English books written and illustrated by the children grow from day to day throughout the year and are then bound by the children into permanent form. These books are treasures, indeed, and are cherished by both parents and children. The Des Moines schools

also are emphasizing free expression with fine results.

Professor Cizek does not give the children their own work to keep, since he feels that it is the creating and doing that counts, rather than the finished piece of work. That the development of the child is more important than the product is true, but we prefer to have our children keep their work and note their progress from time to time. Parents also need to encourage their children, and unless work is taken home this is impossible. Every school room, unfortunately, does not have a Professor Cizek.

Older children, after considerable experience, work with apparent ease, but Professor Cizek has found, as we have, that at the adolescent age the child becomes too self-conscious and critical of his own work to continue creative work, or if he does, it is apt to be sentimental or there is a striving to do work similar to the adult, in which case the child's personality becomes submerged. According to modern psychologists, if parents and teachers allowed the child to develop naturally during this period without trying to superimpose their own personality upon them and were careful not to give unfavorable criticism as, "You're awkward; so thoughtless and careless," but would try to understand him and encourage him by commenting upon his good points, even this period might continue unbroken so far as progress in other ways besides that of art is concerned. It is well worth our effort to assist him over this period.

Cizek's pupils do not become artists. They enter into every field of life; and he likes to think of art as a vital part of every day experience. He does regret to have a pupil lose his distinctive method of expression by studying in a school where there may be danger of becoming a small copy of his master.

In the adult classes of Cizek, much so-called modern work is done in illustration and design. Inspiration is found everywhere. Nature's laws of growth of bud, leaf and flower, rather than naturalistic renderings, form the basis for composition design. Abstract forms are considered very important. This is the same emphasis we place in design. Cizek says, "God created nature and it is good," but it should not be copied naturalistically and called design. The limitations of the material and the type of design

(Continued on page 15)

# THE IOWA HOMEMAKER

*A Magazine for Homemakers From a Homemakers' School*

VOL. IX                      DECEMBER, 1929                      NO. 5

Published Monthly During the School Year by the Home Economics Students of Iowa State College, Ames, Iowa.  
Price \$1.00 per year. Advertising rates on application.  
Entered as second class matter at the post office, Ames, Iowa.

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## CAMPUS-MINDEDNESS

A public speaking instructor at Iowa State College asked her class if it could name five architects, five statesmen and five artists who were prominent in the United States today. The class could not answer. She asked if anyone had read any of the laws of Iowa. Again there was no answer. Nor was there an answer to her questions concerning current events of the day.

The above instance is only one of the many which go to prove that Iowa State College students are narrow-minded—or perhaps we should say campus-minded.

That the average college student has a very limited knowledge of the world and its affairs is a fact due to the environment of the student and to the lack of interest and initiative on the part of the student himself.

The environment of the college student is artificial, the college is a small, secluded world within itself—a tiny world, which is complete, in so far as the student is concerned. In fact, it is so complete, so firmly established, so settled, so systematized and standardized in its rules and regulations, that the only thing a student can do is accept it. Then after the student has lived in this little independent "college world" for a year or so, he gradually becomes a part of it, and loses his contact with the outer world.

The outer world makes few demands upon the student, and the student, protected by the small circle of the college world, forgets that outside people are really living—that they are succeeding and failing—that there are great political events at hand.

The college environment is of a scientific and technical nature. The college courses are not broadening

and general; but narrowing and intensive. They offer complete information in a certain field and leave the student stunted in growth in other fields of knowledge.

The environment is not, however, entirely to blame. The interested student who is really concerned in educating himself in the true sense of the word, can do so in spite of this handicap. He can read widely from books of general knowledge in the library, he can read daily newspapers and the magazines, and he can converse with other students from different parts of the country. In other words, with a little effort he can keep up with the outside world and at the same time profit by his specialized college education, and the student who can do this will be the one who will most quickly adjust himself to the real world, after his college world has ejected him.

## MAGIC MUSIC

There is an old party game known as Magic Music. In this game one person is supposed to do a certain thing to entertain the rest of the people, but she doesn't know what it is. While she is endeavoring to find out by various antics and tactics, soft music is played, which increases in volume as she comes nearer to doing the required thing. Very loud music informs her that she "is getting warm," and an abrupt stop tells her that she has accomplished the thing which the group wished her to do.

There are many college students who are efficient and capable in playing Magic Music with their instructors. In other words, they sound out their instructors by proceeding cautiously until they are sure of their ground. Then they burst forth with the grand ideas—of their instructors. Naturally, the instructor thinks the student is brilliant and gives her a high grade. The student wins. And in nearly every case because, if she is a good player, her "Magic Music psychology" outwits her poker-faced superiors.

Obviously, such a system does not educate the student—it merely tends to keep her from expressing her own ideas. The fault seems to be the grading system of the instructor.

The grading system will probably remain as it is for awhile at least, but the instructor can strive to become broad-minded enough to credit well-founded opinions even though they are in opposition to her own. She should welcome and respect the student's opinion if it is intelligent and rational in its content.

## THE HOMEMAKER'S BOOKS

A new column, to be known as The Homemaker's Books, makes its first appearance with this issue. The column will be edited by the newly appointed associate editor, Dorothy Parkhurst, junior student in home economics.

Each month, some book which gives inspiration or information to homemakers, will be reviewed.

# Alumnae News



BY DOROTHY B. ANDERSON

## New Staff Members

Miss Elsie Maxson, a graduate of Iowa State College; Miss Kathleen Hamm of Kansas State Agricultural College, and Miss Ruby Simpson of the University of Nebraska, have been appointed instructors in Institutional Administration.

Mrs. Lulu Brandt of Oregon State College and Miss Letty Mitchell of the University of Texas are added to the Textile and Clothing staff.

New Physical Education staff members are Miss Marion Broek of the University of Wisconsin and Miss Ernestine Bunnell of Wellesley College.

Miss Alice M. Dahlen and Miss Mary Farris, graduates of Iowa State College, are instructors in the Home Economics Education Department.

New fellows in the division are: Miss Betty Barker, Child Care and Training, and Miss Thelma F. Pearson, Textiles and Clothing. Both are graduates of Iowa State College.

Miss Catherine Routon, of Union University, Tennessee; Miss Hattie Lundgren, of Illinois State Normal College; Miss Frances Kelley and Miss Helen E. Gray, of Iowa State College, are in the Home Management Department.

Miss Mildred Bacon, of Columbia University, has a position in the Household Equipment Department.

On the Foods and Nutrition staff are: Miss Frances L. Gillum, of the University of Texas; Miss Florence B. King, of the University of Indiana; and Miss Louise L'Engle, of Columbia University.

Miss Ruth Lusby, head of the Department of Institutional Administration, left Monday, Nov. 4, for California, where she will stay for about a month because of ill health. The latter part of December, she will return to her home in Seattle, Wash.

Muriel Besson Nelson, '28, is teaching at the Sheldon Jackson School, Sitka, Alaska. This is a mission school under the Presbyterian Board of Missions. Mr. Nelson also is teaching at this school.

Miss Lorraine Sandstrom of Iowa State College is instructing in Child Care and Training.

During the past year, the Home Economics Placement Bureau of Iowa State College has placed 206 graduates of the Home Economics Division. They are found in states thruout the Union, from coast to coast.

A map outside the general Home Economics office shows the locations of the girls in the various states. Tags attached to pins stuck in the names of towns and cities tell what line of work each girl is pursuing.

Of the total number of graduates last year, 179 received their B. S. degree and 27 their M. S. Only 13 of these have left no information of their whereabouts or their present occupation.

Various types of positions are being filled by these girls. Of those who received their master's degree, there are 15 teaching in colleges, 1 teaching in a high school, 1 in state supervision work, 2 in institutional, 3 in extension service, 2 in hospital dietetics, 1 is married, and 2 are unplaced.

Those receiving their B. S. degrees are placed as follows: 108 in high school teaching, 14 in hospital and nutrition work, 9 in cafeterias and tearooms, 3 in commercial equipment, 3 in commercial foods, 5 in extension service, 2 in journalism. Four of the remaining are married, 3 are at home, 7 are doing graduate study, and 8 are unplaced.

Unlike their parents, many young girls of today do not see the need of abandoning their college education when they enter the bonds of wedlock.

Iowa State College bears witness to this fact, for on her campus are found 10 girls recently married, but pursuing Home Economics training of one sort or another.

Those included in the ranks are: Ruth Andrews Lorenz, Evelyn Boynton Bohannon, Bernis Ownsby Buckmaster, Katherine Darrah Hunt, Virgie Lindgren Larson, Dorothy Pierce Wallace, Ina Burns Fitzgerald, Faye Carter Griswold, Ethel Irene Mitchell and Helen Ruggles Loy. Of this number the first six mentioned were married during the summer.

Mildred Deischer, '29, has a position on the Monticello Register as editor of the Homemakers' Column.

Ethel Swanson, '29, who is teaching at the Northern Normal and Industrial School, Aberdeen, N. D., writes that she is enjoying her work immensely, but is tremendously busy. If the old adage that "variety is the spice of life" is true, Miss Swanson is having a good proportion of spice, for she has classes in the grade school, high school and college. In the high school the pupils range in age from 13 to 40. The one who is 40 is married, has a husband and three children. She feels that she is obtaining a lot of training and benefit from her Home Economics courses.

Mildred Kenyon, who received her M. S. in '29, is teaching at Rust College, a school for negroes at Holley Springs, Miss. This school is under the auspices of the Methodist Home Missionary Society.

Mary Merrick, '28, is employed by the New York Consolidated Gas Company in New York City.

Caroline Cecil, '29, also has a position with the New York Consolidated Gas Company, New York City.

Dorothy Johnson, '28, has a graduate fellowship at the University of Missouri, Columbia, Mo.

## Correction

Eleanor Perego is employed as demonstrator for the Certo Company under the Postum Combine. She is not with the Home Service Division of the Consolidated Gas Company, as was stated in the October issue.

## The Voc. Ed. Personality

The day of the old-fashioned "school-ma'am" is gone. No longer does Johnny hide behind teacher's trim, black skirt or gum her "nose-pincher" spectacles, for now the "It" in the affairs of education is as enviable as the "It" of the successful debutante.

During the last year a plan has been successfully tried out in the Vocational Education Department at Iowa State College. Realizing that success in any profession depends on the number and strength of the desirable personality

traits one possesses, the department has included in the entire first half of the beginning course in Vocational Education a plan for character development. Several weeks are spent in the reading of biographies and autobiographies of successful men and women for the purpose of determining the influential traits in their successes.



Then a detailed study of habit formation and mental development follows. Personality ratings are made for each person from many different sources to discover which traits are in need of development. After this, each person compiles into a paper of his own an original plan for individual personality development, with a complete time schedule and methods by which certain important traits can be developed. This plan is kept and used as a reference during all the following courses in Vocational Education.

Not only is it the "three R's" which we must know and teach, but the things that make people what they are, cooperation, initiative, ambition, and all the other innumerable traits which go to make up the personality of a successful teacher. It is personality plus "It" which makes for success in this big game of making other personalities count.

### Guide Our Giving

(Continued from page 1)

Foods look particularly appealing when wrapped in the new glassine paper now on the market. It is put out in colors in 2½ yard sheets for 50c, or clear, 3 yards for 50c, by manufacturers of crepe paper, and can be found in the larger department stores. Candy orange rinds in the shape of a basket (they candy beautifully in December) fill with

orange marmalade, cover with a square of red or gold glassine paper, tie, leaving the four corners sticking out at the top, and you'll have a lovely, dainty gift for someone.

Glasses of jelly, marmalade and conserve make nice gifts—apricot-pineapple conserve being particularly pretty. A tasty ice cream sauce that makes an attractive gift in a jelly glass is easily made of equal parts by weight of crushed pineapple and sugar, faintly colored with green, and delicately flavored with mint. An unusual and tart relish for the Christmas meats is still more easily prepared. Grind 1 pound cranberries and 2 oranges together, add a tablespoonful of grated orange rind and a half pound of sugar. Let stand 12 hours, pack in jelly glasses and seal.

Vary the neatly packed box of homemade candy with candied fruit—candied pineapple, candied grapefruit tinted green, red apple rings candied to the consistency of gum-drops. Anyway, candied fruit is much better for one than a bon-bon!

And if these suggestions don't help, why not a new book, a magazine subscription, or a handful of flower bulbs? "For the sake of the soul we must give—but for the sake of the soul who receives, let's make the gift satisfactory!"

There is no wealth but Life—Life, including all its powers of love, of joy, and of admiration.—Ruskin.

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## A Collegiate Tie or Muffler

is the best Christmas gift for the kid brother at home.

Dad would like one, too, in a more conservative shade. We have a new assortment of pleasing patterns.

**CAMPUS TOGGERY**