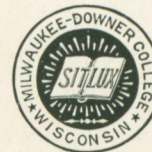


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**MILWAUKEE-DOWNER**  
**COLLEGE** DEPARTMENT OF  

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**HOME ECONOMICS**



**MILWAUKEE-DOWNER COLLEGE**

**DEPARTMENT OF HOME ECONOMICS BULLETIN**

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# HOME ECONOMICS AT MILWAUKEE-DOWNER COLLEGE

## AIMS OF THE DEPARTMENT AND SPECIAL COURSES ADAPTED TO MEET PRESENT NEEDS

• Throughout the entire period of Home Economics teaching at Milwaukee-Downer College, there have been the two parallel aims of educating women to meet intelligently the problems of the home, and, at the same time, preparing them for professional life. Since both the home and the professional field have so largely changed and expanded during this thirty-five-year period, there has been need of an increasingly comprehensive program and a constantly changing curriculum to prepare students for making satisfactory adjustments to home life and professional pursuits.

Many old courses which emphasized the productive side of homemaking, or aimed at developing skill, have passed, while new courses, which give training in making choices, in developing consumers' judgment, and in making better use of time, money, and energy, have taken their place. Especially is this true in the courses in Clothing, Textiles, Foods, and Home Management. The present emphasis is on the wise selection and use of goods, which have an important place in the home. Study of personal and family budgets, of low-cost and moderate-priced family budgets, of modern kitchen equipment for the promotion of efficiency and health, of the textile fabrics which enter into garments and house furnishings, all provide opportunities for students to learn how to evaluate better and to formulate standards to meet various conditions of living. Study of the present

## APPLIED DESIGN

by use of  
"patternettes"



attempts at standardization of the new legislation for better control of the marketing of foods, drugs and cosmetics, all help in developing judgment, and a sense of social and economic responsibility.

There has been increased emphasis on social relationships and child training as shown by the inclusion of such courses as Evolution of the Home, Child Training, and Nutrition of Children.

The methods of teaching and learning have changed as well as the course content. The experimental laboratory method is largely used in the Freshman Foods class by means of which students arrive at their own general rules for procedure instead of being given didactic directions. Trips to markets, stores and factories, conferences with

people who are dealing directly with the problems under investigation and active participation in practical projects are some of the methods by which students gain new experiences and develop better judgment. Members of the class in Child Training visit a nursery school nearby, to observe and study children; and students in the course in Child Nutrition have charge of the noon meal of a group of nursery school children, studying the nutritional, social and psychological phases of the diet of the pre-school child. This group of students has assisted in the program of education of the mothers at two nursery schools in the city by giving talks and demonstrations on selection and preparation of food for young children.

Practical problems in house planning and in furnishing and decorating rooms add interest and value to the courses in Home Management and Interior Decoration. Since a new house for the President of the College is soon to be built on the campus, the class in Home Management took this opportunity to add to the interest and value of its study of house planning by making plans for this new house, which will later be submitted to the architect. The details of the kitchen arrangement and equipment will be worked out, and suggestions for color schemes and furniture placement will be made by the class in Interior Decoration.

A course in Institutional Management gives a survey of the field of institutional work and experience in large-quantity cookery. A new course has been developed for students who are planning to enter hospitals for training in hospital dietetics. This course gives Education credits and provides opportunity for doing practice-teaching in classes in Foods and Nutrition for nurses in nearby hospitals.

Students who are planning to teach in junior or senior high schools do their practice-teaching in the high schools of the city.

A course in Methods of Teaching Home Economics and opportunity for practice-teaching in the high schools of Milwaukee and Shorewood are provided for students preparing to teach.

## COURSES AND CURRICULUM

The courses of the Department are grouped under three headings:

- I. **Foods and Nutrition**, including courses in
 

Foods	Readings and Special Problems in Nutrition
Nutrition and Dietetics	Child Nutrition
Food Survey	Seminar in Nutrition
- II. **The Home: Its Social and Economic Problems**, including
 

Evolution of the Home	Child Training
Home Management	Institutional Management
Interior Decoration	Seminar in Institutional Management
- III. **Textiles and Clothing**, including
 

Clothing I, II, III	Textiles
Clothing Survey	Costume Design
A Special Clothing Course for Occupational Therapy Students	Historic Costume Seminar in Historic Textiles or Historic Costumes



**EXTENDING HOSPITALITY**  
Home Economics Apartment

Twenty-three different courses are offered in the Home Economics Department. The other courses which make up the well-balanced four-year program are taught by the faculty of the various departments of the College.

The Bachelor of Science degree is granted to those who major in Home Economics. One hundred and twenty credits are required for graduation, distributed as follows: thirty-six in Home Economics; eleven to fourteen in Chemistry; six in Physiology; three in Bacteriology; twelve in English; four in Drawing and Design; four in Physics if it is not offered at entrance; and forty-three to forty-seven elective credits.

#### FOUR-YEAR PROGRAM

##### Freshman Year

Chemistry 101-102.....	8	credits
English 101, 102.....	6	"
Speech 111.....	2	"
Home Economics 101, 102: Foods.....	6	"
Home Economics 111: Child Training.....	2	"
Elective: Biblical Literature, History, Language, Mathematics.....	6	"

##### Sophomore Year

Chemistry 201, 202 (depending on major).....	3 or 6	credits
English 203, 204.....	6	"
Physics 103-104.....	4	"
Art 121, 122: Drawing and Design.....	4	"
Home Economics 114: Clothing.....	4	"
Home Economics 213: Textiles.....	4	"
Elective.....	6 or 2	"

Unless Physics has been accepted from the high school, it must be taken before the beginning of the Junior year.

##### Junior Year

Economics 201, 202.....	6	credits
Psychology 301, 302.....	3	"
Zoology 201, 202: Anatomy and Physiology.....	6	"
Home Economics 301, 302: Nutrition.....	6	"
Home Economics 215, 216: Clothing.....	4	"
Home Economics 307: Costume Design.....	2	"
Home Economics 308: Interior Decorating.....	2	"

##### Senior Year

Botany 205: Bacteriology.....	3	credits
Home Economics 305: Evlution of the Home.....	3	"
Home Economics 305: Home Management.....	3	"
Elective.....	21	"

Certain changes in this program may be made according to the interests and vocational plans of the student.

Students may take a general course in Home Economics,

such as is outlined above, or they may select a major in Foods and Nutrition, or in Clothing and Textiles.

Students who select a major in Foods and Nutrition may also have a major in Chemistry.

Students who choose Home Economics as a major may elect a minor in one of the following departments:

Art • Economics • Mathematics • Chemistry • History

With a MAJOR IN FOODS AND NUTRITION, in addition to the Nutrition and Science credits listed in the general program above, students must take 6 credits instead of 3 of Organic Chemistry 201, 202, and Nutrition 303, 304 and 402. They may elect Institutional Management 309, 310 and additional courses in Chemistry, Bacteriology, Zoology, and Physics.

With a MAJOR IN CLOTHING AND TEXTILES they must take, in addition to courses listed above, Clothing 313, 314, Costume Design 312, and at least 4 credits in History and Appreciation of Art.

Students who plan to teach should take 18 credits in Psychology and Education in the Junior and Senior years, including Methods and Practice-Teaching in Home Economics (Courses 351, 352 and 353, 354). This will increase the credits required for graduation to 122.

There is a close correlation and progressive sequence of courses which makes for economy of time and effort, and for greater clarity and satisfaction on the part of the student. From the plan of work shown above it can be seen that General Chemistry is carried parallel to the Foods course in the Freshman year, and Organic Chemistry is a prerequisite to the course in Foods and Nutrition, which is carried parallel with the Anatomy and Physiology in the Junior year. Bacteriology is the required Senior science but other science courses may be elected.

The courses in Clothing, Textiles, and Drawing and Design are closely related and all are taken in the Sophomore year. The courses in Costume Design and Interior Decoration are taught in the Home Economics Department and are



## PREPARING THE MEAL

• small kitchen of the  
Home Economics Apartment

required of all Home Economics students. These are open for credit to students of other departments. Students may elect interesting courses in Design or in History and Appreciation of Art, given in the Art Department.

History, Economics, Sociology, English and Psychology make up an important part of the program of Home Economics students, and give the background for required courses in Evolution of the Home, Home Management and Child Training.

No language credits are required for the Home Economics major but many students elect French, German, or Spanish.

There are many students of the College who do not elect the specialized curriculum in Home Economics but who want particular courses in the Department, and the aim has been to serve this group as largely as possible by offering courses giving full credit towards the B. A. or B. S. degree. The following courses are open for credit to such students: Food Survey, Clothing Survey (both of which are planned

especially for this group), Home Management, Evolution of the Home, Costume Design, Interior Decoration, Textiles and Child Training.

Perhaps our greatest strength is in the close correlation of all departments, each borrowing largely from the others, and all being close enough to make easy contacts and to exchange ideas. Thus Home Economics enriches the general curriculum, and gains largely from its contact and correlation with the liberal arts.

## BUILDINGS AND EQUIPMENT

Kimberly Hall, built in 1908 as the Home Economics building, is used for the courses in Clothing, Textiles, Costume Design and Interior Decoration, while the new Science building, Sabin Hall, houses the courses in Foods and Nutrition. Here, in one building, are the laboratories for all of the Science courses, with the Home Economics laboratories on the first floor. In addition to the two large laboratories with connecting supply room, there is a pleasant,

hospitable unit of homemaking rooms, consisting of kitchen, butler's pantry, dining room and reception room, all of which are an integral and important part of the students' equipment for gaining experience in extending hospitality, preparing family meals, doing large-quantity cooking, or handling special dietary problems. These rooms were largely equipped and furnished through generous gifts of friends of the College. Offices and recitation rooms and an animal experimentation room for special nutrition problems complete the equipment of this new unit.

### SPECIAL ADVANTAGES IN THE CITY OF MILWAUKEE

The city of Milwaukee offers many opportunities for the enrichment of all of the courses. The Public Museum, the Layton Art Gallery, and the Milwaukee Art Institute provide lectures and illustrative material in the form of textile fabrics, prints, home furnishings, and pictures. The stores generously lend textiles, materials, furnishings, and kitchen equipment for study, and the heads of departments of the large stores, and the special rug, pottery, and furniture shops give lectures at the stores on linens, silks, rugs, draperies, furniture, china, and kitchen equipment.

The classes in Foods and Nutrition visit dairies, factories, markets and stores. The classes in Institutional Management have access to hospitals, restaurants, tea-shops, and hotels. Some of the hospitals are cooperating in giving opportunities for students to do practice-teaching in classes of nurses.

Experts in banks, public utility companies, laboratories, and various educational institutions give assistance to students through visits, conferences and talks, which aid in choice of vocation as well as in giving general consumers' judgment.

There are opportunities for practice-teaching in the high schools of Milwaukee and Shorewood, which greatly aid in the teachers' course, giving valuable experience and making for readier, more efficient adjustments in the first teaching positions. Arrangements have been made with

these schools to permit students to secure the five credits in practice-teaching, which will be required by the State Department of Public Instruction, of all teachers by the fall of 1937.

### EXPENSES OF THE COLLEGE STUDENT

The catalogue expenses are \$200.00 for tuition, \$400.00 for room and board, if living on the campus, and a \$5.00 infirmity fee. This sum of \$205.00 or \$605.00 is a fixed charge and is definitely stated in the catalogue.

The other expenses related to the program of work are the laboratory fees and the cost of books and supplies. The average of these expenditures by Home Economics students is as follows:

Books and supplies.....	\$25.00
Laboratory fees .....	24.00
	<u>\$49.00</u>

The average expenditures of a large number of Home Economics students during the past three years for the incidental expenses are as follows:

Dues and organizations.....	\$ 9.00
Contributions and gifts.....	15.00
Recreation .....	28.00
Sundries, including toilet articles, car fare, etc.....	25.00
Clothing upkeep and accessories.....	24.00
Total.....	<u>\$101.00</u>

The complete cost of the year's clothing has not been included in this budget as most students purchase their clothing at home and include in their budget only enough for accessories and upkeep. The budgets of a number of girls who buy all of their own clothing from their allowances show an expenditure of from \$50.00 to \$200.00.

While many girls spend a larger sum for clothing, the smaller amount is ample as the students dress very simply, especially for classes.

Health and travel expenses are not included, as these are such variable items. The sum of \$100.00, or \$10.00 to \$12.00 each month, makes a very satisfactory allowance for the average Milwaukee-Downer girl.

The complete expenses of a year at College from the standpoint of the average family budget would be approximately as follows:

Catalogue expenses .....	\$305.00
Books and supplies.....	25.00
Laboratory fees .....	24.00
Clothing .....	75.00
Allowance to student for incidentals.....	100.00
	<hr/>
	\$829.00

There are many students who are spending less than this, but this sum represents a more comfortable allowance.

If the girl is living in Milwaukee, the budget will be \$400.00 less or a total of \$429.00.

### SCHOLARSHIP AND STUDENT AID

The Home Economics Club of Milwaukee, a member of the State Federation of Clubs, has generously given the Home Economics Department two scholarships of \$100 each for a period of ten years. In making the awards preference is given to students of Milwaukee County.

The Helen Cheney Kimberly Loan Fund is available for students who are preparing to teach Home Economics. Money from this fund is loaned to approved applicants without interest.

In addition to these special funds for Home Economics students, the College has a general fund for scholarship aid and student loans for excellent students in need of financial assistance.

### SELF-HELP

Opportunity to aid themselves by working is given to students with remuneration at the rate of \$35.00 a semester for five hours' work a week.

The Bureau of Self-Help provides other opportunities for occasional remunerative occupation.

### STUDENT AND ALUMNAE ORGANIZATIONS

The Home Economics Club is open to all students majoring in Home Economics. Meetings are held in the afternoons of the first Wednesday of each month in the living rooms in Sabin Hall. The aims are for social acquaintance

and professional outlook. Frequently alumnae return to tell of their particular fields of interest, and in the course of the year through discussions, conferences, informal reports and outside speakers, a general idea is given of the scope of Home Economics and its aims and opportunities. The Club is affiliated with the Wisconsin and American Home Economics Associations. Some enterprise is undertaken each year to earn money with which to make a gift to the Department for equipment or furnishings.

The Home Economics Alumnae of Milwaukee, in addition to belonging to the larger Alumnae Association, have formed an organization which meets as a study club seven or eight times a year, with the Director of the Home Eco-



**HISTORIC  
TEXTILES**  
studied through  
costume  
and fabric



nomics Department as adviser. Such study topics as "The Evolution of the Social and Economic Status of Women," "Recent Research in Nutrition" and "Consumers' Problems" have been selected in recent years.

## **PROFESSIONAL OPPORTUNITIES FOR WOMEN TRAINED IN THE FIELD OF HOME ECONOMICS**

Practically all of our students enter some wage-earning occupation after graduation. Occasionally a girl marries immediately, but usually, if she is contemplating early marriage, she wishes to have some professional experience either before or just after marriage. Most women, therefore, need training for two professions— homemaking and a profession outside the home.

It has been a great source of pleasure to observe the important part that our graduates have taken, not only in professional work, but also in the work of church and club and in other community enterprises.

## **SPECIAL GOVERNMENT OR COMMUNITY JOBS OF THE DEPRESSION PERIOD**

Milwaukee-Downer graduates have been successfully placed and have served very effectively in a variety of positions which were created during the period of economic stress to improve conditions in the homes of the unemployed or of those on very low incomes. Some of the most interesting of these positions have been in the Emergency Food Relief Centers, where dietitians were needed to see that the food given to needy families was adequate and as appetizing as possible. Here, also, women trained in Home Economics were needed for home visitation and teaching. Such organizations as the Family Welfare and Red Cross, also, have needed trained workers to go into the homes to teach harried mothers how to cook, sew, care for children and plan family budgets. When a survey of farm homes was made in the rural districts, women trained in Home Economics were placed in charge of the county surveys.

One of the most interesting new positions is that of dietitian or director of Emergency Relief nursery schools. In Milwaukee, there are two such schools with one dietitian, whose task is not only to see that the children are properly fed but that the mothers are educated in right food standards for the children, and for the family as a whole.

## **THE COMMERCIAL FIELD**

The number of Home Economics women employed by public utilities, in departments designated Home Service, Public Service or Home Economics, has greatly increased during the past ten years. Large commercial companies such as Jewel Tea, John Jelke Margarine, Great American Tea and Washburn-Crosby also have such departments. Some of our graduates have had the opportunity to work in these companies and in some cases have organized the Home Service department, beginning with planning and purchasing equipment for the laboratories. The work of such departments consists of testing products, formulating recipes, preparing interesting monthly bulletins, writing attractive booklets, giving demonstration-lectures, teaching salesmen, cooperating with the advertising department in writing advertising copy, and in general tying up the work of all departments. Many companies employ a "demonstrator" who travels and holds "cooking schools" over a wide or limited area.

In addition to the writing required by commercial organizations, some excellent opportunities for people who write well are found on the staff of newspapers and magazines. A Milwaukee-Downer graduate is writing a woman's page for a syndicate of several newspapers in Los Angeles, and another alumna is writing the Home Economics articles for the Detroit Free Press. Both do radio broadcasting as well as their daily columns or "pages."

In certain commercial lines, such as store positions and positions in interior decoration, there have been fewer opportunities during the past five years for women trained in Home Economics. Undoubtedly, however, these positions

which gave such promising outlook for a few years will again feel the need of trained women as textile experts, research workers, buyers, stylists and advisers for customers in garment making.

### **DIETITIANS IN HOSPITALS, RESTAURANTS AND HOTELS**

Next to teaching, hospital dietetics has claimed the largest group of graduating students during the past ten years. These dietitians are now in positions as supervising or research dietitians, or are in charge of "special diet" departments in clinic work or are doing special work with children. Most of the hospitals giving this training in dietetics are affiliated with universities, and give some courses in Nutrition which count towards the Master's degree. Several give opportunity for student-dietitians, who are especially capable, to do some research work in Nutrition. In addition to the dietitians in hospitals, our graduates are serving as managers and dietitians in hospitals, high schools, restaurants, hotels and clubs.

### **TEACHING AND RESEARCH**

More of our Home Economics graduates go into teaching than into any other single field, and for those who enter upon teaching with enjoyment there is no profession which gives greater satisfaction. Many Milwaukee girls have secured positions in the Milwaukee schools, where Home Economics is taught in all the grades from seven to twelve. Others have gone into small or large towns in Wisconsin and other states. With the increased emphasis on adult education, more opportunities have arisen for teaching Home Economics in Extension Classes for adults in both evening and day schools. Alumnae who have had graduate study are now holding important positions in colleges and universities. There are also opportunities for research in universities, hospitals and commercial laboratories, positions as dietitians or technicians in doctors' offices and laboratories, and as nutrition workers for Red Cross.