

MILWAUKEE-DOWNER
COLLEGE

Department of
Home Economics

MILWAUKEE-DOWNER COLLEGE
BULLETIN

HOME ECONOMICS
IN
MILWAUKEE-DOWNER COLLEGE

MILWAUKEE, WISCONSIN

Published by Milwaukee-Downer College, four times a year, November,
February, April, June.

Entered as second-class matter, June 13, 1918, at the post-office at
Milwaukee, Wis., under the Act of Congress of August 24, 1912. Ac-
ceptance for mailing at special rate of postage provided for in Section
1103, Act of Congress of October 3, 1917, authorized on July 5, 1918.



Living room of the Home Economics Apartment.

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IN
MILWAUKEE-DOWNER COLLEGE

By SUSAN F. WEST

HISTORY

It was about one hundred years ago that Catherine Beecher urged the importance of including "Domestic Economy" as a part of the educational program in women's seminaries and colleges.

Sixty years later, in the decade 1880 to 1890, a widespread interest was manifested in Home Economics through its introduction into the public high schools of the country as a part of the curriculum for girls. In 1901 a one-year course for the training of teachers of Home Economics was introduced at Milwaukee-Downer College. It was the first college in the State to offer such training, and the only college in this region giving courses in Home Economics.

The course was extended to a four-year course leading to the degree of Bachelor of Science in 1909.

At the present time there are five faculty members engaged in teaching Home Economics, with sixty to seventy students majoring in it. In addition, a large number of students who are not majoring in the Department elect courses open for credit to all students of the College.

SPECIAL ADVANTAGES FOR HOME ECONOMICS
STUDENTS IN THE CITY OF MILWAUKEE

Milwaukee-Downer College is fortunate in having the varied resources of the city to draw upon for the enrichment of all 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 textile materials and home equipment to the College, and the heads of departments of both the large department stores and the smaller rug, pottery, or interior-decoration shops give lectures in the stores on linens, silks, rugs, furniture, china, house furniture, kitchen equipment, and other subjects interesting to Home Economics students.

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.

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 assist in the teacher's course, giving invaluable experience and making for readier, more efficient adjustments in the first teaching positions.

BUILDINGS AND EQUIPMENT

Kimberly Hall, built in 1908, is used now for the courses in Clothing, Textiles, Costume Design, and Interior Design. The courses in Foods and Nutrition and in Home Management, Institution Management, and Child Training are held in Sabin Hall. Here are the laboratories and classrooms for all sciences, with the foods and nutrition unit on the first floor. This unit consists of a freshman foods laboratory with the unit arrangement of equipment, in which each group of four students has its own work table, range, sink, and supply cabinet; also, a large laboratory for nutrition and dietetics class with the tables arranged in parallel lines and with space at one end for a long table for the laying out and calculating of dietaries. There is a supply room connecting these laboratories. In addition to these large working centers there is a group 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 handling special dietary problems, cooking in large quantities, serving meals, or extending hospitality in a variety of ways. Across the corridor from these units are two offices, and at the end of the corridor is a recitation room. On the floor below is a laundry, and on the fifth floor is an animal room for special problems in nutrition.



Small kitchen in the Home Economics Apartment.

COURSES AND CURRICULUM

The courses of the Department are grouped under three headings:

- I. *Foods and Nutrition*, including courses in
 - Foods
 - Nutrition and Dietetics
 - Food Survey
 - Nutrition Readings and Special Problems
 - Child Nutrition
- II. *The Home: Its Social and Management Problems*, including
 - Evolution of the Home
 - Home Management
 - Interior Decoration
 - Child Training
 - Institutional Management
- III. *Textiles and Clothing*, including
 - Clothing I, II, and III
 - Clothing Survey
 - A Special Clothing Course for Occupational Therapy Students
 - Textiles
 - Costume Design
 - Historic Costume

A course in Methods of Teaching Home Economics, with practice-teaching in the high schools of Milwaukee and Shorewood, is given for students preparing to teach.

The courses are organized with three classes of students in mind: those majoring in Home Economics; those with majors in other departments, who elect certain Home Economics courses; and extension students who are not regularly matriculated as members of the student body.

One hundred and twenty credits are required for graduation, distributed as follows: thirty-six in applied Home Economics; eleven or fourteen in Chemistry; six in Physiology; three in Bacteriology; twelve in English; four in Drawing and

Design; Physics, four credits, must be added if not offered for entrance; and forty-one or forty-five elective credits.

The close correlation and progressive sequence of all courses carries the student forward to a definite goal with economy of time and effort, and gives added motivation to the program of studies. General inorganic Chemistry is carried parallel with the Foods course in the freshman year; Organic Chemistry is given in the sophomore year and precedes the course in Nutrition and Dietetics; while Physiology is carried parallel with Nutrition and Dietetics in the junior year. In the senior year, along with the advanced course in Nutrition, students may elect Food Analysis, Physiological Chemistry, Physics, or an advanced course in Physiology, while Bacteriology is the required science course of this year.

Similarly, the art courses are related to the courses in Clothing, Textiles, and Interior Decoration, a fundamental course in Drawing and Design taught in the Art Department being carried parallel with the beginning courses in Clothing and Textiles. The courses in Costume Design and Interior Decoration are taught in the Home Economics Department and are open to all students of the College who have had the prerequisite art credits. Other interesting art courses in Drawing and Design, Art Appreciation, and Applied Art are freely elected by Home Economics students particularly interested in the art side of Home Economics.

History, Sociology, Economics, 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.

Most students elect a second major or a minor in addition to their Home Economics major. Chemistry, English, Sociology, History, Art, or Music is frequently elected as this second major.

FOUR-YEAR PROGRAM

The following is a suggested program, showing required work and commonly selected electives. Other electives may be taken according to the interests and vocational plans of the student.

Freshman Year

English 101, 102 (6); Chemistry 101-102 (8); Foods 101, 102 (6); Child Training (2); Speech 101, 102 (2); Foreign Language (8); *or* History (6); *or* Biblical Literature (4).

Sophomore Year

English 203, 204 (6); Organic Chemistry (3 or 6); Clothing 114 (4); Textiles (4); Drawing and Design (4); Chemistry 203 and 204 (6); *or* Foreign Language (8); *or* Sociology (4); *or* Physics (4). Unless Physics has been accepted from the high school, it must be taken before the beginning of the junior year.

Junior Year

Physiology (6); Nutrition and Dietetics (6); Clothing 213, 214 (4); Costume Design (2); Interior Decoration (2); Psychology (6); Economics 201, 202 (6).

Senior Year

Evolution of the Home (3); Home Management (3); Bacteriology (3); Elective (21).

If the student's interest is in Nutrition, the elective subjects may be Readings in Nutrition (3); Child Nutrition (6); Food Chemistry (3); Physiological Chemistry (3); Institutional Management (4).

If the student is interested in the art side rather than the science side, the electives may be Clothing 313, 314 (4); Historic Costume and Design (2); History of Art (4); rather than the courses listed above in Nutrition and Chemistry.

AIMS OF HOME ECONOMICS TEACHING

From the beginning, the Department has had the double aim of preparing women to meet intelligently the problems of the home, and at the same time preparing them for some professional work. Since both the home and the professional field have so largely changed and expanded during the thirty-year period of Home Economics at Milwaukee-Downer College, it has needed 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 emphasizing the productive side of home-making or aiming at developing "skills" have passed, and new courses training for making choices and developing consumer's judgment have taken their place. Especially has there been increased emphasis on social relationships and child training, as shown by such courses as Evolution of the Home, Child Training, and Child Nutrition.

The method of teaching has changed as well as the content, as the aim has been more largely to make students intelligent users of the world's products, to help them budget time, energy, and money, to assist them in evaluating the tasks which confront them, and to help them adjust themselves more readily to social complexities in this changing world.

The experimental method in the laboratory, trips to stores, factories, and markets, conferences with people who are dealing directly with the problems under investigation are some of the methods by which these aims are realized. The students in the class in Child Training visit a nursery school nearby to observe and study children; and students in the course in Child Nutrition have entire charge of the noon meal of a group of nursery school children, studying the dietary, social, and psychological phases of diet of the pre-school child. The kitchens and dormitories of the College are all used as a practice field. When the unit of rooms in Sabin Hall for the classes in Foods and Nutrition was being planned, the students of the teacher's course helped to plan the laboratories; the class



Students from class in Child Nutrition assisting at the noon dinner in the Nursery School.

in House Management planned the home unit group of rooms; and the class in Interior Decoration took charge of the furnishing. Similar problems are constantly arising which give meaning and purpose to courses.

A survey course in Institutional Management gives students a survey of the important field of institutional work in hospitals, tea-shops, hotels, and restaurants.

There are many students of the College who do not want 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 credits 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; 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 courses.

VOCATIONAL OPPORTUNITIES OF HOME ECONOMICS TRAINED WOMEN

Practically all of our students enter some wage-earning occupation after graduation. This means that they have to be trained for two professions,—homemaking and a profession outside the home. It is only recently that there has been a general recognition of the fact that a majority of college-trained women must be prepared for two vocations, and statistics show that an increasingly large number of women are carrying these two vocations simultaneously. The gradual appreciation of the need of training for homemaking and parenthood, and the increasingly large variety of positions open to women, make the task of educating college women constantly more complex and challenging, and make the choice of a vocation on the part of the student more difficult and provocative.

Teaching

More of our Home Economics graduates go into teaching than into any other single field, and for those who really like it, there is no profession which gives greater satisfaction. The junior high school usually requires Home Economics in the seventh and eighth grades and provides a large number of teaching positions, while the senior high school gives elective courses open to all students. Vocational schools in their homemaking courses very directly assist girls who are in industry (or who will soon enter remunerative jobs) in establishing finer standards for homemaking. Several of our students have particularly enjoyed extension teaching and have advanced to positions of fine responsibility in this line. This field of adult education will be increasingly important with the new recognition of the possibilities for adult education and the need of

training for parenthood. A considerable number of our alumnae who have done graduate work are holding important positions in colleges and universities. Two of our alumnae are teaching Home Economics at Milwaukee-Downer, while others have been or are now holding positions at the universities of Minnesota, North Dakota, Washington, and Willamette University. They are also in normal schools and in private schools, as well as in public schools.

Dietitians in Hospitals, Restaurants, Hotels, and Clubs.

It hardly seems possible that hospital dietitians are so new at their task; yet it is only about twenty years ago that our first graduate entered a hospital as dietitian. Now every year several students enter upon an internship of from eight months to one year in the best hospitals from the east to the west coast. Next to teaching, hospital dietetics has claimed the largest group of graduating students during the last eight or ten years. They are now in positions as research dietitians, supervising or managing dietitians, or in charge of dieto-therapy departments, in clinic work, special work with children, managers of nurses' dining rooms, etc. A Milwaukee-Downer graduate is in charge of the dietary and housekeeping department of University Hospital at Ann Arbor, with eight staff dietitians working under her supervision. Two of these staff dietitians are also alumnae of the College, one being in charge of the Nutrition Service in the pediatric department. She is responsible for the diet of about one hundred and fifty children, and carries out also an educational program in food habits and in proper selection of food, for all of those children who will have to live on special diets for a considerable period of time after leaving the hospital.

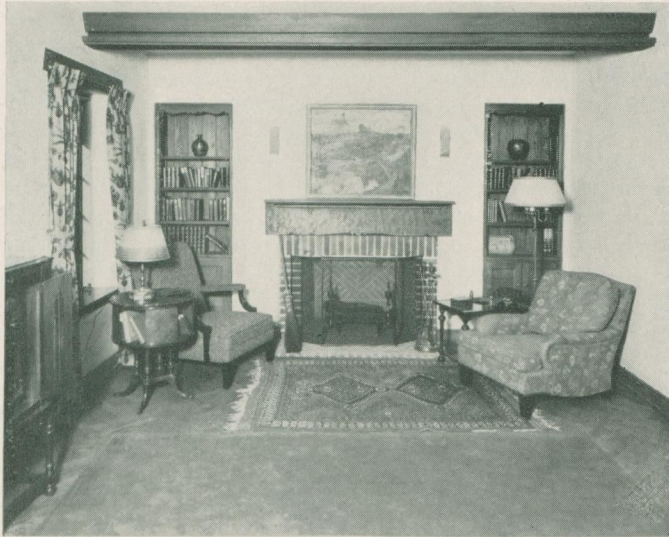
In addition to the dietitians in hospitals, our graduates are serving as dietitians and managers in high school and commercial cafeterias, in hotels, restaurants, tea-shops, and clubs. A recent graduate is at present in charge of the kitchen and cafeteria of the Women's League of the University of Michigan.

The New Commercial Field

One of the newer fields for Home Economics trained women is in the business world. An enthusiastic, resourceful girl with poise, judgment, and imagination, who has a flair for business and has initiative, self-confidence, and executive ability can go into this new department of Home Economics in a business organization and make it function in a great variety of ways, working with the advertising and selling offices; testing products; doing experimental cooking; house furnishing; writing, demonstrating, lecturing; teaching customers privately or in groups; teaching salesmen; and in general correlating the work of all departments. In public utility companies, this new department is generally called Public Service, while in other business organizations, it may be called Home Economics, Personal Service, or Education. Some of our alumnae have had the opportunity to open such departments in large business organizations, beginning with the equipping of the laboratories and carrying their new departments through to a large and important place. A member of the class of 1922 is in charge of the Home Economics Department of the Jewel Tea Company, with a large group of assistants, one of these being another Milwaukee-Downer graduate. Another alumna recently organized such a department for the Great American Tea Company in New York City.

Other interesting business positions are in radio broadcasting, journalism, and the giving of demonstration lectures. The Washburn-Crosby Company was one of the first companies to broadcast nationally a program of educational talks in the field of foods and nutrition, and a Milwaukee-Downer College alumna assumed this position two years after graduation. These positions are taxing, with long hours and much competition, but have a real fascination for girls who like business. They also give large salaries for those in the administrative positions, but one has to start at the bottom. Some commercial training helps greatly in these positions.

The interior decorator, "stylist", or buyer in stores, has an interesting job with fine opportunity to raise the standard of taste of the consumer, to assist in wiser purchasing, and to



Room decorated by students of the class in Interior Decoration for the Better Homes House in Milwaukee.

help the store function more effectively in a great variety of ways. These positions all require a preliminary period of selling merchandise to get into the spirit of business and to learn the needs of the consumer. Several of our alumnae have held such positions in stores, one, for example, being sent to private homes on large commissions in interior decoration. The private studio or the independent office of buyer or decorator is a growing field.

In addition to these fields for teachers, dietitians, and business women, there are many others for Home Economics trained women, such as the nutrition workers in the Red Cross, laboratorians in hospitals and doctors' offices, social service workers, professional shoppers, and fashion editors. And the field is constantly widening.

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 pleasant living rooms in Sabin Hall. The aim is for social acquaintance and to get a 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 Economics Department as adviser. The first meeting is always held on the campus in the Home Economics rooms, where a supper is served and the program for the year is planned. The other meetings are held at the homes of members. The study topic of the last two years has been *The Economic Problems of the Family*.