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BULLETIN

OF THE
PUBLIC SCHOOLS

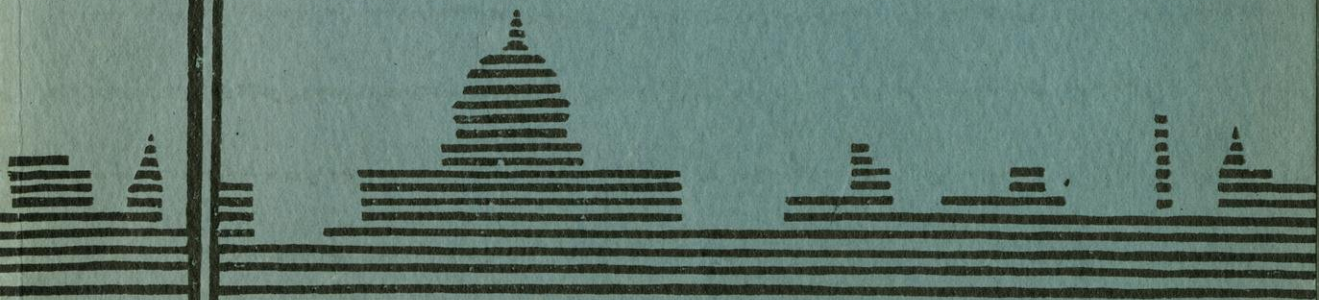
MADISON
WISCONSIN

FRIENDLY GLIMPSES
OF
HOME ECONOMICS



DEPARTMENTAL BULLETIN
NUMBER ONE

MARCH 1932



FRIENDLY GLIMPSES OF HOME ECONOMICS

Presented by the

HOME ECONOMICS STAFF

March 1932



Departmental Bulletin Number One

THE PUBLIC SCHOOLS

Madison, Wisconsin

Printed by West High School Print Shop

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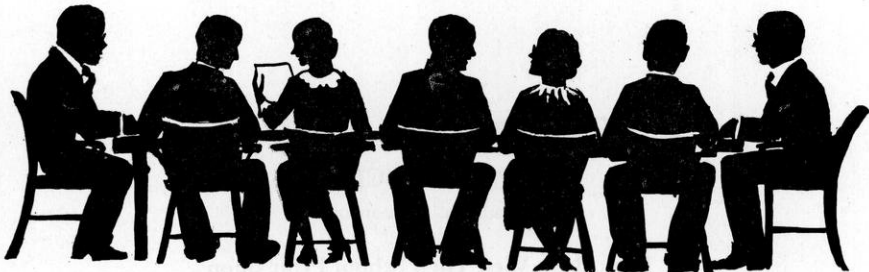
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Foreword



IT IS very important that the citizens of a community be informed in regard to the work which is being done in their public schools. However, the task of reaching the attention of any large or significant proportion of the people of the community who might be interested in a certain phase of the school work is a difficult one.

This bulletin, which presents a picture of the Home Economics Department and its work in The Madison Public Schools, written by the supervisor and members of the Home Economics staff, is our first attempt to report in a brief but clear manner the work of one department.

I am confident that the parents of Madison girls and others who are interested in the girl and the problems of home-making will find this little book filled with lively interest as well as important information.

R. W. Bardwell

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The Development of Home Economics in the Madison Public Schools



WE SUGGEST more expressive reading, better penmanship and that more time be given to practical arithmetic. We also suggest that hand raising be dispensed with—These comments were found in the records of the Madison Board of Education for the year 1900 and clearly indicate where emphasis was placed in the old order. The old order was soon to be challenged, for in the records a year later the following statement is found. "He may be ever so good a computer, ever so good a reader and write ever so beautiful a hand and yet have a soul and mind utterly closed to one half of life that surrounds him."

With the shift of people and opportunities to the cities, with the great increase of women employed in industry, with tenement and apartment living, great concern was felt regarding the disintegration of home life. Consequently, thinking groups called upon the schools to introduce courses for girls which would endow them with the ability to conserve the vital character of the home. And so in 1901 there began in Madison a movement to include home economics in the public school curriculum.

The movement was originated by the Educational Committee of the Woman's Club and after four years of observation and recommendation, a department of home economics was installed at the Irving School, now known as the Harvey. The Board of Education employed an instructor, furnished a room, and expended \$164.00 for equipment. The Woman's Club, the Housekeeper's League, and interested individuals donated equipment to the amount of \$300.00. Instruction was offered to girls of the seventh and eighth grades of the public and parochial schools.

Following shortly upon the success of the work in the Irving School, plans were made for home economics in "the new Doty" and in "the new Central High School" into which the work was to be extended. The next school to offer instruction was the Longfellow, and so on until at the present time there are departments in thirteen of the public schools serving every sixth, seventh, and eighth grade girl from the seventeen public and eleven parochial schools. Thirteen teachers are employed for the instruction of seventeen hundred girls. In nine of the schools instruction is offered every day to junior and senior high school girls who elect home economics.

During these years, as in all education, the emphasis has changed. At first instruction was based upon the skills adults thought young girls should have. Because so many women were

leaving homes to follow work, which up to this time had been theirs to perform at home, less and less time was spent in the home on the time-taking skills of cooking, sewing, and house management. Therefore, it seemed wise for the school to set about to teach the skills of these basic operations.

Gradually there has come a broadened vision and with it an awakening to the needs of the girl as she finds them in the life she is living today. She has problems as an individual. As a member of her family and various civic groups she wants to establish happy and successful relationships. She needs a sense of values that goes beyond the skills of the household, and that leads her to balance her material goods and her more intangible resources that they may bring the greatest satisfactions in health, enjoyment, and usefulness. She needs to be guided to that culture in her living now, according to her age, interests, and abilities, which, if nurtured through the years will find her in maturity surrounding herself and her family with the finest that the arts and sciences can offer.

Because the art and science of homemaking is young and growing and therefore changing, this pamphlet goes forth to the friends of the public school, the parents and teachers, to acquaint them with the aims and efforts of the home economics department.



Have You an "A" Lunch?

DID you get a yellow card? So did I. I've had one every time! I wish they would grade us every day!

What is all this excitement in the long line of junior high school pupils at the West High School cafeteria? It seems that children, like many of their elders, choose their food on the basis of likes and dislikes rather than on body needs. In observing trays at the school cafeteria we found that the most popular



"An Animal Feeding Experiment—

... learning about substances which are needed for best growth and protection from disease".

lunch is mashed potatoes and gravy, sandwiches or hot rolls, and a chocolate sundae. We admit that this satisfies the appetite, but it is very lacking in those substances which children need for best growth and protection from disease. Therefore the "A" Lunch campaign was launched. In connection with this project the home economics, science, and physical education departments and the home room teachers gave several weeks of instruction in health habits, in food values, and balanced meals.

Let us peep into a science class. "But, oh," you say, "This can't be a class in physiology! Why are the students weighing white rats, and what's the meaning of these up and down lines on this big chart?" Here is a little rat who lives on white bread and crackers—

just like the boy who ate too much bread and mashed potatoes. The next rat looks far better. Oh, I see why; he had some milk as well as crackers. This big fat rat ate, besides his bread and milk, plenty of raw and cooked vegetables, and yes, he even had some cod liver oil each day.



*“West Junior High Physiology Students Grade Lunches—
... an ‘A’ card is a prize gained when milk, vegetables and fruit are part
of the lunch”.*

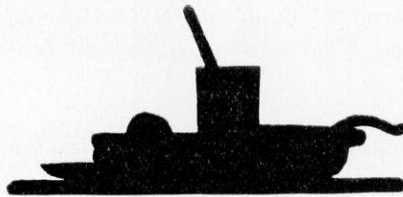
Did the students learn anything practical from the experiment in animal feeding? Did the health play given by the students themselves in the school theater make them think as well as laugh? Did this health education really take effect? Come back to the school lunch room and observe trays again.

The square yellow card, made in our own print shop, saying “You have an ‘A’ Lunch”, is a prize gained by those who add milk or a milk soup, vegetable or raw fruit to their lunch. Look at the joy on the faces of bearers of yellow cards. See how carefully they consider what they take from the counter.

If you seek proof of its success, here are the figures. In February the cafeteria bought 4470 half-pints of milk for the counter and 289 quarts for cooking purposes. The experiment began the last of February and in March 5430 half-pints of milk were sold and 400 quarts were used in the kitchen, making an increase in one month of about 25 percent. The sale of cooked vegetables, besides

potatoes, increased about 18 percent. Fruit and vegetable salads increased about 25 percent, and the demand for raw apples, tomato juice, and orange juice has almost doubled. Even head lettuce salad has approached popularity. The cafeteria has cooperated in this better food selection campaign by displaying posters, offering salads and vegetables in greater variety, and making extra effort to have them especially attractive. When possible, prices have been lowered so that no child may feel that an "A" meal needs to cost more.

Now let us look on another scene. It is a gala time in the cafeteria dining room tonight. Many children are having the thrill of attending their first real banquet. This one is in honor of the young people who had ten "A" lunch cards out of the fifteen times the trays were graded. With a program of speeches, music, and laughter, the high lights of the campaign for better food selection are brought out by the young toastmaster.



Work Becomes Play



HIGH SCHOOL girl, during the course of her four years at school, finds at some time an opportunity for an elective course. Home Economics appeals to her as a happy choice, so she registers in a foods course. She finds herself assigned to an interesting-looking kitchen and begins her work.



"They Register in a Foods and Nutrition Course—

. . . equipment in the school kitchen is such as one would look for in a well planned home".

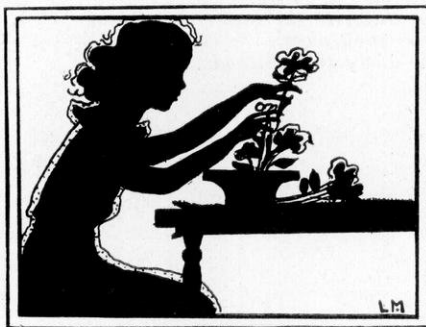
Upon investigation, and to her utter delight, she finds the kitchen such as one would look for in a well-planned home. There is a range, a sink, cabinets, and a table in her unit. The equipment is efficiently grouped, she discovers after several lessons. Somehow the store room seems to be in the proper place with reference to the sink and the working space. The china cupboard is near the serving table, the cupboards containing cooking utensils near the stove. If she stops a minute before starting the lesson and plans her work, she finds that she saves steps and time. Her partners find that dawdling or disagreeing over tasks to be done is wasteful and discouraging. Things do not seem to get done, nor are the results of their work encouraging. Cooperation proves far more satisfactory.

After a few lessons, she is no longer content merely to cook, but she becomes manager, scheduling her time, skillfully manipulating her tools, and using her imagination. The result is something she can take pride in, a task accomplished in the time allotted without commotion and disorder, food served so skillfully and tastefully that anyone might sit down at her table and eat with genuine enjoyment.

Soon she becomes interested in knowing what foods best supply her with material for maintenance, health, and growth. Then this interest extends to other members of her family. Studies of food value in relation to price are giving girls usable and practical knowledge. In some classes, girls from homes where the food allowance has been greatly reduced are doing the marketing, planning the meals, and for surprisingly small sums, are feeding the family adequately.

Not all of her time is spent studying food values and costs. As a future home-maker she needs to become versatile. So sometimes she plays the part of a hostess.

One day the class plans to serve a tea. The question of who is to pour arises, but is quickly decided because all the girls have been trained in table service and most of them are confident of their ability to perform. The guests are made to feel comfortable, since the girls have learned, through contacts with their co-workers in their groups and in the class, how to establish pleasant relationships on all occasions.





*I have need of the sky
I have business with the grass
I will up and get me away where the hawk is wheeling
Lone and high,
And the slow clouds go by.
I will get me away to the waters that glass
The clouds as they pass.
I will get me away to the woods.*

Hovey.

Boys Like Cooking Too

TANTALIZING odors are floating from the home economics room. What can be going on in there? It is too much to resist at 3:30 p. m., so we pause at the door and push and shove each other in a manner which is perhaps not quite ladylike in order to gain a position commanding a view of the room. Steaming food on faultlessly set tables; cooking utensils all ready to wash and neatly piled on sinks; figures



“Sometimes the Class Meets Out Of Doors—

. . . they learn what foods boys of their age need to grow and to keep well”. wearing white caps and aprons moving quickly about. The little pane of glass through which we are looking is very small, so we look once, twice, to be sure. Yes, boys are responsible for these savory odors and this tempting food. But the home economics room is ours! What right have boys there? We hurry to the principal's office to investigate, and we learn that the field of cookery is no longer to remain ours alone. Boys have invaded it!

These boys, we are told, are enrolled in the camp cookery class where they are learning to prepare many dishes besides the regular camp dishes. They are also learning what foods boys of their ages need to eat in order to grow and to keep well. They examine and try out camp cooking equipment which is on the market. Sometimes the class meets out of doors. On these occasions the boys work out a suitable menu, list equipment and supplies needed, plan the best method of procedure, and then prepare and serve all the food themselves. The course is elective.

May I Come Into the Kitchen?



WHEN the sixth grade girl enters her home economics course she brings with her an enthusiasm seldom equalled. The time is very short since she regretfully put away her miniature dishes and toy stove. To fill the gap thus created by working in a foods laboratory and learning to use the tools of grown-up people, seems to be just what she wants and needs.

As she painstakingly prepares simple breakfast dishes, they acquire a new meaning; they are no longer merely foods she should eat. Those which may have been distasteful become desirable when one has discovered the skill required to prepare them. A sixth grade girl nearly always has a keen appetite for that which she can cook.

There is no part of her work to which she brings greater enthusiasm than in correctly serving and eating the food which she has prepared. The greatest reward for her effort is to be able to contribute to the family meal a dish which is relished and received with appreciation; or, when her mother is ill, to surprise her with an appetizing tray of food.



Every Day is Courtesy Day

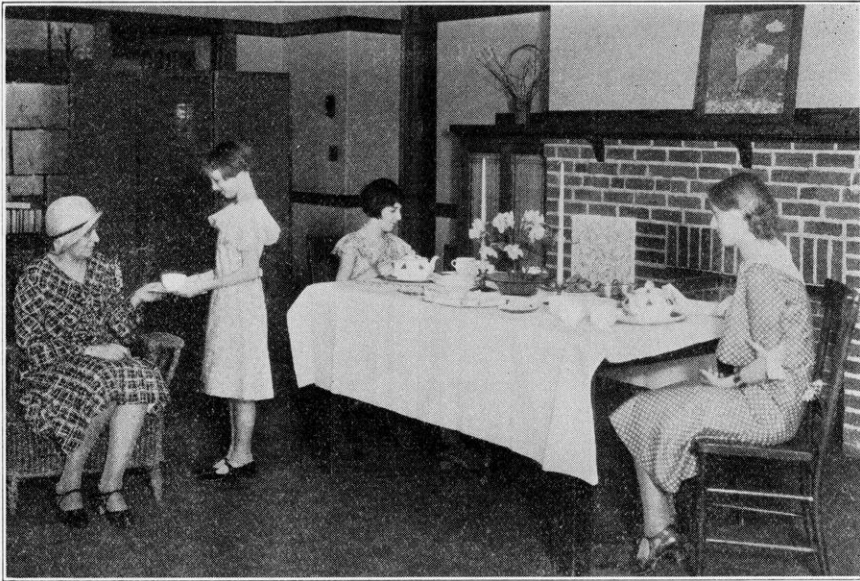
LIFE is not so short, but that there is always time for courtesy.



Ask the boys and girls of Emerson School what they believe.

How should I conduct myself at a school party?

How should my appreciation be shown to a speaker or entertainer?



*“Mother, May I Serve You—
... an afternoon tea with a wealth of opportunity for courtesy”.*

What is my most courteous greeting for older people?

Who first enters a street car?

How should my friends be introduced to my mother?

What reward does one receive in doing things for others?

These and similar questions occupy the most serious places in the minds of our boys and girls. They are not only thinking, but they are practicing under well-planned supervision. Home room groups have actual experiences for the training in manners.

And the afternoon teas, with a wealth of opportunity for courtesy for the girls and their mothers. The greeting and meet-

ing of their friends and mothers! "Good afternoon, Mother,"—"Mother, may I present Margery Smith,"—"May I serve you,"—the room overflowed with earnest, conscientious attempts to attain the highest peak of courtesy.

Emerson School is working hard to be the leader of the city schools in courtesy, desiring to be known as the school of friendly and courteous students. For "Courtesy makes friendship"—and we are out to attain that ideal.



*"And trust the honest-offered courtesy
Which oft is sooner found in lowly sheds,
With smoky rafters, than in tapestry walls
And courts of princes, where it first was named,
And yet is most pretended."*

—Milton.

"As the Twig is Bent"

THREE orange crates and a rough wooden box appear in the home economics laboratory. During the hour when the homemaking class meets, a group of girls is found painting the orange crates which have been joined together with a few nails to form an improvised toy cupboard. Another group is putting hinges on the wooden box and covering it with cretonne to make a chest for storing children's clothes or toys. Upon further investigation one finds that a child's desk, low chairs, a coat rack, small blackboard, bulletin board, books, and toys have been brought by members of this class.



"A Corner They Can Call Their Own—

... orange crates have been joined together to form an improvised toy cupboard".

The girls are only too glad to stop long enough to explain the work which seems to be absorbing their interest and attention. They have discovered in their study of child care and training that play is the child's way of learning, of experimenting, of trying himself out. They know that every child should have a place that he can call his own, a place where he can keep his belongings, even if it is only a corner in a room. And so the members of this class are arranging a play corner to accommodate the little tots who are going to come to this room to try on the dresses which have been made for them by the girls in the clothing classes.

It is an established fact that a child learns more during the pre-school years than he will in any other six years of his life.

During this period he is forming bones and teeth, he learns to walk, to talk, to feed himself, to dress himself, and to wash himself. He should learn how to get along with others, to think for himself, and to depend upon himself. He learns through satisfaction, by asking questions, through imitation and suggestion. He is developing the good or bad habits which will affect his whole life.

Because the care of the child is such an important function of the home, the subject of child care and training is holding an



“High School Girls Visit Kindergartens—

. . . they discover that play is the child's way of learning”.

increasingly important place in the Home Economics Department of the Madison Public Schools. The course in infant hygiene was introduced in the eighth grade ten years ago. Today all of the junior high school pupils receive instruction in the physical care and training of the child. The senior high school homemaking course continues to offer a more complete and advanced presentation of the child training work. The girls in this class visit kindergartens for regular observation. They are encouraged to care for young children in their own families or in the neighborhood. Children of pre-school age are invited to come to school in small groups where they are guided and directed by a committee of girls assigned to this work.

A number of girls are earning money by caring for children satisfactorily and intelligently. From time to time encouragement has come from mothers who have expressed their approval of this

instruction which the girls are receiving. These mothers realize that the care of the child is such an important factor that such training should not be left to chance. They appreciate the fact that today these girls are learning to care for younger brothers and sisters and that tomorrow they will be the mothers who are providing proper conditions for the development of their own children. They will be arranging play corners in the homes which they have established.



*"A Simple Party for Little Friends—
... they are guided by high school girls".*

*But today, well lived makes
Every yesterday a dream of happiness
And every tomorrow a vision of hope.
Sanskrit.*

A First Lady Says—



VERY girl should be taught to sew, not merely for the sake of making something, but as an accomplishment which may prove a stabilizer in time of perplexity or distress. Many a time, when I have needed to hold myself firmly, I have taken up my needle; it might be a sewing needle, knitting needles or a crochet hook—whatever its form or purpose, it often proved to be as the needle of the compass, keeping me to the course. I look for a revival of the homey household arts. Such a revival may not bring about the peace of nations, but I firmly believe that it will aid in bringing peace within our homes, and this will be more far-reaching than we realize.

—With permission of Mrs. Calvin Coolidge.



"The Girl With the Curl"

*"There was a little girl, who had a little curl
Right in the middle of her forehead;
And when she was good she was very, very good,
And when she was bad she was horrid."*



NOT only one but thousands of these little girls come to school every day. When they were babies their mothers hoped and dreamed wonderful futures for them; their fathers became very fond and very proud of them. Their parents were the only ones to guide them through their infancy and early childhood.



"She Must Develop Hobbies—

. . . an opportunity to keep occupied in worth while activities".

Other influences soon began to work into their lives. They acquired playmates, they visited grandmothers and grandfathers, aunts, uncles, and cousins, neighbors and family friends. They came to school and, it is to be hoped, to church. Later it may have been their good fortune to have had Girl Scout, Girl Reserve, Campfire, Four H Club, or similar club experience. For others the only outside activity has been going to bad movies and staying up late at night.

As these girls emerge into the early teens they are facing their own world with new dreams and a new craving for experience and companionship. They are at the stage of having "crushes" on some boy, a girl chum, an older girl, a teacher or leader. At this

particular time, the beginning of their junior high school career, they enter upon their home economics work where the teacher is ready to learn of their individual problems, to give them sympathetic understanding and encouragement.

Because habits of daily living exert such a great influence on the life and personality of the girl, she is directed in daily health routine as well as personal grooming. She has had an opportunity to learn the significance of getting along with her schoolmates, parents, teachers and other superiors, her intimate friends, boys, the crippled, the aged, and the poor. She becomes aware of what it means to be trustworthy, responsible, and unselfish. She learns the value of pleasing speech, the charm of gracious manners.

Under the guidance of her teacher she has an opportunity to discover her own likes and dislikes, to find new talents and to develop those of which she is already aware; an opportunity to expand and broaden her interests, to keep herself occupied in worth while activity. She must develop hobbies. She learns judgment in the use of money by keeping accounts of personal expenditures.

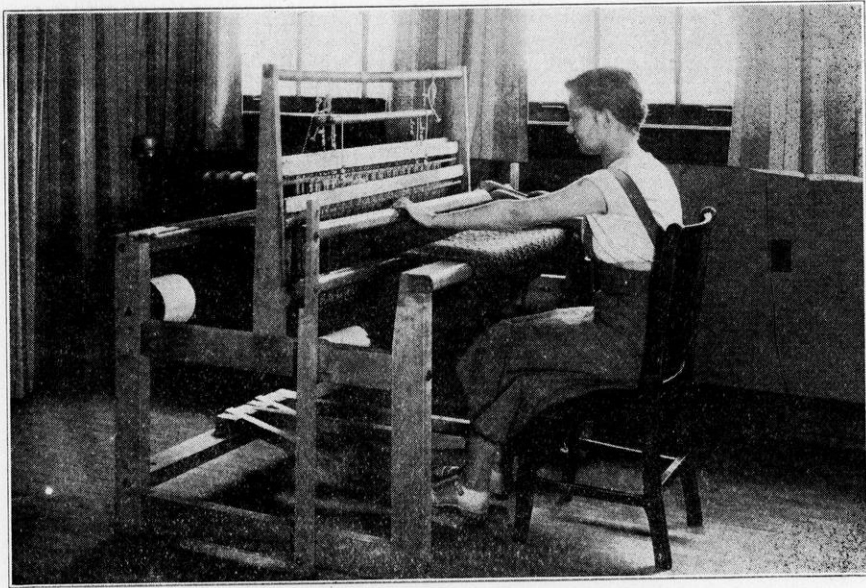
The home economics teacher is making a conscientious attempt to encourage her in correct habits of living and to help her overcome wrong habits. Her teacher cannot expect to make her over, but she does hope to send her on, a developing personality, toward happier companionship and more enjoyable work.



A Visit to the Weaving Room



MARY has become an explorer for today, walking through strange corridors, peering into stranger rooms. An open door encourages her to stop. She sees groups of girls sitting around tables reading, another group absorbed in an exhibit of unusual and interesting textiles, still other girls busy at strange contrivances—no, not strange, for in her reading she has often seen pictures of them. They are hand looms.



"The Joy of Creation—

... finding an expression for the clever and tasteful use of color and pattern".

As she hesitates at the door, she is spied by one of the workers. "Is there something I can do for you?" Mary is quick to reply, "Tell me what you are doing here." "We are studying weaving, an art centuries old which has been practiced by all nations and through which they have expressed their national characteristics and their appreciation of the beauty of color, design, and texture. As you know, weaving played an important part in the lives of our colonial ancestors making a contribution to their lives, not only of useful articles, but of beautiful ones as well. Won't you look around and see for yourself what we are doing."

As Mary strolled about the room, observing and asking questions, she concluded that the girls had developed an understanding of the structure of cloth; that they had gained experience in judging its value and beauty. For all the theories offered in respect to

the clever and tasteful use of color and pattern, they were finding a practical application. Years ago when these same eager fingers pounced upon bright papers for making May baskets and valentines, the joy of creating was strong. It is just as forceful now and carried each girl, Mary observed, through the more laborious parts of the project she had planned.

When Mary stopped to examine the display of hand weaving, the teacher joined her. "You seem so quiet and unhurried in here, in spite of the fact that you are so busy," said Mary. "Yes, weaving has that effect on us. Its whole history is so tied up with peaceful scenes that even the noise, rush, and bustle of today cannot detract from its quieting influences. It's good for 'nerves'."

"Thank you, so much," said Mary as she was leaving, "I am surely going to take weaving in high school."

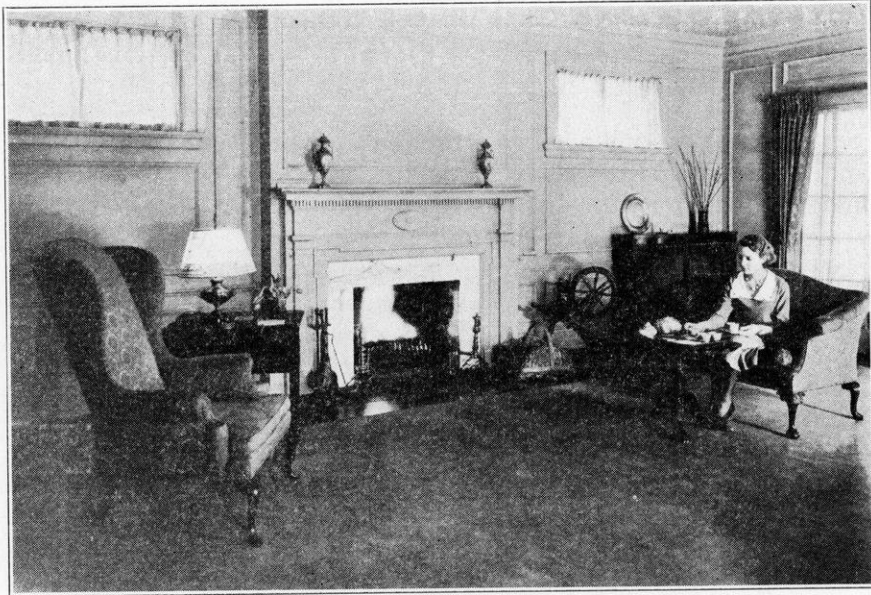


Choosing the Beautiful



THE scene is in the theatre. The curtain rises on a stage setting which consists of a living room with glaring lights, gaudy wall paper and rugs, a garish lamp. Before anyone appears on the stage one predicts that the characters who are to occupy this room are irritable, ill-mannered and use vulgar English spoken in harsh, rasping tones.

If, on the other hand, the curtain rises on a room with soft,



*"Home Becomes Orderly, Restful and Beautiful—
... She arranges furniture in pleasing useful groupings".*

mellow lights, neutral walls, simple, comfortable furniture, a few good pictures, books, flowers, and a bit of pewter, one decides that the persons who live in this atmosphere of repose must be charming, well-poised individuals who find satisfaction and joy in the things of beauty about them. Their personal appearance, well-modulated voices, and gracious manners further evidence good taste and judgment.

As the stage setting helps the audience to interpret the life that is portrayed, so too a home expresses the personality of its occupants and reveals much of the life that is lived within.

Many persons feel that beauty is a vague something which they can never hope to understand. They believe that it is a matter of talent and temperament to see beauty, to respond to finer things. They fail to appreciate that a few simple rules will help them to avoid the commonplace and to develop discrimination in taste.

Because the one who learns to appreciate the beauty in his surroundings enriches his own life and develops the taste of those with whom he comes in contact, the home economics teacher aims to make her students aware of the aesthetic possibilities in costuming, home furnishing, hospitality, and leisure activities.

The selection of a beautiful and becoming costume is a challenge to any girl's taste and discrimination. She must keep in mind that her dress should be an expression of her personality and that the line, color, and texture of her costume should be chosen accordingly. The school girl who has learned the essentials of wise selection is able to appear appropriately dressed without a large expenditure of money. She knows that good taste in dress is a matter of intelligence.

However, she is not going to stop at appropriate dress. Soon she feels a desire to create order and beauty in her home. She arranges the furniture in pleasing, useful units. A comfortable chair, table, books, and lamp invite one to read. A desk properly placed and equipped with appropriate accessories becomes an incentive for one to write or study. With ingenuity and imagination she uses materials she has on hand to create simple, charming arrangements and her home becomes orderly, restful, and beautiful.

At the same time her interest in the home beautiful leads her to further study—of textiles, pictures, landscaping, furniture and architecture. Leisure time spent by the girl in this manner proves to be very satisfying. Later when she purchases new materials for her own home she will have a better understanding for her selection.

To be a charming hostess is an art. Whether she lives in one room, a cottage, or a mansion, it is becoming to a girl to practice hospitality. A few flowers well placed, a clean, cheerful room, a dainty tea table, are echoes of a hostess' welcome. The clever girl knows how to use her china and table linen to the best advantage. She plans the menu, centerpiece, and place cards in harmony. In her home economics work she is given many opportunities to plan and serve teas, luncheons and dinners. If her attempts at home entertaining are successful and pleasing, it is not a mere "happenstance", but the result of careful thought and planning.

Mere things have a tremendous influence in forming character. The girl who is recognizing, choosing and creating that which is beautiful will reveal herself through her home, her choice possessions and her amusements as one who is enjoying a genuine and enriched life. The vulgar and common do not find a place in her work or leisure.

Madison Public Schools Having Home Economics Departments

East Junior High	Doty
East Senior High	Emerson
Central Junior High	Franklin
Central Senior High	Lincoln
West Junior High	Randall
West Senior High	Lowell
	Longfellow

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Acknowledgements

Mr. W. A. Sumner, Associate Professor of Agricultural Journalism,
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Miss Ruth Allcott and Mrs. Esther S. Clettenberg, Art Teachers,
Madison Public Schools

Louise Meyer, Marva Loftsgordon and Harold Hayes, Art Students,
Madison Public Schools

Mr. Lloyd Benson and students of the West High School Print Shop.

Madison Public Schools Having Home
Economics Department



Acknowledgments

to the general assistance of the Madison Public Schools
University of Wisconsin
The Public Schools and the Madison Public Schools
Madison Public Schools
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