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WHAS
Western Kentucky University
Earl Moore

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WHAS Broadcast No. 53.
February 9, 1937.
4:00-4:30 P.M.

From Extension Studio in Bowling Green

**Strings and Voices**

*"College Heights."*

Moore Western Kentucky State Teachers College greets you all both
great and small with the words of our college motto — — —

**Voices**

*Life More Life.*

Moore Life More Life is our motto and our wish for all our listeners.

**Vibraphone**

Chords.

Moore The Parent-Teacher Association program which was postponed
from February 2nd on account of flood conditions will be presented
at this hour one week from today, February 16th.

Our program today consists of a cornet duet, selections by our
string ensemble, and an interview furnished by Western's Home
Economics Department. We open with a cornet duet, played by an un-
usual combination of musicians. Both of these young people are
national champions on the cornet. Miss Helen Albritton, of Waupon,
Wisconsin, won this distinction in 1934, and Mr. Frank Baird won the
same honor in 1936. Miss Albritton and Mr. Baird have chosen the
"Ida and Dottie Polka," by Loezy. Miss Mary Chisholm at the piano.

**Albritton and Baird**

*"Ida and Dottie Polka."*

Moore And now we have the pleasure of visiting the office of the
Home Economics Department of Western Teachers College, in the Home
Economics Building, on our campus, popularly known as the Home Ec
Building. Miss Lotta Day, head of the Department, is at work in her
office, when several young ladies appear at the door and ask for a
conference with her. We take you now to the Home Economics office.
Vibratone Chords.

Everson Miss Day, may we come in?

Day Yes, indeed. Won't you be seated? What can I do for you?

Everson We must decide on our majors. We are considering majoring in home economics, and would like some information.

Day I shall be glad to help you. What information do you desire?

Everson Some of us want to know something about what is given in the home economics course, so that we can tell whether it would be worthwhile for us. I have heard some say that it's just cooking and sewing. It isn't is it?

Day No, indeed, home economics means far more than cooking and sewing today. The course not only trains the student for teaching and for homemaking but enables the student to enter other vocations such as extension work and commercial demonstrating.

Fortenbery Then if the course trains one for teaching, homemaking, and other vocations, would all our courses be in the home economics field?

Day Oh, no. You would take courses in social sciences—economics, sociology, and history; also courses in chemistry, physics, bacteriology, and physiology. In addition, there are courses in English, education, and psychology. The home economics courses, plus all of these give you a broad general education.

Everson If we choose home economics as our major, what courses in home economics would we take?

Day There are courses in applied art ———

Everson I am so glad of that! I am especially interested in art. Do you offer many art courses?
Yes, there are courses that will help you in interior and exterior planning, home furnishing, and in designing clothes. The art courses will not only help you as a prospective high school teacher and homemaker, but with further training, positions are open in the college field for women trained in applied art who have a home economics point of view. Positions are also open to those with further training in the commercial field, such as clothing designing, interior decorating, and buying.

But I am especially interested in cooking, dietetics, and nutrition. What courses do you offer?

We offer many courses. Among them are dietetics, nutrition, cookery courses, food economics, and meal planning and serving. In addition to being trained for teaching, the student learns to select proper foods for herself and her family.

Please tell us something about what is being offered in textiles and clothing.

We offer several courses. Students are taught how to make becoming clothes, how to choose fabrics, and how to select ready made clothing. Of course wise spending is stressed. So you see the skill developed and information acquired in a study of these courses will enable the student to dress herself and her family in the best taste with the least effort and money. In addition, she will be able to select household fabrics wisely.

I see that majors in home economics have many things to learn. Are there still other courses that one would take?

Yes, one of the most important features in the home economics
Department is the home management house. In addition to courses in cookery, dietetics, food economics, and meal planning and serving, the following courses are prerequisites to living in the house—equipment, family relationships, home management, and child development. Students live in the house eight weeks and carry on typical home problems such as purchasing, budgeting, planning, cooking and serving meals, entertaining guests, and planning home nights for family entertainment.

Fortenbery I am interested in teaching home economics in a Smith Hughes High School. Are there any other courses necessary to train me for this work?

Day In addition to the courses that I have mentioned you would take special courses in home economics education and directed teaching in home economics. I am happy to say there are many positions open in the high school field—both in the federally aided and non-vocational high schools.

Tylee I have a friend who is interested in becoming a home demonstration agent. Did you say that a graduate of home economics would be eligible for this kind of work?

Day Some graduates go directly into extension work after receiving the B. S. degree. They have been trained for teaching and homemaking and the purpose of extension work is to give the women of the community, the county, and the state the very best knowledge of homemaking.

Everson Now that I have a better idea of the meaning of home economics—the work included and the positions open to home economics graduates—I can make my decision regarding my major. We shall not take any more of your time and we thank you for helping us.

Day It has been a pleasure to help you. If you have time I should
like to have you visit some of our classes and see our teachers and students at work.

Fortenberry  That would be fine. Do you have time, girls?

Tyree  I have.

Everson  It is very kind of you, Miss Day.

Day  The clothing and art laboratories are on the first floor. I want to look at the schedule; yea, Miss Adams is teaching a class now. We shall visit the clothing laboratory first.

Vibraphone  Chords.

Day  Miss Adams, these girls are interested in home economics. Will you please explain to them what you are doing in this class?

Adams  This class is the second course in clothing and right now they are on different problems, for the students can work as rapidly as they desire.

The first problem is that of making a dress form. Here is one that is being completed. It was made by the student wearing a tight shirt and on to it narrow strips of gummed paper were applied. Then the shirt was removed, shellaced and put on a standard. Thus each student has a dress form which she uses both for cutting and fitting her garments. These forms are kept in the individual lockers provided for each student.

The next problem is designing the garment. The designs are usually adaptations of ideas from current fashions and fashion magazines. The pattern of the design selected is cut, using individual measurements and for the first problem we test the pattern in muslin before cutting into the material selected. You can see that the students are able to look at a picture and cut a pattern like it, an accomplishment every woman who sews desires to attain, for it makes one
independent of commercial patterns.

To be able to design, cut and make a dress or suit requires a knowledge of textiles as to quality and draping ability of material; a knowledge of art for selection of designs suitable to the person and occasion; an understanding of the fundamental construction processes; and a feeling of confidence in personal ability.

The garments which the student makes depend on the individual needs ascertained by a study of the clothing budget. To meet personal problems the students make different types of garments, but all work on material of the same basic fibers. Here are the designs and material for street dresses, which most of the students are making. We also have two evening dresses in the group; I think you will be interested in them. Miss Anderson is making a green satin, which is extremely becoming to her brunette coloring. Suppose we step into the fitting room, for Miss Powers has on her dress. We have had fun teasing Miss Powers about her tablecloth dress. You see the material is taffeta with the damask design like that used on tablecloths—a new idea in design for dress material.

Some of the students are testing their material on the textile tester. Would you like to watch them? This machine shows the strength of the material, so that if a material is selected for hard wear, they can test it and soon find out whether it is suitable.

I forgot to mention that in this class only silk and woolen materials are used, for they present special problems in handling. Most of the dresses have some unique feature, which each student would be glad to show you if you have time, and care to examine them.
Thank you, Miss Adams. Maybe the girls can see them later. We shall now go to the art laboratory I believe Miss Lowenstein is teaching a crafts class.

Students: Thank you, Miss Adams.

Vibraphone: Chords

Miss Lowenstein, will you show these visitors some of the things your students are making?

Lowenstein: We are having a class in crafts now. The prerequisites for this course are foundation courses in design, with a knowledge of color, line, and the principles of art. The articles made in crafts give the girls an opportunity to adapt the art principles learned in the beginning art courses to clothing, accessories, and house furnishings.

I should like to show you some of the articles the girls have made. Here are some colorful leather purses and book covers. Some of them were made by using the modelling tool to make the design, and others were made by using the stamping tool.

The stitchery on these garments was made of very light weight wool yarn. Other articles for house furnishings were embroidered with silk thread or mercerized thread.

I think that you will be interested in the weaving the girls are doing at these two table looms. Each girl has an opportunity to do some weaving. The designs are woven into various pieces. This piece will be used for a pillow. Among these others are scarfs, purses, and table pieces.

The large wall hanging there at the back of the room was designed and block printed by students. There is a variety of block printed articles in this group of things on this table. We also have pieces which were stenciled. Here is a group of crayon wall hangings.
A great deal of enjoyment is derived from doing chip carving. Simplicity is particularly important in planning the designs for the boxes to be carved. The finished articles may be stained, as these are. Attractive, as well as useful, accessories for the home may be made by burning designs on wooden bowls, plates, and boxes, and then painting and shellacking them.

The girls find real satisfaction in making stools for their rooms. The hickory bark used for weaving the seats of these stools was dyed in this laboratory. Various kinds of reeds may also be used for weaving the seats.

The students are enthusiastic about doing metal work. The metal plates and trays you see here in this case were either etched or incised and hammered. The pewter is softer than brass or copper, and therefore can be etched, incised, and shaped more easily.

Would you like to see our other equipment and the collection of pottery and textile materials?

Day I am sure the girls will want to see them at some other time, but we must hasten. We shall now go upstairs to the science laboratory.

Students Thanks, Miss Lowenstein.

Vibraphone Chords.

Day Miss Church, will you please explain to these prospective home economics majors what you are doing in this class?

Church I am teaching a course in dietetics. Right now we are discussing the question, "What is an adequate diet and how can menus be planned in order to meet the requirements of the body?" As a basis for this study we have studied in detail the daily requirements of individuals for those foods which will provide heat and energy, body building and repair, and body regulation. That is, we have found
that not every person needs the same amount and kind of food. One girl who is fairly large and very active may require about 2000 calories per day, while another girl needs perhaps only 1450. There are other factors too which influence this requirement, such as condition of the body, age, and climate. The calorie, as you probably know, is the unit by which the energy-giving value of a food can be measured. In our laboratory lesson, for example, and I know you will be interested in this fact— we found that approximately two and one-half heads of lettuce furnish 100 calories, while a tablespoon of butter furnishes the very same amount of heat!

The requirements of the body have likewise been studied for protein—which, as you know, is a body building foodstuff—, the minerals, and the vitamins. In each case the girls have made charts showing the foods which are good sources.

With all this information we are now, as I said earlier, planning menus to meet the standards of an adequate dietary, and evaluating menus accordingly.

This semester we have done some nutrition experiments, using albino rats. These animals are very tame and are not at all hard to care for. The procedure in conducting an animal experiment is to furnish all the known essentials of a good diet except for the food to be tested. So we fed three of our rats diets which were adequate in every way except that they varied in the source of protein. Milk protein—cassie—was fed to one animal at a moderately high level and fed to another rat at a very low level, as the source of protein. A third rat received gelatin as the source of protein. The results we obtained are in agreement with the accepted results
published by many investigators: that gelatin as the sole source of protein does not provide for as good nutrition as does casein and that casein, while it is an efficient protein when fed as the sole source of that foodstuff in the dietary, does not provide for good nutrition when fed at a very low level. The significance of this study can be seen that it is not only the quantity, but the quality as well, which influences our requirements for protein-rich foods. Are there any questions you would like to ask?

Day We have no more time just now, thank you, Miss Church.

Students Thank you very much.

Day There are no more classes in session now, but I do want you to see the food laboratories, unit kitchen and the dining room. Then, if you have time, I shall be glad to take you to the home economics department in the training school and to the home management house.

Fortenberry We should like to see the food laboratories.

Vibrap hone Chords.

Day Here is the Foods Laboratory. The beginning food classes learn proper methods of cooking foods. To some extent, they learn what happens when certain foods are combined or the amounts varied.

They also learn how to vary recipes.

Vibrap hone Chords.

Day This unit kitchen and dining room are used by students in the meal planning and serving classes. Students not only learn how to plan menus for their family needs and for formal and informal occasions, but they learn the right table appointments, correct table service, and correct social graces which are as necessary in serving meals, and in giving teas and parties, as the preparation of the food.

Vibrap hone Chords.
Participating in the conversations you have just heard, have been Miss Lotta Day, head of the Home Economics Department of Western Teachers College; Miss Marie Adams, Miss Clara Lowenstein, and Miss Adeline Church, teachers in the Department; and Pauline Tyree, of Reidland, Kentucky, Miss Ruth Everson of Louisville, Kentucky, and Miss Mildred Fortenbery, of Providence, Kentucky, students in the Department.

We turn now to our string ensemble, heard regularly on this program. They play an "Aria" by Tenaglia.

The members of this ensemble are

William Gleichmann
Lavelton Dye
Murrell Owen
Robert Chenoweth
Hazel Oates
Laura Salt and
John Farris. The ensemble is directed by

Mr. Chester N. Channon, of the music faculty.

We leave with you today these words of Nathaniel Hawthorne:

"Life is made up of marble and mud . . . . What is called poetic insight is the gift of discerning, in this sphere of strangely mingled elements, the beauty and majesty which are compelled to assume a garb so sordid."

This ensemble will be heard again next Tuesday in connection with a program devoted to the interests of Parent-Teacher Associations.
and celebrating the fortieth anniversary of the beginning of that movement. State and district officers of the P. T. A. in Kentucky, as well as representatives of local associations are scheduled for that program. You are invited to tune in at four o'clock C. S. T.

This program has come to you from the campus of Western Kentucky State Teachers College, in Bowling Green. This is Earl Moore speaking for the College, and wishing you Life More Life.

(Strings up and continue)