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A Plea for the Boys

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skimmed milk and legume hay are fed, the most important point in the grain mixture is to find some carbohydrates to replace the fat which has been removed from the milk. They will thus have learned a fundamental feeding principle from their own investigation, and will not soon forget it.

A still more interesting problem for the class is to compute a ration for a young calf, feeding it on skimmed milk and grass. It is surprising how many spring calves in the state are fed on just such a ration. Of course it is impossible to balance a ration on these feeds, because Kentucky blue grass before heading has a nutritive ration of one to three and three-tenths, and skimmed milk of one to one and one-half, while the standard for calves of one hundred to two hundred pounds weight is one to four and eight-tenths. A little study will also show that the paunch of calves of this age is not sufficiently developed to permit the consumption of much roughage. The problem should be completed by having the class add enough of the right kind of grain mixture properly to balance the ration. Since the two rations just discussed are those likely to be fed to fall and spring calves, respectively, these problems can be used as a basis for the discussion of the relative advantages and disadvantages of fall and spring calves.

Another problem that I have found interesting is to compute a ration for a mature pregnant brood sow, feeding corn, legume hay and about two-tenths of a pound of tankage. The problem is not difficult, but it involves a study into the requirements of the winter ration of the pregnant sow, and a search into experimental data for the best feeds to use.

If you have a creamery in your locality, ask the class to compute what they might bid for the buttermilk output, based on the butterfat receipts and the price of corn. Assuming that buttermilk can be purchased for about ten cents a hundred less than its value, ask the class to ascertain how much they might increase the proportion of buttermilk to corn profitably.

Always tie your problems, if at all possible, to a condition that exists in the community. H. EARL RATH

A PLEA FOR THE BOYS

Hygiene

Have you ever raised the question why high school boys are not allowed, as a rule, to take courses of the type of Personal Hygiene, Home and Community Hygiene, First Aid, Home Care of the Sick, Clothing, Foods, and the like—courses now open almost exclusively to girls?

Almost any girl in the high school may elect them but the boys rarely have such an opportunity. Why the discrimination? Are not the schools striving to educate the boys as well as the girls and to prepare them for the various problems of life? There is really no legitimate reason why boys can not be in such classes with the girls, so that they, too, may learn how to be healthy, helpful, and happy, and to understand more fully the problems of the home.

Not many boys would refuse to take for credit, courses which included such topics as the following if such were handled by competent teachers:

Selection of a home (location and environment).

What to consider in building or buying a home.

Furnishing a home.

How much I cost my family.

Keeping of personal accounts.

How to spend and to save wisely.

Budgets (meaning, value and use).

Personal and family budgets, based on given incomes.

How I can aid in the family income.

Savings, taxes and insurance.

What can be done to help parents in the home (keeping things in their places, caring for own room, making a bed, helping in the kitchen, working in the garden, caring for the yard, assisting in the care of younger members of the family).

What to wear on various occasions.

Purpose and hygiene of clothing.

Selection of clothing as to color and design.

Materials used in making suits, hose, underwear and shirts, and how to test them.

Laundering and cleaning qualities of different fabrics.

How to look neat and well dressed at moderate cost, and without the necessity of large laundry and tailor bills.

How to buy, clean, press, mend, repair, pack and hang up suits.

How to act when sister or mother entertains, or when invited out to a dinner or social affair (everyday manners, writing and answering social notes and invitations, table etiquette, duties of host at dinner, carving and table service, duties of a guest).

How to cook, when it is necessary (materials, equipment and home cookery of staple foods).

What should be included in a well balanced diet.

How to select meals at various types of eating places.

Health habits which should be formed in order to keep one at his best.

Sanitary practices that should be followed in order to make the home and community a better place in which to live.

What should be done in case of accident.

Home care of the sick and common scientific home remedies.

Proper attitude toward those in the home.

Standards of conduct between boys and girls.

How to spend leisure time.

Relation of work to health and success.

Jobs open to high school boys.

Life vocations.

Since the men of the household usually share in the responsibilities of the care and welfare of the family, it would seem wise to give the boys of today, who will be heads of homes tomorrow, some practical, scientific knowledge upon which to base their judgments. Even now the boys must make decisions with respect to themselves and others.

Is it not possible to include boys in these health and home welfare courses without entirely wrecking the traditional course of study? Evidently so, for not long ago the federal Bureau of Education made a survey to determine if such courses were offered, and from the report of the findings of that survey the following information is offered:

"The returns from a questionnaire recently sent by the Bureau of Education to high schools of the United States show that Home Economics is offered to boys in some schools of

a number of cities of thirty-one different states. It also shows that twenty-four of these states report a number of cities having some schools that offer to boys a course in Personal Hygiene and Health. Also, that thirty-three of the states report a number of cities in which some schools offer to boys specific courses in Home Economics, such as Foods, Landscape Gardening, Nutrition, Household Management, Home Building and Furnishing, Clothing Design, Household Budgets, Camp Cookery, Family Relationships, Art and Design, Applied Economics and Child Care.

"Wherever Home Economics has been offered to boys, it has been received by them with acclaim."

Thus we learn from this report that some schools are offering courses usually given only to girls, and furthermore, that the boys like what they get.

Cannot more of our schools offer such courses? They should certainly give the boys as much consideration as is offered to the girls in educating for life and its responsibilities.

BELVA L. SWALWELL

SPRING STUDY OF TREES

Botany

In the January number of Science Bulletin there were offered some suggestions concerning the study of trees in winter. During the spring there are many opportunities to pursue further interesting and profitable studies.

One of the most familiar signs of active growth in trees is the bursting of buds from which the new growth of leaves occurs. In this connection the contents of buds should be studied. A longisection of a large bud, such as the Shagbark Hickory, will reveal the "stem tip" or "growing point" to which are attached the closely packed "foliage leaves." These parts are protected by the modified leaves or "bud scales." Such a bud is spoken of as a "leaf" or "branch" bud. In the Cottonwood the large buds at the end of the twig when sectioned will show distinctly at this time of year the catkins of flowers. These are known as "flower" or "fruit" buds. Buds, such as those of the apple, which contain