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Recommended Citation
Barber, Mary (1925) "The Cooperation of Home Economics Teachers With Business Firms," The Iowa Homemaker: Vol. 5 : No. 8 , Article 8.
Available at: http://lib.dr.iastate.edu/homemaker/vol5/iss8/8

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The Cooperation of Home Economics Teachers With Business Firms

By MARY BARBER
Home Economics Director of Kellogg Cereal Company

As a rule the general public does not understand that manufacturing firms are trying to help solve its problems of cooperation. The manufacturer is doing his best to help through "merchandising methods" or "suggestion schemes" with the idea of getting into close touch with their customers through intelligent service, truthful advertisements and helpful contacts.

In their organization, manufacturing companies are creating special departments to carry out these three means of cooperative contact with the public. Home Economics teachers all over the country are every day receiving material that is organized especially for teaching purposes. With much of the material comes printed especially for teaching the subject.

One exhibit of a new cereal product is a repair shop for ideas. There is a vast amount of research going on in all types of commercial work and its results are written up for advertising purposes. Other companies send out questionnaires to teachers offering to help them in any way that they might.

An attempt is being made more than ever before to have truthful advertisements. In other words, an attempt to control and guide the enthusiasm of ads, to prevent the swamping of big firms making the small firms invisible in the kitchen. The Kellogg Cereal Company has recently been sending out sample exhibits of a new cereal product, called "New Oats"—a cereal food made up of oats and wheat, cooked for forty minutes under steam pressure in the factory and therefore necessitating only thirty seconds cooking in the home kitchen. Other companies send out questionnaires to teachers offering to help them in any way that they might.

There is a large percentage of malnutrition among the school children of Iowa. It would seem therefore that the most important phase of the foods work is the nutritional phase. Any course which fails to improve the eating habits of the children in the class fails in its chief objective.

The following unit is presented as its foundation: Good food habits involve the selection of food for the three meals of the day. The unit is therefore organized around food habits, meal preparation, the buying of food, and the cooking of food, but the cooking should be subordinated. This organization also gives an opportunity to include some work on family relationships.

An attempt has been made to set up some of the outstanding objectives and suggest problems which, when solved, will help the class work.

Objectives are given in terms of habits, abilities, skills, standards, ideals and appreciations:

1. Appreciation of the advantage of and necessity for good health.
2. Desire to help maintain the health of the family and the individual.
3. Ability to weigh and measure themselves and others and keep weight charts.
4. Attitude of wanting to eat all foods (both from the standpoint of body needs and from the social standpoint).
5. Habit of eating all foods.
6. Habit of eating the right foods in the right amounts at the right time.
8. Ability to plan an adequate inexpensive breakfast for the school girl which can be prepared in a reasonable length of time.
10. Standards for choice of fruit and milk.
11. Ability to interpret a recipe.
12. Ability to measure accurately.
13. Ability to cooperate in work.
14. Ability to select only essential appropriate equipment.
15. Ability to use stoves.
16. Skill in preparing a few simple breakfast foods.
17. Ability to recognize standard products.
19. Ability to keep several processes going at one time.
20. Ability to get breakfast on the table, in good condition, at the right time.
21. Ability to judge a breakfast.
22. Skill in setting the table attractively for a simple breakfast, and
23. Attitude of service.

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