

CONSUMER BUYER UNITS IN FOODS FOR USE IN HOME
ECONOMICS EXTENSION TEACHING

by

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INTRODUCTION

The problem of supplying the family with food has changed considerably since the day when everything was produced at home. No longer are the producer and consumer identical persons and they may even be widely separated from one another. Naturally many difficulties in the realm of buying have arisen which the consumer is not well prepared to meet.

The market has developed a system of its own to express quality differences in foods but, as a rule, has not passed this information on to the consumer except on the wholesale market. The United States Government and also some private agencies have been developing buying guides of various kinds for a number of years. Although made primarily for the wholesale market, many of these guides are also of value to the consumer on the retail market. The National Recovery Act, while in effect, was a stimulus to the further development of marketing standards and did much to bring the problem to the attention of the consumer. The need is to organize the information and guides for buying in an understandable form and make them available to the consumer.

Up to the present time rural women have been considered largely as producers, little attention being given

to them as consumers. But they are now going to the market for food more and more frequently and are coming to realize that they too are consumer buyers and need a better understanding of how to buy. For example, many farm women have recently bought commercially canned foods in appreciable quantities for the first time. This experience has shown them that all canned foods are not alike, yet they have had no guides to help them in their selections. The buying of canned foods is typical of other purchasing problems with which the rural homemaker is confronted.

Although the depression has returned some of the production of pioneer days to the farm home, and a few of these activities may stay, many will go back again to industry as the income increases. The homemaker will then have to determine what she will depend upon industry to supply and what she will need to know in order to select these intelligently.

The homemaker is one of the chief consumer buyers. Though responsible for 85 per cent or more of the family purchasing, she is often unskilled and uninformed in the art of buying and usually knows little about where to secure help. Providing the family with food is one of her primary responsibilities and requires a major portion of the family income. Improvement of her food purchasing practices would aid greatly in reducing marketing costs and

securing more returns for the money spent.

The organization and presentation of pedagogical units in food buying would be an important contribution of the extension program to the rural homemaker. If instruction in consumer buying could be given through this agency, she would be greatly aided in her purchasing activities.

The purpose of this study was:

1. To secure information concerning the food purchasing practices and interests of farm homemakers in Kansas.

2. To plan in detail a suggested five-year program on food purchasing for use in Home Economics Extension teaching.

REVIEW OF LITERATURE

The need for education of the consumer has been recognized for some time by a few individuals though only recently has interest in it been widely extended. Harap (1924) made an extensive study of the consumer buying activities of the people of the United States. Included in his objectives for the consumption of food, are the following goals for consumer buyers:

"To become aware of the problem of marketing as it affects the consumer, with respect to quality and price of food products.

"To be prepared to act politically on marketing issues.

"To know effect of supply, storage, and shipment upon price of goods in a particular community.

"To cooperate with the dealers to improve conditions of marketing.

"To know roughly the present scheme of grading food products."

Blink and Moore (1930) state that buying is the point at which home economics meets the world of trade; that to give students a vision of the entire problem of providing food for consumers should be the larger aim of food marketing courses; that it has been shown that women buy nine-tenths of the goods consumed by American people; that as chooser and purchaser, the homemaker holds the purse-strings of the nation; that her ability, vision, and training determine the measure of value received and whether or not there shall be a useless expenditure of money.

Monroe and Stratton (1931) state that recommendations for improving marketing machinery almost unfailingly include statements of the need for a better understanding of this subject by the homemaker who does the food buying and whose demands are responsible for many of the existing conditions affecting food costs. They find that there is a growing feeling that the problem cannot be solved without the homemaker's cooperation, that she must know some of the

factors influencing her food supply as well as food selection.

Coles (1932) lists the three greatest difficulties encountered by consumer buyers as:

"First, machine production and specialization has placed before them an amazing array of goods from which they must choose. Second, the quest for profit has led to an attempt on the part of producers to guide demand, and has caused some to resort to misrepresentation and fraud. In the third place, the unspecialized character of household buying makes the development of efficiency difficult."

Kyrk (1933) states that shopping and marketing are the new tasks which have to a degree displaced the older household arts and crafts; that they are important activities in present day household production and under the usual system of division of labor, are largely in the hands of the homemaker; that good buying is the resultant of two factors, one, the methods and information of the buyer, the other, the devices and arrangements of the market.

Missel (1934) states that of 1800 requests received by the Family Consultant Bureau, Teachers College, Columbia University, during two years activity, over one-half of the number of families served and one-third of all requests received were in the field of Home Economics, including such topics as quality standards and consumer educational

organizations. She further states that the requests clearly indicate that the consumer feels the need of education along this line and also that the facilities for such education are inadequate for the needs of the lay person.

Because of the increasing awareness of the need for education for consumer buying, the Office of Education, Washington, D. C. (1936) and the American Home Economics Association (1936) have prepared bulletins to aid those who are interested in giving instruction in how to buy.

No consumer buying study in relation to foods has been made among rural women in Kansas. However, Home Economics extension workers have been interested in this phase of education for some time and this state as well as a number of others has made some provision for such instruction in their programs. None though have planned in detail a program in consumer buying as has been undertaken in this study.

METHOD OF PROCEDURE

1. A checking list was prepared consisting of two main parts. The first included a list of 192 commonly used foods and related products with space provided for the women to check their buying practices as to: quantity purchased at one time, form in which purchased, the frequency of purchasing, and the guides used in selection. The

second part provided space in which they could check information desired on food buying and their reactions to present day food purchasing problems.

2. The checking lists were sent to 10 home demonstration agents in different sections of Kansas. Those agents secured, from among their Farm Bureau members, women who would check these lists.

3. The counties were selected to represent the various types of agriculture in Kansas. They were Miami, Leavenworth, Shawnee, Johnson, Neosho, Butler, Ford, Finney, Rice, and Comanche counties.

4. Five-hundred checking lists were sent out and 224 were checked and returned.

5. The data were tabulated and the findings listed.

6. The information thus secured, together with the investigator's personal knowledge of the buying practices and interests of farm women in Kansas, was used as a basis for planning the units for the program in food purchasing.

7. The units as planned included generalizations, problems, teaching points, and guide sheets to assist local leaders in their teaching. The guide sheets included suggested approaches, guide questions, home and meeting activities, illustrative material to be prepared for unit meetings, and references for further study.

8. The units were checked for selection and organi-

zation of subject matter by members of the Departments of Food Economics and Nutrition, Education, Animal Husbandry, Dairy Husbandry, Household Economics, and the Division of Extension of Kansas State College. Corrections and changes were made in the units according to the suggestions made.

Table 1. The Families Represented by this Survey.

	: Number	: Per cent
Farm families	: 190	: 84
Town families	: 34	: 16
Personnel of families		
	: Number	: Average
Adults	: 569	: 2.50
Children (6-18 years)	: 238	: 1.06
Children (under 6 years)	: 65	: .29
Average size of family represented:		: 3.85

Table 2. Food Stores Patronized.

Type of store	: Number	: Per cent
Independent - home owned	: 178	: 79.0
Chains	: 58	: 25.8
Community markets	: 10	: 4.4
Consumers' cooperatives	: 3	: 1.3
Cooperative chains	: 34	: 15.0

Table 3. Practices in Purchase of Dairy Products and Eggs.

Product	How purchased		Buying guides				How often purchased		
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
	Bulk	Pack- age	Grocer's sug- gestion	Brand	Price	Exper- ience	Regu- larly	Occa- sion- ally	Only in emer- gency
Dairy Products	:	:	:	:	:	:	:	:	:
butter	2.20	27.72	1.76	19.36	6.16	15.84	23.32	3.08	11.44
cheese	:	:	:	:	:	:	:	:	:
cheddar	37.40	7.92	:	19.36	14.52	19.36	9.68	40.92	.88
cottage	3.08	.88	:	.44	.44	2.20	1.32	3.52	3.08
cream	4.40	2.64	:	3.52	.44	4.40	2.64	7.48	.44
milk	:	:	:	:	:	:	:	:	:
condensed- sweetened	.44	1.76	:	2.20	1.32	.88	:	3.08	.44
dried	:	:	:	:	:	:	:	:	:
evaporated- unsweetened	:	1.76	:	3.08	.44	:	1.76	1.32	.88
fresh	1.32	3.08	:	2.64	1.32	3.08	9.24	:	.88
Eggs	2.64	.44	:	1.32	2.64	2.20	8.80	.88	3.52

Table 4. Practices in Purchase of Fats and Oils.

Product	How purchased		Buying guides				How often purchased			
	Bulk	Pack- age	Grocer's sug- gestion	Brand	Price	Exper- ience	Regu- larly	Occa- sion- ally	Only in emer- gency	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Fats and Oils										
Fats										
butter										
compound (lard substitute)	10.12	2.64	2.20	1.32	7.92	1.76	5.28	6.16	4.84	
crisco	.88	12.76		6.16	2.20	7.04	7.04	8.36	2.20	
lard	11.44	6.16	.44	6.60	7.04	5.28	7.48	10.12	5.28	
oleomargarine	.44	5.28		2.20	7.04	2.20	1.76	1.76	1.76	
Oils										
corn oil, (Mazola)		2.20		.44	.44	.88		2.64		
cottonseed oil (Wesson)		1.32		1.76			.44	2.20		
olive oil	1.32	1.32	.44	1.32	1.76	.44	.44	2.64	1.76	

Table 6. Practices in Purchase of Fruits.

Product	How purchased		Buying guides				How often purchased																		
	Bulk	Per cent	Pack- age	Per cent	Grocer's sug- gestion	Per cent	Brand	Per cent	Price	Per cent	Exper- ience	Per cent	Regu- larly	Per cent	Occa- sion- ally	Per cent	Only in emer- gency								
																		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
																		Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Fruits																									
canned																									
apricots		16.72		3.08		15.84		11.00		5.72		4.40		19.36		1.76									
berries		12.32		2.64		9.24		8.80		3.52		1.76		16.28		3.08									
cherries		16.28		2.20		11.00		11.88		5.28		3.08		15.40		5.28									
grapefruit	2.64	4.84		1.76		5.28		3.96		1.32		2.20		11.00		.88									
grapefruit juice		2.64		.88		2.64		1.32		.88		.44		3.52		1.76									
grape juice		4.40		.88		4.40		1.76		.44		.44		7.92		2.20									
olives	1.76	22.88		3.08		14.52		9.68		7.48		.88		30.80		3.96									
peaches		15.40		2.64		14.08		11.00		6.60		3.08		22.00		4.40									
pears		7.04		.44		8.80		5.28		2.20		1.76		12.32		2.20									
pineapple		29.04		1.76		31.24		23.76		11.44		11.44		40.48		2.20									
pineapple juice		2.64				2.20		.88		1.32		1.32		3.08		.44									
plums		5.72				3.96		3.96		3.96		1.32		8.36											
dried																									
apples	.88	.44						.88		.44		.41		2.00											
apricots	18.04	6.60		2.64		4.84		14.96		9.24		2.64		27.72		1.76									
dates	23.32	21.12		3.52		8.36		23.76		11.88		3.08		47.96		1.76									
figs	3.96	6.16		.88		3.08		5.28		2.64				10.56		1.76									
peaches	7.92	3.08		.88		2.20		5.72		3.96		1.76		11.88		1.32									
pears	.44					.44		1.76		.44		.44		2.20		.44									
prunes	25.96	14.96		3.08		7.04		13.20		12.76		9.68		35.64		1.32									
raisins	29.04	36.96		3.96		23.32		27.28		18.92		34.32		36.96		1.32									
fresh																									
apples	47.52	2.64		4.40		11.00		32.56		18.48		37.40		25.96		.88									
apricots	3.08	.88				1.76		3.08		1.76		.88		10.56		1.32									
bananas	55.44	1.32		4.84		1.76		36.96		14.08		22.00		50.16		1.32									
blackberries	2.20	.88		.88		1.76		3.08		1.76		.44		9.24		1.32									
cantaloupe	12.96	.44		2.20		1.76		10.12		5.72		1.76		20.24		1.32									
cherries	4.40	.88		.44		.44		2.64		3.08		.88		8.80		.44									
gooseberries		.44				.44		1.76		2.20		.88		3.08											
grapefruit	30.36			3.08		5.28		22.50		11.44		16.28		30.36		.88									
grapes	14.52	2.20		.44		5.72		15.84		7.48		4.84		24.20		.88									
honeydew melons	2.20	.44						.88		1.32				4.40		.88									
huckleberries	.88	.88		.44		.88				.88		.88		2.20		.44									
lemons	44.44	.88		5.28		8.80		35.64		11.44		11.88		51.76		1.32									
oranges	44.64	.88		4.84		12.76		33.44		14.46		33.00		40.48		1.32									
peaches	20.24	.88		1.76		4.84		18.48		7.92		6.16		23.32		3.08									
pears	11.88			.88		1.32		12.76		3.96		3.08		25.52		2.20									
plums	8.80	1.32		.88		1.32		4.68		1.76		2.20		13.64											
raspberries	1.32	1.76		.88				4.40						7.48		.44									
strawberries	11.44	8.36		2.64				16.72		5.72		1.76		32.12		.88									
watermelon	12.32			2.20		.88		12.96		3.52		.88		23.32		.44									

Table 7. Practices in Purchase of Grain Products.

Product	:How purchased:			Buying guides			:How often purchased									
	:Bulk	:Pack- :age	:Grocer's: :sug- :gestion	:Brand	:Price	:Exper- :ience	:Regu- :larly	:Occa- :sion- :ally	:Only in :emer- :gency							
										:Per	:Per	:Per	:Per	:Per	:Per	:Per
										:cent	:cent	:cent	:cent	:cent	:cent	:cent
Grain products	:	:	:	:	:	:	:	:	:							
bakery products	:	:	:	:	:	:	:	:	:							
breads	: 2.64:	24.64:	.44	:32.56:	18.48:	12.76	:32.12:	17.60:	6.60							
cakes	: .44:	1.32:		: .88:	2.20:	1.32	: .44:	3.08:	5.72							
cookies	:16.72:	3.08:	.88	: 4.40:	10.56:	9.68	: 3.08:	24.20:	5.72							
breakfast foods	:	:	:	:	:	:	:	:	:							
cracked wheat	: 5.28:	7.92:	.44	: 4.84:	5.28:	4.40	: 9.24:	5.28:								
cream of wheat	: .44:	14.96:		:11.44:	3.96:	3.96	:11.44:	10.56:								
oatmeal	: 2.64:	42.28:		:40.92:	18.04:	14.52	:42.68:	19.36:	.88							
ready to serve	: .44:	20.24:		:17.60:	6.16:	5.28	:14.96:	8.36:	.88							
crackers	: 2.20:	50.60:	.88	:36.08:	18.92:	14.08	:41.36:	18.92:								
flour	:	:	:	:	:	:	:	:	:							
bran	: .44:	1.76:		: 1.76:	1.76:	.44	: 2.20:	.44								
bread	: 7.04:	33.44:	1.32	:47.96:	19.80:	20.68	:51.48:	10.21:	.44							
buckwheat	: : 2.64:	.44	: 1.76:	1.32:		.44	: 2.64:	.44								
cake (pastry)	: 1.32:	14.94:		:15.84:	5.28:	5.28	: 6.60:	14.08:	2.20							
cornmeal	:13.20:	33.00:	3.08	:20.24:	17.60:	12.32	:25.08:	30.80:	.88							
rye	: : 1.76:		: : 1.32:		.44	: 2.64:	.44									
whole wheat (graham)	: 3.96:	12.32:	1.32	: 7.04:	6.16:	4.84	: 6.60:	11.00:	2.20							
	:	:	:	:	:	:	:	:	:							

Table 8. Practices in Purchase of Meats, Fish, and Poultry.

Product	How purchased		Buying guides				How often purchased		
	Bulk	Pack- age	Grocer's	Brand	Price	Exper- ience	Regu- larly	Occa- sion- ally	Only in emer- gency
			sug- gestion						
			Per cent						
Meats, Fish, and Poultry									
beef									
canned									
corned	1.32	4.84		3.52	2.20	2.20	1.32	7.04	
dried	7.92	5.72	1.76	4.40	3.96	4.40	2.14	11.44	
fresh	25.96	.44	3.08	1.76	13.64	13.20	9.24	25.52	
fish (salmon, etc.)									
canned	.44	29.48	1.76	29.48	17.16	10.12	13.20	37.84	
fresh	7.48	.88	.44	1.32	4.84	3.08	.88	8.36	
pickled		.44						.88	
smoked	1.32	.88		.44	1.32			2.64	
shell fish (oysters, etc.)									
canned	.88	13.64	.44	12.32	10.12	4.40	2.20	22.00	
fresh	16.28	.44	3.52	1.32	10.12	2.20	.88	20.24	
lamb									
fresh	.88		.44		1.76	.88		3.52	
mutton									
fresh		.44			.44			.44	
pork									
canned									
cured	7.04	3.08	.88	3.96	8.80	2.64	3.08	10.56	
fresh	11.44		1.76	.88	7.48	3.08	2.20	14.96	
poultry		1.32			.44	.88	.44	3.52	
prepared meat									
products	2.64	1.76	.88	.44	3.08	2.64	.88	3.96	
veal									
fresh	3.08		.44	.44	1.76	1.32		4.40	

Table 9. Practices in Purchase of Nuts and Nut Products.

Product	How purchased		Buying guides				How often purchased			
	Bulk	Pack- age	Grocer's sug- gestion	Brand	Price	Exper- ience	Regu- larly	Occa- sion- ally	Only in emer- gency	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Nuts and Nut Products	:	:	:	:	:	:	:	:	:	
Brazil nuts	: 9.24:	: .44:	: 1.76	: 1.76:	: 5.28:	: 1.76:	: .44	: 11.00:	: 1.76	
cashew	: 3.08:	: .44:	:	:	: .88:	: .88:	:	: 3.52:	:	
cocoanut	:31.24:	: 9.24:	: 3.08	: 3.96:	: 14.08:	: 9.68:	: 8.80	:35.20:	: 1.32	
peanuts	:29.04:	: 1.76:	: 3.08	: 2.20:	: 17.60:	: 8.36:	: 3.08	:36.96:	: 1.76	
peanut butter	:37.40:	:14.96:	: 3.52	: 11.44:	: 26.84:	: 11.00:	: 13.20	:44.44:	: 1.32	
pecans	:18.48:	: 1.32:	: 1.32	: 2.64:	: 14.52:	: 2.64:	: 3.96	:23.32:	:	
walnuts	:	:	:	:	:	:	:	:	:	
black	: 5.28:	:	:	: .44:	: 3.08:	: .88:	: .44	: 7.04:	: .88	
English	:25.96:	: 2.64:	: .44	: 3.96:	: 18.48:	: 5.28:	: 4.40	:29.92:	: 2.64	
	:	:	:	:	:	:	:	:	:	

Table 10. Practices in Purchase of Sugars and Other Sweets.

Product	How purchased		Buying guides				How often purchased			
	Bulk	Pack- age	Grocer's- sug- gestion	Brand	Price	Exper- ience	Regu- larly	Occa- sion- ally	Only in emer- gency	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Sugars and Other Sweets										
candy	:31.68	: 6.16	: .44	: 3.96	:18.48	:14.96	: 7.48	:36.96	: .44	
cornsyrup	: 3.52	:29.04	: 1.32	:28.16	:18.48	: 7.04	:19.36	:26.40	: .44	
honey	: 6.16	:12.32	: 1.76	: 4.40	:11.00	: 5.28	: 2.64	:20.68	: 1.32	
maple syrup	:	: 3.08	: .44	: 1.76	: 1.32	: .44	: .88	: 4.40	: .44	
molasses	: 1.32	: 7.04	: .88	: 4.84	: 5.72	: 2.20	: 1.32	:12.76	: .88	
sorghum	: 1.76	: 9.24	: .88	: 5.72	: 4.40	: 3.08	: 3.08	:13.64	: .44	
sugar	:	:	:	:	:	:	:	:	:	
brown	:41.80	: 9.24	: 3.96	: 5.72	:25.96	:11.44	:34.32	:27.72	: .88	
white	:22.88	:34.32	: 3.08	:21.12	:33.00	:12.32	:65.12	:11.00	: .44	

Table 12. Practices in Purchase of Laxatives.

Product	How purchased		Buying guides				How often purchased			
	Bulk	Pack- age	Grocer's: sug- gestion	Brand	Price	Exper- ience	Regu- larly	Occa- sion- ally	Only in emer- gency	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Laxatives										
agar agar		.44		.44	.44	.44	.44	.88		
calomel	.44				.44	.44		1.76		
candy gum types	.44	6.16		4.84	2.64	2.20	3.08	5.72	1.32	
cascara	.44	3.08		3.08	2.20	1.32	.88	5.72	2.20	
castor oil	2.20	6.60	.44	4.84	3.08	3.52	3.96	5.28	4.84	
licorice		.44		.44	.44			.44	.44	
mineral oil	4.40	5.72	.44	6.60	3.52	1.76	7.04	6.16	2.64	
psyllium seed		.88		.88	.44			.88	.44	
salts	6.60	8.36		5.28	6.16	5.28	3.52	10.56	6.60	
senna	.44	.88		.88		.88		.88	1.76	

Table 13. Practices in Purchase of Vitamin Products.

Product	How purchased		Buying guides				How often purchased		
	Bulk	Per cent	Grocer's suggestion	Brand	Price	Experience	Regularly	Occasionally	Only in emergency
Vitamin Products									
ascorbic acid tablets	.44		.44	.44	.44				1.32
cod liver oil	.44	4.40	7.04	1.32	1.32		6.60	3.52	1.32
cod liver oil concentrate (tablets)	.44	2.64	3.52	1.32	.44		2.20	2.64	.44
haliver oil	.44	3.52	3.52	2.64	.44		2.64	2.20	.88
viosterol	.44	.44	.88	.44	.44		.44		.88
wheat germ products	.44								.44
yeast, irradiated								.44	.44
yeast, plain									

Table 14. Usual Quantities Purchased at a Time.

Product	Range	Median	Product	Range	Median
Dairy Products			grapefruit	1-6 cans	1 can
butter	1-8 lbs		grapefruit juice	1 can	1 can
cheese			grape juice	4 oz-1 qt	1 qt
cheddar	1-5 lbs	1 lb	olives	3 qt-1 gal	1 qt
cottage	1-3 lbs	1 lb	peaches	1 qt-1 gal	1 gal
cream	$\frac{1}{4}$ -1 lb	$\frac{1}{2}$ lb	pears	1 qt-1 gal	1 gal
milk			pineapple	9 oz-1 gal	1 gal
condensed-sweetened	1 can	1 can	pineapple juice	10 oz-16 oz	20 oz
dried			plums	1 qt-1 gal	1 gal
evaporated-unsweetened	4-6 cans	6 cans	dried		
fresh	1-8 qts	1 qt	apples	1 lb	1 lb
Eggs	$\frac{1}{2}$ -3 doz	1 doz	apricots	1-25 lbs	2 lbs
Fats and Oils			dates	4 oz-1 lb	1 lb
Fats			figs	$\frac{1}{2}$ -5 lbs	3 lbs
butter	1 lb	1 lb	peaches	$\frac{1}{2}$ -5 lbs	2 lbs
compound (lard sub.)	1-10 lbs	2 lbs	pears		
crisco	1-3 lbs	3 lbs	prunes	$\frac{1}{2}$ -25 lbs	2 lbs
lard	1-100 lbs	2 lbs	raisins	$\frac{1}{2}$ -3 lbs	2 lbs
oleomargarine	1-2 lbs	2 lbs	fresh		
Oils			apples	3 lbs-6 bu	1 bu
corn oil, (Mazola)	$\frac{1}{4}$ -1 gal	1 pt	apricots	3 lbs-1 bu	10 lbs
cottonseed oil (Wesson)	1 pt	1 pt	bananas	2-6 lbs	4 lbs
olive oil	3 oz-1 pt	3 oz	blackberries	1 qt	1 qt
Food Adjuncts			cantaloupe	2-1 bu	6
baking powder	1-5 lbs	1 lb	cherries	1-10 gal	4 gal
catsup	$\frac{1}{2}$ pt-1 qt	1 qt	gooseberries	1 gal	1 gal
chili sauce			grapefruit	2-12	6
chocolate	$\frac{1}{2}$ -2 lbs	1 lb	grapes	1 lb-2 bu	1 bu
cocoa	1-3 lbs	1 lb	honeydew melons		1
coffee	1-3 lbs	1 lb	huckleberries		
cornstarch	$\frac{1}{2}$ -1 lb	1 lb	lemons	$\frac{1}{6}$ -1 doz	1 doz
flavorings			oranges	$\frac{1}{2}$ -3 doz	1 doz
almond	1-10 oz	4 oz	peaches	1 lb-3 bu	1 bu
lemon	2-18 oz	6 oz	pears	3 lbs-2 bu	1 bu
pineapple	1-16 oz	4 oz	plums	16-60 lbs.	32 lbs
vanilla, imitation	4-16 oz	10 oz	raspberries	1 pt-1 crate	1 box
vanilla, pure	2-16 oz	8 oz	strawberries	1 pt-24 qts	2 boxes
gelatin			watermelon	12-100 lbs	60 lbs
flavored i.e., jello	1-12 pkg	3 pkg	Grain Products		
plain i.e., Knox	1-6 pkg	1 pkg	bakery products		
paprika	1-4 oz	1 oz	breads	1-5 loaves	1 loaf
pepper	2 oz-1 lb	1 lb	cakes	1	1
pickles	10 oz-1 qt	1 qt	cookies	$\frac{1}{2}$ -2 lbs	1 lb
salad dressing	$\frac{1}{2}$ pt-1 qt	1 qt	breakfast foods		
salt	1-25 lbs	10 lbs	cracked wheat	1-10 lbs	2 lbs
soda	$\frac{1}{2}$ -2 lbs	1 lb	cream of wheat	1-2 lbs	1 lb
spices	1 oz-2 lbs	3 oz	oatmeal	1-10 lbs	3 lbs
tapioca	$\frac{1}{2}$ -3 lbs	1 lb	ready to serve	11 oz-2 lbs	1 lb
tea	1 oz-2 lbs	1 lb	crackers	1-4 lbs	2 lbs
vinegar	1 pt-1 gal	1 gal	flour		
yeast	1-5 cakes	1 cake	bran	10 oz-100 lbs	$1\frac{1}{2}$ lbs
Fruits			bread	12-48 lbs	4 lbs
canned			buckwheat	2-5 lbs	3 lbs
apricots	1 qt-2 gal	1 gal	cake (pastry)	1-5 lbs	$2\frac{3}{4}$ lbs
berries	1 pt-1 gal	1 gal	cornmeal	1-24 lbs	5 lbs
cherries	1 pt-1 gal	1 gal	rye	$2\frac{1}{2}$ -5 lbs	5 lbs
			whole wheat (graham)	2-20 lbs	5 lbs

Table 14. Usual Quantities Purchased at a Time. (continued)

Product	Range	Median	Product	Range	Median
Meats, Fish, and Poultry			tomatoes	1-24 cans	1 can
beef			tomato juice	1 can	1 can
canned			dried		
corned	$\frac{1}{4}$ -4 lbs	2 lbs	beans		
dried	$\frac{1}{4}$ -2 lbs	$\frac{1}{2}$ lb	chili	1-10 lbs	1 lb
fresh	$\frac{1}{8}$ -100 lbs	2 lbs	kidney	4-5 lbs	4 lbs
fish (salmon, etc.)			lima	1-10 lbs	3 lbs
canned	1-3 cans	2 cans	navy	2-10 lbs	5 lbs
fresh	$\frac{1}{2}$ -5 lbs	2 lbs	soy		
pickled			corn		
smoked	$\frac{1}{8}$ -1 lb	1 lb	peas, split		
shell fish (oysters, etc.)			fresh		
canned	2-25 oz	16 oz	asparagus	1 bunch-1 bu	2 bunches
fresh	$\frac{1}{2}$ pt-1 qt	1 pt	beans		
lamb			lima	2 lbs	2 lbs
fresh	1 lb	1 lb	string	1-5 lbs	3 lbs
mutton			beets	1-2 bunches	1 bunch
fresh	1 lb	1 lb	broccoli	1 bunch	1 bunch
pork			cabbage	1-100 lbs	3 lbs
canned			carrots	1-5 bunches	1 bunch
cured	$\frac{1}{2}$ -5 lbs	1 lb	cauliflower	1-3 heads	1 head
fresh	$\frac{1}{2}$ -3 lbs	2 lbs	celery	1-3 bunches	1 bunch
poultry	1-3 lbs	2 lbs	celery cabbage	1 head	1 head
prepared meat products	4 oz-1 lb	1 lb	corn	$\frac{1}{2}$ -2 doz	1 doz
veal			cucumbers	3 cuc-1 bu	3 cuc
fresh	1-2 lbs	1 lb	lettuce	1-2 heads	1-2 heads
Nuts and Nut Products			onions		
Brazil nuts	1-5 lbs	1 lb	cured	$\frac{1}{2}$ -25 lbs	3 lbs
cashew	$\frac{1}{2}$ -1 lb	1 lb	green	1 bunch	1 bunch
cocoanut	$\frac{1}{4}$ -2 lbs	1 lb	peppers	2-1 pk	1 lb
peanuts	$\frac{1}{4}$ lb-1 bu	1 lb	potatoes		
peanut butter	8-16 oz	16 oz	Irish	2-100 lbs	1 bu
pecans	$\frac{1}{2}$ lb-1 bu	1 lb	sweet	1-100 lbs	5 lbs
walnuts			pumpkin	1	1
black	1 lb-1 bu	1 lb	radishes	1-3 bunches	2 bunches
English	$\frac{1}{2}$ -4 lbs	1 lb	squash	3 lbs	3 lbs
Sugars and Other Sweets			tomatoes	1 lb-2 bu	3 lbs
candy	$\frac{1}{4}$ -3 lbs	1 lb	turnips	1 lb-1 bu	3 lbs
cornsyrup	1 pt-5 gal	$\frac{1}{2}$ gal	Laxatives		
honey	2-60 lbs	8 lbs	agar agar	1 pt	1 pt
maple syrup	2-8 lbs	3 lbs	calomel	12-100 tab	100 tab
molasses	$\frac{1}{2}$ -1 gal	1 gal	candy gum types	1 box	1 box
sorghum	1-10 lbs	8 lbs	cascara	2 oz-1 qt	100 tab
sugar			castor oil	3 oz-16 oz	4 oz
brown	$\frac{1}{2}$ -10 lbs	4 lbs	licorice		
white	8-50 lbs	10 lbs	mineral oil	$\frac{1}{2}$ pt-1 gal	1 qt
Vegetables			psyllium seed	5 lbs	5 lbs
canned			salts	2 oz-5 lbs	1 lb
asparagus	1-6 cans	1 can	senna	4 oz-1 lb	4 oz
beans			Vitamin Products		
lima			ascorbic acid		
string			tablets		
pork and beans	6-24 cans	1 can	cod liver oil	1 pt-1 gal	1 pt
corn	1-24 cans	1 can	cod liver oil		
peas	1-24 cans	1 can	concentrate (tablets)	30-100	100
pimentos	1-6 cans	1 can	haliver oil	5cc-8 oz	50 tab
pumpkin	1 can	1 can	viosterol	5cc-25 tab	
sauerkraut	1 can	1 can	wheat germ products		
sauerkraut juice			yeast, irradiated		
spinach	1-24 cans	1 can	yeast, plain		

Table 15. Reactions Toward Buying Aids.

A. Evaluation present buying information	: Number	: Per cent
1. Dissatisfied with present buying information	: 135	: 60
2. Buying influenced by advertising	: 58	: 26
3. Information on label considered helpful in buying canned and packaged products:		
a. Specific information regarding uses, weight, size, and count.	: 155	: 65
b. Grade	: 157	: 70
c. Sanitary conditions under which food was prepared	: 152	: 64
<hr/>		
B. Legislation	: Number	: Per cent
1. Desire measures requiring truth in advertising	: 190	: 85
2. Interested in revision of present food and drugs acts	: 126	: 56
<hr/>		
C. Information desired on buying	: Number	: Per cent
Food by grades	: 153	: 64
Meats by cut	: 146	: 61
Canned fruits and vegetables	: 146	: 61
Vitamin products	: 113	: 50
Foods by weight	: 108	: 48
Laxatives	: 102	: 46
Dried fruits	: 95	: 42
Fish	: 72	: 32

THE FINDINGS

1. The women who cooperated in filling out the questionnaires were members of Cooperative Extension groups. Of the 224 women who returned the questionnaires, 190 or 84 per cent lived on farms and 34 or 16 per cent lived in towns.

2. The families represented consisted of an average of 3.85 persons; of which the personnel represented an average of 2.5 adults, 1.06 children from 6-18 years, and 0.29 children under six years.

3. The independent home owned grocery stores were patronized by 178 or 79 per cent of the families, the chain stores by 58 or 25.8 per cent, the cooperative markets by 10 or 4 per cent, and the consumers' cooperatives by 3 or 1 per cent.

4. The foods most frequently purchased, arranged in descending order, were: staples, cheese, butter, fruits, vegetables, beef, canned fish, and fats.

5. The quantity of food purchased at a time tended to be small. The only large purchases reported were 25-pound boxes of dried fruits, 100 to 250 pounds of flour, and cases of canned fruits and vegetables.

6. Prices appeared to be the guide most commonly used. For every item checked as bought at the grocer's suggestion,

7.8 items were checked as selected by price, 7.6 by brand, and 4.9 by experience.

7. Sixty per cent expressed dissatisfaction with the adequacy of their own information concerning the buying of foods.

8. Eighty-five per cent were interested in legislation requiring truth in advertising.

9. Fifty-six per cent were interested in revision of the present Federal Food and Drugs Act.

10. The women indicated their desire for information regarding food buying as follows: how to buy foods by grade, 64 per cent; meats by cut, 61 per cent; canned fruits and vegetables, 61 per cent; vitamin products, 50 per cent; foods by weight, 48 per cent; laxatives, 46 per cent; dried fruits, 42 per cent; and fish, 32 per cent.

11. The women indicated information desired on food package labels as follows: specific information about product as to uses, weights, size, and count, 65 per cent; statement of grade, 70 per cent; statement regarding conditions under which product was prepared, 64 per cent.

THE UNITS

The unit problem organization has been used in composing the units because it has been found highly desirable in extension teaching. It encourages the use of problem solving methods and makes possible the use of the teaching materials in a variety of ways. The units planned provide for a five-year program in food buying, each unit covering one year's work. Each problem represents one lesson and contains enough material for a two or three hour meeting. The guide sheets are to aid the local leader in preparing and teaching the lesson. Activities to be carried on both at home and during the meetings are suggested so that there may be a close relation between the meetings and the home. These units, though adequate for the needs and interests of Kansas rural homemakers, do not cover the entire field of food buying. Many other units are possible, depending upon the location of the study group and local market practices.

Guiding Principles

1. Every farm homemaker and farm girl has extensive responsibility in selecting and purchasing food for her family.
2. Home Economics Extension Service should provide helpful information and instruction on the selection and

purchase of food.

3. Because information concerning food purchasing is limited and not too readily available for the use of extension agents and local leaders, there is need for teaching material on this phase of Home Economics.

4. Units organized and planned in detail with specific aids for agents and local leaders would be helpful in giving instruction in Consumer Buying.

5. The determination and organization of the units should be in keeping with accepted practices in curriculum construction.

Objectives

1. To secure the greatest possible return for the money spent on food and related products.

2. To judge the food and money values of products to be purchased.

3. To select foods and related products on the basis of food value and true economy.

4. To know what may determine the cost of food and related products.

5. To know what may influence the purchaser in her desires and choices.

6. To know reliable sources of information regarding food and related products.

7. To evaluate advertising on the basis of the best scientific information available regarding the products offered.

List of Units

- Unit I. How to be an intelligent buyer of foods.
- Unit II. How to buy fruits and vegetables.
- Unit III. How to buy meats and fish.
- Unit IV. How to buy staple foods.
- Unit V. How to buy cheese, fats, and oils.

Detailed Plans of the Units

UNIT I. HOW TO BE AN INTELLIGENT BUYER OF FOODS.

Generalizations

1. The intelligent buyer, in planning her purchases, studies the market for foods of good quality, buying the bulk of them in season when the quality is high and prices are low, thus providing her family with the best food available for the money she has to spend.

2. She knows how to judge the foods offered for their intended purpose, food value, and price, in order to evaluate advertising and sales talk regarding them.

3. She knows the available guides for judging the foods offered and how far they are dependable.

4. She considers the advantages and disadvantages of

the various methods of buying in making her choice of methods.

5. She realizes that ultimately her demands together with those of others will determine to a large extent the foods offered in her local market.

6. She knows what determines prices of foods and whether the prices asked are in keeping with the quality of those offered.

7. She realizes that the buyer has considerable responsibility in improving buying conditions and desires to do her part in bettering them through intelligent demands for foods.

8. She knows the protection furnished by government agencies for the consumer and the aids available to the consumer in judging foods.

9. She studies the marketing conditions in her community in order to know what changes are needed.

Problem I. What are the consumers' difficulties in buying foods?

Teaching Points:

1. The wide array of foods offered in the market bewilders the consumer.

2. The consumer lacks adequate information about the foods he purchases.

3. Advertising, a common source of information, is

intended to make sales rather than to give facts about a product.

4. The consumer is hampered in her selection by lack of helpful and accurate information from those who sell the foods.

5. The present labeling of foods is for an identification mark rather than an indication of quality.

6. The small quantities bought at one time and the limited number of such purchases make any bargaining by the consumer difficult.

7. Because the consumer generally purchases as an individual rather than in a group, she has little control over what is offered in the market.

Guide Sheet for Local Leaders

Problem I. What are the consumers' difficulties in buying foods?

Approach:

A wide array of foods is offered for sale on the markets from which the homemaker must choose what she needs. She has two hindrances in this, first, the failure of the market to provide adequate information concerning the goods offered and second, her lack of skill in buying. The maker and user of goods are widely separated today. This makes a lack of understanding between them which has led to waste for both. The homemaker must find what guides are available

and make use of them in her buying.

Questions for consideration:

1. How do the buying activities of the homemaker today differ from those of her grandmother?

2. How well prepared is the average homemaker for efficient buying?

3. What means are available for judging foods you buy? How do you distinguish between a trademark, a brand name, and a label? What could the label tell that would help? How much do they tell now?

4. How reliable do you consider advertisements as guides for buying foods? Are you satisfied with your methods of selecting foods? Why?

5. Can the value of a product always be judged by its price? Why?

6. To what extent can the quality of a food be judged by inspection?

7. How far are sales persons prepared to give information about the goods they sell?

Activities for unit meetings:

1. Examine food labels for information. Evaluate each from standpoint of information in buying.

2. Compare the labels on several products with their advertising in magazines, on the radio, and on billboards.

3. Open three cans of peas with the same description

on the label, i.e., "Early June Peas" but different prices. Compare price, quality, and quantity.

Activities at home:

1. Collect labels and containers to bring to the meeting for discussion.
2. Collect advertisements of food from magazines for the lesson.
3. Evaluate contents of commercially canned foods as you use them at home. Compare with information given on the label. How do these compare?

Illustrative Material:

1. Mount labels of foods with varying amounts of information.
2. Make posters on the following:
 - (a) How do you select goods?
 - Inspection
 - Price
 - Trying out by using
 - Depending upon dealer's word
 - (b) Are you satisfied with your methods?
3. Have samples of different sized and shaped packages of a variety of products.
 - (a) Which will you believe?
 - (b) Picture of woman with four advertisements of cod liver oil and various products such as cold remedy, etc.

References:

- Baldwin. The shopping book. p. 1-5, Ch. 11.
- Chase and Schlink. Getting your money's worth.
p. 1-9, 26-44, 45-60.
- Editorial. Grades and labels for canned goods. Jour.
Home Econ. 26: 570-571. 1934.
- Elliot. Grade labeling in Canada. Jour. Home Econ.
27: 294-295. 1935.
- Hintz. Study of labels on canned goods. Jour. Home
Econ. 26: 551-553. 1934.
- Kallet and Schlink. 100,000,000 guinea pigs.
p. 1-15.
- Mitchell. Exhibits of food fads and fallacies. Jour.
Home Econ. 27: 89-90. 1935.
- Monroe and Henry. It pays to buy food wisely. Cor-
nell Univ. Bul. 237: 3-13.
- Shooks. Grades on labels of canned goods. Jour. Home
Econ. 26: 98-100. 1934.

Problem II. What affects the price of foods?

Teaching Points:

1. The supply of and demand for a product influence its price.
2. The quality of the food and the form in which it is offered on the market affect its price.
3. Advertising usually adds to the final cost of foods.
4. The merchant's overhead expenses, his profits, the variety of foods offered, and service demanded by customers

must be included in the selling price.

5. Foods sold under a trademark or brand name are generally uniform in quality but this identification often adds to their price.

6. Packaging foods increases their cost; small and fancy packages and elaborate containers being especially expensive.

7. A comparison of prices should be made upon a common unit of weight or measure and quality or grade.

Guide Sheet for Local Leaders

Approach:

Have you ever wondered why the price of a food in the store is greater than you received for your produce? There are reasons for this of course, and the buyer should be familiar with the many costs that must be added to that of the raw materials before the selling price of the food is established. The fair-minded homemaker is willing to pay a just price. However, she should keep herself informed in order to know when prices are legitimate and reasonable.

There are many ways of doing this. The buyer should get acquainted with her local markets in order to know seasonal supply and prevailing prices. She should know quality standards for goods and buy by grade when possible.

She should form the habit of comparing prices of goods on the volume or weight basis rather than by package.

Questions for Consideration:

1. How can the homemaker know what is a fair price for a given food?
2. What should determine one's patronage of foods on special sales?
3. To what extent does one pay for the trademark or brand name in foods?
4. Should one buy foods in bulk or package?
5. Upon what basis should one compare the various prices asked for a given food?
6. How much shopping around is one justified in doing?

Activities for Unit Meetings:

1. Calculate the cost of one pound or one pint of packaged goods by the cost-weight tables.
2. Enumerate the services we expect of manufacturers and dealers that add to the price of foods. Which do you consider necessary? Which are not?
3. How do the price and quality of a "packer labeled" and "distributor labeled" can of tomatoes compare?
4. How does the cost per bushel of ground wheat for breakfast cereal compare with packaged whole wheat cereal and ready to eat whole wheat cereals?

References:

Baldwin. Shopping book. p. 9-11, 19-26.

Coles. Standardization of consumer goods. Ch. 1, 4.

Justin, Rust, and Vail. Foods. p. 371-375.

Problem III. How is the consumer influenced in the purchase of food?

Teaching Points:

1. The appeal to be like others is frequently used to encourage the purchase of a food.

2. The buyer is often influenced by the opinions of friends and sales persons.

3. The family standard of living influences selections.

4. The amount the family has to spend for food should influence their choices.

5. Extravagant and impossible claims often lead to the purchase of food.

6. High quality foods and attractive displays influence the purchaser's choices.

7. Advertising exerts a powerful influence on the consumer.

8. Foods are too often chosen because of their price.

9. When quality can be determined, it should be the basis for selecting foods.

Guide Sheet for Local Leaders

Approach:

A recent estimate included in its list of foods available in the market, 1000 brands of salmon and 4500 brands of corn as well as many other products showing similar figures. Obviously, this makes the competition for the consumer's dollar keen and the merchant often finds it necessary to use various means of attracting the consumer's attention to his wares. Not always are the methods such that make for wise selection on the part of the purchaser.

Questions for Consideration:

1. What appeals to buyers are often used in the advertising of food.
2. What real value do these appeals have?
3. How should you determine the amount you can safely spend for food? What relation does this bear to your income? What should determine the quality of goods you will buy?
4. What did this woman mean when she said, "I surely paid for the name when I bought that can of peaches?"
5. How far should price, brand name, trademark, and grade label influence your choice of foods? To what extent are they reliable guides?

Activities for Unit Meetings:

1. Evaluate advertisements of foods secured from magazines, newspapers, wrappers, and leaflets. Note especially testimonials, any type of statement whether relevant, irrelevant, vague, or non-committant.
2. What are their claims for your attention?
3. What real value do these claims have?
4. How do packaged foods sold with and without gifts compare? What is the value of the gift? What is the price per pound of each? Did it include the value of the gift? Is the gift really a "gift" in the end?

Activities for Home:

1. Watch your purchases to see if you can determine why you buy certain foods, especially the much advertised ones and special offers?
2. Evaluate the worth of these foods.
3. Collect advertisements of foods and bring to meeting for discussion.
4. If possible, bring a product and the "gift" sold with it for discussion also.

Illustrative Material:

1. Make posters at training school showing different types of claims made by advertisers, indicating the type of appeal each is trying to make.

References:

Baldwin. Shopping book. p. 5-9.

Chase and Schlink. Getting your money's worth. p.9-26.

Household Finance Corporation. Money management for households. Pamphlet.

Kallet and Schlink. 100,000,000 guinea pigs. Ch. 1, 2, 10.

Problem IV. What aids in buying foods are available to the consumer?

Teaching Points:

1. Better methods of production, handling, storage, and transportation are bringing an ever increasing variety of foods to the market and the consumer buyer finds her choosing a responsibility.

2. Reliable information, keen observation, and experience are valuable aids to the food buyer.

3. The consumer buyer has, in regard to the quality of foods, only the word of the sales person whose knowledge of products may be negligible and whose training has been confined chiefly to routine sales management.

4. Advertising through its various mediums, exerts a powerful appeal to buy but is not planned primarily to inform the buyer.

5. The law requires that labels on canned foods bear the name of the product, weight of the contents, and presence of adulterants.

6. Standard containers are generally used for canned foods.

7. Brand and trademarks are considered aids by some but their function is identification rather than information and mean whatever the manufacturer makes them through his advertising.

8. The Federal Government favors a canned goods grade label such as A, B, C, the use of which has been adopted by the United States Bureau of Agricultural Economics rather than the descriptive label favored by the canners.

9. Testing services and stamps of approval by private individuals and groups are becoming more common but these must be evaluated carefully in respect to who does the testing, how reputable the testing agent is, and for what purpose the testing is done.

10. Another aid is the grading of meat, a service offered by the Federal Government but purely voluntary and separate from the inspection.

Guide Sheet for Local Leaders

Approach:

The homemaker is accused of buying because the article "looks good" or because it has been packed in an attractive container. This may be true but what else can she do when the package gives no hint of the quality of its content

and appearance is all the guide she has. When a restaurant manager orders groceries, his order will say, "choice tomatoes, U.S. No. 1 cheese, or U.S. No. 1 potatoes." He and the wholesaler have a common language. The consumer buying on the retail market asks only that she have the same kind of guides in buying. Statements or seals of approval are sometimes offered as evidence of quality. However, when the tests have been paid for by the manufacturer and are a part of some commercial advertising scheme, the reliability of these statements is to be questioned. If the test is made by unbiased agency, the consumer may be justified in following their recommendations.

Questions for Consideration:

1. How much protection beyond the word of the merchant, does the homemaker have?
2. What foods have you recently purchased that carried descriptive and/or grade labels, weights, inspection tags, testing service data, or stamps of approval?
3. By whom are these tests, inspections, or approvals made?
4. What information do labels give?
5. What information would you like to have on labels for a canned fruit, prepared meat, or flour?

Activities for Unit Meetings:

1. Compare labels on packaged foods for information given: for example, peas, olives, bread, flour, raisins.
2. Make a chart of labels showing those giving grades, weights, descriptions, irrelevant matter.

Activities for Home:

1. Collect labels from foods for unit meetings.
2. Read labels on foods when buying, noting their value in purchasing.

Illustrative Material:

1. Examples of different types of labels.
2. Samples of standard size cans.
3. Charts showing grades of oranges and lemons obtained through California Fruit Growers Association.
4. Mimeographed sheets showing standard sized cans, weights, and measures of contents.

References:

- Chase and Schlink. Getting your money's worth. Ch.13.
- Coles. Standardization of consumers' goods. Ch. 5,6.
- Greer. Foods and home making. p. 7-8.
- Justin, Rust, and Vail. Foods. p. 370-371, 376-379.

Problem V. What are the consumer's responsibilities in buying foods?

Teaching Points:

1. The American household is the market's greatest consumer and the women are responsible for the purchasing of a large proportion of the foods consumed.
2. The consumer buyer must study her family's needs and resources in determining her marketing methods to insure efficient buying.
3. In order to evaluate the foods offered in the market, the consumer buyer should know food seasons, prevailing food prices, and quantity and quality needed for her particular use.
4. She must consider the services for which she is willing to pay in selecting her markets.
5. Her interest and demand for standardization of foods will do much to bring it about.
6. The consumer buyer can help improve the sanitary conditions in the local market by patronizing only those merchants who maintain high standards of sanitation.
7. She must observe food products that are open for inspection in order to judge their quality.
8. The wise consumer buyer deals courteously with business people and those serving her in this capacity.
9. The efficient consumer buyer keeps records of her

food purchases for comparison.

10. The consumer buyer should be aware of present legislation and the protection it gives and should work for needed improvements to further safeguard the buying of food.

Guide Sheet for Local Leaders

Approach:

Various estimates place the homemaker as responsible for about 85 to 90 per cent of the household purchases. In the buying of food, her choices may mean health, satisfaction, saving, and advancement for her family, or illness, waste, and discouragement according to how well she meets her responsibility. Because much of the food offered for sale is done so with buying guides of little or no help, the homemaker is the most handicapped buyer on the market today. If she is to secure the best return for her time, effort, and money, she must use every available means and work for further help from Federal, State, and local laws.

Questions for Consideration:

1. What consideration should you give in planning food purchases, to your family's needs and income? How do local markets affect your choices of food?

2. What services in buying do your local merchants provide? In what way do they affect the price you pay for

foods? Which do you consider essential? Which could be curtailed?

3. What foods do you buy that are standardized? How are grades of fruits designated? How are grades of vegetables designated? For what further standardization should the consumer work?

4. What courtesies do you owe your merchants?

5. How do records of foods purchased and quality help in food purchasing?

6. What are the federal, state, and local laws governing the sale of food on your local market? How does your knowledge help you in your purchasing of food?

Activities at Unit Meetings:

1. List homemakers' responsibilities in:
 - (a) Planning her purchases of foods and making order list.
 - (b) Selection of foods.
 - (c) Choice of marketing methods.
 - (d) Choice of market.
 - (e) Dealing with merchants.
2. Describe methods of recording food purchases and compare.
3. Present playlet, "Neighbors at the Grocery Store."
4. Make a chart showing foods purchased, quality, and cost per unit.
5. Describe the sanitary conditions, conveniences, and recommendations provided in local markets.

Activities at Home:

1. Keep a record of foods purchased, quality, and cost per unit.
2. Study local markets for sanitary conditions, conveniences, and accommodations provided and report results.
3. Practice using good judgment in your selection of foods.

Illustrative Material:

1. Marketing Report Forms.
2. Chart for members' marketing results.
3. Examples of good and poor "buys."

References:

- Abel. Successful family life on the moderate income.
Ch. 6.
- Chase and Schlink. Getting your money's worth.
- Harris and Lacy. Everyday foods. p. 250-254.
- Johnson. Neighbors at the grocery store. 1691 -
Cooperative Extension Work in State of North
Dakota.
- O'Brien and Ward. Present guides for household buying. U. S. Dept. Agric. Misc. Pub. 193.
- Responsibility of the home economist as a consumer.
Practical Home Economics Sept. 1930.

Problem VI. How does the local, state, and federal government protect the buyer of foods?

Teaching Points:

1. Through its provisions against interstate shipment of food unfit for human consumption, adulterated or misbranded, the Pure Food and Drugs Act of 1906 has helped protect the consumer against unwholesome food.

2. Mandatory quality standards for foods, though not as common as for drugs, control labeling of sub-standard foods.

3. Some states have established mandatory quality or grade standards for some foods as in the case of New York State where all eggs sold at retail must bear a designation of grade.

4. The Federal Food and Drug Administration has set up definitions and standards for numerous important food products which in many states have legal force through local statutes.

5. The Federal Government has sought to obtain uniformity in weights and measures and grades of foods by establishing standards.

6. The inspection of meat, carried on by the Bureau of Animal Industry, U. S. D. A., is required for meat going into interstate or foreign commerce and meat labeled "U.S. Insp'd and P's'd" means that it came from healthy

animals and is wholesome food.

7. Milk distribution is regulated by local ordinances and many places have adopted a milk ordinance and code which is approved by the United States Public Health Service.

8. State laws regulating the sanitary conditions under which foods may be sold vary greatly, a few provide satisfactory protection, but most of them do not.

Guide Sheet for Local Leaders

Approach:

The policy of the Federal government has been to set up standards and definitions for foods as guides to state and local governing bodies in the formulation of their laws rather than to make laws and regulations itself. The only exception is for foods going into interstate or foreign commerce or for sub-standard products. The Pure Food and Drugs Act of 1906 provides against interstate shipment of foods that are unfit for human consumption, adulterated or misbranded. Though some protection is offered through this act, further legislation is needed.

The buyer of foods should be familiar with the purpose and application of the various federal, state, and local laws and regulations regarding the selling of foods and work for their enforcement as well as for better laws.

Questions for Consideration:

1. How does your state protect you through its regulation of the sale of foods?
2. What are your state laws regarding weights and measures? How are they enforced?
3. Are there any ordinances in the town where you buy, governing the handling and sale of food? If so, what are they? Do you consider them adequate? Why?
4. Do you have a "safe" milk supply in your community? How is milk inspected in your community? Is it adequate? How could it be improved?

Activities for Unit Meetings:

1. Check and evaluate the state and local laws regarding handling of sale of foods.
2. Make a chart showing labels illustrating protection provided regarding handling and sale of foods.

Activities for Home:

1. Watch for inspection tags on foods offered on local market.
2. Collect tags for unit display.

Illustrative Material:

1. Samples of meat inspection tags, milk caps.
2. Samples of graded foods including sub-standard.

References:

- Andres. History of food and drug legislation in the United States. Jour. Home Econ. 27: 137-141.
- Coles. Standardization of consumers' goods: an aid to consumer buying. Ronald Press. New York.
- Davis. Beef grading and stamping service. U.S. Dept. Agric. Leaflet 67.
- Davis and Burgess. Market classes and grades of dressed lamb and mutton. U.S. Dept. Agric. Bul. 1470.
- Davis and Harris. Market classes and grades of dressed veal and calf carcasses. U.S. Dept. Agric. Bul. 103.
- Davis and McCarthy. Market classes and grades of pork carcasses and fresh pork cuts. U.S. Dept. Agric. Bul. 288.
- Davis and Whalen. Market classes and grades of dressed beef. U.S. Dept. Agric. Bul. 1246.
- Hill. A fruit and vegetable buying guide for consumers. U.S. Dept. Agric. Misc. Pub. 167.
- Justin, Rust, and Vail. Foods. p. 370-371.
- Kansas food and drug laws. Bul. Kansas State Board of Health. 7th Ed. 103 p. 1936.
- The consumer's guide (Free) Agricultural Adjustment Administration, Washington, D. C.

UNIT II. BUYING FRUITS AND VEGETABLES.

Generalizations

1. The Bureau of Home Economics recommends the use of 35-40 pounds of fruit and vegetables per week for a family of two adults and three children.

2. Greater growing areas and increased facilities for fruits and vegetables have made possible a wide variety of fruits and vegetables the year round for family consumption.

3. As fruits and vegetables are not always inexpensive and take a large part of the food allowance, careful and proper selection is necessary.

4. Some helpful rules for buying fruits and vegetables are:

- (a) Plan menus to include fresh fruits and vegetables when they are in season.
- (b) Make personal selection of perishable fruits and vegetables.
- (c) Avoid fruits and vegetables showing decay and learn to distinguish between blemishes that affect only appearances and those that affect eating quality.
- (d) Buy when possible, by weight instead of measure.
- (e) Inspect containers before buying to insure uniform quality throughout.
- (f) Choose the grades according to use and family needs rather than to use one grade for all purposes.

(g) Learn the qualities of the various grades of foods and buy by grade whenever possible.

5. Grade labeling of fresh fruits and vegetables is generally used in packing and for purchasing by wholesale consumers but rarely for retail consumers.

6. Canned fruits and vegetables are offered in a variety of sizes of cans.

7. The present system of labeling is of little help to the consumer in making selections even though she knows brand and grade meanings.

8. Dried fruits are less costly to produce, store, and transport, and are an economical food when the quality is good.

Problem I. How shall fresh fruits be purchased?

Teaching Points:

1. The market order should include enough fruit for two servings per person daily.

2. Fresh fruits, except locally grown, are graded and sold to the merchant according to certain standards of size and quality.

3. The consumer usually sees no grade mark unless the fruit is in the original shipping container.

4. The government grade names for most fruits are: 1st grade, U.S. Fancy; 2nd grade, U.S. No. 1 or Commercial; and 3rd grade, U.S. No. 2 all based on quality and size.

5. The citrus fruits are graded by variety and number in crate.

6. The quality of fruits can be judged by color, size, aroma, flavor, firmness, weight, condition of stem end, and freedom from blemishes that will affect the eating quality.

7. Buying fruits by weight is uncommon except for bananas but is much more satisfactory than by measure.

8. Fresh fruits should be handled as little as possible.

9. Artificial ripening improves the appearance but not the quality of fruits.

10. Florida oranges are frequently colored to improve appearance but are so stamped.

11. The amount of fresh fruits to purchase at one time depends upon their perfection and keeping quality, their price, and the amount the homemaker can use or store advantageously.

Guide Sheet for Local Leaders

Approach:

Fruits add zest to a meal, stimulating the appetite and aiding digestion. They are valuable sources of minerals, vitamins, bulk, and are largely base-forming in the system. Fruits are not a cheap food but their value in the diet makes desirable as liberal use as the food al-

lowance will permit. By skillful selection and the use of fruits as they are in season, the homemaker can provide a good variety for a reasonable expenditure of money.

Questions for Consideration:

1. What varieties of apples, peaches, pears, cherries, plums, oranges, grapefruit are available on your local market during the year?
2. Which ones are best suited to use fresh?
3. Which ones are best for cooking?
4. How do you determine the quality of these fruits when purchasing?
5. When are these different fresh fruits most plentiful?
6. When are they at their best quality?
7. How does their price compare at these periods with their price at other times of the year?

Activities for Unit Meetings:

1. List guides for buying bananas, apples, citrus fruit, and other commonly purchased fruits.
2. Indicate ways of caring for these fruits in order to get the most value from them.
3. List varieties of apples available on your local market, and the uses to which they are best suited.
4. Make a chart of seasons for various fruits and some helpful guides for selecting these fruits.

5. Demonstrate at meetings, the selection of fruits at any time a given fruit is available.

Home Activities:

1. Watch for grades of fresh fruits when buying.
2. Attempt to buy fresh fruits by grades in your local markets and report results.
3. Practice the buying guides recommended for fruits and report results.
4. Report new varieties of fruits found on the local markets.

Illustrative Material:

1. Sizes of citrus fruits.
2. Chart of seasons for fruits.
3. Chart of guides for buying fruits.

References:

- Better buymanship, No. 3. Fruits and vegetables, fresh and canned.
- Greer. Foods and home making. p. 8-18.
- Harris and Lacy. Everyday foods. p. 13.
- Henry and Monroe. Low cost food for health. Cornell Univ. Bul. 236.
- Hill. A fruit and vegetable buying guide for the consumer. U.S. Dept. Agric. Misc. Pub. 167. 5¢.
- Justin, Rust, and Vail. Foods. p. 396-403.
- Lanman, McKay, and Zuill. The family's food. Ch.16.
- Sherman. The consumer and standardization of farm products. U.S. Dept. Agric. 1935.

Problem II. How shall canned fruit be purchased?

Teaching Points:

1. Canned fruit can rarely be seen or sampled in selecting, so choice must depend upon trial and such information as is afforded by the dealer or the labels on the can.

2. Most canned fruits on the market are sold by brand names which are not always reliable guides to quality since their value depends upon the integrity of the producers.

3. The grades recommended by the United States government for canned fruit are: A or Fancy, B or Choice or Extra Standard, and C or Standard, but these grades rarely appear on labels.

4. With canned fruits, grade A or Fancy means the finest, largest, best colored, most uniform fruit, free from blemishes, and preserved in a heavy syrup; grade B or Choice or Extra Standard may not be quite so large, a little less symmetrical, and packed in a lighter syrup; C or Standard grade of reasonably good color, reasonably free from blemishes, sometimes sliced, may be less uniform in size and ripeness than the other grades, and is packed in a thin syrup; substandard, though still good food, may be imperfect in shape, broken or soft, and packed in water.

5. A few packers and distributors are now using grade-labels on canned fruits indicating the quality by the letters A,B,C.

6. The only compulsory labeling of canned fruit for consumer distribution is that which the Food and Drug Act amendment of 1930 requires on substandard fruits, which must bear the label "Below U. S. Standard - Good food but not high quality".

7. Most canners prefer descriptive labeling which tells style of pack, number in can, size of pieces, maturity of fruit, and other similar statements.

8. Many leaders in the field of consumer buying favor a combination of grade and descriptive labeling, believing it will best enable the consumer to know what is in the can.

9. Savings can often be effected when several cans of fruit or a case are purchased at a time.

10. A cool, dry place is best for storing canned fruit.

11. Fruits are canned in a variety of can sizes and the cost for a given grade usually decreases with an increase in size of can.

Guide Sheet for Local Leaders

Approach:

Canned fruits remove the limiting factor of season for cooked fruits. Though the homemaker usually cans most

of the fruits offered on the local market, there are many times that she desires to purchase canned fruit. When she wants variety, she can buy in cans, fruits that are not plentiful on her own market fresh or which grow best in other climates. Canned fruits are convenient to keep on hand for emergencies. There are a variety of grades of canned fruits available, suited to a variety of uses. The economical homemaker watches for sales of canned goods, buying such quantities as the food allowance permits of the grades suited to her uses.

Questions for Consideration:

1. When is the farm homemaker justified in buying canned fruit?
2. Which canned fruits are most commonly purchased by the farm homemaker? Why?
3. What determines the size can of fruit that you buy?
4. What types of quality labeling are suggested? How do they differ? What do you want labels on canned fruit to tell you?
5. For what purpose would you use grade A or Fancy fruit, grade B or Choice, grade C or Standard, and sub-standard fruit?

Activities for Unit Meetings:

1. Compare cost per unit of different size cans of

fruit.

2. Compare quality and cost of different brands of a canned fruit.

3. Make a chart showing the differences in quality and cost between U.S. grades A, B, and C, and their uses.

4. Keep chart of buying experiences with canned fruits in regard to brands, sizes of cans, quality, and cost.

Home Activities:

1. Ask for canned fruit by grade when purchasing.

Report your results.

2. Check for grade, the quality of fruit sold at reduced price.

3. Collect fruit can labels and compare.

Illustrative Material:

1. Mimeographed sheet of sizes and content of standard cans.

2. Exhibit of different sizes of standard cans commonly used.

3. Prepare exhibit chart showing various types of labels used on canned fruits.

References:

- Greer. Foods and home making. p. 242-246.
- Justin, Rust, and Vail. Foods. p. 440-446.
- Lanman, McKay, and Zuill. The family's food. Ch. 16
- Better buymanship, No. 3. Fruits and vegetables, fresh and canned.
- Hill. A fruit and vegetable buying guide for the consumer. U.S. Dept. Agric. Misc. Pub. 167. 1933.
- Sherman. The consumer and standardization of farm products. U. S. Dept. Agric. 1935.
- Armstrong. Grades and labels for canned fruits and vegetables. Jour. Home Econ. 24: 948.

Problem III. How shall fresh vegetables be purchased?

Teaching Points:

1. Fresh vegetables, important sources of minerals, vitamins, bulk, and energy, are available most of the year due to more general cultivation, improved transportation, and storage facilities.
2. The market order should provide for at least two vegetables other than potatoes in the day's meals.
3. Economy in buying fresh vegetables is effected by purchasing in as large quantities as can be used, by using vegetables in season, and by judicious buying of slightly damaged ones when offered at reduced prices.
4. The difficulty of establishing grades and the perishability of vegetables has limited the grading of fresh vegetables but the number is gradually increasing

in the larger markets.

5. Less perishable vegetables are usually graded for the wholesale market but only occasionally for the retail market.

Guide Sheet for Local Leaders

Approach:

The treacle and soda on an iron spoon of the days of "Nicholas Nickleby" are no longer needed. Our bodies do not require spring cleaning after a winter's diet of home canned and stored fruits and vegetables varied with fresh ones. Who wouldn't be glad to "take" the juice of an orange or tomato as their tonic.

The southern and western states are supplying fresh vegetables of excellent quality during the non-productive seasons in other parts of the country. Fresh grown lettuce, cabbage, and carrots are among those now available twelve months of the year at very reasonable prices. Fresh vegetables to supplement the canned and stored supply, add the crispness desired.

Questions for Consideration:

1. How far does your family's preferences for vegetables permit you to follow the rule of "two vegetables other than potatoes daily" and still have sufficient variety to make them interesting?

2. Keeping in mind your "Meal Planning Guide" consider your winter vegetable supply; which vegetables do you have supplied from the garden and canned, dried, or stored; which ones must be bought fresh or canned during the winter?

3. What guides your selection of cabbage, lettuce, and carrots on the market? What other vegetables do you buy fresh in the winter?

Activities for Unit Meetings:

1. Compare yield per pound and cost of the fresh vegetables available during the winter. Determine best choices for money spent and possible uses.

2. List fresh vegetables sold by weight and those by other measures. Which measures seem most satisfactory?

3. Report grades of fresh vegetables found on the local market.

4. Make a chart of guides for buying various fresh vegetables.

Home Activities:

1. Plan to include as many fresh vegetables in the diet as possible, choosing them in accordance with the allowance.

2. Watch for graded fresh vegetables and buy by grade when possible. Ask your dealer which ones he buys by grade

and how the containers are marked to show the grade.

Illustrative Material:

1. Meal planning guide.
2. Poster showing fresh vegetables on the market, their yield per pound, and cost per serving at prices charged during winter.
3. Grade labels from wholesale containers if available.

References:

- Greer. Foods and home making. p. 273-284.
- Justin, Rust, and Vail. Foods. p. 403-408.
- Lanman, McKay, and Zuill. The family's food. Ch. 16.
- Better buymanship, No. 3. Fruits and vegetables, fresh and canned.
- O'Brien and Ward. Present guides for household buying. U. S. Dept. Agric. Misc. Pub. 193.
- Hill. A fruit and vegetable buying guide for the consumer. U. S. Dept. Agric. Misc. Pub. 167. 1933.
- Monroe and Henry. It pays to buy food wisely. Cornell Univ. Bul. 237.
- Sherman. The consumer and standardization of farm products. U. S. Dept. Agric. 1935.

Problem IV. How shall canned vegetables be purchased?

Teaching Points:

1. The homemaker should know the size, numbers, and quantity held by each size of can in which vegetables are sold as well as grade standards in order to know more nearly what she is purchasing.
2. Canned vegetables are rarely seen or sampled in selecting so choice depends upon trial and such information as is afforded by the dealer and the label on the can.
3. The use of brand names is the most common method of designating grade and is limited in its value by the integrity of the producer and wholesaler.
4. The United States government has set up definite standards for grades of canned vegetables: 1st grade, Fancy; 2nd grade, U. S. No. 1 or Commercial; and 3rd grade, U. S. No. 2; and all below 3rd grade are substandard.
5. Grade A or Fancy indicates small, immature, tender vegetables of excellent color and free from blemishes; U. S. No. 1, Commercial or B, indicates larger but tender vegetables of good color but free from blemishes; U. S. No. 2 or C indicates more mature vegetables, of "reasonably good" color and "reasonably" free from blemishes but apt to be less uniform in size and often cut; and substandard, good food, but uneven in size and ripeness, and usually packed in water.

6. A few packers and distributors are now indicating the grade on their labels of canned vegetables by the use of the letters A, B, and C.

7. The only compulsory labeling of canned vegetables for consumer distribution which the Food and Drug Act amendment of 1930 requires, is on substandard vegetables which must be labeled on the can "Below U. S. Standard, Low quality, not illegal" which means these do not quite meet the requirements for U. S. No. 2 or Commercial but are still wholesome and usable.

8. Descriptive labels favored by canners and grade labels recommended by the government may eventually be combined.

9. Vegetables are canned in a variety of sizes but generally the smaller the can, the greater the unit cost.

10. Savings are often effected by purchasing the largest size containers usable without waste and by purchasing several cans or a case at one time.

11. Although storage is no great problem with canned vegetables, a cool dry place is best for the storage of canned vegetables.

Guide Sheet for Local Leaders

Approach:

Many homemakers can their vegetables from the surplus

from the garden. The well planned garden will provide enough for use fresh during the growing season and sufficient for canning an adequate supply for the remainder of the year. If weather conditions are unfavorable and the supply is limited, the family should enjoy the vegetables fresh from the garden and then depend upon commercially canned vegetables in the winter.

The commercial canning of vegetables has reached a high degree of perfection and offers a wide variety for the consumer. The homemaker's problem is to know how to select canned foods and get the quality she desires and for which she pays.

Questions for Consideration:

1. When purchasing canned vegetables how do you ask for them? How do you make your choice when the grocerman says "I have peas at 10, 12 $\frac{1}{2}$, 15, and 23 cents per can"?
2. What information do the labels on canned vegetables give you?
3. What more would you like to know about the contents of the can?
4. Do you buy any canned vegetables with grades indicated on the label? How is the grade indicated? What does it mean?
5. Which canned vegetables do you buy by brand name? What grade do you judge them to be? Do you always get

your money's worth when you buy by brand name?

6. What would be the cost per unit of a vegetable bought in the various sizes of cans, singly and in quantity?

Activities for Unit Meetings:

1. Compare several different grades of some canned vegetable commonly used by the group. Discuss quality, pack used for each, and cost per serving.

2. List canned vegetables commonly bought by the group, calculate quantities used and cost. Consider how costs may be lowered.

3. Compare these lists with the allowance on your food production plan and determine whether or not the amounts adequately supplement the home canned supply.

4. Use the opened cans to prepare and serve dishes for which the vegetables are suited.

Home Activities:

1. Ask for canned vegetables by size, number, and grade when purchasing them. Report your results.

2. Ask your dealers to explain the grades contained under the brands he carries.

3. Collect labels from canned vegetables. Compare and evaluate the information on these labels.

4. Keep record of vegetables bought, their cost and quality.

Illustrative Material:

1. Food production plan.
2. Labels showing grading by brand name, letters, description.
3. Chart showing sizes of cans, quantity contained by weight and measure.

References:

- Greer. Foods and home making. p. 242-246.
- Justin, Rust, and Vail. Foods. p. 440-446.
- Lanman, McKay, and Zuill. The family's food. Ch. 16.
- Better buymanship, No. 3. Fruits and vegetables, fresh and canned.
- O'Brien and Ward. Present guides for household buying. U.S. Dept. Agric. Misc. Pub. 193.
- Sherman. The consumer and standardization of farm products. U.S. Dept. Agric. 1935.

Problem V. How shall dried fruits and vegetables be purchased?

Teaching Points:

1. Dried fruits and vegetables give variety to the diet but should not replace entirely fresh fruits or vegetables since they lack the vitamins found in the fresh food.
2. Fruits are sun dried or artificially dried and if sulphur treated to check insect development they must be labeled "sulphur dioxide".

3. Dried fruits are graded in a variety of ways; apples and apricots have five grades: Extra Fancy, Fancy, Extra Choice, Standard, and Pie Fruit; prunes have two grade numbers according to the approximate number in a pound; cluster raisins are graded by the number of crowns, and loose ones not at all.

4. Dried beans and soybeans are graded: U.S. No. 1, 2, 3, and U.S. Sample; limas have four grades and soybeans five grades in each variety.

5. Dried fruits and vegetables should be easy to store if kept in tightly covered containers to prevent infestation by insects, discoloration, and loss of flavor.

6. Dried fruits and vegetables should be purchased in such amounts as can be satisfactorily used before deterioration occurs.

7. Soybeans, which are coming into more use in this country of late years, are high in protein of good quality making them a possible substitute for meats and eggs.

Guide Sheet for Local Leaders

Approach:

Dried fruits and vegetables were staples in pioneering days. Drying was one of the most satisfactory methods of preserving food that the homemakers of those days knew. The quality of their product varied with the condition of the fruit or vegetable and their skill in preparing and

drying it. Little home drying of fruits and vegetables is done now but the commercial product has improved greatly since the day when the lowly prune was a boarding house joke. Dried fruits and vegetables lend themselves to many combinations and deserve a wider use in the diet.

Questions for Consideration:

1. What varieties of dried fruits are available on your local market? Of those you use, how does your family like them prepared?

2. How do you use the dried vegetables available on local markets? What is their food value compared with those you use canned or fresh?

3. In buying dried fruits and vegetables, how do you determine their quality and the amount to buy at one time?

Activities for Unit Meetings:

1. Consider chart on sizes of prunes and weight of prune meat after seeds are discarded.

2. List dried fruits available on local market. Do same for dried vegetables.

3. List the quantity obtained by cooking and compare cost with same fruit or vegetable canned.

4. List the dried fruits and vegetables you use and the purposes for which used.

5. Discuss cooking, care and storage of dried fruits and vegetables.

Home Activities:

1. Ask for dried fruits and vegetables by grade and size when marketing.
2. Try some new dried fruit and vegetables when an opportunity occurs.

Illustrative Material:

1. Poster showing quantity in a pound, dry and cooked, of various dried fruits and vegetables.
2. Samples of various dried fruits and vegetables found on local market.
3. Chart of prune sizes and loss from seeds.

References:

- Greer. Foods and home making. p. 43, 47.
- Justin, Rust, and Vail. Foods. p. 408-410.
- Lanman, McKay, and Zuill. The family's food. Ch. 16.
- Better buymanship, No. 3. Fruits and vegetables, fresh and canned.
- O'Brien and Ward. Present guides for household buying. U.S. Dept. Agric. Misc. Pub. 193.
- Monroe and Henry. It pays to buy food wisely. Cornell Univ. Bul. 237.
- Sherman. The consumer and standardization of farm products. U.S. Dept. Agric. 1935.

UNIT III. HOW TO BUY MEAT AND FISH.

Generalizations

1. Meat is a popular food and desirable for its body-building proteins of high quality, energy-yielding fats, minerals, and vitamin G.

2. The popularity of meat generally insures an adequate intake unless the food allowance is restricted.

3. On farms, the tendency is to eat too much meat, especially at butchering time.

4. With a limited food allowance, careful planning and wise selection are necessary to insure meeting the nutritional standard of meat once each day.

5. The cost of meat cuts is governed by tenderness, appearance, convenience in cooking, and demand, and nutritive value is dependent upon the composition of the cut.

6. To encourage the production of wholesome meat and insure proper handling of a highly perishable food, government inspection of all meat going into interstate or foreign trade is made compulsory.

7. Because standardization of meats on a basis of quality tends to reduce risk, prevent disputes, eliminate waste, and facilitate the marketing process, grades were established by meat packers and the Bureau of Animal Industries.

8. Grading, purely voluntary on the part of packers, has proved to be both feasible and practical and although the total amount of graded meat on the market at present is small, it is increasing each year.

9. Meat produced and sold within a state is subject only to state and local regulations which vary greatly and are generally inadequate.

10. The edible organs should have a wider use than they have at present as they are good sources of minerals and vitamins and often are relatively inexpensive.

11. The American people eat comparatively little fish except along the coasts.

12. Improved handling and transportation facilities are making it possible to offer an increasing amount of frozen and mildly cured salt water fish on inland markets.

13. Standards for handling fish lag far behind those for meat, inspection and grading standards being lacking.

14. Prices of fish in package and cans vary with kinds more than grades.

15. Meat and fish are so perishable that government and state regulation cannot insure edible food on the table if the consumer fails to give them proper care until prepared and served.

Problem I. What shall guide our selection of meat?

Teaching Points:

1. Meat animals are subject to many diseases and parasites that can be transmitted to humans through the meat, and meat is so perishable that careful selection of animals and the most sanitary methods of slaughtering, storage, and transportation are necessary to insure a good product.
2. The consumer is protected by the Bureau of Animal Industries' inspection of such meats as go into interstate trade up to the time when it leaves the plant.
3. Meat production and handling within a state are regulated by state and local ordinances which are usually inadequate and such meat carries no label for evidence of its fitness for food.
4. Packing houses doing business only within a state may operate under conditions as satisfactory as those under government inspection but all do not.
5. A concerted demand on the part of consumers for inspected meat could eventually lead to more rigid state and local regulations for meat slaughtered and sold within a state for human consumption.
6. The United States Department of Agriculture, the meat industry, and others are cooperating in the establish-

ment of grades for meats.

7. Packers have graded their better cured pork for years, designating the grades by brand names and are now extending the use of these brand names to all fresh meats graded.

8. Government grading of meat started in 1927 with the grading of fresh meat, especially beef, accepted for its own services.

9. This grading service demonstrated the feasibility and desirability of standard grades of meat and since then the volume of graded meat has steadily increased although it still makes up only a small per cent of the meat on the market.

10. Government inspected meat can be identified by the round purple stamp on each wholesale cut reading "U.S. Insp'd and P's'd" and bearing the number of the packing house from which it came.

11. Government graded meat can be identified by a ribbon stamp running along the fat on the back showing the class and grade of carcass as "Steer U.S. Good" and packers use their trademark quality name to identify grade.

12. All kinds of meat are now being graded by the government service as well as by packers.

13. Buying meat by grade insures getting the desired quality for the use intended and furnishes a basis for

arriving at prices.

Guide Sheet for Local Leaders

Approach:

A purple roller marker running down a carcass of meat is the consumer's best guide to meat grade. It is the government stamp, marked with a harmless vegetable dye. The service, however, is used chiefly by such firms as the larger hotels and restaurants. They have built reputations for good steaks and know that only good meat makes good steaks. The cost is only approximately one-eightieth of a cent per pound but poorer quality meat won't sell for as much graded as the same meat ungraded, so the general public isn't offered much government graded meat. Packers grade their better meats and sell them under brand names. One city requires by law that all meat sold in the city be graded and labeled. No packer will spend even the small amount needed to inspect meat if there is no demand for graded meat. The concerted demand of consumers, then, will be the impetus that will make official grading and labeling required by law.

Questions for Consideration:

1. Why should meat be inspected?
2. Why doesn't the government inspect all meat?
3. What are the state and local regulations governing

meat slaughtered and sold within your state?

4. How does grading of meat help the consumer?

5. What is the cost of inspection and grading of meat?

6. How is it paid for?

Activities for Unit Meetings:

1. Ascertain your state and local regulations for the handling of meat.

2. Study grade standards for meat to know in general how they vary.

3. Compile list of meat grade labels used by packers selling on local market.

4. When possible, visit a local packing house to learn how meat is inspected and graded there.

Home Activities:

1. Watch for government inspection stamp when buying meat.

2. Ask for names of various packer grades of meat when shopping.

Illustrative Material:

1. Government inspection and grade stamps.

2. Pictures showing grade variations in meat cuts.

3. Chart of grade standards.

References:

- Bell and Helser. Essentials in the selection of meat.
- Brindze. How to spend money. Ch. 16.
- Davis. Beef grading and stamping service. U.S. Dept. Agric. Leaflet 67.
- Market classes and grades of yearling beef. U.S. Dept. Agric. Bul. 208.
- Davis and Burgess. Market classes and grades of dressed lamb and mutton. U.S. Dept. Agric. Bul. 1470.
- Davis and Harris. Market classes and grades of dressed veal and calf carcasses. U.S. Dept. Agric. Bul. 103.
- Davis and McCarthy. Market classes and grades of pork carcasses and fresh pork cuts. U.S. Dept. Agric. Bul. 288.
- Davis and Whalen. Market classes and grades of dressed beef. U.S. Dept. Agric. Bul. 1246.
- Greer. Foods and home making. p. 351.
- Harris and Lacy. Everyday foods. p. 165-166.
- Justin, Rust, and Vail. Foods. p. 429-434.
- Mohler. The inspection stamp as a guide to wholesome meat. U.S. Dept. Agric. Misc. Circ. 63.
- Monroe and Henry. It pays to buy food wisely. Cornell Bul. 237: 19-25.
- O'Brien and Ward. Present guides for household buying.
- Sherman. The consumer and standardization of farm products. U.S. Dept. Agric.

Problem II. What cuts of beef shall we buy?

Teaching Points:

1. Tenderness in meat depends to some extent upon the exercise given the muscles; those least exercised and most tender are along the back of the animal and the remaining muscles, containing varying amounts of connective tissue, are less tender and usually have more flavor.

2. The tender cuts of beef representing 25 per cent of the carcass and in great demand are more expensive though the rest of the carcass costs considerably less and has excellent flavor and is delicious food when properly prepared.

3. Tender cuts can be cooked quickly without moisture but the less tender cuts require long cooking with moisture or grinding to soften the connective tissue.

4. The loin of beef yields the choice steaks; sirloin, porterhouse, T-bone, and club as well as sirloin roasts.

5. The rib cuts yield the rib steaks or roasts which are sold with the ribs in as standing rib roast or boned and rolled.

6. The round is less tender than loin or rib cuts and is mainly used for steaks although the lower part, containing more connective tissue, is sold for pot roast or

ground.

7. The rump, heel of round and chuck make excellent pot roasts when cooked slowly with added moisture.

8. The foreshank, plate, and brisket, knuckle, and neck containing much connective tissue and bone, are desirable for both soups and stews.

9. The short ribs cut below the rib roast and containing the ends of the rib bones are often inexpensive and have excellent flavor.

10. The number of servings per pound of beef varies with the cut, the method of preparation, and the choice of the family but generally can be figured from two and one-half to three and one-half servings.

Guide Sheet for Local Leaders

Approach:

Beef is the meat most commonly purchased by farm homemakers and far too many depend entirely upon the advice of the dealer for the cuts they get. There are many cuts which could be used for a given purpose but they may vary in amount of waste and flavor. The homemaker will do well to learn to know the cuts by name and desirability so that she is able to ask by name for the cuts best suited to her needs and to choose wisely from those offered her.

Questions for Consideration:

1. What cuts should be chosen for roasts, steaks, stew, soup?
2. How many servings do the following make: 4-pound rib roast, 1-pound ground beef in patties, 2-pound chuck roast, 1 1/4-pound club steak?
3. What cuts will serve to best advantage for harvest hands? Why?
4. What are the characteristics of the various cuts of beef?

Activities for Unit Meeting:

1. Visit a meat market for a beef selection demonstration to learn to identify various cuts.
2. Hold a beef cutting demonstration at a winter meeting of the group.
3. Collect suggestions for uses of various cuts, recipes, and approximate number of servings.
4. Study meat cut chart and report findings.

Activities at Home:

1. When purchasing, ask for beef by cut. Note results.
2. Ask meat cutter to help you identify various cuts.
3. Collect tested recipes for various cuts and compare servings indicated by recipe with those obtained by the family.

Illustrative Material:

1. Beef charts from meat packers.
2. Prepare meat chart on meat selection giving:
 - (a) Name of cuts.
 - (b) Means of identifying.
 - (c) Uses and methods of cookery.
3. Cuts of meat when beef cutting demonstration is held.

References:

- Bell and Helser. Essentials in the selection of meat. Ch. 2.
- Cashing in on beef. National Livestock and Meat Board.
- Cuts of meat. Swift & Company, Agric. Res. Bul. 3 and 4.
- Greer. Foods and home making. Ch. 26.
- Harris and Lacy. Everyday foods. p. 168-178.
- Justin, Rust, and Vail. Foods. p. 178-181.
- Monroe and Henry. It pays to buy food wisely. Cornell Univ. Bul. 237: 21-25.
- Ten lessons on meat. National Livestock and Meat Board.

Problem III. How shall we buy other meats?

Teaching Points:

1. Pork is cut in the packing house into retail cuts and certain ones of these seldom appear on the market as fresh meat; the hams, bellies, joints, and lower shoulder being cured and the loins, top shoulders, and spare ribs being sold fresh.

2. Lamb, mutton, and veal offer pleasing variations for the meat menu but the demand for them varies greatly in different localities.

3. The edible organs most generally used include heart and liver, however, there are others that are palatable and valuable food such as kidneys, tripe, sweetbreads, and brains.

4. Prepared meat products such as sausages of various kinds and cooked hams and meat loaves are becoming increasingly popular. The cost varies greatly with the demand and ease of handling.

5. Many meat products are sold in special casings and when inspected are so labeled on the casing.

6. Meat products sold in interstate trade are rigidly inspected and strict regulations govern the quality of meat, and proportions of ingredients used.

Guide Sheet for Local Leaders

Approach:

Farm families in Kansas seem to use little meat other than beef and pork. These are also the kinds most generally used elsewhere but there are others that would vary the menu if a taste for them were cultivated. The various edible organs are another source of variety in the menu which the family would do well to use. These organs are valuable sources of mineral and vitamins. Prepared meat products of excellent quality are increasing in number on the market. They are popular among busy people but the cost is relatively high.

Questions for Consideration:

1. What cured pork cuts are available for local markets?
2. How do fresh pork cuts offered on local markets differ as to cost and number of servings obtained?
3. Which edible organs do you use? How does your family prefer to have them prepared?
4. Which prepared meat products do you use?
5. How does the cost of prepared meats compare with those prepared at home?

Activities for Unit Meetings:

1. Visit meat market to study cuts of pork, lamb, veal, edible organs, and prepared meats.
2. Compile list of cuts used and add to meat selection chart.
3. Prepare some unusual cuts of pork or edible organs for dinner.

Home Activities:

1. Introduce the family to a new cut of meat or to a different kind of meat.
2. Prepare familiar cuts of meat in new ways.
3. Obtain charts of meat cuts from dealers.

Illustrative Material:

1. Meat charts from packers.
2. Display of cured and prepared meats.

References:

- Greer. Foods and home making. p. 380-391.
- Harris and Lacy. Everyday foods. p. 170-174.
- Justin, Rust, and Vail. Foods. p. 181-185.
- Monroe and Henry. It pays to buy food wisely. Cornell Univ. Bul. 237: 22-25.
- Swift & Company. Cuts of meat. Agric. Research Buls. Nos. 3 and 4.
- Ten lessons on meat. National Livestock and Meat Board.

Problem IV. How shall we buy fish?

Teaching Points:

1. The fish on midwestern markets is limited to a few locally caught fresh fish, and shipped as fresh, frozen, pickled, smoked, and canned fish.

2. An increasing amount of frozen and lightly salted fish is coming onto the market which if kept frozen until sold is very good.

3. The use of canned salmon is one of the easiest ways to provide salt water fish in the diet at a relatively low cost.

4. Salmon is graded by color and variety rather than a strict quality basis.

5. Bulk cured fish is less expensive than packaged and canned fish.

6. Salt water fish is valuable for its iodine.

7. Though Kansas is not in the main goiter belt, it is a border line state and an effort should be made to include some salt water fish, especially in the diet of growing children and in pregnancy.

8. Grading of fish with the exception of salmon, is in its infancy and there is no uniformity as yet regarding the definition of grades and method of inspection.

Guide Sheet for Local Leaders

Approach:

The value of salt water fish for its iodine content cannot be over-emphasized. Kansas is a border line state so its people do not see the serious results of the lack of iodine as do those in the so-called goiter belts. There is iodine in the soil here but it is variable in amount and the importance to growing children makes the inclusion of salt water fish an excellent preventive measure.

Fish is a protein food which can be used to add variety to the menu. It can be obtained in a number of inexpensive forms in bulk and package. The development of freezing and transporting frozen fish permits the homemaker to have fresh as well as dried, canned, and salt fish in her meals.

Questions for Consideration:

1. What sea foods are available on the local market?
2. How do the different priced salmon vary in quality, flavor, and appearance?
3. If your family is not getting enough salt water fish, what ones might be used? How does their cost differ?

Activities for Unit Meetings:

1. Have a display of various kinds of salt water fish available on local market.
2. Prepare some of these for dinner.
3. Compare cost and uses for different grades of salmon and other kinds of fish available.

Home Activities:

1. Save labels from canned or packaged fish used.
2. Introduce new sea foods or new uses for them to the menu.

Illustrative Material:

1. Cans of salmon showing different grades.
2. Other packaged and canned fish on local market.

References:

- Brindze. How to spend money. Ch. 15.
- Greer. Foods and home making. p. 401-404.
- Handbook of fish cookery. Booth Fisheries Corporation.
- Harris and Lacy. Everyday foods. p. 185-186.
- Justin, Rust, and Vail. Foods. p. 438-439.
- Silver harvest of the sea. National Cannery Association.

UNIT IV. HOW TO BUY STAPLE FOODS.

Generalizations:

1. Most of the coffee on the market is blended, the flavor varying with the blend and one's choice is a matter of whether a rich, full-bodied or a milder flavor is desired.

2. Coffee is sold in the bean in bulk or is ground to varying degrees of fineness according to the method of brewing to be used.

3. Ground coffee sold in bulk or package deteriorates rather rapidly so the bean, sold in bulk, should be purchased in limited amounts and stored in tightly closed containers.

4. Tea is of two kinds, black and green, the former making a strong, dark infusion generally considered better for iced tea than the green but both making a good hot beverage.

5. Baking chocolate is almost entirely sold in one-half to one-pound packages and although the fat content is not supposed to vary below 50 per cent, the chocolate from different packers varies in price.

6. Cocoa, made from the same cocoa bean as chocolate, has part of the fat removed and is a powder which when of good grade is reddish-brown in color.

7. Cereal or grain products are among our least expensive foods and a diet built around milk, vegetables, meat, and grain products may be nutritious at low cost.

8. Highly refined and ready-mixed or ready-to-serve cereals are expensive foods.

9. Gelatin usually found on the market in granulated form, plain or ready to mix, is an incomplete protein of value in the diet when used in addition to other proteins in the diet.

10. Increased demand for white sugar and syrups has brought increased production and lower prices than for brown sugar, molasses, and sorghum but they have minerals such as iron in addition to the energy also supplied by white sugar and syrups which makes their generous use in the diet important.

11. Honey is an excellent natural sweet which is offered on local markets in extracted and comb form.

12. The powdered leavening agents are universally sold in packages because of their tendency to take up water and thus deteriorate.

13. Baking powders vary in price with the acid ingredient used but each kind makes a highly satisfactory product.

14. Yeast is sold in the dry form which keeps for several months and in the moist form, compressed yeast,

which must be brought to the consumer quickly as it deteriorates rapidly, making it more expensive and less convenient to keep.

15. Rice, cornstarch, and tapioca are excellent sources of carbohydrates and with the exception of rice, are now sold in retail stores only in packages.

16. Flavoring and extracts, used chiefly for the variety they give to foods, vary greatly in quality and price.

17. Spices deteriorate on standing so, as a rule, should be purchased in small quantities except for such few as are used frequently.

18. Bread flour is a blend of wheats varying greatly with the blend and the season so that the consumer's best guide in selecting it, is the quality desired, and the integrity of the mill from which it comes.

19. A specially prepared soft wheat flour, called cake or pastry flour, is usually sold in small packages for fancy baking and is a relatively expensive flour.

20. A great variety of crackers are made, many of which are sold in bulk or larger boxes at better prices than the small or fancy packages.

Problem I. How shall we buy beverages?

Teaching Points:

1. Beverages used in this country vary with the nationalities of the people and there seems to be no national drink although the United States uses more coffee than any other nation.

2. Coffee as sold is usually a blend of coffees, so the consumer can no longer discern any predominating variety, and selection is limited to grade rather than to variety.

3. Various decaffeinated coffees and cereal beverages are on the market usually in package form, but their cost is relatively high and the flavor is usually distinctly individual.

4. The purchase of large quantities of coffee at one time should be avoided unless it will be used soon because coffee flavor deteriorates quickly upon exposure to air.

5. Tea is usually sold as green, black, or oolong; black being a fermented leaf, oolong a semi-fermented leaf, and green an unfermented leaf.

6. Both coffee and tea contain stimulants and their only food value comes from the accompaniments used with them.

7. Bulk tea and coffee are cheaper than the packaged

product but the quality varies so greatly that they should only be purchased after inspection for cleanliness and freedom from foreign particles.

8. In large cities, tea and coffee houses sell their products in bulk and here these will generally be found to be of excellent quality and reasonable price.

9. Chocolate and cocoa, both made from the cocoa bean, are used for beverages as well as flavorings, the former containing 50 per cent cocoa butter which makes its energy value as well as the cost higher than cocoa that often contains less than 8 per cent cocoa butter.

10. Cocoa and chocolate, because they contain appreciable amounts of fat and carbohydrate and are usually combined with milk as a beverage, provide food as well as drink.

11. Cooking chocolate is sold almost entirely in one-half to one-pound packages and although the fat content is not supposed to fall below 50 per cent, chocolate from different packers varies in price.

12. Cocoa is less expensive than chocolate and makes an excellent substitute when used in proper proportions.

13. A good grade of cocoa has a rich reddish-brown color and is free from grit.

14. Low-priced coffee and cocoa are expensive to use because they are so diluted with various ingredients that

larger quantities must be used to prepare a beverage of desired strength and the flavor is seldom satisfactory.

Guide Sheet for Local Leaders

Approach:

Beverages at one time meant only alcoholic drinks. Today the term more often means coffee, cocoa, and similar beverages. Modern dining scarcely seems possible without one of these latter beverages. Tea and coffee are stimulants in themselves and their food value depends upon the cream, milk, and sugar used with them. According to present day nutritionists, the stimulant found in cocoa and chocolate is mild in effect unless used in excess.

Questions for Consideration:

1. What is the difference between bulk and packaged coffee?
2. How much of various coffees is used in making the beverage?
3. How is cocoa substituted for chocolate?
4. What are the characteristics of good cocoa?
5. How do the kinds of tea on the market vary in color and uses?
6. How much of these beverages should a family purchase at one time.

Activities for Unit Meetings:

1. Compare different kinds of coffees.
2. Compare different kinds of chocolate.
3. Compare different priced cocoas.
4. Compare green, black, and oolong tea if available.

Home Activities:

1. After careful consideration, buy "bargain" beverages. Report how successful you found the purchase.
2. Ask dealer for his choice of tea and coffee and his reason for choice. Ask the same of other people. Compare their statements and reasons.

Illustrative Material:

1. Samples of tea, coffee, cocoa, and chocolate.
2. Tea and coffee advertisements showing industry.

References:

- Baldwin. Shopping book. p. 279-284.
- Greer. Foods and home making. p. 67-76.
- Harris and Lacy. Everyday foods. p. 26, 32-35.
- Justin, Rust, and Vail. Foods. p. 388-391.

Problem II. How shall we buy sugar and syrups?

Teaching Points:

1. White sugar is a highly refined energy food made from the sugar cane and sugar beet and is comparatively inexpensive because of the quantities produced.

2. Brown sugar, a step in the refining of cane syrup to white sugar, contains some of the syrup, depending upon degree of refinement and minerals, making it otherwise valuable for energy and sweetening.

3. Brown sugar is higher in price than white sugar.

4. White sugar is easily stored and can be bought in large quantities, effecting a saving when it can be kept dry, whereas brown sugar cakes so readily that it must be stored in air tight containers.

5. Molasses, a by-product of the white sugar refining process, now sold mainly in tin cans, is valuable for minerals, and mild acids of excellent laxative qualities as well as for sugar.

6. Sorghum, the partially evaporated juice of the sorghum cane, is similar in food value to molasses and has a characteristic mild flavor but is a product sold largely where produced.

7. Sorghum varies greatly in flavor with the variety of cane and the methods of evaporation used.

8. Molasses, depending upon how much sugar has been removed, varies from a light brown mild syrup for cooking to a strong black syrup used in livestock feed.

9. Maple sugar and syrup from the concentrated sap of the sugar maple is a popular but expensive sweet, the latter often so mixed with less expensive syrups that it should be

bought only when the maple content is designated.

10. Corn syrup, a product manufactured from cornstarch, containing only its energy value, is very commonly used in this country, plain or flavored.

11. Honey varies in color and flavor with the sources of the nectar but in general, light-colored honey is milder in flavor and more expensive although darker honeys are of the same food value and often are chosen because of their distinctive flavors.

12. High grade comb honey should have light, even-colored comb, which fills the frame well, is free from discolorations in the comb, and broken places from which the honey may escape.

13. Good strained honey should be heavy-bodied, clear, free from impurities, and have a pleasing flavor.

14. Most any honey will crystallize upon standing, especially when it becomes cold, but this does not impair its value since slight heating will remove all crystals.

Guide Sheet for Local Leaders

Approach:

Sweets are in great demand with the American people judging from the fact that sugar alone is calculated to supply nearly one-sixth of our energy intake. The annual consumption for each person has increased in the last 100

years from an average of 8.8 pounds to 108 pounds. There are many other forms of sweets beside sugar and each offers an individual flavor that makes attractive variety in food flavors. Honey, sorghum, and molasses yield valuable minerals and food acids beside their energy value and deserve wider use in the diet.

Questions for Consideration:

1. What sugars do you use in your home?
2. What syrups do you use?
3. How do they compare in flavor, cost, and uses?
4. If your family uses an excessive amount, what changes in food preparation might be desirable?
5. Do cane and beet sugar differ in composition and uses?
6. How generally is honey used in cooking? Should its increased use be encouraged?

Activities for Unit Meetings:

1. Sample various sugars, honey, and other syrups.
2. Compare their cost, uses, and flavors.
3. Prepare honey cream, whipped honey, and liquefy some crystallized honey.

Home Activities:

1. Compare prices and kinds of sorghum and molasses offered in local stores.
2. Prepare honey in some new forms for the family.

Illustrative Material:

1. Samples of sugars and syrups.
2. Exhibit from sugar refinery.

References:

Harris and Lacy. Everyday foods. p. 131-133.

Justin, Rust, and Vail. Foods. p. 206-215.

Sheets and Sulzby. The iron content of sorghum and sugar cane sirups. Jour. Home Econ. 26: 431-436. 1934.

United States grades, color standards, and packing requirements for honey. U.S. Dept. Agric. Circ. 24.

Whiteman. Honey and some of its uses. U.S. Dept. Agric. Leaflet 113.

Problem III. How shall we buy cereal products?

Teaching Points:

1. One-half of the grain products used in the diet should be whole grains to provide the needed minerals and roughage.
2. The better grades of patent flour are the best buys as they are more uniform in quality and show greater baking tolerance.
3. Lower grades of bread flour can be used with good results but each kind must be experimented with to find the method best adapted to its use.
4. When wheat is exchanged for new flour, the exchange should be made so the new flour can be stored at least

three weeks before using to age it enough to insure good baking results.

5. Flour, as now milled, is a blend of wheats and varies in its baking qualities with the blend used and the conditions under which the wheat grew.

6. "Patent" on a sack of flour indicates that some of the inner kernel of wheat was removed but the per cent varies with the miller's choice.

7. Graham, whole wheat, rye, commercial, and white flour offer the homemaker interesting variety in her bread making at no great cost.

8. With the bulk of breakfast cereals provided by rolled oats, cracked wheat, and cornmeal, the homemaker can use the refined and ready-to-serve cereals for variety as her food allowance permits.

9. The prepared cake mixtures, like the ready-to-serve breakfast cereals, are expensive because of the labor involved in their preparation and frequently result in no better if as good products as the home-made mixtures.

10. Soft wheat flour makes a fine delicate cake or pastry but also makes a product that dries out rapidly due to the high starch content of the flour.

11. The cost of soft wheat flour is about twice that of the better patent bread flours.

12. Rice is commonly used as a cereal, vegetable, and

dessert food.

13. Polished rice is the form found in most markets but it is not so nutritious as the brown rice which is especially valuable for its mineral and vitamin B content.

14. Rice is most commonly sold in bulk although the finest grades of polished rice and most of the brown rice are sold in packages.

15. The broken grain rice when free from foreign matter is a satisfactory product but should not sell at as high a price as the whole grain rice.

16. Many local mills prepare coarse ground cornmeal, whole wheat, and wheat germ stock for breakfast cereals and sell these at reasonable prices in larger bags which are good purchases when bought in cooler weather.

Guide Sheet for Local Leaders

Approach:

The grain products furnish high food value at low cost. The coarser cereals contain more minerals and roughage than do the highly refined ones. The great variety of cereal products on the market offer the homemaker unlimited choice in breads, breakfast cereals, and other dishes in which cereals may be used. Kansas wheat, oats, and corn are staples which should be used generously in the diet.

Questions for Consideration:

1. What kinds of breakfast cereals do you use?
2. How do these cereals differ in cost?
3. What others might be added for variety? To decrease food costs?
4. What basis is used for selecting bread flour?
Does the same brand vary from time to time?
5. Do bread flours vary in their mixing qualities in bread making?

Activities for Unit Meetings:

1. Compare cost of ready-to-serve and uncooked cereals.
2. Compare bread flours and pastry flours in regard to cost and uses.
3. Compare different brands of bread flour for absorption by the dough ball test.
4. Compare flours for gluten content by gluten ball test.
5. Prepare rice in various ways.

Home Activities:

1. Compare bread flours for cost; for bread-making quality; for cake making. Report findings to unit.
2. Include as great a variety of cereal products in diet as possible. Report any problems encountered.

Illustrative Material:

1. Samples of bread and cake flour.
2. Samples of various cereals on the market.
3. Sample of grainola.
4. Sample of brown and polished rice.

References:

- Greer. Foods and home making. p. 49-64, 305, 428.
- Harris and Lacy. Everyday foods. p. 38-45.
- Justin, Rust, and Vail. Foods. p. 392-395.
- Monroe and Henry. It pays to buy food wisely. Cornell Univ. Bul. 237: 18-19.

Problem IV. How shall we buy dessert bases?**Teaching Points:**

1. Rice is a valuable dessert base as well as cereal or vegetable substitute and it is a comparatively inexpensive food.
2. Tapioca is now sold largely in the "minute" form in packages, because it is more easily prepared than the pearl tapioca which may be obtained both in bulk and packages on some markets.
3. Cornstarch is sold in packages.
4. Gelatin is sold in thin sheets and in granulated or pulverized form, the latter being the form most easily obtained on all markets.

5. Granulated and pulverized gelatin require less care in handling than the sheet gelatin and can be purchased plain or with sugar, acid, and flavoring added.

6. The plain gelatin prepared at home with fruit juices or other ingredients is higher in food value because of the fruits and juices added and is less expensive than semi-prepared varieties although the latter are handy to use in emergencies.

7. If much gelatin is used, larger markets will supply it in pound packages at a great saving in cost.

8. Junket, sold in tablet or powder form, is made from rennet which is also used in cheese making and contains an enzyme which coagulates the milk proteins, making a simple, easily digested dessert at a low cost.

Guide Sheet for Local Leaders

Approach:

Puddings are popular desserts with the majority of families. Gelatin, cornstarch, tapioca, and junket offer the homemaker a world of opportunity to show her originality. These combine well with milk, eggs, fruit, and nuts, making the more expensive foods "go farther" and produce dishes that are pleasing to the eye as well as to the palate.

Questions for Consideration:

1. Do the desserts that you serve each day seem monotonous, or do they give your meals the variety they should?
2. What dessert bases do you use most commonly?
3. How might desserts be varied to improve the menus?

Activities for Unit Meetings:

1. List the dessert bases available on local markets, the forms in which found, and their unit cost.
2. Prepare some attractive desserts using the dessert bases.

Home Activities:

1. Compare various forms in which the dessert bases are sold for quality and cost.

Illustrative Material:

1. Commercial displays of rice, tapioca, and gelatin.
2. Samples of dessert bases.

References:

- Greer. Foods and home making. p. 53, 438.
- Harris and Lacy. Everyday foods. p. 193-194, 201-202.
- Justin, Rust, and Vail. Foods. p. 78-80, 90-91, 201-202, 394-395.
- Monroe and Henry. It pays to buy food wisely.
- Rice, two-hundred delightful ways to serve it.

Problem V. How to buy other staples.

Teaching Points:

1. Baking powders vary only in the acid ingredients which make a difference only in the speed of action of the powder and the price.

2. Flavoring extracts vary greatly in quality and price, depending upon whether they are pure extracts or imitations and by carefully reading the labels, the exact content can be ascertained.

3. Imitation or synthetic flavorings are harmless to use but their price should be much lower than pure extracts.

4. The flavor of imitation or synthetic flavorings will not be the same as pure extracts, and poorer qualities are apt to be so weak that even large amounts do not flavor products satisfactorily.

5. Most spices are sold ground and in small packages.

6. A few spices and flavorings that are used in greater quantities, can be obtained in larger containers at good savings in cost.

7. The whole spices, best for canning since they do not discolor the product, should be purchased in small quantities and stored in tight containers until used.

Guide Sheet for Local Leaders

Approach:

Baking powders, spices, and flavorings can be small or large items of expense. Their quality varies greatly as does the cost although low cost does not mean poor quality. Each homemaker usually has her favorites and each market offers a wide variety in quality and price. Reputable brands are the best guides to quality and performance. In most cases, the smallest packages are relatively expensive but keeping quality and household practices will determine the best quantities to buy at a time.

Questions for Consideration:

1. What differences do you find in baking powders? How do they vary in price?
2. How do the flavoring extracts on local markets vary in quality and price?
3. Do you use a variety of spices for general cooking? For meats, cakes, and cookies? For pickles and preserves?

Activities for Unit Meetings:

1. Compare cost and quantities of various baking powders, spices, and extracts sold on local markets.

2. Prepare desserts to compare extracts for flavor and quantities used.

Home Activities:

1. Compare quality of spices and flavorings used.
2. Buy best extracts food allowance will permit.

Evaluate your purchases.

Illustrative Material:

1. Samples of baking powders, spices, and extracts.

References:

- Greer. Foods and home making. p. 303.
- Harris and Lacy. Everyday foods. p. 49-50.
- Justin, Rust, and Vail. Foods. p. 242-246.

UNIT V. HOW TO BUY CHEESE, FATS, AND OILS.

Generalizations:

1. Cheese, an excellent source of fat and high quality protein, deserves an important place in our diet.

2. Cheddar cheese, variously known as American, New York, or Wisconsin, made of whole or skimmed milk, is the most generally used cheese in the United States.

3. Many fancy imported and domestic cheeses on the market are distinctive in their flavors and consistencies but their price limits their use with the average farm food allowance.

4. Though standards are set up by the United States Department of Agriculture on six grades for cheddar cheese, only a small amount is graded.

5. Butter should be bought by score if possible but the best of butter soon loses its goodness when carelessly stored.

6. The butter score is a rating on the basis of flavor, body, color, salt, and package, totaling 100 although little of it appears on the market scoring over 93.

7. Many fats on the market today are made from vegetable oils treated with hydrogen gas which hardens them, resulting in a bland product that becomes rancid less readily.

8. All fats are valuable for their energy value but butter and cream are essential for vitamins A and D although the content of D is dependent upon the cow's supply of green feed and sunshine.

9. When the price of butter is prohibitive, if milk is used liberally and one-fourth to one-half pound of butter is allowed each person weekly, other fats may be used in cooking.

10. All fats and oils are approximately 100 per cent fat except butter and oleomargarine and can be used interchangeably as prices fluctuate.

11. Margarine, made of animal fats, vegetable fats, and oil and combinations of these, are sold in package by brand, no standards as yet having been established.

12. Lard has been the standard shortening for generations and deserves to continue general use because of its great plasticity and food value.

Problem I. How shall we buy cheese?

1. Cheese provides fat and high quality milk proteins at a low cost because of its concentrated form.

2. The greatest part of the cheese used in the United States is the Cheddar variety made of either whole or skimmed milk and variously known as American, New York, or Wisconsin cheese.

3. The cheese grades established are for Whole Milk American Cheddar and are U.S. Extra Fancy, U.S. Fancy, U.S. No. 1, U.S. No. 2, U.S. No. 3, and Culls.

4. As little of the cheese graded is found on the smaller markets, the consumer should remember that the characteristics of a high-scoring American cheese are: freedom from gas or pin holes, smooth waxy texture, rind free from mold and cracks, light or medium color, and uniform throughout.

5. The imported cheeses and their American "copies" are valued for their characteristic flavors and consis-

tency but the limited supply makes their cost prohibitive when the food allowance is limited.

6. The United States Department of Agriculture specifications for the government supply of Swiss cheese are that it will buy only cheese having open, well-developed eyes, meaty and waxy and well cured, free from cracks.

7. Processed cheese, which originated in the United States, is made by grinding a blend of Cheddars and an emulsifier all of which is then pasteurized, thus stopping bacterial action and producing a mild, smooth product of fine consistency.

8. The popular cheese spreads are made as is the processed cheese with dried skimmed milk and cream added to make it soft enough to spread.

9. Prices for cheese vary with milk prices but special manufacturing, fancy packages, and packing in small units increase the cost of much of the highly advertised cheese on the market.

10. The consumer's only guide for buying cottage cheese is to know that it is made of pasteurized milk and that the cheese itself has a pleasing flavor and is free from mold.

11. The grade and kind of cheese which the consumer buys should depend upon the use and money available but the price should be in keeping with the grade.

12. A safe rule is, taste and feel any cheese before buying it.

Guide Sheet for Local Leaders

Approach:

The use of cheese is increasing in the United States and American cheddar makes up the greatest part of that consumed. Processed cheese, an excellent and pleasing form of cheddar, is now on the market in a great variety of forms but its cost makes exclusive use of it, especially for cooking, inadvisable. Imported cheeses, available in the larger markets, are extremely expensive. Their popularity is limited because a taste for their unusual and distinctive flavor is usually an acquired one. The increasing use of processed cheeses indicates that the American choice is for mild cheese.

Questions for Consideration:

1. What cheeses are available on your local markets?
2. Upon what basis do you select cheese?
3. How do prices vary among the cheeses available on your market? What relation do these variations in price bear to their food value? How do the fancy packaged cheese spreads compare in price with other processed cheese?
4. Would an increased use of cheese by your family be desirable? Why?

5. How is the care of cheese important in its use?

Activities for Unit Meetings:

1. List the cheeses found on your local markets.

Compare the cost of one pound of each of the various kinds sold.

2. Determine the best cheeses for use in cooking; for cubing; for spreading; for grating.

3. Compare samples of a good cheddar with a poor cheddar for appearance, taste, and feel.

Home Activities:

1. Ask for cheese by grade name. Inquire how the dealer buys the cheddar and Swiss he offers for sale. Bring report to next meeting.

2. Calculate cost per pound of various packaged cheeses. Compare with cost of cheese in bulk.

Illustrative Material:

1. Samples of good and poor cheddar if available.

2. Sample of Swiss cheese. If possible, secure several unusual cheeses.

References:

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O'Brien and Ward. Present guide for household buying. U.S. Dept. Agric. Misc. Pub. 193.

Problem II. How shall we buy butter?

Teaching Points:

1. The delicate flavor of butter comes from clean cream, carefully processed and stored.
2. The vitamin A and D content of butter makes it invaluable in the diet even though the D content varies with the cow's feed and sunshine.
3. The most satisfactory way to buy butter is by grade or score but little is scored for retail trade, so brand name must be depended upon.
4. In determining the score, flavor is rated 45, body 25, color 15, salt 10, package 5, totaling 100.
5. The United States Department of Agriculture provides grading service for butter scoring but this is used by only a few large creameries who have specialized in high grade butter.
6. On the west coast, the various states grade the butter by the letters A, B, C, with very satisfactory results since the letters seem better understood than the scores.
7. Regardless of score, butter containing less than

80 per cent fat is considered an adulterated product and is subject to seizure.

8. Some states and private agencies also, score butter using systems similar to the United States Department of Agriculture regulations.

9. Though butter color must be even, free from mottling or streaks, the degree of color can vary according to local preferences.

10. The prices of butter vary according to the market supply of cream, the butter score, and the demand for butter.

11. Good butter may be satisfactorily held in storage for several months and sold when the fresh supply is short.

12. The best creamery butter is made from sweet cream pasteurized and then churned sweet or ripened by adding lactic acid bacteria cultures and churned.

13. Because tub butter deteriorates rapidly on opening, it may be printed at central markets or at the creameries, sold locally, or packed in private labeled boxes under contract.

14. Butter should score 90 or more to be satisfactory for table use and that scoring below 87 is seldom sold for table use.

15. The bulk of Kansas butter scores 88-90 but when cows are fed on winter wheat, the high color makes it un-

popular on eastern markets because they prefer light-colored butter.

Guide Sheet for Local Leaders

Approach:

Not many years ago, country butter was the preferred kind and many farm homemakers were famous for their butter. But this day is gone and people now prefer to eat creamery butter. The use by creameries of pasteurized sweet cream has produced a finer quality butter than that sour cream does. As a result, the public choice has swung to butter made from pasteurized sweet cream churned sweet or mildly ripened. Too often farm butter is mottled and streaked, thus comparing unfavorably with the product even though the flavor may be very good.

There is some tendency for farm families to prefer to sell their cream and buy butter from the creamery, especially when the cream goes to a local creamery. The greater uniformity of the product has encouraged this practice. Whether this practice will continue to grow or not is a matter of future conditions. With the poor refrigeration on most farms, the making of butter is not a success in warmer weather. The homemaker who has good equipment and storage facilities is probably justified in making her butter. She should by all means, however, know the standards

for good butter and how commercial practices in butter making differ from her own. Many of these changes in method are adaptable to her own butter making.

Questions for Consideration:

1. Why has "country butter" fallen from public favor?
2. How do you ask for butter when buying?
3. What guides do you use to determine the quality of butter on the local markets?
4. What improvements in methods of butter making might the farm homemaker borrow from the commercial process?

Activities for Unit Meetings:

1. Demonstrate the proper method of pasteurizing cream to use for butter making.
2. Attempt to score some home-made butter against a commercially-made butter sample of known grade.
3. Sample and judge some sweet cream butter.
4. Compare a sample of good and one of poor butter for differences.

Home Activities:

1. Try pasteurizing sweet cream for butter and then churn sweet or ripened.
2. If butter is purchased, ask for it by score or inquire what means of identifying good butter the dealer has.

Illustrative Material:

1. Butter score card.
2. Samples of good and poor butter.

References:

- Better buymanship, No. 11. Dairy Products. Household Finance Corporation, Chicago.
- Brindze. How to spend money. p. 274-277.
- Justin, Rust, and Vail. Foods. p. 149, 414-415.
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- Monroe and Henry. It pays to buy food wisely. Cornell Univ. Bul. 237.
- O'Brien and Ward. Present guides for household buying. U.S. Dept. Agric. Misc. Pub. 193.

Problem III. How shall we buy other fats and oils?

Teaching Points:

1. All fats and oils except butter and margarines are 100 per cent fat, making their use interchangeable without varying the amount used.
2. Leaf lard is kidney lard and the term "kettle rendered" may be applied to leaf lard but usually signifies mixed lards.
3. Lard compound and compound are terms applied to a group of mixtures containing up to 50 per cent lard and the balance beef stearin or vegetable oils.
4. Because oils become rancid more rapidly than solid fats and the general preference is for solid fats, the

preparation of a solid fat from cottonseed and corn oils has been developed and is sold under various trade names.

5. Lard compounds and many hydrogenated fats are considered excellent cooking fats because they remain plastic or comparatively soft and pliable over a wide range of temperatures.

6. Experimental work indicates that vegetable fats need to be heated 30° to 40°F. higher than animal fats for successful deep frying.

7. Olive oil was the original salad oil and is the cooking oil for many Mediterranean people but not widely in the United States.

8. The cottonseed and corn oil have increased in popularity and are generally used for salad oil.

9. The margarines containing about 83-85 per cent fat may be of two types: oleomargarine made up of oleo oil, a soft beef fat and neutral lard, and vegetable margarine made of vegetable oils and fats.

10. Margarines made of edible fats under sanitary conditions are excellent fats but are not substitutes for butter.

Guide Sheet for Local Leaders

Approach:

Fats and oils are indispensable in the diet, we as well as the Eskimo needing them for their "staying powers". The war-time experiences of feeling hungry when deprived of fat even when plenty of other foods were given, demonstrates this staying power of fats and oils. A great variety of fats and oils are on the market today. Though their extravagant claims that they do not absorb odors and that less need be used of this fat than of others should be discounted, they are nevertheless good and important food. If the term "substitute" is a misnomer, it should be dropped. The fact should be emphasized that some fats may be used interchangeably while others are so essential that nothing can completely replace them. This would prevent confusion and improve nutrition.

Questions for Consideration:

1. What cooking fats and oils other than butter do you use when the home supply of lard is low?
2. Which fats do you use for making cake; for pie crust; for deep fat frying?
3. Do you find any difference in the resultant products?

Activities for Unit Meetings:

1. Compare the cost per pound of the different cooking fats used by the members of the group.
2. Taste and smell samples of different fats and oils of excellent quality to determine characteristics of each.
3. Examine a fair-sized sample each of home-made and commercially prepared lard.

Home Activities:

1. Examine lard purchased for its quality before selection.
2. Examine wrappers and can labels from commercial fats and oils for stated constituents and qualities.
3. Use different fats for making one or more products as cake or pie crust. Report results.

Illustrative Material:

1. Labels to show methods of describing fat products and constituents.

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Justin, Rust, and Vail. Foods. p. 229-235.

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