

A SUGGESTED ORGANIZATION OF A FOODS AND NUTRITION  
PROGRAM BASED UPON THE INTERESTS AND NEEDS OF  
A SELECTED GROUP OF FARM BUREAU WOMEN

by

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## INTRODUCTION

The extension program in agriculture and home economics occupies a position that enables it to contribute advantageously to the development of a satisfactory rural life. It represents the one common interest of rural people, satisfactory living. The program is planned in organized communities by representatives who know something of the needs and desires of their community and upon these they base the county and community objectives.

These committees are assisted in formulating their program by representatives of the Land-Grant Colleges who have a sympathetic understanding of the sociological and psychological problems of rural life. Since the groups are permanently organized the program can be quite well defined for a considerable time. The aim is to include in the program all the needs and interests of the rural community, to provide for all ages and classes of people, and to have sufficient elasticity to provide for changes and growth.

The extension program is educationally sound in so far as it becomes an integral part of everyday living in the rural home. It will thereby enrich the lives of farm people through developing their ability to set up worthy standards and to reach a satisfactory type of living. This program is of necessity a complex one, since it has to do with rural

life in all its aspects and ramifications. In order for it to be effective each of its parts should help to develop the individual as well as to teach subject matter. Each part of the program should be planned within the interest range and interest span of the learner. It must aim to develop this interest range if it is to be educative.

To make an evaluation of the entire extension program on the basis of current educational trends would be too extensive and involved. It seems advisable to make a study of each of its components and to revise and reorganize each part on the light of the findings.

#### THE RELATION OF THE FOODS AND NUTRITION PROGRAM TO THE FARM WOMAN

The present program in home economics in extension in Kansas includes the following phases: foods and nutrition, clothing, home furnishings, household management, and home health and sanitation.

The foods and nutrition program is recognized as an essential part of the extension program. It is included in the 1931 county program of 38 counties and has been a part of the programs of 14 counties for the past seven years. Further, it is to continue in these counties and be introduced into other counties as soon as the county program is ready to include it.

The fact that 99,842 people in Kansas were reported in the 1930 annual report of the foods and nutrition work as having been reached by the program last year is more evidence that it should be continued as a necessary part of the extension program. Improvement in health as a result of the application of the information received from the study of this project is also reported by 2515 people. Other figures taken from this report, show the extent to which women apply the information included in the foods and nutrition program. They are as follows: 3509 homes received assistance with food budgets; 3720 homes balanced family meals; 3050 children enjoyed school lunches that were better planned and packed more attractively; 2142 mothers improved their methods of child feeding.

The sustained interest in the foods and nutrition work over a period of years would seem to show that the program not only meets the recognized needs and interests of the rural women but gives them satisfaction. Their greatest satisfaction seems to come from improvement in the health of some of the members of their household, in a greater appreciation of the value of certain foods and in increased utilization of these foods. Some of the women take a great pride in serving food attractively and in being able to use various types of service. They enjoy feeling at ease when entertaining guests or being a guest at functions which involve prob-

lems pertaining to food. A few recognize that the program has been of economical value with regard to the use of their money, time and energy.

The foods and nutrition program up to the time of this study included nutrition, food preparation and preservation, meal planning and table service, and marketing. The greatest emphasis has been placed on nutrition as it relates to the needs of the various members of the family and on the best sources of the essential dietary substances. Conservation of the nutritive value of food, palatability and attractiveness have been included in the food preparation phase of this work.

So much time was given to food preservation during the war that since then it has seemed advisable to spend only enough time to keep the women informed on the latest methods for the canning of non-acid vegetables, fruits and meats. Meal planning and table service has included the planning of meals which are economical, satisfactory and suitable to the various types of service and events. Consideration of the time and energy of the homemaker has been given in meal planning and table service. Little attention has been given to marketing and to management in the foods and nutrition program.

Program determinations are based upon the opinions of the foods and nutrition specialists, the state leaders, the county home demonstration agent and a representative group

of farm women, regarding what was needed and of general interest. The objectives were to make the program elementary so as to be understood by those who have had only a rural school education and also to challenge those who have attended college.

A foods and nutrition program that will be effective must be planned with due consideration for the fundamental foods and nutrition problems of the rural homemaker. One of these problems is that of managing the entire food situation efficiently, since it is only one of many responsibilities of the rural homemaker. The rural farm woman should not only have acquired information and skills in regard to food but she should develop judgment in placing proper evaluation on the problems involved in feeding her family. She is confronted with a unique problem in menu planning. Not only may she have extremes in ages to consider but also in activities with their possible seasonal variations. The task may be further complicated by a difference in the tastes and eating habits of her immediate family and that of the necessary boarders in the home, such as the rural teacher or hired farm labor. Not infrequently she must plan a box lunch for the school children as well as a suitable meal for those eating at home. The situation may be further complicated by a limited amount of assistance from other members of the family.



The availability of food products has a definite bearing upon menu making. The home production of foods, the storage facilities, the proximity to the shopping center or other source of supply and the available food money largely determine the foods served.

The production of part of the food on the farm may be wholly or in part the responsibility of the farm homemaker. She should not only have knowledge and skill to produce a good quality and suitable supply of certain foods but she also should be able to ascertain the advisability of spending her time and energy for this purpose. The state of her health, the extent of outside and inside work, the availability of assistance in either case and the economical consideration of the home production of food are influencing factors.

Since the rural homemaker must do some purchasing of food she should know how to spend the food money wisely. She should have judgment in selecting fresh foods, know brands and grades of canned goods, know cuts of meat and their uses, consider the advisability of buying in bulk or package, in small quantities or large quantities and know how to divide the food money in order to get all the essentials as well as enough of the non-essentials to add interest to the food problems.

Alternatives requiring sound judgment present themselves



in the storage of food. Storage facilities are influenced by the amount of food produced at home, the amount preserved at home and the way in which food is purchased, upon the available funds for making a suitable storage place and upon the recognition of the need for such a place.

In order to plan satisfactory menus it is necessary for the rural homemaker to know food values and individual food requirements. She should know how to prepare food so that it is palatable, attractive, easily digested and with limited loss of food value. She should know how to preserve food with limited expenditure of energy and time, and, loss of product. She should know how to take her place in the home as mother, homemaker and hostess. She should know how to manage the problem of food so that it will take its place in the rest of the homemaking scheme, and will be a pleasure and not a burden. It is important not only for the rural woman to have all this knowledge but she also should be able to make practical use of the information in the matter of food selection, preparation, preservation, buying, production and in the management phases of her job.

All of this knowledge and skill is of small value without the development of judgment in its use. Sound judgment is necessary to the making of quick decisions of the various alternatives that present themselves. Critical analysis of any changes to be made is dependent upon the development of

good judgment. Frequently the homemaker must change her attitudes in order to make wise decisions and acquire desired techniques. She needs to analyze her situation objectively and then be conscious of the benefit the foods and nutrition program can be to her in managing it. She needs to broaden her responsibilities toward the needs of her own immediate family into those of the community, such as the hot school lunch, the club lunch, or any other community meal. She needs a favorable attitude toward the foods and nutrition responsibilities of her neighbors, such as giving encouragement to the young mother who is trying to feed her baby intelligently, or to the neighbor who is on a special diet and is somewhat discouraged with her progress.

Few studies have been made of farm women's activities, interests and needs. Crawford (1927) made a study of the use of time by farm women of Idaho. Rankin (1928) made a study of the use of time in the farm homes of Nebraska. Whittmore and Neil (1929) made a study of the time factors of home making in rural Rhode Island. Wilson (1929) made a study of the use of time by Oregon farm home makers. Wasson (1930) made a study of the use of time by South Dakota farm home makers. Clark and Gray (1930) made a study of the time home makers spend doing routine work and seasonal work.

These show how farm women spend their time but do not indicate what are their interests and needs.

Schopmeyer (1929) made an analysis of the managerial aspects of home making on the farm. This analysis shows the various situations which may confront the farm home maker and the many factors which she must consider in determining her procedure.

Ward (1931) made a study of what the farm and small town home makers in Illinois would like to do with their time and money. This study shows the interests and needs of the two groups.

McLean (1930) made a study of the clothing interests and needs of a selected group of Kansas farm bureau women. The findings of this were used in organizing a clothing project on a unit-principle-problem basis for the use of study groups among farm women.

The purpose of this study is to secure information regarding the interests and needs of farm women in foods and nutrition and to use these findings in the organization of the project on a unit-principle-problem basis, which will be adaptable to organized extension study groups of farm women.

#### METHOD OF STUDY

1. The data were obtained by means of a checking list of the interests, needs and activities of farm women. The list was similar to the one used by McLean (1930) in a

similar study of a clothing program and was prepared under the direction of the Departments of Food Economics and Nutrition, and Education. A copy of this checking list appears on pages 81 to 95.

2. The lists were checked by a selected group of farm women who were foods and nutrition leaders of Farm Bureau Extension groups. These women had been leaders from one and one-half to seven years. The cooperation of these women was secured by the county home demonstration agents. Each home demonstration agent sent a letter to ten leaders in her county asking for their cooperation and explaining how to check the lists. The lists were checked by the women in their homes.
3. Two hundred twenty copies of the lists were distributed in the twenty-two following counties of Kansas: Allen, Bourbon, Butler, Cherokee, Clay, Comanche, Crawford, Douglas, Ford, Franklin, Greenwood, Kingman, Labette, Leavenworth, Montgomery, Morris, Rawlins, Reno, Riley, Sedgwick, Shawnee and Wyandotte.
4. One hundred sixty-five of the lists were checked and returned.
5. The data secured from the checking lists were tabulated and percentages calculated and recorded. Tables showing these figures appear on pages 14 to 49.
6. Summaries and conclusions were made from the findings.

7. The information secured was utilized in organizing, on the unit-principle-problem basis, a foods and nutrition program for the Extension Division.

Table I. Information Concerning Previous Training

A. What kind of schools did you attend?	Per cent
1. Rural school, one room	77
2. Grade school, small town	25
3. Grade school, city	18
4. High school, small town	36
5. High school, city	25
6. Private school	4
7. College	35

Table I-A shows:

Slightly more than three-fourths of the women attended a one room rural school.  
 One-fourth attended a small town grade school.  
 Slightly less than one-fifth attended a city grade school.  
 A little more than one-third of the women attended a small town high school and one-fourth attended a city high school.  
 Only six women or four per cent attended a private school.  
 Slightly more than one-third attended college.

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B. Where did you learn about food preparation and nutrition?	Per cent
1. At home	75
2. At school	27
3. At 4-H Club	25
4. Through Farm Bureau Units	93
5. At vocational school	2
6. At college	15

Table I-B shows:

Three-fourths of the women received their instruction in food preparation and nutrition at home, one-fourth at school, one-fourth through the 4-H Club, and nine-tenths through the medium of Farm Bureau Units.  
 Only a small number of this group obtained such information at vocational schools and one-seventh at college.

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C. I have studied the foods and nutrition  
project for ----- years

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<u>Number years</u>	<u>Per cent</u>
1 1/2	6
2	19
3	19
4	19
5	8
6	8
7	2
8	1
9	6
10	3
14	6
13	6
18	6
20	1
33	6

Table I-C shows:

Slightly less than one-fifth of the women have studied foods and nutrition for two to four years.

One-twelfth of this group have studied foods and nutrition five to six years.

The remainder of those checking the questionnaire have studied foods and nutrition from ten to thirty-three years. The present foods and nutrition project based on the use of local leadership has been organized for 7 years. Many of those who report interest in this project for a longer period of time are probably referring to the early programs of nutrition which were planned for institutes and extension schools. This type of extension work started about 1874 and about 1905 began to develop into a more extensive program. The rest of the group probably are indicating a personal and general interest in topics pertaining to foods and nutrition which were published in periodicals.

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Table II. Some Facts Concerning the Material Taught  
in the Foods and Nutrition Program  
in Farm Bureau Units

A. Why are you interested in the material taught in the  
Foods and Nutrition Project in the Farm Bureau Units?

<u>1. Food preparation</u>	<u>Per cent</u>
a. To teach me how to prepare fruits	76
b. To teach me how to prepare vegetables	91
c. To teach me how to prepare cereals	70
d. To teach me how to prepare meats	82
e. To teach me how to prepare eggs	74

Table II-A1 shows:

Seven-tenths to nine-tenths of the women are interested in food preparation. Vegetables rank first, then the preparation of meats, fruits, eggs and cereals.

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<u>2. Meal planning and table service</u>	<u>Per cent</u>
a. To teach me to plan satisfactory meals	82
b. To teach me to plan economically	83
c. To teach me to plan meals for special events	66
d. To teach me to serve foods attractively	82
e. To learn of services for different occasions	62

Table II-A2 shows:

In meal planning and table service, four-fifths of the women are interested in planning satisfactory, attractive and economical meals.

Two-thirds are interested in service for different occasions and in serving meals for special events.

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<u>3. Food selection and marketing</u>	<u>Per cent</u>
a. To know when home grown products are in best condition to use	59
b. To learn to spend money for food wisely	78

Table II-A3 shows:

Four-fifths are interested in spending wisely for food.  
Three-fifths are interested in knowing when home grown products are in best condition to use.

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<u>4. Nutrition</u>	<u>Per cent</u>
a. To help me select the food I should eat	82
b. To help me select the food my baby should have	30
c. To help me select the food my children should eat	67
d. To help me select the food my husband should eat	79
e. To help me select the food the middle aged members of my family should eat	33
f. To learn the value of an adequate diet	82
g. To keep me informed on the research being done in nutrition	82
h. To learn the best sources of vitamins	75
i. To learn the best sources of minerals	74
j. To learn the best source of vitamins in the diet	81

Table II-A4 shows:

From three-fourths to four-fifths of the women are interested in the following phases of nutrition: selecting the food for themselves; the value of an adequate diet; keeping informed on the research being done in nutrition; learning the best source of vitamins in the diet; learning to select food for their husbands and children; and learning the best sources of vitamins and minerals. Nearly one-third indicated an interest in the selection of food for a baby or a middle aged member of the family.

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B. Why are you not interested in some phases of the foods and nutrition project?	Per cent
1. Too much time at meetings spent preparing food	7
2. Information not applicable to the home use	8
3. Too much repetition	4
4. Information not definite	4
5. Information on nutrition hard to learn	4
6. Lessons are not well planned	3

Table II-B shows:

A small per cent lack interest in the foods and nutrition project for the reasons checked.

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C. Do you enjoy the foods and nutrition project more than other projects?	Per cent
Yes	16
No	17

Table II-C shows:

Only one-tenth of the women answered this question. An equal number answered yes and no.

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D. Why do you prefer it to other projects?

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<u>Reason</u>	<u>Per cent</u>
Health	59
Satisfaction derived from well planned meals	5
Like to cook	11
Economy of time, energy and cost	7
Fundamental to every-day living	35
Personal interest	10
Knowledge of food values and application	18
Consciousness and appreciation of homemaker's responsibility	15
Interested in research and study of nutrition	7
Leadership responsibility	4
Practicability	4

Table II-D shows:

Nearly two-thirds of these women are interested in the foods and nutrition project because of its relation to good health.

Slightly more than one-third of the women prefer the foods and nutrition project because it is fundamental to every-day living.

One-tenth to slightly less than one-fifth of the women prefer it because they like to cook, because of personal interest, because they are conscious of their responsibilities as homemakers, and because they acquire knowledge of food values and their application.

A small number were interested because of the economy of time, energy and costs, interest in research, because of leadership responsibility, and because of its practicability.

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**E. What has been included in the foods and nutrition project of the Farm Bureau while you were a member?**

<u>1. Food preparation and preservation</u>	<u>Per cent</u>
a. Preparation of dishes containing milk	82
b. Preparation of drinks containing milk	61
c. Preparation of fruits	52
d. Preparation of vegetables	88
e. Preparation of cereals	56
f. Cooking of meats	59
g. Preparation of egg dishes	66
h. Preparation of cheese dishes	67
i. Making of American Cheddar Cheese	60
j. How to can fruits	45
k. How to can vegetables	54
l. How to can meat	42
m. How to make preserves, marmalades and jams	21
n. How to make jelly	23
o. How to make pickles	19
p. How to use a pressure cooker	52
q. When to use a pressure cooker	39
r. When to use a water bath	32
s. How to store root vegetables	59
t. How to store apples	39
u. How to store onions	39
v. How to store sweet potatoes	42
w. How to use a refrigerator for preservation of milk	20
x. How to use a refrigerator for preservation of fresh fruits and vegetables	16

Table II-EI shows:

Between eight-tenths and nine-tenths of the women reported the preparation of dishes containing milk and the preparation of vegetables.

About two-thirds of the women reported preparation of cheese dishes, preparation of egg dishes, preparation of drinks containing milk, the making of American Cheddar cheese, cooking of meats, and how to store root vegetables.

Slightly more than one-half of the women reported preparation of cereals and fruits, how to can vegetables, how to use a pressure cooker.

About two-fifths of the women reported how to can fruits and meats; one-fifth of the women reported how to make preserves, marmalades, jam, jelly and pickles, when to use a pressure cooker and water bath, how to store apples, onions, sweet potatoes, how to use a refrigerator for preservation of milk.

Table II-E1 shows (cont'd):

Only one-sixth of the women reported how to use a refrigerator for the preservation of fresh fruits and vegetables.

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<u>2. Meal planning and table service</u>	<u>Per cent</u>
a. How to plan a school lunch	68
b. How to plan meals to save labor and time	59
c. How to plan for a meal served buffet style	51
d. How to lay the table for a family meal	58
e. How to lay the table for a buffet service	48
f. How to serve a tea buffet style	39
g. How to serve food neatly and attractively	66

Table II-E2 shows:

Slightly more than two-thirds of the women reported how to plan a school lunch and how to serve food neatly and attractively.

More than one-half of the women reported how to plan meals to save labor and time, how to lay the table for a family meal, and how to plan for a meal served buffet style.

Slightly less than one-half of the women reported how to lay the table for a buffet service and how to serve a tea buffet style.

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3. Food selection and marketingPer cent

a. Learn what proportion of the money spent for food should be spent for milk and dairy products, fruits and vegetables, meats, and so on	23
b. Learn how to use the various grades of commercially canned vegetables	15
c. Learn how to use the various grades of commercially canned fruits	16
d. Learn how to use the various grades of commercially canned meats	12
e. Learn which size of canned food is the best to buy	22
f. Learn the important points in the selection of fresh fruits	19
g. Learn the important points in the selection of fresh vegetables	19
h. Learn how to buy cuts of meat according to the use to which they are to be put	32
i. Learn how to recognize a good quality of American cheese	25

Table II-E3 shows:

Slightly less than one-fourth of the women reported they had learned what proportion of the money spent for food should be spent for milk and dairy products, fruits and vegetables, meats, and so on.

From one-eighth to one-sixth of the women reported they had learned how to use the various grades of commercially canned meats, canned vegetables and canned fruits.

Slightly more than one-fifth of the women reported they had learned the size of canned food which is the best to buy.

Slightly less than one-fifth of the women reported they had learned the important points in the selection of fresh fruits and fresh vegetables.

Slightly less than one-third of the women reported they had learned to buy cuts of meat according to the use to which they are to be put.

One-fourth of the women reported they had learned to recognize a good quality of American cheese.

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4. NutritionPer cent

a. Selection of food for infants	59
b. Selection of food for preschool child	60
c. Selection of food for school child	60
d. Selection of food for high school child	42
e. Selection of food for adult	56
f. Selection of food for those past 50	39
g. Selection of food for correcting constipation	76
h. Selection of food for increasing weight	64
i. Selection of food for decreasing weight	62
j. The amount of milk needed in the diet of children	84
k. The amount of milk needed in the diet of adults	82
l. The amount of fruit needed in the diet	75
m. The amount of vegetables needed in the diet	79
n. The amount of meat needed in the diet	71
o. The amount of eggs needed in the diet	65
p. The amount of raw fruit needed in the diet	70
q. The amount of water daily	79
r. The quantity of calories needed	61
s. The source of vitamins	72
t. How to count calories	54
u. The value of vitamins	68
v. How to preserve the vitamin content of vegetables	74
w. The best sources of minerals	67
x. The value of minerals in the diet	62
y. How to retain the minerals in vegetable cookery	71

Table II-E4 shows:

From seven-tenths to slightly more than three-fourths of the women reported the selection of food for correcting constipation, amount of milk needed in the diet of children and adults, the amount of fruits, vegetables and meat needed in the diet, amount of water needed daily, the source of vitamins and how to retain the minerals in vegetable cookery.

Slightly more than three-fifths of the women reported the selection of food for preschool child, school child, selection of food for increasing and decreasing weight; amount of eggs needed in the diet; the quantity of calories needed, the value of vitamins; the best sources of minerals and the value of minerals in the diet.

Table II-E4 shows (cont'd):

Approximately one-half of the women reported the selection of food for infants and high school children and adults, and how to count calories.  
Approximately two-fifths of the women reported the selection of food for those past 50.

### Table III. Skills and Information

Check the information you had and the processes which you could use when you began farm bureau work in foods and nutrition.

A. Food preparation and preservation	Per cent
1. How to judge cooked vegetables	24
2. How to judge canned vegetables	20
3. How to judge canned fruits	19
4. How to judge jelly, jam, preserves	25
5. How to judge canned meats	13
6. How to judge white bread	29
7. How to judge whole wheat bread	18
8. How to judge custard	29
9. How to can non-acid vegetables	35
10. How to can fruits	66
11. How to can meats	44
12. How to use a pressure cooker for canning	27
13. How to use the water bath for canning	53
14. How to store root crops for winter use	36

Table III-A shows:

One-half to two-thirds of the women checked how to can fruits and how to use a water bath for canning.  
One-third to one-half of the women checked how to can non-acid vegetables and meat.  
One-tenth to slightly less than one-third of the women checked how to judge cooked vegetables, how to judge canned vegetables, how to judge canned fruits, how to judge jelly, jam, preserves, how to judge canned meats, how to judge white bread, how to judge whole wheat bread, how to judge custard, how to use the pressure cooker for canning.

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B. Meal planning and table service	Per cent
1. How to plan meals to save labor and time	44
2. How to lay a table for a buffet service	22
3. How to serve a tea buffet style	19

Table III-B shows:

Less than one-half of the women knew how to plan meals to save labor and time, how to lay a table for a buffet service, and how to serve a tea buffet style.

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C. Food selection and marketing	Per cent
1. How to use meat according to the cut	33
2. How to buy canned fruits or vegetables according to the way they are to be used	19
3. How to use home grown vegetables when they are most desirable	45

Table III-C shows:

Less than one-half of the women already knew how to use home grown vegetables when they are most desirable, how to use meat according to the cut, and how to buy canned fruits and vegetables according to the way they are to be used.

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D. Nutrition	Per cent
1. How to feed an infant properly	33
2. How to select an adequate diet for the other members of my family	27
3. How to correct constipation by diet	44
4. How to score meals according to the amounts of milk, fruits, vegetables, etc. they should contain	31
5. How valuable vitamins are in the diet	37
6. How valuable minerals are in the diet	36

Table III-D shows:

Less than one-half of the women already knew how to correct constipation by diet, valuable vitamins are in the diet, valuable minerals are in the diet, to feed an infant properly, to score meals according to the amounts of milk, fruits, vegetables, etc. they should contain, and to select an adequate diet for the other members of their families.

Table IV. Practices Used in the Home

(Put a check mark (x) if you would answer "yes" to any of the following questions, otherwise no mark at all).

A. Do you have a pressure cooker?	Per cent
Yes	39

Table IV-I shows:

Slightly more than one-third of the women reported that they have a pressure cooker.

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B. For what do you use your pressure cooker?	Per cent
1. Canning non-acid vegetables	38
2. Canning fruits and tomatoes	22
3. Canning meats	36
4. Canning soups	21
5. Cooking tough cuts of meat	32
6. Cooking vegetables such as beets and carrots	39
7. Steaming puddings	3
8. Steaming brown breads	8

Table IV-B shows:

Slightly more than one-third of the women use a pressure cooker for canning non-acid vegetables, canning meat, cooking tough cuts of meat, and such vegetables as beets and carrots.

About one-fifth of the women use a pressure cooker for canning soups and canning fruits and tomatoes.

A small number steam brown bread and puddings in their pressure cookers.

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C. Do you prefer a pressure cooker to a water bath for canning?	Per cent
1. Non-acid vegetables	41
2. Meat	42
3. Fruits and tomatoes	23
4. Because it saves time in canning meat	41
5. Because it saves time in canning vegetables	41
6. Because there is less loss of canned meat	38
7. Because there is less loss of canned vegetables	39

Table IV-C shows:

About two-fifths of the women prefer the pressure cooker to a water bath for canning non-acid vegetables and meat because it saves time, and because there is less loss of meat and vegetables when canned in a pressure cooker.

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D. Why do you not have a pressure cooker?	Per cent
1. Too expensive	38
2. Not necessary for canning	12

Table IV-D shows:

Slightly more than one-third of the women do not have a pressure cooker because they are too expensive. One-eighth of the women do not have a pressure cooker because they think it is not necessary.

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E. If you have a pressure cooker and do not use it, why do you not?	Per cent
1. Too large	1
2. Too small	1
3. Too heavy	2
4. Afraid of it	0
5. Can more satisfactorily in a water bath because less loss	1
6. Can more satisfactorily in a water bath because more food can be canned at a time	2

Table IV-E shows:

A small number do not use their pressure cookers for any of the reasons suggested.

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F. Do you use a water bath for canning?	Per cent
1. Fruits and tomatoes	36
2. Non-acid vegetables	39
3. Meats	33

Table IV-F shows:

Slightly more than one-third of the women use a water bath for canning fruits, vegetables and meats.

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G. Do you prefer a water bath to a pressure cooker because	Per cent
1. More food may be canned at a time	15
2. The finished product is more attractive	7
3. There is less loss of food canned in a water bath	2

Table IV-G shows:

Slightly less than one-seventh of the women prefer a water bath to a pressure cooker because more food may be canned at a time.

A small number prefer a water bath because the product is more attractive and there is less loss.

-----

H. Do you use the oven for canning	Per cent
1. Fruits and vegetables	7
2. Non-acid vegetables	3
3. Meats	9
4. Fruit butters	18

Table IV-H shows:

Slightly less than one-fifth of the women use the oven for canning fruit butters.

Only a small number use the oven for canning fruits, vegetables, non-acid vegetables and meats.

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I. Do you have a storage cellar?	Per cent
Yes	63

Table IV-I shows:

Slightly less than two-thirds of the women have a storage cellar.

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1. Do you use the storage cellar for storing	Per cent
a. Milk	22
b. Fresh fruit	38
c. Fresh vegetables	56
d. Canned foods	72

Table IV-I 1 shows:

Slightly more than one-fifth of the women use the storage cellar for storing milk.  
 Slightly more than one-third of the women use the storage cellar for storing fresh fruit.  
 Slightly more than one-half of the women use the storage cellar for storing fresh vegetables.  
 About three-fourths of the women use the storage cellar for storing canned foods.

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J. For what other purposes do you use your storage cellar?	Per cent
1. Food (eggs, stock beets, lard, fresh and cured meats, butter, yeast, pickles)	18
2. Laundry	2
3. Storage for clothing and household utensils	2
4. Storage Delco system, separator, pressure tank, incubator	2
5. Storage wood and coal	4
6. Storage flowers and bulbs	2
7. Furnace	2
8. General work shop	1

Table IV-J shows:

Slightly less than one-fifth of the women use their storage cellar for the storage of food such as eggs, fresh and cured meats, butter, lard, pickles, yeast and stock beets. From one-tenth to one-fifth of the women use the storage cellar for laundry; storage of clothing and household utensils; storage of separator, Delco system, pressure tank, and incubator; storage of wood and coal; storage of flowers and bulbs; furnace; general work shop.

-----

<u>K. Do you have a refrigerator?</u>	<u>Per cent</u>
Yes	62

Table IV-K shows:

Slightly less than two-thirds of the women have refrigerators.

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<u>1. Do you keep in the refrigerator</u>	<u>Per cent</u>
a. Milk, cream and butter	61
b. Eggs	38
c. Meat	49
d. Fresh fruits	53
e. Fresh vegetables	43

Table IV-K1 shows:

Slightly less than two-thirds of the women use the refrigerator for storing milk.

From slightly more than one-third to slightly more than one-half of the women use the refrigerator for storing eggs, fresh vegetables, meat, and fresh fruits.

-----

<u>L. If you have no refrigerator, do you keep the milk in the</u>	<u>Per cent</u>
1. Well	8
2. Cellar	13
3. Trough cooled with running water	7

Table IV-L shows:

Slightly less than one-eighth of the women who do not have a refrigerator keep their milk in the cellar.

A small number who do not have a refrigerator keep the milk in the well or in a trough cooled with running water.

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M. To what extent do you bake, buy or can foods?	Per cent
1. Do you bake all the bread eaten by the family?	41
2. Do you buy most of the bread eaten by the family?	48
3. Do you bake all the cake eaten by the family?	25
4. Do you buy most of the cake eaten by the family?	7
5. Do you can all the fruits eaten by the family?	49
6. Do you buy all the canned fruit eaten by the family?	2
7. Do you buy part of the canned fruit eaten by the family?	57
8. Do you can all the vegetables eaten by the family?	23
9. Do you buy part of the vegetables eaten by the family?	78
10. Do you can meat?	72
11. Do you bake fancy breads?	58
12. Do you bake fancy breads once a week?	16

Table IV-M shows:

Slightly less than one-half of the women bake all the bread eaten by the family.

Slightly less than one-half of the women buy most of the bread eaten by the family.

One-fourth of the women bake all the cake eaten by the family.

A small number buy most of the cake eaten by the family.

Slightly less than one-half of the women can all the fruit eaten by the family.

A small number buy all the canned fruit eaten by the family.

Slightly more than one-half of the women buy part of the fruit eaten by the family.

Slightly less than one-fourth of the women can all the vegetables eaten by the family.

Three-fourths of the women buy part of the vegetables eaten by the family.

Slightly less than three-fourths of the women can meat.

Slightly more than one-half of the women bake fancy breads.

One-sixth of the women bake fancy bread once a week.

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N. What are the reasons for your baking and food preservation practices?	Per cent
--	----------

1. Why do you bake fancy breads?

a. Because they make good desserts	44
b. Because they appeal to the children	42
c. Because it gives satisfaction to produce an attractive product	44

Table IV-N1 shows:

Slightly less than one-half of the women bake fancy breads because they make good dessert, because it gives satisfaction to produce an attractive product, and because they appeal to children.

-----

2. If you do can foods, why do you can fruits?

3. If you do can foods, why do you can vegetables?

4. If you do can foods, why do you can meat?

5. If you do make jelly, jam, preserves, pickles and relishes, why do you?

Jellies, jam,  
preserves,  
pickles and  
relishes

Fruits	Vegetables		Meats	Jellies, jam, preserves, pickles and relishes	
	Per cent	Per cent	Per cent	Per cent	Per cent
	72	61	44		78
	84	78	58		84
	65	81	26		76
	60	46	32		59

a. Because they taste better than the commercially canned product

b. Because it is cheaper to can at home than buy the commercial product

c. Because the food is produced on the farm

d. Because satisfaction is gained from producing an attractive product

Table IV-N2 to 5 inclusive shows:

About three-fourths of the women canned fruits, vegetables and made jelly, jams, preserves, pickles and relishes because they taste better than the commercially canned product.

More than four-fifths of the women canned fruits, vegetables and made jelly, jams, preserves, pickles and relishes because it is cheaper to can at home than to buy the commercial product.

From two-thirds to four-fifths of the women canned fruits, vegetables and meats and made jelly, jams, preserves, pickles and relishes because the food is produced on the farm.

From one-third to about two-thirds of the women canned fruits, vegetables and meats and made jelly, jams, preserves, pickles and relishes because of the satisfaction gained from producing an attractive product.

The percentage of meat canned in each instance was the lowest.

6. If you do bake all your plain bread, why do you?
7. If you do bake all your fancy breads, why do you?
8. If you do bake all your cakes, why do you?

	Plain bread	Fancy bread	Cake
	Per cent	Per cent	Per cent
a. Because they taste better than the commercially baked product	39	44	76
b. Because it is cheaper to bake at home than buy the commercial product	42	46	92
c. Because satisfaction is gained from producing an attractive product	24	34	56

Table IV-M6 to 8 inclusive shows:

Less than one-half of the women baked plain and fancy breads because they taste better than the commercial product. Less than one-half of the women bake plain and fancy breads because it is cheaper to bake at home than to buy the commercial product. Slightly more than three-fourths of the women bake cake because it tastes better than the commercial product.

Four-fifths of the women bake cake at home because it is cheaper to bake it at home than to buy the commercial product. One-fourth to one-third of the women bake plain bread and fancy breads at home because of the satisfaction gained from producing an attractive product. Slightly more than one-half of the women baked cake at home because of the satisfaction gained from producing an attractive product.



9. If you do not bake plain bread, why do you not bake it?
10. If you do not bake fancy breads, why do you not bake them?
11. If you do not bake cakes, why do you not bake them?

	Plain bread	Fancy bread	Cake
	Per cent	Per cent	Per cent
a. Because you do not know how	2	10	0
b. Because too much time is required	24	13	2
c. Because too much energy is required	12	5	1
d. Commercial product tastes better	10	3	1
e. Commercial product is cheaper	12	4	2
f. Commercial product keeps fresh longer	12	2	1

Table IV-N9 to 11 inclusive shows:

Slightly less than one-fourth of the women do not bake plain bread because it requires too much time.

One-eighth to one-tenth of the women do not bake plain bread or fancy breads because too much time is required, because too much energy is required, because commercial product tastes better, because commercial product is cheaper, and because commercial product keeps fresh longer.

One-tenth to one-eighth of the women do not bake fancy breads because they do not know how and because too much time is required.

A small number do not bake plain and fancy breads and cake because too much energy is required, because the commercial product tastes better, because the commercial product is cheaper, and because the commercial product keeps fresh longer.



12. If you do not can fruits, why do you not can them?  
 13. If you do not can vegetables, why do you not can them?  
 14. If you do not can meats, fish and chicken, why do you not can them?

	Fruits	Vegetables	Meats, fish, chicken
	Per cent	Per cent	Per cent
a. Because you do not know how			10
b. Because of the heavy loss of the home canned product	1		2
c. Because it is cheaper to buy them	3	2	6
d. Commercially canned foods taste better			1
e. Commercially canned foods look better	1	1	1
f. Because too much time is required to can them	1	1	6
g. Because too much energy is required to can them	1	1	4
h. Because none are produced on the farm	10	3	11

Table IV-N13 to 14 inclusive shows:

Only a small number of women do not can fruits, vegetables, meats, fish and chicken for any of the reasons given.  
 One-tenth of the women reported not canning meats, fish and chicken because they did not know how.  
 One-ninth of the women reported not canning meats, fish and chicken because none were produced on the farm.

O. How do you buy the following foods?	(by can)		(by jar)		(by case)		(day's supply)		(week's supply)	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
1. Canned Vegetables	68				14					
2. Canned fruits	53				13					
3. Canned meats	18									
4. Jelly, jams, preserves			10							
5. Pickles and relishes			18							
6. Fresh fruits							39		38	
7. Fresh vegetables							36		30	
8. Fresh meats							66		18	

Table O shows:

Slightly more than two-thirds of the women buy canned vegetables by the can. Slightly more than one-half of the women buy canned fruit by the can. Slightly less than one-fifth of the women buy canned meat by the can. One-tenth of the women buy jelly, jams, preserves, pickles and relishes by the jar. Less than one-seventh of the women buy canned fruits or vegetables by the case. Approximately one-third of the women buy fresh fruits, vegetables by the day's supply and about one-third buy them by the week's supply. Two-thirds of the women buy meat by the day's supply and slightly less than one-fifth buy meat by the week's supply.

<u>P. Do you budget your stored food supply?</u>	<u>Per cent</u>
Yes	24

Table IV-P shows:

Slightly less than one-fourth of the women budget their food supply.

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<u>Q. Do you can more fruits than you consume?</u>	<u>Per cent</u>
1. How much	23

Table IV-Q shows:

Slightly less than one-fourth of the women can more fruits than they consume.

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<u>R. Do you can more vegetables than you consume?</u>	<u>Per cent</u>
1. How much	8

Table IV-R shows:

A few of the women can more vegetables than they consume and the amount in excess is small.

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<u>S. Do you can more meat than you consume?</u>	<u>Per cent</u>
1. How much	0

Table IV-S shows:

None of the women can more meat than they consume.

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Table V. The Foods and Nutrition Project  
Has Been Beneficial

A. To the health of	Per cent
1. My baby	22
2. My child from 2 years to 6 years	25
3. My school child	53
4. My husband	76
5. Myself	86
6. Aged members of my family	15

Table V-A shows:

Approximately one-fourth of the women report that the nutrition project has been beneficial to the health of the baby and children from two to six years.

Slightly more than one-half of the women report that the nutrition project has been beneficial to the health of school children.

Three-fourths to slightly more than four-fifths of the women report that the nutrition project has been beneficial to the health of their husbands and themselves.

Slightly less than one-sixth of the women report that the nutrition project has been beneficial to the health of the aged members of their families.

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B. In improving my methods of preparing food and planning meals	Per cent
1. Cooking of meat	50
2. Preparing egg dishes	47
3. Preparing vegetables	80
4. Canning fruits	38
5. Canning vegetables	52
6. Canning meats	37
7. For my family	65
8. For harvest time	28

Table V-B shows:

Approximately one-half of the women report they have improved their methods of cooking meat, preparing egg dishes and canning vegetables.

Four-fifths of the women report they have improved their methods of preparing vegetables.

Slightly more than one-third of the women report they have improved their methods of canning fruits and meats.

Slightly less than two-thirds of the women report they have improved their method of planning meals for their families.

Slightly more than one-fourth of the women report they have improved their methods of planning meals for harvest time.

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C. In teaching me to use a greater variety of foods.	Per cent
1. Leafy vegetables	87
2. Raw vegetables	79
3. Raw fruits	67
4. Whole grain cereals	61
5. Whole grain breads	61
6. Cheese dishes	66
7. Milk dishes	68
8. Fruit salads	58
9. Vegetable salads	75

Table V-C shows:

Slightly less than nine-tenths of the women have learned to use a greater variety of leafy vegetables.

Slightly less than four-fifths of the women have learned to use a greater amount of raw vegetables.

Approximately two-thirds of the women have learned to use a greater variety of raw fruits, breads, cheese dishes, and milk dishes.

Three-fifths of the women have learned to use whole grain cereals, whole grain breads, and fruit salads.

Three-fourths of the women have learned to use a greater variety of vegetable salads.



Table VI. Recommendations for Planning the Future  
Foods and Nutrition Program  
for your County

A. Check those points which you would like included

<u>1. Food preparation and preservation</u>	<u>Per cent</u>
a. Preparation of dishes containing milk	26
b. Preparation of drinks containing milk	33
c. Preparation of fruits	31
d. Preparation of vegetables	32
e. Preparation of cereals	25
f. Cooking of meats	41
g. Preparation of egg dishes	25
h. Preparation of cheese dishes	24
i. Making of American Cheddar Cheese	18
j. How to can fruits	19
k. How to can vegetables	27
l. How to can meat	30
m. How to make preserves, marmalades, and jams	27
n. How to make jelly	22
o. How to make pickles	35
p. How to use a pressure cooker	20
q. When to use a pressure cooker	27
r. When to use a water bath	25
s. How to store root vegetables	36
t. How to store apples	27
u. How to store onions	35
v. How to store sweet potatoes	34
w. How to use a refrigerator for preservation of milk	20
x. How to use a refrigerator for preservation of fresh fruits and vegetables	19

Table VI-A1 shows:

Approximately one-third of the women recommended that a future foods and nutrition program include preparation of drinks containing milk, fruits and vegetables, how to can meats and make pickles, how to store root vegetables, onions and sweet potatoes.

One-fifth to three-tenths of the women recommended that a future foods and nutrition program include preparation of dishes containing milk, cereals, egg dishes, cheese dishes, how to can vegetables, how to make preserves, marmalades, jams and jelly, when and how to use a pressure cooker, when to use a water bath, how to store apples, and how to use a refrigerator for preservation of milk.

Slightly less than one-fifth of the women recommended that a future foods and nutrition program include making of American Cheddar cheese, how to can fruits, how to use a refrigerator for preservation of fresh fruits and vegetables.

Two-fifths of the women recommended that a future foods and nutrition program include the cooking of meats.

<u>2. Meal planning and table service</u>	<u>Per cent</u>
a. How to plan a school lunch	32
b. How to plan meals to save labor and time	46
c. How to plan for a meal served buffet style	25
d. How to lay the table for a family meal	22
e. How to lay the table for a buffet service	24
f. How to serve a tea buffet style	25
g. How to serve food neatly and attractively	39

Table VI-A2 shows:

Slightly less than one-half of the women recommended that a future foods and nutrition program include how to plan meals to save labor and time.

Approximately one-third of the women recommended that a future foods and nutrition program include how to plan a school lunch and how to serve food neatly and attractively.

About one-fourth of the women recommended that a future foods and nutrition program include how to plan for a meal served buffet style, lay the table for a family meal, lay the table for a buffet service, and serve a tea buffet style.

3. Food selection and marketingPer cent

a. Learn what proportion of the money spent for food should be spent for milk and dairy products, fruits and vegetables, and so on	42
b. Learn how to use the various grades of commercially canned vegetables	47
c. Learn how to use the various grades of commercially canned fruits	39
d. Learn how to use the various grades of commercially canned meats	31
e. Learn which size of canned food is the best to buy	39
f. Learn the important points in the selection of fresh fruits	45
g. Learn the important points in the selection of fresh vegetables	41
h. Learn how to buy cuts of meat according to the use to which they are to be put	59
i. Learn how to recognize a good quality of American cheese	52

Table VI-A3 shows:

Two-fifths of the women recommended that the future foods and nutrition program include what proportion of the money spent for food should be spent for milk and dairy products, fruits and vegetables, and so on, how to use the various grades of commercially canned vegetables, how to use the various grades of commercially canned fruits, which size of canned food is the best to buy, the important points in the selection of fresh fruits and vegetables.

One-third of the women recommended that the future foods and nutrition program include how to use the various grades of commercially canned meats.

Slightly more than one-half of the women recommended that the future foods and nutrition program include how to buy cuts of meat according to the use to which they are to be put and to recognize a good quality of American cheese.

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4. NutritionPer cent

a. Selection of food for infants	16
b. Selection of food for preschool child	17
c. Selection of food for school child	32
d. Selection of food for high school child	24
e. Selection of food for adult	27
f. Selection of food for those past 50	17
g. Selection of food for correcting constipation	25
h. Selection of food for increasing weight	20
i. Selection of food for decreasing weight	21
j. The amount of milk needed in the diet of children	10
k. The amount of milk needed in the diet of adults	12
l. The amount of fruit needed in the diet	19
m. The amount of vegetables needed in the diet	19
n. The amount of meat needed in the diet	19
o. The amount of eggs needed in the diet	19
p. The amount of raw fruit needed in the diet	16
q. The amount of water daily	12
r. The quantity of calories needed	23
s. The source of vitamins	24
t. How to count calories	27
u. The value of vitamins	21
v. How to preserve the vitamin content of vegetables	25
w. The best sources of minerals	26
x. The value of minerals in the diet	19
y. How to retain the minerals in vegetable cooking	27

Table VI-A4 shows:

One-tenth to one-fifth of the women recommended that a future foods and nutrition program include selection of food for infants and preschool child and those past fifty, the amount of milk needed in the diet of children, adults, the amount of fruit, vegetables, meat, eggs, raw fruit and water needed in the diet daily, and the value of minerals in the diet.

About one-third of the women recommended that a future foods and nutrition program include the selection of food for school children.

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## B. Suggestions

<u>1. What would you omit from the foods and nutrition project</u>	<u>Per cent</u>
a. Too much scientific work	29
b. Anything requiring purchase of too expensive equipment and food	14
c. Nothing	57

### Table VI-B1 shows:

Slightly less than one-tenth of the women answered this question.  
 Of the women answering this question more than one-half of them would omit nothing.  
 Slightly more than one-fourth of them would omit "too much" scientific work.  
 Less than one-seventh of these women would omit anything requiring the purchase of expensive equipment or food.

-----

<u>2. Does the foods and nutrition project con- tain repetitions from previous years?</u>	<u>Per cent</u>
Yes	16
No	30

### Table VI-B2 shows:

About one-sixth of the women reported repetition in the project from previous years.  
 Slightly less than one-third of the women reported no repetition from previous years.

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<u>3. What in particular was repeated?</u>	<u>Per cent</u>
a. Sources of minerals and vitamins	18
b. Method of cookery	5
c. Need for plenty of fruits and vegetables	5
d. Milk or custard	18
e. Canning fruits and vegetables	5
f. Buffet service	5
g. Repetition is needed	23

Table VI-B3 shows:

One-sixth of the women answered this question. Of the few people answering this question slightly more than one-fifth reported that repetition was necessary. Slightly less than one-fifth reported repetition of sources of minerals and vitamins and milk or custard. Very few reported repetition of methods of cookery, need for plenty of fruits and vegetables, canning of fruits and vegetables and buffet service.

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<u>4. Do you expect to take more food and nutrition work in your club?</u>	<u>Per cent</u>
Yes	82
No	2

Table VI-B4 shows:

Over four-fifths of the women expect to take more foods and nutrition work in their clubs. A small number reported they did not expect to take more foods and nutrition work.

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<u>5. Why do you not expect to take more food and nutrition work in your club?</u>	<u>Per cent</u>
a. Project is finished	16
b. Lack of interest	16

Table VI-B5 shows:

One-eighth of the women answered this question. Of this number one-sixth of them gave as their reasons for not continuing the study of nutrition, lack of interest among club members and because the project is finished.

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## SUMMARY OF FINDINGS

1. The extension program in foods and nutrition is reaching people of various levels of education.
2. The foods and nutrition program is apparently the main source of information on this subject available to the rural people.
3. The interest in the foods and nutrition program has been sustained over a period of seven years and appears to be increasing.
4. Rural women are interested in developing skills in food preparation, preservation and selection, menu making, and serving.
5. Rural women are interested in securing an understanding of foods and nutrition.
6. Rural women are attempting to apply the information about foods and nutrition in their living.
7. Rural women are conscious of their responsibilities as homemakers and feel it their duty to help maintain the health of their families as far as it is possible through the application of nutrition.
8. Rural women need guidance in developing judgments pertaining to the management of their food problems.

## THE PROPOSED PROGRAM FOR FOODS AND NUTRITION

The suggested plan is based upon the findings of this study, personal knowledge of conditions and problems of Kansas farm homemakers and trends in both general and extension education. It is planned primarily for organized groups of farm women who have had some previous work in foods and nutrition. However, it can be used with groups who have had no work in foods and nutrition if it is supplemented and adapted to their needs and training.

The organization is after the unit-principle-problem plan, with guide sheets prepared for each problem to be used by the local leaders. Emphasis is placed upon management in relation to foods and nutrition.

### Guiding Principles

1. Good nutrition is a necessary factor in securing and maintaining a good state of health, and every homemaker should have a general understanding of the subject.
2. The foods and nutrition program in extension should develop an understanding and appreciation for good standards of nutrition and food.
3. The program should enable the farm woman to recognize optimum growth and development of children and well being of adults and to realize their dependence upon good

nutrition.

4. Since the farm woman has many activities besides that of providing her family with food, the program should help her to manage the feeding of her family efficiently, to use her money for food wisely, and to have time for other activities and leisure.
5. The program should develop the farm woman's interest in the health and well being of her community.
6. The program when studied and applied should develop in the rural homemaker an open mind and favorable attitude toward new ideas.
7. The program should help to develop an understanding and appreciation of the importance of the social value of the meal hour.
8. The program should develop leadership in rural farm women.
9. Through the program an appreciation should be developed for the contribution of the Extension Service to the most satisfactory rural life as it may be obtained through better health.

### Objectives

The specific objectives of the foods and nutrition program are:

1. To recognize the indications of a state of good health.

2. To develop right attitudes and a feeling of responsibility toward acquiring wholesome food habits.
3. To recognize the relation of nutrition to satisfactory living.
4. To establish right food habits in order to promote good health.
5. To recognize and produce food products of a high standard.
6. To learn values in food selection in order to develop judgment in planning meals.
7. To serve food attractively.
8. To recognize the influence that accepted table conduct has on the social development of the family.
9. To place proper evaluation on the time, energy and money used in providing satisfactory food for the family.
10. To provide adequate food for the family.
11. To develop community responsibility for right food habits.
12. To develop leadership.
13. To develop appreciation for the contribution of the Extension Service through nutrition to the most satisfactory rural life, as it may be attained through better health.

Program -- Foods and Nutrition

Time required  
2 meetings

Unit I -- An Adequate Diet and a Good  
State of Nutrition

Ideas to be developed:

An adequate diet includes food for energy, growth, maintenance and the regulation of body processes.

Problems for discussion:

Problem I. How may I know that my diet is adequate?

1. Why are proteins included in the adequate diet?
2. Why are carbohydrates and fats included in the adequate diet?
3. Why are minerals and vitamins included in the adequate diet?
4. Why is bulk essential in the adequate diet?
5. Why does everyone need an adequate diet?
6. Why do people past fifty require less food than they did in their earlier life?
7. Why does a growing boy need as much or more food than his active father?
8. Why is body weight an index of the amount of food in the diet?

Things to do in a meeting:

1. Plan a day's menu which is simple and adequate for a family of five for one day.
2. Make enough cherry blossom beverage for each person at the meeting.
3. Make adequate diet chart.

Terms to know:

Protein  
Carbohydrate  
Vitamins  
Minerals  
Calories

Rules to know:

1. Everyone needs an adequate diet for securing and maintaining a good state of nutrition.
2. Everyone should eat the amount of food necessary for his activity.

References to use:

1. Hughes' Adequate Diet Sheet. Extension Division, Kansas State College.
2. Meal Planning Guide. Extension Division, Kansas State College.
3. Adequate Diets for Families with Limited Incomes. Extension Division, Kansas State College.
4. Demonstration for Reducing Weight. Extension Division, Kansas State College.
5. Demonstration for Increasing Weight. Extension Division, Kansas State College.
6. Recipe - Cherry Blossom Beverage. Extension Division, Kansas State College.
7. Does Your Family have Enough to Eat? Extension Division, Kansas State College.
8. Roses' Feeding the Family. Macmillan Company.

Illustrative material:

1. An adequate diet chart.

Things to do at home:

1. Plan and serve meals that are adequate for all the members of your family using the meal planning guide.



Program -- Foods and Nutrition

Time required  
2 meetings

Unit I -- An Adequate Diet and a Good  
State of Nutrition

Ideas to be developed:

The indications of a good state of nutrition are happy alert expression, sound teeth, good food habits, correct posture, vigorous looking excellent color, well developed muscles of good tone, firm skin and subcutaneous tissue, approximate average weight for height and age, shiny hair, clear bright eyes free from dark circles underneath, good digestion and regular elimination, steady nerves and good disposition free from irritability.

Problems for discussion:

Problem II. How can I judge my state of nutrition?

1. Why is a happy alert expression a sign of a good state of nutrition?
2. In what way do sound teeth reflect the state of nutrition?
3. How is a good state of nutrition dependent upon good food habits?
4. How is correct posture dependent upon a good state of nutrition?
5. Why is a vigorous looking, excellent color dependent upon a good state of nutrition?
6. How are well developed muscles of good tone, firm skin and subcutaneous tissue dependent upon the state of nutrition?
7. How does shiny hair, clear bright eyes free from

dark circles underneath reflect the state of nutrition?

8. Why does a good state of nutrition result in good digestion and regular elimination?
9. How do steady nerves and a good disposition free from irritability depend upon a good state of nutrition?
10. How does my state of nutrition compare with these standards?

#### Things to do in a meeting:

1. Each person check her own health record using the Health Record on the back of the Food Selection Score Card.
2. Judge the posture of any children who are present at the meeting.
3. Make enough combination salad for each person present.

#### Equipment to know:

Scales  
Height measurement rods

#### Rules to know:

1. Up to 30 years of age it is desirable to be slightly overweight; after 30 years it is more desirable to be the weight normal for the 30 year old individual.
2. Sound teeth require mineral elements especially calcium and phosphorus and liberal amounts of vitamins C and D for their development.
3. A good state of nutrition is necessary to the maintenance of good posture.
4. The daily intake of food should correspond to the daily expenditure of energy.

#### References to use:

1. Kansas Food Selection Score Card. See Health

### Record.

2. Good Proportions in the Diet. U.S.D.A. Farmers' Bulletin No. 1313.
3. Adequate Diets for Families with Limited Incomes. U.S.D.A. Misc. Pub. No. 113.
4. Posture and Physical Fitness. Klein and Thomas, Bur. Pub. No. 205, Children's Bureau, U.S. Dept. of Labor.
5. Nutrition Work with Children. Lydia J. Roberts, University of Chicago Press.
6. American Red Cross Text Book on Foods and Nutrition. Ruther Wheeler and Helen Wheeler, P. Blakiston's Son and Company.

### Illustrative material:

1. Posture Standard Charts. Children's Bureau, U.S. Dept. of Labor, Washington, D. C.
2. Food Makes the Difference. Children's Bureau, U.S. Dept. of Labor, Washington, D. C.

### Things to do at home:

1. Score the members of your family by the Health Record on the back of the Food Selection Score Card.
2. Judge the posture of each member of your family.
3. Try to improve the health records and the posture of the members of your family through an adequate diet, exercise and rest.

Program -- Foods and Nutrition

Time required  
2 meetings

Unit I -- An Adequate Diet and a Good  
State of Nutrition

Ideas to be developed:

A good state of nutrition requires right eating habits.

Problems for discussion:

Problem III. How can I maintain a good state of  
nutrition through my eating habits?

1. Why is a good state of nutrition dependent upon right eating habits?
2. Why are regular eating habits essential to a good state of nutrition?
3. Why are good eating habits essential to a good state of nutrition?
4. Why do three meals each day help to maintain a good state of nutrition?
5. How does eating breakfast contribute to a good state of nutrition?
6. Are my eating habits such as to maintain a good state of nutrition for me?

Things to do in a meeting:

1. Each member who is present at the meeting should score his meals of the previous day by the Food Selection Score Card.
2. Make enough fruit chartreuse for each person at the meeting to have a serving.

Terms and processes to know:

Chartreuse

Rules to know:

These rules apply to individuals past one year of age.

1. Every growing child needs one quart of milk each day.
2. Every adult needs one pint of milk each day.
3. Everyone needs one serving of meat each day.  
Everyone needs one egg each day.
4. Everyone needs two servings of whole cereal each day.
5. Everyone needs two fruits each day, one a citrus fruit or tomato or a raw fruit.
6. Everyone needs a potato and two vegetables each day. One vegetable should be a green or leafy vegetable and one a raw vegetable.
7. Adults need two pounds of fruits and vegetables daily.
8. The same food value of the day's meals should be maintained from day to day.

References to use:

1. Food Selection Score Card. Extension Division, Kansas State College.
2. Recipe - Fruit Chartreuse. Extension Division, Kansas State College.

Things to do at home:

1. Have each member of your family score his food habits three times a week for one month.
2. Set a family goal of 85 to 100 per cent for your eating habits.
3. Recheck the family health records to see what progress has been made.

Program -- Foods and Nutrition

Time required  
2 meetings

Unit I -- An Adequate Diet and a Good  
State of Nutrition

Ideas to be developed:

A good state of nutrition may be influenced by physical handicaps and emotional attitudes.

Problems for discussion:

Problem IV. How can my physical handicaps and emotional attitudes influence my state of nutrition?

1. How does mouth breathing affect the state of nutrition?
2. How does focal infection affect the state of nutrition?
3. How does mal occlusion affect the state of nutrition?
4. Why does being habitually overtired prevent a good state of nutrition?
5. How does anger, worry, sorrow, excitement affect the state of nutrition?
6. Why do calmness, happiness, and freedom from worry contribute to a good state of nutrition?

Things to do in a meeting:

1. Cite and discuss known examples of physical handicaps that have affected an individual's physical condition. What were the results when corrected?

Terms to know:

Emotional attitudes.  
Focal infection.  
Mal occlusion.



Rules to know:

1. Undesirable emotional attitudes interfere with good digestion.
2. Good digestion is hindered by extreme fatigue, undesirable emotional attitudes, and physical handicaps.

References to use:

1. Feeding the Family. Rose, Macmillan Company.

Illustrative material:

1. Charts.

Things to do at home:

1. Have corrected any physical handicaps which interferes with a good state of nutrition for you or any member of your family.
2. Maintain a happy peaceful sociable attitude during the meal time.
3. Encourage anyone not to eat a meal when disturbed by undesirable emotional attitudes.
4. If overfatigued, rest a while before eating a hearty meal.

Program -- Foods and Nutrition

Time required  
2 meetings

Unit II -- Managing the Food Activities  
Efficiently

Ideas to be developed:

The wise use of time and energy in supplying the family with satisfactory food of a good quality is essential to efficient management.

Problems for discussion:

Problem I. How can I manage my time and energy efficiently in supplying the family with satisfactory food of a good quality?

1. How does making a daily, weekly or seasonal schedule for food activities improve management?
2. How does a meal planning schedule increase management efficiency?
3. When should all the food be produced in the home?
4. How does the skillful homemaker decide what quantity of food to produce or prepare in the home?
5. Why does planning the time and energy used in producing food at home increase management efficiency?
6. Why does planning the time and energy used in the preparation of the food in the home increase management efficiency?

Things to do in meeting:

1. Plan a dinner menu which would require one-half hour to prepare, using a fresh vegetable from your garden.
2. Make a list of the vegetables which could be included in the above menu if you had fifteen

minutes more time to prepare the dinner.

3. Make a list of desserts suitable to serve in the first menu if forty-five minutes were available for preparing the meal.
4. If you had three hours to spend on food preparation, how would you spend the time?

Terms to know:

Time budget  
Schedule

References to use:

1. Problems in Home Living. Justin and Rust, Lippincott Co.
2. Spending the Family Income. Donham, Little Brown Co.
3. Household Engineering. Christine Terhune Frederick, American School of Home Economics.

Illustrative material:

1. Chart showing use of farm women's time.

Things to do at home:

1. Make a plan that will help you use your time and energy efficiently in supplying the family with satisfactory food of a good quality.
2. Plan to reduce the time and energy spent on food activities so that you may have more time for leisure.

Program -- Foods and Nutrition

Time required  
3 meetings

Unit II -- Managing the Food Activities  
Efficiently

Ideas to be developed:

Food money well spent is a factor in management efficiency.

Problems for discussion:

Problem II. How can I manage more efficiently the spending of my food money?

1. Why is it advisable to allow a definite proportion of the income for food?
2. Why should the money spent for food be budgeted?
3. Why does a knowledge of brands and grades of canned products help in using food money wisely?
4. How does a knowledge of the quality of fresh products help in the wise use of food money?
5. Why is a knowledge of the uses of the various cuts of meats valuable in spending food money well?
6. How does a knowledge of food values help in using food money wisely?
7. When is it advisable to buy foods in large quantities?
8. Why does a knowledge of food prices help in spending the food money well?
9. How does a knowledge of seasonal production help in the wise use of food money?

Things to do in a meeting:

1. Make a chart illustrating the wise use of money for food.

2. Compare the cost of one-half cup of orange juice with the cost of one-half cup of canned tomatoes.
3. Compare the cost of one serving of dried prunes with the cost of one serving of commercially canned peaches.
4. Show the advantage of buying 40-50 prunes rather than 50-60 and 30-40.
5. Show the savings made in buying canned vegetables by the case.
6. Make enough rice and prune dessert to serve everyone at the meeting.

Terms to know:

Money budget  
Food money budget

Rules to know:

Divide the food money into five equal parts. Use:

One-fifth, more or less, for fruits and vegetables;  
One-fifth, or more, for milk and cheese;  
One-fifth, or less, for meat, eggs and fish;  
One-fifth, or more, for bread and cereals;  
One-fifth, or less, for sugar, fats, and other groceries.

References to use:

1. Adequate Diets for Families with Limited Incomes. U.S.D.A. Misc. Publication No. 113.
2. Buy Health Protection with Your Food Money. Extension Service Circular 139.
3. Ladies Home Journal Leaflets No. 209 - 10 - 11 - 12 - 13 - 18 - 19 - 20 - 21 - 22.
4. Feeding the Family. Rose, Macmillan Company.
5. Table Service for Busy Families with Suggestions for Meal Planning. State Board of Vocational Education, Topeka, Kansas.

Things to do at home:

1. Make a weekly food supply for your family.
  2. Make a plan for spending your food money.
  3. Estimate the savings which have resulted from the wise use of your food money.
- 

Program -- Foods and Nutrition

Time required  
2 meetings

Unit II -- Managing the Food Activities  
Efficiently

Ideas to be developed:

The proper selection and preparation of food helps to increase management efficiency?

Problems for discussion:

Problem III. How can I improve my management through the proper selection and preparation of food?

1. Why does providing an adequate diet with a limited number of foods properly selected improve management?
2. Why does selecting foods which require a limited amount of preparation improve management?
3. Why does selecting foods suitable for all members of the family improve management.
4. Why does preparing food suitable for all members of the family improve management?
5. How does proper preparation of food improve management?



### Things to do in a meeting:

#### 1. Help Mrs. B. with her food problem.

Mr. and Mrs. B. have four children, a girl one year old, a boy four years old, a boy ten years old, and a girl fifteen years old. Mr. B's mother who is seventy-five years old lives with them. The B family live on a dairy farm. Mr. B and a tenant manage the farming. The two older children take their lunches to school with them. With the assistance of the children and the grandmother, Mrs. B does all her own work as well as raises the chickens and attends to most of the gardening. Mrs. B is anxious for her family to have an adequate diet but does not know how to manage since each member of the family presents an individual food problem and she hasn't time and energy to do so much cooking. How can Mrs. B supply the family with an adequate diet and take care of the other household duties, and still have time for leisure?

2. Plan the three meals for wash day which will provide an adequate diet for all members of the family with the least preparation of food.
3. The two nutrition leaders should prepare the following meal for the people attending the meeting and keep a record of the time required:

Scalloped potatoes with pork chops	
Stewed tomatoes (canned)	Shredded lettuce
	Bread and butter
Canned fruit	Milk for children

### Terms to know:

Leisure

### References to use:

1. Meals for Special Occasions, Wash Days and Sundays  
Extension Division, Kansas State College.

Things to do at home:

1. List the vegetables which require little preparation, and the time required.
  2. List desserts that are quickly made and the time required for their preparation.
  3. List the foods which are suitable for all members of the family.
  4. Plan menus containing quickly prepared foods and keep them in a convenient place in readiness for those days when there is little time for selecting and preparing satisfactory meals.
- 

Program -- Foods and Nutrition

Time required  
4 meetings

Unit II -- Managing the Food Activities  
Efficiently

Ideas to be developed:

A skillful manager plans the preparation and serving of food to the family or to guests so that it affords pleasure and allows time and energy for social development and enjoyment.

Problems for discussion:

Problem IV. How can I prepare and serve the food to my family and to guests so that I have time and energy for social development and enjoyment?

1. How does preparing at one time enough of a dish for two meals save time and energy for social development and enjoyment?
2. Why do simple well planned menus provide time and energy for social development and enjoyment?

3. How does assistance of other members of the family in preparing food save time and energy for social development and enjoyment?
4. How does each person assuming responsibility with the serving of food provide time and energy for social development and enjoyment?
5. Why is social development and enjoyment provided when the serving of the meal is well organized and accepted table etiquette followed?

#### Things to do in a meeting:

1. Plan a satisfactory menu for 3 meals for a family of five using the smallest number of dishes possible. Assume that the family consists of a father, mother and three children whose ages are one, four and seven years.
2. Make a diagram of the table set for dinner for this family.
3. Divide the club into groups of five. Each group meet at a different home. Prepare and serve the dinner planned in the above menu. After dinner discuss why you would change the menu.

#### Rules to know:

1. Limiting the number of foods used in each meal makes menu planning easy.
2. A satisfactory meal delights the eye, pleases the palate, meets all body requirements and provides opportunity for social development and enjoyment.
3. Three meals each day becomes a pleasure when all the members of the family enjoy a good state of nutrition, and the meal time is a happy social hour.

References to use:

1. Feeding the Family. Rose, Macmillan Company.
2. Meal Planning a Vital Problem. Extension Division Kansas State College.
3. Table Service. Extension Division, Kansas State College.
4. Table Service for Busy Families with Suggestions for Meal Planning. State Board of Vocational Education, Topeka, Kansas.

Illustrative Material:

1. Pictures of tables arranged for family meals.  
Women's magazines.

Things to do at home:

1. Share the responsibility of preparing and serving the meals with the other members of the family.
2. Lay the table for all of your meals so that each member shares in the responsibility of serving the meals.
3. Allow the children to take turns in waiting on the table.
4. Plan the sociability of the table so that all members enter into it.

Program -- Foods and Nutrition

Time required  
2 meetings

Unit III -- The Rural Community and Its  
Food Responsibilities

Ideas to be developed:

A good state of nutrition for the whole community depends upon that of each of its members.

Problems for discussion:

Problem I. How does the state of nutrition of my family effect that of the whole community?

All the boys and girls of the Hedgeridge school enjoy a good state of nutrition. Seventy-five per cent of their mothers attend all the extension meetings and their fathers are members of the cow testing association.

- a. How does the hot school lunch help their state of nutrition?
- b. Why do their fathers belong to the cow testing association?
- c. How does the extension foods and nutrition program influence their state of nutrition?
- d. Why is the home and school water supply tested for purity?

Problem II. How may I be influential in making available the essential foods not locally produced?

1. Mrs. A inquired at her local grocery store for head lettuce each time she went in to get her groceries. Each time she was told they did not carry head lettuce. About the third or fourth time she inquired, the grocer was able to fill her order. Since then Mrs. A has always been able to get head lettuce from her local grocer.

Why was the supply of lettuce made available on the local market? How can you influence your grocer to keep the stock of foods on hand that you want?

2. How does your local grocer know what brands of package or canned foods you buy?
3. How does your local grocer know what fresh foods he will sell?
4. How does your local grocer know how much fresh fruit and vegetables to keep on hand?

#### Things to do in a meeting:

1. Have each woman bring to the meeting the type of a school lunch she sends to school with her children. Let each woman score her lunch.
2. Prepare hot postum for each one to drink with her lunch at noon.
3. Make plans to serve a hot lunch in your local school or provisions for something hot to go into each lunch box in case a hot school lunch cannot be arranged.
4. Make plans to have conditions for serving the hot lunch sanitary.
5. Arrange to have the water supply of the school tested for purity.
6. Make a list of foods that you desire to have available in your market.

#### Rules to know:

1. The hot school lunch is a valuable part of the school training and a health safeguard.
2. The hot school lunch results in improved physical conditions of the teachers and the children.



References to use:

1. The Hot School Lunch. Extension Division, Kansas State College.
2. Feeding the Family. Rose, Macmillan Company.

Illustrative material:

1. Score for school lunches, Extension Division, Kansas State College.

Things to do at home:

1. Have cows tested for tuberculosis.
2. Have water supply tested.
3. Plan school lunches for one week.
4. Ask your local grocer to include some food in his stock which you and your neighbors want.
5. Recheck the health record of each member of your family.

Program -- Foods and Nutrition

Time required  
2 meetings

Unit III -- The Rural Community and Its  
Food Responsibilities

Ideas to be developed:

Each farm homemaker influences the type of meals served to guests and extra farm help in her community.

Problems for discussion:

Problem III. How do the type of meals I serve to guests and extra farm help influence the type served by others in my community?

1. Mr. B. was always sick at harvest time which was an economical loss as well as inconvenient. Mr. B consulted the family physician who diagnosed his case as one of improper diet. The physician recommended an adequate diet. When Mrs. B saw the diet list she said, "Well, meals of that type would be palatable, easy to prepare and serve as well as inexpensive." Mrs. B followed the physician's recommendations and served not only her husband but also the extra farm help. Mrs. B told the members of her club how easy feeding the extra help has been and how well her husband felt during the harvest time. The extra farm help told the neighbors about Mrs. B's meals and expressed their desire to go back to B's place at harvest time the next year. What would you do about harvest meals if you were Mrs. B's neighbor? Why were Mrs. B's harvest meals satisfactory.
2. Why does knowing how to entertain guests easily add to the enjoyment of life?
3. Why are refreshments served at social gatherings?
4. Why are the refreshments in many women's clubs limited to two foods?
5. Why do some women enjoy entertaining guests?
6. Why should menus for special events be planned according to the occasion?
7. Why are some types of service more desirable than others for serving guests?

#### Things to do in a meeting:

1. Plan a menu for two days for the extra farm help.
2. Plan a menu for an evening party of twenty-four men and women and a method of serving the guests. Make plans on the assumption that a party is to be given in your present hostess' home.
3. Serve an afternoon tea.

#### Terms to know:

Buffet service  
 Plate service  
 Tray service

Rules to know:

1. Men doing harvest work need an adequate diet.
2. "Nothing is beautiful which is not also useful."
3. Hospitality lies not in the food that is served but in the social enjoyment it affords.

References to use:

1. Meals for Harvest Time. Martha S. Pittman and Helen B. Thompson, Extension Division, Kansas State College.
2. Cooking for the Crew. Habel K. Ray, Farmer's Wife, July 1931.
3. Table Service for Busy Families with Suggestions for Meal Planning. State Board of Vocational Education, Topeka, Kansas.
4. A Birthday Party. Extension Division, Kansas State College.
5. Buffet Service. Extension Division, Kansas State College.

Illustrative material:

1. Pictures of attractive tables for all occasions. Women's magazines.
2. Booklets. Published by producers of silverware, glassware, and linens.

Things to do at home:

1. Plan menus for a week for the extra farm help.
2. Plan a simple attractive menu for your club for the next time you are hostess.
3. Make a record of your guest menus which have proven satisfactory and tell why.

Program -- Foods and Nutrition

Time required  
2 meetings

Unit III -- The Rural Community and Its  
Food Responsibilities

Ideas to be developed:

A cardinal rule of extension work is to pass on to other people in the community practices which will help to make their lives more satisfactory.

Problems for discussion:

Problem IV. How can I help to make the lives of the people in my community more satisfactory through passing on practices I have learned from the extension program?

1. Why will I make the lives of the parents in my community more satisfactory if I pass on ways to prepare and serve meals with the least expenditure of money, time and energy?
2. Why will I make the lives of parents in my community more satisfactory if I pass on the ways to have a good state of health for all members of the family?
3. How can I help the young mother with a new baby through what I have learned from the extension program?
4. How can I help those past fifty in my community enjoy their later life more through what I have learned from the extension program?
5. How can I influence the type of meals served in my community?
6. How can the meal hour become a more enjoyable time for the people in my community?

Things to do in a meeting:

1. Invite the women in your community to attend the meeting.
2. Have an exhibit showing:
  - a. The adequate diet
  - b. The wise use of money for food
  - c. The women's menus for extra farm help
  - d. A box school lunch and the supplementary hot food which would be prepared in the school
3. Have a program including a talk on:
  - a. How the health of my family has been improved through the study of foods and nutrition as provided in the extension program.
  - b. How the extension program in foods and nutrition has made meal planning and serving a pleasure.
  - c. How the extension program in foods and nutrition has helped to develop a happy and serene life for my family through sociability at meal times.
4. Serve afternoon tea.

Rules to know:

1. People learn through seeing, hearing and doing.

Things to do at home:

1. Give the young mother in your community support in her child feeding problems.
2. Demonstrate to the people in your community the relation of diet to a good state of nutrition.
3. Demonstrate to the people in your community the relationship of good management of food activities to a satisfying type of living.

## CONCLUSIONS

The conclusions based upon the findings of this study are:

1. There is a need for further study to be made on ways and means of enriching the farm homemakers' life in order to formulate programs which will meet the needs and interests of these women and help them to realize the significance of their work.
2. Programs should be planned to help the farm homemaker to be a better manager of her resources, to be able to develop an atmosphere of restfulness, orderliness, and sociability in the home, and to have more time for leisure.
3. Extension programs should follow the trends in general education and home economics education as well as the trends in extension education and should be reorganized in the light of educational principles which are recognized as the best learning and teaching practices.
4. The extension programs should provide opportunities for reaching great numbers of women.
5. The members of extension staffs in home economics should be trained in home economics education as well as home economics subject matter, and also in sociology and psychology in order to make their work effective.



6. Opportunity should be provided those already in service to keep informed on the recent developments in both subject matter and educational methods.

#### ACKNOWLEDGMENT

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## FOODS AND NUTRITION CHECKING LIST

County \_\_\_\_\_

Dear Cooperator:

We are trying to secure information on the Foods and Nutrition Project in order to plan the future work for the county to best advantage. We would appreciate having you go over the enclosed questions and check them according to the following example:

Which of the following fruits do you raise for family consumption:

- ☒ a. apples
- ☐ b. raspberries
- ☒ c. cherries
- ☒ d. peaches

Do you buy fresh fruits for home use in addition to what you raise?

- ☒ yes
- ☐ no

When you have checked the list, please send it to your home demonstration agent.

I. Information concerning previous training

A. What kind of schools did you attend?

- ☐ 1. Rural school, one room
- ☐ 2. Rural school, small town
- ☐ 3. Grade school, city
- ☐ 4. High School, small town
- ☐ 5. High School, city
- ☐ 6. Private school
- ☐ 7. College

B. Where did you learn about food preparation and nutrition?

- ☐ 1. At home
- ☐ 2. At school
- ☐ 3. At 4-H Club

## (I-B)

- 4. Through Farm Bureau Units
- 5. At vocational school
- 6. At college
- C. I have studied the foods and nutrition project for  
— years.

II. Some facts concerning the material taught in the foods and nutrition program in Farm Bureau Units.

- A. Why are you interested in the material taught in the Foods and Nutrition project in the Farm Bureau Units?

1. Food preparation

- a. To teach me how to prepare fruits
- b. To teach me how to prepare vegetables
- c. To teach me how to prepare cereals
- d. To teach me how to prepare meats
- e. To teach me how to prepare eggs

2. Meal planning and table service

- a. To teach me to plan satisfactory meals
- b. To teach me to plan economically
- c. To teach me to plan meals for special events
- d. To teach me to serve foods attractively
- e. To learn of services for different occasions

3. Food selection and marketing

- a. To know when home grown products are in best condition to use
- b. To learn to spend money for food wisely

4. Nutrition

- a. To help me select the food I should eat
- b. To help me select the food my baby should have
- c. To help me select the food my children should eat
- d. To help me select the food my husband should eat
- e. To help me select the food the middle aged members of my family should eat

## (II-A)

- f. To learn the value of an adequate diet
  - g. To keep me informed on the research being done in nutrition
  - h. To learn the best sources of vitamins
  - i. To learn the best sources of minerals
  - j. To learn the best source of vitamins in the diet
- B. Why are you not interested in some phases of the foods and nutrition project?
- 1. Too much time at meetings spent preparing food
  - 2. Information not applicable to the home use
  - 3. Too much repetition
  - 4. Information not definite
  - 5. Information on nutrition hard to learn
  - 6. Lessons are not well planned
- C. Do you enjoy the foods and nutrition project more than other projects?
- yes
  - no
- D. Why do you prefer it to other projects?
- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- E. What has been included in the foods and nutrition project of the Farm Bureau while you were a member?
- 1. Food preparation and preservation
    - a. Preparation of dishes containing milk
    - b. Preparation of drinks containing milk
    - c. Preparation of fruits
    - d. Preparation of vegetables
    - e. Preparation of cereals
    - f. Cooking of meats
    - g. Preparation of egg dishes
    - h. Preparation of cheese dishes
    - i. Making of American Cheddar Cheese
    - j. How to can fruits
    - k. How to can vegetables
    - l. How to can meat
    - m. How to make preserves, marmalades and jams
    - n. How to make jelly

## (II-E) 1.

- o. How to make pickles
- p. How to use a pressure cooker
- q. When to use a pressure cooker
- r. When to use a water bath
- s. How to store root vegetables
- t. How to store apples
- u. How to store onions
- v. How to store sweet potatoes
- w. How to use a refrigerator for preservation of milk
- x. How to use a refrigerator for preservation of fresh fruits and vegetables

## 2. Meal planning and table service

- a. How to plan a school lunch
- b. How to plan meals to save labor and time
- c. How to plan for a meal served buffet style
- d. How to lay the table for a family meal
- e. How to lay the table for a buffet service
- f. How to serve a tea buffet style
- g. How to serve food neatly and attractively

## 3. Food selection and marketing

- a. Learn what proportion of the money spent for food should be spent for milk and dairy products, fruits and vegetables, meats, and so on
- b. Learn how to use the various grades of commercially canned vegetables
- c. Learn how to use the various grades of commercially canned fruits
- d. Learn how to use the various grades of commercially canned meats
- e. Learn which size of canned food is the best to buy
- f. Learn the important points in the selection of fresh fruits
- g. Learn the important points in the selection of fresh vegetables
- h. Learn how to buy cuts of meat according to the use to which they are to be put
- i. Learn how to recognize a good quality of American Cheese



## (II-E)

## 4. Nutrition

- a. Selection of food for infants
- b. Selection of food for preschool child
- c. Selection of food for school child
- d. Selection of food for high school child
- e. Selection of food for adult
- f. Selection of food for those past 50
- g. Selection of food for correcting constipation
- h. Selection of food for increasing weight
- i. Selection of food for decreasing weight
- j. The amount of milk needed in the diet of children
- k. The amount of milk needed in the diet of adults
- l. The amount of fruit needed in the diet
- m. The amount of vegetables needed in the diet
- n. The amount of meat needed in the diet
- o. The amount of eggs needed in the diet
- p. The amount of raw fruit needed in the diet
- q. The amount of water daily
- r. The quantity of calories needed
- s. The source of vitamins
- t. How to count calories
- u. The value of vitamins
- v. How to preserve the vitamin content of vegetables
- w. The best sources of minerals
- x. The value of minerals in the diet
- y. How to retain the minerals in vegetable cookery

III. Skills and Information

Check the information you had and the processes which you could use when you began farm bureau work in foods and nutrition.

## A. Food preparation and preservation

- 1. How to judge cooked vegetables
- 2. How to judge canned vegetables
- 3. How to judge canned fruits
- 4. How to judge jelly, jam, preserves
- 5. How to judge canned meats
- 6. How to judge white bread
- 7. How to judge whole wheat bread
- 8. How to judge custard

## (III-A)

- 9. How to can non-acid vegetables
- 10. How to can fruits
- 11. How to can meats
- 12. How to use the pressure cooker for canning
- 13. How to use the water bath for canning
- 14. How to store root crops for winter use
- B. Meal planning and table service
  - 1. How to plan meals to save labor and time
  - 2. How to lay a table for a buffet service
  - 3. How to serve a tea buffet style
- C. Food selection and marketing
  - 1. How to use meat according to the cut
  - 2. How to buy canned fruits or vegetables according to the way they are to be used
  - 3. How to use home grown vegetables when they are most desirable
- D. Nutrition
  - 1. How to feed an infant properly
  - 2. How to select an adequate diet for the other members of my family
  - 3. How to correct constipation by diet
  - 4. How to score meals according to the amounts of milk, fruits, vegetables, etc, they should contain
  - 5. How valuable vitamins are in the diet
  - 6. How valuable minerals are in the diet

IV. Practices Used in the Home

(Put a check mark (x) if you would answer "yes" to any of the following questions, otherwise no mark at all).

- A. Do you have a pressure cooker?
- B. For what do you use your pressure cooker?
  - 1. Canning non acid vegetables
  - 2. Canning fruits and tomatoes
  - 3. Canning meats
  - 4. Canning soups
  - 5. Cooking tough cuts of meat
  - 6. Cooking vegetables such as beets and carrots
  - 7. Steaming puddings
  - 8. Steaming brown breads

## (IV)

- C. Do you prefer a pressure cooker to a water bath for canning?
- 1. Non acid vegetables
  - 2. Meat
  - 3. Fruits and tomatoes
  - 4. Because it saves time in canning meat
  - 5. Because it saves time in canning vegetables
  - 6. Because there is less loss of canned meat
  - 7. Because there is less loss of canned vegetables
- D. Why do you not have a pressure cooker?
- 1. Too expensive
  - 2. Not necessary for canning
- E. If you have a pressure cooker and do not use it, why do you not?
- 1. Too large
  - 2. Too small
  - 3. Too heavy
  - 4. Afraid of it
  - 5. Can more satisfactorily in a water bath because less loss
  - 6. Can more satisfactorily in a water bath because more food can be canned at a time
- F. Do you use a water bath for canning?
- 1. Fruits and tomatoes
  - 2. Non acid vegetables
  - 3. Meats
- G. Do you prefer a water bath to a pressure cooker because
- 1. More food may be canned at a time
  - 2. The finished product is more attractive
  - 3. There is less loss of food canned in water bath
- H. Do you use the oven for canning?
- 1. Fruits and vegetables
  - 2. Non acid vegetables
  - 3. Meats
  - 4. Fruit butters
- I. Do you have a storage cellar?
- 1. Do you use the storage cellar for storing?
    - a. Milk

## (IV-I) 1.

- ☐ b. Fresh fruit
- ☐ c. Fresh vegetables
- ☐ d. Canned foods

## J. For what other purposes do you use the storage cellar?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

## K. Do you have a refrigerator?

## 1. Do you keep in the refrigerator

- ☐ a. Milk, cream and butter
- ☐ b. Eggs
- ☐ c. Meat
- ☐ d. Fresh fruits
- ☐ e. Fresh vegetables

## L. If you have no refrigerator, do you keep the milk in the

- ☐ 1. Well
- ☐ 2. Cellar
- ☐ 3. Trough cooled with running water

## M. To what extent do you bake, buy or can foods?

- ☐ 1. Do you bake all the bread eaten by the family?
- ☐ 2. Do you buy most of the bread eaten by the family?
- ☐ 3. Do you bake all the cake eaten by the family?
- ☐ 4. Do you buy most of the cake eaten by the family?
- ☐ 5. Do you can all the fruits eaten by the family?
- ☐ 6. Do you buy all the canned fruit eaten by the family?
- ☐ 7. Do you buy part of the canned fruit eaten by the family?
- ☐ 8. Do you can all the vegetables eaten by the family?
- ☐ 9. Do you buy part of the vegetables eaten by the family?
- ☐ 10. Do you can meat?
- ☐ 11. Do you bake fancy breads?
- ☐ 12. Do you bake fancy breads once a week?

## (IV)

- N. What are the reasons for your baking and food preservation practices?
1. Why do you bake fancy breads?
    - a. Because they make good desserts
    - b. Because they appeal to the children
    - c. Because it gives satisfaction to produce an attractive product
  2. If you do can foods, why do you can fruits?
    - a. Because they taste better than the commercially canned product
    - b. Because it is cheaper to can at home than buy the commercial product
    - c. Because the food is produced on the farm
    - d. Because satisfaction is gained from producing an attractive product
  3. If you do can foods, why do you can vegetables?
    - a. Because they taste better than the commercially canned product
    - b. Because it is cheaper to can at home than to buy the commercial product
    - c. Because the food is produced on the farm
    - d. Because satisfaction is gained from producing an attractive product.
  4. If you do can foods, why do you can meats?
    - a. Because they taste better than the commercially canned product
    - b. Because it is cheaper to can at home than buy the commercial product
    - c. Because the food is produced on the farm
    - d. Because satisfaction is gained from producing an attractive product.
  5. If you do make jelly, jam, preserves, pickles and relishes, why do you?
    - a. Because they taste better than the commercially canned product
    - b. Because it is cheaper to can at home than buy the commercial product
    - c. Because the food is produced on the farm
    - d. Because satisfaction is gained from producing an attractive product.

## (IV.3)

6. If you do bake all your plain bread, why do you?

- a. Because they taste better than the commercially baked product
- b. Because it is cheaper to bake at home than buy the commercial product
- c. Because satisfaction is gained from producing an attractive product

7. If you do bake all your fancy breads, why do you?

- a. Because they taste better than the commercially baked product
- b. Because it is cheaper to bake at home than to buy the commercial product
- c. Because satisfaction is gained from producing an attractive product.

8. If you do bake all your cakes, why do you?

- a. Because they taste better than the commercially baked product
- b. Because it is cheaper to bake at home than buy to commercial product
- c. Because satisfaction is gained from producing an attractive product.

9. If you do not bake plain bread, why do you not bake it?

- a. Because you do not know how
- b. Because too much time is required
- c. Because too much energy is required
- d. Commercial product tastes better
- e. Commercial product is cheaper
- f. Commercial product keeps fresh longer

10. If you do not bake fancy breads, why do you not bake them?

- a. Because you do not know how
- b. Because too much time is required
- c. Because too much energy is required
- d. Commercial product tastes better
- e. Commercial product is cheaper
- f. Commercial product keeps fresh longer



## (IV-H)

11. If you do not bake cakes, why do you not bake them?
- a. Because you do not know how
  - b. Because too much time is required
  - c. Because too much energy is required
  - d. Commercial product tastes better
  - e. Commercial product is cheaper
  - f. Commercial product keeps fresh longer
12. If you do not can fruits, why do you not can them?
- a. Because you do not know how
  - b. Because of the heavy loss of the home canned product
  - c. Because it is cheaper to buy them
  - d. Commercially canned foods taste better
  - e. Commercially canned foods look better
  - f. Because too much time is required to can them
  - g. Because too much energy is required to can them
  - h. Because none are produced on the farm
13. If you do not can vegetables, why do you not can them?
- a. Because you do not know how
  - b. Because of the heavy loss of the home canned product
  - c. Because it is cheaper to buy them
  - d. Commercially canned foods taste better
  - e. Commercially canned foods look better
  - f. Because too much time is required to can them
  - g. Because too much energy is required to can them
  - h. Because none are produced on the farm
14. If you do not can meats, fish and chicken, why do you not can them?
- a. Because you do not know how
  - b. Because of the heavy loss of the home canned product
  - c. Because it is cheaper to buy them
  - d. Commercially canned foods taste better

## (IV-N) 14.

- e. Commercially canned foods look better
- f. Because too much time is required to can them
- g. Because too much energy is required to can them
- h. Because none are produced on the farm

## O. How do you buy the following foods?

- |                           |              |   |               |   |
|---------------------------|--------------|---|---------------|---|
| a. Canned vegetables      | by the can   | — | by the case   | — |
| b. Canned fruits          | by the can   | — | by the case   | — |
| c. Canned meats           | by the can   | — | by the case   | — |
| d. Jelly, jams, preserves | by the jar   | — | by the case   | — |
| e. Pickles and relishes   | by the jar   | — | by the case   | — |
| f. Fresh fruits           | day's supply | — | week's supply | — |
| g. Fresh vegetables       | day's supply | — | week's supply | — |
| h. Fresh meats            | day's supply | — | week's supply | — |

## P. Do you budget your stored food supply?

## Q. Do you can more fruits than you consume?

1. How much? \_\_\_\_\_

## R. Do you can more vegetables than you consume?

1. How much? \_\_\_\_\_

## S. Do you can more meat than you consume?

1. How much? \_\_\_\_\_

V. The foods and nutrition project has been beneficial

## A. To the health of

- 1. My baby
- 2. My child from 2 years to 6 years
- 3. My school child
- 4. My husband
- 5. Myself
- 6. Aged members of my family

## B. In improving my methods of preparing food and planning meals

- 1. Cooking of meat
- 2. Preparing egg dishes
- 3. Preparing vegetables
- 4. Canning fruits

(7-B)

- 5. Canning vegetables
- 6. Canning meats
- 7. For my family
- 8. For harvest time

C. In teaching me to use a greater variety of foods

- 1. Leafy vegetables
- 2. Raw vegetables
- 3. Raw fruits
- 4. Whole grain cereals
- 5. Whole grain breads
- 6. Cheese dishes
- 7. Milk dishes
- 8. Fruit salads
- 9. Vegetable salads

VI. Recommendations for planning the future food and nutrition program for your county.

A. Check those points which you would like included

1. Food preparation and preservation

- a. Preparation of dishes containing milk
- b. Preparation of drinks containing milk
- c. Preparation of fruits
- d. Preparation of vegetables
- e. Preparation of cereals
- f. Cooking of meats
- g. Preparation of egg dishes
- h. Preparation of cheese dishes
- i. Making of American Cheddar Cheese
- j. How to can fruits
- k. How to can vegetables
- l. How to can meats
- m. How to make preserves, marmalades and jams
- n. How to make jelly
- o. How to make pickles
- p. How to use a pressure cooker
- q. When to use a pressure cooker
- r. When to use a water bath
- s. How to store root vegetables
- t. How to store apples
- u. How to store onions
- v. How to store sweet potatoes
- w. How to use a refrigerator for preservation of milk
- x. How to use a refrigerator for preservation of fresh fruits and vegetables

## (VI-A)

## 2. Meal planning and table service

- a. How to plan a school lunch
- b. How to plan meals to save labor and time
- c. How to plan for a meal served buffet style
- d. How to lay the table for a family meal
- e. How to lay the table for a buffet service
- f. How to serve a tea buffet style
- g. How to serve food neatly and attractively

## 3. Food selection and marketing

- a. Learn what proportion of the money spent for food should be spent for milk and dairy products, fruits and vegetables and so on
- b. Learn how to use the various grades of commercially canned vegetables
- c. Learn how to use the various grades of commercially canned fruits
- d. Learn how to use the various grades of commercially canned meats
- e. Learn which size of canned food is the best to buy
- f. Learn the important points in the selection of fresh fruits
- g. Learn the important points in the selection of fresh vegetables
- h. Learn how to buy cuts of meat according to the use to which they are to be put
- i. Learn how to recognize a good quality of American Cheese

## 4. Nutrition

- a. Selection of food for infants
- b. Selection of food for preschool child
- c. Selection of food for school child
- d. Selection of food for high school child
- e. Selection of food for adult
- f. Selection of food for those past 50
- g. Selection of food for correcting constipation
- h. Selection of food for increasing weight
- i. Selection of food for decreasing weight
- j. The amount of milk needed in the diet of children
- k. The amount of milk needed in the diet of adults
- l. The amount of fruit needed in the diet

(VI-A) 4.

- \_\_\_ m. The amount of vegetables needed in the diet
- \_\_\_ n. The amount of meat needed in the diet
- \_\_\_ o. The amount of eggs needed in the diet
- \_\_\_ p. The amount of raw fruit needed in the diet
- \_\_\_ q. The amount of water daily
- \_\_\_ r. The quantity of calories needed
- \_\_\_ s. The source of vitamins
- \_\_\_ t. How to count calories
- \_\_\_ u. The value of vitamins
- \_\_\_ v. How to preserve the vitamin content of vegetables
- \_\_\_ w. The best sources of minerals
- \_\_\_ x. The value of minerals in the diet
- \_\_\_ y. How to retain the minerals in vegetable cookery

## B. Suggestions

1. What would you omit from the foods and nutrition project

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. Does the food and nutrition project contain repetitions from previous years?

\_\_\_ yes  
\_\_\_ no

3. What in particular was repeated?

4. Do you expect to take more food and nutrition work in your club?

\_\_\_ yes  
\_\_\_ no

5. Why do you not expect to take more food and nutrition work in your club?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_