

**FOOD PROBLEMS: TO ILLUSTRATE  
THE MEANING OF FOOD WASTE  
AND WHAT MAY BE  
ACCOMPLISHED BY ECONOMY  
AND INTELLIGENT SUBSTITUTION**

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Food Problems: To Illustrate the Meaning of Food Waste and What May be Accomplished by Economy and Intelligent Substitution by A. N. Farmer & Janet Rankin Huntington

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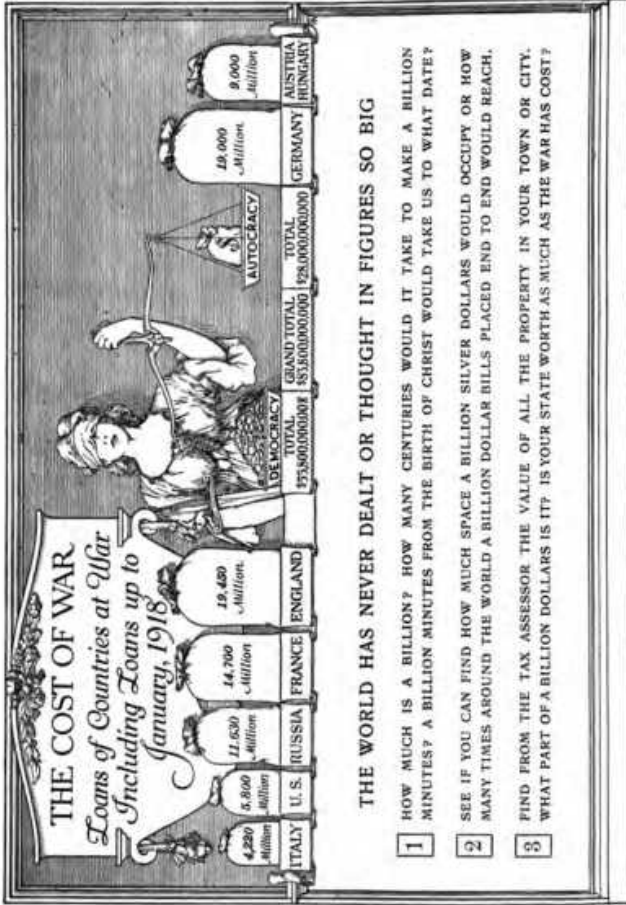
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**A. N. FARMER & JANET RANKIN HUNTINGTON**

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**THE WORLD HAS NEVER DEALT OR THOUGHT IN FIGURES SO BIG**

- 1 HOW MUCH IS A BILLION? HOW MANY CENTURIES WOULD IT TAKE TO MAKE A BILLION MINUTES? A BILLION MINUTES FROM THE BIRTH OF CHRIST WOULD TAKE US TO WHAT DATE?
- 2 SEE IF YOU CAN FIND HOW MUCH SPACE A BILLION SILVER DOLLARS WOULD OCCUPY OR HOW MANY TIMES AROUND THE WORLD A BILLION DOLLAR BILLS PLACED END TO END WOULD REACH.
- 3 FIND FROM THE TAX ASSESSOR THE VALUE OF ALL THE PROPERTY IN YOUR TOWN OR CITY. WHAT PART OF A BILLION DOLLARS IS IT? IS YOUR STATE WORTH AS MUCH AS THE WAR HAS COST?

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# FOOD PROBLEMS

TO ILLUSTRATE THE MEANING OF FOOD WASTE AND  
WHAT MAY BE ACCOMPLISHED BY ECONOMY  
AND INTELLIGENT SUBSTITUTION

*WHAT WE WASTE  
ITS MONEY VALUE  
HOW WE WASTE IT  
HOW WE MAY SAVE FOOD  
HOW YOU AND I CAN HELP*

*revised by*  
*A. N. Farmer*

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GIFT OF  
DEAN A. S. WHITNEY

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## PREFACE

Just before the opening of the public schools in September, 1917, Mr. Farmer was called to Washington by Mr. Hoover, Federal Food Administrator of the United States, to help with the work of that department. This book is the result of the stimulation and inspiration which came from six weeks' intimate contact with the work of the United States Food Administration.

Mr. Hoover is an intensely practical man, but he is also an idealist. In formulating his plans for food administration he insisted that in a democracy autocratic control of the food supply should be avoided; that arbitrary methods should be employed only as a last resort; that the American people would respond loyally and unanimously when they realized the facts and appreciated the needs of the food situation.

### A CAMPAIGN OF EDUCATION

This meant that a great campaign of education must be carried on to teach the nation the essential facts regarding the world food situation and the obligation of America to come with her great abundance of surplus foodstuffs to the rescue of a world facing starvation. As under present conditions even the normal surplus would not be sufficient, it is necessary to impress every citizen of the United States with the vital necessity of releasing more of the essential foodstuffs by lessening consumption of them through substitution and by the elimination of waste.



**THE SCHOOL'S OPPORTUNITY**

In this campaign of education it was recognized that the schools of the United States could play a most important part. The schools, one great department of our government, have here an unprecedented opportunity and obligation to cooperate with other departments of government.

Instruction in food conservation provides an opportunity for training in citizenship through actual participation by pupils in the solution of one of the major problems before our government to-day. Every department of school work can be vitalized and motivated through this study. Every child in attendance can be stimulated to a sense of personal responsibility to conserve food.

**MOTIVATION THAT IS GENUINE**

The modern teacher is convinced of the desirability of using actual problems growing out of pupil activities and interests as a basis for school work. Nothing is more desirable than this in theory, and nothing has proved so difficult in practice.

The great war touches the life of every child in the United States. It is an interest so stupendous and far reaching as to be beyond the comprehension of even the greatest minds in the country. It is an interest so keen as to affect the dullest pupil in the poorest schoolroom. No subject which can be imagined forms a better basis for genuine motivation coupled with genuine patriotic service.

Arithmetic is fighting the war. It is only through arithmetic that the officials of the United States Food Administration know how much food there is, how much food needs to be saved, and how much is being saved. Through the use of arithmetic in solving these problems children will be impressed as they could not be in any other way with the immense and fundamental character of the food-conservation campaign.

**CORRELATION**

Arithmetic is by no means the only school subject which may be used in teaching food conservation. As indicated in the suggestions to teachers, this campaign provides material for work in English, geography, civics, drawing, composition, and history. In the discussions of the various problems concrete means for practicing correlation in the classroom are suggested.

**CHARACTER AND THRIFT**

An aspect of food-conservation instruction not less important than its motivation of the various school subjects is its use in promoting character development among pupils. The economic importance of inculcating far-reaching habits of thrift cannot be overestimated at this time. Such habits formed through the study of food conservation will persist and will permeate the adult life of the pupil. The wise use of this material will result in developing in pupils not only arithmetical skill but also such character-making qualities as consideration for others, devotion to an ideal, the spirit of coöperation, self-control, and a sense of responsibility. It will teach the lesson of our interdependence and the obligation of the strong to help the weak.

**SCHOOL AND HOME**

The value of all instruction, and more particularly of instruction of the character of these problems, depends upon the extent to which it modifies practice outside the schoolroom. The possibilities of these problems cannot be realized unless the children take them home, talk them over with their parents, work them out within the family circle, and extend their influence beyond the home into the community. How this may be done is outlined in the suggestions to teachers.

**PRICES**

Prices are changing daily and will not be found the same in any two sections of the country. The prices quoted in these problems are those current in Chicago during the first part of the year 1918.

The variation in prices gives opportunity to the teacher to vitalize this work still farther by having the pupils make comparisons of local prices and calculate the extent to which this affects problem results. A full discussion of this phase of the work will be found in the suggestions to teachers.

**THE PUBLISHERS' CONTRIBUTION**

The publishers of this book realize that its purpose differs from that of the ordinary textbook. They see in it an opportunity to cooperate with the United States Food Administration. They have therefore fixed a low price to insure the widest possible distribution.

**OUR COLLABORATORS**

Acknowledgment is here made of the valuable assistance in formulating this book which has been freely given by officials of the United States Food Administration, the United States Department of Agriculture, various war departments, the extension divisions of state and other colleges of agriculture, as well as a number of individuals throughout the country. Especial mention should be made of the services of the teachers and pupils of the public schools of Evanston, Illinois. Through their use of the original manuscript of this book, they have demonstrated its value in vitalizing school work and in carrying the practice of food conservation into the home and the community.

**THE AUTHORS**