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THE UNIVERSITY OF NORTH CAROLINA
LIBRARY EXTENSION PUBLICATION

VOL. IX

APRIL, 1943

NO. 3

THE HOMEMAKER ENLISTS

AGATHA BOYD ADAMS



THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL

MCMXLIII

STUDY OUTLINES

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Adventures in Reading Series, 1926-1927; 1928-1929. Russell Potter.
Adventures in Reading Series, 1929-1930; 1930-1931. M. N. and R. P. Bond.
Adventures in Reading Series, 1931-1932; 1933. M. N. Bond.

BIOGRAPHY

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CHAPEL HILL, NORTH CAROLINA

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Of the Library of the University of North Carolina



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- *4. May, 1935. *Europe in Transition*. Phillips Russell & C. M. Russell.
- *5. June, 1935. *Other People's Lives, Fourth Series*. C. S. Love.
- *6. July, 1935. *The Story of Books*. R. B. Downs.

VOLUME II

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- *2. January, 1936. *Famous Women of Yesterday and Today*. Revised Edition. C. S. Love.
- *3. April, 1936. *Adventures in Reading, Eighth Series*. M. N. Bond.
4. May, 1936. *Other People's Lives, Fifth Series*. C. S. Love.
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4. May, 1938. *Building and Furnishing a Home*. E. C. Baity.
- *5. June, 1938. *Adventures in Reading, Eleventh Series*. A. B. Adams.
6. July, 1938. *Famous Women of Yesterday and Today*. Third Edition. C. S. Love.

VOLUME V

- *1. October, 1938. *Political Problems in Present-Day Europe. First Series.* Werner P. Friederich.
2. January, 1939. *Political Problems in Present-Day Europe. Second Series.* C. B. Robson, C. H. Pegg, A. B. Dugan, and J. L. Godfrey.
- *3. April, 1939. *Adventures in Reading, Twelfth Series.* A. B. Adams.
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5. June, 1939. *Adventures Around the World, Second Series.* Lucile Kelling.
- *6. July, 1939. *At Home with the Fine Arts.* M. G. Holmes.

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3. April, 1943. *The Homemaker Enlists.* A. B. Adams.

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THE UNIVERSITY EXTENSION LIBRARY
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FOREWORD

The frontier wife had to know all the hard skills that contributed not only to thrift, but often to survival; she could mould bullets, clean weapons, dress wounds without ready-made supplies at hand, feed her family with what was available, and preserve foods against times of scarcity. There were times when she had to stand at her husband's elbow in the hard-pressed stockade, loading his gun that there might be no pause in the firing. Her experience of warfare was an immediate and unescapable challenge. Such dauntless great-grandmothers live in the heritage of many modern American women, as memories more to be cherished than heirlooms of Wedgwood or Hepplewhite.

In our as yet unbombed land it takes an effort of the imagination to realize the immediacy of war and our own responsibility toward it. We cannot in our safe homes hear the clash of battles halfway across the world, nor feel the desperate anguish. The average American housewife's role in the present war is dull and unspectacular, but of the most tremendous and far-reaching importance. To it she needs to bring imagination, foresight, understanding and self-discipline, not to be summoned for swift moments of glory, but to be used unseen and unapplauded, day by day, in the kitchen and the market.

Rationing, scarcity, shortage, price control, frugality—all these are words whose actual meaning is as new to the American vocabulary as jeep, blitzkrieg, or task force. Only little by little do we begin to understand their full impact. Our economy has been one of abundance, still somewhat dominated by the frontier plentifulness of game, fruit, and grain. Even families in the lowest income brackets have not always either understood or practiced true thrift. Americans who knew France well were content to admire without imitating the French housewife's thrifty ways; perhaps there was even a tinge of pity in that admiration, since we, a favored people, did not need to know how to make a savory stew out of scraps. Now we need to learn that basic lesson, and a great many more.

This bulletin is by no means intended as a guide to household practise, but as a series of discussions of the fundamental needs and motives that must govern our wartime economy, and the ways in which housekeepers can cooperate in that economy.

CHAPTER I

THE FAMILY UNIT

Our word "focus" used to mean in Latin hearth or fireplace. The way in which the new meaning grew up is obvious—the hearth was the center of family life—and with a reversed meaning it is still true that family life remains the focus, the important center of human concerns. The homemaker might think of her job as a series of ever-widening circles, whose outer disappearing edge is without limits, but whose inner core must always be centered in her family. Only after that fundamental obligation has been attended to can she turn her energy and her skills to the affairs of the community, the nation, and the world.

In wartime the homemaker needs to "convert the home to a war basis just as completely as a factory or farm is converted. At the same time she must see to it that her family gets the essentials of living and that family morale is kept high even in the most difficult times. Hers is the challenging job of doing a better job with less."

War is bound to jar and disturb the family's inner center of calm. The extent of that disturbance will of course vary immensely with individuals. The books to be studied here suggest the impact of war on family life, and ways of protecting the family against the force of that impact.

1. WHAT THE EXPERTS PRESCRIBE

The Family in a World at War, edited by Sidonie Matsner Gruenberg

The purpose of the book is summarized in the first chapter. What is the relation of the family to democracy as given here?

Eduard C. Lindeman stresses the revolutionary character of the present struggle. What is the family's role in this revolution?

How does Dorothy Canfield Fisher sum up the present challenge to American women? Connect this with the chapter on "Women and War Jobs."

Discuss the problems of children in a wartime world, as set forth here; the problems of adolescence. How are they being met in your community?

There is much valuable material in this symposium. Select for reports that which is of especial interest to your group. Many of these

topics are taken up in more detail farther along in this program. Note also the bibliography at the end, for additional reading.

2. GROWING UP IN WARTIME

Our Children Face War, by Anna Wolf

The first chapter, "Parents' Problems in Wartime," is based on a sound knowledge of child psychology and the techniques of child training. What especial needs and problems arise in time of war? Do the author's views seem to you sensible? What recommendations does she make? Notice her summary, p. 33-34.

What does the author have to say of the need for discipline in bringing up children? Does she consider the present generation "soft"?

In the third chapter the author recognizes the great need of children and young people to be useful. She makes certain concrete suggestions. Discuss these, especially as they apply to the young people of your community.

What can we learn from the British experience about keeping our children safe? What about evacuated children? Children in foster homes? Note the summary of points worth remembering, pages 121-125.

"Women today must double and redouble their work, intensify and deepen their sympathies, and make certain that their age-old role as mothers and guardians of children is extended to all homes, and to all children everywhere." This statement of Anna Wolf's might be taken as the theme of this entire study program. Discuss its application to other chapters.

Additional Reading:

Parenthood in a World at War, by Joseph and Marie Miller.

Blitz Kids, by Elinor Mordaunt.

Citizens of Tomorrow, by H. Ida Curry.

War Problems in the Home, by Sybil L. Smith.

To Parents in Wartime. U. S. Dept. of Labor.

Borrowed Children, by Mrs. St. Loe Strachey.

Your Children in War Time, by Angelo Patri.

CHAPTER II

FIRST OF ALL, THE HEALTH OF THE FAMILY

At the very center of family life must exist an understanding of and a concern for health, health both physical and mental. The housekeeper needs to be possessed of a clear understanding of the basic factors that make for health if she is to function successfully as a wartime custodian of her family unit. Shortages of doctors and nurses make preventive medicine at home more important than ever.

We learn from Great Britain that in spite of rigorous rationing of food, and reduction of both variety and amount, the general level of civilian health has not suffered, in fact has improved. Many articles of food which we have come to consider essential to health, oranges, for instance, have disappeared from the market, yet there has been less illness and no serious epidemics. How has this been achieved? Largely because careful study of the elements necessary to health has made it possible to find adequate substitutes for unavailable foods.

1. KEEPING FIT

Civilian Health in Wartime, by Francis Dieuaide

Discuss the account of British experience in civilian health.

Why does the author not discuss diseases in this book?

How does he summarize the role of nutrition?

What are the effects of rationing doctors and nurses upon the civilian population?

Quote from the "Children's Charter for Wartime." What responsibility is suggested to the housewife, not only in regard to her own family?

Discuss the place of the aging in a wartime world. What can they contribute?

What relationship does he suggest between thrift and health? Why does he describe housing as one of the basic needs in national health? Is anything being done now in your community to improve housing conditions?

2. HOME MEDICAL CARE

When Doctors are Rationed, by Dwight Anderson

Have we had too many doctors? Discuss what would be a desirable

proportion of doctors to civilian population. Has this ever prevailed all over the country?

Why may we have to ration doctors and nurses? Comment on the responsibility which this puts upon the homemaker. Have there been times in our past when the woman of the house had to be both doctor and nurse? What did the mistress of a large plantation do in this situation?

Discuss the two different kinds of medical care which every housewife should have at her fingertips:

1. The prevention of illness.
2. Emergency first aid.

Can you suggest some sources for learning about both of these topics?

Additional Reading:

What the Citizen Should Know about Wartime Medicine, by Joseph Darnall.

First Aid Primer, by H. L. Wenger.

First Aid Textbook. American Red Cross.

CHAPTER III

INDEFINABLES THAT CONTRIBUTE TO HEALTH

Dr. Dieuaide, in the valuable book studied in the preceding program, says that "Every citizen can make some contribution on the psychological front." That is an encouraging and challenging thought for all women who feel that because they cannot work in a munitions plant, or join the WAACs, or become nurses, their part in the war effort is shamefully small. That contribution on the psychological front requires both imagination and self-control: imagination to understand the constant need for building up courage and serenity, self-control to escape from our own moods of foreboding and despair. We talk a great deal about morale, using the word loosely and carelessly. Perhaps the two books to be studied here will help to define it more closely, as well as to remind us of the obligation upon all keepers of homes to do their share in the maintenance of sound morale.

1. MENTAL CALM AND VIGOR

Psychological Effects of War on Citizen and Soldiers, by R. D. Gillespie, M.D.

Does this author agree with Dr. Dieuaide as to the impact of war on mental health?

How does he define morale? Individual and national?

What is his conception of the role of psychiatrists as "technicians in human relations" in the post-war world?

What adjustments in human relationships does he consider necessary?

How have the common people of England already pointed the way to a better world?

Name some of the factors which help to preserve mental health.

2. WHAT IS MORALE?

Your Morale and How to Build It, by Austin Pardue

Discuss the connection between morale and health.

What habits does the author consider wasteful?

What suggestions does he give for relaxing? for maintaining morale?

Comment on the importance of personal religion in morale.

Attempt a definition of morale based on these books.

Additional Reading:

Out of the People, by J. B. Priestley.

Living under Tension, by Harry Emerson Fosdick.

CHAPTER IV

GIVERS OF BREAD

Ruskin liked the definition of a lady as a giver of bread. Such an elemental definition helps to remind us of an important part of woman's responsibility in war time, as a provider of food. Every housekeeper knows what good food can do toward the good cheer and health of her family.

In the past few years we have learned new and exciting things about nutrition. The discovery of the role of vitamins in maintaining health has upset many ideas, got rid of some favorite food fads, and restored some hearty old friends to a place of honor. We know now that the southern liking for turnip greens, pot liquor, and corn bread made with coarse corn meal had a sound dietary foundation; that the Mexican Indian was dietetically correct in drinking *pulque* with his squash and corn; and that the post-Civil War mother in the South who fed her family buttermilk, corn bread, and molasses, had made a wise if also a necessary choice. Above all, we have learned that we need clear information about nutritional values, so that we can find them in our daily diet rather than resort to the expensive and thoroughly unattractive method of buying them in pills. The need for this knowledge becomes a hundredfold more important in wartime, when familiar foods vanish from the markets, and nutritionally adequate substitutes must be found.

1. OUR DAILY FOOD NEEDS

The National Nutrition, by Morris Fishbein

Give this author's definition of malnutrition. Do you see any indications of it in your community or region? Might it be avoided?

What are vitamins? What do they do for us?

What are the chief nutritional deficiencies in American diets?

What do we know about the importance of whole wheat bread? How has this knowledge been used in planning the British wartime diet?

Dr. Fishbein suggests certain foods especially rich in vitamins. Are they all readily obtainable now? Does he suggest substitutes?

What does he say about the nutritional values of frozen and canned foods?

Notice his chart for weight requirements at different ages; this may encourage some of us to pull in our belts.

"Food is a munition of war"; show how this is true.

2. TO PRESERVE WHAT WE HAVE

Adapting Fruit and Vegetable Products to War Needs, by William V. Cruess and others

Increased knowledge of vitamins has made us more aware of the importance of fresh fruits and vegetables. We know that England has had to get along with very few of these. What may we expect in our own country? What can be done to preserve and distribute the present supplies of them?

The authors of the pamphlet to be studied here give clear answers to these and other questions of great interest to housekeepers in war time. Discuss their analysis of methods of storing and preserving our stock of fruits and vegetables:

Dried fruits; Dehydration; Canning; Frozen foods.

3. HOW TO DO IT

America's Nutrition Primer; What to Eat and Why, by Eleanora Sense

This useful little book adds methods and formulas and recipes to what has been learned in Dr. Fishbein's book. Have some one report on it who can select from it useful suggestions and present them to the group.

Additional Reading:

Nutrition and Health. The American Red Cross. (An attractive and helpful guide)

Civilian Health in War Time, by Francis Dieuaide. (Chap. II)

Vitamins and Minerals for Everyone, by Alida Pattee.

We Need Vitamins: What Are They? What Do They Do?, by Walter H. Eddy and G. G. Hawley.

A WAR TIME BUDGET

Firmly convinced that good health, both physical and mental, can and must be maintained in her family in wartime, the thoughtful housewife may well ask next, just how, please, is this to be financed? How are these superbly balanced meals of richly nourishing foods, served in an aura of calm cheeriness, to be paid for? How is the harassed housekeeper to preserve that aforesaid aura of calm and cheer when she is secretly worried to death about money? How to contrive first rate nutrition out of shrinking income and vanishing supplies? We know that what cost us a dollar two years ago now costs a dollar and thirty-five cents. What about it?

For one thing, the American housewife can no longer, like her great-grandmother, make a Brunswick stew out of "several good fat hens, five or six squirrels, and several pounds of butter." Such vague and lavish measurements belong to a day that is gone. She must count, measure precisely, plan ahead, balance food values, examine prices, budget her resources, watch the markets. She must learn to walk a delicately balanced tight rope to provide good meals at the same time that she is saving money. The need for that saving will be discussed in a later chapter. The group of books studied here may help to suggest some of the ways of thrift.

1. RUBBER DOLLARS?

Stretching Your Dollar in Wartime, by Ruth Brindze

Give brief summaries of the different topics discussed in this convenient little book, e.g. food, your car, fuel, clothing, etc.

Does this "handbook of thrift" seem practical to you? Is the information new, or merely a reminder of some of our forgotten ways?

Connect the section on food with the preceding chapter on nutrition.

"The knowledge of how to buy, what to buy, how to use, how to save, when to buy and how to repair . . . this knowledge is strategic defense information," says Harriet Elliott, former Chief of the Consumer Division of the Office of Price Administration. Show how this book furthers such knowledge.

2. HOME FRONT STRATEGY

How to Win on the Home Front, by Helen Dallas

"Each extra day of life you give your household goods is a day earned for the war effort. Each new habit of care you practice helps to shorten the war." This pamphlet is a guide to such habits.

What are the rules of war which the author gives? Are they all in force in this country?

What does she mean by militant consumers? What can consumers do in wartime? What have Canadian women done?

Additional Reading:

How to Live on a Reduced War Budget, by Ethel K. Pastor.

How to Buy More for Your Money, by Sidney Margolius.

3. NEW CLOTHES—OR NO?

How to Dress in Wartime, by Winifred Raushenbush

This well-illustrated little volume will help in answering these important questions: whether or not to buy new clothes in wartime, and if we buy, how to get maximum quality.

Discuss first shortages that affect clothing; causes, possibilities, substitutes.

How has price control affected clothing prices? What is meant by mandatory labelling?

Is "legitimate hoarding" a contradiction in terms?

Discuss the basic wardrobes outlined here.

What aids to quality buying does the author suggest?

What is being done in Washington now to protect the quality of textiles?

Devote some attention to the useful appendix.

Additional Reading:

How to live on a Reduced War Budget, by Ethel K. Pastor.

The Consumer Goes to War, by Caroline Ware.

A WARTIME BOGEY

Our discussion of food costs in the previous chapter led us directly to the question of rising prices, and that in its turn points the way to that wolf-at-the-door of post-war days, inflation. Many of us remember the high prices, scarce goods and difficult living of the nineteen twenties, but few of us understand the economic reasons underlying those hard years, and the depression that followed them. What is inflation? We may think of the baskets full of bank notes that it took to buy a railroad ticket in Germany in the twenties, or the delightful ease of living in Italy when the lira was less than four cents in American money, but we do not translate those images in terms of what inflation can mean to us, nor of our own responsibility to prevent it if possible. The prevention of inflation is no longer a problem for experts, but part of the daily task of every housekeeper in America.

The Office of Price Administration tells us that "the danger of inflation arises primarily because far more purchasing power is flowing into the hands of civilian consumers than there are goods available for sale. . . . Today production for the civilian market is being rapidly curtailed in order to make available all possible resources of manpower, machines, and raw materials for war production. As a result, a wide gap has opened between civilian purchasing power and civilian supplies. . . . One essential job, therefore, is to reverse this trend, and to narrow the gap as far as possible. This will prevent consumers from bidding prices up in a vain effort to buy more goods than are available to go around." In short, even though you may be making more money now, it is unfair and unpatriotic to buy what you do not need. Save your money to stimulate civilian production when the desperate need for wartime production is over.

1. WHAT IS IT ALL ABOUT?

The ABC of Inflation, by Edwin W. Kemmerer

How does this author define inflation?

What are the causes of inflation from the monetary angle? from the commodity angle?

Which group of the population suffers most from inflation?

How does inflation affect democratic institutions?

What general controls have already been applied to prevent inflation? What specific controls?

Why is public information and discussion about these matters vital in a democracy?

2. THE PSYCHOLOGY OF INFLATION

War without Inflation; the Psychological Approach to Problems of War Economy, by George Katona

"Inflation is not the automatic effect of economic factors," says this author. What reasons does he give for not considering inflation inevitable?

What does he consider the problems and the dangers of rationing?

Why is it important for the individual consumer to understand the reasons for price control?

What can the average individual do to help spread knowledge? Are there any groups in your community which especially need to have information brought to them? What might an enlightened woman's club do in that regard?

Discuss the function of wartime taxes; paying for the war.

"If we fully realize the requirements of the situation, we shall gain the strength to win." What are the requirements suggested here?

Does the author think that "cooperation and sacrifice" are possible in times of war only? What will be their importance in the post-war world?

Does this book over-emphasize the importance of psychology in dealing with economic problems?

Additional Reading:

Will We Have Inflation? by Harry Scherman.

The Last Best Hope of Earth, by Harry Scherman.

How to Check Inflation, by John M. Clark.

The Folklore of Inflation, by Rudolph L. Weissman.

ANTI-INFLATION MEASURES

Last April, in a message to Congress, President Roosevelt laid down a seven point program to fight the rising cost of living and the consequent danger of inflation. These seven points have been called "the most drastic domestic program ever undertaken in this country." It is the responsibility of everyone who buys and spends and tries to save to be thoroughly familiar with this seven point program, and all its implications for the individual consumer. Knowledge of this program offers a background for understanding the daily regulations and changes in our way of life which without such a background may seem irksome, annoying, and unnecessary.

These are the President's seven points:

1. Through heavier taxes, to keep personal and corporate profits at a low reasonable rate.
2. To stabilize wages.
3. To put more billions into war bonds.
4. To discourage installment buying, and encourage paying off of debts and mortgages.
5. To ration all essential commodities which are scarce.
6. To fix a ceiling on prices and rents.
7. To stabilize farm prices.

"The program has been drawn so that everyone will have the privilege of making whatever self-denial is necessary, not only to supply our fighting men, but to keep the economic structure of our country fortified and secure during the war and after the war." No one who reads that statement carefully and thoughtfully can wish to evade the challenge of that self-denial.

1. PRICE CONTROL IN OTHER DEMOCRATIC COUNTRIES

Price Control, the War against Inflation, by E. T. H. Kjellstrom and others
State briefly the experience with price control in Sweden, Canada, Great Britain, and Switzerland. Is any of their experience applicable here?

Is price control a democratic process?

Can you state any reasons for permanent price control? Would it seem to you desirable?

2. PRICE CONTROL IN THE U. S. A.

Discuss the President's seven point program as outlined above. How effective is it now?

What measures have been taken since April to make it effective?

What is the Office of Price Administration? How do you understand its task?

Were prices controlled in this country during World War I?

Discuss the handling of price control in your community, and the responsibility of consumers toward it.

What can you do?

3. OUR MOST VITAL COMMODITY

Control of Food Prices, by J. M. Tinley

The author gives a very clear analysis at the beginning of the reasons for the rise in the cost of living since 1939. Summarize it.

What does he consider the causes of wartime inflation? How does he think it can be checked?

Here you have a concise statement of the scope of the Emergency Price Control Act. Read it carefully and discuss it. What are the powers of the Price Administrator?

Why does the author consider consumer education important in connection with the control of prices?

Additional Reading:

Price Control in War Time, by George P. Adams. (refers to World War I)

Permanent Price Control Policy, comp. by Julia E. Johnsen.

Facing the Price Problem. Office of Price Administration.

Economics of the Home Front. Office of Price Administration.

The General Maximum Price Regulation. Office of Price Administration.

French Price Control, by Louis Franck.

How You Can Help Keep Wartime Prices Down. OPA.

What Wartime Price Control Means to You. OPA.

CONSUMERS AND THE WAR

Finding out that you are a consumer may bring you some of the naïve surprise of the man who found he had always been speaking English prose. Maybe you have thought the consumer just a figment of the economist's imagination, a puppet which he conjured up to move about on the invisible strings of his fine-spun theories. Maybe you thought of consumer cooperatives as something that people did in Sweden, or Denmark, but which had little relation to your own village Main Street. It is increasingly important now for you to be self-consciously a consumer, accepting fully your responsibility to understand your role.

"The discipline of the fighting forces must be matched by a self-imposed civilian discipline of two kinds, both made necessary by the fact that this is a war of production. First, the discipline made necessary by every person's responsibility as a producer. Second, the discipline made necessary by every person's responsibility as a consumer, as a user of the things produced by the workers."

Obviously, the second discipline is that which applies directly to the housewife in her function as purchasing agent for the family. How can she best educate herself in a knowledge of consumer problems and duties?

The OPA publishes an excellent bulletin called *Consumer Prices*, which provides a quick way of keeping up with consumer news.

1. WHO ARE CONSUMERS?

Our Interests as Consumers, by Dorothy H. Jacobson

How does the author, in the first chapter, define "our interests as consumers"?

What rules are suggested for being a good buyer?

Mention some of the factors which add to the prices we have to pay. Are these factors increased or decreased in wartime?

Does advertising help the consumer?

Summarize the services which consumers need.

What part should the government play in protecting the consumer?

What government controls and regulations affecting the consumer have

been made necessary by war? Would you like to see any of these made permanent?

Outline the history of the cooperative movement as given here.

In what foreign countries have cooperatives functioned successfully? In what parts of the United States? Would you like to see cooperatives started in your community?

2. THE CONSUMER'S ROLE IN WINNING THE WAR

The Consumer Goes to War, by Caroline Ware

The material in the first nine chapters of this book is covered elsewhere in this bulletin. These chapters will be found useful as references throughout the study course.

How does the fact that "this is a war of production" apply to civilian production? Discuss production under the different headings given here: food supplies, industrial production, civilian conversion, etc. How far have we gone on the road to all-out production?

How may local initiative aid production? How may consumers help? Are any of these suggestions applicable to your community?

What does the author mean by "community housekeeping"? Does the phrase apply to other parts of this program?

What positive steps does the author suggest that communities may take toward a working democracy?

What part can consumer organizations play in the war effort? Has the "principle of consumer representation" been recognized? How may economic policies which are sound for war be adapted to peace?

What contribution may consumers make toward the peace? What does the author mean by "the bogey of over-production"? Keep this in mind for a later program when you will study Stuart Chase's *Goals for America*.

Discuss the wartime consumer policies outlined in the supplement.

Additional Reading:

How to Teach Consumers Cooperation, by C. Maurice Wieting.

Paddy the Cope, by Patrick Gallagher. (The story of cooperatives in Ireland)

Informative Labeling, by Roger Wolcott.

The Consumer Spends His Income.

Consumer Movement, 1942.

CHAPTER IX

A PUSHBUTTON CIVILIZATION?

“If it were not for the war
This war
Would suit me down to the ground.
. . . I shall stay at home
Indulging my natural laziness
And save petrol and coal for my country.”

In a long rambling poem Dorothy Sayers thus celebrates the simple pleasures that wartime restrictions have restored. Many of us have perhaps experienced a feeling of shame that our pleasures and comforts had depended to such a disproportionate extent upon gasoline and rubber. Was our civilization a pushbutton one, bolstered by gadgets and thrown completely out of gear by their loss? The burning of rubber plantations in the Dutch East Indies may have burned away also a lot of false values. Perhaps when the smoke has cleared away we will be ready to make a better-balanced civilization, with less emphasis on the mechanical comforts of living and more on fundamental values. Having broken and lost our favorite toys, perhaps we can grow up to be builders of a better world. In the meantime, it behooves us to learn all we can about the commodities and resources upon which we have learned to depend.

1. OUR RUBBER CRISIS

Rationed Rubber and What to Do about It, by Williams Haynes and Ernst Hauser

“No other material is like vulcanized rubber”; explain.

How much of the world’s supply of rubber had we become accustomed to use?

Summarize the story of rubber from the jungles, as given here.

What do these authors have to say about rubber from the laboratories?

How do they estimate natural rubber stocks today?

What of the future of synthetic rubber?

Discuss their suggestions for conserving rubber goods.

2. MANAGING WITHOUT GADGETS

The Home Front Digest, by Malcolm Logan

This book is called a "manual to living in wartime." Outline the material presented here and comment on its usefulness.

Note especially the chapters on "How to Live on Your Income," and "Making Possessions Last."

Much of the material gathered together here has been touched on elsewhere in this program. Connect it with what you have previously studied.

Additional Reading:

The Consumer Goes to War, by Caroline Ware.

(The first nine chapters of this book cover much the same material as that in *The Home Front Digest*)

SCARCITY IN THE MIDST OF ABUNDANCE

The need for price control should by now be clear to all of us. But why control food? Why these annoying and troublesome shortages in a land that we have heard again and again described oratorically as a land of plenty? Of course we can understand the dramatic reasons for shortages of coffee and sugar, when ships are being sunk, but what has happened to bacon, to many of our favorite vegetables and fruits? Surely we have enough land to grow an abundance of these foods for everybody. Surely we can raise enough cows to provide milk and butter for the whole country. What is happening to our traditional abundance?

The President reminded us once that a fourth of the nation was ill-clad, ill-housed, and ill-fed. Perhaps that is the best answer to our comfortable smugness about abundance, and a very solemn answer it is too. The truth is that we have never yet raised enough farm products to provide good nutrition for every man, woman, and child in the nation. Whether we can or not is another story. Maybe the enforced need of wartime food control will teach us the way toward a fairer distribution of food.

1. OUR NATURAL RESOURCES FOR FOOD

This Land We Defend, by H. H. Bennett and W. C. Pryor

Note that the authors are the Head of the Soil Conservation Service of the United States Department of Agriculture and his Chief Assistant. They speak with authority.

What connection exists between this study of our soil resources and the question of food rationing?

Why do the authors consider the soil "one of the most important, perhaps the most important of our basic resources"?

In what sense were our westward pushing pioneers "exploiters"?

How have we "robbed Peter to pay Paul" in the use of the land? Is this true in your section? Illustrate.

"Conservation means intelligent utilization of our resources today and their maintenance for the use of our children tomorrow." Comment on this definition.

How can town and country work together on this conservation program?

Is there any connection between soil conservation and the war effort?

2. WAR MAKES FOOD DISTRIBUTION DIFFICULT

Wartime Transportation and Distribution of Foods, by J. M. Tinley

How did war affect the transportation and distribution of food in Great Britain? In Germany?

Is our own transportation system geared to handle the emergency any better?

What causes the burden upon our transportation facilities?

How does war affect the variety of foods upon the market? What must consumers learn to do?

What changes in methods of retail distribution may we look for?

How would cooperative buying clubs operate?

What are the author's suggestions about economies in milk distribution? Do they seem practical?

CHAPTER XI

SHARE AND SHARE ALIKE

In its present application rationing is a new word for our time and country. But it is in principle a very old idea, one familiar in the nursery; the family discipline of "don't grab, divide the cookies fairly, take turns, and see that everybody has one, including the smallest brother and sister." Only before we did this in the family, but not in the town, certainly not in the nation. Often our public and business conduct was a violent repudiation of family ethics. We did grab, we did push the little fellow aside, we never really tried to share and share alike.

Now, under stress of total war, the government is stepping in to teach us the forgotten rules of sharing. England has had to do it, and has done it so well that in spite of reduced food supplies no one has really gone hungry. The American program of food rationing has barely started as this is written. It is in essence a great levelling process, in which the Federal government says to the people: This commodity is growing scarce—in order that everybody may have some, everybody will have to take a little less. The millionaire can't buy any more coffee than the village handy man.

We tried to see in a preceding program what factors have made necessary the rationing of food. How is it being handled, and what will it accomplish in the long run? The alert housewife needs to understand these matters thoroughly. She must learn to overcome her instinctive wish to provide for her family regardless of the other fellow. Instead of hoarding like a squirrel for her own little nest, she must cooperate for the greater good of all the people. Let her remember that "in a democratic society, it is essential that we distribute abundance, instead of subsidizing scarcity."

1. HOW THE BRITISH MANAGED

Food Control in Great Britain. International Labour Office

What geographic factors make the British experience dissimilar to our own? What can we learn from them?

Has food control affected the national health adversely?

What responsibility was put up to the farmers?

What share have women had in the food control program?

Discuss the last chapter in detail, especially the sections on control of prices, nutrition, and the post-war implications of food control.

2. WHAT IT MEANS TO US

Rationing and Control of Food Supplies, by J. M. Tinley

Discuss the functions of modern food rationing.

To what "sinister uses" has food rationing been put in the totalitarian states? How have the Nazis used it in the subjugated countries?

What is the relation between price control and rationing?

What are the mechanics of rationing?

What steps were taken toward food rationing in England and Germany during World War I? In the United States?

"Rationing may be used as a powerful weapon to restore humanitarian principles to a stricken world." Has the United States already done anything toward that end?

Additional Reading:

Rationing; Why and How. Office of Price Administration.

Wartime Food Developments in Germany, by Helen C. Farnsworth.

U. S., Arsenal for Food.

Our Food Problem, and its relation to our national defences, by F. LeGros Clark and R. M. Titmuss. (The British experience)

PLANNING FOR FUTURE NEEDS

In *Grapes of Wrath* John Steinbeck described with an almost intolerable vividness the tragedies that result from our stupid and selfish distribution of food. "There is a crime here that goes beyond denunciation. There is a sorrow here that weeping cannot symbolize. There is a failure here that topples all our successes. The fertile earth, the straight tree rows, the sturdy trunks, and the ripe fruit. And children dying of pellagra must die because a profit cannot be taken from an orange. . . . And in the eyes of the people there is a failure; and in the eyes of the people there is a growing wrath. In the souls of the people the grapes of wrath are filling and growing heavy for the vintage."

Why must we save food now? Why not buy all that we can find and store away, for our own little families, and not worry about the rest of the world? We need to remember that food has never been fairly distributed, that even in this land of plenty there has never been enough milk for growing children. Perhaps wartime restrictions may begin to teach us the never-tried principle of sharing what there is with all that need it.

At the beginning of this program we spoke of the housewife's duties as a series of ever-widening circles, beginning with the family, and stretching away to touch the edges of all the world. In this final program we approach that world responsibility that comes so unbelievably close to the everyday task of every housewife; the obligation to save now that we may share in the future with those who need.

1. NEEDS OF THE POSTWAR WORLD

Food, a Weapon for Victory, by Bertram Fowler

Check his description of the present food situation in Europe with reports from your daily papers.

What does this author consider the first step in reconstruction? Do you think he is right? What steps has the government of the United States already taken toward that end?

How does he account for the collapse of farm prices after the first World War? for the depression?

He describes "poverty and despair in the midst of abounding plenty": compare with the passage quoted above from *Grapes of Wrath*.

"No nation can live apart from the rest of the world." What reasons does he give for this statement?

Do you think he is correct in saying that there is no such thing as over-production?

How does he suggest that a United Nations Committee on Famine Relief would function?

"Any nation is only as rich as the people with whom she trades." Why?

What light does this book throw on the need for rationing?

2. OUR BUDGET FOR THE FUTURE

Goals for America; a Budget of Our Needs and Resources, by Stuart Chase

The basic question propounded here is: How much would we need to produce, in terms of goods and services, to provide every man, woman and child in America with a decent minimum standard of living?

How does the author picture American economy at the end of the war?

What does he mean by the "Big Five"?

In what special sense does he use the word "budget"?

What are the items on Geoffrey Crowther's "Citizens' Charter"?

Outline Mr. Chase's discussion of the items on his "Big Five" List, showing in each case our basic needs and our capacity to produce.

Connect your previous study of rationing with his discussion of food here.

What is the United States Government doing now about housing? What might be done?

What does the author mean by "the plant"? What is the individual's responsibility here?

What does he consider minimum standards in education? Does your community have them?

Outline the role of public works in the postwar world. Is anything along this line already being done?

Does this book seem to you to describe an impossible Utopia, or a state of well-being that might easily be realized? How remote and impractical are his suggestions?

Additional Reading:

Grapes of Wrath, by John Steinbeck. (Especially Chapter 25)

Out of the People, by J. B. Priestley. (Good housekeeping applied to government)

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SCHEDULE OF MEETINGS

First Meeting: THE FAMILY UNIT

1. What the Experts Prescribe
2. Growing up in Wartime

Second Meeting: FIRST OF ALL, THE HEALTH OF THE FAMILY

1. Keeping Fit
2. Home Medical Care

Third Meeting: INDEFINABLES THAT CONTRIBUTE TO HEALTH

1. Mental Calm and Vigor
2. What is Morale?

Fourth Meeting: GIVERS OF BREAD

1. Our Daily Food Needs
2. To Preserve What We Have
3. How to Do It

Fifth Meeting: A WARTIME BUDGET

1. Rubber Dollars?
2. Home Front Strategy
3. New Clothes—or No?

Sixth Meeting: A WARTIME BOGEY

1. What Is It All About?
2. The Psychology of Inflation

Seventh Meeting: ANTI-INFLATION MEASURES

1. Price Control in Other Democratic Countries
2. Price Control in the U. S. A.
3. Our Most Vital Commodity

Eighth Meeting: CONSUMERS AND THE WAR

1. Who Are Consumers?
2. The Consumer's Role in Winning the War

Ninth Meeting: A PUSHBUTTON CIVILIZATION?

1. Our Rubber Crisis
2. Managing Without Gadgets

Tenth Meeting: SCARCITY IN THE MIDST OF ABUNDANCE

1. Our Natural Resources for Food
2. War Makes Food Distribution Difficult

Eleventh Meeting: SHARE AND SHARE ALIKE

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