

Wang, V. L. and Ephross, P. H., **ENEP evaluated**, J. Nutr. Educ., 2:148-152, 1971. A detailed description of the training of the aides who are chosen from among the poor of their area to work with them in the Expanded Food and Nutrition Education Program. The effects of one program in two Maryland counties—one predominantly Negro, the other white—were evaluated. A major factor in its success seems to have been the building of relationship with these deprived homemakers by the aides. There is need for more instructional material at this level. **Food Programs, Media and Materials, Nutrition Education Personnel—Paraprofessional, Techniques**

Wolgamot, I. H., **What home economists are doing for low-income families**, What's New in Home Econ., 29(3):32, 44, 49-54, 1965. Home economists working with the poor have been teaching homemakers how to use donated foods, teaching youth homemaking skills, giving special services to the aged, training women for jobs, assisting rural development through programs for housing and school lunch, and helping upgrade family living of minority groups. They work in public housing and rural areas with migrants, with youth in groups and clubs. Various examples of successful projects are given. Money management is a vital problem. Teaching these people requires imagination, understanding, and resourcefulness. **Aging, Consumer Education, Ethnic and Subcultural Groups, Food Programs, Youth Programs**

Wolgamot, I. H., **Helping disadvantaged families improve their diets**, Nutr. Prog. News, Jan.-April 1967. Almost one-fifth of our population is considered to be living in poverty. They do not come to educational meetings so they must be reached in other ways. The worker who wants to help them needs to know how they are living and managing, what are their life style and psychology, their limitations—which are often many, and to develop compassion. Personal contacts work best with persons of little education and helping with a demonstration of how to do something is useful to them. How they learn should be fun and an uncommon experience, such as a visit to a food company. Working with groups is economical and effective. **Adult Programs, Nutrition Education Personnel—Professional and Paraprofessional**

Public Education

Food Programs

Anon., **Learning to use USDA donated foods**, Agr. Marketing, 9(1):3, 1964. Arizona welfare home economists ran a commodity food distribution booth with demonstrations of cooking, free samples, and recipes at the Navajo Tribal Fair. Other states have held such demonstrations at the food distribution centers. Eight educational television programs on donated foods resulted in many requests for recipes in Vermont. Some radio stations and newspapers have prepared special recipe leaflets. **Ethnic and Subcultural Groups, Low-income Programs, Media and Materials**

Anon., **Do food stamps really make a difference?** Agr. Marketing, 11(1):4, 1966. Dietitians-in-training undertook a special nutrition project to help a large Washington, D.C., low-income family improve its food budgeting and buying. Reaching a better diet was slow until the beginnings of the Food Stamp Program when the family was able to increase its food money two-thirds. In four months, everyone's nutritional status showed substantial improvement. **Low-income Programs, Nutrition Education Personnel—Professional**

Anon., **Donated foods—the beginning of a good diet**, Agr. Marketing, 12(5):15, 1967. Donated foods can improve the diets of low-income families but they still need eggs, citrus fruits or tomatoes, green or yellow vegetables, potatoes, and sweets. Recipients need to be shown how to use the donated foods. Trained neighborhood people have been hired to do this, with good results. **Low-income Programs, Nutrition Education Personnel—Paraprofessional**

Anon., **Consumer food economics—a D.C. course on getting the most from food stamps**, Agr. Marketing, 12(6):4-5, 1967. Community organizations, businesses, and Federal and local agencies in Washington, D.C., joined together to help low-income people get the most from the Food Stamp Program. A significant project was an eight-week consumer food economics course for workers and neighbors of a neighborhood center. They learned budgeting, shopping, meal planning and preparation and how to get the most from their meat. Certificates of achievement were given at the end. **Consumer Education, Nutrition Education Personnel—Paraprofessional**

Anon., **'How come you got more food than I got?': a one-act play**, Agr. Marketing, 12(11):15, 1967. Local workers in a neighborhood center are using impromptu skits and plays to teach low-income people like themselves how to use food stamps while they laugh at the local humor. They have even performed on educational television. **Consumer Education, Low-income Programs, Media and Materials, Nutrition Education Personnel—Paraprofessional**

Anon., **What to do with USDA food?** Agr. Marketing, 13(11):3, 1968. Foods distributed through USDA's programs make a big difference to people's lives if they know how to use them. So two Alabama counties use Extension home economists and community action workers to show them at the distribution centers. Other workers go to the homes to give group or individual guidance, including shopping hints. **Consumer Education, Low-income Programs, Nutrition Education Personnel—Paraprofessional**

Anon., **Sunny days full of food and fun**, Agr. Marketing, 15(9):3-4, 1970. A Special Food Service Program for Children fills the summer nutrition gap when school is out. Boys' clubs and 4-H clubs have helped to serve lunches at recreation centers and day camps comparable to those given during the school year. Often arrangements are made for preparation in the schools. Nutrition is taught through cookouts, treasure hunts for food, farm tours, and tasting parties. **Childhood Programs, Low-income Programs, School Feeding**

Anon., **FHA demonstrates the use of commodity foods**, Forecast for Home Econ., 17(6):F-88-F-89, 1971. Future Homemakers of America gave demonstrations of how to use commodity foods to low-income women in several Texas locations. Businesses donated useful utensils as door prizes, utility companies lent equipment and personnel, leaders of minority groups suggested suitable locations. The county welfare and home demonstration agencies concurred. The foods demonstrated included those least utilized. Recipes and other information were in both English and Spanish. **Consumer Education, Low-income Programs, Youth Programs**

Bradsher, M. S., **Extension education + food programs = better living**, Ext. Service Rev., 37(7):6-7, 1966. Missouri has used foods classes for mothers receiving Aid to Dependent Children and low-income family members trained as aides by Extension home economists under the Office of Economic Opportunity programs to help homemakers use and understand nutritional value of donated foods. Extension and welfare personnel worked with food merchants—using radio, bulletins, and posters—to inform low-income families how to obtain and use food stamps. **Low-income Programs, Media and Materials, Nutrition Education Personnel—Paraprofessional**

Linch, P. F., **New labels help sell nutrition**, J. Home Econ., 64(9):28-29, 1972. The Food and Nutrition Service has redesigned labels for canned foods distributed through the Family Food Donation Program. Stylized illustrations as well as information in Spanish are being incorporated to help recipients with poor reading skills. The new labels function as nutrition education tools. **Low-income Programs, Adult Programs**

Gustafson, C. and Steiner, W., **Looking for the answers**, J. Nutr. Educ., 1(2):12-13, 1969. To help low-income families who need nutrition information, a California county surveyed selected families for food habits, preparation, planning and shopping, reading ability, and interest in nutrition. Preference was for small group meetings and written information. Results showed inadequate diets. So professional and community leaders were approached to encourage low-income participation in the Food Stamp Program and a demonstration kitchen was undertaken in homes by welfare homemakers. Fliers to be hung on door knobs and handed out in markets were prepared telling about food stamps. **Ethnic and Subcultural Groups, Food Habits, Low-income Programs, Media and Materials, Nutrition Education Personnel—Professional and Paraprofessional**

Hirsch, I. B., **Feeding the poor**, Hosp. 44(13):97-100, 1970. A New York hospital admitted a severely malnourished little boy, thus learning about hunger in its neighborhood. The government surplus foods program in the area needed emphasis and help so local professional and social agencies formed a food surplus committee to function in the hospital. Demonstrations were given to pregnant mothers in the clinic. Attempts to set up a secondary food distribution depot nearby, to get around transportation problems, necessitated efforts to increase the number of recipients by means of hand delivered fliers telling of their eligibility. **Low-income Programs, Maternal and Child Health**

Kristiansson, K., **Teaching better use of donated foods**, Ext. Service Rev., 32:139, 1961. Vermont extension workers prepared a booklet with recipes on the nutritional value of donated foods and then went on television to show how to prepare them in a program called "Low Cost Meals." Press and radio also publicized the commodities and the pamphlets were given out by home demonstration agents and the television and radio stations. **Low-income Programs, Media and Materials**

Neff, M. E., **Helping low-income families use donated foods**, J. Amer. Dietet. Assoc., 45:358-361, 1964. Some of the problems of rural people who receive donated foods. In a Kentucky county, sixth grade was the average level of schooling. Many used no recipes, had no measuring utensils. Most stoves were wood or coal and some people lacked things like egg beaters or graters. Thus many of the foods are difficult to use. Those who work with these people need to know familiar, well-liked foods as well as unfamiliar, unliked ones. **Consumer Education, Food Habits, Low-income Programs**

Newberry, D. L., **Programs for feeding our poor**, What's New in Home Econ., 32(6):56-58, 1968. The U.S. Department of Agriculture's food assistance programs are described. Commodity distribution was the first. The Food Stamp Program has been the most popular, though it has had problems in getting people used to buying small amounts on credit to use it. Along with the various programs, nutrition education is needed. Food stamp users are like new consumers since their buying power has been so enhanced. Some educational programs which have improved their food habits have been radio programs accompanied by weekly printed lists, shopping guides, and leaflets distributed with the stamps. **Consumer Education, Food Habits, Low-income Programs, Media and Materials**

Owen, M. A., **Food stamp program**, Ext. Service Rev., 35:43, 1964. Even rural New Mexicans with vegetable gardens have improved their family foods with the help of food stamps and an educational program to help them buy, prepare and plan their meals. A county nutrition committee gave community meetings on buying, market tours of local stores, visited homes, and gave nutrition classes to welfare workers. A newsletter in both Spanish and English featuring plentiful foods was paid for and distributed by grocers and radio "spots" were presented. **Ethnic and Subcultural Groups, Low-income Programs, Media and Materials**

Senti, F. R., Page, L. and Hill, M. M., **Nutrition awareness in the USDA**, J. Amer. Diet. Assoc. 61:17-21, 1972. The U.S. Department of Agriculture is involved in nutrition in three broad areas: research, education and action. Research in support of nutrition education includes the development of dietary guidelines. An example of an educational program is the Expanded Food and Nutrition Education Program. Action programs include the Food Stamp, Food Distribution and Child Feeding Programs. **Nutrition Education—General, Low-income Programs**

Thoenig, V., **Volunteers teach creative cooking with donated foods**, Ext. Service Rev., 40(12):6, 1969. Volunteer Extension home members have given lessons in imaginative cookery to other homemakers when they come to centers which distribute commodity foods, using these foods. Ingenuity, using substitutions and variety of recipes have helped make the cooking demonstrations a success. **Low-income Programs, Nutrition Education Personnel—Paraprofessional**

Industry—Role and Actions

Armstrong, J., **Nutrition awareness in the supermarket**, Nutr. News, 35:6, 1972. Jewel food stores presented in-store nutrition education using banners, posters, point-of-sale signs, window bills, and brochures. **Consumer Education, Techniques**

Jelliffe, D. B., **Commerciogenic malnutrition?** Food Technol. 25(2):55-56, 1971. Commercial infant foods are being marketed world-wide. They are expensive, disrupt successful breast-feeding, and are not satisfactory nutritional substitutes in many countries where they have been introduced. Many also introduce bacterial infections due to preparation under unsanitary conditions. For all but the affluent, they are extremely wasteful. The author suggests advertising of infant foods in such countries may be unethical. **International Programs, Maternal and Child Health**

Lam, G., **Industry's commitment to nutrition education**, Food and Nutr. News, 39(6):1,4, 1968. Various nutrition-related nonprofit activi-

ties of the food industries are discussed and some of the more important trade associations are listed. Industry has contributed to Federal nutrition education endeavors as well as those of private, professional organizations. There remains one large problem: how to change actual practices more effectively. **Food Habits, Nutrition Education—General**

Nesheim, R. O., **Industry response to the nutrition challenge**, Food Technol., 25(6):41-44, 1971. This paper reports one food industry's policy on nutrient levels of its products and on labeling. Its policy is to promote nutrition education through advertising and labeling. It also provides special publications and programs for schools and women's organizations, information to food editors, philanthropic grants, supports joint nutrition education endeavors of various kinds, and is supporting experimental educational television programming. **Consumer Education, Media and Materials**

Stroud, D. H., **Nutrition awareness: the food industry moves to help**, Food and Nutr. News, 42(1-2):1, 4, 1970. Food manufacturers and retailers set up a nutrition awareness group, the Food Council of America, to "sell" nutrition. Various media have been employed. This industry representative feels the techniques of advertising can be used, not as education but to open the awareness door for the nutritionist to step in. Awareness and action are keys to the effective program of the nutrition educator today and to business, too. **Consumer Education, Nutrition Education—General**

Consumer Education

Anon., **The art of buying meat**, Agr. Marketing, 10(11):3, 1965. When buying meat, its purpose—what dish it will become—should be considered for savings. A lower grade of chuck can make as nutritious and tasty a pot roast as "choice." Other lower grades are good in stews and as ground meat. These and other pointers will be passed along to low-income homemakers in Baltimore by field assistants of the Urban League Consumer Protection Program after training by an Extension marketing specialist. **Low-income Programs, Nutrition Education Personnel—Paraprofessional**

Chamberlain, V. M., **Oops! We'd better go shopping**, What's New in Home Econ., 33(8):83-85, 1969. A play or skit on family money management provides common exposure for a class of teenagers, and the succeeding discussion becomes a learning experience. This one can stimulate thinking about effects of advertising, coupons, impulse buying, brand names, weights and measures, sources of consumer help, and many other topics. **Media and Materials, Techniques, Youth Programs**

Cleveland, L. E., **Food money management**, Nutr. Prog. News, Jan.-Feb. 1969. Personal contact and involving them in some part of the program are the best ways to motivate low-income groups. A homemaker will more likely serve a food she knows how to make. Other successful methods have been television programs featuring homemaker TV parties to watch special programs about saving on food and food buying workshops for the elderly. This report also offers food buying pointers for saving. **Aging, Low-income Programs, Media and Materials, Nutrition Education Personnel—Paraprofessional, Techniques**

Hill, M. M., **Nutrition education—an integral part of consumer education**, Nutr. Prog. News, May-June 1970. Consumers have a right to choose, to be informed (or not to be informed), to safety, and to be heard. Some of them have no interest in nutrition, others may want to know why as well as how. The best way to offer help is to learn the group's preferences and the food available at a price they can pay, then develop from a food guide additional foods they can use to upgrade diets where needed. Consumers who need help especially are employed homemakers, one-person families, people who eat in restaurants, and the elderly. **Adult Programs, Aging Programs, Maternal and Child Health**

Leverton, R. M., **Nutritional trends and the consumer's food**, J. Home Econ., 56:317-320, 1964. Today's consumer knows more than he understands about foods and their nutrients and needs help with the resulting confusion. He is concerned about fat in his diet, about his food's nutritiousness and wholesomeness. He is also concerned about his weight. He needs guidance or reassurance with these worries—that vitamin supplements may not be necessary and increased inactivity requires an altered diet or an exercise program, for example. **Dietetics—General, Diseases, Health-related Education**

Leverton, R. M., **Nutrition programs in the United States Department of Agriculture**, Amer. J. Pub. Health, 56:812-817, 1966. Nutrition begins with food, the responsibility of the U.S. Department of Agriculture. Programs which show concern for consumers include the Extension Service educational programs, the National School Lunch Program, and Economic Opportunity Loans to farmers. Its research activities have investigated human nutrient requirements, food consumption and expenditure, among others. It also has programs of food-related research in foreign countries as well as food for foreign aid. **Family Programs, International Programs, Low-income Programs**

Moore, M. L., **When families must eat more for less**, Nurs. Outlook, 14(4):66-69, 1966. A nursing instructor details how a family of four could eat nutritiously on their small welfare allotment for food for one month. She gives menus, items, prices, and seasonal and other buying and baking suggestions. These are based on her teaching low-income families about menus they can afford. A number of cookbooks and planning guides available from the U.S. Department of Agriculture and elsewhere are listed. The nutritionist working with people on limited income needs to think of foods in terms of dollars and cents along with nutrients. Money catches everyone's attention; using it is a good way to give nutritional information. The not-poor, not-rich who must eat better for less are those who offer the greatest challenge to our knowledge of nutrition. **Food Habits, Low-income Programs, Nutrition Education Personnel—Professional**

Mrak, E. M., **Quality assurance—today and tomorrow**, Food Technol., 24(10):44-47, 1970. The U.S. has the best and safest food supply in the world, despite consumer worry. Nutrition education needs to be begun in grammar school. Everyone eats several times a day, yet most know nothing about how foods are produced and made safe and their nutritional value, though all are required to take courses in physical education. Consumers need to be given the real facts about foods, even if they are not exciting. Food habits change and therefore intakes of additives in foods may change. The cyclamates in tinned fruits and soft drinks are an example. Finally, consumers should be indoctrinated to the meaning of moderation. **Food Habits, Health-related Education**

Olmstead, A., **How to teach food buymanship**, What's New in Home Econ., 32(3):24-26, 54, 1968. Being a good shopper is not an easy job. It takes knowledge and experience to judge value wisely, and shopping information is quickly outdated. Some suggestions are offered: it's a good buy if . . . your family likes it, you have time to prepare it; use weekly food ads for what is plentiful; there are no "cheap meat cuts." If you have more time than money, preparing foods "from scratch" may be a saving. The author concludes food economics should be taught in home economics courses. **Adult Programs**

Shipman, J. A. and McCannon, N. R., **Urbanites must be approached through recognized information sources**, J. Home Econ., 56:744-747, 1964. Information sources about homemaking sought by urban women are reviewed. First are the printed word in newspapers, magazines, bulletins, books, leaflets; and other commercial sources such as businesses or stores are second. Friends and neighbors, family or relatives are third and fourth, respectively. Professionals or experts are fifth and television sixth. Urban women have a wide range of media available to them including radio, newspapers and magazines. Age changes the relevance of interests for them. Women under 35 sought information from a greater variety of sources than older ones. Extension-sponsored groups are compared with nonmembers. High availability of various forms of mass media suggest home economists should make greater use of them. **Industry, Media and Materials**

Health-related Education

General

American School Health Association, **Health instruction—suggestions for teachers**, J. School Health, 39(5a):1-90, 1969. A guide for teachers in preschool, elementary, and secondary schools to use in teaching health at all grade levels. The suggestions include concepts to be presented, possible learning experiences or activities, and related questions to use for discussion and evaluation of the experience. Nutrition is included at all levels. **School Curriculum**

Borgers, H. M., **Televising health lessons in school**, Amer. J. Nurs., 63(6):96-98, 1963. A school nurse became a television producer, teach-

ing lessons on health and nutrition for primary school children. She describes how such programs were organized and presented. **Media and Materials, School Curriculum, Techniques**

Christie, T. G., **Educational effectiveness of health exhibits**, J. School Health, 40:206-209, 1970. Tests before and after a health exhibit lasting two weeks indicated that observation of the exhibits had been a learning experience as indicated by more correct answers to questions after the exhibits were removed. **Education and Learning, Media and Materials, Techniques**

Egan, M. C., **Opportunities for nutritionists and dietitians in rehabilitation programs**, J. Amer. Dietet. Assoc., 49:295-298, 1966. Among numerous potential roles for nutritionists in rehabilitation programs are teaching handicapped children and adults how to prepare easy-to-cook meals in sheltered workshops, in mental retardation clinics where feeding is one of the child's problems, and in home care programs as some example. **Dietetics—General, Patient Counseling**

Hoff, W., **Why health programs are not reaching the unresponsive in our communities**, Pub. Health Reports, 81:654-658, 1966. People not reached by customary health programs are usually lower income families with many problems. Much of their time is spent maintaining existence. Health programs appeal to values they do not share. They might be more successful if the target group took part in the planning. Health services may not be offered conveniently to those who need them. Child clinics do not have hours suitable for working mothers and often do not serve sick children. Informal neighborhood talks could help identify problems and local aides could bridge many gaps. **Low-income Programs**

James, G. and Christakis, G., **New York City's Bureau of Nutrition**, J. Amer. Dietet. Assoc., 48:301-306, 1966. New York is perhaps one of the few cities to have its own Bureau of Nutrition. It runs six nutrition clinics and three obesity clinics to help combat nutritional deficiencies. It has an anti-obesity program in high schools as well as a clinic regimen for weight reduction, does surveys of anemia and nutrition, alcohol and narcotic rehabilitation, and administers antismoking programs. In addition, it assigns nutritionists to tuberculosis clinics, has opened prenatal clinics, and administers an anti-coronary club. **Dietetics—General, Diseases, Youth Programs**

Kelly, H. S., **We had a health fair!** J. School Health, 34:408-410, 1964. School health personnel, teachers, PTA, local and county health, and safety agencies all united to give a one-day health and safety fair for grade school children and their parents. Exhibits were students' projects. Admission for a child was the company of two adults. Supper patterned after a school lunch was served. **Childhood Programs, Techniques**

Lanese, R. R. and Thrush, R. S., **Measuring readability of health education literature**, J. Amer. Dietet. Assoc., 42:214-217, 1963. A survey of the diabetic literature available to patients in terms of ease of reading showed the majority is at or above ninth grade. More than half the U.S. diabetic population over 45 has not completed ninth grade. If about 200 unfamiliar words were removed, the reading level would be fifth grade. For ease of readability, sentences should be kept as short as possible, as should the vocabulary load. **Diabetes, Dietetics—General, Education and Learning**

North, A. F., **Teaching child health**, Clin. Ped., 9:539-542, 1970. Educational efforts toward those who influence a child will have more effect than those directed toward the child himself. Education is manifested by action and should be so directed. Learning is done best by doing. The school lunch should be exploited more fully as a demonstration for nutrition. Health education should teach the learner to ask certain questions of health professionals. This educates the latter as well. **Childhood Program, Education and Learning, Low-income Programs, School Feeding**

Osborn, B. M. and Sutton, W., **Evaluation of health education materials**, J. School Health, 34:72-73, 1964. A rating scale to evaluate health education materials for use in schools is offered. It includes pamphlets and posters. The discussion suggests a committee be appointed to include health professionals to do the evaluation. **Media and Materials, School Curriculum**

Sliepcovich, E. M. and Creswell, W. H., **A conceptual approach to health education: implications for nutrition education**, Amer. J. Pub. Health, 58:684-692, 1968. A nationwide survey of health instruction in