

munity-wide planning that will make use of and strengthen their interest and effort in behalf of youth.

SUGGESTIONS FOR ORGANIZATION.

The following suggestions may be helpful to communities considering ways of equipping themselves for the type of planning that will give children and youth the opportunities essential for their full development:

1. Continuing community planning agency for children and youth.

There should be in each community (city, town, or county) a continuing body charged with responsibility for reviewing conditions affecting children and youth and for promoting the development of adequate services for the whole community. The services needed for children still under family control and for older boys and girls approaching adult independence will differ in some degree. One committee can effectively deal with the problems of both age groups provided the membership of the committee includes individuals familiar with the needs of each age group. This will eliminate the inevitable overlapping that would result from having two committees, and provide for consideration of the whole cycle from infancy to maturity.

2. Name.

This body might be called a commission or council on children and youth, with the name of the city or county in the title. Whatever term is used, the organization should function not as a body of delegates of various agencies, but as a group of informed and competent persons in a position to exercise personal judgment on the issues that arise.

3. Area covered.

The area to be covered will be the county, city, town or village and surrounding farms, depending on the habits of association of the community under consideration and the governmental units responsible for services for children.

There are advantages in using the county as the planning area since certain public functions with reference to children are usually vested in county government. County agencies are, in general, the outlets for the programs to which the State and Federal Governments contribute. Together, the county units in a State afford complete coverage for planning for the needs of all children in the State. However, county lines sometimes have little relation to the natural areas of community life, and the communities and organizations within a county sometimes do

not have sufficient cohesion to make it possible for a county planning body for children and youth to exercise effective leadership.

A city and its adjacent suburbs (or a town or group of towns, as in New England) may be the best area for a planning body for children and youth, particularly if there is a council of social agencies or a municipal planning body covering the area. In such cases the communities in the county may cooperate in making plans that are county-wide in their scope.

In cities and in rural areas there are neighborhoods where the citizens naturally associate and plan for their common interests. Such neighborhood groups may be drawn into the study of conditions affecting the well-being of children and youth and into the discussion of plans for children in their home neighborhoods and the whole community. They will then be ready to assume their appropriate responsibility in seeking action needed within the neighborhood and to join with others in seeking community-wide action on broader programs.

4. Authority and auspices.

It is desirable that the commission or council for children and youth be organized under public auspices. Whatever the auspices, the body should be in a position to give effective leadership.

a. Public sponsorship may be provided through—

- (1) Authorization and financing by the city council or commission, or by the county board.
- (2) Appointment by the mayor, city council or commission, or county board.
- (3) Appointment by an official community planning body responsible for planning for the whole population.
- (4) Appointment by the official defense council or its post-war successor.

b. Voluntary sponsorship may come from a voluntary community organization, such as a council of social agencies, provided the interests of the whole community are represented. It is essential that such an organization give adequate emphasis to the role of public agencies in social planning, and recognize that planning for all the needs of children and youth in the community goes beyond the programs of the agencies that are financed through community chests.

5. Relationship to general community planning.

The commission or council for children and youth should be a part of or should work in close relationship with community agencies responsible for general or for social planning for the entire population. The

needs of children must be given consideration in all areas of community planning, and especially in planning which relates to family welfare and family services. Similar committees cutting across functional lines may be needed for other population groups but the need for such service is particularly important for children and youth.

Whenever possible, the children's planning agency should influence general planning in directions favorable to children and youth. It should draw together and evaluate from the point of view of children's needs the functional planning that goes on in specialized fields, such as housing, health, recreation, education, and family welfare. Such planning is frequently carried on under the auspices of a council of social agencies.

6. Functions.

The commission or council should be concerned with what is happening in the community to children and youth and what lacks exist in the community provision for their welfare. Experience indicates that the commission or council should deal with all phases of community service and protection for children and youth—relating to home life, health, education, recreation, cultural interests, social services, and employment and opportunity. It should bring together agencies working in different fields in order that the composite of services needed and the problems of each agency in providing its share of such services may be understood.

Paralleling the State council, the community commission or council should:

- a. Know what is happening to children and youth.
- b. Review legislation affecting children and youth.
- c. Appraise all services for children and youth.
- d. Consult with all agencies serving children and youth.
- e. Draw up proposals for action in behalf of children and youth.
- f. Report findings to the public on the needs of and programs for children and youth.
- g. Maintain contact with State agencies planning for children and youth.
- h. Recommend constructive programs for children and youth.

7. Membership and organization.

- a. Planning a program of community action involves first of all utilizing the experience of people who have dealt with human problems on a

community basis. Membership of the commission or council should, therefore, include men and women who have taken an active part in community services during the depression and the war, as well as persons whose professional equipment will make available to the committee guidance in the various fields in which technical knowledge is essential to the development of a sound program.

b. Agencies and groups drawn into the work of the commission or council, through membership in the planning body itself or through committee work or in other ways, should include the following: public-health and social-welfare administration and the school system; county extension service; family-welfare and child-caring and protective agencies under private auspices; the juvenile court and law-enforcement agencies; church groups; racial groups; libraries; recreational and youth-serving agencies; housing agencies; labor and employer interests; farm organizations; civic clubs; parent-teacher associations; and similar organizations of men and women concerned with various aspects of community life.

c. The commission or council may be a relatively small group—11 to 15—of recognized leaders in services for children and youth, plus officials of public agencies conducting programs in their behalf. An alternative plan would be to create a large representative group, with a small executive committee and such other committees as are necessary.

If small, the commission or council will find it necessary to provide for wider participation through committees appointed to study special problems and through meetings at which representatives of all interested groups can discuss the proposals under consideration.

Whatever the membership, provision should be made for consultation on special subjects with representatives of different groups and interests.

d. Youth should be encouraged to participate in the planning, either through the cooperation of youth groups or through service on committees on which they can make a contribution in accordance with their experience.

e. The members should be appointed for definite, overlapping terms.

f. The chairman should be selected for his ability to give broad and effective leadership without undue emphasis on any one field of interest.

8. Financial support.

If the commission or council is under public auspices, funds for financing it should be provided from public sources by direct public appropriation, from the funds of an official community planning body, or from the mayor's contingent fund.

Private funds may be obtained from community chests, foundations, or personal contributions.

The funds should be sufficient to provide for adequate staff, public-information service, the mimeographing of material for consideration by the commission or council, and the printing and distribution of publications presenting findings and proposals to the public. In some cases staff may be loaned by other agencies, but this resource should be used only when the individual staff member can be loaned for a sufficient amount of time to see assigned work through to accomplishment. At the start the amount needed for the work of the commission or council should be determined on an annual basis, and so far as possible the funds for a full year should be obtained or assured while the initial proposal for its work enlists strong interest.

The commission or council for children should work in close relationship with the State planning body for children and youth. (See functions of State planning body for children and youth.) It is important that the development of community plans proceed in harmony with State-wide planning and take into consideration the financial assistance and service that is or should be available from State agencies. If the commission or council covers an area smaller than a county, its work must be related to planning in other areas within the county, and to functions of county government.

A FAIR START, AN EVEN CHANCE

Some of our communities are distinguished by the health services they provide for children and young people, some, by their recreational programs, their schools, housing, or work for handicapped children. No single community excels in all services children and young people need if they are to have the chance to develop their full capacities. Nor does any one guarantee that every child within its borders has access to all it has to offer.

Every community can do *something more* than it is doing now to make life more secure and more challenging for its youngsters. Some will want to strengthen and extend their present services until they reach all children. Others will want to branch out into new ventures. Many will want to do both.

Whatever direction the expansion of services may take it will require planning if time, money, and manpower are to be used to best advantage. To move ahead on all fronts makes planning even more imperative.

Planning can start with just a handful of people highly resolved and willing to work to give the children they know a fair start, an even chance.

CHILDREN'S BUREAU PUBLICATIONS

related to programs of the Commission

Single copies may be obtained free of charge from the Children's Bureau,
U. S. Department of Labor, Washington 25, D. C.

Children in a Democracy; General report adopted by the White House Conference on Children in a Democracy, January 19, 1940.

White House Conference on Children in a Democracy, January 18-20, 1940—
Final Report, Pub. 272.

Standards of Child Health, Education, and Social Welfare, based on recommendations of the White House Conference on Children in a Democracy. 1942. Pub. 287.

Our Concern—Every Child; State and community planning for wartime and post-war security of children, by Emma O. Lundberg. 1944. Pub. 303.

Community Action for Children in Wartime. Adopted by the National Commission on Children in Wartime. 1943. Pub. 295.

Goals for Children and Youth in the Transition From War to Peace. Adopted by the Children's Bureau Commission on Children in Wartime. 1944. Pub. 306.

Building the Future for Children and Youth; Next steps proposed by the National Commission on Children in Wartime. 1945. Pub. 310.

See also current articles in *The Child*, monthly bulletin issued by the Children's Bureau. Subscription price \$1.00 a year.

CHILDREN'S BUREAU PUBLICATIONS

related to programs of the Commission

single copies may be obtained free of charge from the Children's Bureau,
U.S. Department of Labor, Washington 25, D.C.

Children in a Homeless; General report adopted by the White House Com-
mission on Children in a Homeless, January 19, 1941.

White House Conference on Children in a Homeless, January 18-20, 1940.
Final Report, P.H. 322.



Programs for children in urban areas, U.S. Department of Labor, 1944. P.H. 324.

Community Action for Children in Welfare, Adopted by the National Com-
mission on Children in Welfare, 1937. P.H. 325.

Goals for children and youth in the Transition Year, 1941-1945,
Adopted by the Children's Bureau, Commission on Children in Welfare,
1941. P.H. 326.

Building the Future for Children and Youth, First steps proposed by the
National Commission on Children in Welfare, 1935. P.H. 310.

See the current articles in The Child, monthly bulletin issued by the Child
Welfare Bureau. Subscription price \$1.00 a year.

Av

Maryland HEALTH BULLETIN

STATE DEPARTMENT OF HEALTH		
R.H. Riley, M.D., Dr. P.H., Director 2411 North Charles Street, Baltimore		
Volume 18	March, 1946	Number 1
CONTENTS		
Know Your Public Health Nurse Week		2
School Health Program		4
Negro Health Week		7
Health Record for January		5-8



Courtesy of the National Organization for Public Health Nursing

Entered as second-class matter, May 12, 1930, at the Post Office at Baltimore, Maryland, under the acts of August 24, 1912. Published monthly

KNOW YOUR PUBLIC HEALTH NURSE WEEK

Attention of the nation will be focussed upon public health nursing during the week of April 7-13, 1946. Throughout the United States; cities, towns and counties will observe "Know Your Public Health Nurse Week," and all types of public health nursing agencies will participate.

The first official and nationwide attempt to spread information about the public health nurse and her work was scheduled for January 26, 1945. Nearly every community with a public health nursing service participated in that observance of the first "Public Health Nursing Day". Newspaper publicity, talks, radio programs, exhibits and other activities were used extensively. In Maryland the State Organization for Public Health Nursing and the State Department of Health cooperated to promote the "Day." The Baltimore City Health Department organized an effective program, as did a number of the County Health Departments and private agencies.

This year the "Day" has grown to a "Week". The National Organization for Public Health Nursing is sponsoring a special week set aside to disseminate information through all possible publicity channels. The program will be carried out with the cooperation of the United States Public Health Service, the various State Organizations for Public Health Nursing, official and non-official public health nursing agencies and community groups.

In Maryland "Know Your Public Health Nurse Week" will be sponsored by the Lay Section of the Maryland State Organization for Public Health Nursing. This group, organized in 1945, consists of lay women who have rendered volunteer services that have helped their County Health Departments to carry on the local public health program and others who have been interested in public health nursing. They will be assisted by an Advisory Committee of professional public health nurses. Mrs. Edith M. Tetlock, Assistant Chief of this Department's Division of Public Health Nursing has been appointed Chairman of the Advisory Committee to the Lay Section. Local committees which include public health nurses in their membership are also being organized in the cities, towns and rural areas of Maryland.

"Know Your Public Health Nurse Week" is not a mere device to get publicity for the profession, for nurses, as a group, have never sought the limelight for its own sake. Rather, activities connected with this special observance are planned with carefully defined objectives in mind.

Eight objectives have been set forth by the National Organization for Public Health Nursing as the aims of this campaign.

1. To reach people who are not already interested in public health nursing services.
2. To spread the message that public health nursing services are for everybody to use.
3. To interest more nurses in entering the field of public health nursing.
4. To interest more high school and college girls in choosing public health nursing as a career.
5. To encourage everybody to "keep healthy".
6. To interest more people in lending their time as volunteers.
7. To help relieve the pressure on hospitals by calling attention to the fact that part-time professional nursing care is available to people at home.
8. To stimulate the organization and enlargement of services wherever they are needed.

Talks, exhibits, newspaper publicity, radio programs and other activities are to be directed towards achieving these ends.

The sponsoring organization has planned suggested activities for every day during the "Week". The program planned for the second week of April includes efforts to reach nearly all groups in the community. The cooperation of schools, museums, library, stores, industrial plants and churches will be sought. The observance must naturally be adapted to local needs, which vary from State to State and from county to county. Although the details will differ, the underlying aims will however, be uniform throughout the country.

Dr. Thomas Parran, Surgeon General of the United States Public Health Service, has said that the 1946 observance of "Know Your Public Health Nurse Week" should lead to "effective progress in three of the major aims of those working for America's health: (1) it should educate the public in the services offered by the public health nurses in local health departments, visiting nurse associations and other official and private health agencies, (2) it should stimulate the establishment of health facilities where at present none exist and (3) it should encourage more nurses to enter the public health field". His statement emphasizes the important role of public health nurses in "the prevention of disease, the control of epidemics, the early detection of remediable defects and the adoption of good health habits by school children and adults".

In Maryland the public health nursing program carried on in the counties includes bedside nursing care as a part of its preventive and educational services. In connection with its Medical Care Program, established in 1945, as soon as the funds and personnel are available it is hoped that a complete public health nursing program can be developed to meet the needs of every county.

Many more public health nurses are needed, however, to give Maryland the well-rounded and comprehensive nursing service considered desirable. To maintain an ideal program at least one public health nurse to every 2,000 or 2,500 of the population would be essential. At present no county in Maryland has even one nurse to 5,000 population, the ratio generally held necessary for minimum essential services. To carry on the present program and for the anticipated extension and expansion of public health activities, large numbers of well-qualified nurses should be added to the State and county health department staffs.

SCHOOL HEALTH PROGRAM

DR. EDWARD DAVENS, *Chief, Bureau of Child Hygiene*
Maryland State Department of Health

In line with the growing realization of various inadequacies in the health facilities for school children and the nation-wide movement to emphasize a well-balanced program of school health, the Maryland State Joint School Health Committee was recently formed. This Committee is composed of representatives from the State Department of Education, the State Department of Health, County Boards of Education and of Health, State Department of Welfare and others vitally interested in the School Health Program.

It is now generally agreed that there are many groups and many individuals who have an interest in and a responsibility for the health of the student during his entire school life. These include the parents, the school administrator, the classroom teacher and the special teachers; the public health nurse and the health officer; the private physician and the private dentist.

In general the Maryland School Health Program envisions a close working relationship between all these individuals and groups in providing a continuous health service program through the school life of the child including:

- (a) The control of communicable diseases
- (b) Determination of the health status of the pupils
- (c) Records and recording
- (d) Follow-up
- (e) First aid and emergency care
- (f) Sanitation and school regimen

Immediate steps are being taken in a limited number of counties. A Health Service sub-committee, composed of the State Director of Health, the State Supervisor of Physical Education and Recreation, County Superintendent of Schools and County Health Officers in Anne Arundel, Allegany, Carroll, Cecil and Wicomico Counties, the Chief of Nursing Services, State Department of Health, the Chief of Dental Services, State Department of Health, the State Director of Welfare, and the presidents of the Maryland Medical, Dental, and Nurses' Associations have met to consider the solution to several problems. Educational meetings are being held in each of these five counties for the purpose of describing the details of the program, demonstrating the technic of the various examinations which will be used to assess the health status and familiarizing the participants with the recording system to be used.

Tremendous interest and cooperation have been shown in the initial five counties and undoubtedly after some experience with the program to allow time for working out the difficulties, it will be extended to all of the counties.

The problem of providing adequate health services for the school-age child is a complicated one. It involves close cooperation by many agencies and persons. It should be emphasized that our Maryland School Program is a sincere attempt to secure the necessary teamwork of all the groups and individuals involved.

TABLE 1. Reported Cases of Notifiable Diseases in Maryland during January, 1946.

AREA	Typhoid fever and paratyphoid fever	Infectious mononucleosis	Rheumatic fever	Measles	Scarlet fever	Chickenpox	German measles	Whooping cough	Mumps	Diphtheria	Septic sore throat	influenza	Dysentery	Diarrhea	Polomyelitis	Encephalitis lethargica	Epidemic meningitis	Meningitis (other forms)	Tuberculosis (all forms)	Syphilis	Gonorrhea	Chancroid	Gonorrheal ophth.	Ophthalmia nonvenereal	Other venereal diseases	Tetanus	Malaria*	Pellagra	Broncho-pneumonia	Lobar pneumonia	Pneumonia unspecified	Other notifiable diseases	Total
Maryland State....	2	1	10	173	257	248	34	102	54	82	7	117	5	11	1	1	16	3	183	657	530	13	5	4	3	1	(8)	1	75	112	70	2	2,780
Baltimore City....		1	7	104	86	190	13	77	10	70	6	79	4	11			6		94	440	327	11	5	4	1	1		32	64	36	1	1,680	
Total Counties....	2		3	69	171	58	21	25	44	12	1	38	1		1	1	10	3	89	217	203	2			2	(8)	1	43	48	34	1	1,100	
Allegany.....					1	1					1	3					2		3	18	20						(2)		6	2			57
Anne Arundel.....			2	2	19	11	4	5	3	2		1						1	10	12	2								4	2	8		88
Baltimore.....	1		1	6	44	21	6	4	9	4		5	1				1		19	22	22	1			2			8	12	8			197
Calvert.....					11														1	3	2												17
Caroline.....					2			10				1			1				4	15	7								1	1			42
Carroll.....				1			1					1							3	2	8							5	5	1			27
Cecil.....					3			1												2	11					(1)		1	2				20
Charles.....					4		1	1	1										4	1													12
Dorchester.....						1													8	18	2						1	2	4	1			37
Frederick.....																			2	2						(3)							4
Garrett.....																			1														1
Harford.....					24							2					6		2	11	67										1		113
Howard.....					3			1		1								1	2	6								1	1	1			17
Kent.....				7	1				5									1			4					(1)							18
Montgomery.....				42	21	9	3	2	9	3	15								11	13	23	1						5	2	2			161
Prince George's.....	1			2	16	14	2	1	16	1		2					1		7	17	10							5	2	1			98
Queen Anne's.....				1					1																				1				3
St. Mary's.....				6															2	3													11
Somerset.....					2					1		3							2	3									2				13
Talbot.....				1								1								9									1				12
Washington.....					5							1							1	8	17					(1)		4	4				40
Wicomico.....				1	12	1	4					3							5	42	6							2	6	8	1		92
Worcester.....					3														2	10	2								1	2			20

* Malaria cases were contracted outside the U. S. A.

TABLE 2. Births, Stillbirths and Deaths, Under One Year. Preliminary: Corrected for Residence Only Within State. January, 1946

AREA	Births (exclusive of stillbirths)										Stillbirths		Deaths of infants under one year (exclusive of stillbirths)												
	All births	Color		Attended by						All stillbirths	White	Colored	All infant deaths	Color		Age			Deaths by cause and list number						
		White	Colored	Physician		Midwife		Other						White	Colored	Under 1 day	1-29 days	1-11 months	Infectious diseases (1-44)	Respiratory diseases (104-114)	Diarrhea and enteritis (119)	Premature birth (159)	Injury at birth (160)	Other early infancy (158,161)	All other causes
				White	Colored	White	Colored	White	Colored																
QMaryland State...	3,327	2,651	676	2,595	553	54	120	2	3	100	67	33	147	105	42	43	40	64	4	28	14	44	13	6	38
Baltimore City...	1,491	1,060	431	1,045	404	15	27																		
Total Counties...	1,836	1,591	245	1,550	149	39	93	2	3	48	32	16	71	44	27	19	23	29	2	11	9	19	9	2	19
Allegany...	160	155	5	155	5					5	4	1	5	5											19
*Cumberland...	79	74	5	74	5																				19
Anne Arundel...	154	126	28	121	19	5	9			1	1	1	1	5		4		1			2				2
*Annapolis...	33	27	6	26	3	1	3			4	3	1	4	4		1					1				
Baltimore...	400	367	33	366	32	1	3			2	2						4		3	1					
Calvert...	17	8	9	8	4					11	8	3	15	12	3	6	4	5		1	2	8	3		1
Caroline...	21	15	6	11	2	4	4			3		3	2	1	1	1		1	1		1				1
Carroll...	38	33	5	33	5								1	1	1						1				
Cecil...	53	51	2	50	2					2	2		3	2	1			1							
Charles...	45	26	19	19	1	7	18	1		1	1		1	1				1		2					1
Dorchester...	29	17	12	16	6	1	6			1			1	1	2	1		2		1					1
*Cambridge...	16	8	8	8						3	2	1	1					1		1					1
Frederick...	109	99	10	93	8	6	2											1							
*Frederick City...	34	29	5	29	5					3	3		6	5	1	1	4	1	1		2				2
Garrett...	32	32		24		7				1	1		2	1	1		1	1							2
Harford...	93	85	8	85	8					1	1		3	3			3		1	1					1
Howard...	39	30	9	30	8					2	1	1	3	2	1	1	1								1
Kent...	17	12	5	12	3		1			1		1	1	1			1								3
Montgomery...	146	134	12	134	6		3			1	1		4	4			1				1				1
Prince George's...	125	105	20	103	5	2	15			1	1		4	4			2	2	2		1				1
Queen Anne's...	21	13	8	13	6		2			1	1		2	2			1								1
Saint Mary's...	56	46	10	45	5	1	5						2	2			1								2
Somerset...	31	19	12	19	9		3			1		1	3	3		3									
Talbot...	31	18	13	16	4	2	9			2	1	1	5	2	3	3		2			2				1
Washington...	137	133	44	132	4	1				1		1	3	3		3		1			2				2
*Hagerstown...	82	78	4	78	4					5	5		5	5		1					3				2
Wicomico...	51	46	5	45	2	1	3			4	4		1	1			2	2	1		2				2
*Salisbury...	30	29	1	28	1	1				3	2	1	5	5			5								1
Worcester...	31	21	10	20	5	1	5			2	2		3	3			3				2	1	1		1

* Town of over 10,000; data are also included in county figures. (Baltimore City is not part of any county.)

TABLE 3. Maternal Mortality. Preliminary: Corrected for Residence Only Within State. January, 1946.

AREA	All maternal deaths	Deaths by cause and International List number									
		Color		Infection (140, 147)		Accidents and hemorrhage (141, 143, 146)		Toxemias (144, 148)		Other causes (142, 145, 149, 150)	
		White	Colored	White	Colored	White	Colored	White	Colored	White	Colored
Maryland State.....	5	3	2	..	1	1	..	2	..	..	1
Baltimore City.....	3	1	2	..	1	..	..	1	..	..	1
Total Counties.....	2	2	..	..	1	..	1	1	..	..	1
Harford.....	1	1	..	..	..	1	..	..	..	..	..
Wicomico.....	1	1	..	..	..	..	..	1	..	..	..
*Salisbury.....	1	1	..	..	..	..	..	1	..	..	..

The counties omitted from the table had no maternal deaths.

* Town of over 10,000; data are also included in county figures. (Baltimore City is not part of any county.)

NEGRO HEALTH WEEK

"A Healthy Home in a Healthy Community: Health Education and Health Services" will be the special objective of this year's National Negro Health Week. The thirty-second observance of this week devoted to promoting the health of Negroes will take place during the week beginning March 31 and ending April 7.

Clinics, talks, demonstrations, poster contests, clean-up campaigns and other health activities will be the features of the program. The United States Public Health Service, which sponsors Negro Health Week each year has set aside each day of the week for some particular phase of the campaign as follows:

- Sunday, March 31 Mobilization Day
- Monday, April 1 Home Health Day
- Tuesday, April 2 Community Sanitation Day
- Wednesday, April 3 Special Campaign Day
- Thursday, April 4 Adults' Health Day
- Friday, April 5 School Health and Safety Day
- Saturday, April 6 General Clean-Up Day
- Sunday, April 7 Report and Follow-Up Day

Suitable activities have been suggested for each of these days.

In Maryland Negro Health Week will be observed by the State Department of Health, the Baltimore City Health Department, health departments of counties having a large Negro population and various organizations interested in health. The State and county health departments will stress the clinics, conferences and other year-around health services available to all residents of Maryland, irrespective of race. It is hoped that the interest in health aroused during the special campaign will not come to an abrupt end on April 7, but will continue throughout 1946. Health problems are continuous and better health can be achieved by constant effort to improve health habits and living conditions.

TABLE 4. Death Rates and Deaths, All Ages. Preliminary: Corrected for Residence Only Within State. January, 1946.

AREA	Total death rate per 1,000 population	Total deaths	Deaths by color		Deaths by age			Deaths by cause and 1938 International List number																		
			White	Colored	Under 25	25-44	45 and over	Typhoid fever (1,2)	Scarlet fever (8)	Whooping cough (9)	Diphtheria (10)	Tuberculosis (13-22)	Syphilis (30)	Influenza (33)	Measles (35)	Cancer (45-55)	Diabetes (61)	Cerebral hemorrhage (83a,b)	Diseases of heart (90-92)	Pneumonia (107-109)	Diarrhea & enteritis under 2 years (119)	Nephritis (130-132)	Puerperal (140-150)	Motor vehicle (170)	Other accidents (169, 171-195)	All other causes
Maryland State	13.3	2,242	1,812	430	274	236	1,732			2	6	109	24	29	223	50	168	773	131	14	186	5	48	107	367	
Baltimore Ctiy.	14.0	1,107	843	264	132	138	837			1	5	64	16	10	109	18	67	394	69	10	92	3	19	49	181	
Total Counties	12.7	1,135	969	166	142	98	895			1	1	45	8	19	114	32	101	379	62	4	94	2	29	58	186	
Allegany	13.7	95	90	5	12	8	75					5	1	3	6	1	8	28	4		14		2	3	20	
*Cumberland	**	55	52	3	4	5	46						1	1	4	1	7	18	1		10		2	1	9	
Anne Arundel	11.6	76	57	19	10	4	62					2			8	1	5	35	8		3		3	4	7	
*Annapolis	**	14	7	7	1		13					1			3	1	2	4			1		1	1		
Baltimore	11.0	189	173	16	22	19	148					10		2	18	8	9	74	9	2	13		5	10	29	
Calvert	15.6	14	9	5	3		11					1	2			1	1	2	2		1			2	2	
Caroline	12.5	17	13	4	2		15			1					2		1	6	1		2		1		3	
Carroll	12.5	42	39	3	3	4	35								10	1	2	13	3		2		1		9	
Cecil	14.3	39	37	2	3	1	35				1	1			2		6	14	3		5				7	
Charles	11.3	19	10	9	4	2	13								2	1	4	3	2	1	1			1	4	
Dorchester	14.1	29	16	13	2	2	25				1				4	3	5	6	2		3		1	1	3	
*Cambridge	**	9	5	4		2	7								2		1	3			1				2	
Frederick	13.9	61	51	10	8	6	47				1		2	2	7	4	6	19	2		2		2	2	12	
*Frederick	**	20	17	3	3	2	15					1	1		1	1	3	8	1				1	1	2	
Garrett	17.8	28	28		3		25								2	1	1	15	2	1	1				5	
Harford	14.0	51	42	9	9	9	33					3	1	1	3	2	10	12	1		1	1	3	3	10	
Howard	13.4	21	15	6	1	1	19					1				1	4	6	2					1	6	
Kent	17.1	19	17	2	3		16								4		2	8							4	
Montgomery	12.2	103	99	9	14	15	79					2	1	2	14	2	11	34	5		10		4	8	15	
Prince George's	8.0	80	67	13	7	11	62					10			10	3	5	21	2		15		3	4	7	
Queen Anne's	13.5	14	8	6			14					2			3	1	1	4			2				1	
Saint Mary's	9.9	15	12	3	7	1	7					1			3		1	4			1		1	1	3	
Somerset	20.4	30	23	7	7	2	21					1		1	5		2	10	2		2			3	4	
Talbot	18.9	26	22	4	5	1	20				1	1	1				2	10	1		2				8	
Washington	13.1	78	75	3	9	6	63							3	7		8	24	7		6		2	7	14	
*Hagerstown	**	38	35	3	2	4	32								3		4	12	4		4		2	4	5	
Wicomico	21.4	60	50	10	8	6	46					5		1	2	1	3	23	2		6	1	1	5	10	
*Salisbury	**	35	30	5	5	4	26					2			2	1	1	13	2		3	1	1	4	5	
Worcester	14.7	24	16	8			24								2	1	4	8	2		2		2		3	

* Town of over 10,000; data are also included in county figures. (Baltimore City is not part of any county.)
 † Includes 9 deaths in the Glenn Dale Tuberculosis Sanatorium for Washington, D. C. residents.
 ** Rates omitted because population data not available.

42
~~A9a~~
HIDDEN HUNGERS

A7

in a Land of

PLENTY

**NATIONAL MATERNAL AND
CHILD HEALTH COUNCIL**

A HANDBOOK OF
Nutrition Projects for You and Your Group

FOREWORD

This nutrition handbook was prepared at the request of those who wanted a stepping stone to useful community work—the kind of work which furnishes an essential defense. In its pages are described ways by which you and your neighbors can be helped to achieve good nutrition. More than this, each project outlined is a medium for helping adapt community life to the broad social changes of today. The ways of work are democratic, calling for active participation by many persons. To you who can set the processes in motion in your communities this handbook is hopefully and respectfully dedicated.

A Cooperative Venture of the
AMERICAN ASSOCIATION OF
UNIVERSITY WOMEN
and the
NATIONAL MATERNAL AND CHILD
HEALTH COUNCIL
With special assistance rendered by the
AMERICAN RED CROSS
and the
AMERICAN DIETETIC ASSOCIATION
in matters pertaining to nutrition.

*Prepared by Margaret Despard West in consultation with
the staffs of these and many other Government and private
agencies.*

Order from
NATIONAL MATERNAL AND CHILD HEALTH COUNCIL
1710 Eye Street, N. W. Washington, D. C.

25 CENTS

Copyright, 1941, by the National Maternal and Child Health Council

INTRODUCTION

There is no question more important at the present time than child care and perhaps nothing is as fundamental to the care of children, as the food habits which we inculcate when they are young. It takes time and patience to teach children to eat the things which are good for them, but one is richly repaid in seeing them grow into strong and healthy boys and girls.

We are trying now, throughout the nation, to make people aware of the real meaning of nutrition. Not more food, but good food. It is important for the adults as well as for the children, and I hope that this is one of the things which will be emphasized in all maternal and child care.

ELEANOR ROOSEVELT

INDEX

A

American Red Cross training courses VIII, 2

B

Babies, care for II, 1-8
 Blue stamps, *see* Stamp Plan
 Books, *see* READ THESE, each section
 Broadcasting, *see* Radio Market Service
 Budget, *see* Food Budget
 Buying food, *see* Food Budget

C

Canned food buying VI, 4-5
 Canning food, *see* Food canning
 Charity V, 2
 Children
 day nurseries for II, 16
 food for II, 1-5, 12; III, 1-7
 foster care for II, 7-8
 nursery school for II, 9-15
 programs for II, 1-16; III, 1-7
 Civilian Defense Volunteer Office I, 2, 6; VIII, 4
 Community school lunch, *see* School lunch
 Consumer
 cooperatives VI, 11-13
 education III, 12; VI, 2-6; VII, 1-12
 income and expenditure V, 6
 legislation VI, 9-10
 movement VI, 2-3
 Cookbooks II, 6; III, 9, 12
 Cooperatives, organization of VI, 11-13

D

Day nursery, *see* Children
 Dependent children, programs for V, 7-8
 Dishes, *see* Kitchenware center
 Distribution of food, *see* Food
 Domestic workers V, 3-5
 Drying food, *see* Food

E

Education, *see* Nutrition education; Publicity, nutrition; Consumer education; Nutrition aides; Leadership training
 Employed women, *see* Women at work

F

Fair Labor Standards Act V, 5-6
 Family life education III, 9-12
 Family nutrition II, 1-16; III, 9-12; VII, 1-12
 Films VI, 13; VII, 6-8
 Food
 budget III, 10; V, 2, 7-8; VI, 2; VII, 2-4
 buying VI, 4-6, *see also* Budget
 deficiencies I, 2
 distribution IV, 1-14; VI, 1-16
 grading VI, 4
 habits III, 12
 labeling VI, 4-5
 legislation VI, 9-10; 14-16
 preparation III, 7-12; IV, 13; VII, 3
 preservation IV, 2-4
 prices VI, 9-16

production IV, 5
 publicity, *see* Nutrition publicity; Nutrition education
 surplus IV, 1-2, 7, 12-14
 Foster care, *see* Children, foster care

G

Gardening, *see* Food production
 Grading food, *see* Food grading

H

Hidden hungers I, 1-2
 Home making education, *see* Family life education

I

Infants, *see* Babies
 Inflation, *see* Food prices; Legislation, prices

K

Kitchenware center IV, 14-15

L

Labeling food, *see* Food labeling
 Labor organization V, 1, 3, 5-6
 Leadership training VIII, 1-4
 Legislation
 prices VI, 9-10, 14-16
 wages and hours V, 5-6
 Living wage V, 1-8
 Lunch, *see* School lunch

M

Markets, organizing VI, 7-8
 Marriage, nutrition in III, 9-12
 Maternal and child health program II, 3-5
 Meat grading VI, 4-6
 Milk IV, 1, 6-12
 committees IV, 10
 ordinance IV, 11, 12

penny IV, 7
 prices IV, 7-12
 programs IV, 7-12
 quality IV, 11
 substitutes IV, 6
 Mothers II, III
 helpers for II, 7-8
 food for II, 1-5
 Mothers working, *see* Women at work

N

Nickel milk, *see* Milk
 Nursery day, *see* Day nursery
 Nursery school II, 9-15
 food for II, 12
 Nutrition, *see* also Food
 aides VIII, 2
 centers, organizing VI, 3; VII, 5-6
 Committees, organization I, 6
 education III; VI, 4-6; VII, 1-12; VIII, 1-4
 programs I, 8; II, 12; III, 1-7
 Nutrition Conference for Defense I, 2, 5
 Nutritionist, how to find I, 7

O

Orange stamps, *see* Stamp plan

P

Parents, help for II, 1-16; III, 1-12
 Penny milk, *see* Milk
 Pots, *see* Kitchenware center
 Pregnancy, *see* Prenatal care
 Prenatal care II, 1-6; V, 8
 Preparation food, *see* Food preparation
 Preservation food, *see* Food pres-

ervation
 Prices food, *see* Food prices
 Production food, *see* Food production
 Programs nutrition, *see* Nutrition programs
 Projects nutrition, *see* Nutrition programs
 Publicity nutrition II, 5; VII, 6, 8, 9-12

Q

Questions I, 3-5

R

Radio market service VII, 9-12
 Raising food, *see* Food production
 Reading, *see* READ THESE, each section
 Relief allowances V, 7-8

S

School lunches III, 1-7

Schools, nutrition programs in III, 5-6
 Stamp Plan IV, 1, 12-14
 Surplus food, *see* Food surplus

T

Training programs VIII, 1-4

U

Unions, *see* Labor organization

W

Wages and hours V, 3-6
 Women at work, help for II, 7-16
 Working boys and girls III, 7-9
 Working mothers, *see* Women at work

Y

Youth, nutrition programs for III, 7-9

This is Introduction and Index to *Hidden Hungers in a Land of Plenty: A Handbook of Nutrition Projects for You and Your Group*, in 8 sections.
 National Maternal and Child Health Council, Washington, D. C.

I. HIDDEN HUNGERS IN A LAND OF PLENTY

What Can Be Done About Them

"I think we can all agree with the proposition that no man, woman, or child in the United States should be allowed to starve. But having pledged ourselves to that proposition we find we are committed to a good deal more than might be imagined. Starvation can be hidden, subtle and slow, as well as desperate and dramatic. Science has uncovered starvation in places where it was not supposed to exist, in high and middle places as well as in low."

—M. L. WILSON, ASSISTANT DIRECTOR FOR NUTRITION, OFFICE OF DEFENSE HEALTH AND WELFARE SERVICES, AT THE NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

	<i>Page</i>
<i>Why This Handbook</i>	2
<i>Questions</i>	3
<i>National Nutrition</i>	5
<i>Advice Before Work</i>	6
<i>What To Do</i>	8

**W
H
Y

T
H
I
S

H
A
N
D
B
O
O
K

?**

Here and today:

Nutritional deficiencies, directly or indirectly, have disqualified about one man in seven for military service.

Our per capita consumption of milk and eggs is low—of refined sugar, the highest in the world.

About one-fourth of the families in the United States have good diets; more than a third, diets that might be considered fair; another third or more, diets that are poor.

That there are hidden hungers has been amply demonstrated by scientific studies made by government agencies, private foundations, and by individual research. The National Nutrition Conference for Defense, called by the President of the United States in May, 1941, brought together much of the evidence. The Conference made general recommendations for community planning to abolish hunger. The findings of that Conference, together with the advice and the written words of many people, organizations and agencies concerned with feeding America, form the basis for the project suggestions in these pages.

The men and women who read and ponder these suggestions will be concerned not with proving hidden hungers, but with how to remove them. That "how" is the object of this handbook—how to find the things which need to be done, how to proceed with sufficient care and professional guidance, how to turn willingness into action.

As a first evidence of willingness, register yourself with the local Civil Defense Volunteer Office.

QUESTIONS

As a way to find what needs to be done, try yourself out on the *Questions*. These indicate the subject matter of the handbook and comprise an informal table of contents.

For each "Yes" answer to these questions the people in your community deserve high credit. But each "No" means a job to be done. Your job is among these "Noes". It may be hard work, perhaps not as exciting as learning to shoot troops dropped from the sky, but it will be a defense job near the top of the Nation's priority list.

Have you a local Nutrition Committee? Do its members represent strongly both lay and professional groups and interests?

See this Section

Do all mothers in your community get good maternity care? Do they all know that good nutrition for the baby starts before he is born? Are there special services so that all babies get proper milk and other food?

See Section II

Does the community offer ways to care for small children whose mothers work away from home?

See Section II

Are nursery schools available for the children of the well-to-do? The relief families? Everybody else?

See Section II

Do your schools have a School Lunch Program? Does it serve all schools, all grades, all children?

See Section III

Are there programs to help the working girl and boy eat wisely?

See Section III

Are family groups helped to eat wisely? Is your family well-fed?

See Section III

Are "surplus" foods saved from waste? Is there a food use and preservation program in the community?

See Section IV

Are families helped to increase their own food supply through planting home or community gardens, canning, storing, or freezing food surpluses?

See Section IV

Does your community have milk for all low-income families at 5c a quart? Penny milk for school children? Is the quality of its milk safeguarded? Do consumers get lower prices by buying 2 quarts of milk at a time and carrying them home?

See Section IV

Does the stamp plan give low-income families a chance to have better food? Is it available to and widely used by families on relief, eligible for relief, on WPA?

See Section IV

Do the very poor families of your town have the pots, pans and dishes they need to cook and serve the family meals?

See Section IV

Has your community estimated which is economy,—to pay adequate relief allowances first or to pay bills for preventable illness and disruption of households, afterwards?

See Section V

Can shop-girls in your community afford to eat? Can people on relief? Does Fair Labor Legislation protect unorganized working people in your community?

See Section V

Are you "consumer minded"?

See Section VI

Can you guess a good steak? Or a good can of peas? Or whether your grocer's scales are accurate?

See Section VI

Is your state free from trade barriers which keep up prices of competing products?

See Section VI

Does your community have markets where food can be handled and sold inexpensively?

See Section VI

Do consumers' cooperatives offer you a chance to buy wisely?

See Section VI

Do you get the most nutrition for your money?

See Section VII

Do you have a community nutrition center which gives free advice on buying and meal planning to *anyone*?

See Section VII

Do you have a radio marketing service?

See Section VII

Do you know enough about nutrition to take hold of these jobs?

See Section VIII

The National Nutrition Conference for Defense gathered together more than 900 nutritionists, doctors, nurses, food distributors, educators, farmers, economists, consumers. Problems of production, distribution, consumption, needs of mothers and children, of soldiers, of workers, of the family and community were considered.

Out of their meetings came many ways of building a stronger better-fed country. They stressed, time and again, that lay people are important and must work side by side with professionally trained workers. They urged that state and local Nutrition Committees should be the clearing houses for community programs for good nutrition.

READ THESE

Proceedings of the National Nutrition Conference for Defense. Washington, D. C. 1941. In press. Order from Superintendent of Documents, Washington, D. C.

Are We Well Fed? By Hazel K. Stiebeling. U. S. Department of Agriculture, Misc. Pub. No. 430, 1941. Order from Superintendent of Documents, Washington, D. C. 15c.

N
A
T
I
O
N
A
L

N
U
T
R
I
T
I
O
N

**A
D
V
I
C
E

B
E
F
O
R
E

W
O
R
K*****NUTRITION COMMITTEES FOR DEFENSE***

These committees have been set up in every state, and in many communities. They represent some or all of these groups—health and welfare departments, school, college, and university home economics departments, education departments, medical, dental, dietetic, home economics, and nursing associations, the Red Cross, club organizations, producer, distributor and consumer interests. Committee jobs include surveying and analyzing, working with and through local groups, recommending methods and materials.

Your State Nutrition Committee, or local committee if there is one, should have material and suggestions to help you. Clear your project with your committee.

If there is no logical and already existing group for nutrition planning, a most valuable first step you can take is assisting to develop a local nutrition committee. Consult with the State Nutrition Committee about the need for a local group, the ways in which it would function, the people who might be valuable members of it. Members of such a local committee must be chosen for their ability to give leadership, enthusiasm and interest in the problem to be tackled. Some must have professional training in nutrition and allied professions. Consider whether you can secure a capable executive to assure things getting done, and a budget to cover necessary costs.

CIVILIAN DEFENSE VOLUNTEER OFFICE

When your group has decided on a project, clear with the local Civilian Defense Volunteer Office. If you are the first to start a project or if you are to work at some particular part of a community project, give this Office an outline of your plan. As the clearing house for both short-term defense problems, and long-term community welfare problems, they should be informed.

NUTRITIONIST

To develop most of the projects suggested in these pages, the services of a person trained in nutrition will be necessary. The capable nutritionist, of course, knows much more than vitamins and minerals and calories. She knows stimulating ways of setting up and developing material, she knows shortcuts and tricks and economies of marketing and food preparation.

Before you find your nutritionist you will need a fairly definite idea what you want her for—how many hours a week or month, for what kind of program. You must know whether you can pay her, or whether you can borrow her from a cooperating group.

These are agencies which can help you find a nutritionist. But before you definitely select her, be doubly sure you have advice from an agency qualified to judge personnel in nutrition.

State or Local Nutrition Committee for Defense
Health department—maternal and child health division
Board of Education (for teachers in schools)
American Red Cross, Washington, D. C., and local chapter
Council of Social Agencies
State Agricultural College, which can tell you how to reach your county home demonstration agent
State University Extension Service
Local or state welfare department
American Dietetic Association, 185 North Wabash Avenue, Chicago, Illinois
American Home Economics Association, Mills Building, Washington, D. C.

These last two offices may know of trained home economists and nutritionists who are available for part-time or volunteer work. Their local associations should also be consulted.

W Needs, resources, enthusiasms vary. The suggestions in
H this handbook are for a variety of situations. They are
A written primarily for city and town people, who do not
T often have the farm woman's aids to good nutrition—
T land for vegetables, for chickens, pigs and cows. Neither
O do they so often have the type of service offered by the
D home demonstration agent and other activities of the
O U. S. Department of Agriculture, which provide continuing assistance in getting good family nutrition.

Plan your job in terms of the needs of your community as you have found them in answering the Questions. Consider the time, money, training, which the members of your working group, individually and collectively, will be able to put into it. Begin with your special interest. The interdependence of social problems is beyond question, so whether you begin with work for mothers and babies, with consumer education, with any other factor of community life, you can work to remove the hidden hungers of America.

Project suggestions in the following Sections, follow this pattern—First, in Sections II and III, the problems are taken up by age groups—babies, children, grown-ups, and the family. Then, in Sections IV, V, VI, and VII, food itself is considered, and the economic problems of getting it consumed. And finally, in Section VIII, ways are suggested by which you, and anyone who works with this hand book, can learn more about how to assist in a community nutrition program. Doing and learning should go forward together.

This is Section I of *Hidden Hungers in a Land of Plenty: A Handbook of Nutrition Projects for You and Your Group*, in 8 sections.

National Maternal and Child Health Council, Washington, D. C.

II. STARTING OUT RIGHT

"The importance of adequate food for children is such that it should be assumed as a community responsibility when the individual family resources are not sufficient to provide it."

—WHITE HOUSE CONFERENCE ON CHILDREN IN A DEMOCRACY, 1940.

"We recommend that in the general nutrition program increased emphasis be placed on the importance of the nutritive requirements of pregnant and lactating women. In providing adequate food for pregnant and lactating women we appreciate the necessity for taking into consideration the whole family situation and the limitations of the family budget."

—SECTION ON PUBLIC HEALTH AND MEDICAL ASPECTS OF NUTRITION, NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

	<i>Page</i>
<i>Mothers and Babies</i>	2
<i>Mothers Away From Home</i>	7
<i>Two to Five—Nursery School</i>	9
<i>Family Service—Day Nursery</i>	16

MOTHERS AND What we do to and for young children in these early years will so largely set the pattern for their later life that it is important, as pointed out by Dr. Lawrence Frank of the Josiah Macy Foundation, to coordinate the efforts of all those interested in early childhood. He advises uniting the knowledge and specialized skills of the persons in the community engaged in working for the welfare of children—family physicians, pediatricians, psychiatrists and psychologists, public health administrators, nutritionists, dentists, teachers at all levels, social workers and parents.

BABIES Work for children begins before they are born. All women expecting, or who may some day expect, babies must be convinced of this and helped through health and nutritional advice to be ready for the important occasion.

Good nutrition is important both for the mother and the baby. Dr. J. H. Ebbs of the Toronto General Hospital gave regular food supplements—meat, wheat germ, vitamin D, egg, orange, and cheese, to half of a group of pregnant women who had been receiving a poor diet. Obstetricians found that the better-fed women in the group had fewer prenatal complications, such as toxemias and anemias, fewer complications of delivery and of convalescence, and greater ability to nurse their babies. Furthermore, the babies themselves had fewer illnesses during the first six months of life.

To give this good start to babies, mothers must be able to learn what food is important and why. Women who can't afford to buy quantity or kind of food sufficient to maintain their own health and their babies' must be helped through community planning.

After children are born, nutrition has a two-fold aspect. Nursing mothers must continue to have the right food and enough of it to ensure an adequate milk supply for the baby. Babies must have a regular supply of carefully chosen food, and individual supervision by a physician. As children grow older, their meals must provide all the building material for straight bones, strong teeth, firm muscles, red blood, buoyant vitality.

Families need physicians who give thoroughgoing health examinations, premarital advice, maternity care, care of the newborn baby and older child. In most places, the general practitioner serves these family needs. The specialists are obstetricians and pediatricians, found most frequently in large cities.

Ask the County Medical Society to give you standards which will help women, especially those recently arrived in the community, to find capable doctors. Publicize standards.

Work for the maternal and child health program of your state and community.

This probably can best be done through a committee which works closely with the director of the program. Such a committee should represent strongly both professional and lay groups interested in maternity and early childhood. If your organization is not now working with such a committee, talk to the Director of the Maternal and Child Health Division of your Health Department to see if a committee is functioning in your community. Committees have limitations in size, and it is not necessary to be a member of a committee to work through it.

A local committee, fairly representing all groups and working closely with the Director of Maternal and Child Health, can do such things as these:

Help to get qualified doctor, nurse, and nutrition service for the health department.

The nursing staffs of public and private agencies should provide at least one nurse for each 2,000 population. Vitally important is the public health nurse, for she sees the family in the home. Her teaching is based on what she finds there. She shows the mother what to do. Through her, the work of the nutritionist is spread throughout the community. It is highly desirable to support the public health nursing program.

Find and equip suitable headquarters and clinic rooms.

Transport mothers and children to clinic and health centers.

Organize groups of expectant mothers and fathers for instruction.

Write to Maternity Center Association, 654 Madison Avenue, New York City, for suggestions for setting up classes for them.

Strengthen community facilities for providing food allowances for families in low-income groups, and for teaching their value and use. (See Sections III, IV, and V.)

Work out, with your Nutrition Committee, publicity covering good food as a vital part of good maternity care, and good child care.

Develop public support for your program through local newspapers, talks and discussion at club gatherings and town meetings, exhibits, radio programs.

In these activities, remember always, it is not only the low-income mother, but all mothers, who need to know the importance of right food for themselves and their babies; need to seek medical advice early in pregnancy.

READ THESE

Easy reading for parents:

Prenatal Care. Pub. No. 4. 71 p. 1938.

Breast Feeding. Folder No. 8. 1938.

Infant Care. Pub. No. 8. 112 p. 1940.

The Child from One to Six. Pub. No. 30. 150 p. 1937.

Well-Nourished Children. Folder No. 14. 1939. Order these from U. S. Children's Bureau, Washington, D. C. Free. (Send, too, for their list of publications.)

Daily Diet During Pregnancy. By Samuel B. Kirkwood and Bertha S. Burke. 8 p. 1941. Order from Harvard School of Public Health, Boston. 5c.

Helping parents with their children at home:

Home Guidance for Young Children: A Parents' Handbook.
By Grace Langdon. 388 p. John Day, 1931. \$2.80.

See also bibliographies below.

Two good cook-books for the home:

How to Feed Young Children in the Home. By Mary E. Sweeny and Dorothy C. Buck. 68 p. Merrill-Palmer School, 1939. Order from Irradiated Evaporated Milk Institute, 307 No. Michigan Ave., Chicago. Free.

Your Child's Food. By Miriam E. Lowenberg. 299 p. McGraw Hill, New York. 1939. \$2.50.

Nutrition and the public health program:

The Place of the Nutritionist in the Public Health Program. By Wilson G. Smillie. In the Journal of the American Dietetic Association, March, 1937.

Community Health Organization. By Ira V. Hiscock. ed. 334 p. Commonwealth Fund, New York, 1939. \$2.50.

The Child-Health Conference: Suggestions for Organization and Procedure. Pub. No. 261. Order from U. S. Children's Bureau, Washington, D. C. Free.

Lists of teaching aids on maternal and child health:

Readings on Better Care for Mothers and Babies. 20 p. 1940.

Popular Pamphlets and Leaflets and Other Teaching Materials on Maternal and Child Health, A Manifold Community Problem. 21 p. 1941.

Posters and Other Graphic Materials for Use in Maternal and Child Health Teaching. 10 p. 1941.

Order these from National Maternal and Child Health Council, 1710 Eye Street, N. W. Washington, D. C. 10c each.

For the married woman today, a job away from home is often necessary and desirable. What about her children? Said a recent Conference on Day Care of Children of Working Mothers:

"In this period when the work of women is needed as an essential part of the defense program it is more than ever a public responsibility to provide appropriate care of children while mothers are at work . . . Community plans for the care and protection of children of working mothers should include as many of the forms of day care as are required to meet needs of children of all ages for whom such provision should be made. These activities should be integrated with the whole community program for public and private family assistance, social services to children, health protection, education, and recreation."

Such care can take a number of forms; for the baby, an outside person in the home, foster day care away from home, day nurseries; for the child from two to five, these same alternatives, and in addition, the nursery school. Whatever the form of care, each presents the problem of providing more than the custodial essentials. Wherever the child is placed, he must have opportunity for mental, emotional and physical growth.

It is generally agreed that babies under two belong at home. The most usual form of care which the working mother will seek, is a woman to come in to look after the baby and run the house. This woman must be a "mother substitute," giving affection, and providing an atmosphere of security, an opportunity for normal mental and emotional development. She must follow feeding instructions and directions for rest and activity. She must be willing to cooperate with doctor, public health nurse, and mother.

M
O
T
H
E
R
S

A
W
A
Y

F
R
O
M

H
O
M
E

Where can the mother find her? Are household workers given training courses in your community? (See Section V.) What help can the mother get if she must take her helper from the public employment rolls and train her, herself?

In some situations, the working mother will find it is necessary to seek day care outside the home. In such cases individual foster day care may be the best solution to the problem. Here she will look for those qualities in the foster mother which have been specified for the outside worker in the home. Supervision of such a program should be under the direction of your Family Welfare Association or similar service organization.

Find out from your Council of Social Agencies what plans are in operation, under consideration, needed, for babies away from home.

For more about foster day care write to:

Child Welfare League of America
130 E. 22nd Street, New York City.

For her child in the two to five age group the working mother, as well as the mother who is at home, may turn to the nursery school. A special word here is important about establishing such services for the child of the working mother.

Because women are needed in defense jobs these days, many plans are afoot to supply nursery schools and day nurseries. It is important that they be *services*, primarily, not parking places for the child. National leaders among working women emphasize the value of separating the service for the child from the place of employment. With the best of intentions in the beginning, factory-supplied nursery schools and day nurseries may easily degenerate into custodial places, or confuse the issues of good child care and wages.

For the child from two to five a real reason exists for group experiences outside the home. In these years children learn social habits which lay the foundation for later normal living. Thus, the nursery school provides opportunity for the many-sided development of the preschool child. It works closely with parents in the interests of the child. It is conceived as a part of the educational experience of the child, not as a mere convenience to mothers. In fact, the best nursery schools demand much of parents' time; parents go to school with the children at intervals, for training in child health and guidance.

Nursery schools vary in type from the simple one costing but a few cents a day to one designed for parents who need not consider costs at all. A nursery school cannot be judged by its cost. Its success rests first on the personnel of the school. Second in importance is space and equipment.

What is a Nursery School?

A nursery school can be:

A cooperative program, under trained leadership, in which the mothers take turns as assistants, in which the plant may be as simple as a room or two plus playyard in one of the parents' homes.

A laboratory for university or high school work in home economics and child development.

Part of the public or parochial school system.

Part of the program of a settlement house.

Operated by the Work Projects Administration for families on relief or other low-income groups. (Work Projects Administration is also providing a service supplementary to this program to meet the

N
U
R
S
E
R
Y

S
C
H
O
O
L

needs of mothers working in defense industry towns, and in regions where army camps have brought in many additional families.)

An outgrowth of other group service to small children—a toyery or a clinic, for instance.

It can operate all day or for part of the day.

It can bring together mothers from varying social groups in work for and with children.

It can function with the parents paying all of the costs, or part, or none.

Whatever form the program may take, the opportunity for directly furthering the nutrition of the child, developing good food habits, and educating parents to meet the nutritive needs of their children, is apparent.

The following notes, based on the standards set forth in the National Association for Nursery Education's folder, *Some Ways of Distinguishing a Good Nursery School*, offer suggestions from which to work in planning costs and making use of the resources of your community. Obviously, before a nursery school can actually be established, it will be necessary to read more about such programs and consult with those who have had successful experience.

What Makes it a Good Nursery School?

1. A good nursery school has a good director.

The salary should be commensurate with those of other well-prepared teachers in your community. Her training will have included child

psychology, physical growth, nutrition, parent education.

2. A good nursery school has enough teachers.

Teachers must both guide group living and take care of individual children's needs. At least two teachers are needed with the children at all times; approximately one grown-up for every eight or ten children.

Teachers need good training, ability to work with children, sufficient salary. Under trained leadership mothers can rotate as assistants. In a group of 20 children, 2 or 3 mothers could serve for 5 consecutive days, then be free for 8 weeks. Transportation of children to and from school will cut into this free time, however.

Other groups may be able to cooperate in providing leadership and assistance. See list of consultant agencies, this Section.

3. A good nursery school has ample indoor and outdoor space; safe, sanitary, and hygienic housing conditions.

In many cities the school population is dropping. For the future it is important to interest the public school in the needs of the preschool child. See the Board of Education about the possibility of room in a school building.

Do any of these have free space in day time?

Women's Club House
Y.W.C.A.
Y.W.H.A.
Church or parish house
Settlement house

Is there a mother of a preschool child who works away from home in the day, has a house and yard she could offer in exchange for child's tuition? (Play equipment would stay there—army cots for children could be folded after naps.)

4. A good nursery school provides nourishing food for the child, develops good food habits.

The home economics department of high school or college may be able to give cooperative aid in the planning, preparation, and serving of meals.

To supplement purchased food, make inquiry of Welfare Department about foods available through the Surplus Marketing Administration, if the project is for a low-income group. Penny milk programs can serve nursery schools, too. (See Section IV.)

5. A good nursery school protects and conserves the child's health.

Nursery school examinations help to discover physical defects early.

Daily health inspection is necessary. Such service might be secured through:

Local Health Department

Local Board of Education

A neighborhood doctor or nurse.

6. A good nursery school provides equipment and play materials that help a child's whole body and whole self to grow and develop.

Parents may work cooperatively in making and refurbishing equipment.

Local library may lend books.

Children may bring blanket, pajamas, towels from home.

Probably the best way for a group to start work on the problem is through developing one project to meet a specific community need, to publicize it, to interest other groups.

What group of children do you want to work with? Your own? Working mothers who can pay in part? Low-income? For that group, what community resources can be drawn on?

Consult with the agencies appropriate to your needs:

Board of Education

Health Department

State Work Projects Administrator

State National Youth Administrator

State and local Welfare Department

Regional Surplus Marketing Administration Director (See Section IV)

Council of Social Agencies

Settlement houses

Hospitals

University and high school departments of home economics, education, child development

National or local organizations, such as Parent-Teacher Association, American Association of University Women, Council of Jewish Women, Association for Childhood Education, Child Study Association, National Association of Nursery Education

Local Civilian Defense Volunteer Office

State and local Nutrition Committees

Red Cross Chapter

READ THESE

First read:

Some Ways of Distinguishing a Good Nursery School. Folder. 1938. 2c.

Essentials of Nursery Education. 30c.

Cultivating the Roots of Democracy. 16 p. 1941.

How to Start Publicity for Nursery Education in Your Community. 15 p. 1940. 25c.

Order from National Association for Nursery Education, Distribution Center, W. 514 East Hall, University of Iowa, Iowa City.

What Is a Nursery School? By Elizabeth Neterer and Lovisa Wagoner. 24 p. 1940. Order from Association for Childhood Education, 1201 16th Street, N. W. Washington, D. C. 35c.

More background and understanding:

Nursery Schools: Their Development and Current Practices in the United States. By Mary Dabney Davis. Bulletin 92. 1932. U. S. Office of Education. Order from Superintendent of Documents, Washington, D. C. 15c.

Parents and Children Go to School. By Dorothy W. Baruch. 504 p. Scott, Foresman and Co., Chicago, 1939. \$3.

Practice in Preschool Education. By Ruth Updegraff et al. 408 p. McGraw Hill, New York, 1938. \$3.

The need for and how to start a cooperative school:

It's Not Too Late to Scream for Nursery Schools.

Nursery Schools are a Check on Parents' Deficiencies.

How to Start Nursery Schools for Home Defense. By Elizabeth Hawes. Order from The Newspaper PM, New York City. (Issues of July 6, 13, 20, 1941.) 10c each.

Nutrition in the nursery school:

How to Feed Children in Nursery Schools. By Mary E. Sweeny and Dorothy C. Buck. Merrill-Palmer School. 84 p. 1936. Order from Irradiated Evaporated Milk Institute, 307 No. Michigan Avenue, Chicago. Free.

Noon Meals for Nursery Schools. 14 p. 1934. Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

Nursery School Menus. 26 p. 1938. Order from Merrill-Palmer School, 71 Ferry Avenue, E., Detroit. 15c.

Films about nursery schools:

Motion Picture Films on Maternal and Child Health as a Manifold Community Problem. 12 p. 1941. Order from National Maternal and Child Health Council, 1710 Eye Street, N. W., Washington, D. C. 10c.

**D
A
Y

N
U
R
S
E
R
Y**

The day nursery, which once meant rows of cribs and a service built around the provision of physical care for the child, is today concerned for the social adjustment and development of the child. Its start as a physical care service has given it a more flexible day, which may even extend to overnight care. It has also given it a broader intake policy, covering not only infants and preschool children but school children as well.

Many of the suggestions made regarding standards and procedures for nursery schools apply as well to day nurseries. For more about them talk to local welfare agencies and write to: Miss Elizabeth Clark, Executive Director, National Association of Day Nurseries, 130 East 22nd Street, New York City.

READ THESE

Standards: Temporary Standards for Membership in the N.A.D.N.
4 p. 1939. Order from National Association of Day Nurseries,
130 East 22nd Street, New York City.

Day Nursery Care in 34 Urban Areas, 1940. In "Social Statistics," March and June 1941. (Supplement to "The Child," published by the U. S. Children's Bureau, Washington, D. C.)

This is Section II of *Hidden Hungers in a Land of Plenty: A Handbook of Nutrition Projects for You and Your Group*, in 8 sections.

National Maternal and Child Health Council, Washington, D. C.

III. GROWING UP AND GROWN UP

"A truly effective nutrition program will reach the whole population—all groups, all races, both sexes, all creeds, all ages."

—SECTION ON METHODS OF EDUCATION IN NUTRITION, NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

"Wherever free school lunches are provided they should be available to all children; the foods provided should be selected on the basis of the nutritive needs of the children and the educational opportunity thereby offered for the formation of sound food habits should be fully utilized."

—SECTION ON PUBLIC HEALTH AND MEDICAL ASPECTS OF NUTRITION, NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

	<i>Page</i>
<i>Five to Fifteen</i>	2
<i>After the Diploma</i>	7
<i>With Marriage</i>	9

**F
I
V
E

T
O

F
I
F
T
E
E
N** "In our educational system we are wasting much money trying to teach children with half starved bodies and minds. We shall spend tomorrow on the care of their sickness many times over what we save today on food which would prevent it." These are the words of the Surgeon General of the United States, Dr. Thomas Parran.

"What we want is to rear children who are intelligent as to the role which food plays in their lives, who are aware of their own responsibility in regard to food selection, and are imbued with a determination to make their daily food a factor contributing to health and not working against it, even though results cannot be measured from day to day nor from week to week—only from month to month or year to year." This is from the 1930 Health Education Report of the Joint Committee on Health Problems in Education.

The five to fifteen year old is the school age child, and nutrition for him is a matter of cooperation between home and school. Together they must give him the kind of food which is essential, enough of it, and in such a way that he will eat it and digest it. The school child must, on the theoretical side, be taught what the food does for him and why. Home and school should subtly work against bad food habits by providing pleasantness, conversation, atmospheres geared to a moderate tempo. Younger children are slow eaters, teen age "bolts" its food—is too busy for leisured eating. All children need proper surroundings at mealtime.

The School Lunch Program has, beside the advantage of reaching the five to fifteener with teaching on values of foods and food habits, an opportunity as a medium through which parents may learn from teachers, and teachers from parents, to the improvement of nutrition

training. Training of children and parents is almost, if not equally as important as provision of food for the noon meal.

A nutritious lunch eaten properly means better afternoon study. For some children it means the difference between health and hunger. However, the school lunch is not a relief project. It is set up in response to the nutritional needs of all children, and as a teaching medium for children and mothers. Parent-teacher groups, stimulated by the National Congress of Parents and Teachers, have done and are doing notable work along this line. For the children of low-income families, the School Lunch Program does furnish a democratic method of getting more food to the boys and girls who seriously need it. These programs have been accelerated during the past few years through food made available by the Surplus Marketing Administration, services provided by the National Youth Administration and other national, state and local agencies. It is estimated that some 9,000,000 children from needy families should be getting extra food. Last year more than half this number did get school lunches.

School lunch programs need your enthusiasm, and through you the support of local organizations. A club group is in a very good position to take the initiative in recognizing and publicizing the need. It can work out plans with the school authorities, obtain help in staffing the program. A club group can also sponsor other programs for good nutrition of school children such as school breakfasts, mid-morning supplements of milk, fruit juice, fish liver oil. It can see that the program is made a focus for demonstration of the uses of foods available through the Surplus Marketing Administration.

The school lunch is usually provided without charge to the children of low-income families, paid for by the children able to pay. In some states no charge is made to any child for lunch. Important is the avoidance of any discrimination between paying and non-paying children. This is managed by such arrangements as having the parents of the paying children make direct payment in cash or food to the school once a month.

Menu-planning is of basic importance in a successful community school lunch program. The less money there is to spend the greater is the problem of assembling meals that are both nutritious and attractive. Excellent school lunch menu-planning material is listed at the end of this section.

Keep the motive—education for nutrition and food habits and parent cooperation, to the fore in all discussions within the sponsoring group and with others. The local Board of Education is often the official sponsor of the School Lunch Program. It usually is able to provide space and much of the necessary equipment. Services may be available from Work Projects Administration or National Youth Administration.

Look into ways of securing food. If the Welfare Department certifies the schools you are working with, it may be possible to secure food through the Surplus Marketing Administration. (Write to the Regional Administrator. See Section IV.) Talk to local merchants about securing food at low cost. Section IV contains other suggestions on securing food at low cost through community effort.

Does the school staff include any or all of these: a nutritionist, a dietician in the cafeteria, or a teacher of home economics? (See Section I.)

See if your group can be useful in working with the nutritionist planning menus, cooking. Certainly one of your jobs will be to draw into active service the mothers of these school children. All economic levels of the school population should be represented in working together on furnishings and upkeep, menus, cooking, serving, preparation of exhibits.

The cost will vary as contributions of food are made by local merchants, as food is available through Surplus Marketing Administration and other sources, and as lunch money is paid in by some of the children. In a few states the Legislature has appropriated funds to the State Department of Education for the supervision and maintenance of a more satisfactory school lunch program.

In addition to the agencies already mentioned, you will want these agencies to know what you are already doing, and will want their advice:

State and local Nutrition Committees
Local Civilian Defense Volunteer Office

In addition to the community school lunch program:

Do the schools include nutrition in their health and physical education teaching?

Do your schools have family life education, including the study of nutrition, given to boys as well as girls?

Have your schools a full or part-time doctor, a teacher of home economics, or a nurse who points out nutritional needs of the boys and girls? Will you, as a sponsor of the school lunch, get their recommendations?

Is the sale of unsuitable foods on and near the school premises forbidden as contrary to a sound program of nutritional education?

Does good nutrition stop with vacations? Summer lunch programs should follow children to playground and camp.

READ THESE

School lunch organization:

School Lunches and Education. Circular 202. 18 p. 1941. Order from U. S. Office of Education, Washington, D. C. Free.

Operation of School Lunch Projects. WPA Technical Series, Welfare Circular No. 1. 1940. Order from Work Projects Administration, Washington, D. C. Free.

Pamphlets:

School Lunches and the Community. 4 p. S.L. 7. Order from U. S. Surplus Marketing Administration, Washington, D. C. Free.

The Noon Meal at School. Folder 23. 1940.

The Road to Good Nutrition. (In press). Order both from U. S. Children's Bureau, Washington, D. C. Free.

Menu-planning:

School Lunches Using Farm Surpluses. Misc. Pub. No. 408. 48 p. 1940. Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

School Lunches—Quantity Recipes Using Evaporated Milk. 16 p. 1941. Prepared in cooperation with WPA School Lunch Project, Chicago. Order from Evaporated Milk Association, 307 No. Michigan Avenue, Chicago. Free.

School lunches and the school program:

The Contributions of Public Health Nutrition to School Child Health. By Marjorie M. Heseltine. 4 p. 1939. Order from U. S. Children's Bureau, Washington, D. C. Free.

Nutrition Education in the School Program. Reprints from Vol. 26, *School Life*. 1941. Order from U. S. Office of Education, Washington, D. C. Free.

Summer time:

Summer Lunches for Hungry Children. 4 p. S.L. 8. Order from U. S. Surplus Marketing Administration, Washington, D. C. Free.

Consumers' Guide, issued regularly by the Consumers' Counsel Division, U. S. Department of Agriculture, Washington, D. C., carries stories on these programs. 50c a year; free to professional groups.

After school comes, supposedly, independence—freedom to earn one's own living, lead one's own life, and eat as one pleases. It is the chance for reaction and revolt against disliked food, a testing out of the food patterns and training of school and home. It is hard for the working girl and boy to be aware that freedom to enjoy a healthy and happy life, to hold a good and advance to a better job, to be the parents of healthy and happy children—all are tied up with good eating.

If habits of good eating have not been formed in childhood and school years, boys and girls need stimulus and help now.

Why is it so easy to miss good eating? One reason is that the pleasures and satisfactions of cooking and eating properly nutritious food are not always apparent. Another is voiced in the cry, "I'd eat the right things, but where can I get them since I don't eat home?" And a third—not everybody knows what good food is.

A
F
T
E
R

T
H
E

D
I
P
L
O
M
A

One approach might be to sponsor a club program, perhaps even radio programs, a newspaper series, on "Kitchenette Cookery," to show young people, both boys and girls, how to prepare and enjoy good food. Entertaining cookbooks have been written for the girl and man living away from home. Experiment with these for program material.

Do the restaurants in your town, and drugstores as well, since these are favorite eating places for youth, see the need for food which meets nutritive needs? Your group could confer with restaurant operators, and drugstore counter managers, to see what might be done. For instance, are sandwiches on whole wheat or enriched bread advertised? Under the name of the Health Department, placards might be displayed showing what constitutes a good but cheap meal. Your nutrition adviser could help you work with commercial food vendors on practicable plans for better eating.

One group working hard on this problem of food is the Y.W.C.A. What is it doing in your community?

The National Youth Administration program, in many communities, includes nutrition work for the youth taking part in the program, and for the community.

Other organizations of and for youth which should take part in the nutrition program include Y.M.C.A., Y.W.H.A., Boy and Girl Scouts, Camp Fire Girls, CCC, local Youth Councils. Health for youth is an important aim of these organizations—nutrition belongs in their programs.

READ THESE

Programs and projects:

The Nutrition Program. By Mrs. Carmen McFarland, in "The Woman's Press," November, 1941.

Nutrition—What Has It to Do With Me? By Marie Harrington. The Woman's Press, 600 Lexington Avenue, New York City. 1936. 50c.

Cook books for busy people:

The Working Girl Must Eat. By Hazel Young. 208 p. Little Brown, Boston, 1938. \$1.75.

The Kitchenette Cook Book. By Ruth Taylor. 299 p. Scribners Sons, New York, 1936. \$2.

Much Depends on Dinner. By Mary G. Ellsworth. 338 p. Knopf, New York, 1939. \$2.

Casserole Cookery. By Marian and Nino Tracy. 176 p. Modern Age Books, Inc., New York, 1941. \$2.

With marriage come other problems. One of the first is reconciling the food habits of two different families and backgrounds. Cookery and home kitchen management are perhaps unknown to the young wife. Later on come problems of the food likes and dislikes of the older members of the family and their effect on the younger ones. And all along is the importance of good nutrition for the man and wife, for their own health and well-being, and for their success as healthy parents of healthy children.

Feeding the family is the point at which theoretical nutrition materializes into Johnny's dinner. For the family, for the housewife, there should be specific community help.

Public health nurses and public health nutritionists bring personal assistance into the home. The housekeeping aide project of the Work Projects Administration brings continuous service to low-income families in certain household emergency periods. Each of the services offers opportunity for education in the home, as to food the family needs, ways to buy it, prepare it, and serve it, good food habits.

W
I
T
H

M
A
R
R
I
A
G
E

Improving family nutrition is never an easy task. Studying your own family's food and its cost will lend understanding of the problems of other people and of the real need for community effort.

"Eat the Right Food to Help Keep You Fit" has been prepared by the Bureau of Home Economics as a daily check sheet. Did your family's meals yesterday match it? Prepare check sheets from it for each member of your family, and let each person check carefully one day's food.

For a more thorough study: Enter food records on "Chart to Record Your Week's Food Purchases." Analyze one week's meals as to quality and as to cost. Make specific recommendations to yourself.

"Family life education" has acquired almost the status of a movement in the United States. Discussions range from philosophies and human relations to practical matters of home management. Most family managers are interested in cooking, and much important information about food values, food habits, happy family relations, can be tied up with a demonstration of "How to make a beef stew."

Starting one or more family life education classes is a good project for a club group. If such classes are going on in your town, do they reach the families which most need this help? Good leadership is essential, but lay assistance is important in recruiting for classes, arrangement of facilities, in the clerical detail of running the classes. Women who have had training and experience in the care of children, and those who have not, can all take part in the program.

For leadership help, consult with the following:

Local public schools—director of parent education, homemaking education, family life, home economics, or preschool education

State Agricultural College Extension Service and director of home economics education

State University Extension Service and director of home economics education

State Work Projects Administrator

Local Parent-Teacher organization—parent education chairman

Maternal and child health division of state or local health department, for guidance on health topics.

READ THESE

For a simple study of your own family's food:

Eat the Right Food to Help You Keep Fit. Folder. 1941. Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

For more study of your family's food:

Chart to Record Your Week's Food Purchases. 1940. Consumers' Counsel Division and Bureau of Home Economics. Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

Mrs. America Volunteers.

Consumers' Guide, October 15, 1941.

Diets to Fit the Family Income. By R. S. Carpenter and H. K. Stiebeling. Farmers' Bul. No. 1757. 1936. Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

Food Values of Portions Commonly Used. By Anna De-Planter Bowes and Charles F. Church. 31 p. 1941. Order from Philadelphia Child Health Society, 311 South Juniper Street, Philadelphia. \$1.

Cooking:

The U. S. Department of Agriculture publishes bulletins on food preparation, emphasizing the less expensive varieties. Write them for a list of bulletins and leaflets on food preparation.

Group education projects:

Washakie Consumers Try Cooperative Diet Planning. 4 p. Consumers' Guide Separate No. 28. Consumers' Counsel Division, U. S. Department of Agriculture, Washington, D. C. Free.

Bringing Up Consumers.
Consumers' Guide, October 15, 1940.

The problem of the housewife and the community:

This Problem of Food. By Jennie I. Rowntree. 32 p. 1941. Order from Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. 10c.

Food habits:

Food Habits, Old and New. By Hazel K. Stiebeling.

Can Food Habits Be Changed? By Paul E. Howe. Both in Part I. Human Nutrition, Food and Life, Yearbook of Agriculture, 1939. Yearbook Sep. No. 1668. 402 p. Order from Superintendent of Documents, Washington, D. C. 40c.

This is Section III of *Hidden Hungers in a Land of Plenty: A Handbook of Nutrition Projects for You and Your Group*, in 8 sections.

National Maternal and Child Health Council, Washington, D. C.

IV. FOOD TO BE EATEN

"Surpluses on hand, including so-called unmarketable grades or sizes of fruits and vegetables, should be saved for consumption by suitable processing or distribution in fresh form, by means of Government subsidies if necessary . . .

"Federal-local programs to provide penny milk for school children and 'nickel' milk to needy families should be extended to more people and more markets . . .

"We recommend . . . extension of the stamp plan in all communities to all relief families and to other families whose incomes are insufficient to furnish adequate diets. The foods included should be chosen on the basis of the nutritive needs of the consumers."

—SECTION ON ECONOMIC POLICY AND SOCIAL RESPONSIBILITY AS RELATED TO NUTRITION, NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

	<i>Page</i>
<i>It Can Always Be Eaten Later</i>	2
<i>Raise It Yourself</i>	5
<i>Almost Perfect Food</i>	6
<i>5c a Quart</i>	7
<i>Milk Price and Quality</i>	10
<i>Blue Stamp Food</i>	12
<i>Only One Spoon</i>	14

**I
T
C
A
N
A
L
W
A
Y
S
B
E
E
A
T
E
N
L
A
T
E
R**

A surplus food, of course, is a surplus only because somebody who needs it isn't able to get hold of it, not because there is more than enough produced for the community or the nation.

In nearly every locality, supplies of vegetables and fruits go to waste each year because they are not gathered and distributed for immediate use, or stored or preserved.

If commercial supplies can be supplemented by non-commercial preservation, it will help to meet consumer needs and will contribute toward price stability.

Check, to see what is already being done and to explore ways of working together with:

- State and local Nutrition Committees
- Consumer Representative, State and Local Defense Councils
- State and local Welfare Departments
- State Agricultural College Extension Service
- Regional Surplus Marketing Administration Director (see p. 9)
- State Work Projects Administrator
- State National Youth Administrator
- Farm Security Administration

Take stock of the local fruit and vegetable surpluses that may become available.

Private owners of gardens and orchards, and farmers will have small surpluses not raised for commercial market. In addition to these there are commercially grown products which are not utilized for commercial marketing or canning. After commercial picking, tomatoes and fruit, such as apples,

peaches and pears, are frequently available if means can be found to gather and can or otherwise use them. Emphasis should be placed on the foods of high nutritive content.

In addition to the local surpluses which may be acquired and preserved by community agencies, there is the possibility that heavier supplies will be purchased by the Surplus Marketing Administration. Regional Surplus Marketing Administration Director can furnish information on this program to a community which has available canning facilities or foresees the probability of a large surplus.

Appraise facilities and make necessary arrangements for collecting, storing, canning, drying or otherwise preserving the products not used in fresh form.

In small schools, parents and interested community leaders may get together to can, dry, or store food for the school lunch in their own schools.

Canning and preserving equipment is to be found in home economics laboratories of schools, community food preservation centers, school lunch kitchens, churches, halls and other meeting places.

Trained supervision to ensure safe standards in canning and preserving can be furnished by such agencies as the state agricultural college extension service, Work Projects Administration and National Youth Administration supervisors, home economics and vocational agriculture departments of schools and colleges. Such supervision is essential in order to avoid waste through spoilage. Pressure cookers *must* be used in the preservation of meat and non-acid

vegetables to safeguard against the possibility of food poisoning.

Arrange for locating, gathering, and transporting local supplies. This may involve the cooperation of Boy and Girl Scouts, or other clubs, and the use of volunteers.

Funds for cans or jars and for sugar may be secured through cooperative effort. Empty jars may also be collected from individuals and institutions.

Look into community needs and distribute these products through nursery schools, school lunch and playground lunch programs, community kitchens for families in congested defense areas, or other ways to meet the nutritional needs of families with small incomes.

READ THESE

The need:

Need for Community Efforts to Insure Full Use of Food Supplies. 1941. Order from Consumer Division, Office of Price Administration, Washington, D. C. Free.

How to do it:

Community Food Preservation Centers, Bureau of Home Economics. 1941. Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

Gardening and Food Preservation. WPA Technical Series, Welfare Circular No. 2, 1941. Order from Work Projects Administration, Washington, D. C. Free.

With the increasing need for food to be shipped abroad, for more food for our own people, gardens—community or private—serve a double purpose. Triple, in fact, because one's own vegetables can be extra fresh, extra good, and extra vitamin rich. And growing them can be fun. Such projects should not be undertaken lightly. Seed and fertilizer are especially valuable today. Careful, constant care, supervision, and planned use of the vegetables grown, are essential.

Plan crops in accordance with dietary needs; consider canning and other preservation.

Prepare land early. Plow in fall or early spring.

Land must be accessible to the gardener—time and transportation must be considered.

Consider cooperative planning, buying, use of tools.

Consult State Agricultural College Experiment Station and your County Agricultural Agent.

READ THESE

How to raise a garden:

The City Home Garden. Farmers' Bull. No. 1044. Order from Office of Information, U.S. Department of Agriculture, Washington, D. C. Free.

The Vegetable Garden. By Edward I. Farrington. 139 p. Hale, Cushman, and Flint, Boston, 1939. \$1.

The family's food needs:

Mrs. America Volunteers.
Consumers' Guide, October 15, 1941.

Using it later:

Home Canning of Fruits, Vegetables, and Meats. Farmers' Bull. No. 1762. Order from Office of Information, U.S. Department of Agriculture, Washington, D. C. Free.

Quick frozen foods:

Refrigerated Food Lockers: A New Co-operative Service. Order from Farm Credit Administration, Washington, D. C. Free.

**R
A
I
S
E

I
T

Y
O
U
R
S
E
L
F**

**A
L
M
O
S
T
P
E
R
F
E
C
T
F
O
O
D**

Milk, which is an almost essential food for human development, is of the utmost importance to the whole family. For the baby, milk furnishes almost the total food. The moderate cost adequate diet proposed by the Bureau of Home Economics to meet the nutritional standards adopted by the National Nutritional Conference includes seven quarts of milk a week (or its equivalent in cheese, evaporated milk, or dried whole milk) each for children and for boys and girls to 20 years, 5 quarts a week for adults, 7½ quarts for pregnant women, 10½ quarts for nursing women. The average person consumes only half the milk he needs,—more if he is well off financially, much less if his income is small, or if there are many children in his family.

As a perishable commodity a premium is paid for fluid whole milk. Evaporated milk, the most generally available, easily used, inexpensive form of milk, is of practically the same nutritive value as fresh milk. And all evaporated milk sold is sterile and meets the same standards of butterfat content. Cheese provides many of the food essentials of milk. Skim milk, fresh fluid or dry, and buttermilk, supplemented by butter or a margarine to which vitamin A has been added, are also equivalent and less expensive foods.

READ THESE

Easy Reading:

Pushing Back Milk Boundaries.

Consumers' Guide, August-September, 1941.

How to use milk:

Milk for the Family. Farmers' Bull. 1705.

Dry Skim Milk.

Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

Publications of the Evaporated Milk Association, 307 N. Michigan Avenue, Chicago, Illinois. Free.

Milk quality:

Milk Glossary for Consumers. Consumers' Guide, 13 articles, August 1940 through April 15, 1941.

The Surplus Marketing Administration has a low-cost milk program—4c to 6c a quart to low-income families, 1c a half pint to school children. Aiding the farmer, this milk is bought at less than the price for fluid milk, more than the surplus price paid for milk used as cream, ice-cream, evaporated milk, cheese. The local relief agency meets some of the costs of processing, delivery to the city and distribution, while part of these costs are covered by indemnity payments made by the Surplus Marketing Administration from funds appropriated by Congress for removal of surplus agricultural commodities.

5
c
A
Q
U
A
R
T

In May, 1941, school milk programs, penny milk programs, were in operation in Chicago, New York City, Ogden, Utah, Birmingham, Ala., St. Louis, Mo., Omaha, Neb., the Greater Boston, Mass. area, and in the Lowell-Lawrence, Mass. area.

This program can be made operative in cities or areas of the United States meeting certain conditions. Among them:

Marketing of milk must be subject to Federal or effective State regulation; or subject to effective control by a producers' co-operative. If any of these do not exist in the market, then it must be shown that operation of a school milk program would benefit producers supplying milk for fluid consumption in the area.

Provision must be made for a special price to producers for milk sold under the school milk program.

Local laws must permit competitive bidding by handlers for the Federal indemnity payment and such competitive bidding must not be restricted by local regulations governing resale prices for milk.

A school or institution, to be considered for the program, must have not less than 65% of children attending within one or more of the following categories: (1) children receiving public or private assistance; (2) children from families receiving public or private assistance; (3) children from families receiving work relief, or supported by a person employed as a relief worker on a Work Projects Administration project; (4) children from families whose income falls within the lowest third income group.

Public schools, religious schools, private or nursery schools not operated for profit could participate. Institutions include any community center, settlement house, children's home, child-aid center, boys' club, or like institution or organization having facilities for distributing milk to children.

5c a quart milk, for low-income families, has been provided through programs in the Boston, Chicago, Washington, D. C., New York City, New Orleans, and St. Louis, Mo., milk marketing areas.

As with the penny milk for school children, special marketing arrangements are made involving the producer, the distributor, the welfare agency, and Surplus Marketing Administration. In Boston, New Orleans, and Washington, the milk is sold over the counter to families, who carry the milk home themselves from milk stations that are located throughout the city. In St. Louis, this milk is delivered to the families through the usual home delivery routes of the dairy companies. In Chicago, both methods of distribution are used.

In Chicago, it is sold to families at 4c a quart, in New Orleans and Washington, the milk is 5c. In New York City, a pint-a-child relief milk program is in operation. Under this program the city government prints milk tickets, each one of which is worth 5c. These tickets are

issued to all relief families having children under 16 years of age. The tickets, redeemable at any retail store at one quart of milk for a 5c ticket, are issued in quantities sufficient to give each child a pint of milk a day. Milk tickets are given in addition to the regular relief allowances made the families. In this program the city pays 5c a quart, while the Surplus Marketing Administration pays the difference between the total cost of the milk and 5c.

Write to the nearest regional director of the Surplus Marketing Administration. Their names and addresses:

Robert J. Graves, Regional Director, SMA
Market Street National Building
Philadelphia, Pa.

Buell Maben, Regional Director, SMA
Empire Building
Milwaukee, Wis.

Lester J. Cappelman, Regional Director, SMA
Fidelity Building
Dallas, Texas

Jonathan Garst, Regional Director, SMA
821 Market Street
San Francisco, Calif.

Confer with your local:

Welfare Department
Board of Education
Directors of special services for low-income groups,
nursery schools, settlement houses, etc.
Nutrition Committee
Civilian Defense Volunteer Office

READ THESE

Easy reading:

Pennies Are Passports.

Consumers' Guide, November 1, 1940.

The Surplus Marketing Administration's School Lunch Programs. 1941. Order from Surplus Marketing Administration, U. S. Department of Agriculture, Washington, D. C. Free.

MILK A milk problem for everyone is the average consumer's inability to save money on fresh milk. If she carries it home or has it delivered, if she buys a quart or a gallon, the price in most places is the same.

PRICE AND The problem of the price of fluid milk is being attacked today in a number of ways. It is being sold at retail stores and at milk depots, in many cities, for less than home delivered milk. Several plans now in operation give the home user of larger quantities the advantage of the lower unit distribution cost—packaging in two-quart and gallon units; lower prices for second and subsequent quarts for home delivery.

QUALITY A "Consumers' Milk Committee" of housewives, professional women, economists, delegates of cooperatives, trade unions, women's groups, civic associations, can publicize, educate, bargain. It can find out what milk costs in other cities, and what goes into the price; find out how to get 5c milk for low-income families; find out how to get 1c milk for school children; make recommendations for protecting the consumer and for cutting milk prices, at hearings on milk marketing agreements.

Discuss with local dealers possibilities of:

Lower price per quart—

If milk is sold over counter

If milk is bought in 2 quart or gallon containers

For second and subsequent quarts in one home delivery

For milk deliveries every other day instead of daily

For milk sold in paper containers

For skim milk

For buttermilk

Quality as well as price must be looked after. How good is your milk?

Consult with your local health department to learn the local requirements for:

- Bacteria count
- Butterfat content
- Pasteurization
- Frequency of inspection of dairy farms
- The qualifications of milk inspectors
- Health of cattle (T.B. tested and Bang's tested)
- Barn cleanliness, quality of milk, etc., for farmers producing milk in or shipping milk into the area
- Milk grading—if more than one grade of milk is sold, is extra price charged for lower bacterial count, or higher butterfat content? How much does butter cost a pound if bought as high butterfat milk?
- "Chocolate milk"—is it subject to the same pasteurization requirements as milk? Is the bottle labeled as to content—butterfat, etc?
- What laboratory facilities are there for the milk service?
- How does the local milk ordinance compare, for protection of quality and fair price, with the Standard Milk Ordinance of the U. S. Public Health Service?
- How much does efficient milk inspection cost per capita per year?
- How much does it cost in your community?

READ THESE

Easy reading:

- Bottleneck Busters.* (December 2, 1940).
- Consumers Work for More Milk.* (November 15, 1940).
- Films on Milk.* (April 15, 1941).

These are articles in Consumers' Guide, which may be consulted in your library.

Milk prices:

Modern Trends in Milk Marketing from the Consumers' Viewpoint. By Donald E. Montgomery. Order from Consumers' Counsel, U. S. Department of Agriculture, Washington, D. C. Free.

Milk quality:

Supervision and Inspection of Milk. Yearbook of Agriculture, 1939, Separate No. 1687. Order from Office of Information, Department of Agriculture, Washington, D. C. Free.

Standard Milk Ordinance.

What Every Person Should Know About Milk.
By Leslie C. Frank. Order these two from U. S. Public Health Service, Washington, D. C. Free.

B One of the most significant and successful methods
L for bringing more food from the farmer to the consumer
U is the Blue Stamp Food Plan.
E

S The plan works this way. Low-income families are
T offered the chance to buy orange-colored stamps. To
A those who buy the orange stamps, blue-colored stamps
M are given free. (The ratio of blue stamps to orange
P stamps varies with local conditions and the family situa-
F tion.) The orange stamps buy any food product at a
O grocery, meat-market, or dairy participating in the plan,
D while the blue stamps buy only foods designated by the
S Secretary of Agriculture. These purchases help farm
supplies into consumption, and by increasing the load on
regular commercial traffic lines, reduce the costs per pound
of food handled.

Families eligible to participate in this plan include Work
Projects Administration workers, mothers receiving pen-
sions, folks receiving old-age pensions, unemployed who
are getting public assistance.

The food industry through a National Food and Grocery Conference Committee—an organization which represents chain stores, independent grocers, wholesalers, and food processors—has been cooperating from the start with the Government agencies working on this plan.

In May, 1941, the Food Stamp Plan regulations were revised so that blue stamps could be issued to educational demonstration projects. Such projects should emphasize the nutritive value of foods on the blue stamp food list. They should show ways of preparing such foods and demonstrate that they taste good. They should be worked out together with other projects for community nutrition education.

Write to your Regional Surplus Marketing Administration Director (listed in this Section) to see what needs to be done so that the Food Stamp Plan and food stamp demonstrations can be obtained for your community.

Other groups to consult with:

- State and local Nutrition Committees
- Local Civilian Defense Volunteer office
- Local food dealers
- Local Welfare Department
- Board of Education
- State Agricultural College Extension Service
- State Work Projects Administrator
- State National Youth Administrator

READ THESE

Easy reading:

Report to the Nation—Food Stamps and Surpluses. April 19, 1941.

Eating the Surplus through the Food Stamp Plan. March, 1941.

Order from Surplus Marketing Administration, Washington, D. C. Both free.

Answers to Food Stamp Plan Questions.

Consumers' Guide, Dec. 2, 1940. A popularization of *Economic Analysis of the Food Stamp Plan*.

Technical:

Economic Analysis of the Food Stamp Plan.

A Special Report by the U. S. Department of Agriculture. 1940. Order from Superintendent of Documents, Washington, D. C. 20c.

For your grocer:

The Food Stamp Plan: Handbook for Local Stamp Plan Committees and Association Officials.

Order from National Association of Retail Grocers, 360 North Michigan Avenue, Chicago, Illinois. Free.

**O
N
L
Y
O
N
E
S
P
O
N**

Moving things other than food from where they aren't used to where they are, can help nutrition. Dishes and pots and pans, for instance, are important.

Suppose you just didn't have enough dishes or chairs or even a table that the family could eat together on? That wouldn't be much fun, you'll admit. Getting your family to eat at all, let alone eat well, would be a job, no matter how good the food is or how well you cook it.

Well, there are many families who are in just that fix—plenty of them in every community. They're the same families, largely, whose food problems are most acute—families on relief, or those whose incomes are so low that they don't get enough food, or the right kind of food, to make them healthy and strong. Welfare and relief workers report continually that such families often lack the simplest equipment for cooking and serving what food they have. Not enough cups; cracked plates—and not enough of them for the whole family to eat at once; sometimes no table to sit down to; too few chairs.

Nutritionists, trying to work out ways to improve the eating habits of such families, believe that one essential aid is the appetizing serving of food. Dinner is much more likely to be a health-giving meal if it looks palatable,

if it smells appetizing, if you're comfortable as you eat it, especially when you're trying to get the family to try something new, some dish they aren't accustomed to. . .

As one way of attacking the nutrition needs in your town, why not consider starting a kitchenware center—a place to which people could send dishes, pots and pans (not aluminum), tables, or chairs they don't need—from which relief and needy families could draw? It shouldn't be hard, and it might help a lot to get such a center established.

The first thing to do, of course, is to get together a committee—probably just a small one at first—of two or three women who want to do some useful community job. You talk the problem over with the nutrition or welfare agencies in town to find out just how large your problem is. Then you'll have to get busy on the publicity angle—let people know you want old dishes, old tables, chairs, pots, and pans, and why. Obtaining a central depot, a place where donations may be received, is the next step.

Then you'll have to have volunteer help to receive donations and handle withdrawals. Of course, you'll need the cooperation of your relief and welfare agencies to distribute the equipment you gather to the families who need it.

From Consumers' Guide, October 1, 1941.

With what other community services would such a project tie up?

Consult with:

- Nutrition Committee
- Welfare Department
- Social work agencies
- Local Civilian Defense Volunteer Office

This is Section IV of *Hidden Hungers in a Land of Plenty: A Handbook of Nutrition Projects for You and Your Group*, in 8 sections.
National Maternal and Child Health Council, Washington, D. C.

V. THERE'S NOTHING LIKE A LIVING WAGE

"In view of the extent of unemployment at the present time and the low level of relief allowances, we oppose reduction in Federal nondefense expenditures for employment and relief in the coming fiscal year. Relief allowances to cover not only an adequate food supply but also other items necessary for family living should be provided in all communities for those dependent wholly or in part on society for support . . .

"Labor organization affords a democratic method of improving the level of living of wage earners. Free collective bargaining must be maintained and extended among all workers, including those at the lowest income levels.

"The coverage of the Federal Fair Labor Standards Act should be extended to those groups presently excluded . . ."

—SECTION ON ECONOMIC POLICY AND SOCIAL RESPONSIBILITY AS RELATED TO NUTRITION, NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

	<i>Page</i>
<i>Domestic Workers</i>	3
<i>Legislation</i>	5
<i>How Do They Eat On Relief?</i>	7

There's nothing like a living wage—for the working man or for the community. Grace Abbott put it strongly:

"Needs must be demonstrated to communities . . . I wish it could all be done very quietly and without any hurrahs or noise; I wish it could be done by the father bringing home a pay envelope that is full and by the mother buying intelligently the family food. Anything else is a poor and wretched substitute for what ought to be done. If we have the father bringing home the full pay envelope and the mother intelligently spending it, we should only have to keep the mother appraised of new developments on what is intelligent expenditure of the food dollar. Unfortunately we do not have that type of situation. We do not have full and adequate pay envelopes coming in to many, many families."

An income which fails to provide health-preserving food, housing, clothing means one of two things—the necessity for continuous supplementing of wages through welfare or charity services, or ill-health followed by more dependency on public and private assistance.

Most people don't believe the low cost of prevention. Sickness comes most frequently and severely to the poor. We pay for it in hospitals, in medical service, in broken families, even in funerals and pensions. Charity may be glamorous. It is also cruel and expensive.

Large numbers of people lack the means of purchasing a good diet. A study of the National Resources Committee "Consumer Incomes in the United States" reported:

"When all consumer units are grouped into exact thirds, we find that the lower third received incomes of less than \$780 during 1935-36 . . .

"The middle third of the Nation included the 13 million families and single individuals receiving from \$780 to \$1,450 during the year, (while) the upper 13 million consumer units covered a wide range of incomes extending from \$1,450 to over a million dollars."

D
O
M
E
S
T
I
C

W
O
R
K
E
R
S

Tackling such economic problems as wages seems an impossible job. However, like others, it can be started at home and in your own club group—on the subject of domestic workers.

The last time your family income was increased did you raise your maid's wages?

Can you plan your household work so that the maid is able to help you reduce the cost of household operation, so that money will be available for wage increase for her?

More ingenuity in meal planning, use of left-overs, use of lower cost foods, home canning and preserving of tomatoes, fruit, jams and jelly.

The only state with a minimum wage order for women household employees is Wisconsin. The law in that state defines the minimum weekly wage and the food and lodging equivalents which can be offered for workers who live in. Full time is called 50 hours a week or more. It also defines the hourly rate of part-time workers. Enforcement depends on complaints to the Labor Department.

In California, Colorado, Kansas, Oklahoma, Oregon, Utah, Washington, Alaska, and Puerto Rico, the minimum wage law would make possible the covering of household workers if special orders were issued.

Consider standards in terms of local wage rates and cost of living. Agree, as a group, to meet an adequate wage level for your maids. Secure newspaper and other publicity for your action.

Consult employment services, newspaper ads, bulletin boards in stores and post offices, to find wages paid in your community.

A community project for household workers can draw in:

Public school system
Work Projects Administration
National Youth Administration
Women's organizations
(Y.W.C.A. has been active in this field in many communities)
State and local Employment Services
State Department of Labor
State and local Department of Public Welfare
State and local Department of Health
Private social agencies
Non-fee charging employment agencies
Home Economics divisions of colleges and universities
Newspapers
Radio stations

Write to the minimum wage official of your State Department of Labor, or to the Women's Bureau, U. S. Department of Labor, Washington, D. C., for further information on minimum wage legislation.

For more on how to do it:

Household Employment: An Outline for Study Groups. 1940. 56 p. Order from Women's Bureau, Department of Labor, Washington, D. C. Free.

A New Program for Household Workers. By Mary V. Robinson. 1940. 7 p. Order from Women's Bureau, Department of Labor, Washington, D. C. Free.

What Shall We Do About Household Employment? By Allison Gordon. 1940. Mim. 44 p. Order from American Association of University Women, 1634 Eye St., N. W. Washington, D. C. 30c.

Concerns of Household Workers. 1941. Order from Woman's Press, 600 Lexington Avenue, New York City. 75c.

To find out about the laws:

Domestic Workers and Legislation. 1941. 6 p. Order from Women's Bureau, Department of Labor, Washington, D. C. Free.

To read more about it:

Reading List of References on Household Employment. 1940. 11 p. Order from Women's Bureau, Department of Labor, Washington, D. C. Free.

Household workers are one example of a group with little bargaining power which has been left out in the fight for living wages. There are many others which need protection.

The Fair Labor Standards Act, (wage and hour), "outlaws oppressive child labor and puts a floor under wages and a ceiling over hours for employees engaged in interstate commerce or in the production of goods for interstate commerce, except for such as are specifically exempt by statute. . . . The act does not attempt to establish wage minima that will yield an 'American' standard of living". (Report of the Administrator, Wage and Hour Division, year ended June 30, 1940.)

L
E
G
I
S
L
A
T
I
O
N

What industries in your community have a minimum wage set by the Federal Fair Labor Standards Act?

Does state legislation cover other industries?

Write to your State Department of Labor.

What are minimum wages under Federal and State legislation?

How nearly do the minimum wages provide an "American" standard of living in your community?

Compute week's budget with the help of local welfare department or social agencies.

Where are incomes still inadequate?

Restaurant workers? Small shops having one or two employees? Street vendors? Women in building service occupations?

What do you know about unions and their part in industrial organization?

Are the wages better in industries where the workers are organized?

READ THESE

About labor and labor standards:

Fair Labor Standards—What Are They? By Jean A. Flexner and Esther Cole Franklin. 2 parts, 205 p. 1939. Order from American Association of University Women, 1634 Eye St., N. W., Washington, D. C. 85c.

Labor in the Defense Crisis. By T. R. Carskadon. 1941. Order from Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. 10c.

Do You Know Labor? By James Meyers. 1940. Natl. Home Library Foundation, Washington, D. C. 50c.

About the Fair Labor Standards Law in operation:

Annual Report of the Secretary of Labor.
Fiscal Year Ended June 30, 1940. Report of the Wage and Hour Division. Order from Department of Labor, Washington, D. C. Free.

For working out family budgets:

Chicago Standard Budget for Dependent Families. 1937. 40 p. Order from Council of Social Agencies, 203 N. Wabash Ave., Chicago, Illinois. 30c.

Money people get and what they do with it:

Consumer Incomes in the United States.
1938. 104 p. National Resources Committee. Order from Superintendent of Documents, Washington, D. C. 30c.

Consumer Expenditures in the United States.
1939. 195 p. National Resources Committee. Order from Superintendent of Documents, Washington, D. C. 50c.

Relief allowances have been a matter of great public concern and argument for a long time. Today, with the increase of employment in so many industries and areas, there is great danger of forgetting the people who must, for a number of reasons, still depend on relief. It is as true here as elsewhere that semi-starvation reaps a harvest of illness, discouragement and unemployability—all of which turn again to cost the community money and suffering.

What is the weekly cost locally of a minimum adequate diet for a family of 4? of 8?

Consult *Mrs. America Volunteers*. Consumers' Guide, October 15, 1941, for a week's shopping list. Price in local markets.

What is the food allowance in the local relief budget for a family of 4? of 8?

Your Welfare Department can tell you. They can tell you, too, how much of that food budget will probably have to go into the rent or other "fixed" or "emergency" items.

Is it supplemented by

- Stamp plan
- Low-cost milk
- School lunches
- Gardens?

Are special provisions made for children in families where the father is dead or incapacitated?

Aid for Dependent Children is a national program set up under the Social Security Act in which the

H
O
W
D
O
T
H
E
Y
E
A
T
O
N
R
E
L
I
E
F
?

Federal Government Social Security Board and the state each contribute half of a special family allowance. All states do not have it. Does yours? Are the allotments sufficient? Some communities still have a plan for Mothers' Pensions, though for the most part these have been superseded by the national program of Aid for Dependent Children.

Are extra food allowances made for pregnant women and nursing mothers? Are such allowances sufficient to secure an adequate diet?

READ THESE

More about food budgets:

Adequate Family Food Allowances and How to Calculate Them. 1939. 35 p. Order from Family Welfare Association of America, 130 East 22nd Street, New York, N. Y. 40c.

Relief as it has been given:

Average General Relief Benefits 1933-1938. 1940. 89 p. By Enid Baird and Hugh Brinton. Order from Work Projects Administration, Washington, D. C. Free.

Recommendations:

Report of the Committee on Relief Policies. August, 1941. Order from American Public Welfare Association, 1313 East 60th Street, Chicago, Illinois. Free.

This is Section V of *Hidden Hungers in a Land of Plenty: A Handbook of Nutrition Projects for You and Your Group*, in 8 sections.

National Maternal and Child Health Council, Washington, D. C.

VI. MARKETS ARE CHANNELS

"Efficiency in the market place means wise buying by consumers and methods of selling which permit consumer discrimination and economy . . . Increased food prices . . . make imperative the much wider use of quality standards and grades to enable consumers to compare products, stretch their food pennies, and make their food purchases fit their need."

—HARRIET ELLIOTT AT THE NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

"This conference urges . . . efforts to improve food distribution, including processing, marketing, packaging, and labeling, to bring about greater real economies for the consumer. These efforts would include vigorous prosecution of illegal practices under the anti-trust laws and the laws relating to unfair trade practices wherever such practices result in unjustifiable increases in food prices."

—RECOMMENDATIONS OF THE NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

"We strongly support consumer cooperatives as a means of helping low-income families . . ."

—SECTION ON ECONOMIC POLICY AND SOCIAL RESPONSIBILITY AS RELATED TO NUTRITION, NATIONAL NUTRITION CONFERENCE, 1941.

	<i>Page</i>
<i>Consumer-Spender</i>	2
<i>I Can't Guess a Good Steak</i>	4
<i>How It Has Been Done</i>	6
<i>To Market, to Market</i>	7
<i>Trade Walls and Trade Laws</i>	9
<i>Cooperatives</i>	11
<i>Where Did Prices Go?</i>	14

VI. MARKETS ARE CHANGING

**C
O
N
S
U
M
E
R

S
P
E
N
D
E
R**

The consumer has of late been recognized as a factor of economic society. The "consumer movement" emphasizes the intelligent spending, rather than the getting, of income. Today merchants, advertisers, and fads all compete for the housewife. She should understand herself as a part of the great consumer public which creates a 'demand' for goods. Her demands in time of national emergency must be shifted from goods which are scarce to goods which are plentiful. In this way does she serve to put her weight into a program of price stabilization. The consumer group alone is not powerful enough to accomplish stabilization of prices. The housewife should understand the meaning of Government measures designed to protect her as a consumer, and be ready to raise her voice in approval where these seem sound.

Two Government agencies chiefly are concerned with consumer interests—the Consumer Division of the Office of Price Administration and the Consumers' Counsel of the Department of Agriculture. The Consumer Division is working closely with consumer representatives on state and local Defense Councils. They are watching changes in the cost of living, the quality and adequacy of consumer goods and services, developing state and local measures for consumer protection. The Consumers' Counsel provides special services on consumer aspects of the planning and execution of the farm program, publishes twice monthly *Consumers' Guide*.

Consult with the consumer representatives on your defense councils about the consumer needs you feel particularly and ways of working for them.

Get the names from the state or local Defense Council or from Consumer Division, Office of Price Administration, Washington, D. C.

READ THESE

Background:

Defense and the Consumer. By the Institute for Consumer Education. Order from Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. 10c.

The Consumer Movement in America. By Dr. Esther Cole Franklin, Contemporary America, Feb. 1940. Order from American Association of University Women, 1634 Eye St., N. W., Washington, D. C. 15c.

Consumers' Guide. Issued semi-monthly. Order from Consumers' Counsel Division, U. S. Department of Agriculture. Free to professional groups; 50 cents to others.

How to set up a Consumer Information Center:

Build Your Own Consumer Information Center. Consumers' Guide, May 15, 1941.

National Defense Consumer Information Centers. Bulletin 14. Sept. 1941. Order from Consumer Division, Office of Price Administration, Washington, D. C. Free.

More about consumers on Defense Councils:

Representation of Consumer Interests on a State Defense Council. Bulletin No. 6. Order from Consumer Division, Office of Price Administration, Washington, D. C. Free.

References:

Consumer Knowledge Builds Defense. A selected bibliography of available pamphlet materials. Bulletin No. 11. April 1941. 62 p. Order from Consumer Division, Office of Price Administration, Washington, D. C. Free.

Directory of Governmental Consumer Services and Agencies. By L. J. Gordon. Bulletin No. 3. Order from Consumer Division, Office of Price Administration, Washington, D. C. Free.

Materials for Consumer Education: A Selected Bibliography. 1941. Consumers' Council Series. Publication No. 10. Order from Superintendent of Documents, Washington, D. C. 10c.

**I
C
A
N
'
T
G
U
E
S
S
A
G
O
O
D
S
T
E
A
K** Quality guessing is an expensive game. Selecting tender meat requires more skill than the average housewife possesses (particularly when she wants her beef "lean"), and to see inside a tin can requires buying it first. For the adventurous such exploring may be fun—but for the food budget it is hazardous. Grading and labeling are not expensive. Meat grading costs approximately 1/50 of a cent per pound. One chain store organization has used over one-half billion grade labels on their canned goods in two and a half years.

Getting the most for your money is complicated, too, by tall cans and short cans and fat cans, by glamorous if non-factual advertising, by uninformed store clerks. Through the National Consumer-Retailer Council the American Association of University Women, the American Home Economics Association, the General Federation of Women's Clubs, representing the consumer, and the National Association of Food Chains, American Retail Federation and certain other trade groups representing the retailer, have worked to promote an understanding of the value and use of existing and proposed standards for consumer goods, the value of more truthful and factual information in advertising, and the values of informative labeling.

Arrange for group trips to see meat and vegetable grading services in operation.

Write to Agricultural Marketing Service, United States Department of Agriculture, Washington, D. C., for names and addresses of graders.

Discuss in your club group advisability of purchasing from a store or chain that sells graded meats and canned goods. Publicize your discussion and actions taken.

Consider possibility of enactment of a city ordinance requiring that all meat sold in the city must carry the official U. S. Government grade. Seattle, Washington, has one.

Make a grade labeling survey. Helpful reading:

Better Buying of Canned Foods: A teaching unit. By Vianna D. Bramblett. 21 p. Order from Eastern Cooperative League, 135 Kent Ave., Brooklyn, New York. Free.

A Plan for a Consumer-Retailer Study of the Value of Informative Grade Labeling for Canned Foods, to be Initiated by Consumer Groups. 1940. Order from American Home Economics Association, Mills Building, Washington, D. C. 15c.

Scientific Consumer Purchasing. Revised by Alice Edwards. 1939. A study guide to buying problems. Order from American Association of University Women, 1634 Eye St., N. W., Washington, D. C. 60c.

READ THESE

The U. S. Department of Agriculture explains:

The A B C of Canned Fruit and Vegetable Labeling. Misc. Pub. No. 460, 1941.

Buying Beef by Grade. Misc. Pub. No. 392.

A Fruit and Vegetable Buying Guide for Consumers. By R. G. Hill.

Government Grading of Canned Fruits and Vegetables: Questions and Answers. By P. M. Williams.

Order the above from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

Background:

Read Your Labels. By Helen Dallas and Maxine Enlow. Order from Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. 10c.

H "They Knew What They Wanted and Got It" could be
O the title of a real-life drama that has been enacted out
W in Decatur, Illinois.

I What they wanted and got were Government grades for
T meat. Three years ago it was impossible to buy Govern-
H ment-graded meat in Decatur. Today four meat markets
A carry graded meat regularly, while two sell only Govern-
S ment-graded meat.

B Out over the air by radio went a program on Government
E meat grading with a consumer putting questions to an
E expert brought down from the University of Illinois.

D Demonstrations were staged so Decatur consumers could
O see the need for Government meat grading themselves.
N Meat cuts were purchased at several markets, for example.
E Records of the prices paid per pound at each market
were kept, and then the meat was graded in front of
the consumers. Price, this demonstration revealed, varied
with little relationship to quality.

It was announced that graded meat would be on sale the
following day at such and such a store. The result was
astounding. Women flocked to the market and bought
out the Government-graded meat before the owner of the
store could catch his breath.

"If that's the way people feel about Government-graded
meat," the butcher said, "then I'm going to sell it."

From Consumers' Guide, August, 1940.

In many large cities markets are inadequate, difficult of access for truckers, for freight cars, for customers. They are the causes and victims of endless traffic tangles. They are an expensive way of handling food. For the consumer good local market facilities are important because they mean fresh fruits and vegetables at a better price. For the dealer, too, good market facilities mean more business.

The Bureau of Agricultural Economics has cooperated with groups of growers, dealers, consumers, and transportation agencies in a number of cities to study such problems, such plans of action. One wholesaler alone cannot handle the job. Group action is necessary.

Solutions proposed and worked out have varied with local conditions. In Syracuse, New York, local people set up a non-profit Market Authority, borrowed money, and built a market. People in Hartford, Connecticut, are building a market now, after the state legislature passed a bill allowing them to set up a Marketing Authority in that city.

Of the public market for a small town, Miss Caroline Sherman of the Bureau of Agricultural Economics says:

"Any town or group that is considering a public retail market should first determine these facts by impartial survey: (1) Whether the community is large enough to support a market, (2) whether the stores or stands already doing business in or near the town are or are not able to handle the food supply adequately, (3) how a market would fit into the existing plan of food distribution, (4) what type of market would be best, (5) whether prevailing consumer habits would make the success of a new market probable, and (6) the attitude of farmers toward the proposal, their need for a market, and the possibility of providing a regular and satisfactory supply of products to the market."

T
O
M
A
R
K
E
T
T
O
M
A
R
K
E
T

Action must come out of local cooperation. A working committee should represent growers, consumers, dealers, retailers, railroads—everyone concerned with getting food quickly and economically from the city limits to the consumer.

Find out more about your local situation, and ask for help from:

Local Department of Markets

State Department of Agriculture Division of Markets

State Agricultural College, Extension Service

U. S. Department of Agriculture, Division of Marketing and Transportation Research.

READ THESE

Markets for metropolitan areas:

This is easy reading:

Philadelphia Goes to Market. Consumers' Guide, October 10, 1938.

These reports are technical, but interesting:

The Philadelphia Wholesale Fruit and Vegetable Market.
The Wholesale Fruit and Vegetable Market in Kansas City.

Order from Bureau of Agricultural Economics, U. S. Department of Agriculture, Washington, D. C. Free.
The Wholesale Fruit and Vegetable Markets of New York City.

A Special Report by the Bureau of Agricultural Economics and Agricultural Marketing Service, U. S. Department of Agriculture. Order from Superintendent of Documents, Washington, D. C. 25c.

Markets for smaller communities:

Is the Public Market a Good Civic Investment? By Caroline B. Sherman. Leaflet No. 73.

Order from Office of Information, U. S. Department of Agriculture, Washington, D. C. Free.

59c of the consumer's dollar goes for the services of distribution, only 41c for production. Much of the charge for distribution is a necessary price for the kind of service we demand—fruits and vegetables and meats brought across the country for us; canned, frozen, packaged, stored until the time we will use them; picked over, cleaned, handled, delivered. Each step requires space and time for which we pay.

Added to the actual cost of distribution service, in many instances, are the costs of inefficient handling facilities, trade barriers which protect one group of producers or distributors against another, service, legislation which imposes heavy burdens on the low-income groups and on their food buying, and other charges which build up the cost but not the value of food.

"The United States originally consisted of thirteen independent governments. After years of struggle, culminating in the bloodshed of the Civil War, these original states and the others that later joined them were finally welded into a unified nation. In modern generations it has been our proud boast that the United States represents 'the greatest free trade area in the world.'

"In recent years there has been a tendency to reverse this historic development in America. States have put up what amount to tariff barriers to keep out competing products from their neighbor, or distant states. Sometimes the barriers take the form of special taxes, or 'use' taxes, or import and quarantine regulations. Inspection stations have been established at strategic points. Traditional state lines in America have come to resemble the borders of European nations."

From 59c of Your \$1—The Cost of Distribution.

Club groups, "we-the-people" groups, have done outstanding service in many communities in protecting the consumer from legislation which discriminates against certain

T
R
A
D
E
W
A
L
L
S
A
N
D
T
R
A
D
E
L
A
W
S

foods, which builds price barriers at state lines, which allows pricefixing of specific branded foods.

Taxes on foods, either specifically on certain kinds, or generally, as through sales taxes, place a serious and discriminatory burden on the low-income groups, who, at best, must use a large percentage of their income for food. Opposition to such legislation can best be expressed by appearance at hearings on such bills, presentation of convincing and dramatic material on the consumers' side of the argument, and other action. Such work, first of all, must be based on thorough knowledge of the problem.

READ THESE

Easy reading:

Bottlenecks of Business. By Thurman Arnold. 1940. 335 p. Reynal and Hitchcock, New York. \$2.50.

Chain Stores—Pro and Con. By the Institute for Consumer Education. Order from Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. 10c.

59¢ of Your \$1—The Cost of Distribution. By T. R. Carskadon. Order from Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. 10c.

Simplified case history:

Margarine Takes the Hurdles.
Consumers' Guide, November 1, 1939.

More technical:

Barriers to Internal Trade in Farm Products. Special Report to the Secretary of Agriculture by the Bureau of Agricultural Economics, 1939. 104 p. Order from Superintendent of Documents, Washington, D. C. 25c.

More material on trade barriers is available from Council of State Governments, 1313 East 60th St., Chicago, Illinois.

C
O
O
P
E
R
A
T
I
V
E
S

For some years men and women have experimented with cooperation rather than competition as a method of producing and distributing goods. A consumer cooperative is owned by its patrons, who provide the capital, elect their own Board of Directors, give one vote in the management to each cooperator. Earnings belong to the members, and are returnable to them as patronage dividends in proportion to the amount of their purchases. Consumer members find that one of the greatest values of such stores is not money-saving,—cooperative prices about equal those of the big chains, but the assurance of knowing what they are buying—the opportunity to buy food which is tested and graded for quality.

The Consumers' Counsel of the Department of Agriculture, Donald E. Montgomery, urges:

"Build your consumer cooperatives. The cooperative movement is a long range program. It hopes to build things better for the future than they have been built in the past . . .

"With retail prices going up, interest in your co-ops will be greatly stimulated. You will have a chance to grow. You should be planning right now for that growth, deciding what are the important things to do. The most important thing you can do is to expand your stores for low-income families, who need them most. To do that you will need to make your co-op merchandising meet the needs of the economy buyer. Move goods with the least possible added cost; cut out special services, fancy packages. Find satisfactory merchandise that is sound and good but can be sold at rock bottom price. Organize your customers to batch their buying of goods, especially perishables, so that you are always ready to give them the advantage of bargain prices whenever there is a temporary or local surplus of any goods. Grade-label all that can be grade-labeled, and don't be afraid to push Grade C

goods where the price is right. Especially, during coming months when the price of beef will be high and the price of the better grades of beef especially high, try out ribs, sirloin and round in the lower Government grades, such as Commercial and Utility. They have as much nutrition in them as the better grades and they shouldn't be selling at prices much above what they cost before the beef market moved up last summer. Your job as cooperative stores is to watch the prices of different grades and see that your members get what is the best buy for the money they have to spend."

The consumers' cooperative buying club studies cooperation, trains its members in cooperative methods, improves the quality of goods purchased by its members, and builds its capital by the savings of buying goods in quantities.

Setting up a cooperative store or buying club is a job which requires much preparation, education, and group support.

Is there a Cooperative League in your community? Consult with them.

READ THESE

Specific information on how to do it:

Organization and Management of Consumers' Cooperatives and Buying Clubs. Bulletin No. 665. 1941. U. S. Department of Labor, Bureau of Labor Statistics. Order from the Superintendent of Documents, Washington, D. C. 15c.

Background:

Cooperative Democracy. By J. P. Warbasse. 285 p. Harper, 1936. \$2.50.

Consumer Cooperatives. Report of the Committee on Cooperatives, 1939-40, of the National Education Association. 1940. 39 p. Order from National Education Association, 1201 16th St., N. W., Washington, D. C. 25c.

Cooperatives in the U. S. Order from Public Affairs Committee, Inc. 30 Rockefeller Plaza, New York City. 10c.

Cooperatives. By R. A. Goslin. 1937. 46 p. Order from Foreign Policy Association, 8 West 40th Street, New York City. 25c.

Learn about consumer cooperation. An introduction, bibliography and directory. Order from The Cooperative League of the U.S.A., 167 West 12th Street, New York City and 608 So. Dearborn Street, Chicago, Illinois. 12 p. \$1.00 per 100.

This is rather technical:

Report of the Inquiry on Cooperative Enterprise in Europe, 1937. By Jacob Baker et al. Order from Superintendent of Documents, Washington, D. C. 65c.

Abstracts of 600 publications on cooperative education:

Cooperative Education. By V. J. Tereshtenko. 1941. Order from Director of Research and Clerical Division, Work Projects Administration, 70 Columbus Avenue, New York City. Free.

Films about cooperatives:

Write to the Cooperative League of the U. S. A. for information concerning films.

W
H
E
R
E

D
I
D

P
R
I
C
E
S

G
O
?

The cost of living increased 8.5% from February to October, 1941. On July 30, the President sent a special message to Congress, outlining the urgent need for price control legislation:

"Inflationary price rises and increases in the cost of living are today threatening to undermine our defense effort . . . Every dollar spent for defense presses against an already limited supply of materials.

"This pressure is sharply accentuated by an ever-increasing civilian demand. For the first time in years many of our workers are in the market for the goods they have always wanted . . .

"Those who have money to spend are willing to bid for the goods. The Government must and will satisfy its defense needs. In such a situation, price advances merely determine who gets the scarce materials, without increasing the available supply. We face inflation unless we act decisively and without delay . . .

"Great profits are reaped by some, while others, with fixed and low incomes, find their living standards drastically reduced and their lifelong savings shrunken. The unskilled worker, the white-collar worker, the farmer, the small business man, and the small investor all find that their dollar buys ever less and less.

"The burden of defense is thrown haphazardly and inequitably on those with fixed income or whose bargaining power is too weak to secure increases in income commensurate with the rise in the cost of living."

The President's Message,

Congressional Record, July 30, 1941.

Educate as to need for price legislation.

Talk to and write to legislators who are considering such legislation.

Look for cases of concealed price rises through lowering of quality.

READ THESE

Need for price control:

Text of President's Message to Congress concerning the need of price control legislation. Congressional Record, July 30, 1941. Also printed in full in most of the metropolitan newspapers of July 31, including the New York Herald-Tribune, and Christian Science Monitor.

Inflation and price control:

Instead of Inflation. By John M. Clark, Survey Graphic, August, 1941.

Priorities: The Synchronizing Force. By Bernard Baruch. In Harvard Business Review, Spring 1941.

Price Fixing Is Not Enough. By Marriner Eccles. In Fortune, August 1941.

Prices, Profits and Government. By Leon Henderson and Donald Nelson. In Harvard Business Review, Summer 1941.

The Government's Price Policy. By Leon Henderson. In Purchasing, June 1941.

Should a Ceiling Be Set on Prices and Wages. By H. H. Heimann and Irving Fisher. In Modern Industry, August 15, 1941.

Wartime Control of Prices. By C. O. Hardy. 216 p. Brookings Institution, 1941. \$1.

The Fight Against Inflation: A Speech and A Pledge by the Secretary of the Treasury.

Consumer Prices. Twice monthly report on current price trends, supply conditions, substitutes.

Order these from Consumer Division, Office of Price Administration, Washington, D. C. Free.

The Problem of Inflation. By Dr. Esther Cole Franklin. Contemporary America, Nov. 1941.

Order from American Association of University Women, 1634 Eye St., N.W., Washington, D. C. 15c.

This is Section VI of *Hidden Hungers in a Land of Plenty: A Handbook of Nutrition Projects for You and Your Group*, in 8 sections.
National Maternal and Child Health Council, Washington, D. C.

VII. WHAT SHOULD GO ON A SHOPPING LIST?

"To be well fed, people have to know what foods they need every day, how to combine these foods into meals, how to check meals against standards. To provide meals for a family, they need to know how to buy and prepare food."

—SECTION ON METHODS OF EDUCATION IN NUTRITION, NATIONAL NUTRITION CONFERENCE FOR DEFENSE, 1941.

	<i>Page</i>
<i>Most for Your Money</i>	2
<i>Nutrition Centers</i>	5
<i>Radio Marketing News</i>	9
<i>How It Has Been Done</i>	11

M
O
S
T

F
O
R

Y
O
U
R

M
O
N
E
Y

As prices rise, the problem of buying wisely becomes more acute. Education becomes more important to more people as the family food budget fails to cope with more expensive tomatoes, milk, meat.

Most people's nutrition information resources are these:

- Women's magazines
- Women's pages in newspapers
- Grocery store nutrition courses and suggestions
- Radio
- Advertisements
- Cook-books
- Government pamphlets.

For all of these sources much good can be said—the shortcomings, primarily, are that the people who need help most have least access to this material, that with a few exceptions it is not designed to consider a family's nutrition needs and its pocketbook, that it is hard to know that the information you get is accurate, and even harder to ask a specific question and get a specific answer.

One of the best eye-openers for housewives is the setting up of two food lists—each of properly nutritive food—each at a different price level. One such comparison, published recently, shows alternatives in choices of foods commonly found on a family's weekly grocery order. The total difference in cost is about \$3.50 a week, yet the difference in food value is negligible, and a resourceful cook can make such appetizing meals from List B that the family will not realize economy measures are being

practiced. Prices vary with time and place—but wise buying still makes differences such as these:

<i>List A</i>	<i>List B</i>
7 qts. special milk.....\$1.26	7 qts. approved milk.....\$.84
11 qts. approved milk 1.32	12 cans evaporated milk... .88
10 lbs. graded potatoes..... .30	10 lbs. small potatoes..... .20
16 oranges ..... .40	1 lar. can grapefruit juice .18
1 can pineapple juice ..... .10	1 can tomato juice..... .07
2 lbs. broccoli ..... .20	2 lbs. kale ..... .10
2 heads of lettuce (1 lb.) .24	1 head cabbage (1 lb.).... .05
2 lbs. fresh peas ..... .25	1 can peas ..... .15
2 bunches carrots ..... .15	2 lbs. carrots, loose..... .10
1 doz. grade A eggs..... .49	1 doz. grade B eggs..... .35
1 lb. calves' liver..... .69	1 lb. beef liver..... .30
1½ lbs. veal cutlet..... .72	3 lbs. breast of veal..... .57
6 boxes Wheaties (3 lbs.) .66	1 lar. box oatmeal (3 lbs.) .18
5 loaves of fresh bread.... .55	5 loaves day-old bread.... .35
1½ lbs. butter ..... .63	1½ lbs. margarine*..... .18
\$7.96	\$4.50

*Butter contains vitamin A while margarine at this price does not, and brands reinforced with this factor will cost about 10 cents a pound more. However, there will be no danger of too little vitamin A if the foods used each week include such good sources as kale, or other dark green leafy vegetable, carrots, whole milk, eggs, and liver.

Table from *Nutrition Notes*, September, 1941.
Community Service Society, N.Y.C.

Education is needed to suggest other economies—the home preparation of salad dressings, soups, baked beans, jams and preserves, puddings, cookies, cakes, gingerbread, cereals, canned fruits and vegetables, and canned tomatoes, and vegetables grown at home (see Section IV for more about preserving and gardening).

Nutrition education, after all, is a person to person job. Trained nutritionists in your health department help. More public health nurses would make more home visits and bring knowledge to more families that need help.