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# *Teaching Nutrition*

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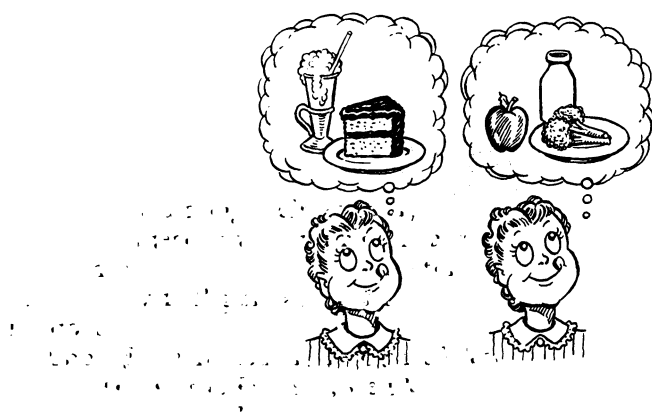
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# *Teaching Nutrition*

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## *Foreword*

Teachers, public health workers, and lay leaders will find in this book a unique approach for the teaching of nutrition. It is an example of the melding that may come when leaders in subject matter and education join hands in a research attack on how to make nutrition live in the lives of people.

One of the basic needs for personal well-being is good nutrition. To be effective, nutrition education should begin at a very early age when children are formulating their everyday food habits. Since nutrition is a complex subject, simple nutrition facts gained at this time can be built upon at successive levels of maturity so that eventually pupils will arrive at over-all general nutrition concepts that are known as "generalizations."

Dr. Ercel Eppright, a nationally recognized leader in the field of human nutrition, Dr. Mattie Pattison, well known in home economics education circles, together with their student, Dr. Helen Barbour, now head of home economics at the New Mexico College of Agriculture and Mechanic Arts, have provided in this book (1) basic nutrition information reduced to its most understandable form and (2) educational procedures for introducing nutrition to different age groups. The approach recommended has been tested experimentally in a research program carried on over the past few years.

A strong case is made for the need of nutrition education in this country. Information on the prevailing lacks, as revealed from several studies, is clearly shown through figures and graphs. Indeed, one of the appeals of this book rests in its demonstration of the need for effective nutrition teaching.

The classification of important objectives for teaching nutrition and ways of organizing information will serve as guides to the teacher.

The further organization of generalizations is a most significant over-all contribution to nutrition education. Many of these generalizations were developed and tested by Dr. Barbour in her doctoral

study. They bring into focus the large fundamental concepts of nutrition around which isolated facts can be related so as to take on meaning.

It is generally agreed that no one method can be advocated as *the* method for nutrition education. The authors present many ways of approaching the subject, with enough illustrations of their use to enable teachers of nutrition to make the subject vital and interesting to people of different ages. Especially helpful are the suggestions that will guide students in arriving at their own generalizations.

In undertaking a nutrition education program, it is important to recognize at the outset that there are inherent problems. These are pointed out very clearly and should be a real help in identifying problems of importance in various situations.

The successful teacher also must recognize the differences in attitudes about food that exist among people of various groups and among individuals within each group. The authors help the teacher to recognize these differences. Perhaps one reason why nutrition education programs in the past have not been eminently successful lies in the fact that differences have been ignored.

Evaluation is essential throughout the nutrition program. It not only enables the teacher to recognize the progress students are making toward achievement of their goals, but also reveals the effectiveness of methods used. Various evaluation techniques are illustrated.

It is with considerable satisfaction that we see crystallized in this book a functional approach to nutrition education through a coordinated research program long envisioned. We feel confident that many will find it useful in planning programs for improved nutrition not only in our own country but elsewhere.

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# Preface

A wide gap exists between the knowledge of nutrition and its application in everyday living. But nutrition *does* affect goals important to most people, and food practices *can* affect achievement of these goals.

In this book we have taken into consideration the special needs in nutrition education for (1) the simplification of complicated technical material and for (2) the motivation of people to consider their present food habits and to change them as needed. From the mass of information in nutrition we have attempted to sift the doubtful and controversial, and to organize the working facts or principles for effective use.

This primarily is a handbook for teaching. It should be especially useful to those who know the facts of nutrition but have little experience in how to make them function for others, and also may be used by those with little training in nutrition. The generalizations, as given, are designed primarily for use in popular nutrition education. They may, however, provide a useful supplement for technical courses given for teachers, public health workers, or others engaged in applied nutrition.

The nutrition information, set down in simple terms, is organized in Chapter 4 into generalizations and supporting facts. With the information thus selected and organized, the teacher—whatever the nature of her responsibility—may choose the subject matter appropriate to the individual or group being taught. The next step, then, is to consider methods of presentation. To assist in using the generalizations creatively and effectively, we have made an analysis of problems found in teaching nutrition, have discussed a variety of methods of teaching, and have suggested ways of evaluation.

The preliminary preparation of the generalizations was made by author Helen Barbour as a recipient of the Mary Swartz Rose Fellowship of the American Dietetic Association while she was studying at

Iowa State College. Dr. Gladys Everson, Dr. Marian Moore, Dr. Charlotte Roderuck, and Dr. Pearl Swanson assisted in selecting and revising the original set of generalizations.

In our studies of the need of nutrition education, and where emphasis should be placed, we have been guided largely by the results of investigations of several population groups in Iowa, made under the auspices of the Iowa Agricultural Experiment Station by members of two departments of the Home Economics Division of Iowa State College: Food and Nutrition, and Home Economics Education. Some of these studies were supported in part by a grant and other assistance from the General Mills Company, Incorporated, as a part of its nutrition education program.

Many people deserve our thanks for their assistance and encouragement during the preparation and publication of this book. To each of them individually, we express our grateful appreciation. We are especially indebted to Dr. Pearl Swanson, Assistant Director of the Iowa Agricultural Experiment Station, and Professor Florence Fallgatter, Head of Home Economics Education at Iowa State College.

We wish also to acknowledge the generosity of other authors and publishers in giving permission for meaningful quotations and charts.

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March, 1957

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